

Developments in Transformational School Leadership Research: A Systematic Review

Dönüşümcü Okul Liderliği Araştırmalarındaki Gelişmeler: Sistematik Bir Derleme

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Abstract. The purpose of this study is to outline the nature of empirical base on transformational leadership in Turkey. The present study included a total of 109 graduate theses conducted on school principals' transformational leadership behaviors between 2000 and 2019 and released in the Council of Higher Education's (CoHE) database. Results revealed that an important body of research investigated the relationship between transformational leadership and job satisfaction and organizational commitment. Authors' suggestions to policymakers and practitioners were often about enabling further in-service training activities and providing school principals with various opportunities to study for a master's degree. Suggestions from quantitative studies echoed the need for conducting relevant studies on different samples and expanding qualitative studies to inquiry into transformational leadership. Results, therefore, mirrored the fact that the empirical base on transformational leadership is lacking in terms of mediator and moderator effects of various variables along with the antecedents and results of transformational leadership.

Keywords: Transformational leadership, school principal, systematic review, graduate thesis

Öz. Bu çalışma Türkiye'de dönüşümcü liderlik alanındaki ampirik gelişimin doğasını ortaya koymayı amaçlamaktadır. Bu araştırma 2000-2019 yılları arasında Yükseköğretim Kurulu (YÖK) tez merkezi veri tabanında okullarda dönüşümcü liderliğe yönelik yayınlanan toplam 109 lisansüstü tezini kapsamaktadır. Sonuçlar dönüşümcü liderlik ile iş doyumunu ve örgütsel bağlılık arasındaki ilişkinin sıklıkla çalışıldığı görülmüştür. Bununla birlikte dönüşümcü liderlik ile örgütsel vatandaşlık, okul kültürü, okul iklimi, informal ilişkiler, duygusal zekâ, örgütsel imaj ve motivasyon arasındaki ilişki bir dizi araştırmaya konu olmuştur. Araştırmalarda politika yapıcı ve uygulayıcılara müdürlerin dönüşümcü liderlik davranışlarının geliştirilmesine yönelik genel olarak hizmet içi eğitim ve lisansüstü eğitim olanaklarının sunulması gibi öneriler sunulmuştur. Öte yandan araştırmacılara yönelik önerilerde sıklıkla kavramın farklı örneklerde çalışılması ve nitel araştırmaların yaygınlaştırılması vurgulanmıştır. Bu bağlamda dönüşümcü liderliğin öncülleri ve sonuçlarının yanı sıra aracı ve düzenleyici etkilerin oldukça sınırlı düzeyde incelenmiş olduğu görülmektedir. Bir okulun etkili olabilmesi ve öğrenci başarısına katkı sağlayabilmesi için okul müdürlerinin dönüşümcü liderlik davranışları sergilemeleri önem arz etmektedir.

Anahtar Kelimeler: Dönüşümcü liderlik, okul müdürü, sistematik derleme, lisansüstü tez

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Introduction

Educational researchers, policymakers, and practitioners have long concluded that school leadership matters for school effectiveness (Barnett & McCormick, 2004; Hallinger, 2010; Leithwood, Harris & Hopkins, 2019; Marks & Printy, 2003; Valentine & Prater, 2011). Before the 1980s, school principals benefited from trait and contingency theories of leadership. Later on, instructional leadership appeared as a promising theory to contribute to the school effectiveness (Blase & Blase, 1999; Hallinger & Heck, 1999; Leithwood, 1994; Leithwood & Jantzi, 1999; Southworth, 2002). Rooted in effective school movement, instructional leadership came to the prominence as one of the popular leadership models in a line of school leadership academies in the USA and focused mostly on school principal roles in improving instruction (Hallinger, 2003; Hallinger, 2010; Hallinger, Wang, Chen, & Liare, 2015; Harris, Jones, Cheah, Devadason, & Adams, 2017). Research interest in effective school leadership models grew gradually since 1990 to leverage student achievement and engagement. As the notion that school leadership takes a crucial part in school effectiveness expands, scholarly interest shifted to producing and discussing various leadership models such as distributed (Harris, 2004; Heck & Hallinger, 2009; Spillane, 2005), shared (Lambert, 2002; Pearce, 2004), teacher leadership (Harris, 2003; Lambert, 2010), servant leadership (Sendjaya & Sarros, 2002; Van Dierendonck, 2010), and transformational leadership (Bass & Avolio, 1990, 1993; Leithwood & Jantzi, 1999) pertaining to contributing well to the quality of instruction.

Transformational Leadership

Since the early 1980s, transformational leadership started to consume scholarly attention in the organizational behavior literature as one of the promising leadership models (Hiller, DeChurch, Murase & Doty, 2011; Liu, 2018; Mhatre & Riggio, 2014). The essence of transformational leadership theory lies in the growing competition closely associated with the structural changes and technological developments in the organizations. Organizations seek ways to adapt well to the changes in society. Aligned with this, transformational leadership focused on developing an organization's innovation capacity. Early transformational leadership research was built upon transactional leadership (Allix, 2000; Bass & Avolio, 1990; Bass, 1990; Kuhnert & Lewis, 1987; Stewart, 2006). The construct of transformational leadership was developed by Burns. Burns who was inspired by the charismatic leadership theory of Max Weber argued that transformational leadership could leverage followers' performance by gathering them under shared values, beliefs, and purposes in contrast to the core of transactional leadership, which places leaders' power, control and incentives in the center of leadership process (Bass, & Avolio, 1990; Kuhnert & Lewis, 1987). Then Bass expanded the construct of transactional leadership to the industry, public relations, and education (Allix, 2000; Humphreys, 2001; Kuhnert & Lewis, 1987). Bass (1990) focused on the relationship between leader, performance, and incentives in the transactional leadership model and stressed leader's behaviors such as building organizational standards and avoiding to assume responsibility. However, Bass's transformational leadership theory concentrated on leaders' behaviors towards meeting followers' demands to promote their work performance. The transformational leadership model is comprised of four components entitled intellectual stimulation, individualized consideration, idealized influence, and inspirational motivation. Intellectual motivation denotes increasing

followers' awareness to achieve the organizational vision while individualized consideration is regarded as leaders' encouraging behaviors to influence followers to add more to the organizational targets. Idealized influence means a leader's fascinating effect on followers. Inspirational motivation, on the other hand, is related to the extent to which a leader exhibits an exciting vision that helps motivate others to perform beyond expectations. When compared to traditional leadership approaches, transformational leadership holds the promise of developing followers' potential, changing their values and beliefs and ensuring trust to encourage them to perform beyond expectations (Allix, 2000; Bass, 1995; Humphreys, 2001; Kunhert & Lewis, 1987; Seltzer & Bass, 1990).

Transformational Leadership in Education

During the early part of the second millennium, school principals have begun to encounter increasing pressures for student achievement. Therefore, school principals have been expected to demonstrate transformational leadership behaviors to transform their schools into professional learning communities in which teacher professional learning and practice are enhanced through a variety of ways (Griffith, 2004; Marks & Printy, 2003; Moolenaar, Daly & Slegers, 2010; Yang, 2014). The theory of transformational leadership has originally been conceptualized by Burns and developed by Bass to be adapted into various contexts (Allix, 2000; Humphreys, 2001). Later on Podsakoff, MacKenzie, Moorman and Fetter (1990) adapted a transformational leadership model aligned with the recent leadership demands of modern organizations. In this model, the authors tested the mediator effects of job satisfaction and trust between the relationship of a leader's transformational leadership behaviors and followers' organizational citizenship. The above-mentioned study treated transformational leadership as a construct comprised of such dimensions as intellectual stimulation, identifying and articulating a vision, providing an appropriate model, fostering the acceptance of group goals, high-performance expectations, and providing individualized support. Bass's transformational leadership model was first adapted into educational institutions by Leithwood and his colleagues and used widely in educational research in the USA. Leithwood's transformational leadership model included dimensions entitled (1) building vision, (2) modeling behavior, (3) setting group goals, (4) providing support, (5) providing stimulation and (6) holding high expectations (Jantzi & Leithwood, 1996; Leithwood, 1994; Leithwood, Tomlinson, & Genge, 1996; Leithwood & Jantzi, 1999, 2000, 2005).

Purpose of Research

Research on school principals' leadership behaviors in educational institutions has been in progress since the early 1960s. As mentioned before, early studies focused widely on the effects of personal traits of school leaders on teachers' organizational behaviors and thus the other factors that might be influential on organizational behaviors in such complex school systems were ignored. Aligned with effective school movement, research on transformational leadership has been originated in the USA and spread to such other countries as China, Britain, the Netherlands, and Turkey (Leithwood & Jantzi, 2006; Liu, 2018; Marks & Printy, 2003; Sağnak, 2010; Sun, Chen & Zhang, 2017). In Turkey, research on transformational leadership has accelerated since the turn of the new century. It is, however, evident that the pattern of research in Turkey is mostly based on empirical investigations (Ayık, Diş & Çelik, 2016; Buluç, 2010; Cemaloğlu & Kılınç, 2012; Kandemir, 2018; Özcan, Balyer & Yıldız, 2018). In a substantial

body of research, thus, the focus is on exploring the relationship between transformational leadership and such constructs as teacher job satisfaction, commitment, citizenship and participation into decisions as it has long been accepted that transformational leadership promises to influence teacher beliefs and perceptions on commitment to change and student learning (Hallinger & Heck, 1998).

The current study analyses the nature of the research methods adopted in the empirical investigations of transformational leadership, the individual and organizational variables with which transformational leadership is associated, and the suggestions made by authors for policymakers, practitioners, and researchers. The findings of this study may contribute to developing an understanding the extent to which school principals' transformational leadership behaviors influence school improvement, student performance, and student achievement. Research on transformational leadership in Turkish schools has accelerated since the turn of the new century, however, the literature is short in terms of evidence that focused on the research patterns of transformational leadership. Outlining patterns in contemporary empirical research base on transformational leadership in Turkey promises to guide further research.

Method

This study was designed as a systematic review under qualitative research method. Systematic reviews allow researchers to view and analyze findings from a variety of studies in a transparent and accountable way (Oakley, 2002) and therefore provide educational researchers with fruitful guidance for future research (Hallinger, 2017). Thus, the current study focused on quantitative studies conducted on transformational leadership behaviors of school principals in Turkey.

Inclusion Criteria

In systematic reviews, the author is expected to be quite sensitive and careful in analyzing, synthesizing, and evaluating the knowledge base that the study focused on. Hence, the current study applied the following criteria:

1. This study included only the graduate theses that specifically focused on school principals' transformational leadership behaviors. Therefore, we excluded theses conducted in other research areas such as business management.
2. As the research on transformational leadership behaviors of school principals in Turkey accelerated since the turn of the new century, this study included theses conducted in the period from 2000 to 2019.
3. This study deals only with quantitative research base on school principals' transformational leadership.
4. This study investigated only the theses which have been conducted in primary, secondary, and high schools.

Screening Process

The current study investigated master these and doctoral dissertations on transformational leadership behaviors of school principals released in CoHE (Council of Higher Education) Thesis Center. A keyword search was conducted in the database of CoHE by entering such keywords into the search engine as “transformational leadership”, “leadership styles” and “leadership approaches”. This search yielded a total of 342 theses. Then these pieces were computerized and each of them was entered into a Microsoft Excel spreadsheet. The authors scanned the titles and abstracts separately. The studies that were conducted in the field of higher education, public, and business management and those not aligned with the purpose of the current study were excluded from the database. In the reviewed studies, leadership styles and approaches, variables related to transformational leadership, instruments used in the theses, and suggestions were classified. Consequently, we decided to analyze a total of 109 eligible documents. Figure 1 specifies the steps in the identification and screening of sources in the current systematic review.

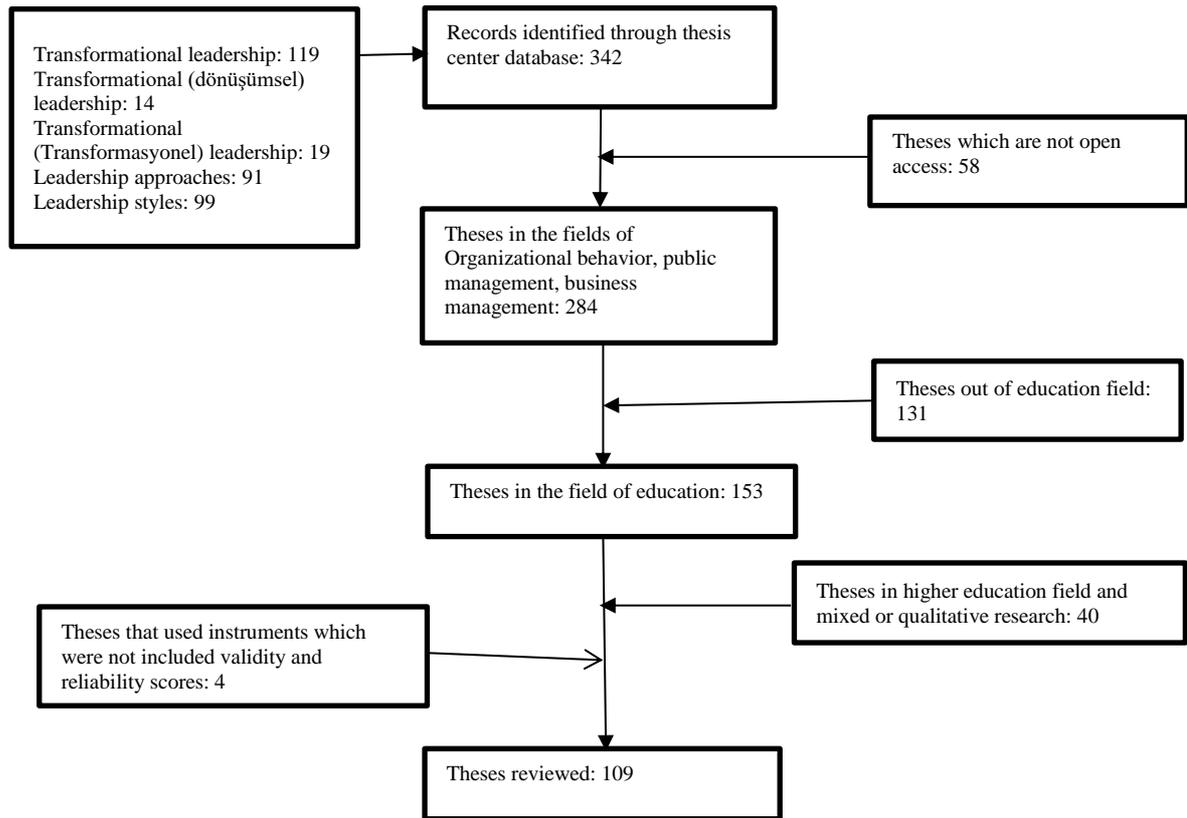


Figure 1*. Steps in the identification and screening of sources in the current systematic review

* In a line studies conducted on transformational leadership in Turkey, the concept of transformational leadership is further complicated by the fact that often local researchers used different denotations for transformational leadership such as “dönüşümcü”, “dönüşümsel” and “transformasyonel”.

Quality Review

The quality of the 113 theses was evaluated based on EPPI-Centre (2006), and the framework for assessing the weight of evidence proposed by Gough (2007). Evaluating the methodological quality and methodological and topic relevance of studies reveals the weight of evidence. Thus, being well-designed and using valid and reliable measurement tools leverage the quality of studies in terms of evidence. Furthermore, the relevance between the methodology and topic of studies gives clues about the quality of studies (EPPI-Centre, 2006). In this regard, each author prepared a check-list and rated the theses in terms of quality from 1 to 4. Theses on which there were disagreements were reviewed by an expert to arrive at a final decision. We excluded 4 literature pieces that did not meet the criteria of quality as they used instruments that did not include validity and reliability scores. After this step, the database reduced the corpus to 109 eligible documents consisting of 102 master theses and 7 doctoral dissertations. A Microsoft Excel sheet was used to bring the authors, subjects, methods, results, and suggestions together as a whole. The reliability coefficients of the instruments conducted in the studies changed from .63 to .98.

Results

Findings of the current study designed to outline the developments in research on school principals' leadership behaviors were investigated under four sections: (1) The types of research and instruments, (2) the significant difference that occurred in the perception of teachers on school principals' transformational leadership behaviors according to individual demographics, (3) the results of the studies and (4) the suggestions for both practitioners and researchers depending on the research results. Table 1 illustrates the classification of studies reviewed according to research publication date, type, and the instruments and dimensions used in the studies.

Table 1.

Profile of Studies Reviewed

Publication date	2000-2004	2005-2009	2010-2014	2015-2019	Total
N	2	17	43	47	109
%	1.84	15.59	39.45	43.12	100
Publication type	Master Thesis		Doctoral Dissertation		Total
N	102		7		109
%	93.58		6.42		100
Instruments Used and Dimensions	Researchers				<i>f</i>
Avolio and Bass (1985) Multifactor Leadership Questionnaire (idealized influence, intellectual stimulation, inspirational motivation, individualized consideration)	Altuğ (2010), Arslan (2013), Aytek (2013), Arkçı (2014), Bardakçı (2017), Başaran (2006), Cansüngü (2016), Cıvıgaz Kazancıoğlu (2018), Çelebi (2012), Çelik (2010), Çelik (2017), Çetin (2012), Çetinkaya (2011), Çiçek (2010), Daşcı (2014), Didin (2014), Dursun (2009), Erdel (2018), Eryılmaz (2016), Esen (2016), Gavuz (2008), Genç Yücel (2019), Gençay (2014), Güllü (2009), Güneş (2011), İncirkuş (2012), Kandemir (2018), Karabağ Köse (2013), Karadavut (2014), Karaduman (2014), Karakoç (2010), Kazancı (2010), Kılıç (2006), Kılınç (2009), Kılınç (2013), Kılınç (2017), Kiriş (2016), Kul (2010) Kurt (2009), Maral (2016), Okçu (2011), Orçan (2015), Öncü (2017), Önk (2015), Özcan (2013), Özer (2009), Saylık (2012), Sağlam (2008), Sonel (2019), Sönmez (2010), Şahin (2012), Terekeci (2008), Titrek (2019), Tozal (2015), Tuncel (2013), Tura (2012), Ulutaş (2010), Uzun (2014), Ülger (2003),				66

	Vural (2016), Yaman (2019), Yenel (2016), Yıldırım (2006), Yılmaz (2019), Zeren (2007)	
Akan, Yıldırım, and Yalçın (2014) School Principals' Leadership Style (transformational leadership, laissez-faire leadership, transactional leadership)	Alpay (2019), Aslan (2019), Boyraz (2018), Demir Balcı (2019), Şentürk (2019), Taş (2017), Yalçın (2014), Yılmazlar (2018), Zengin (2019)	9
Şahin (2005) Scale of School Principals' Leadership Styles (transformational leadership, transactional leadership)	Beşiroğlu (2013), Can (2014), Çimili Gök (2010), Dalgıç (2015), Doğan (2014), Sarıdemir (2015), Şahin (2014), Taşdemirci (2009),	8
Çetiner (2008) Transformational Leadership Scale	Çetiner (2008), Dülker (2019), Gelmez (2018), Mete (2018), Yılmaz (2010)	5
Taş, Çelik, and Tomul (2007) Leadership Style Scale (Autocratic leadership, democratic leadership, laissez-faire leadership, transformational leadership, transactional leadership)	Baş (2018), Çağlı (2019), Ocak (2014), Pektaş (2019), Yıldırım (2019)	5
Oran (2002) Transformational Leadership Questionnaire (inspirational motivation and idealized influence, intellectual stimulation and individualized consideration)	Aksel (2016), Cömert (2005), Kiriş (2013) Turan (2019)	4
Brestich (1999) Transformational Leadership Scale (Identifying and articulating a vision, providing an appropriate model, fostering the acceptance of group goals, high-performance expectations, providing individualized support, intellectual stimulation)	Bilir (2007), Çelik (2013), Yüksel (2015)	3
Toksöz (2010) Transformational Leadership Questionnaire (idealized influence, intellectual stimulation, inspirational motivation, individualized consideration)	Toksöz(2010), Canbaz (2019), Tosun (2015)	3
Podsakoff, MacKenzie, Moorman, and Fetter (1990) Transformational Leadership Scale (Core transformational behaviors, high performance expectations, individualized support, intellectual stimulation).	Kaya (2015), Keleş (2009), Şar (2018)	3
Jantzi and Leithwood (1996) Transformational Leadership Scale; (1) building vision, (2) modeling behavior, (3) setting group goals, (4) providing support, (5) providing stimulation and (6) holding high expectations.	Akkaş Baysal (2013)	1
Oğuz (2008) The Leadership Style Questionnaire (Transformational leadership, laissez-faire leadership, transactional leadership)	Yürek (2018)	1
Bycio, Hackett, and Allen (1995) School Principals' Leaders Style Scale (transformational leadership, transactional leadership)	Şahin (2003)	1

Findings have mirrored that an upward trend is visible in the number of research especially after 2010. Furthermore, majority of studies were master theses and most of them used Multifactor Leadership Questionnaire ($f = 66$) developed by Avolio and Bass (1985) as a data collection tool followed by Leadership Style Scale by Akan, Yıldırım and Yalçın ($f = 9$), Scale of School Principals' Leadership Styles by Şahin (2009) ($f = 8$), Leadership Style Scale by Taş, Çelik and Tomul (2007) ($f = 5$), Transformational Leadership Scale by Çetiner (2008) ($f = 5$). It is therefore plausible to suggest that Bass and Avolio's (1985) instrument is widely used in transformational leadership research in Turkey. Table 2 reveals the research evidencing that teacher perceptions' of school principals' transformational leadership styles differed significantly according to demographic variables.

Table 2.

The Significant Difference According to Demographic Variables

Demographic Variables	Publications
Gender	Bardakçı (2017), Başaran (2006), Çelik (2010), Doğanalp Kesmez (2015), Erdel (2018), Gelmez (2018), Genç Yücel (2019), Gençay (2014), Kılınç (2009), Kılınç (2017), Kiriş (2016), Maral (2016), Mete (2018), Ocak (2014), Orçan (2015), Özcan (2013), Sağlam (2008), Şahin (2014), Yüksel (2015)
Educational background	Arslan (2013), Başaran (2006), Can (2014), Çelik (2017), Esen (2016), Kılınç (2009), Maral (2016), Orçan (2015), Şar (2018), Tosun (2015)
Seniority	Aksel (2016), Baş (2018), Başaran (2006), Canbaz (2019), Cansüğü (2016), Çelik (2017), Çetiner (2008), Doğanalp Kesmez (2015), Dülker (2019), Gelmez (2018), Keleş (2009), Kılınç (2009), Kiriş (2016), Ocak (2014), Özcan (2013), Saylık (2012), Sonel (2019), Tuncel (2013), Turan (2019), Ulutaş (2010), Yılmaz (2010), Yılmaz (2019), Zengin (2019)
Age	Aytek (2013), Can (2014), Çifci (2009), Erdel (2018), Gelmez (2018), Kiriş (2016), Mete (2018), Ocak (2014), Özcan (2013), Şahin (2012), Şentürk (2019), Turan (2019), Yılmaz (2010)

As can be seen in Table 2, there are a group of studies illustrating that teachers' perceptions of school principals' transformational behaviors differed significantly according to the demographics such as gender, educational background, seniority, and age. Among the demographic features, gender (Bardakçı, 2017; Başaran, 2006; Çelik, 2010; Doğanalp Kesmez, 2015; Erdel, 2018; Gelmez, 2018; Genç Yücel, 2019; Gençay, 2014) and seniority (Aksel, 2016; Baş, 2018; Başaran, 2006; Canbaz, 2019; Cansüğü, 2016; Çelik, 2017; Çetiner, 2008; Çifci, 2009) became prominent that made a significant difference in teachers' perceptions of school principals' transformational leadership behaviors. Furthermore, a line of relevant research showed that teachers' educational background (Maral, 2016; Orçan, 2015; Şar, 2018) and age (Aytek, 2013; Can, 2014; Çifci, 2009; Erdel, 2018) were among the factors that differed teachers' perceptions of school principals' transformational leadership behaviors. Results from the analysis of variables which are related to or predict transformational leadership are presented in Figure 1.

As can be seen in Figure 1, a total of ten studies focused on the link between school principals' transformational leadership behaviors and teachers' job satisfaction. However, several pieces have just focused on the relationship between transformational leadership and teacher job satisfaction without uncovering which variable was influential on the other (Bilir, 2017; Cansüğü, 2016; Çelebi, 2012; Kul, 2010; Sarıdemir, 2015; Şahin, 2012; Tura, 2012; Yılmaz, 2014). On the other hand, results from this systematic review showed that school principals' transformational leadership behaviors have an impact on teacher job satisfaction (Arkçı, 2014; Güllü, 2009). Another issue from the relevant research is the association between transformational leadership and teacher commitment to school. As in the case of the job satisfaction, several studies were conducted to determine which variable is antecedent or outcome (Aslan, 2019; Beşiroğlu, 2013; Okçu, 2011; Kaya, 2015; Zeren, 2017). Furthermore, a small number of studies provided evidence for the prediction of organizational commitment by transformational leadership (Canbaz, 2019; Kandemir, 2018; Yalçın, 2014).



Figure 1. Variables That are Related to or Predict Transformational Leadership

Findings of the current systematic review further revealed that there were positive correlations between transformational leadership and several constructs under the umbrella of organizational behaviours such as school culture (Çıpa, 2014; Kılıç, 2006; Şahin, 2003), organizational citizenship (Özer, 2009; Yaman, 2019), individual informal relations (Çetinkaya, 201; Saylık, 2012; Şahin 2014), school climate (Alpay, 2019; Çetin, 2012), school image (Çençay, 2014; Zengin, 2019), emotional intelligence (Çelik, 2010; Doğan, 2014), motivation (Aksel, 2016; Vural, 2016; Yıldırım, 2019), innovation and innovation management (Çelik, 2017; Esen, 2016), change management (Baş, 2018), organizational justice (Güneş, 2011), worklife quality (Yalçın, 2014), teacher performance (Çıpa, 2014), organizational learning (Karabağ Köse, 2013), self-efficacy (Yürek, 2019), personal traits of school principals (Cıvgaz Kazancıoğlu, 2018), social entrepreneurship skills of school principals (Titrek, 2019), organizational socialization (Turan, 2019) and psychological capital (Yüksel, 2015). It is clear that much of the research did not attempt to unveil the effects of transformational leadership on various variables mentioned above, which points to a serious niche in the relevant literature. On the other hand, another vein of research focused on the links between transformational leadership and several negative organizational behaviors such as organizational silence (Daşçı, 2014; Öncü, 2017; Pektaş, 2019), conflict management (Çağıl, 2019; Dalgıç, 2015), mobbing (Daşçı, 2014), organizational cynicism (Dülker, 2019) and crisis management (Ulutaş, 2010) and found negative correlations.

However, the findings of this review surfaced that the authors of the above-mentioned publications did not focus on the effect of transformational leadership, which made it difficult to discuss the role of transformational leadership in decreasing the potential effects of these negative organizational behavior variables. Findings related to the suggestions presented in the reviewed publications are given in Table 3.

Table 3.

Themes Related to the Suggestions Made in the Reviewed Publications

	Themes	f
Suggestions for researchers	1. Expanding the sample and population of studies (including school principal, parents, and students)	93
	2. Conducting research in different regions, educational level and school types (comparison of findings from state and private or vocational and Anatolian high schools)	64
	3. Examining the effects of transformational leadership on individual and organizational variables such as burnout, student achievement, teacher performance, motivation, organizational citizenship, teacher rewarding and personal traits	43
	4. Conducting qualitative research	25
	5. Investigating the reasons for the significant difference in teachers' perceptions of transformational leadership according to various other demographic variables apart from gender and age	19
	6. Using different data collection tools and also developing culture-specific instruments	15
	7. Analyzing factors that impact school principals' leadership behaviors	8
	8. Surfacing the communication patterns among school administrators and teachers	3
	9. Enquiring the efficiency of in-service education activities	2
Suggestions for practitioners	1. Training school principals in terms of leadership behaviors through in-service education activities	88
	2. Encouraging school principals for graduate education and receiving support from universities	35
	3. Improving communication patterns between school principals and teachers, incorporating teachers into decision-making processes and school principals' empowering teachers	33
	4. School principals' being role model for teachers, providing professional learning opportunities for teachers and rewarding successful teachers	32
	5. Individual consideration of school principals for teachers, providing teachers for resources aligned with their needs	16
	6. Conducting lectures on educational leadership, administration, and supervision including related practices in faculties of education.	15
	7. Building a positive school climate and team spirit	9
	8. Experienced teachers' sharing their craft knowledge and experience with novice teachers	8
	9. Following the scientific developments and conducting scholarly work on leadership	6
	10. Encouraging female teachers for administrative position	5
	11. Giving priority to teachers who have a master degree for school administrator appointments	4
	12. Job rotation for school administrators	2

As is clear from Table 3, the authors of the reviewed literature pieces often make suggestions for policymakers and practitioners that in-service training activities should be organized in which school principals could develop their professional knowledge and skills, teachers should participate in decision-making processes in the school and collegiality among school members should be strengthened. Suggestions for practitioners often stress that school principals should be given in-service training related to leadership behaviors ($f = 88$), opportunities for participating in graduate studies should be expanded for school principals ($f = 35$), teachers are given the right to participate in school-based decision-making processes ($f = 33$), teachers should be provided further time and place for professional learning and development ($f = 32$), principals exert effort to provide teachers with instructional sources ($f = 16$), and courses related to educational leadership, management and supervision should play a bigger part in faculties of education as pre-service teacher education institutions ($f = 15$). On the other hand, suggestions

for researchers articulate that other research should be conducted in different samples ($f = 93$), in different regions, education level and school types ($f = 64$), investigate the effects of transformational leadership on various individual and organizational variables such as burnout, student achievement, teacher performance, organizational justice, teacher rewarding and personal traits ($f = 43$), be designed under qualitative research methods ($f = 25$), uncover the reasons why teachers' perceptions of school principals transformational leadership behaviors differed significantly according to gender, branch or other demographic variables ($f = 19$), and use different and culture-specific instruments to measure transformation leadership ($f = 15$).

Discussion and Conclusion

The construct of transformational leadership conceptualized in the early 80s upon scholarly debates on restructuring school has started to attract scholarly attention in Turkey during the last decade. International literature on the school principal's transformational leadership suggests that it takes a large part in teachers' instructional practices and student achievement (Leithwood & Jantzi 2005). Our analysis, however, indicated that research on transformational leadership in the Turkish educational setting is still thin in terms of scrutinizing the factors that foster transformational leadership behaviors. This review specifically focused on the organizational behavior constructs which are related to transformational leadership and analyzed the research methods, results, and suggestions for practitioners and researchers.

What makes transformational leadership a prominent issue on which a substantial number of local educational scholars consume attention is that the construct holds potential to increasing teacher work performance and building an effective school culture that nurtures collaboration among colleagues (Leithwood & Jantzi 2005). The fact that reviewed studies often conducted quantitative research methods increases the possibility of generalizing the research findings and making future implications. Liu (2018) and Sun, Chen, and Zhang (2017) revealed a similar tradition of research in their reviews undertaken in China education context. Albeit transformational leadership is the second only popular in school effectiveness research to instructional leadership (Hallinger, 2003; Jantzi & Leithwood, 1996; Leithwood & Jantzi, 2000), it is surprising that there are scant doctoral dissertations that dealt with school principals' transformational leadership behaviors. Furthermore, results suggest that the majority of reviewed pieces used Avolio and Bass's transformational leadership model originally developed for the context of business management. As this model ignores building healthy teaching and learning culture and supportive climate (Liu, 2018), it is here plausible to note that this model is ineffective in measuring school principals' transformational leadership behaviors. Therefore, Podsakoff, MacKenzie, Moorman, and Fetter (1990) and Jantzi and Leithwood (1996) developed the transformational leadership model for educational contexts including items related to school culture, climate, and instructional improvement. Albeit Jantzi and Leithwood's (1996) model for transformational leadership is widely used, it is surprising that Turkish educational scholars insist on using Avolio and Bass model, which was not been developed specifically for educational contexts as mentioned above. Aligned with research in the Turkish context, transformational leadership research shows a similar pattern in terms of modeling (Liu, 2018; Li & Shi, 2005; Sun, Chen & Zhang, 2017). Therefore, we recommend that Turkish scholars direct their future research attention on transformational leadership by using school-based frameworks. What is crucial in this point, however, is to develop unique models of transformational

leadership lying on both the theoretical framework for school-based transformational leadership and the specific features of the Turkish national education context.

The results of our analyses revealed that teachers' demographics (gender, seniority, educational background, and age) were influential in their perceptions of school principals' transformational leadership behaviors. However, it is here to note that the literature is lacking in terms of the evidence whether teacher-related factors are determinant in school principals' executing transformational leadership behaviors. Furthermore, results from the current review showed that it was not clear whether the factors related to transformational leadership were antecedents or outcomes as the majority of the studies reviewed did not include predictive analyses. Results also showed that a line of research has focused on the link between transformational leadership and job satisfaction and organizational commitment. This finding is consistent with Çoğaltay, Karadağ, and Öztekin's (2014) meta-analysis study that specifically focused on the relationship between organizational commitment and transformational leadership. Furthermore, another key finding from this review is that organizational citizenship, school climate, school culture, school image, teacher motivation, social entrepreneurship, organizational justice, organizational socialization, administrating the change, teacher performance, and organizational learning are found to be antecedent factors of transformational leadership. This finding is important in that capturing the results of school principals' transformational leadership gives clues about the extent to which school principals lead to meet the demands of teachers, students, and the school as a whole. Supporting earlier findings (Liu, 2018; Sun, Chen & Zhang, 2017), our review also provides evidence that individual informal relationships, personality traits, emotional intelligence, and self-efficacy appeared as the antecedents of transformational leadership. Personal factors related to school principals such as self-efficacy and emotional intelligence enable school principals to support teacher learning and to build an effective school culture that nurtures the quality of teaching. It is, therefore, reasonable to suggest that evidence base on transformational leadership needs to be supported with research focusing specifically on investigating factors that tend to play a mediator role between various variables and transformational leadership along with research on defining predictive relationships revealing which variables are antecedents or outcomes of transformational leadership. Consequently, further research should deal with more complex relationships regarding transformational leadership.

As transformational leadership is regarded as crucial for school effectiveness and student learning, Turkish educational researchers have given a considerable amount of time and effort to study the construct. Transformational school leaders are supposed to be aware of values and beliefs that nurture school culture, to synchronize school members' personal targets with those of school, to create team spirit in the school, to build a shared vision and to support teacher professional learning (Blase & Blase, 2003). When we examined the suggestions presented to develop school principals' transformational leadership in reviewed publications, it is seen that authors stressed the importance of organizing in-service education activities, strengthening the communication networks among school members, rewarding successful teachers, and facilitating teacher participation in school-based decision-making processes. It is, however, reasonable to argue that these suggestions are thin with regard to the roles that are attributed to the transformational school leaders because they are basically expected to build a strong vision aligned with school purposes, to support teacher professional learning, and to build a healthy school culture in which the quality of teaching is leveraged through collective efforts of school

members. Therefore, it is not possible for school principals to achieve these skills with in-service education activities which are traditionally designed as a set of isolated activities.

Implications and Limitations

This review, to our knowledge, would provide direction and guidance, especially in terms of methodological considerations, to further research on transformational school leadership. Compared with international studies, there is limited research on transformational leadership in the Turkish educational context. A recent review of research on principal leadership illustrated a similar pattern in China (Liu, 2018). Scholars have agreed that transformational leadership adds to developing and sustaining school performance, supporting teacher creativity, and initiating instructional innovation in schools (Leithwood & Jantzi, 2005; Yang, 2014). Therefore, further consideration should be given to uncover the results or outcomes of transformational leadership. It should also be noted that suggestions made in the reviewed publications such as conducting transformational leadership research in different samples and types of school and employing different research methods such as qualitative or mixed and using other instruments seem to be far from guiding future research and supporting the relevant evidence base. Rather, further research would benefit from unique and culture and context-specific research models that allow investigating the associations between various personal and organizational factors and transformational leadership.

This study has several limitations that warrant caution in the interpretation of the results, as is the case for most review studies. First, this review provided specific lenses to graduate theses and dissertations conducted in Turkey, excluding refereed papers. We acknowledge that transformational school leadership has consumed substantial attention from Turkish educational leadership scholars for the last two decades, which accelerates the number of refereed articles. However, we also note that a growing number of graduate students prefer to deal with the construct in their theses or dissertations. Therefore, we chose to focus on theses, considering this as a useful option to map the local research on transformational research. Further research may benefit from a close consideration of refereed literature pieces. Second, this study did not perform the most recent instruments for mapping knowledge production such as bibliometric analysis. Hence, future research might be guided by topographical and/or bibliometric analysis approaches to provide a more extended picture of the knowledge base on school principals' various leadership behaviors.

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