



Investigation of Shared Leadership Behaviours of School Principals According to Teachers' Perception

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ABSTRACT

In this study, it is aimed to examine the shared leadership behaviors of school principals in a multidimensional way according to teachers' perceptions. The research is a mixed method research in which quantitative and qualitative methods are used together. Sequential exploratory design, one of the mixed research designs, was used in the research. The quantitative research process was carried out with 430 teachers and the data obtained were analyzed with t test, Anova and post hoc tests. As a result of the quantitative data analysis, according to teachers' perceptions, shared leadership behaviors of school principals were found to be low. It was seen that the variables of gender and seniority of teachers created a significant difference. In the qualitative research process, interviews were held with 20 teachers who were voluntarily selected from the same sample, in the context of the concept of shared leadership and shared leadership behaviors of school principals and content analysis technique was used to analyze the obtained data. As a result, it was determined that teachers define the concept of shared leadership under five different themes: "Management Skills", "Respect for Individual Differences", "Teamwork and Solidarity", "Motivation" and "Innovation". When the quantitative and qualitative findings are combined, it is concluded that if school principals pay attention to the five themes mentioned above, their shared leadership behavior levels will increase according to teacher perceptions. It is recommended to implement an organizational structure and functioning that will reveal shared leadership in schools.

Keywords: Leadership, shared leadership, school principals, teacher, mixed method

Öğretmenlerin Algılarına Göre Okul Müdürlerinin Paylaşılan Liderlik Davranışlarının İncelenmesi

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ÖZ

Bu çalışmada, öğretmenlerin algılarına göre okul müdürlerinin paylaşılan liderlik davranışlarının çok boyutlu olarak incelenmesi amaçlanmıştır. Araştırma, nicel ve nitel yöntemlerin bir arada kullanıldığı bir karma yöntem araştırmadır. Araştırmada karma araştırma desenlerinden sıralı açıklayıcı desen kullanılmıştır. Nicel araştırma süreci 430 öğretmen ile yürütülmüş ve elde edilen veriler t testi, Anova ve post hoc testleri ile analiz edilmiştir. Nicel veri analizinin sonucunda öğretmen algılarına göre, okul müdürlerinin paylaşılan liderlik davranışlarının düşük düzeyde olduğu; öğretmenlerin cinsiyet ve kıdem değişkenlerinin anlamlı bir farklılık oluşturduğu görülmüştür. Nitel araştırma sürecinde aynı örneklem içinden gönüllü olarak seçilen 20 öğretmen ile paylaşılan liderlik kavramı ve okul müdürlerinin paylaşılan liderlik davranışları bağlamında görüşmeler yapılmış ve elde edilen veriler içerik analizi tekniğinden yararlanarak çözümlenmiştir. Nitel bulgular neticesinde; öğretmenlerin paylaşılan liderlik kavramını, "Yönetim Becerileri", "Bireysel Farklılıklara Saygı", "Takım Çalışması ve Dayanışma", "Motivasyon" ve "Yenilikçilik" olmak üzere beş farklı tema başlığında tanımladığı tespit edilmiştir. Karma araştırma sonucunda elde edilen nicel ve nitel bulgular birleştirildiğinde; öğretmenlerin algılarına göre okul müdürlerinin paylaşılan liderlik davranışlarının düşük olduğu ve okul müdürlerinin paylaşılan liderlik için tanımlanan ilgili beş tema bağlamında davranışlarına dikkat etmeleri durumunda, öğretmen algılarına göre okul müdürlerinin paylaşılan liderlik davranış düzeylerinin yükseleceği sonucuna ulaşılmıştır. Okullarda paylaşılan liderliği ortaya çıkaracak bir örgütsel yapının ve işleyişin hayata geçirilmesi ve okulun tüm paydaşlarını paylaşılan liderlik yaklaşımı doğrultusunda bilgilendirecek çeşitli hizmet içi eğitim seminerlerinin verilmesi önerilmiştir.

Anahtar Kelimeler: Liderlik, paylaşılan liderlik, okul müdürleri, öğretmen, karma yöntem

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Introduction

In the 1950s and 1960s, the first ideas about sharing leadership began to be discussed in the fields of business management and among social psychologists. Although the term "distributed leadership" was not mentioned in the studies carried out during this period, the perspectives put forward and the thoughts discussed formed the basis of the shared leadership approach in question today. Gibb's 1954 article "Leadership" is considered the earliest reference to this approach. Gibb emphasized that when leadership skills are shared, much more productive results will be achieved, and the competence and diversity of practices will increase (Gibb, 1954 as cited in Watson 2005). In the following years, many different studies were conducted on shared leadership.

Gronn (2000) expresses the concept of "shared leadership" with the description of "the whole is greater than the parts". According to Harris (2003), shared leadership is the concept of "multiple leadership". Multiple leadership is formed by individuals who are productive, open to innovation and change, play an active role in the decision-making process, exchange ideas and trust each other's knowledge and experience. In the multiple leadership approach, leadership is not limited to the managers in the hierarchical system, but the opportunity to assume leadership is open to everyone. Regardless of the assignment, leadership is based on expertise in the field and participatory potential to speak up (Hulpia, Devos, & Rosseel, 2009). In the multi-leadership approach, the focus is on the mutual communication of the leadership roles (formal and informal) rather than their activities. In the foreground, practices based on leadership have effects on organizational development (Spillane, 2006). In the "shared leadership" approach, the formal leader is not unimportant or ignored. On the contrary, the leader has important duties such as keeping the stakeholders together in harmony and increasing the productivity of the stakeholders (Harris, 2004). Sincere relationships embody the essence of "effective leadership". Stakeholders should see themselves as part of the organization and feel valued in order to form trust in the organizational culture because where there is no relationship, there is neither influence nor leadership (Duignan, 2007).

When the literature is examined, it is seen that there is more than one shared leadership model. According to the shared leadership model of Spillane (2006), it is stated that the individual is much more than his knowledge and experience level, talent and charisma. Shared leadership is more than a single individual's ability, success, influence and expertise; it includes leadership practices that occur with the interaction of individuals who have these characteristics. The study carried out by Spillane and his friends on the reflection of shared leadership in educational organizations emphasizes that school leadership is not only practised by the school leader but also by all stakeholders (Spillane, Diamond and Jita, 2003). Leadership practices in school take place with a group work carried out jointly by the leader and his followers (Spillane, Halverson, & Diamond, 2001).

Gronn (2000) states that there are two important terms in shared leadership: "Cumulative Approach" and "Holistic Approach". The cumulative approach, in which leadership is shared among organizational members, is the most well-known and most common form of shared leadership. In this approach, all, most or some of the members assume a leadership role more or less in line with their expertise and potential (Rivers, 2010; Watson, 2005; Whittington Davis, 2009). In the holistic approach, which deals with shared leadership with a democratic understanding, all organizational gains are evaluated as a whole. In other words, the contribution of all the stakeholders is thought to be more important rather than the effort of each individual in the organization. What is important here is not the sum of individual efforts but the result reached with holistic contributions (Gronn, 2000).

In the shared leadership model explained by Elmore (2000), it is emphasized that individuals in any organization are specialized in their knowledge, experience, personal interests, abilities, tendencies and special position in the organization. Directing different individuals for organizational goals in line with their competencies is a difficult task. Schools are multidimensional organizations in terms of both structure and functioning, and therefore they need leaders with a broad vision and influence. Even a school principal with extraordinary characteristics cannot carry out the task of changing and transforming the school in line with the necessary needs alone. Starting from this point, Elmore (2000) says that instead of giving leadership to only one person, it should be shared with all stakeholders, emphasizing the importance of shared leadership practices that will be created with the common contribution of all stakeholders.

Educational organizations have a complex structure and functioning. In this complex structure it is impossible for only one person to carry out the daily work and the problems that are expected to be solved. In addition, schools in which a single leader is seated in the center achieve less efficiency compared to schools where responsibilities and roles are shared. This situation enables most people who study and practice the art of leadership to see leadership as a "joint effort" (Pamela, 2010). Beycioğlu and Aslan (2010) emphasize that it is difficult for leaders who are in charge of school to fulfil all their management and leadership responsibilities alone in the school and school leadership should be reconsidered, restructured, and distributed as a team behavior.

Encouraging more teachers on leadership in school is one of the key considerations needed to take a collaborative approach to school leadership. Teachers should be encouraged to believe that they can lead change as much as managers (Duignan & Bezzina, 2006). In addition, in schools where the shared leadership understanding is internalized, teachers should be encouraged to produce their own work (Lynch, 2009). Teachers conduct education and therefore they are accepted as experts who can provide change and

transformation in the school by means of collaborating (Bolden, Petrov, & Gosling, 2007).

When the research on shared leadership is examined, studies are seen to be mostly on scale development (Aslan and Bakır, 2015; Özer and Beycioğlu, 2013; Özkan and Çakır, 2017), scale adaptation (Bostancı, 2012), perceptions of teachers working at different levels regarding shared leadership (Korkmaz and Gündüz, 2011; Beycioğlu, Özer and Uğurlu, 2012; Uslu and Beycioğlu, 2013; Ereş and Akyürek, 2016; Ulusoy, 2014; Yılmaz and Turan, 2015; Çınar and Bozgeyikli, 2015; Adıgüzelli, 2016). In addition to these studies, studies conducted in higher education stand out (İşcan, 2014; Işık, 2018; Menon, 2005; Ho, 2009; Bolden, Petrov, and Gosling, 2009; Floyd and Funk, 2015). The concept of shared leadership is also associated with concepts such as organizational commitment (Ağiroğlu Bakır, 2013), organizational cynicism (Aksoy and Bostancı, 2019), organizational trust (Çobanoğlu, 2020; Bostancı, Gidiş, Uğurlu and Dilsiz, 2018) and psychological capital (Şarbay, 2018). Apart from these, there are also studies on the relationship between shared leadership and learning (Edwards, 2014; Moyo, 2010) and its effect on school success (Baiza, 2011).

However, when the current literature is examined, no study on the relationship between the shared leadership behaviours of school principals perceived by teachers with teachers' gender, school level, school type and professional seniority has been found. Considering that shared leadership concerns school principals, teachers and the relationship established between school and family, in short, all stakeholders of educational institutions, it is reckoned that the study will make contribution to policy makers and administrators in gaining different perspectives. It is also thought that the findings obtained as a result of the research will raise an important awareness about the sharing of leadership, there will be positive changes in the school climate and effectiveness.

In this study, it was aimed to examine the shared leadership behaviours of school principals in a multidimensional way according to teachers' perceptions. The mixed method was used because it was thought that the findings obtained as a result of the quantitative research were not sufficient on their own and that solutions could be brought to the existing problem in the field by making use of qualitative research. The research was carried out using a sequential explanatory design in which quantitative and qualitative methods were used together.

In accordance with this purpose; in the quantitative dimension of the research, the following questions were tried to be answered:

- What is the level of shared leadership behaviours of school principals perceived by teachers?
- Do the shared leadership behaviours of school principals perceived by teachers show a significant difference according to their gender, the type of school and the school level they work in and their professional seniority?

In the qualitative aspect of the research, the following questions were tried to be answered during the interviews made with the participants.

- If you were to define shared leadership, which concepts would you associate it with?
- In your opinion what should school principals pay attention to in order to ensure the participation of stakeholders in the process when making decisions regarding school management?

Method

Mixed Research Design

The research aims to determine the relationship between the shared leadership behaviours of school principals perceived by teachers and teachers' gender, school level, school type and professional seniority. This research was designed according to the mixed research method. The method of collecting, blending and analyzing quantitative and qualitative data in a study in order to understand the research problem is called mixed research design (Creswell, 2017a). In this research, sequential exploratory design was used. In the sequential explanatory design, the researcher starts the study by managing a quantitative stage and tries to reach specific results with quantitative data (Creswell, 2017b).

Quantitative Research Model

Relational model was preferred within the scope of quantitative research. The relational model is a research model that mostly examines relationships and connections (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2017).

Qualitative Research Model

Case study was conducted in the qualitative dimension of the research. Case study which is a variant of ethnography enables the researcher to explore a limited system in depth based on extensive data collection (Creswell, 2017a). The research model is given in Figure 1.

Study Group

Quantitative study group

The population of the study consists of 198,165 teachers who work in Istanbul in the 2020-2021 academic year. The teachers whose opinions will be sought from the universe were determined by using the convenience sampling method. The convenience sampling method is a non-random sampling method in which the sample section to be selected from the main mass is determined in line with the researcher's judgments. The data within the scope of easy sampling is collected from the main mass in the easiest and fastest way (Malhotra, 2004).

While calculating the sample size from the population, 95% confidence interval and 5% margin of error criteria were taken into consideration (Cohen, Manion & Morrison, 2002). According to this criterion, it was calculated that the sample size should be at least 383. 430 teachers voluntarily participated in this research. For this reason, it can be said that the sample size represents the universe. Descriptive statistical information about the teachers who participated in the quantitative dimension of the study is given in Table 1.

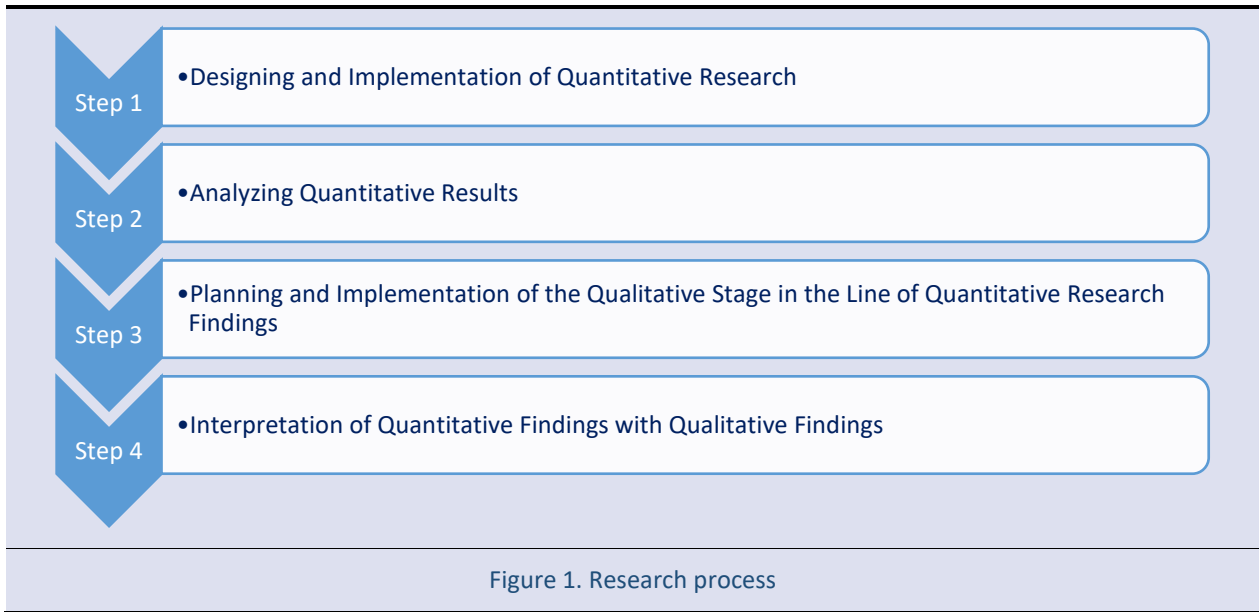


Table 1. Descriptive statistical information about the teachers participated in quantitative study

Variables	Features	n	%
Gender	Female	353	82.1
	Male	77	17.9
School Level	Primary	77	17.9
	Secondary	210	48.8
School Type	High School	143	33.3
	Private	46	10.7
Seniority	State	384	89.3
	0-5 years	32	7.4
	6-10 years	99	23.0
	11-15 years	97	22.6
Total	16-20 years	88	20.5
	21 years +	114	26.5
		430	100

Table 2. Descriptive statistics of teachers who participated in the qualitative dimension of the study

Variables	Groups	f
Gender	Female	11
	Male	9
School Level	Primary	7
	Secondary	7
School Type	High school	6
	Private	4
Seniority	State	16
	0-5 years	2
	6-10 years	5
	11-15 years	2
Branch	16-20 years	8
	21 years and above	3
	Primary School	5
	Social studies	1
Total	Turkish	2
	English	6
	Science	4
	Religion	2
		20

Qualitative study group

Maximum diversity sampling, which is accepted as one of the purposive sampling methods, was used while determining the participants in order to reveal the qualitative dimension of this research. The aim of maximum diversity sampling, which is created by creating a reasonably small sample, is to reveal the range of people that might be in favor of the problem being examined at the highest level (Yıldırım & Şimşek, 2018). In order to maintain sample diversity, semi-structured one-to-one interviews were conducted with 20 teachers from different genders, school level, school type, professional seniority and branches, who were included in the quantitative sample of this study and expressed their willingness to participate in the qualitative part. Descriptive statistical information about the teachers who took part in the qualitative dimension of the study are given in Table 2.

Data-Collection Tool

Quantitative data collection tools

There is the "Demographic Information" section in the first part. In the second part, there is the "Shared Leadership Scale". The scale, consisting of a total of 10 items, was developed by Özer and Beycioğlu (2013). The 5-point Likert-type scale was rated as "Never-1, Rarely-2, Sometimes-3, Often-4, Always-5". The scale consists of one dimension and a total score is obtained. The score that can be obtained from the scale is between 10-50. While a high score indicates high shared leadership behaviors, a low score indicates the opposite. The Cronbach Alpha was calculated as 0.92. In this study, the Cronbach Alpha was 0.93.

Qualitative data collection tools

In the second stage of the research, it was planned to interview twenty teachers who participated in the quantitative part of the research in order to obtain qualitative data and maximum diversity. Interview refers to a mutual and interactive communication process based on asking and answering questions, carried out within the framework of a serious predetermined purpose (Stewart & Cash, 1985). The researcher prepared a semi-structured interview form within the framework of the relevant literature to collect data. Since the qualitative dimension of the research was structured on the data of the previous quantitative research, the findings obtained as a result of the quantitative research were also effective in the creation of the interview form. The form was finalized after receiving opinions from three different experts. In order to test the intelligibility level of the questions in the form, pilot interviews were conducted with two teachers selected from among the target group, and the form was finalized in the light of the feedback obtained. Each interview took 30-40 minutes.

Data Analysis

Analysis of quantitative data

The analysis of the data collected within the scope of the research was made with the SPSS 25 package program. First of all, the normality distribution of the collected data was checked. The provided Kurtosis and Skewness values are given in Table 3.

When we look at the skewness and kurtosis values of the data of the Leadership Scale shared in Table 3, it is seen that the kurtosis and skewness values are between -1+1 values. According to the determination, it is seen that the scores belonging to the scales exhibit a normal distribution (Büyüköztürk, Çokluk, & Köklü, 2011). Therefore parametric tests, t-test and ANOVA were performed.

Analysis of qualitative data

On the basis of analyzing the data collected in the qualitative part of the research, the content analysis method, which explains the collected data and reaches the relations with the concepts, was used (Yıldırım & Şimşek, 2018). The data set obtained from the interviews was transferred to the computer environment and the concepts that the participants focused on were determined. Considering the common points between the concepts, coding was done. All the coding process was determined as a result of the common opinions of three researchers who are experts in the area of educational sciences in order to conduct the coding process in a consistent and meaningful way. The codes associated with each other were gathered by paying attention to the meaning and concept integrity, and as a result, the thematic codes were formed. At this stage, "percent agreement formula" was used to determine reliability. The percentage of agreement was found with the formula "Reliability = Consensus / (Agreement + Disagreement) x 100" (Miles & Huberman, 1994). Internal consistency was tried to be maintained by creating a meaningful whole as much as possible with the codes they cover while creating themes. External consistency was also tried to be ensured by creating a meaningful whole in a different but related way (Yıldırım & Şimşek, 2018). In the research, participant codes (K1, K2...) were prepared according to certain contents, and the letter K was used to express the participant and the following number was used to express the order of the interview.

Findings

Quantitative Research Findings

In order to determine the level of shared leadership behaviors of school principals perceived by teachers, the arithmetic mean and standard deviation values taken from the Shared Leadership Scale were calculated and the results are given in Table 4.

As seen in Table 4, shared leadership was calculated as $\bar{X}=2.20$; $sd=.03$. The levels considered during the interpretation of the scale mean scores are given in Table 5.

Table 3. Skewness, kurtosis and reliability coefficients

Skewness	Kurtosis	Developers Cronbach Alpha	Cronbach Alpha
,630	,142	0.92	.933

Table 4. Arithmetic mean and standard deviation values of the scales

Shared Leadership	N	\bar{X}	Sd	Evaluation
	430	2.21	.77	Low

Table 5. Value ranges of the 5-point likert scale

Score Range	Level
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.40	Medium
3.41-4.20	High
4.21-5.00	Very High

Özkan (2015)

Table 6. Shared leadership scale's t-test results according to teachers' genders

Value	Groups	N	x	sd	t	df	p
Shared Leadership	Female	353	2.26	.77	2.21	428	.027
	Male	77	2.04	.68			

Table 7. Shared leadership scale's t-test results according to teachers' school types

Value	Groups	N	\bar{X}	sd	t	df	p
Shared Leadership	Private	46	2.10	.85	1.02	428	.310
	State	384	2.23	.76			

Table 8. Anova analysis of shared leadership scale scores by school levels of teachers

Shared Leadership	School Level	N	\bar{X}	Sd	df	F	p	Difference
	Primary	77	2.18	.80	446	1.090	.337	--
	Secondary	210	2.17	.78	449			
	High School	143	2.29	.71				
	Total	430	2,22					

Table 9. Anova analysis of shared leadership scale scores by school levels of teachers

Shared Leadership	Seniority	N	\bar{X}	Sd	df	F	p	Difference
	A-0-5	32	2.17	.81	4	2.368	.049	B>C B>E
	B-6-10	99	2.37	.79	425			
	C-11-15	97	2.13	.69	429			
	D-16-20	88	2.31	.77				
	E-21+	114	2.10	.78				
	Total	430	2.22	.77				

When Table 5 is evaluated, according to teachers' perceptions, it is seen that the shared leadership behaviors of school principals are at a "low" level. Independent t-test was performed to determine whether there is a significant difference between the mean scores obtained from the Shared Leadership Scale according to the teachers' genders and the results are given in Table 6.

When Table 6 is examined, it is found that $p=.035$, $t=-2.11$ for shared leadership. It was observed that there was a significant difference in favor of women, since the teachers' shared leadership perceptions were $p<0.05$.

Independent t-test was performed to determine whether there is a significant difference between the mean scores obtained from the Shared Leadership Scale according to the school type and the results are given in Table 7.

When Table 7 is examined, it is found that $p=.374$, $t=-.891$ for shared leadership. It was observed that there was no significant difference in favor of the type of school in which the teachers worked, since the teachers' shared leadership perceptions were $p>0.05$. One-way analysis of variance (ANOVA) was carried out to see whether there was a difference between the averages of the Shared Leadership Scale scores according to the school levels of the teachers. Analysis results are given in Table 8.

When Table 8 is viewed, it can be seen that $p=.357>0.05$ for shared leadership. Therefore in terms of teacher perceptions, there is no significant difference between the shared leadership behaviors of the school principals and the school levels in which the teachers work.

One-way analysis of variance (ANOVA) was carried out to see whether there was a difference between the averages of the Shared Leadership Scale scores according to the seniority of the teachers. Analysis results are given in Table 9.

When Table 9 is studied, it can be seen that $p=.049<0.05$ for shared leadership. For this reason, there is a significant difference between teachers' shared leadership perceptions and their seniority. LSD test was performed to understand which years of seniority showed significant differences. According to the test, the shared leadership perceptions of teachers with a seniority of 6-10 years ($\bar{X}=2.36$) are higher than those of teachers with a seniority of 11-15 years ($\bar{X}=2.13$) and 21 years and above ($\bar{X}=2.09$).

Qualitative Research Findings

The participants of the research were first asked which concepts they associated with shared leadership. Content analysis technique was applied to analyze the research findings. The main aim of content analysis is to reach the concepts and relationships that can explain the obtained data. Within the framework of this purpose, similar data are collected around certain codes and themes and interpreted in an

understandable way (Yıldırım & Şimşek, 2018). As a result of the analysis, 137 simple codes were reached in the first stage. In the next stage, 5 different themes were obtained from these codes by considering the literature on shared leadership. Shared leadership themes of this research were determined as "Management Skills", "Respect for Individual Differences", "Teamwork and Solidarity", "Motivation" and "Innovation".

The frequency values of the themes reached as a result of the content analysis are given in Table 10.

Table 10. Shared leadership themes and frequency values

Themes	f
Management Skills	35
Respect for Individual Differences	33
Teamwork and Solidarity	33
Motivation	21
Innovation	15
Total	137

Some of the teachers' views on the "Management Skills" theme are as follows:

K15: "...The leader should work with experts, there should be a common vision and purpose, it is important to believe in sharing. The leader should share with management skills."

K1: "...School principals should not pretend to act and apply what they have in mind, they should consult with all the teachers in their groups. They should abandon the understanding of authoritarian leadership, abandon the privilege of being a civil servant, and abandon their hostile attitude. They can only achieve what they want to achieve as a manager by sharing."

K3: "... It is important for school principals to share their duties and responsibilities and divide the work. They shouldn't put too much responsibility on single a teacher because he/she may not be able to fulfill it. A person who is overtaxed should not say "Am I a sucker?"

Some of the teachers' views on the theme of respect for "Individual Differences" are as follows:

K8: "...The fact that different people make decisions creates a sense of trust in people. Sharing also builds respect."

K11: "...The managers should respect the ideas of their teachers and apply them. Ideas and suggestions should not be left in the air."

K19: "...The leader must have maximum respect for ideas. The leader should make himself/herself accepted and liked by the stakeholders. Students' ideas should also be respected and listened to. The leader should give them duties and responsibilities, He/she should also make them feel valued. Polls and voting should be done as well."

Some of the teachers' views on the theme of "Teamwork and Solidarity" are as follows:

K10: "...The most important thing is to have a belief in teamwork, to take the leadership out of the control of a single person. There should be a very vocal management, the number of stakeholders should increase."

K13: "... The school principal should provide a working environment with interest, trust, support and cooperation for the happiness and development of the employees."

K2: "...The leader needs to adopt the understanding that we are a team. Making us feel included in the process increases our productivity (our contribution to the process) by motivating us. He/she should value our merits, enable us to break away from convenience, and reveal our leadership qualities."

K9: "...The leader should give time to his/her stakeholders and be patient. He/she should know that their success is the result of teamwork, not individual."

Some of the teachers' views on the "*Motivation*" theme are as follows:

K12: "...First of all, the leader should organize social activities that will increase the motivation of the people in the school and he/she should also participate."

K15: "...The leader should prioritize being productive and focus on common success."

K3: "...If the decisions are taken collectively, the stakeholders cannot neglect their responsibilities. An award should be given to those who own the job and succeed, and the leader should provide motivation. He/she should also address the reasons and problems of those who do not fulfill their responsibilities."

K2: "...The leaders must be ready to delegate their responsibilities. They must also be able to motivate the stakeholders, be sincere and think flexibly."

Some of the teachers' views on the theme of "*Innovation*" are as follows:

K14: "...The leader should be innovative and open to criticism."

K8: "...Sharing also brings development."

K18: "...The leader must have a vision and give the job its due. He/she should be in development. He/she should think in a humanistic way. These are features that are not currently available in our own manager."

K13: "...He/she should provide a working environment with interest, trust, support and cooperation for the happiness and development of the employees."

K6: "...I agree that leadership should not be in one person, it should be shared. I care about making decisions together. Interaction, taking responsibility, trust, cooperation, decision making and balance must be achieved. There should be effective communication and people should be allowed to express themselves."

There was not any difference between the teachers participating in the qualitative dimension of the study in terms of gender variable. A female teacher commented on the shared leadership behaviors of school principals as follows.

K6: "...I agree that leadership should not be in one person, it should be shared. I care about making decisions together. Interaction, taking responsibility, trust, cooperation, decision making and balance must be achieved. There should be effective communication and people should be allowed to express themselves."

Another female teacher commented on the shared leadership behaviors of school principals as follows.

K17: "...Shared leadership should be based on cooperation. The leader should give importance to the stakeholders' ideas. He/she should listen to their requests and suggestions."

A male teacher expressed his opinion about the shared leadership behaviors of school principals as follows.

K15: "...Shared leadership is a situation that seems very difficult."

Another male teacher commented on the shared leadership behaviors of school principals as follows.

K5: "...First of all, the leader must first believe in sharing and the stakeholders must feel it. The leader must have this maturity. He/she should have a monitoring feature. It is necessary to establish delegations for delegation of authority."

Discussion, Conclusion and Suggestions

In the quantitative findings of this research, which was carried out in a mixed design, it was determined that the shared leadership behaviors of school principals were at a low level according to teacher perceptions. Contrarily, it was determined that principals of schools demonstrated shared leadership behaviors at a high level according to teachers' perceptions in a lot of studies (Bakır and Aslan, 2014; Çobanoğlu and Bozbayındır, 2019; Korkmaz and Gündüz, 2011; Uslu and Beycioğlu, 2013; Torres, Bulkley and Kim, 2020). After seeing that the results of the current quantitative study were clearly different from other studies in the literature, it was decided to investigate the reasons for this situation. Therefore, it was tried to determine with which concepts teachers associated shared leadership in the qualitative part of the study. The answers given by the teachers were coded with content analysis and 5 different themes were reached from the codes obtained by considering the literature on shared leadership. The themes of this research were determined as "*Management Skills*", "*Respect for Individual Differences*", "*Team Work and Solidarity*", "*Motivation*" and "*Innovation*". These themes provide many clues as to how participants perceive and define shared leadership. In the second stage of the interviews conducted to collect qualitative data, the teachers were asked what school principals should pay attention to assure that the stakeholders will participate in the process when making decisions regarding the school administration. The responses that the participants gave to the questions in this section primarily reveal how shared leadership should

or should not be, and offer practical answers to the problems arising from the leader in schools. As a result of the examination of the qualitative data, it was observed that the majority of the teachers stated negative ideas about the shared leadership behaviors of the school principals. When their ideas are examined, it is seen that they frequently use the expressions containing the themes reached in the research. Teachers generally think that school principals do not have sufficient management skills, do not show the necessary respect for individual differences, lack teamwork and solidarity, do not display motivation-enhancing attitudes and do not attach sufficient importance to innovation. Teachers also think that shared leadership behaviors of school principals are low and that shared leadership in schools will increase if school principals exhibit the aforementioned themes.

It is seen that the themes reached in the research overlap with the findings emphasized in the current literature on shared leadership. Ağiroğlu Bakır (2013) and Işık (2018) reached similar codes and themes in their study. According to Elmore (2000), the leader should allocate the leadership by considering the knowledge and expertise of the individuals in the organization. This can only be possible with good management skills. Some of the most repeated codes under the theme of respect for individual differences are trust and sincerity. Duignan (2007) also emphasizes cordial relationships and trust. Beycioğlu and Aslan (2010) emphasize that it is difficult for school leaders to fulfill all their leadership responsibilities alone and that school leadership should be made a team behavior. Some of the codes under the motivation theme are efficiency, productivity, active participation and productive, and when the literature on shared leadership is examined, it is seen that these concepts are emphasized (Gibb, 1954; Hulpia, Devos and Rosseel, 2009; Harris, 2004). It is seen that the theme of innovation obtained as a result of the research also overlaps with the existing literature. While Harris (2013) talks about openness to innovation and change in the understanding of shared leadership, Spillane (2006) emphasizes organizational development. In the quantitative dimension of the study, it was observed that there was a significant difference in favor of women in teachers' shared leadership perceptions. A similar result was also found by Grant (2011) that women had a higher perception of shared leadership in public schools in North Carolina. This may be due to the fact that school principals want to give more responsibilities to female teachers, since women are generally more detailed and responsible. It was seen that this finding was not consistent with a lot of findings in the literature though. While male teachers' perceptions of shared leadership were higher than female teachers in the studies conducted by Ağiroğlu-Bakır (2013) and Cooper (2012), there was no significant difference in terms of gender variable in the

studies held by Aydoğan (2018), Aksoy and Bostancı (2019) and Bayar (2020). However, there was not any difference between the teachers participating in the qualitative dimension of the study in terms of gender variable.

In terms of teacher perceptions, there is no significant difference between the shared leadership behaviors of school principals and the types of schools where teachers work. The fact that shared leadership behaviors are so low in both public and private schools is extremely thought-provoking, and the reasons for this need to be investigated in more depth. In the study conducted by Ağiroğlu-Bakır (2013) and Akgün (2018), it was seen that the shared leadership perceptions of teachers working in private schools were higher than those working in public schools though. There was no difference between the teachers who participated in the qualitative dimension of the study in terms of the school type variable.

In terms of teacher perceptions, there is no significant difference between the shared leadership behaviors of the school principal and the school levels of the teachers. This situation shows that school principals distribute the leadership equally regardless of school level. In the study conducted by Akgün (2018), it was determined that teachers' shared leadership perceptions do not differ according to the level they work. There was also no difference between the teachers participating in the qualitative dimension of the research in terms of the school level variable.

It has been determined that there is a significant difference between the teachers' shared leadership perceptions and their seniority. The shared leadership perceptions of teachers with a seniority of 6-10 years are higher than those of teachers with a seniority of 11-15 years and 21 years and above. This may be due to the fact that school principals give more authority and responsibility to teachers who have reached a certain level of experience but are still young and dynamic in terms of seniority. However, when the literature was examined, many studies contradicting this finding and stating that shared leadership perceptions increased as teachers' seniority increased were found (Ağiroğlu Bakır, 2013; Çınar and Bozgeyikli, 2015; Işcan, 2014; Ray, 2019; Şarbay and Bostancı, 2018). On the other hand, in the study conducted by Yılmaz (2013) and Sayan Kösem (2018), it was seen that there was no significant difference in terms of professional seniority in teachers' shared leadership perceptions. There was no difference in terms of seniority variable among teachers who participated in the qualitative dimension of the study.

In summary, thanks to the sequential explanatory design used in the research, quantitative findings were first obtained and it was seen that the shared leadership behaviors of school principals were at a low level according to teacher perceptions. In the next stage, how teachers perceive shared leadership was revealed through themes obtained from qualitative interviews, and teachers were asked how school

principals should display shared leadership behaviors in their decision-making processes. When the research is considered as a whole, it is very clear why shared leadership is at a low level according to teacher perceptions and what can be done about it. This shows the contribution of the mixed design to educational research. (Bryman, 2006).

Based on these results, some suggestions can be made to guide research. It is recommended to implement an organizational structure and functioning that will reveal high-level shared leadership behaviors in schools. To maintain this, it is recommended to increase the shared leadership behavior levels of school principals and to ensure that teachers are more active in the decision-making process at school. It is recommended to prepare and implement a "Shared Leadership In-Service Training", which takes into account the themes of "Management Skills", "Respect for Individual Differences", "Teamwork and Solidarity", "Motivation" and "Innovation". It is also recommended to develop shared leadership behavior levels in schools by analyzing the findings that can be obtained in the context of these trainings by the relevant researchers. This research was carried out within the borders of Istanbul province. It may be suggested to repeat the research in different cities of Turkey. In addition, the research includes primary, secondary and high schools. Similar studies can be conducted on shared leadership in preschools, different types of high schools and universities.

Genişletilmiş Özet

Giriş

Gronn (2000) "paylaşılan liderlik" kavramını "bütünün parçalardan daha büyük olması" tasviriyile ifade etmektedir. Harris (2003)'e göre ise paylaşılan liderlik; "çoklu liderlik" anlayışıdır. Çoklu liderlik anlayışını; yer aldıkları örgütte birbirinin bilgi ve tecrübelerine güvenen, üretken, yeniliğe ve değişime açık, karara katılım sürecinde aktif rol oynayan ve fikir alış-verişinde bulunan bireyler oluşturur. Çoklu liderlik anlayışında liderlik yalnızca hiyerarşik sistemde bulunan yöneticiler ile sınırlı olmayıp liderlik üstlenme fırsatı herkese açıktır. Liderlik atanmışlığa bakılmaksızın, alanda sahip olunan uzmanlığa ve söz söyleme katılımcı potansiyeline dayalıdır (Hulpia, Devos ve Rosseel, 2009). Çoklu liderlik anlayışında odak noktası liderlik rollerinin (formal ve informal) faaliyetlerinden ziyade, karşılıklı iletişimlidir. Ön planda ise liderliğe dayanan uygulamaların örgütsel gelişim üzerindeki etkileri vardır (Spillane, 2006). "Paylaşılan liderlik" yaklaşımında, formal lider önemsiz veyahut yok sayılmaz. Tam tersine liderin, paydaşları bir arada uyum içerisinde tutup paydaşların üretkenliklerinde artış sağlamak gibi mühim görevleri mevcuttur (Harris, 2004).

Günümüzde faaliyet gösteren eğitim örgütlerinin karmaşık bir yapısı ve işleyişi vardır. Bu karmaşık yapı ve işleyiş içerisinde günlük yapılması gereken işlerin ve çözüme kavuşturulması beklenen sorunların yalnızca bir

kişi tarafından gerçekleştirilmesi olanaksızdır. Ayrıca merkezinde tek bir liderin oturtturulduğu okullar; sorumlulukların ve rollerin pay edildiği okullara nazaran daha az verim elde etmektedir. Bu durum liderlik sanatı üzerinde çalışan ve de liderlik sanatını uygulayan çoğu kişinin liderliği "ortak bir çaba" olarak görmelerini sağlamaktadır (Pamela, 2010). Beycioğlu ve Aslan (2010), okul liderlerinin her geçen gün daha karmaşık bir hal alan toplumsal çevre ve okul içerisinde, yalnız başlarına bütün yönetim ve liderlik sorumluluklarını yerine getirmelerinin zor olduğunu ve de okul liderliğinin yeniden ele alınıp yapılandırılması, dağıtılmasıyla takım davranışı haline getirilmesi gerektiğini vurgulamaktadırlar.

Yöntem

Araştırma okul müdürlerinin öğretmenler açısından algılanan paylaşılan liderlik davranışlarının; öğretmenlerin cinsiyetleriyle, görev yaptıkları okul kademeleri, okul türleriyle ve mesleki kıdemleriyle olan ilişkisini belirlemeyi amaçlamaktadır. Bu araştırma, karma araştırma yöntemine göre tasarlanmıştır. Araştırma problemini anlayabilme adına bir çalışma içerisinde nicel ve nitel verileri toplayıp harmanlama ve de analiz etme yöntemi karma araştırma deseni olarak adlandırılmaktadır (Creswell, 2017a). Bu araştırma kapsamında, karma yöntem araştırma desenlerinden sıralı açıklayıcı desen kullanılmıştır. Sıralı Açıklayıcı Desende araştırmacı, çalışmaya nicel olan bir aşamayı yöneterek başlar, ikinci bir aşama ile de hususi sonuçlara ulaşmaya çalışır (Creswell, 2017b). Sıralı Açıklayıcı Desende; nicel verinin içindeki ilişkileri ve yönelimleri açıklamak amacıyla nitel aşama kullanılır (Creswell, Plano Clark ve diğ., 2003).

Sonuç

Karma desende yürütülen bu araştırmanın nicel bulgularında, öğretmen algılarına göre okul müdürlerinin paylaşılan liderlik davranışlarının düşük düzeyde olduğu tespit edilmiştir. Çalışmanın nicel kısmında öğretmenlerin paylaşılan liderlik algılarının düşük olduğu sonucuna ulaşıldıktan sonra, çalışmanın nitel kısmında öğretmenlerin paylaşılan liderliği hangi kavramlarla ilişkilendirdikleri tespit edilmeye çalışılmıştır. Öğretmenlerin verdiği cevaplar içerik analizi ile kodlanmış ve paylaşılan liderlik ile ilgili literatür de göz önünde bulundurularak elde edilen kodlardan 5 ayrı temaya ulaşılmıştır. Bu araştırmanın temaları "yönetim becerisi", "bireysel farklılıklara saygı", "takım çalışması ve dayanışma", "motivasyon" ve "yenilikçilik" olarak belirlenmiştir. Bu temalar katılımcıların, paylaşılan liderliği nasıl algıladıkları ve tanımladıkları konusunda birçok ipucu vermektedir.

Nitel veri toplamak amacıyla yapılan görüşmelerin ikinci aşamasında öğretmenlere okul müdürlerinin okul yönetimini ilgilendiren işlerde karar verirken, paydaşların sürece katılımını sağlamak için nelere dikkat etmeleri gerektiği sorulmuştur. Katılımcıların bu bölümdeki sorulara verdikleri cevaplar öncelikle paylaşılan liderliğin nasıl olması ya da olmaması gerektiğini ortaya koymakta

ve okullarda liderden kaynaklanan sorunlara pratik cevaplar sunmaktadır. Nitel verilerin incelenmesi neticesinde, öğretmenlerin çoğunluğunun okul müdürlerinin paylaşılan liderlik davranışlarına dair olumsuz görüşler belirttiği görülmüştür. Öğretmenlerin görüşleri incelendiğinde araştırma bünyesinde ulaşılan temaları içeren ifadeleri sıkça kullandıkları görülmektedir. Öğretmenler genel olarak okul müdürlerinin yeterli düzeyde yönetim becerisine sahip olmadıklarını, bireysel farklılıklara gereken saygıyı göstermediklerini, takım çalışması ve dayanışma konusunda eksiklerinin olduğunu, motivasyon artırıcı tavırlar sergilemediklerini ve yenilikçiliğe yeterince önem vermediklerini düşünmektedirler. Öğretmenler okul müdürlerinin paylaşılan liderlik davranışlarının düşük olduğunu ve okul müdürlerinin bahsi geçen temaları sergilemesi durumunda okullarda paylaşılan liderliğin artacağını düşünmektedirler.

Tartışma

Araştırmada ulaşılan temaların paylaşılan liderlikle ilgili mevcut alanyazında vurgulanan bulgularla örtüştüğü görülmektedir. Ağiroğlu Bakır (2013) ve Işık (2018) yaptıkları çalışmada benzer kod ve temalara ulaşmıştır. Elmore (2000)' e göre lider, örgütteki bireylerin bilgi birikimlerini ve uzmanlıklarını göz önünde bulundurarak, liderliği paylaşmalıdır. Bu da ancak iyi bir yönetim becerisi ile mümkün olabilir. Bireysel farklılıklara saygı temasının altında en fazla tekrarlanan kodlardan bazıları güven ve samimiyedir. Duignan (2007) de samimi ilişkilere ve güvene vurgu yapmaktadır. Beycioğlu ve Aslan (2010), okul liderlerinin yalnız başlarına bütün liderlik sorumluluklarını yerine getirmelerinin zor olduğunu ve okul liderliğinin takım davranışı haline getirilmesi gerektiğini vurgulamaktadır. Motivasyon temasının altındaki bazı kodların verim, verimlilik, aktif katılım ve üretken olduğu ve paylaşılan liderlikle ilgili literatür incelendiğinde bu kavramlara vurgu yapıldığı görülmektedir (Gibb, 1954; Hulpia, Devos ve Rosseel, 2009; Harris, 2004). Araştırma sonucunda elde edilen yenilikçilik temasının da mevcut literatürle örtüştüğü görülmektedir. Harris (2013) paylaşılan liderlik anlayışında yeniliğe ve değişime açıklıktan bahsederken, Spillane (2006) da örgütsel gelişimin üzerinde durmaktadır.

Özetle araştırmada kullanılan sıralı açılımlı desen sayesinde önce nicel bulgulara ulaşılmış ve öğretmen algılarına göre okul müdürlerinin paylaşılan liderlik davranışlarının düşük düzeyde olduğu görülmüştür. Sonraki aşamada öğretmenlerin paylaşılan liderliği nasıl algıladıkları nitel görüşmelerden elde edilen temalar sayesinde ortaya konulmuş ve öğretmenlere okul müdürlerinin paylaşılan liderlik davranışlarını karar alma süreçlerinde nasıl sergilemeleri gerektiği sorulmuştur. Araştırmaya bir bütün olarak bakıldığında; öğretmen algılarına göre paylaşılan liderliğin neden düşük düzeyde olduğu ve bunun için neler yapılabileceği çok net bir şekilde görülmektedir. Bu da karma desenin eğitim araştırmalarına sağlamış olduğu katkıyı göstermektedir. (Bryman, 2006).

Öneri

Bu sonuçlardan hareketle araştırmalara rehberlik etmesi açısından birtakım önerilerde bulunulabilir. Okullarda yüksek düzeyde paylaşılan liderlik davranışlarını ortaya çıkaracak bir örgütsel yapının ve işleyişin hayata geçirilmesi önerilmektedir. Bunun için, öncelikle okul müdürlerinin paylaşılan liderlik davranış düzeylerinin yükseltilmesi ve öğretmenlerin okulda karar almaya katılım aşamasında daha etkin olmalarının sağlanması önerilmektedir. Bu önerilerin gerçekleştirilmesi için okul yöneticileri ve öğretmenlere yönelik olarak; "Yönetim Becerisi", "Bireysel Farklılıklara Saygı", "Takım Çalışması ve Dayanışma", "Motivasyon" ve "Yenilikçilik" temalarının dikkate alındığı "Paylaşılan Liderlik Hizmet İçi Eğitimi" hazırlanması ve uygulanması önerilmektedir. İlgili araştırmacılar tarafından bu eğitimler bağlamında elde edilebilecek bulguların analiz edilerek okullarda paylaşılan liderlik davranış düzeylerinin geliştirilmesi önerilmektedir.

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