

Approaches And Definitions Regarding School Principals' Management Styles: Systematic Compilation¹

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Abstract

There are many studies on the management styles of school principals. The aim of this research is to categorize and analyze the scattered researches about the management styles of school principals under certain groups, to scrutinize and to determine the quality value, to shed light on the next researches. Thus, it is aimed to systematically examine and evaluate the academic studies published between 2012-2022 in Turkey. In this study, which was conducted with in order to examine all academic studies published in Turkey on the management styles of school principals in the last ten years, a systematic compilation design was preferred. The study universe of the research consists of all academic studies conducted in the last ten years about the management styles of school principals in our country. Its sample consists of master's and doctoral theses published in Turkey and articles published in peer-reviewed journals of Turkish origin.

Keywords: management styles, school principal, systematic compilation

Okul Müdürlerinin Yönetim Biçimlerine İlişkin Yaklaşımlar ve Tanımlar: Sistemik Derleme

Özet

Okul müdürlerinin yönetim tarzları ile ilgili birçok çalışma bulunmaktadır. Bu araştırmanın amacı, okul müdürlerinin yönetim tarzları ile ilgili dağınık olarak yapılan araştırmaları belirli gruplar altında kategorize etmek ve incelemek, irdeleyerek kalite değerini belirlemek, bundan sonraki araştırmalara ışık tutmaktır. Böylece Türkiye'de 2012-2022 yılları arasında yayınlanan akademik çalışmaların sistemik olarak incelenmesi ve değerlendirilmesi amaçlanmaktadır. Türkiye'de okul müdürlerinin yönetim biçimlerine ilişkin son on yılda yayınlanan tüm akademik çalışmaları incelemek amacıyla sistemik bir derleme deseni tercih edilmiştir. Araştırmanın çalışma evreni, ülkemizdeki okul müdürlerinin yönetim biçimlerine ilişkin son on yılda yapılan tüm akademik çalışmalardan oluşmaktadır. Örnekleme, Türkiye'de yayınlanan yüksek lisans ve doktora tezleri ile Türk menşeli hakemli dergilerde yayınlanan makalelerden oluşmaktadır.

Anahtar Kelimeler: yönetim tarzları, okul müdürü, sistemik derleme

Introduction

Management Style

Management is the process of organizing and coordinating people who come together to do their work that will achieve the predetermined goals of the organization and put it into action. This way of organizing, coordinating and taking action differs from organization to organization. Even if all other variables in the organization are equal, the management style of the manager at the head of the organization causes differences in the execution of the transactions (Başaran & Güçlü, 2018). Various tools are available to achieve the desired goals while performing management activities. There is no single way to organize, manage, motivate or teach. Management is a complex process that requires careful reflection and constant alertness to changing situations (Holloway, 2012).

The concepts of manager and leader, which are frequently used in the field of management, are sometimes used synonymously and sometimes in different meanings. A manager is a person who uses organizational structure and methods to achieve the goals of an organization (Aydın, 2010). In addition, leadership is accepted as an influence power (Çelik, 2012). The

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manager is the person who is legally appointed head of the organization. Being legally appointed gives people the right to do and get the job done (Başaran & Güçlü, 2018).

A manager is a person who makes rational decisions and solves problems. The leader, on the other hand, meets the expectations of the group members. The manager tries to achieve organizational goals. The leader, on the other hand, prioritizes the needs of the followers (Çelik, 2012). The manager increases his influence by using the power of reward, coercion, punishment and expertise in addition to legal and authority authority (Başaran, 2008). Bursalioğlu (2012), who expresses the two basic dimensions of managerial behaviors as establishing the structure and showing understanding, states that behaviors can be learned and changed.

It is thought that the management style emerges within the framework of the managerial behaviors exhibited by the manager. The most important factor that determines and shapes the type of managerial behavior is the way the manager uses authority (Terzi & Kurt, 2005). The System 4 approach developed by Likert contains important information about managerial styles. Rensis Likert (1961) investigated the structural and behavioral factors that distinguish effective and ineffective organizations from each other and classified managerial behaviors from System 1 to System 4 as abusive autocratic, benevolent autocratic, participatory and democratic (Likert, 1961 Transferred by; Cevher & Yildirim, 2020).

Robert R. Blake and Jane S. Mouton state that in the management pore model they developed, managers show different management styles between task-oriented "authoritarian management style that focuses on work" and people-oriented "management style that emphasizes the human element". Between these two extremes, there are management styles such as "middle way policy", "liberal management style" and "democratic and participatory management style" (Alanoğlu, 2019).

Undoubtedly, there are some actions that the principal should take to influence the employees in order to be a leader in the school. The overall performance of the school depends, first of all, on the performance of the people working within the school. Thus, the school principal should be the person who should activate other people's physical and mental powers as well as their hearts in order for the school's goals to be realized (Şişman, 2002). In addition, the principal's transferring some powers to the teachers will help them realize the vision that the school principal wants from them (Celep, 2004).

The behavior expected from the manager in the office determines the role of the manager. The role of the school administrator is determined by the duties (Bursalioğlu, 2012). The school administrator has to take successful administrative actions in order to contribute to the execution of the education process in his school in line with the interests of the country and in accordance with the modern education approach (Arli, 2007).

The school principal may need to use his bureaucratic authority as a starting point, but he should not use it continuously and unless it is very necessary (Celep, 2004). The school administrator should exhibit an effective management by using his technical, educational and managerial competencies. The personal qualities, competencies, value judgments, management skills and roles of the managers affect the management styles that the organizations apply (Arli, 2007).

School principals are expected to manage the school with an understanding centered on the needs and expectations of employees, students and parents (Can, 2002). School administrators should use their authority to motivate teachers, to unite them around organizational goals, to make them dedicate themselves to the school and to improve the education and training process (Akçay, 2003). Management style has significant effects on

employees. The principal of the school, which is the basic system that produces the education service, can work more effectively by ensuring that its employees are satisfied with their work (Başaran, 2008). The management style will affect the job satisfaction, organizational efficiency, motivation, organizational commitment of the employees, as well as the school climate and culture positively and negatively (Dick & Metcalfe, 2001).

In this part of the research, five management styles, which are Democratic and Participatory, Collaborative, Authoritarian, Disinterested and Oppositional Management styles, which are among the main management styles encountered during the implementation phase, are discussed.

Democratic and Participatory Management Style

Democratic management has come to the fore with neo-classical management that prioritizes human relations in organizational life. The manager, who uses this management style, gives importance to the ideas of the employees as well as their own. This type of manager believes that employees will support the decisions they participate in and that organizational effectiveness and productivity will increase with it (Yörük, Dündar, & Topçu, 2011). The participatory style, which encourages employees to be a part of the decision-making process, informs them about every issue that affects them, and shares their decision-making and problem-solving responsibilities (Ogunola, Kalejaiye, & Abrifor, 2013). Alanoğlu (2019) states that participatory and democratic management styles are the same management style. According to him, this management style differs from the authoritarian management style, which sees the human as a means of production, and the management styles, which do not prioritize the organizational goals and only prioritize the human. In this type of management, employees contribute positively to the goals of the organization in cooperation. The most distinctive feature of this management style is teamwork and spirit.

In democratic participatory management style, managers expect employees to participate in decisions and share their ideas. After the opinions of the employees are taken, the manager makes the final decision. One of the purposes here is to benefit from the managerial characteristics of the employees (Yörük & Dündar, 2011). The democratic manager develops plans to help employees evaluate their own performance, encourages employees to set goals and achieve success. In addition, this type of management provides opportunities for employees to develop a sense of personal development and job satisfaction (Ogunola et al., 2013).

The manager who adopts the democratic management style has high trust in the employees. Therefore, the decisions in the organization are taken by the manager and the employee in cooperation (Argon & Dilekçi, 2014). Managers in a democratic management style get their power from their employees as much as they get from their authority. In addition, unlike authoritarian managers, they increase job satisfaction, decrease turnover and absenteeism. The most important reason for this is that they treat their employees like human beings (Alanoğlu, 2019).

However, there are some negative aspects of the democratic management style. In large organizations, the prolongation of the process may slow down the system due to the large number of people participating in the decision process. Therefore, if it is necessary to take decisions in emergency situations, it is thought that this management style will disrupt the organization (Batmaz, 2012). It seems more plausible to use the democratic management style outside of emergency crisis periods. Here, too, managerial competence will come to the fore.

The school principal's trust in teachers, allowing them to participate in the decision-making mechanism, listening to and caring for criticism, setting goals with teachers, making decisions together, sharing information, caring about communication and problems, and exhibiting constructive behaviors rather than critical ones can be considered as indicators of adopting a democratic management style (Üstüner, 2016). The school principal, who adopts a democratic participatory management style, can increase the applicability of the decisions taken on the basis of benefiting from the common mind.

Collaborative Management Style

In the cooperative management style, there is no distinction between the manager and the employee in organizational behavior. It is a management style that can be applied in organizations with employees who have expertise in their duties (Başaran, 2008). From this point of view, schools where teachers with scientific competence work are seen as suitable organizations for the implementation of a cooperative management style.

According to the cooperative management style, it is thought that the scientifically trained employees in the field they work in have reached self-management competence. The task of the management is not to make the employees drown in principles and rules, but to prepare an environment where they can do their jobs comfortably. Employees who have reached this level can determine the necessary principles and rules in their work (Başaran, 2008). It is not easy for employees in large organizational structures to determine principles and rules. However, those working in smaller organizations and structures can determine the relevant procedures. In addition, in organizations such as schools, the general rules of which are determined by the central authority, the school principal, as the person selected and appointed among the teachers, can exhibit cooperative management by taking the decisions taken regarding the implementation together with the teachers.

According to the collaborative management style, the employees who set the goals together make all the necessary efforts to achieve these goals and maximize their contribution. This management style is more suitable to be applied in team work. The team has a team leader elected by the members or appointed by the top manager. Here, each employee voluntarily undertakes the duties and responsibilities required by teamwork and maximizes their contribution. The reward and punishment applied in the autocratic management style corresponds to success and failure in this management style (Başaran, 2008).

Authoritarian Management Style

The authoritarian management style is generally accepted as the classical approach. The manager uses as much power as possible and takes the decisions himself as much as possible. The basic assumption of the authoritarian management style is that the employees cannot or will not contribute to the organization even if the opportunities allow. Authoritarian managers try to simplify the work in order to gain the utmost control. All business plans are centralized. Rules and principles are subject to strict control down to the finest details. The manager does not allow the employees to make any contribution that does not take their opinion. Employees are expected to simply follow instructions without any explanation. Motivating employees is tried to be achieved with a structured set of reward and punishment systems (Ogunola et al., 2013). In the authoritarian management style, it is the duty of the managers to think, organize, plan and decide (Alanoğlu, 2019).

It has been observed that the work done in organizations that adopt the authoritarian management style, which takes its power from patriarchy, is higher than other organizations,

but the quality remains low (Üstüner, 2016). In the authoritarian management style, in which the manager gathers power, authority and responsibility and does not give any say to the employees (Yılmaz, 2016), all the manager's attention is on production and efficiency. Employees are valued in proportion to their contribution to production. What is required from the employee is to contribute to the production at the highest level. Those who work in this understanding tend to be lazy, lax and indifferent. When the employee is left alone and treated well, he exploits it (Alanoğlu, 2019).

In organizations where authoritarian management is applied, the peculiar features of the hierarchical structure emerge. Working principles, rules and methods are set by the top manager, employees and works are strictly supervised, if a change is needed, top management does it, employee performance is determined by top management, top management determines wages according to organizational roles, employee freedom is limited by official rules, and assignment, relocation, providing career opportunities is the duty of the top manager (Başaran, 2008). It is out of question to question the decisions of the manager, because the authoritarian manager is infallible, the talents of the employees are not benefited in any way and it is not possible for the employees to improve themselves (Sağır, 2013).

Disinterested Management Style

It is a management style in which the manager is not interested in work or production and is no different from a normal employee in the organization. A disinterested manager is insensitive to the wishes and needs of the employees, as well as not doing the work required by his job (Eren, 2015). This management style is also known as the non-intrusive style. The manager gives as much freedom as possible to the employees he does not direct. Employees are given full authority and are expected to set goals, make decisions, and solve problems on their own. This type of manager rejects responsibility, delays decisions, does not provide feedback, and does not strive to help meet the needs of his followers. It does not take any initiative to help the development of the employees (Ogunola et al., 2013).

It is the basic policy of this management style to stay away from problems in the organization and to interfere with personal and emotional behaviors. An outsider sees the staff working. However, the contribution of the personnel to the goals of the organization is negligible.

Resistive Management Style

Managers in organizations do not support what is done continuously considering the benefit of the organization. Sometimes they hinder what is wanted to be done. Some managers resist ideas from employees, even to create the perception that the problem is too difficult to solve. Üstüner (2016) states that suspicion and distrust towards employees can be found under the managers' opposition to the work to be done in the organization and making things difficult, and states that skeptical, apprehensive, uneasy and distrustful personalities try to prevent the efforts and initiatives of the employees (Üstüner, 2016). Some managers especially do not want the order they have established to be disrupted, or they see innovation as a bad thing. Because of this, they show resistance to ideas from below.

The school principal, who is expected to be an educational leader in the school, is expected to adopt a democratic and cooperative management style that involves teachers in decisions rather than being authoritarian, indifferent or oppositional. The task of the school principal should be to solve problems, to share decisions with teachers and to care about the ideas coming from them, not to produce deadlocks, to be indifferent and to give orders. The

principal should not forget that his or her management style will directly affect the quality of education and training in the school.

Decision making process

Henry Fayol, one of the classical management theorists, aims to plan, organize, command, coordinate and control management processes; Gulick, on the other hand, dealt with planning, organizing, recruiting, directing, coordinating, informing and budgeting. In the classification made by Fayol and Gulick, it is seen that the decision-making process is neglected. The classification made by Gregg is decision making, planning, organizing, communicating, influencing, coordinating and evaluating (Aydın, 2010). Considering that the management process begins with the decision action, it can be said that the classification made by Gregg covers the management process elements to a large extent.

Schools are both a subsystem and a basic system of the education system. All the decisions taken within the system and the activities required by the decision are reflected to the external environment through the school (Yavuz, 2004). Therefore, the way business and transactions are carried out at school is the main factor in the formation of external stakeholders' ideas about the education system. Therefore, how schools are managed and decision-making processes have always been the focus of attention.

As in all other organizations, there is a constant need to make decisions in educational organizations. The first initiative that the school administrator should take in the context of the decision process is to see and accept every factor that affects the school as a decision body (Bursalioglu, 2012). As Aydın (2013) states, not only managers but also all other stakeholders may have to make organizational decisions.

There are many studies on the management styles of school principals. The aim of this research is to categorize and analyze the scattered researches about the management styles of school principals under certain groups, to scrutinize and to determine the quality value, to shed light on the next researches. Thus, it is aimed to systematically examine and evaluate the academic studies published between 2012-2022 in Turkey. It is thought that the progress made in the literature on the subject, possible disruptions, the integration of the subject to the cultural structure, its diversity and many other dimensions can only be addressed by scanning studies.

While some researchers conceptualize leadership as a trait or behavior, others explain leadership in terms of behavior and relationships, others in terms of organizational structure. The characteristics of leadership approaches, which are considered as four main periods, can be explained through behavioral, situational approaches and new leadership approaches. A summary classification describing leadership and approaches and theories is presented in Table 1.

Table 1. Leadership approaches and theories

Era	Period	Theory	Description
Trait	1840s	Great Man	Focus on natural born leaders
	1930s–1940s	Trait	Focus on identifying traits and characteristics of effective leaders
Behavioural	1940s–1950s	Behavioural	Focus on the actions and skills of leaders
Situational	1960s	Contingent and Situational	Focus on leaders adapting their style taking into account the environment

New leadership	1990s	Transactional	Focus on leadership as a cost–benefit exchange
	1990s	Transformational	Focus on an inspirational style pushing followers
	2000s	Shared	to higher and higher levels of achievement
	2000s	Collaborative	Focus on followers leading each other
	2000s	Collective	Focus on engaging followers. Person-centred style
		Servant Inclusive	Focus on the whole system of an organisation
		Complexity	

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Methodology

In this study, which was conducted in order to examine all academic studies published in Turkey on the management styles of school principals in the last ten years, a systematic compilation design was preferred. This research was designed as a systematic review study. A systematic review is a structured and comprehensive synthesis of many studies conducted with similar methods in order to determine the best research evidence available by experts in the field (Karaçam, 2013, p. 26). Systematic compilation studies; meta-analysis is carried out in three ways: meta-synthesis and descriptive content analysis (Bellibaş & Gümüş, 2018). In this study, descriptive content analysis technique was used. According to Çalık and Sözbilir (2014, p. 34), descriptive content analysis is a systematic study that includes examining studies on a particular subject and evaluating their trends and research results in a descriptive dimension. In this study, it is aimed to increase the visibility of school principals within the framework of approaches and definitions regarding the management styles in Turkey, and it is aimed to achieve this goal with a systematic compilation method

Sample

The study universe of the research consists of all academic studies conducted in the last ten years about the management styles of school principals in our country. Its sample consists of master's and doctoral theses published in Turkey and articles published in peer-reviewed journals of Turkish origin.

Data Collection Process

In line with the purpose of the study, the research question and sub-research questions related to the research question were prepared. With keywords such as "management style", "school management" and their derivatives, the literature was searched from the databases of the National Academic Network and Information Center (ULAKBİM) and the Higher Education Council (YÖK) Thesis Center, and 54 thesis studies and 107 articles were reached. Inclusion/exclusion criteria have been determined as those that are open to access, full-text and include the subject of school principals' management styles in the method and methodology section, in other words, one or all of the main building blocks of the study will be included in the school principals' management styles, and other studies to be included will be excluded. Since 2 thesis studies and 13 articles are not accessible, 6 articles were not included in the research because they were not full text or were not full text and were irrelevant. The studies included in the research were divided into groups as "master's and doctoral theses" and "articles" in the publication screening form, and these groups were ranked according to years within themselves.

Data analysis

The analysis of the data was carried out by applying the content analysis method to the collected data in the study. Content analysis is a type of scanning performed with the aim of digitizing certain features of a certain written material (Karasar, 2003). Findings from studies using quantitative and/or qualitative research methodology included in this systematic review study (n=3); It has been analyzed under three headings: "general characteristics of the research", "general characteristics of the participants" and "Approaches and Definitions of School Principals' Management Styles".

Results**Findings of the Types of Publications**

In order to examine the academic studies published in Turkey on the management styles of school principals, the publication types of the identified studies were examined and the results are given in Table 2.

Table 2. Number of Publication Types

Publication Type	f	%
Master's thesis	40	28.6
PhD thesis	12	8.6
Article	88	62.8
Total	140	100

According to Table 1, 28,6% of the 40 studies examined were master's theses, while the type of article publication made up 62,8%. Doctoral theses have a percentage of 8,6%. When the examined studies are grouped according to publication types, they are listed as 40 master's theses, 88 articles, and 12 doctoral theses. The master's thesis has been determined as the most studied publication type.

Findings of the Distribution of Publications by Years

Within the scope of the research, the publication years of the studies on the management styles of school principals were examined. The results are in Table 3.

Table 3. Number of Publication Types by Years

	Master's thesis (f)	PhD thesis (f)	Article (f)	Total (f)
2012	4	-	8	12
2013	3	1	7	11
2014	2	2	8	12
2015	3	-	9	12
2016	2	1	9	12
2017	3	1	6	10

2018	7	4	11	22
2019	2	-	8	10
2020	3	1	10	14
2021	5	1	7	13
2022	6	1	5	12
Total	40	12	88	140

When we look at Table 3, when all types of publications are considered, the year 2018 was the most intensively studied on the management styles of school principals, with 22 studies. In 2020, 14 studies were conducted on the management styles of school principals. While the number of studies on the management styles of school principals increased until 2018, this number decreased after 2018.

Findings Regarding the Language of Publications

Within the scope of the research, the language of publication of the studies on the management styles of school principals was examined. The results are in Table 4.

Table 4. Distribution of Studies by Published Languages

Publication language	f	%
Turkish	124	88,6
English	16	11,4
Total	140	100

According to Table 4, 88.6% (124 pieces) of the 140 studies examined were published in Turkish, while 11,4% (16 pieces) were published in English.

Findings of Methodological Structures Used in Publications

Within the scope of the research, the research methods of the studies on the management styles of school principals were examined. The results are given in Table 5.

Table 5. Preferred Research Method

Research Method	f	%
Quantitative	98	70,0
Qualitative	30	21,4
Undetectable	3	2,2
Mixed	9	6,4
Total	140	100

According to the information given in Table 5, 70% (98 pieces) of the studies examined preferred the quantitative research method, 21,4% (30 pieces) qualitative research method,

56,4% (9 pieces) mixed research. preferred method. The research method used in three studies could not be determined.

Findings Regarding Research Patterns Used in Publications

Within the scope of the research, the research patterns of the studies on the management styles of school principals were examined. The results are given in Table 6.

Table 6. Preferred Research Design

Research Pattern		f	%
Quantitative	Survey	76	54,3
	Pretest-Posttest with Control Group	14	10,0
	Scale Adaptation	4	2,9
	Single Group Pretest-Posttest	2	1,4
	Causal Comparison	1	0,7
	Structural Equation	1	0,7
	Total	98	70
Qualitative	Case Study	18	12,9
	phenomenology	8	5,7
	Documentary Scanning (Document Analysis)	3	2,1
	Action Research	1	0,7
	Total	30	21,4
Mixed		9	6,4
Undetected		3	2,2
Total		140	100

As can be seen in Table 6, the survey method, which is one of the most preferred quantitative research methods in the studies examined, was the most preferred research design with a rate of 54.3% (76). This was followed by the pretest-posttest (14pcs) experimental method with a control group with a rate of 10%. The research design used in three studies could not be determined.

Findings of Research Types Preferred in Publications

Within the scope of the research, the research type of the studies on the management styles of school principals was examined. The results are given in Table 7.

Table 7. Preferred Research Type

Research Type	f	%
Descriptive Research	112	80,0
Experimental Research	25	17,9
Undetected	3	2,1
Total	140	100

Looking at Table 7, 80% (112) of the studies, that is, a large percentage, preferred the descriptive research type, while 15.7% (22) were conducted in the experimental research type. The type of research used in three studies could not be determined.

Discussion and Conclusion

In this study, it was tried to explain the general information about the approaches of the researchers in academic studies on the management styles of school principals and their orientation in the literature. It is aimed to reflect this information through the academic publications examined. In this study, which aims to present an overview of the orientation and development of researchers on the management styles of school principals in Turkey, a total of 140 studies, including 52 master's and doctoral theses published in Turkey and 88 articles published in peer-reviewed journals of Turkish origin, were examined. Data were obtained by using the documentary scanning (document analysis) method in line with the research questions and sub-purposes.

As a result of the content analysis of the obtained data, the following results were obtained. Studies on the management styles of school principals in Turkey have increased since 2018 and the most publications were made in 2018 and 2021. It is thought that the increase in the number of theses in 2015 caused the increase in the number of articles in 2018. The fact that academic publications reached the highest point on school principals' management styles between 2018 can be seen as the effects of the MEB's putting the constructivist education theory on the agenda of individual differences and school principals' management styles in 2004 and starting programming studies on the subject. Since the constructivist understanding reveals an understanding that takes into account the characteristics of the administrators, the management styles of the school principals are also included in this understanding. In addition, the fact that the number of studies on the subject reached the highest level between the years 2018-2021, the researches on the management styles of school principals in Turkey reached an important point, and the decrease in the number of academic studies on the management styles of school principals after the years 2018-2021 indicates that the literature is a specific one. shows the level. Considering the research method used in publication types, it is seen that the quantitative research method is the most preferred research method. It is thought that the reason for this is the researcher's inability to convey clear information about the method of the research. The fact that the majority of the research methods used in the studies examined are quantitative, suggests that the literature is well-established and may be due to the fact that the variables have been sufficiently discussed.

Recommendations

Apart from the widely used school principals' management style inventories, other inventories can be adapted to Turkish, validity and reliability studies can be carried out and brought into

the literature. The management style inventories of school principals can be updated in subsequent studies and renewed in a more comprehensive way to appeal to today's learners in the age of technology. Studies that receive in-depth information on the subject with fewer samples can provide a different form to school principals' management style models and enable new models to develop. In order to deal with the different dimensions of the variables related to the school principals' management styles, it can be thought that more studies should be conducted in number and quality than there are in experimental and cause-effect research types, and these types of research should be emphasized.

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