Teachers' Views on Teacher Leadership Behavior

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**Summary**

**Introduction**

Innovation initiatives in schools can be made effective depends on teachers to participate in these processes and creating new behaviors for teacher. In this context, supporting of teachers’ leadership behaviors and creating of teacher’s leadership behaviors are functional (Beycioğlu, 2010). In order to be the school premise in the process of change there are needed leader teachers that affects environment. Curriculum is based on a constructivist understanding of the changes in our country in 2003, have deeply affected all the education system as well as teachers. Nearly forty years, roles of teachers under the limiting effect on the behavioral theory, have undergone a great change with this approach. However, teachers that couldn’t over habit and roles of behavioral theory are caught between the traditional approach and modern approach. This situation has led teachers to begin to question their roles. The New teacher’s role that can’t be yet discovered but can be felt based on the leadership capacity. Therefore, the new role of teachers is leader teacher. The results of this research is gaining importance in order to description of the new role of teachers and teachers become adaptable to new educational system.

**Method**

This research included teachers’ perceptions that working in primary and secondary school about role of teacher’ leadership and to determine the relationship between perception and expectation of teacher’ leadership behaviour. So the research is correlational scanning model.

The scale was applied in 7 primary school and 5 secondary schools, total of 450 teachers, in provinces of Sivas. As a result of this application, data analysis was done with 320 scales that returned and happened suitable for processing. In the study, the levels of teacher’s perception and expectation about teacher’s leadership were determined by "Teacher Leadership Scale". Scale was developed by Beycioğlu, (2009). While analyzing research data, t-test, has been applied; frequency, percentage, arithmetic average, standard deviation values have been considered.

**Findings**

The research findings have shown that teachers' expectations were higher than teacher’s perceptions about teacher’s leadership behavior. According to the results of t-test perceptions and expectations of teacher leadership, according to the variable of gender and type of school: at the level of perception there are significant differences in professional development; at the level of expectation there aren’t significant differences according to type of school and gender variables; according to the results correlated, the total variance on the level of expectation of 16% was due to the level of perception.

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Discussion

For each variable the level of teachers' perception and expectation were determined on high levels. For this reason, Educational Managers should create a school environment that is detective and developer the teacher’s leadership. Indeed, the results of previous research shows that interaction between school principals that have transformational leadership styles and teachers gets the positive impact to school efficiency (Çetin, Korkmaz, Çakmakçı, 2012). The facilities and opportunities should be given teachers to interact with each other for their professional development. Ngang, Abdullah, Mey, (2010) says that behaviors of teacher leadership serves to effective school. For being a supportive school culture and developing leadership behaviors of female teachers should be given responsibility to female teachers by school management. Yücel, Kaynak-Taşçi, (2008) says that the teachers who feels energetic, everything is overcome, ambition and passion for success shows teacher leadership behaviors

Suggestion

1- Seminars should be organized about teacher leadership by MEB.
2- Based on the findings of the gender variable, In order to develop leadership behaviors of female teachers should be given responsibility to female teachers by school management.
3- Based on the findings of the seniority variable, leadership behaviors of teachers who begin their profession recently should be given importance.
4- For improving leadership behaviors, branches properties should also be considered