

*Özgün Makale*

# Experiences of Teachers Regarding School Leadership: A Case Study\*

## Öğretmenlerin Okul Liderliği ile İlgili Deneyimleri: Bir Durum Çalışması

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### Abstract

School administrators' leadership affects how much schools reach their goals besides teachers. Literature review shows many studies addressing school leaders' impact on teachers. However, there are few studies on how teachers perceive administrators' leadership and how this affects their psychological world. This study aims at exploring how teachers perceive their experiences with school leaders. A case study design was adopted in this study, whose study group included 16 public school teachers in 2020-2021 academic year. The data were analysed via content analysis. The results show participants' views on their experiences regarding administrators' leadership fall under six themes; vision, environmental analysis, unconventional behaviour, personal risk, sensitivity and institutionalization. Teachers' opinions on their experiences about administrators' leadership fall under three themes; feelings towards school administrator, colleagues and students. Lastly, teachers' opinions about the effects of experiences and perceptions regarding administrator's leadership fall under three themes; task, school-context and adaptation performance.

**Keywords:** Leadership, school administrators, teachers' experiences and perceptions.

### Öz

Okulların hedeflerine ulaşmasını sağlayan etmenlerden biri okul yöneticilerinin liderlik davranışlarıdır. Bu davranışlarından etkilenen gruplardan biri öğretmenlerdir. Alanyazında okul yöneticilerinin liderlik davranışlarının öğretmenler üzerindeki etkisini inceleyen çalışmalar bulunmaktadır. Bununla birlikte, lider okul yöneticileriyle çalışan öğretmenlerin yöneticileriyle ilgili deneyimlerini kendi iç dünyalarından nasıl anlamlandırdıklarına dair bir çalışmaya rastlanmamıştır. Bu çalışmanın amacı, lider okul yöneticileriyle çalışan öğretmenlerin deneyimlerini iç dünyalarında nasıl anlamlandırdıklarını keşfetmektir. Bu çalışmada, nitel araştırma desenlerinden fenomenoloji benimsenmiştir. Çalışma grubunu 2020-2021 eğitim öğretim yılında Millî Eğitim Bakanlığı'nda görevli 16 öğretmen oluşturmaktadır. Öğretmenlerle yapılan yarı

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yapılandırılmış görüşmelerle toplanan veriler, içerik analiziyle çözümlenmiştir. Analiz sonucunda, öğretmenlerin okul yöneticilerinin liderlik davranışlarıyla ilgili yaşantılarına ilişkin görüşleri vizyon, çevre analizi, sıra dışı davranışlar, kişisel risk, duyarlılık ve kurumsallaştırma temalarında toplanmıştır. Öğretmenlerin bu yaşantıları iç dünyalarında nasıl anlamlandırdıklarına ilişkin görüşleri okul yöneticisine, meslektaşlara ve öğrencilere karşı duygular olmak üzere üç temada toplanmıştır. Bu yaşantı ve anlamlandırmaların öğretmenlerdeki etkisine ilişkin görev, okul bağlamı ve uyum performansı temalarına ulaşılmıştır.

**Anahtar Kelimeler:** Liderlik, okul yöneticileri, öğretmen, öğretmen deneyimleri.

## Introduction

Schools are complex organizations that have a multi-partner and multi-variable structure. It is indicated that this complex structure should firstly be analysed in order to improve schools to enable them to achieve the educational goals (Kesen, Sundaram and Abaslı, 2019, p. 10). There are a number of factors that establish this structure and ensure schools to fulfil what is expected from them. It seems possible to categorize these factors that have a great impact on success as intramural and extramural factors. Intramural factors consist of a school's physical infrastructure and size as well as all kinds of resources including human resource that is identified by indicators such as student-teacher ratio (Greenwald, Hedges and Laine, 1996; Hanushek, 1996; Hanushek, 2006; OECD, 2005, p. 32) and geographical location of the school (Adepoju and Akinwumi, 2001; Easen and Bolden, 2005). On the other hand, extramural factors include families' socio-economic circumstances and level of education, the degree to what extent families are involved in students' learning processes and even the parenting style adopted by families (Brown and Iyengar, 2008; Hara and Burke, 1998; Harris and Goodall, 2008).

A leader school administrator is predicated to be one of the factors which enable schools to achieve organizational goals and attain the intended learning outcomes, which refers to the fact that the mostly-highlighted result of having a school administrator with leadership qualities is a heightened level of student success (Ross and Gray, 2006). At this point, Gronn (1996) expresses that school outcomes are presented as a component of leadership definitions. In other words, school leadership comes to the forefront for schools to achieve their goals. Concordantly, Harris (2005) underlines that improving schools and achieving the intended student success can be possible only through school leadership. Besides, Day and others (2009) state that leader administrators have a considerable indirect impact on students' success, if not a direct one. Indeed, there are a great number of studies that put emphasis on the impact of leadership on student success (Cruickshank, 2017; Mulford, 2013; Nir and Hameiri, 2014; Robinson, 2007). As is stated in the literature, another outcome of a school administrator displaying leadership behaviours is an improvement in school climate as a result of leadership (Allen, Grigsby and Peters, 2015; Black, 2010; Griffith, 1999; Kelley, Thornton and Daugherty, 2005; McCarley, Michelle and Decman, 2016). It is especially stated that indicators such as the discipline at school, how well teachers and students get along with each other at a school, how much students have a feeling of belonging to school, and these indicators are mostly determined by leadership behaviours (OECD, 2005). Silins, Mulford and Zarins (2002) indicate that another outcome of school leadership is organizational learning, emphasizing that leadership behaviours contribute to the capacity of a school's organizational learning and encourage it in this way. Kurland, Peretz and Hertz-Lazarowitz (2010) also specify that leader school administrators create a common vision for the stakeholders of a school and thus turns learning into an organizational goal not only for students but also for other partners of the school. Such leaders improve the organizational learning skill of the school by this way.



A school administrator's leadership qualities have an important effect on the teachers who work at this school, too. First of all, school administrators' leadership qualities are stated to have a positive effect on teachers' motivation (Finnigan, 2010). Indeed, Normianti, Aslamiah and Suhaimi (2019) underline the fact that there is a strong and direct relationship between leadership and teachers' motivation. School leadership is also said to be influential on teachers' job satisfaction (Bogler, 2001). According to Bogler (2001), school administrators who can be a leader affect the level of teachers' job satisfaction both directly and indirectly. Similarly, Tek (2014) emphasizes the positive effect of school administrators' leadership on teachers' job satisfaction. In addition, it is remarked that leadership behaviours of school administrators have a positive impact on teachers' sense of organizational commitment (Dumay and Galand, 2012; Ling and Ling, 2012; Ross and Gray, 2006) and their perception of self-efficacy (Cansoy and Parlar, 2018; Liu and Hallinger, 2018a; Ninković and Knežević Florić, 2018).

As is seen, there are a great many studies in the literature that focus on the impact of the leadership qualities of school administrators on teachers. However, it is seen that there are a limited number of studies that address how teachers make sense of school administrators' leadership and how this leadership reflects upon teachers' psychological world. Nonetheless, there are a number of quantitative studies on this topic in the literature (Durnalı, 2019; Hallinger, Bickman and Davis, 1996; Heck and Hallinger, 2009; Heck and Hallinger, 2010; Koçak and Özdemir, 2019; Leithwood, 1994; Liu and Hallinger, 2018; Özdemir, 2017; Özdemir and Demircioğlu, 2015; Özdemir and Pektaş, 2017; Özdemir and Yirmibeş, 2016; Yıldız and Aykanat, 2016; Yılmaz and Ceylan, 2011).

In one of the quantitative studies, Aksel and Elma (2018) concluded that there was a statistically significant and a high level of relation in the positive direction between teachers' level of motivation and school administrators' transformational leadership behaviours according to the perceptions of teachers. In another quantitative study, Ereş and Akyürek (2016) revealed that there was a statistically significant and positive relation between school administrators' distributed leadership behaviours and teachers' job satisfaction. Likewise, Koray and Buluç (2012) carried out a quantitative study in which they found out that there was a statistically significant, positive and medium level relation between instructional leadership and organizational commitment. Kurt (2013) also conducted a quantitative study and concluded that there was a statistically significant and high level of relation between teachers' level of motivation and school administrators' leadership behaviours. Moreover, Kurt found out that school administrators' leadership behaviours predicted 52% of teachers' motivation. As is clear, there are a great number of quantitative studies in the literature that address school administrators' leadership according to the perceptions of teachers.

At the end of the literature review, the researchers came across a limited number of qualitative studies addressing the interaction between leader school administrators and teachers. Aslan and Bakır (2015) conducted a qualitative study, and they found out that the perception of participative leadership and organizational commitment was higher at private schools. Another study that focused on how teachers perceived their administrators' leadership qualities was carried out by Köybaşı and others (2017). It was concluded at the end of the analysis that school administrators displayed leadership qualities in the dimensions of mostly instructional, then communication and lastly openness respectively.

There was also a limited number of qualitative studies on the topic internationally. One of these studies was carried out by Berkovich and Eyal (2019). They found out at the end of their study that the relationship between school administrators and teachers was important as the emotional support given to teachers by the school administrator affected teachers' emotional conditions to a great extent, and this in turn affected teachers' perception of professional identity. In another study, Handford and Leithwood (2013) concluded that leadership behaviours



which were perceived as competence, consistency, reliability, openness, respect and integrity by teachers had important positive effects on teachers' sense of trust. Likewise, Shernoff and others (2011) carried out a qualitative study in which they found out that one of the resources of stress experienced by teachers was disarray at school. At this point, the participant teachers expressed that they were having stress because of disorder and indiscipline resulting from school administrators' lack of competence. According to the findings of this study, school administrators' inadequacies leave a negative effect on teachers.

As is seen, there are a limited number of studies in literature both in Turkey and abroad that focus on the experiences of teachers who work with leader school administrators. Moreover, it is seen that both qualitative and quantitative studies addressing leader school administrators and teachers' experiences mainly focus on a certain leadership style and they are far away from addressing leadership behaviours in general. In this context, this study aims at exploring how teachers who work with school administrators having leadership qualities make sense of their experiences in their psychological world. Besides, it is aimed in this study to investigate the effects of these experiences on teachers. In other words, one of the aims of this study is to understand what kind of results it creates for teachers to work with leader school administrators. At this point, this study which aims at investigating in depth the experiences and perceptions of teachers working with leader school administrators is expected to fill in the gap in the literature. Within this framework, the questions for which answers are sought in this study are as below:

1. What are the experiences of teachers regarding the leadership behaviours of their school administrators?
2. What are the perceptions of teachers regarding their experiences about the leadership behaviours of their school leaders?
3. What are the effects of teachers' experiences and perceptions regarding the leadership behaviours of their school administrators on teachers themselves?

## Method

This part of the current study focuses on research design, study group, data collection tool as well as the processes of collecting and analysing the study data. Then necessary information as to the validity and reliability of the study is given.

## Research Design

A case study method, a qualitative research methodology, was adopted in this study which aims at identifying the experiences and perceptions of teachers who work with leader school administrators about their administrators. Case study is a design of inquiry in which the researcher develops an in-depth analysis of a case, event, activity, process or individual (Creswell and Creswell, 2018, p. 51). A qualitative case study describes a case and addresses the themes that emerge from studying it. It requires a close and detailed examination of particular case or cases. By this way, researchers can achieve a deep viewpoint regarding how and why experiences are perceived. A case study method was preferred in this study in order to identify the in-school experiences of teachers who work with school administrators having leadership qualities and how they make sense of these experiences.

## Study Group

The study group is composed of 16 teachers who were working at public schools in 2020-2021 academic year. Purposeful sampling method was used to determine the study group of this study focusing on the experiences and perceptions of teachers working with leader school administrators. Purposeful sampling method gives the opportunity to carry out an in-depth study by means



of choosing information-rich cases in line with the study aim. It is mostly preferred by researchers who carry out a study on one or more certain cases possessing specific qualities or meeting specific selection criteria. In this way, researchers try to understand natural or social events or phenomena within the context of the selected cases, and to explore and explain the relations between them (Büyüköztürk, Kılıç, Akgün, Karadeniz and Demirel, 2011, p. 254).

The participant teachers included in the study group were determined considering the opinions of teachers about their school administrators. In line with the study aim, those teachers who thought that their school administrators were displaying leadership behaviours were included in the study group. At this point, the researchers got in touch with teachers who saw their administrators as a leader via snowball sampling method. This method focuses on individuals and crucial phenomena that would provide a rich set of data, and it reaches the population by following these individuals and phenomena (Creswell and Creswell, 2018, p. 261). The first step of snowball sampling technique is to contact one of the members of the population. Then the existing participant is asked to assist in getting in touch with another potential participant, and then another potential participant is recruited via the same way. Thus, the sample group grows like a rolling snowball. In addition to this, maximum variation sampling, one of purposeful sampling techniques, was used to identify the participants of the study that were reached via snowball sampling method. Maximum variation sampling technique involves identifying different cases that are similar among themselves, and the study is conducted based on these cases (Büyüköztürk and others, 2011, 261). In this direction, the criteria that were considered to ensure a wide variety of participant were gender, age, year of experience and field of teaching. In line with the study ethics, the participant teachers' names are not included in the study. Instead, the participant teachers are coded as T1, T2, T3, ....., T16 respectively. The demographic qualities of the participant teachers are given below in Table 1.

<i>Teacher</i>	<i>Gender</i>	<i>Age</i>	<i>Year of Experience</i>	<i>Field of Teaching</i>
T1	Female	42	19	Primary school teacher
T2	Female	45	24	Primary school teacher
T3	Female	45	21	Primary school teacher
T4	Male	50	25	Primary school teacher
T5	Female	39	16	Primary school teacher
T6	Male	48	23	Primary school teacher
T7	Female	51	25	Primary school teacher
T8	Male	40	17	Primary school teacher
T9	Male	38	15	Primary school teacher
T10	Female	28	5	Turkish
T11	Male	39	17	Science
T12	Female	28	7	Pre-school Teacher
T13	Female	24	2	Guidance Counsellor
T14	Male	38	16	Maths
T15	Female	43	21	Maths
T16	Male	45	22	Science

**Table 1.** Demographic Qualities of the Study Group



As is seen in Table 1, the study group is composed of 16 teachers, 11 of whom are female and seven of whom are male. Participant teachers' age vary between 24 and 51, while their year of experiences range from two to 25. Nine of the participants are teachers at primary school level, two of them are Maths teachers, two of them are Science teachers, one of them is a pre-school teacher and one of them is a guidance counsellor.

## Data Collection Tool

The study data were gathered via interviews. deMarris (2004) defines interview as a conversation process that involves an interviewer and a participant focusing on interview questions prepared beforehand in line with the study aim. The data in this study were gathered via semi-structured interviews based on semi-structured interview form developed by the researchers. A semi-structured interview is a technique that is grounded on interview questions developed by the researchers in advance, but which might require the interviewer to ask new questions as to the topics that arise during the interview (Güler, Halicioğlu and Taşkın, 2015).

While preparing the interview questions, an item pool consisting of 14 questions was created by the researchers after conducting literature review (Allen, Grigsby and Peters, 2015; Bogler, 2001; Cemaloğlu, 2007; Conger and Kanungo, 1994; Finnigan, 2010; Griffith, 1999; Gronn, 1996; Harris, 2005; Heck and Hallinger, 2010; Leithwood, 1994; Ling and Ling, 2012; Mulford, 2013; Özdemir, 2017; Özdemir, 2018; Özdemir and Pektaş, 2020; Tahaoğlu and Gedikoğlu, 2009). The item pool was created in a way to include questions that are in line with the study aim and that are intended to obtain in-depth data during the interview. The question form was sent to three academics who are experts in qualitative study design in order to check to what extent they serve the study aim and they are applicable. The academics who were sent the question form to receive expert view gave feedback after checking the questions in terms of understandability as well. Thus, the interview questions were reviewed in terms of language validity and the necessary changes were made for confusing questions upon receiving feedback. Afterwards, a pilot interview was conducted with two teachers who were not included in the study group, allowing necessary modifications to create the final interview form. Thus, the final version of the semi-structured interview form consisting of 14 questions was obtained. (Examples of interview questions: 1-Do you think that your school administrator is sensitive to your needs? 2- What are your feelings towards your school administrator? 3- How do you think your feelings you have just told about affect your performance as a teacher?)

## Collecting the Study Data

The necessary ethical and legal permissions were taken before starting to collect the study data. Afterwards, semi-structured interviews with the participant teachers were conducted on an online platform because of the Covid-19 pandemic restrictions. The interview sessions were arranged in advance and the teachers were separately provided with the necessary information to join the session. The teachers were informed about the conduct of the interview beforehand. At the beginning of each interview, interview protocol was read to the participant teachers, they were reminded that participation in the study was completely based on voluntariness, and they were told that they could end the interview whenever they wanted. The interview sessions were video-recorded upon getting permission from the participants in order to prevent the possible data



loss. Each interview that was conducted with each and every teacher separately and that aimed at collecting data in depth lasted for about 30 minutes.

## Data Analysis

The study data gathered from the participant teachers via semi-structured interviews within the framework of this study were analysed by taking the advantage of content analysis, which is a qualitative data analysis method. In qualitative studies, data analysis starts with preparing and organizing the data for the analysis. Then the obtained data are gathered together within the framework of certain concepts and themes. During the process of coding, the first step of content analysis, the gathered data are examined and divided into meaningful categories, and what each category conceptually points out is determined accordingly. After determining the codes, themes that can gather codes under certain categories are established. The final step of analysis requires presenting the results and findings in tables and graphs or via discussion (Creswell and Creswell, 2018, s. 267; Merriam, 2015; Yıldırım and Şimşek, 2016).

The abovementioned steps were followed during the process of content analysis conducted within the framework of this study. First of all, the data gathered via semi-structured interviews were transcribed. The transcriptions were sent to the participant teachers via e-mail. The participant teachers were asked if the transcribed data truly reflected their opinions, and if they had something more to add. The transcriptions were amended upon receiving feedback from the participants and thus participant approval was ensured in that way.

Codes and themes were extracted by examining the opinions of the participant teachers. The extracted codes and themes were sent for peer debriefing to an academic who was an expert in carrying out qualitative research studies, and thus peer approval was ensured in this way. The codes established at the end of the content analysis were digitized by means of presenting them in per cent ratios and frequencies.

## Validity and Reliability

Validity and reliability in qualitative studies are handled in a way different from quantitative studies (Yıldırım and Şimşek, 2016). Krefling (1991) state that it would be proper to use concepts such as credibility, accuracy of results and competency of the researcher in qualitative studies instead of the concepts of validity and reliability that are used in quantitative studies. Guba and Lincoln (1982) also emphasize that it is necessary to mention about trustworthiness instead of validity and reliability in a qualitative study, and they have set some criteria for that purpose. They have gathered the criteria necessary for trustworthiness under four main titles, which can be listed as credibility, dependability, confirmability and transferability. The strategies suggested by Guba and Lincoln were used in this study to minimize or eliminate the elements that affected and/or threatened validity and reliability.

First of all, the method of prolonged engagement was adopted in order to ensure the internal validity (credibility) of the study. An intimate relationship based on mutual trust could be established between each participant and the interviewer researcher by means of keeping the duration of the interview long without any time limitation. In this way, the researcher tried to



receive complete and more intimate answers from the participants, while it also became possible for the researcher to get rid of prejudices. Besides prolonging the engagement and reducing the prejudices of the researcher, another method used to ensure internal validity of the study was member checking. In this direction, the transcribed interviews were sent to the participants and they were asked to give feedback if the transcriptions really reflected their opinions or not, and thus the participants were ensued to approve the accuracy of the data. At the same time, the participants had an opportunity to add any experience or opinion they wanted to in this way. Within the framework of another precaution taken for the sake of internal validity, peer debriefing was ensured by means of asking independent researchers for feedback during the process of preparing the interview questions, analysing and interpreting the study data.

External validity (transferability) of a qualitative study can be ensured to the extent that study findings can be transferred to cases with similar participants in similar environments (Houser, 2015). The researchers in this study have clearly stated the way the study sample was determined, the qualities of the participants and the setting. Sufficient information was presented about the content, raw data were cited on the basis of loyalty to the nature of the data as much as possible without adding any comments in a re-arranged way in line with the extracted coded and themes. Direct quotations were frequently used for that purpose. In this way, the methods of purposeful sampling and thick description were used within the framework of the external validity of the study.

In order to ensure the reliability (consistency) of the study, the interviews were conducted in a similar manner with each participant by means of taking the semi-structured interview forms that was prepared beforehand as the basis and taking advantage of video-recording during the data collection process. In order to ensure the reliability of coding during the content analysis, the researchers re-coded the study data twice with an interval of two weeks and examined the consistency between the coding. Moreover, the transcribed interviews were coded separately by the researchers during the analysis. At the end of the calculation carried out by using the formula of  $\text{Number of Agreements} / (\text{Number of Agreements} + \text{Disagreements}) \times 100$  suggested by Miles and Huberman (1994), inter-coder reliability was found to be .90, which is a value that proves the reliability of this study as Miles and Huberman state that inter-coder reliability should exceed .80 for internal consistency. study.

## Findings

The study data were processed via content analysis, and codes were extracted in line with the research questions and then themes were extracted in line with these codes. Codes and themes for each research question are presented below.

## The Experiences of Teachers Regarding the Leadership Behaviours of Their School Administrators

Themes, codes and frequencies as to the experiences of teachers regarding the leadership behaviours of their school administrators are given in Table 2.



<i>Theme</i>	<i>Code</i>	<i>f</i>
Vision	Taking radical decisions	8
	Setting a goal	12
	Being innovative	11
	Guiding	7
	Having a different perspective	9
Environmental Analysis	Being in contact with governmental agencies	4
	Co-operating with the partners of school	8
	Being aware of the socio-economic conditions of school	3
	Being inquisitive	3
	Being a good listener	14
Unconventional Behaviour	Being a careful observer	9
	Having unusual greeting habits	7
Personal Risk	Helping about issues not required by the current position	9
	Being brave and fearless	13
	Taking initiative	15
	Protecting teachers when necessary	11
Sensitivity	Overcoming bureaucratic obstacles	8
	Meeting the needs	12
	Addressing problems immediately	7
	Paying attention to teachers' opinions	11
	Paying attention to teachers' professional development	5
Institutionalization	Appreciating positive behaviours	13
	Keeping the communication channels open	10
	Being decisive and hard-working	6
	Monitoring results	4
	Ensuring the permanence of recently-taken decisions	7
	Avoiding ambiguity	7

**Table 2.** Findings About the Experiences of Teachers Regarding the Leadership Behaviours of Their School Administrators

As is seen in Table 2, the participants' views on their experiences regarding the leadership behaviours of their school administrators are gathered under six themes, which can be listed as vision, environmental analysis, unconventional behaviour, personal risk, sensitivity and institutionalization. One of the codes under the theme of vision is taking radical decisions. One of the participants has stated opinion in this direction as below:

*"There was a usual practice about the locations of classrooms at our school. Nobody used to change the place of the classroom. When our current administrator first came to school, he noticed that first grade students had difficulty in climbing upstairs to reach their classroom. At the beginning of the academic year, he told that he would take younger children to downstairs and elder ones to upstairs. Half of the teachers at school, including me, reacted to his announcement; we didn't want to change our classrooms. However, we later realized that this decision, which seemed negative at first, was indeed very rational. Then we also supported this decision. Our administrator is such a person, he doesn't avoid taking radical decisions on various issues."* (T1)



Another code under the theme of vision is setting a goal. A participant teacher has expressed opinion in this direction as below:

*“First and foremost, our administrator has goals. As we are working at school, I will mention school environment. He has future goals that he wants to realize for the school. He sets these goals for us as well, and does his best to achieve them. When we offer him a different method to achieve a goal that we have been established before, he doesn’t reject us, he wants to reach the goal.” (T8)*

Another code under the theme of vision is being innovative. The opinion of one of the participants within this framework is as below:

*“When there are nice ideas, when he is told about these ideas appropriately, he can turn his steps towards them. He is an administrator who is open to innovation. He is a forward-looking administrator who always thinks about what we can do to achieve a future goal. For example, he wants us to join e-twinning programs, because he wants to turn our school into an important institution both at national and international level. He wants us to join trainings for that purpose.” (T12)*

Another code under the theme of vision is guiding. One of the participants has stated opinion as below:

*“He tries to do his best when we consult him on any issue. When we face a problem or when an extraordinary case arises, he can produce solutions for us. He always tries to guide us.” (T10)*

The last code under the theme of vision is having a different perspective. One of the participants has stated opinion as below:

*“To be honest, I think that our administrator contributes to our school with his different perspective. On the first days after he came to our school, he told us about his plans. He has ideas which we could not hear from our previous administrator and which we ourselves have not thought of before.” (T1)*

As is seen in Table 2, another theme under which the participants’ views on their experiences regarding school administrators’ leadership behaviours are gathered is environmental analysis. One of the codes under the theme of environmental analysis is being in contact with governmental agencies. A participant teacher has expressed opinion regarding this code as below:

*“When our administrator was first assigned to our school last year, I applied for a project and then asked for help from our administrator. He did not know me at all then. It was August, academic year hadn’t started yet. The project was supposed to take a long time, it was a very detailed issue. The administrator helped me wholeheartedly. We together went to the municipality, post office, hospital. We went to many governmental offices together. He accompanied me. We met the mayor, district director of national education, departmental manager. In short, he helped me to get in touch with many people for an educational issue that was for the good of my students.” (T1)*

Another code under the theme of environmental analysis is co-operating with the partners of school. A participant’s opinion regarding this code is as below:

*“Our administrator gets along with vice administrator as well. I think that they work well together. Our administrator also has good relations with the parents of students. I mean, he can ask for help from families for the good of the school, and families help him with pleasure.” (Ö4)*

Another code under the theme of environmental analysis is being aware of the socio-economic conditions of the school. In this direction, one of the participants has stated opinion as below:

*“Our school is one of the best schools in this district. Our students’ profile as well as the parents’ profile is very good. I think that our administrator is aware of this fact. As our school is a favourite one, he takes decisions accordingly.” (T14)*



Another code under the theme of environmental analysis is being inquisitive. In this direction, the opinion of a participant teacher is as below:

*“Our administrator has been working in this school for two years. In these two years, he has examined the developmental levels of our students. He has contacted families or other offices when necessary to get information. Then he can guide us based on this information.” (T12)*

Another code under the theme of environmental analysis is being a good listener. One of the participants has expressed opinion in this direction as below:

*“First of all, our administrator is a good listener. We can go to his room and easily talk about school, ourselves, our students. This is of great importance to us.” (T2)*

The last code under the theme of environmental analysis is being a careful observer. One of the participants has stated opinion in this direction as below:

*“Our administrator is a very good observer, and he knows who will react to an issue in which way. I mean, he can predict the reactions of teachers, students and parents. He takes steps accordingly.” (T13)*

As is seen in Table 2, another theme under which the participants' views on their experiences regarding school administrators' leadership behaviours are gathered is unconventional behaviour. The first code under the theme of unconventional behaviour is having unusual greeting habits. The opinion of a participant regarding this code is as below:

*“I have worked in five different schools in my teaching career. I used to feel in previous schools that pre-school level was not considered as important as the other levels of education. My administrators in the previous four schools were telling things like, ‘This is your classroom, you have to clean it when necessary.’ For this first time in this school, my administrator drops by my classroom every day in the morning, greets me and talks to children at least for five minutes. He asks me and the children if we need anything. He is always in touch with us. In fact, it might not be something unusual, but this seems unusual to me as this is the first time, I have met such a school administrator. None of my previous administrators have dropped by my classroom to say, ‘Good morning!’ to me.” (T12)*

The second code under the theme of unconventional behaviour is helping about issues not required by the current position. In this direction, one of the participants has stated opinion as below:

*“It is not possible to find our school administrator in his room. You can find him walking with a toolkit in his hand or repairing something, or getting interested in a student. I mean, he does something all the time. He works all the time. He is not a person who likes dealing with issues only about his position. ... As I have mentioned before, our administrator's room is next to the copier machine. We sometimes print worksheets for students and go to class. And in a few minutes, our administrator comes to our class with the worksheets in his hand.” (T1)*

As is seen in Table 2, personal risk is another theme under which the participants' views on their experiences regarding school administrators' leadership behaviours are gathered. One of the codes under the theme of personal risk is being brave and fearless. One of the participants has expressed opinion in this direction as below:

*“We have a school administrator who shoulders responsibility. As I have mentioned before, he tries to do his best when the focus is the good of students. He always acts in a way to be helpful for the students. And he is brave in this direction, he is not scared of any person or position.” (T3)*

Another code under the theme of personal risk is taking initiative. Within this framework, one of the participants has stated opinion as below:

*“I want to mention about school trips here. We couldn't go on school trips during the time of our previous school administrator, because our previous administrator didn't want to take any risk*



*under any condition. We were feeling very anxious and nervous even on a very simple school trip. We were worried about if we would be able to come back from that trip. Our current administrator, of course, follows the necessary procedures such as getting the necessary permit from parents. However, when an extra-ordinary case arises, when we tell him about the case and ask him what to do, he takes initiative. He doesn't cancel the trip.” (T7)*

Another code under the theme of personal risk is protecting teachers when necessary. One of the participants has stated opinion in this direction as below:

*“And there is something of this kind. If there is an issue that requires him to contact families personally, he gets in touch with them himself. He doesn't use us as a mediator. He doesn't confront us with parents. He directly communicates with parents if it is only about parents themselves. He holds a meeting or meets them personally. I mean, he doesn't use us as a buffer. If he thinks that we are right, he defends us against parents to the end.” (T5)*

The last code under the theme of personal risk is overcoming bureaucratic obstacles. One of the participants has expressed opinion in this direction as below:

*“He sometimes makes something which we think is impossible real. You know, there are procedures. He sometimes leaves these procedures aside and takes responsibility. Instead of getting stuck because of procedures or different obstacles, he acts to reach a solution and to move forward more quickly. He accelerates the process to get a solution in a short time. I mean, he tries to solve a problem instead of getting stuck. We sometimes stick around some steps too much. Our administrator acts more quickly in order to pass those steps. He moves forward with a solution-focused manner, and he makes our lives easier about that.” (T10)*

As is seen in Table 2, sensitivity is another theme under which the participants' views on their experiences regarding school administrators' leadership behaviours are gathered. One of the codes under the theme of sensitivity is meeting the needs. One of the participants has stated opinion in this direction as below:

*“I am a school counsellor. When I first came to this school, I didn't have a room to have a talk with students. Now, I have a room which has been designed and equipped from scratch. My school administrator talked to me in the beginning and asked me what kind of materials I needed. Then my room was prepared in line with my needs. During this process, my administrator took every step after asking for my opinion on issues such as supplying a printer or having the walls painted. I was pleased with that.” (T13)*

Another code under the theme of sensitivity is addressing problems quickly. Within this framework, a participant teacher has indicated opinion as below:

*“My school administrator really supports us in all domains such as supplying all kinds of educational materials and tools. He tries to meet our needs very quickly. For instance, I wanted to buy a printer for my class last year. I was planning to talk to parents about that. The administrator immediately called someone and solved my problem about printer before I even got in touch with parents.” (T9)*

Another code under the theme of sensitivity is paying attention to teachers' opinions. A participant's opinion on that is as below:

*“When our school administrator wants to make a new arrangement or a change, he asks for our opinions. He shares his own opinions with us. Thus, he works by including all us into the process.” (Ö12)*

Another code under the theme of sensitivity is paying attention to teachers' personal development. One of the participants has expressed opinion in this direction as below:

*“He encourages us to improve ourselves. For example, within the first month after he came to our school, he helped us to join a training on body language.” (T16)*



Another code under the theme of sensitivity is appreciating positive behaviours. A participant's opinion on that is as below:

*"I want to emphasize that my administrator often expresses that he appreciates me, he says that he is very pleased with my efforts and he likes my educational practices and activities. It makes me happy that he does not ignore my efforts." (T6)*

Another code under the theme of sensitivity is keeping the communication channels open. A participant's opinion on that is as below:

*"And I think that this is very important: I can reach my administrator whenever I want. He already underlines this frequently. He says, 'You can reach me 7/24, you can always call me any time, you can call or text to me when you have a problem.' I feel that this closes the gap between us resulting from the position." (T13)*

As is seen in Table 2, institutionalization is the last theme under which the participants' views on their experiences regarding school administrators' leadership behaviours are gathered. One of the codes under the theme of institutionalization is being decisive and hard-working. One of the participants has expressed opinion in this direction as below:

*"Moreover, he is a very decisive person. He has been working as an administrator for a long time. He has achieved a lot as an administrator. I think that the reason underlying his success is his being very decisive. He is a very determined person. He is a very resolute person. He is a person who likes working very much. As the phrase goes, we call him atom ant." (T1)*

Another code under the theme of institutionalization is monitoring results. A participant's opinion on that is as below:

*"When we go to him with a problem in hand, he certainly asks about the result afterwards. He listens to us, but not leaves it there. If there is something he can do, he does it. Or if there is something we do, he asks us about the result of the issue, or at which stage of solving it we are. He keeps tracks of the developments about the issue. He is a person who goes after his job, he certainly wants to make sure in detail whether the issue has been finalized or not. These are important criteria for us." (T5)*

Another code under the theme of institutionalization is ensuring the permanence of recently-taken decisions. One of the participants has expressed opinion in this direction as below:

*"He even made a speech to us, saying: 'I can be assigned to another school. But I would like you to adopt this innovation. I believe that it will be very helpful for children. Even if I go, I would like you to continue these projects. I mean, he puts all that effort not only for himself but for the whole school. He tries to make changes permanent.'" (T12)*

Another code under the theme of institutionalization is avoiding ambiguity. A participant's opinion on that is as below:

*"What are we going to do? Should we do it or not? Will this be useful or not? Instead of these dilemmas or contradictions, clear decisions are better. You know the saying, the worst decision is better than having no decision. When we have clear decisions in mind, we can work more effectively. We guide ourselves in that direction and set our goals accordingly." (T10)*

## **The Perceptions of Teachers Regarding Their Experiences About the Leadership Behaviours of Their School Leaders**

Themes, codes and frequencies as to the perceptions of teachers regarding their experiences about the leadership behaviours of their school administrators' leadership behaviours are given in Table 3.



<i>Theme</i>	<i>Code</i>	<i>f</i>
Feelings Towards the School Administrator	Respect	16
	Trust	16
	Sincerity	9
	Admiration	7
Feelings Towards Colleagues	Respect	13
	Sincerity	11
	Solidarity	14
Feelings Towards Students	Affection	12
	Tolerance	11
	Patience	7

**Table 3.** Findings About the Perceptions of Teachers Regarding Their Experiences About the Leadership Behaviours of Their School Administrators

As is clear in Table 3, teachers' opinions as to how they perceive their experiences about their administrators' leadership behaviours in their psychological world are gathered under three themes, which are feelings towards the school administrator, feelings towards colleagues and feelings towards students. One of the codes under the theme of feelings towards the school administrator is respect. One of the participants has stated opinion in this direction as below:

*"First of all, I respect my administrator. I certainly feel lucky because I am working with him. If a school administrator distresses or bothers you when you go to school, you cannot be happy. But I am working very happily with my administrator. I can easily exchange information with him. Therefore, I respect him very much."* (T9)

Another code under the theme of feelings towards the school administrator is trust. In this direction, a participant teacher has expressed opinion as below:

*"First of all, I trust him. You feel confident with a person who has such a self-confidence. You trust him, and you trust yourself. And I think that it is very important to work with confidence and trust. I know that I can stick to what I am doing to the end. I know that I won't be stopped at any point for any reason."* (T2)

Another code under the theme of feelings towards the school administrator is sincerity. The opinion of a participant teacher within this framework is as below:

*"His attitude here is also very important. I mean, he doesn't treat us just as an administrator. He has a fatherly nature. His behaviours towards us are very intimate and friendly."* (T10)

The last code under the theme of feelings towards the school administrator is admiration. One of the participants has stated opinion in this direction as below:

*"I feel very very happy when I see my administrator. I don't drag my feet while I am going to school. By the way, our administrator is quite old, he is an experienced administrator. But he is very dynamic at the same time. He says, 'Good morning!' to all us every morning. In fact, I admire our administrator. He combines different qualities and does his job in a very good way."* (T11)

As can be seen in Table 3, another theme under which teachers' opinions as to how they perceive their experiences about their administrators' leadership behaviours in their psychological world are gathered is feelings towards colleagues. One of the codes under this theme is respect. The opinion of a participant teacher within this framework is as below:



*“Of course, this positive state of our administrator reflects upon the relations among us. Our school is really a place where one can work with pleasure. We work in this school with pleasure, we get happy when we, teachers, see each other at school, we respect each other as colleagues.” (T2)*

Another code under the theme of feelings towards colleagues is sincerity. The opinion of a participant teacher within this framework is as below:

*“We are 30 teachers in total working in this school. As to age, there are very experienced teachers at an old age as well as young ones. I think that our administrator also takes important steps to bind us together. Teachers treat each other with more intimacy and sincerity. We are like a family in the teachers’ room.” (T5)*

The last code under the theme of feelings towards colleagues is solidarity. One of the participants has stated opinion in this direction as below:

*“Our administrator always conduces all the teachers to work together in cooperation. He binds us together. This creates a very positive atmosphere for teachers. He never puts us in a race. He always treats us equally. In this way, we support each other and work with happiness altogether.” (T12)*

As can be seen in Table 3, the last theme under which teachers’ opinions as to how they perceive their experiences about their administrators’ leadership behaviours in their psychological world are gathered is feelings towards students. One of the codes under this theme is affection. The opinion of a participant teacher within this framework is as below:

*“If you are happy where you work, this happiness reflects upon your students and your job. You see that your colleagues and your administrator congratulate you on what you are doing as a teacher. I feel that the more you are appreciated in this way, the happier you get and the more this happiness reflects upon your students. This creates a bond based on affection between you and your students.” (Ö16)*

Another code under the theme of feelings towards students is tolerance. The opinion of a participant teacher within this framework is as below:

*“I don’t think our administrator’s attitude affects my relations with my students directly, but I think that it certainly affects this relation indirectly in a positive way. That’s because when there is a good relation between teachers and school administrator, this reflects on the teacher’s general attitude and leads the teacher to be more tolerant. I think that this affects our relations with our students indirectly.” (T10)*

The last code under the theme of feelings towards students is patience. One of the participants has stated opinion in this direction as below:

*“I go into the classroom very happily. I am happy when I step into the classroom and naturally reflect this to my students. but If I had an unrest at school, for example, if I experienced a trouble at break time, and then went into the classroom after five minutes, this would unavoidably reflect on my students despite my efforts to leave the trouble behind the door. I would not be able to remove it from my face at least. You know, we have a hard job. Our students are composed of young children. But the peace at our school and our administrator’s positive manners naturally reflects on my relationship with my students when I go into the classroom.” (T8)*

## **The Effects of Teachers’ Experiences and Perceptions Regarding the Leadership Behaviours of Their School Administrator on Teachers Themselves**

Themes, codes and frequencies regarding the effects of teachers’ experiences and their perceptions on teachers are presented in Table 4.



<i>Theme</i>	<i>Code</i>	<i>f</i>
Task Performance	Increase in motivation for in-class activities	12
	Increase in motivation for extracurricular activities	9
	Effective use of time by avoiding waste of time	6
School-Context Performance	Increase in cooperation among classes	11
	Increase in participation in social activities organized for teachers	10
	Increase in the sense of belonging to school	7
Adaptation Performance	Adaptation to school during the Covid-19 pandemic	15
	Adaptation to changes in educational system	9
	Adaptation of teachers that has recently started school	6
	Adaptation to school as a result of improvement in the physical conditions of the school	8

**Table 4.** Findings About the Effects of Teachers' Experiences and Perceptions Regarding the Leadership Behaviours of Their School Administrator on Teachers Themselves

As is clear in Table 4, teachers' opinions as to the effects of experiences and perceptions regarding school administrator's leadership behaviours on teachers are gathered under three themes, which are task performance, school-context performance and adaptation performance. One of the codes under the theme of task performance is increase in motivation for in-class activities. One of the participants has stated opinion in this direction as below:

*"I want to work more. I mean, sense of being appreciated leads me to work more. You have to do this, this is your job, you earn your life. But when you are appreciated, when you are considered important, when you are made to feel that what you are doing is important, of course, this reflects on your job. I think that we spend effective six hours in class."* (T12)

Another code under the theme of task performance is increase in motivation for extracurricular activities. An opinion presented by one of the participants regarding this code is as below:

*"I would like to give you an example of school trips. As our administrator precipitates the issue, we organize more school trips. Our colleagues just observe and see that we can easily go on a school trip and the administrator provides us with all the needs about that. They think, 'Why shouldn't I also go on a school trip? It is so easy to go on a school trip. It is very easy to bring children to the museum or to the cinema.' We have organized so many school trips that as far as I remember, one day, three or four buses from the municipality came to school to bring children to school trip for free. I mean, so many classes had a school trip at the same."* (T1)

The last code under the theme of task performance is effective use of time by avoiding waste of time. One of the participants has stated opinion in this direction as below:

*"As our school administrator makes our life easier at school, we can spare more time for our class. I can give you this simple example: We don't wait in front of the copier machine for a long time anymore. Our administrator has provided us with an easy practice, he has assigned somebody to deal with the copier machine. We can spend more time in our class instead of waiting in front of the copier machine."* (T5)



As is seen in Table 4, school-context performance is another theme under which teachers' opinions as to the effects of experiences and perceptions regarding school administrator's leadership behaviours on teachers are gathered. One of the codes under the theme of school-context performance is increase in cooperation among classes. One of the participants has expressed opinion in this direction as below:

*"As we work at a kindergarten, we meet each other or students in the dining hall. We sometimes trust our students to each other for about five minutes. I have realized that I know the names of the students of my colleague. I mean, I also know those students. I do not discriminate between them and my own students. I want to carry out activities not only in my class but also in other parts of the school. I want to be helpful both for my students and the other students. For instance, painting the walls or decorating the school... I try to include other classes into activities I do for my class."* (T12)

Another code under the theme of school-context performance is increase in participation in social activities organized for teachers. One of the participant teachers has stated opinion in this direction as below:

*"People have good and bad life experiences, I mean, wedding ceremonies or funerals. Or we organize social activities as teachers out of school. Our administrator has brought our school to a better point by ensuring unity and integration at school via such activities. Before our current administrator came to this school, there were groupings among teachers when there were social activities. For example, when one of the teachers at school had a loss, there used to be only three or four people who visited this teacher to condole. But now, such gatherings or visits are composed of at least 20 teachers. This is thanks to our administrator's uniting attitude."* (T2)

The last code under the theme of school-context performance is increase in the sense of belonging to school. One of the participants has stated opinion in this direction as below:

*"He makes me feel that I am included in this school, he treats me as if I am part of this school. His attitude has strengthened my sense of belonging to school."* (T13)

As is clear in Table 4, adaptation performance is another theme under which teachers' opinions as to the effects of experiences and perceptions regarding school administrator's leadership behaviours on teachers are gathered. One of the codes under the theme of adaptation performance is adaptation to school during the Covid-19 pandemic. One of the participants has expressed opinion in this direction as below:

*"We started school again as if we hadn't had that long break. On the first day when we went back to school, our school administrator welcomed us in such a nice way that we felt as if we only had had a weekend break. I mean, we didn't start again, we just continued from where had left. That's why, we didn't have any difficulty. Of course, the school was ready in all terms. All necessary precautions had been taken for the safety of teachers and students before we went to school. We didn't have any trouble adapting to school during the pandemic."* (T8)

Another code under the theme of adaptation performance is adaptation to changes in educational system. An opinion presented by one of the participants regarding this code is as below:

*"Our school administrator helped all the teachers one by one when we gave the students the first online test. He knows about distance education more than us. And this has made it easier for us to switch to distance education."* (T15).

Another code under the theme of adaptation performance is adaptation of teachers that has recently started school. One of the participants has stated opinion in this direction as below:

*"There are almost 50 teachers at our school. I think I am the youngest of all. All the other teachers at school are more experienced than me. As my administrator was always in touch with me*



*or assigned me some responsibilities, elder teachers could easily include me in their group. I can say that I got used to my profession and this school very quickly.” (T13)*

The last code under the theme of adaptation performance is adaptation to school as a result of improvement in the physical conditions of the school. One of the participants has stated opinion in this direction as below:

*“We didn’t use to have a kitchen in teachers’ room. I mean, we didn’t use to have a sink or tap to wash our hands, a dishwasher to wash teacups. We demanded this from our previous administrators many times. We used to have a space under stairs to use as a kitchen and it was really in a very bad condition. The first thing that our current administrator did when he came to school was to provide us with a proper kitchen. The fact that he gave us a kitchen at school on his first days at school although we couldn’t get it for years came like bombshell. Even though I had been working in this school for years, I started to go to school with more pleasure after this kitchen issue.” (T6)*

## **Discussion and Result**

It was found out at the end of the content analysis that the participants’ views on their experiences regarding school administrators’ leadership behaviours are gathered under six themes. These themes can be listed as vision, environmental analysis, unconventional behaviour, personal risk, sensitivity and institutionalization. It is seen that the concept of vision, which is the first theme regarding the first research question, complies with the concept of strategic vision, which is the first sub-dimension of charismatic leadership model developed by Conger and Kanungo (1987, 1988). Hence, Conger and Kanungo also emphasize that charismatic leaders question the current status quo and put an effort to create a vision. Besides this, the theme of vision reached at the end of this study is also in line with the instructional leadership developed by Hallinger and Murphy (1985) as well as transformational leadership whose framework was set by Bass and Avolio (1990). Hallinger and Murphy indicate that school administrators who can be an instructional leader, first of all, creates a vision that is accepted by the followers at school. Similarly, Bass and Avolio remark that the first step to be taken by a transformational leader is developing a vision. Another theme that was obtained regarding the first research question is environmental analysis. This research finding, which designates that leader school administrators make a comprehensive analysis of the environment in order to turn the vision they have developed into reality, is in parallel with the studies carried out on the strategic leadership in the literature (Gerrass and others, 2010; Ireland and Hitt, 1999; Kara, 2018). As a matter of fact, researchers who have studied strategic leadership have come to a common conclusion that strategic leaders consider the environmental factors while they are drawing a road map for the organization. Likewise, the theme of environmental analysis also complies with the charismatic leadership model developed by Conger and Kanungo (1987, 1988). Conger and Kanungo underline that after outlining the vision, charismatic leaders conduct a realistic environmental analysis to scan the environment for threats and opportunities for their organizations. Another theme regarding the first research question is unconventional behaviour. This theme is supported by the Conger and Kanungo’s (1987, 1988) charismatic leadership model as well as servant leadership developed by Greenleaf (1979). As a matter of fact, the code of helping about issues not required by the position complies with the concept of servant leadership. Likewise, one of the sub-dimensions of Conger and Kanungo’s charismatic leadership model focuses on qualities and behaviours that differentiate a leader from other people. According to another study finding, one of the other themes regarding the first research question is personal risk. This research finding is in line with the study carried



out by Akca (2000) on entrepreneurial leadership, which indicates that entrepreneurial leaders do not avoid taking risk in order to get an advantage. Similarly, one of the sub-dimensions of charismatic leadership focuses on the idea that leaders take risk in order to realize the vision that they have promoted (Conger and Kanungo, 1987, 1988). Another theme regarding the first research question is sensitivity. This finding is in parallel with the findings of the studies in the literature that put forth that leaders have a significant quality of sensitivity which ensures them to pay attention to their followers' needs, feelings and ideas (Conger and Kanungo, 1987, 1988; Keller, 1999; Mast, Jonas, Cronauer and Darioly, 2012). The last theme regarding the first research problem is institutionalization. This research finding, which remarks ensuring the permanence of decisions that have been taken recently or practices that have been adopted lately in the organization, complies with Conger and Kanungo's (1987, 1988) charismatic leadership model. Hence, Conger and Kanungo emphasize that charismatic leaders take the necessary steps to ensure the permanence and continuity of institutional changes started within the organization.

It has been concluded at the end of this study that teachers' opinions as to how they make sense of their experiences about their administrators' leadership behaviours in their psychological world are gathered under three themes, which are feelings towards the school administrator, feelings towards colleagues and feelings towards students. One of the study findings in this direction designates that teachers' positive feelings towards their administrators increase as a result of the leadership behaviours displayed by the administrators. This study finding is in line with many other research findings in the literature. As a matter of fact, there are studies in the literature that have concluded that teachers' positive feelings towards their administrators such as respect (Çelikten, 2003; Demir, 2019; İşginöz and Bülbül, 2012) and trust (Demirbilek, 2018; Özer and Çağlayan, 2016; Paşa and Nergis Işık, 2017) increase as a result of leadership behaviours of school administrators. Another theme regarding the second research question is teachers' feelings towards their colleagues. According to the study finding, teachers' positive feelings towards their colleagues such as respect and sincerity increase when they work with leader administrators. This study finding complies with the findings of the study carried out by Cantaş and Kavas (2015), who indicate in their study that school administrators' leadership behaviours increase teachers' sense of organizational trust and thus the positive feelings of teachers towards each other go up. The last theme regarding the second research question is feelings towards students. According to this finding, teachers who work with leader administrators can establish a more intimate bond with their students, and thus teachers treat their students with more affection and tolerance. This finding is supported by the findings of the study conducted by Can (2006), who has concluded that teachers can be a leader in their own classroom when school administrators fulfil their role of leadership effectively, and teachers can establish a friendly and intimate communication with their students in this way.

Lastly, it has been concluded at the end of this study that teachers' opinions as to the effects of experiences and perceptions regarding school administrator's leadership behaviours on teachers are gathered under three themes, which are task performance, school-context performance and adaptation performance. This study finding, which designates that leader school administrators have a positive impact on teachers' task performance is in parallel with other studies in the literature (Akcakoca and Bilgin, 2016; Korkmaz, 2005; Özgenel and Aktaş, 2020). In fact, these studies have all put forth that leadership styles and effective leadership behaviours of school administrators improve teachers' motivation and have a positive effect on their performance. The second theme regarding the third research question is school-context performance. According to this study finding, a positive atmosphere is created at school as a result of school administrators'



leadership behaviours, and teachers' positive feelings such as belonging to school improves as well. This finding complies with the studies carried out by Ayık and Şayir (2014), Çetin, Korkmaz and Çakmakçı (2012), Şentürk and Sağnak (2012) and Yeşilyurt (2005). These studies have found out that the leadership behaviours displayed by the school administrator improve the school climate and create an increase in teachers' positive feelings about the school such as sense of belonging or organizational citizenship. Lastly, the last theme regarding the third research question is adaptation performance. This study finding is in line with the study finding carried out by Eyal and Roth (2011), who have found out that school administrators' leadership behaviours make it easier both for students and teachers to adapt to school.

The purpose of this study is to explore the experiences and perceptions of teachers who see their administrators as a leader. Within the framework of the study, it has been found out in the light of the opinions of teachers who accept their administrators to be a leader that leader administrators are good at developing a vision. According to the opinions of teachers, for the purpose of realizing this vision, leader school administrators make a detailed environmental analysis in order to determine the threats and opportunities for the organization, take the necessary steps accordingly, take personal risks if necessary, meet the needs of teachers and pay attention to their thoughts. They also do what is needed in order to ensure the permanence and continuity of the new steps and decisions. It has been concluded that leader administrators display unconventional behaviours in this direction. Moreover, it has been found out in this study that teachers who have positive experiences with leader school administrators also experience an increase in their positive feelings. At this point, teachers working with leader school administrators experience various positive feelings towards their school administrators, colleagues and students such as affection, respect, tolerance and trust. Lastly, teachers perceive an improvement in their performance as a result of having positive experiences and feelings. In this context, teachers' performance as a teacher in class improves, solidarity and cooperation at school increase, teachers adapt to school easily and quickly when there arise situations which requires teachers to adapt to their schools. Consequently, it has been concluded that leadership behaviours of school administrators result in a general increase in teachers' positive feelings and performances. This study, in which qualitative research design has been adopted, has been carried out with a limited number of teachers. It would contribute to the literature to support this study with quantitative studies with different study groups and with more participants.

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