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# Teachers' Expectations and School Administration: Keys of Better Communication in Schools

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## Abstract

*Problem Statement:* The quality of education carried out in schools depends largely on the performance of teachers and school principals in cooperation. İt is possible to say that a qualified education of students depends on the performance and compliance degree of these two groups. İn this process, teachers' having the primary responsibility for teaching in compliance with school administration and supported by administration is very critical. For a more qualified education/teaching school, principals should support their teachers as an institutional leader responding to their expectations and needs.

*Purpose of the Study:* The aim of this study is to determine teachers' expectations from school principals so that they can do their jobs better. Teachers included in the study were asked what they have expected and hoped from principals while they were teaching.

*Method:* A qualitative research methodology was employed, using phenomenology to collect and analyze the interpretations and meanings of teachers' expectations as drawn from their responses to open ended semi structured questions. The research group consists of volunteer teachers who were employed in the district and province of Duzce city in Turkey.

Teachers were invited to fill out the open ended form consisting of a single question via e-mail. A total of 677 volunteer teachers participated in this

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study: some of whom gave more than a single response, whereas some preferred short responses.

*Findings and Results:* In the finding section of the study, which aimed to investigate and analyse the teachers' expectations and opinions, a major category and eight subcategories were identified. When analyzing the expectations of teachers from principals, it was evident that nearly one-fourth of the expectations were centered on the subcategories of comprehension and support (25 percent). Subsequently, satisfaction with the current administration (21 percent), leadership (13 percent), justice and equality (12 percent), communication (11 percent), physical equipment (9 percent), school development (9 percent) and no expectation (2 percent) followed. Consequently, value based informal behaviors such as appreciation, cooperation, consulting, respecting, fairness, confidence, and motivation were emphasized most often by the teachers.

*Conclusions and Recommendations:* The concepts and themes generally focused on human relationships, meaning that behaviors of principals should be shaped by considerations of leadership and communication. Communication, empathy, and initiative are the concepts teachers paid the most attention to throughout the study, and these are the psychological characteristics that principals need to adapt most whatever their preferred leadership style has been. Having a considerate style of administration and providing support for teachers were the core recommendations of the research.

*Keywords:* Principal, instructional leadership, school improvement, justice and equality

## Introduction

The main competencies that school principals should have are shaped in the context of leadership skills. Several basic skills school principals should have include an understanding the organizational concept, analysis of the problem, demonstrating a sample in actions and behaviours, caring about the situation especially differences in decision making processes, and looking after these in the process of adaptation. İn order to create a strategic perspective, school principals must consider the all-encompassing, multi-faceted context of administrative practices with their uncertain, massive nature (Glatter & Kydd, 2003, p. 233; Hoy & Miskel, 2012).

The main trends and approaches (such as accountability, new public management, student-centered leadership, standard criteria, information society, globalization, and multiculturalism) change the context of educational administration and also cause discussions about standardization studies on teacher qualifications. It is impossible to recognize the significant problems in society, the basic ideological movements, conflicts, core values, value crisis, economic development, job opportunities, significant deficiencies in adult life, and the mutual

cause-and-effect relationship of change orientation don't exist among school principals. Turning conflicts into synergistic work environment depends on the administrative approach when responding to the needs and expectations of teachers, especially as it contributes to student learning.

The instructional leadership approach emerged in the 1980s as a result of effective school movements. This theory proposed an accountability phenomenon to assess school principals' ability to teach, as it is most important when considering school leadership, and gives the brunt of the responsibility of education and training activities to school principals (Hallinger, 2005, p. 223). Curriculum leadership, a concept developed in twenty-first century, is garnering increased interest with its intersection of pedagogy and school leadership. This approach is supported by the previous leadership styles of educating managers and test information management issues (Henderson & Slattery, 2007, p. 4). Researchers who state that in recent years the transformational leadership approach is more realistic and effective than other approaches underscores sensitivity to environmental impacts and adapting to changing issues(Leithwood & Jantzi, 2005, p.194). School principals are responsible for explaining students' school success and failures. Characteristics of administration are not the only factors that distinguish effective instructional leaders from others; they are beliefs and attitudes underlying duty perception (Krug, 1992, p. 441).

***Principals as Instructional Leaders to Support Teachers***

In research related to effective instructional leadership behaviors (Blase & Blase, 2000, p. 135), two basic behaviours of school principals have come out. These are concerned with the levels of school principals' promotion of learning in the classroom and the level of their effect on learning. Teachers' opinions are summarized as *encouraging teachers to assess the teaching-learning environment critically and support the professional development of teachers.* According to this statement, effective institutional leaders engage in constructive suggestions, provide positive feedback, are a model, motivate teachers in creative and inquisitive learning, and give verbal praise (MacNeill, Cavanagh & Silcox, 2003, p. 4; Sisman, 2011; Sharma, 2012).It is also a fact that when principals reported higher levels of instructional leadership, they were also more likely to develop a professional-development plan for their school, observe teaching in the classroom as part of a teacher's formal appraisal, and report high levels of mutual respect among colleagues at the school (Schleicher, 2015).

School principals' support for teachers in accordance with the organizational aims and their creating an innovative school culture is closely related to whether a school principal's leadership behaviors are encouraged by the education system and school culture. In determining the characteristics of effective schools, subjects such as leadership attributes of principals, quality of teaching in schools, learning climate and culture, teacher behavior and evaluation criteria are emphasized. It was emphasized that the school principal's instructional leadership behaviours should cover these issues. İt is expressed that in such schools, teachers participate in teaching and learning activities more voluntarily, they are proud of their school and

they may pursue higher education. The importance of a solid emotional environment has recently been emphasized more frequently(Edmonds, 1982, p. 10; Palmer, Walls, Burgess & Stough, 2001, p. 8; Bas, 2012, p. 13; Eres, 2011, p. 11).

School principals' efforts to improve the quality of education is the essence of the concept of instructional leadership. In a study conducted in Asian countries, the fulfillment of learning inside and outside schools, the development of moral values, shared national values between students and teachers are associated with instructional leadership. Some research shows that school principals' leadership behaviors have a very limited effect on students' success and commitment to school. İnstead, school leadership is associated with organizational learning where in several complex variables are governed as an orchestra and systematic change (Goleman, Boyatzis & McKee, 2001, p. 44).

There are three basic points of school leadership are associated with the instructional leadership, p. whether the school leader focuses on practical concerns, has a good theoretical background and forms a school culture (Glasman & Glasman, 1997, p. 4). İn practice, it is emphasized that school principals should guide their teachers at school, motivate students and teachers, and be sensitive to their problems and expectations. Nonetheless, Cuban (1995, p. 6) states that the performance of teachers is different from other organizations; thus, education is difficult to be measure and control. Cuban also emphasizes the diversity of other factors that affect a good teaching and effective learning environment. İnformation about the program and teacher's dominance in the process of learning and teaching which some of the main roles of instructional leadership are considered as a weighty responsibility that cannot be performed by any principal. On the other hand, in increasing students' reading and math achievements, especially those from a lower socio-economic background; teachers' perceptions of school principals as an instructional leaders is accepted as important (Podsakoff, MacKenzie, Paine& Bachrach, 2002; Hallinger, 2012).

Although the research findings of this study—determined by comparing 27 responses using meta analysis how that principals' different leadership behaviors do not have a direct and meaningful effect on students' school achievement. It is suggested that educational leaders' effectiveness could rise to the extent that they move closer to the essence of the teaching-learning process and its meaning. The aim of the reform initiatives at the stage of policy implementation, to what extend teachers will be authorized in the decision-making process of the implementation process, which resources will be available, and which opportunities will be presented for the required knowledge and skills are shaped by the school principal's leadership behavior (Leithwood, Steinbach & Jantzi, 2002; Robinson, Lloyd & Rowe, 2008, p. 670). Research based on academically unsuccessfully students drew attention to principals and teachers. In the schools that have a high level of success, both teachers' and school administrators' attendance and interest in the school are high. For this purpose, school principals must display a good model of leadership among teachers, encourage teamwork to achieve school objectives, show a flexible

management model to improve effectiveness and share responsibilities with their staff (Nettles & Herrington, 2007; Peariso, 2011).

Consequently, research on school effectiveness and student achievement in the 1980s emphasizes the necessity of school principal's being an instructional leader. Despite the shift to transformational leadership and teacher leadership towards the end of 1990s, the quality of learning in schools and student achievement has been discussed continuously, and institutional leadership has been a new paradigm in terms of school leadership as learning leaders in the early years of the 21st century have considered the concept of accountability (Hallinger, 2009, p. 3). There is an expectation that teachers teach students to learn and view this as an educational act. Also, each student must be approached with high expectations for success (SJEC, 2015). While instructional leadership behaviors impact students' achievement indirectly, it has a direct impact on teachers and school culture. Instructional leadership is somewhat less effective in delineating all factors affecting student achievement, but the effects of all variables—such as the size of the school and students' socioeconomic status—should be surveyed (Gaziel, 2007, p. 23).

School principals should fulfill their management tasks, first and foremost as a human being, a leader and a citizen in a socio-psychological manner. School principals are responsible for managing the school in accordance with laws and regulations, and communication with teachers is also informally important to administering to the school effectively and creating a successful educational environment (Cherian & Daniel, 2008, p. 8; Aslanargun & Bozkurt, 2012).It may be said that a management approach, with the administration acting together with the teachers at the point of the internalization of goals, that provides an environment for convergence and cohesion among the shareholders of the school requiring and valuing all staff members in order to be most effective. At this point, teachers' expectations and perspectives are converted to a form that provides a better learning environment for the students by aligning directly with the school principal's management style and human perspective.

The aim of this study is to determine teachers' expectations of school principals so that they can do their duties better. For this purpose, this study intends to evaluate, investigate and analyze school principals' behaviors in terms of an instructional leadership approach.

## Method

### *Research Design*

This study employed a qualitative research methodology of phenomenology to collect and analyze the interpretations and meanings of teachers' expectations, drawing from an open-ended, semi-structured questions. The data were gathered through an open-ended form that was developed by the author and validated by other experts who have held leadership positions among the faculty of education.

***Study Group***

The research group consisted of volunteer teachers who were employed in the district and province of Duzce city in Turkey. In order to avoid limiting the teachers' expectations and to collect a broad scope of opinions, all the volunteer teachers were invited to fill out the open-ended form consisting of a single question via e-mail. They represent a highly heterogeneous group in terms of subjects, school types, and length of service, seniority and gender. Since the form did not ask for information concerning such characteristics so as to allow teachers to respond freely, there were no explanatory information stated here in detail. The 677 volunteer teachers who participated in the study varied their responses from a single, large response to a series of shorter responses.

***Research Instrument and Procedure***

The related literature detailed above was reviewed in the process of form development and core concepts were defined related to teachers' expectations and opinions about principals. Consequently, two open-ended, semi-structured questions were developed by our research group. Making the questions open-ended and semi-structured allowed the teachers to freely express their subjective interpretations. The meanings of their responses provided us with an opportunity to gain an understanding of what teachers value in administration.

***Validity and Reliability***

The concepts of validity and reliability in qualitative research design have been criticized and found to be dogmatic as a result of positivist hypothetical deductive reasoning; thus credibility and transferability are more common concepts preferred by qualitative researchers (Willis, 2007; Corbin & Straus, 2008; Yildirim & Simsek, 2008). Moreover, the related literature was examined to create a contextual frame, the procedures were explained clearly and in detail, all of the data was written without any interpretation; raw data and coded data were preserved by the researcher and other researchers were welcomed to examine it.

***Data Analyses***

Depending on the theoretical sampling, the analysis of the data was run concurrently with the first data gathered. Then the latter form was reconstructed in the light of former analysis. In the process of analyses, participants had the chance to reorganize their ideas and deepen their thoughts by asking and answering the questions while responding to the open-ended form simultaneously (Yildirim & Simsek, 2008).In the process of analyzing the forms, the four stages described by Marshall and Rossman (1999), p. "organizing the data," "generating categories, themes and patterns," "testing any emergent hypothesis" and "searching for alternative explanations." This analysis aims at identifying central themes in the data, and searching for recurrent experiences, feelings and attitudes, so as to be able to code, reduce and connect different categories into central themes. The analysis was conducted by the second author of this paper and was validated by structured analysis and through peer review by the first author.

## Results

The finding section of the study is aimed at investigating and analysing the teachers' expectations and opinions along a major category and eight subcategories. The categories that most reflected the teachers' expectations and opinions are presented first, followed by the subcategories and direct quotations.

***Expectations for Principals***

Teachers were asked to present their expectations from principals and tried to investigate their opinions related to administration in this section. In order to do their job better, teachers' opinions were investigated in order to determine their expectations. Teachers' expectations were revealed in Table 1 related with administration and principals.

**Table 1.**

*Expectations of Teachers from Principals*

| | **Themes** | **Frequency** | **Percent** |
|---|---|---|---|
| 1 | Comprehension and Support | 383 | 25 |
| 2 | Satisfaction | 319 | 21 |
| 3 | Leadership | 200 | 13 |
| 4 | Justice and Equality | 194 | 12 |
| 5 | Communication | 167 | 11 |
| 6 | Physical Equipment | 132 | 9 |
| 7 | School Improvement | 97 | 7 |
| 8 | No Expectation | 36 | 2 |
| | TOTAL | 1528 | 100 |

When analyzing the expectations of teachers from principals in this section, it was apparent that nearly one-fourth of the expectations were centered on the subcategories of comprehension and support (25 percent). Subsequently, satisfaction with the current administration (21 percent), leadership (13 percent), justice and equality (12 percent), communication (11 percent), physical equipment (9 percent), school development (9 percent) and no expectation (2 percent) followed. Direct quotations of these subcategories are presented in detailed.

***Comprehension and support.*** It was evident that teachers' expectations basically centered on the subcategories of comprehension and support. Additional subcategories include concepts of support, empathy, respect, reward and value.

Teachers generally have demands of principals' comprehension about education and training in schools, to value them, and to be emphatic. Here are some examples of teachers' direct quotations related with the subcategories:

*"display comprehension and support teachers"*

*"try to understand teachers"*
*"give confidence to teachers and support them"*

*"not to forget that they were teachers once"*

*"help teachers academically"*

*"create peaceful school settings"*

*"avoid demotivating teachers in schools"*

*"appreciate teachers and give priority to teachers in schools"*

*"do activities to create enthusiasm for teachers"*

*"help teachers to educate in a respectful and peaceful setting"*

Teachers generally tended to sense that principals are ready to support teachers and value them in order to do their job better. It was also revealed that psychological factors have shaped expectations of teachers.

***Satisfaction.*** Twenty-one percent of teachers included in the research have revealed that they were satisfied with their school administration. Direct quotations of teachers under these subcategories are presented here:

*"I am satisfied with school administration, especially with the principals; he continues as usual"*

*"school administration recognizes me as much as possible"*

*"I don't need to make any comment since they meet my expectation"*

*"I have been working in a most tranquil manner during my 19 years of teaching"*

*"I think the principal is trying his best to manage schools cooperatively"*

*"I feel myself as a part of an honest, equal, reasonable, positive team in school"*

Teachers who revealed that they are satisfied with their current school administration displayed appreciation, support, and harmony towards their principals.

***Leadership.*** Teachers' expectations of 13 percent have centered on leadership. It was hoped that principals would recertify themselves, use initiative and try their best to solve educational problems within the school. Here are the direct quotations of teachers related with these subcategories:

*"principals should adopt a way of coordinating and leading more than the traditional manner of administration"*

*"they need to provide such a setting that teachers feel more than an authoritative style"*

*"principals should focus on process, not products."*

*"they try their best to improve the quality of education instead of pseudo and summative supervision of education"*

*"they need to manage meetings better and lead effective decisions"*

*"some think that keeping rules mean successful administration, truly it means to keep the status quo and go round in circles"*

The teachers emphasized that the principals should be a coordinator, act as an instructional leader, focus on the process of actions more than ends, be eager to take risks and responsibilities, manage meetings at schools, always look forward and renew themselves.

***Justice and Equality.*** Twelve percent of teachers focus on justice and equality when considering the administration at schools. They also stress on behaving when making decisions and avoiding ideological consideration. Quotes from the teachers about these subcategories are as follows:

*"treat everyone equally"*

*"treat teachers equally when assigning educational responsibilities"*

*"avoid ideological consideration and favouritism"*

*"hardworking and volunteer teachers should not be overloaded"*

*"justice is the faith of state; thus, everyone who is charged with administration should be fair"*

When considering the expectations and opinions of teachers, it has been stated that teachers should be treated equally and fairly when assigning subjects and courses, and hardworking teachers should not be overloaded. Furthermore, demands of more democratic administration and anti-favouritism and anti-ideological consideration was emphasized by teachers.

***Communication.*** The communication skills of principals were brought to the forefront by 11 percent of teachers. Communication, respect, fairness and goodwill were the basic concepts of this subcategory, as seen in the following quotes:

*"They should not prefer to talk by themselves only, sometimes consult the teachers"*

*"They should cooperate with teachers when assigning responsibilities and tasks"*

*"They need to encourage teachers in order to overcome intimidation and depression"*

*"They should be careful when criticizing teachers "*

Teachers usually hope their principals will cooperate in schools and respect teachers' opinions when assigning tasks and responsibilities and more tolerant in schools.

***Physical Equipment.*** Teachers expect administrators to focus on physical matters, as evidenced by a nearly 9 percent result. Technology, paintings, white wash, and laboratories are physical and supporting materials that teachers talked about.

*"Schools need to be enhanced physically"*

*"Educational materials need to be enriched"*

*"More resources should be invested in computer technology"*

Technology and educational materials are the basic equipment that teachers need at schools.

***School İmprovement.*** Seven percent of teachers expected principals to focus on school improvement. Students' success, a disciplined atmosphere in schools, improving school-family cooperation and more social activities were mostly emphasized by teachers.

*"Principals should basically focus on students' success in schools"*

*"Supervision could only be performed for quality of education"*

*"A disciplined atmosphere and quality-based settings should mostly be preferred"*

*"More and more activities should be planned for students and parents"*

It was highly emphasized by the teachers that principals' basic responsibilities should focus on school improvement, including instructional supervision and educational-quality based discipline. Four percent of teachers alleged that they had no expectations from principals about school administration.

## Discussion and Conclusion

According to the results of this study investigating the expectations of teachers that there should be more value- and support-based administration towards teachers by principals. It has emerged that some psychological consideration and value-based informal behaviors such as appreciation, cooperation, consultation, respect, fairness, confidence, and motivation have been most emphasized by teachers. The fact that the concepts and themes generally focused on human relationships means that the behavior of principals should be shaped by considerations of leadership and communication. These implications have also been supported by similar studies that principals, as the basic administrative figure in schools, should guide teachers, to motivate teachers and students for better teaching and learning settings, to be sensitive to their expectations and needs, to be aware of the visions of schools, and

try to transform school culture for more qualified education (Glasman & Glasman, 1997, p. 4).

The socio-cultural and socio-economical status of students that required principals and teachers to spend more time on such issues have been widely debated since principals have limited time for an instructional roles in schools (Hausman, Crow & Sperry, 2000); focusing more on students' success has sometimes caused less time for teachers' development. However, so-called studies and current research have also asserted that expectations and needs of students' and teachers' tend to be met through teaching and communication in schools (Blase & Blase, 2000, p. 135; Goleman, 2000, p. 87; Goleman et al.2001, p. 44; Palmer et al., 2001, p. 8; MacNeillet al.,2003, p. 4; Hallinger, 2005, p.235). Since being a good principal generally does not mean being a good teacher, teachers sometimes have positive feelings towards instructional leadership roles of principals since more cooperation-based administration, including teachers' increased participation in the decision-making process in schools. Furthermore, some research (Nettles & Herrington, 2007) emphasizes a direct relationship between principals' administrative style and behaviors with students' success have led to increased attention on principals and teachers in last decades. In this respect, the key role of principals is to support the administrative team, while teachers' role is to create and support settings in order to solve problems at schools cooperatively and democratically since it is a fact that (Kilinc, Cemaloglu & Savas, 2015) leadership and teacher professionalism are two interrelated dimensions of that principals should try both directly and indirectly (Bilge, 2015) to foster and support professional development of teachers in Turkey.

Having a considerate style of administration and providing support for teachers were the core results of this research. It has also emerged in other studies (Blase & Blase, 2000, p.135) that good administration entails advising teachers in a constructive manner, providing positive feedback, motivating creative and quizzical teaching, and giving verbal praise. Other steps principals can take to create constructive and creative atmosphere together with teachers at schools (Gaziel, 2007) include emphasizing the psychological climate at schools (Palmer *et al*.,2001,p, p. 8); encouraging teachers to be involved in the decision-making process and supporting them in taking an active role in administration (Robinson, Lloyd & Rowe, 2008, p. 638).Principals, as an instructional leader, have more power and leadership directly on teachers rather than being a force for students' school success in that they provide support and encouragement for teachers to improve teaching and learning.

Some teachers in this study have asserted that they were satisfied with the current administration in their schools simply they feel secure in their school climate and as a member of a team rather than feeling a principal's support in education. It has also been (Bas, 2012, p. 13) stressed that teachers who built confidence and communication with their school administration participated in the school process more, tried their best for teaching and were proud of being a member of that school. Accordingly, it seemed that there is close relationship between the quality/effectiveness of school leadership and teachers'/students' commitment to school and satisfaction. Power relations within schools, in comparison with the past,

have begun to change in favour of teachers, students and families rather than being devoted to principals some decades ago (Krug, 1992, p. 440).

One of the basic functions of school is to provide equal education to people who belong to different socio-economical situations (Glasman & Glasman, 1997, p. 5). Teachers' expectations emerged in this study emphasizing the equal and fair treatment in schools of disadvantaged groups in society that could be subjected to equal and fair educational settings due to equal educational opportunities in schools. Treatments and applications in schools should pioneer equality and fairness in society; in other words, teachers faced with equal and fair treatment in schools could portray this expectation to students and society and thus provide more professional support for teachers and lead them to self-development (Blase & Blase, 2000, p. 135).

Some of the teachers' expectations and opinions have focused on the communication skills of principals, including exchanging ideas and encouraging a shared role in decision making. When considering similar studies that examine the leadership characteristics of principals, shared instructional leadership is the key of school leadership. Communication, empathy, and initiative are the concepts teachers paid the most attention to throughout the study, and these are the psychological characteristics that principals need to adapt most whatever their preferred leadership style has been (Goleman, 2000, p. 87; Goleman et al.,2001, p. 44; Hallinger, 2005, p. 235). Principals' leadership behaviours including communication and interaction are of greatest importance than other motivational techniques (Leithwood *et al.*,2002)

On the base of school improvement, including enhancing students' academic success and the quality of education, were in some respects supported by similar studies. In the studies that were investigating what types of teachers' behaviors and attitudes affect school success and the level of influence have alleged that (Blase & Blase, 2000, p. 135; MacNeill *et al.,* 2003, p. 4) pedagogical leadership could be of critical importance, which emphasizes learning in-class cooperatively with teachers. In spite of the fact that principals have limited power and influence directly on students' success and were criticised via comprehensive comments such as the romanticism of leadership, leadership behaviours of principals could sometimes be comprehensive enough to cover school effectiveness and students' academic success (Edmonds, 1982, p. 10).

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## Öğretmenlerin Görevlerini Daha İyi Yapabilmeleri İçin Okul Müdürlerinden Beklentileri

**Atıf:**

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### Özet

*Problem Durumu:* Okullarda gerçekleştirilen eğitim öğretim hizmetlerinin niteliği büyük oranda öğretmen ve yöneticilerin sergilediği performansa bağlıdır. Hizmet alan veya eğitim öğretim gören öğrencilerin bu iki grubun sergileyeceği performans ve uyum ölçüsünde nitelikli yetişebileceklerini söylemek mümkündür. Bu süreçte öğretim ile birinci derecede sorumlu olan öğretmenlerin okul yönetimi ile uyumlu

çalışması ve yönetim tarafından desteklenmesi oldukça önemlidir. Okul müdürlerinin sahip olması gereken temel yeterlikler, liderlik becerileri çerçevesinde şekillenmektedir. Örgüt yapısının anlaşılması problemin iyi analiz edilmesi, eylem ve davranışlarda örneklik sergilenmesi duruma özgü farklılıkların karar surecinde dikkate alınması ve uyum surecinde bunların gözetilmesi okul müdürlerinin öğretim lideri olarak sahip olması gereken temel beceriler olarak ifade edilmektedir. Yönetim uygulamalarının bağlamsallığı, çok yönlü oluşu, belirsiz doğası ve bireysellikle birlikte kitlesel niteliği eğitim yöneticilerinin stratejik bir bakisi açısına sahip olmalarını gerektirmektedir. Yeni kamu yönetimi anlayışı hesap verme, öğrenici merkezli liderlik, standart ölçütler, bilgi toplumu, küreselleşme, çok kültürlülük gibi temel eğilim ve yaklaşımlar eğitim yönetiminin bağlamını değiştirdiği gibi öğretmen yeterlikleri üzerine yapılan standartlaştırma çalışmalarının da tartışmalı hale gelmesine neden olmuştur. Toplumdaki önemli problemler, temel ideolojik akımlar, çatışmalar, temel değerler, değer buhranı, ekonomik gelişme, is imkânları, yetişkinler hayatında rastlanan önemli yetersizlikler ve değişme yönelimleri arasında olduğu varsayılan karşılıklı neden sonuç ilişkisinin yönetici ve öğretmenler arasında var olmadığını ileri sürmek mümkün değildir. Bu süreçte ortaya çıkabilecek karşıtlıkları çatışma yerine sinerjiye dönüştürmek, öğretmenlerin beklenti ve ihtiyaçlarına cevap verecek ve öğrencilerin daha iyi öğrenmelerine katkı sağlayacak bir yönetim anlayışına bağlıdır. Başarılı okul liderleri, öğretmenlerin görevlerini yerine getirmelerinin ötesinde çok iyi şeyler başarmaları amacıyla olumlu bir okul kültürü oluşturabilmek için okulun kuralları, hedefleri, politikaları ve anlam dünyaları üzerinde etkili olabilecek düzeyde etkili stratejiler izlemek durumundadır. Okulun tüm paydaşları arasında yakınlaşma ve kaynaşma sağlayacak ortamları düzenleyebilen amaçların içselleştirilmesi ve gerekliliği noktasında öğretmenlerle birlikte hareket eden ve bütün personeline değerli olduğunu hissettiren yönetim anlayışının daha etkili olduğu ifade edilebilir. Bu noktada öğretmenlerin beklentilerinin ve bakış açılarının öğrencilerin daha iyi öğrenmesine hizmet edecek bir forma dönüştürülmesi okul müdürlerinin yönetim tarzı ve insana bakış açısıyla doğru orantılıdır. Özellikle okul kültürünün oluşturulması ve kurum kimliğinin belirlenmesi surecinde bu birliktelik önemlidir.

*Araştırmanın Amacı:* Bu araştırmanın amacı öğretmenlerin görevlerini daha iyi yapabilmeleri için okul müdürlerinden beklentilerini tespit etmektir. Bu amaca yönelik olarak okul müdürü davranışlarının öğretim liderliği yaklaşımı açısından değerlendirilmesi, irdelenmesi ve analiz edilmesi hedeflenmiştir.

*Araştırmanın Yöntemi:* Bu araştırma nitel araştırma yöntemlerinden olgu bilim desenine göre tasarlanmış ve veriler açık uçlu sorulardan oluşan bir görüşme formu aracılığıyla toplanmıştır. Derinlemesine bilgi toplayabilmek ve katılımcıları herhangi bir madde ile sınırlamamak için açık uçlu sorular yöneltilmiş ve konu hakkında söylemek istedikleri konusunda tamamıyla özgür olmaları amaçlanmıştır. Çalışma grubu 2013 yılında Düzce il ve ilçelerinde görev yapan bütün öğretmenlerden oluşmaktadır. Üniversitesine bağlı fakülte ve yüksekokullara devam eden 348 öğrenci araştırma grubu olarak belirlenmiştir. Branş, kademe, il, ilce, cinsiyet ve kıdem gibi herhangi bir sınırlama olmaksızın bütün öğretmenlerin konu hakkındaki

görüşlerini almak için e-mail ile veriler toplanmıştır. 677 öğretmen açık uçlu sorulardan oluşan sorulara cevap vererek araştırmaya katılmıştır. Öğretmenlerin görevlerini daha iyi yapabilmeleri için okul müdürlerinden beklentileri ve okul müdüründe olması gereken nitelikler konusunda öğretmen görüşleri alınmış ve analiz edilmiştir. Görüşme formu hazırlama surecinde ayrıntılı literatür taraması yapılmış ve öğretmenlerin okul yönetimi hakkındaki beklenti ve görüşlerine ilişkin temel kavramlar tespit edilmiştir. Verilerin analizinde betimsel ve içerik analizi yöntemi kullanılmıştır. Buna göre elde edilen veriler düzenlenerek kodlanmış, kodlanan verilerden temalar oluşturulması yoluna gidilmiş ve bu doğrultuda bulgular tanımlanmış ve yorumlanmıştır. Kavramsal çerçeve ile uyumlu veriler bulgular halinde tanımlanmıştır. İki araştırmacı tarafından bağımsız olarak yürütülen analizler sonunda ulaşılan ortak kavramlar ve temalar araştırma bulguları olarak sunulmuştur.

*Araştırmanın Bulguları:* Araştırma sonucunda öğretmenlerin okul müdürlerinden beklentileri altı tema altında toplanmaktadır. Öğretmen görüşlerinin büyük oranda anlayış ve destek boyutunda toplandığı görülmektedir. Bu boyutta ortaya çıkan alt temalar destek olma, empati kurma, saygı gösterme, ödüllendirme ve değer verme seklindedir. Öğretmenler genel olarak okul müdürlerinin eğitim ve öğretimle ilgili konularda kendilerine anlayış göstermelerini, destek olmalarını, empatik yaklaşmalarını ve değer vermelerini istemektedir. Okul müdürlerinden beklentiler boyutunda öğretmen görüşlerinin yüzde 13'u liderlikle ilgilidir. Öğretmenler okul müdürlerinden kendilerini yenileme, inisiyatif kullanma ve sorun çözme konusunda beklentiye girmektedir. Öğretmenlerin yaklaşık yüzde 12'si okul müdürlerinin eşitlik ve adalet boyutundaki davranışlarına vurgu yapmaktadır. Alt temalar olarak davranışlarda ve tutumlarda eşit ve adil davranma ve ideolojik değerlendirmelerde bulunmama ifadeleri on plana çıkmaktadır. Okul müdürlerinden beklentilerle ilgili öğretmen Görüşlerinin yüzde 11 oranında iletişim boyutunda toplandığı görülmektedir. Bu boyutta ortaya çıkan alt temalar görüş alış verişinde bulunma, saygı gösterme ve iyi niyetli olma ifadelerinde somutlaşmaktadır. Öğretmenlerce dile getirilen beklentilerin yüzde 9'u fiziki donanımla ilgilidir. Teknoloji, boya, badana, temizlik, laboratuvar gibi destek malzemeleri öğretmenlerce dile getirilen fiziki donanım unsurlarıdır. Öğretmen görüşlerinin yüzde 7'si okul müdürlerinin okul geliştirmeye yönelik çalışma yapması noktasında yoğunlaşmaktadır. Buna göre öğrenci başarısına yoğunlaşma, okulda disiplini sağlama, okul aile ilişkilerini geliştirme ve sosyal etkinliklere önem verme gibi alt temalar ortaya çıkmaktadır. Öğretmenlerin okul müdürlerinden beklentileri ve okul müdürlerinde olması gereken nitelikler konularındaki görüşlerinin analiz edilmesi çerçevesinde yapılandırılan bu çalışma sonuçlarına göre öğretmenler en genel anlamıyla okul müdürlerinin kendilerine değer vermesini beklemektedir. Takdir etme, destek olma, danışma, saygı gösterme, adil olma, demokratik olma, güven verme, motive edilme gibi informal iletişime ve değer verme boyutlarına vurgu yapan ifadelerin sıklıkla tekrar edildiği ortaya çıkmaktadır.

*Araştırmanın Sonuçları ve Öneriler:* Okul müdürlerinde bulunması gereken niteliklerle ilgili olarak liderlik, kariyer, liyakat, nezaket, dürüstlük, adalet, hoşgörü, özveri gibi

hususların öğretmenlerce dile getirildiği görülmektedir. Genel anlamda insan ilişkileri merkezli kavram ve temaların ortaya çıkması okul müdürlerinde olması gereken en temel niteliklerin iletişim becerisi çerçevesinde şekillendiğini göstermektedir. Bununla birlikte etik ve kültürel liderlik temelli değerlerin on plana çıkması formal davranışlar ve yetkilerin yani sıra informal ve insan merkezli davranış kalıplarının okul müdürleri için öncelikli olarak dile getirildiğini söylemek mümkündür.

*Anahtar Kelimeler:* Okul müdürü, öğretim liderliği, insan ilişkileri, değerler