HIDING IN THE SHADOW OF CENTRALISED EDUCATION SYSTEM: AN
EXPLORATORY ANALYSIS OF INSTRUCTIONAL LEADERSHIP WITH
RESPECT TO SOCIOECONOMIC STATUS

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ABSTRACT

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The purpose of this research was to explore instructional leadership practices of
Turkish public primary and secondary school principals and to map out similarities
and differences between schools that have different SES based on their location.
Participants of the study were 12 public primary and secondary school principals and
12 teachers in Ankara. Semi-structured interviews with principals and teachers were
used for data collection. The qualitative data were analyzed through content analysis
via Nvivo. The results revealed that Turkish principals in public schools are engaged
in bureaucratic leadership practices disguised as instructional leadership and there
are differences in practices between schools in terms of their SES, particularly in
setting and communicating goals, being accessible and reachable, providing
incentives for teachers and students, providing professional development
opportunities for teachers and parental involvement.

Keywords: Instructional Leadership, Bureaucratic Leadership, Socioeconomic
Status

ÖZ

MERKEZİ EĞİTİM SİSTEMİNİN GÖLGESİ ARDINDA SAKLANMA: ÖĞRETİMSEL LİDERLİĞİN SOSYOEKONOMİK STATÜ BAĞLAMINDA KEŞFEDİCİ ANALİZİ

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Bu çalışmanın amacı, ilköğretim ve ortaöğretim devlet okullarında çalışan okul müdürlerinin öğretimsel liderlik pratiklerini keşfetmek ve okulların sosyoekonomik statüsüne göre bu pratikler arasındaki farklılıkları ve benzerlikleri incelemektir. Çalışmanın katılımcıları, Ankara'nın 8 merkez ilçesinden seçilen 12 okul müdürü ve 12 öğretmendir. Araştırma için veriler 12 okul müdürü ve 12 öğretmen ile yarı yapılandırılmış görüşme tekniği ile toplanmıştır. Elde edilen nitel veriler, içerik analizi yöntemi ile Nvivo programı kullanılarak elde edilmiştir. Çalışmanın bulgularına göre, devlet okullarında çalışan okul müdürlerinin öğretimsel liderlik görünümünde, içerik olarak bürokratik liderlik pratikleri sergiledikleri ortaya çıkmıştır. Ayrıca bu pratiklerin okulların sosyoekonomik statüsüne bağlı olarak, hedef belirleme ve paylaşma, ulaşılabilir olma, öğretmen ve öğrencileri teşvik etme, öğretmenlere mesleki gelişim fırsatları sunma ve okul-aile işbirliği alanlarında farklılık gösterdiği bulunmuştur.

Anahtar Kelimeler: Öğretimsel Liderlik, Bürokratik Liderlik, Sosyoekonomik Statü

To My Family

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

The first chapter consists of four parts. In the first part, background of the study is provided. In the second part purpose of the study is explained. In the third part, significance of the study is discussed and in the fourth part, definitions of terms are provided.

1.1 Background of the Study

It is a widely accepted fact that education has a positive impact on people in numerous areas such as improving capability to decide for the better, embracing valuable changes and new technologies, dealing with problems and challenges, being conscientious and active citizens and thus, maintaining a healthy and happy life; However, despite the progress made by developing countries in schooling rate in the last decade, there has been an extensive evidence indicating that many of the primary, secondary and high school students in developing countries graduate by not having acquired the necessary skills and abilities (World Bank, 2011). There has been abundant evidence based on solid research showing a positive relationship between schooling rate and economic growth, which has traditionally been motivating but it may also be misleading as the quality of education is more important for growth than the quantity of education at the end of the day (World Bank, 2011). Hanushek and Wößmann (2007) argue that the reason of misleading are; researchers using schooling rate as an assessment tool for education, "neglect of qualitative differences in ensuing knowledge" (p. 25), the presume of the whole abilities coming from formal schooling, which is not true since there are other important factors such as peer, family, etc. that have direct and significant influence. Regarding quality of education, effective school and school leadership rise to the

occasion, as an evaluation of school effectiveness is indeed an assessment of educational quality. Successful education systems and effective schools have similar nucleuses ranging from highly skilled labor pool for teaching, lifelong learning for all, to effective leadership and promotion of inspiration, high standard, and accountability (Whelan, 2009). Effective leadership is one of the most prominent of these components, if not the most. As there is no doubt currently that effective leadership contributes to the quality of the education and creates a positive atmosphere for better student outcome, the explanation to what makes a school leader effective and what the attributes of effective leaders are matters. Mongon and Leadbeater (2012) claim that effective school leaders inaugurate a process where they set great personal and career goals for the students, enunciate an understandable vision, implement a long-term strategy, create accountability and support professional development.

There has been a vast research indicating that school principals have either direct or indirect impact on student achievement, which occurs in the form of effective leadership. One of the greatest contributors to educational research, Wallace Foundation (2011) found out in their report that factual evidence on positive relationship between student achievement and school leadership do exist. Louis et al. (2010) revealed that leadership is second biggest predictor of effect on student learning just after the classroom instruction. However there are studies that contrast with the finding of impact of leadership on student outcome. In their research Witziers et al. (2003) revealed that when it comes to direct effect, leadership has no or extremely weak impact on student outcome. Additionally, some researchers who claim to have found an effect, describe it as indirect and small (Hallinger & Heck, 1998; Leithwood et al., 2004). School leadership is essential for student learning and student achievement because (Witziers, Bosker, & Krüger, 2003) solely effective school leaders are able to trigger the dynamics, which accounts for the school success as a whole. Hence Kouzes and Posner (2003) characterize an effective leader as the person that takes initiatives, overcomes difficulties, guides teachers and students and galvanizes them. There are many ways to affect both students and teachers positively, motivate them, support professional

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development and in general; to display effective leadership. Hallinger (2003) suggests that instructional leadership is one type of effective leadership.

Many scholars have researched instructional leadership yet there has not been a single definition and model to describe and display it. A practical definition by Brazer and Bauer (2013) is the attempt to enhance quality of instruction by creating a motivating atmosphere for teachers and students, setting attainable goals and supporting professional development. A school principal must eminently be engaged in instructional activities that directly or indirectly influence student achievement to perform effective instructional leadership (Cotton, 2003). The responsibilities of an instructional leader includes improving student learning, auditing student success, to encourage and support professional development, to be involved in curricular and extra curricular activities and to motivate students every way possible as well as teachers (Bartell, 1990; Cotton, 2003; Hallinger & Murphy, 1985; Leithwood et al., 2004). More specifically, an instructional leader's role is to establish goals and a vision for the school, to share them with constituents, to create and implement the curriculum if possible (under decentralized education systems), to use different tools to assess teaching and learning, to track student development, to build a working/learning environment in which teachers thrive and students are encouraged by different means.

Socioeconomic status has ben perpetually researched and explored by social scientists, particularly in education and sociology. It has been correlated with a number of variables such as effective schools and academic achievement. An amalgamation of earnings, profession, and education are universal gauge for socio-economic status (SES) and it is frequently perceived as one's individual and societal position (APA, 2009). Although it is mostly conceptualized as individual numerical construct, it also has the feature of revealing information about larger groups and areas (Stockie, 2009). Area level (neighborhood based) SES indicators usually reflect contextual factors of the construct (Lynch & Kaplan, 2000). For instance; the availability of facilities and services in a neighborhood, the educational level of people living in this neighborhood and average income of this community can be determinants of SES of this particular neighborhood (Chen et al., 2002). A similar

approach was applied to determine the SES of the schools in this study, which will be detailed in methods, chapter three.

Income inequality is increasing at an alarming level all over the world. In OECD countries, the average Gini coefficient was 0.32, which means that income inequality level was around % 32 percent and in Turkey it was 0.41 (OECD, 2015). The last indicators from OECD (2015) research also show that the richest top % 10 percent of the population in OECD member countries have an average wealth of 9.6 times bigger than the lowest bottom % 10 percent of the population. In Turkey, this number is 15.2 times which is even dramatically higher with only US, Chile and Mexico coming behind respectively (OECD, 2015). This is a big threat to the countries as income inequality and disparity in wealth distribution may cause social and economic alienation of the people.

Ankara, the capital of Republic of Turkey, is a metropolis of people with diverse backgrounds, different educational levels and various socio-economic statuses ranging from low to upper high. The city has counties such as Çankaya, whose population has one of the highest levels of post secondary education in the country, Yenimahalle, of which inhabitants generally have high level of income, Etimesgut and Keçiören, of which residents can be classified as people with medium SES, Mamak and Altındağ where poverty is relatively higher than the rest of the counties. The difference between the districts and the increase in income inequality can be felt on a daily basis in Ankara. The examples might be the public transport system, the number of banks, the number and the quality of restaurants and cafes, the conversations carried out in these places, and the way people talk, all of which is based on daily casual observations and encounters of the researcher in the last 3 years. For instance, in the neighborhoods and districts with high-level income, public transport appears to pass through almost every single street, boulevard and even path while in regions where poverty level is higher, it is generally available only in main streets or boulevards. Another observation is that the number of banks tends to be lesser in poorer districts, the quality of restaurants seem to be much better in richer neighborhoods with much focus on interior design of the place, ample variety of food served whereas in poorer areas the cafes tend to be smaller,

simpler and have only specific foods. The topic of conversations may change as well. The conversation in high quality cafes and in neighborhoods with high-level income include more sophisticated global elements as well as issues that are signs of middle/high level standard of living such as 'a holiday in a luxury resort in Turkish Riviera'. In poorer districts and neighborhoods where poverty is higher, the topics tend to gather around the basic needs such as employment and affordability of the rent prices in particular regions.

The general tendency among scholars has been to research instructional leadership and socioeconomic status separately, generally in different contexts and with numerous other variables such as academic achievement, supervision and organizational culture. Yet, there exists some evidence suggesting that both have interaction. Hallinger and Murphy (1983) revealed that instructional leadership is susceptive to socioeconomic status and principals in low-SES schools are apt to be more engaged in direct supervision and establishment of organizational climate. Further evidence was provided by Vale et al. (2010), which revealed that instructional leadership, transformational leadership and distributed leadership practices of principals enhance mathematic outcomes of students in low-SES schools. Given that education system in Turkey lacks quality, a diagnosis mostly based on PISA results (OECD, 2012) and income inequality is widening (OECD, 2015), it has been imperative to address the two problems within educational context. Therefore, this research lies in the intersection of instructional leadership and socio economic status. The instructional leadership behaviors of school principals in Turkish public primary and secondary schools with respect to socio-economic status were explored, the current situation and practices of instructional leadership were identified and differences between schools located in high, medium, low income neighborhoods as well as similarities were analyzed.

1.1.1 Link between Instructional Leadership and Socioeconomic Status
Although there have not been any studies that indicate a direct relationship between instructional leadership behaviors of principals and socioeconomic status of schools, various researchers have presented some insight into a possible link between them.

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In his study Staples (2005) found out that parents in private schools were reported to be highly involved in school affairs, innovative and progressive and they invoke creation and implementation of school policies, thus becoming a catalyst for principals to display effective instructional leadership behavior. Wills and Somers (2001) also discussed that student-teacher ratio, school facilities such as size and quality of library, instructional materials, teacher trainings and professional development opportunities and SES of students result in better student outcome, which is enlightening for instructional leadership as all of these assets stem from actions of an effective instructional leader, mostly in centralized systems. Furthermore, it has been revealed that school infrastructure, quality of curriculum materials and hiring teachers with superb qualification and experience effect student achievement positively, which can be again interpreted as the deeds of an instructional leader to create a productive school climate and environment (Fuller & Clark, 1994; Heyneman & Loxley, 1983). However, in this effort principals are not alone. SES of parents and the neighborhood of the school also play an important role in establishment of school characteristics (Chen et al., 2002; Lynch & Kaplan, 2000; Stockie, 2009). As a wide range of studies have shown that higher family SES is associated with better student achievement and outcome (Fuchs & Wößmann, 2004; McEwan & Marshall, 2004; Parcel & Dufur, 2001; Yayan & Berberoğlu, 2004), and this variation is most likely result from the actions of a principal as an instructional leader, it can be expounded that higher SES of a school (neighborhood) and parents becomes a driving force for the principal of that particular school to engage himself/herself more in instructional leadership practices. Consequently, it can be stated that the link between instructional leadership and socioeconomic status is not direct and very explicit but indirect and definitely not absent.

1.2 Purpose of the Study

The purpose of this study was to explore instructional leadership practices of Turkish public primary and secondary school principals and to map out similarities and differences between schools that have different SES based on their location. The research questions having been asked were as follow:

a) What are the practices of instructional leadership in Turkish public primary and secondary schools?

b) Do the instructional leadership practices of Turkish public primary and secondary school principals differ in terms of socioeconomic status of schools?

1.3 Significance of the Study

There were three aspects of this study, which present the significance of it. Firstly, there has been growing interest in the phenomenon of instructional leadership both in the world and in Turkey; however, there have not been many studies that delves into daily practices of principals, particularly regarding the context and conditions in Turkey. There have been merely any studies focusing on the socio-economic background of the schools in relation to school principals' instructional leadership practices, which means that this study will fill an important gap in the literature. Furthermore, it is very well established and supported fact that there is positive relationship between instructional leadership and student achievement (Wallace Foundation, 2011) and instructional leadership is one of the salient characteristics of high performing effective schools (Louis et al., 2010) which refers to reason why instructional leadership is critical to be addressed in Turkey where quality of education has raised many issues recently.

Secondly, instructional leadership has a positive impact on learning and teaching and principals positively affect instruction either directly or indirectly by giving feedback to teachers, creating a productive learning atmosphere and providing teachers with professional development opportunities (Blasé & Blasé, 2000). In relation to these direct and indirect effects, this study depicted the current instructional leadership practices in Turkish public primary and secondary schools and helped researchers and scholars look at the situation in a holistic way, leading to diagnosis of barriers to instructional leadership and provision of solutions to alleviate barriers in Turkish educational system context as well as drawing attention to fact that a considerable amount of actions of principals in public schools in

Turkey can be defined as bureaucratic leadership rather than instructional leadership.

Thirdly, the study drew attention to the increasing inequality in wealth distribution and income in Turkey and its impact on education. Considering that social scientist have means and mechanisms to determine fundamental approaches and policies to allay increasing inequality in societies (APA, 2009), the study served to this particular aim, though on a small scale and produced a list of public schools in terms of their SES in Ankara, which can be utilized in any study in the nexus of socioeconomic status and education.

Finally, the study has brought up several issues such as distrust and disbelief in principals, which generally results in low level of instructional leadership practice, lack of quality in in-service trainings and year-end seminars; and the importance of instructional leadership and its feasibility in a highly centralized education system. It also drew attention to the increasing gap among students and schools at both individual and institutional level in terms of socio-economic status. Therefore, the study invites policymakers and administrators to consider the human side of the current situations with reference to teachers, students, school principals, and parents to invest in instructional leadership for more effective schools and more accountability by taking necessary measures, to foster the needed organizational and instructional leadership skills to school principals and even to make radical reforms.

1.4 Definitions of Terms

Instructional Leadership: Instructional leadership can be defined as "the effort to improve teaching and learning for K-12 students by managing effectively, addressing the challenges of diversity, guiding teacher and learning, and fostering organizational learning" (Brazer & Bauer, 2013, p. 650).

Socio-Economic Status (SES): SES is "an aggregate concept that includes both resource-based and prestige-based measures as linked to both childhood and adult social class position" (Krieger, Williams & Moss, 1997, p. 345).

Gini Index (Coefficient) : "The Gini index measures the extent to which the distribution of income (or, in some cases consumption expenditure) among individuals and households within an economy deviates from a perfectly equal distribution. A Gini index of zero represents perfect quality and 100 perfect inequality" (OECD, 2008, p. 228).

CHAPTER II

REVIEW OF LITERATURE

This chapter provides an extensive review of the literature on instructional leadership and socioeconomic status. The chapter is constructed under two parts. In the first part, the emergence and historical development of instructional leadership, approaches to instructional leadership and synthesis of them from a standpoint of the researcher, characteristics of Turkish educational system, instructional leadership research in Turkey and recent global trends in instructional leadership research are covered. In the second part, the emanation of socioeconomic status and its applicability in educational context, schools as equalizers or disparity promoters, SES and student achievement relationship and SES research in Turkey are conferred.

2.1 Instructional Leadership

2.1.1 Emergence and Historical Development of Instructional Leadership

The emergence of instructional leadership dates back to 1960s with most of the research focusing on effective schools and the elements that distinguish them from others. The findings of these studies at the time and in later decades indicated that a school principal who deals mainly with instructional activities and creates a fruitful organizational atmosphere is the main distinctive aspect of effective schools (Bridges, 1967; Brookover & Lezotte, 1979; Clark et al., 1984; Edmonds, 1979). 1980s saw a small-scaled shift from effective schools to identification of structure and nature of instructional leadership. Several models were proposed and Hallinger (2003) argues that these models showed hierarchical leadership components in

which principals were largely liable for establishment, coordination and supervision of the curriculum as well as instructional activities. Since 1990s, presentation of new models, effect of instructional leadership on teaching and learning and contextual factors has been at the center of instructional leadership research (Hallinger, 2012). The current trends gather around the issues of detailed nature of instructional leadership behaviors displayed by school principals and applicability of instructional leadership in highly/moderately-centralized systems, which will be discussed in 'current trends' part. Briefly, as Hallinger (2012) states, evolution of instructional leadership commenced with the emergence of the term following effective school research, continued with an introduction of some concrete models, shifted to identification of contextual factors such as school attributes and characteristics of school principal and has proceed towards applicability of instructional leadership in existing school environments.

2.1.2 Approaches to Instructional Leadership

Despite the fact that the roots of instructional leadership traces back to the movement of effective school research in 1960s and 70s, it evolved to be a distinct research area since then (Bellibaş, 2014). Several models that define instructional leadership and identify role of an effective instructional leader have been introduced over time though there has not been a single understanding of it. Bellibaş (2014) asserts that these models were presented because of ambiguity of the phenomenon and absence of factual evidence regarding its impact on student learning and teaching. It is essential to be familiar with the models introduced to understand the concept better and where it may possibly lead us in the future. Bossert et al. (1982), Hallinger (1983), Larsen and Hartry (1987), Murphy (1990), Heck (1992), Patterson (1993), McEwan (1998), Weber (1996) and Hoy and Hoy (2003) have put forward some notable approaches.

Approach of Bossert et al. (1982): Bossert et al. (1982) conducted one of the pioneering studies on the topic that suggests a guideline for behaviors and roles of instructional leaders. They claimed that instructional roles of a school principal lie in the nexus of "principal management behavior, instructional organization and school

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climate" (p. 40). They also added that one way of how school principals can impact learning, teaching and thus instruction is to create a motivating school atmosphere and environment. According to them, this can be realized by putting effort to develop competencies in teachers and students, releasing the potential in both teachers and students, setting clear goals and having encouraging relationships with school constituents. Another way of having influence on instruction is to contemplate on technical details of instruction such as determining instruction durations and protecting them, regulating classes in terms of size and diversity.

One more noteworthy issue that was mentioned in their studies was that though school principals contributed learning and teaching significantly, this contribution was indirect which has been concurred in the following years and so far.

Approach of Hallinger (1983): In the beginning of 1980s the term of instructional leadership was still vague as school principals at the time had difficulty in figuring out what makes an administrator an instructional leader (Hallinger, 1983; Hallinger & Murphy, 1985). There was also barely any direction explaining what the duties and roles of an instructional leader are and lack of methodical approach for practice (Hallinger & Murphy, 1985). The instrument that measures the school principals' instructional leadership behaviors known as *Principal Instructional Management Rating Scale* (PIMRS) (Hallinger, 1983) was developed to fill this need (Hallinger, 1983, 2003, 2012; Hallinger & Murphy, 1985). The scale included three dimensions namely, "defining the school mission, managing curriculum and instruction and promoting a positive school learning climate" (Hallinger, 1983). The dimensions consist of eleven functions that can be seen in Table 1 below.

Table 1

Dimensions of Instructional Management

Defines The Mission	Manages Instructional Program	Promotes School Climate
Framing school goals	Supervising and evaluating instruction	Protecting instructional time
		Promoting professional development
Communicating school goals	Coordinating curriculum	Maintaining high visibility
	Monitoring student progress	Providing incentives for teachers
		Enforcing academic standards
		Providing incentives for students

Note: Adapted from Hallinger & Murphy, 1985.

The instrument was revised later and the functions were reduced to ten with exclusion of "enforcing academic standards" (p. 221). In addition, it highlights that it is essential for an instructional leader to establish school goals and share them with school constituents, to assess instruction which can be performed by observations and supervisions, to coordinate the curriculum that encompass activities such as revising the materials for curriculum and controlling the alignment between goals and curriculum, to audit student improvement by receiving feedback from teachers and monitoring test scores, to assure that instruction is not interrupted, to be in interaction with teachers and students as much as possible, to encourage students and teachers by, possibly, rewarding and praising them and lastly, to support professional development (Hallinger, 1983, 2003, 2012; Hallinger & Murphy, 1985). The instrument also formed a basis for identification of semi-structured interview questions in this study, which will be explained later in methods chapter.

Approach of Larsen and Hartry (1987):   Larsen and Hartry (1987) conducted a study on instructional leadership practices of school principals in differently performing schools. They found out that there was not a significant difference between high and low achieving schools in terms of the instructional

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leadership behavior principals use, based on their self-reports. Yet, it was revealed that a significant difference existed between these two groups of schools in the occurrence of instructional leadership behavior counting on teachers' perception. More specifically, the teachers in low-performing schools concur less with school principals concerning the use of instructional leadership behavior. Out of the research, Larsen and Hartry (1987) also identified six core elements that cover instructional leadership behavior of school principals, namely, setting goals, developing interaction between school and community, coordinating instruction, assessing and supervising and professional development of staff.

Approach of Murphy (1990): Murphy's (1990) studies on effective school leadership, social context of successful schools and instructional leadership respectively resulted in development of an effective instructional leadership model. The model had four aspects. The first one was to establish school goals and mission, which required a principal to develop vision, mission and goals for the school and to share them with teachers, students and parents. The second aspect was to manage instruction and curriculum that calls for supervision and evaluation of classroom instruction, coordination of curriculum, preservation of instructional duration and monitoring of student improvement. The third aspect was to create a positive learning environment that included development of incentives for learning and teaching, supporting professional development and maintaining high visibility. The fourth aspect was to create a supportive and collaborative working environment in which both teachers and students thrive.

Approach of Heck (1992): The study of Heck (1992) focused mainly on the relationship of school principals' instructional leadership and school achievement and effectiveness at a time when public demand for more accountable school leaders were increasing as a result of concerns over staggering American economy. His findings revealed that instructional leadership was a predictor of effective schools and student outcomes. He developed a model of instructional leadership deriving out of the study. The model includes three key components that consist of several functions, which are as follow:

- Setting academic goals → establishing instructional goals and objectives

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- Handling instructional issues → discussing student outcomes, lessening inside/outside interruption of instruction, monitoring student progress, evaluating the instruction

- Promoting academic climate → motivating students and teachers, supporting professional development

Heck's (1992) model showed some affinity with previous models.

Approach of Patterson (1993): In his book *"Leadership for Tomorrow's Schools"*, Patterson (1993) demonstrated a vision for how to build leadership capacity that will cater the needs of future schools. His framework of leadership for prospective schools in the near future concurs with the main dimensions of instructional leadership. His model of instructional leadership is formed on three essential areas. The first one is *setting a vision* for the school. He argues that a school principal should identify goals and mission for his/her school with the involvement of stakeholders of schools in decision-making process. The second area centers upon *continuous effort to improve instruction*, which has duties such as supporting, and evaluating instruction as well as getting teachers' opinion on how to improve it and creating an effective learning/teaching atmosphere. The third area focuses on *keeping a tab on instruction* that can be performed by regular classroom visits, giving feedback to teachers and tracking student performance. Despite the fact that Patterson's (1993) model showed similarity especially with framework of Hallinger et al. (1983) and Heck (1992), it differs from these two and other models by putting greater emphasis on decision-making process and diversity of which he presumed to be crucial to handle with for delivering effective instructional leadership in the future.

Approach of McEwan (1998): In her book, *Seven Steps to Effective Instructional Leadership*, McEwan (1998) formulated fundamental activities a school principal requires to perform effective instructional leadership in seven steps. The steps touches on enactment of academic norms and enforcement of them, having capability and talent to lead teachers, establishment of a school atmosphere that is favorable for teaching and learning, imparting school values and goals with school constituents, creating an organizational culture in which teachers target the

higher, building leadership capacity in teachers and having a transparent and productive relationship with school constituents. The approach carries resemblance with previous models presented, in many dimensions. However what distinguishes her model from others is the sixth step. McEwan (1998) conceptualized instructional leadership in the form of shared leadership. According to her, principals and teachers should share burden and responsibility in a school; hence it is vastly pivotal for a school principal to develop teacher leaders to be an effective instructional leader.

*Approach of Weber (1996)***:** Weber (1996) also developed an approach to instructional leadership. The dimensions of this model are *defining the school's mission, managing curriculum and instruction, promoting a positive learning climate, observing and giving feedback to teachers* and *assessing the instructional program*. The sub branches of these dimensions possess affinity with other models. In the first dimension, *defining the school's mission*, the main focus is on identifying a vision for the success of school. The second dimension, *managing curriculum and instruction*, involves implementation of vision and curriculum. *Promoting a positive learning climate* refers to the efforts of a school principal to establish ideal situation for learning. The fourth dimension, *observing and giving feedback to teachers*, suggests observation and constructive feedback as the name implies. Lastly, the dimension of *assessing the instructional program* addresses supervision and evaluation of the instruction. In his model, Weber (1996) puts great emphasis on contextual factors of instructional leadership. He asserted that school community and socio-economic status (SES) of the school community might impact the way a school principal delivers leadership.

*Approach of Hoy and Hoy (2003)***:** Hoy and Hoy (2003) also contributed to instructional leadership theory vastly as educational researchers. In their book *"Instructional Leadership: A Research-Based Guide to Learning",* they argued that an instructional leader should be able to address issues and potential problems concerning learning, teaching, diversity and multiculturalism, equality, motivation, individual differences, evaluation of student success, school climate, organizational culture, technological advancements and classroom management. Their model

maintains similarity with McEwan's (1998) model with regard to interpretation of instructional leadership as organizational and collaborative effort to function leadership in which both school principals and teachers have responsibilities. Nonetheless, their approach to the field singles them out from many other contributors since they regard instructional leadership as one of the most appropriate and needed way for an effective leadership, if not the only one.

2.1.3 Synthesis of the Models and Researcher's Comprehension

Reviewing the models of instructional leadership put forward by several educational researchers, it can clearly be stated that instructional leadership have attracted attention of educators and scholars. Even though the ideas that have been suggested, pertaining to what it is and the way it is carried out are diverse, all of them share common core components to a great extent. The first component that scholars have reached a consensus on is that the school should be reason for existence for principals and teachers in professional sense. Hence a school should have specific, clear and well-established goals and everybody that is part of it should communicate them. The second component is dealing with management of instruction. This requires a school principal to observe and evaluate instruction in addition to minding out student progress closely. The third component on which educational researchers have come to mutual understanding is creation of productive and positive learning/teaching environment. That component involves cooperation with parents and teachers, establishing an organizational atmosphere in which students are motivated to attend and teachers are satisfied with their work. The rationale is that when teachers and students feel comfortable and motivated they will learn better which will result in positive and fruitful outcome. Basically, it is about formation of a climate in which everybody thrives, contributes and benefits. The linear dynamism among these three components is the essence for effective instructional leadership.

Researcher's conceptual scheme of dimensions of instructional leadership, significance and interaction among them is presented in Figure 1 below. (The size of circles reflects significance and the intersections refer to interactions). The

intersections in clusters reflect the interaction between dimensions. For instance; there is an intersecting between the clusters of *frame school goals* and *communicate school goals* indicating that when a principal tries to setting goals for schools, he/she is already sharing goals with teachers and parents provided that they are involved in decision-making process. Another intersecting cluster is among *supervise and evaluate instruction, coordinate the curriculum* and *monitor student progress*, reflecting that a principal's endeavor to supervise and evaluate instruction is indeed an act of coordinating the curriculum and having the opportunity to see what works and what does not in the curriculum resulting in monitoring student progress as well. One another intersecting cluster is among *provide professional development, provide incentives for learners* and *provide incentives for teachers*. All the efforts of a principal in these three particular dimensions serve to the same common aim; creating a positive atmosphere in which both students and teachers thrive.

Frame School Goals

Communicate School Goals

Protect Instruction Time

Maintain High Visibility

Coordinate the Curriculum

Monitor Student Progress

Provide Professional Development

Supervise And Evaluate Instruction

Provide Incentives For Teachers

Provide Incentives For Learners
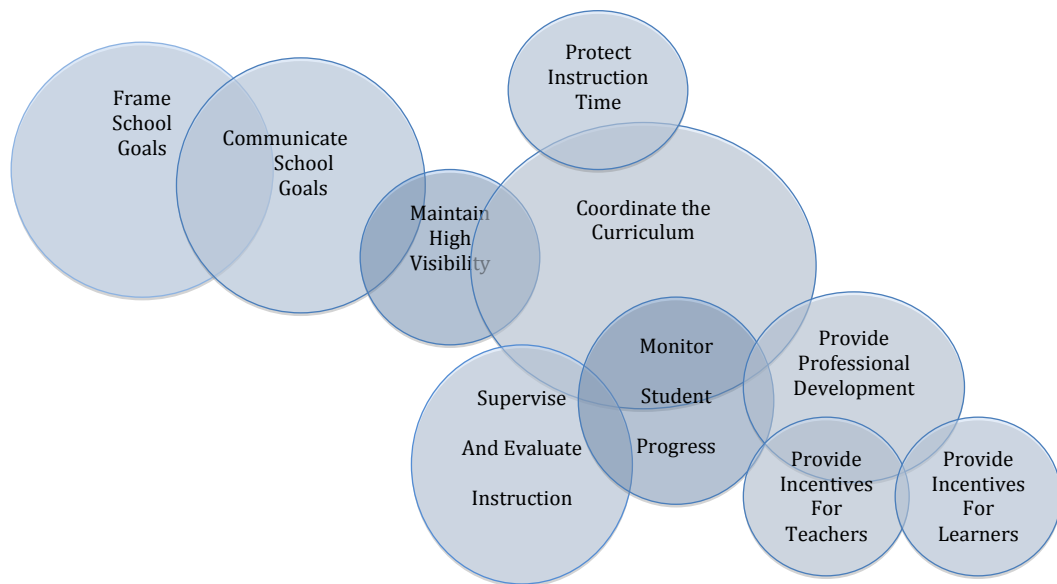
Figure 1. The researcher's understanding of interaction and significance of instructional leadership functions based on PIMRS developed by Hallinger (1983)

2.1.4 Recent Global Trends in Instructional Leadership Research

The research about instructional leadership has been in progress more than forty years. Nevertheless, focal points have evolved to be unique in different countries. While some researchers have focused on its feasibility in centralized systems, others have investigated the enactment of instructional leadership and more. Most of the research that address instructional leadership has been conducted in decentralized or slightly centralized educational systems. However many centralized system exist around the world ranging from Asia to Eastern Europe (Bush, 2014). Thailand is one of them (Bunyamani, 2003; Taraseina, 1993). The country has a highly centralized education system in which school principals serve as an implementer of policies determined by the Ministry (Bunyamani, 2003; Fry, 2002; Hallinger & Lee, 2014; Taraseina, 1993). Thailand enacted a law called "National Education Act" (ONEC, 1999) that aimed to bring about radical changes in education, particularly in school management, teaching and learning (Fry, 2002; Kaewdaeng, 2001; Thontew, 1999, as cited in Hallinger & Lee, 2014). The reforms at the time intended to put greater emphasis on exercise of instructional leadership by school principals. Hallinger and Lee (2013) investigated whether the degree of instructional leadership exercise by school principals changed after the National Education Act, by collecting data almost a decade later in 2008 and comparing it with previous data sets from dissertations of Poovatanikul (1993), Taraseina (1993) and Ratchaneeladdajit (1997). For the whole four data sets, the same scale was used (hence it facilitated them to compare straightforwardly.) Their findings revealed that school principals in Thailand did not show more involvement in instructional leadership after the educational reform. Having stated that, mainstreaming instructional leadership style in schools across a country appears to be of an issue that requires more elaborate effort and readiness of principals towards change.

Another country that acknowledged the significance of instructional leadership and has endeavored to widen implementation of it among schools is New Zealand. Ministry of Education in New Zealand developed a training program for novice principals, called *First-Time Principals (FTP)* (Ministry of Education, 2008). The program involves training on research, assessment, coaching, guidance and

online learning (Brown & Chai, 2012). These are related to instructional leadership dimensions. Robinson et al. (2006) developed an alternative assessment tool for measuring instructional leadership practices of school principals in New Zealand, apart from the existing tools that were developed and have been used in North America. Contextual factors in educational administration were the reason for the developing the tool known as *Self-Assessment of the Leadership of Teaching and Learning (SALTAL)* (Brown & Chai, 2012). The original version of the tool is consisted of six dimensions, namely "educational leadership", "commitment to ensuring and improving positive learning outcomes", "learning focused", "building relationships", "strategic planning and management" and "self-efficacy" (Robinson, 2006). Reneging to FTP training program in New Zealand, Brown and Chai (2012) analyzed the components of SALTAL in the case of repeated administration practices. They used 2006 and 2007 cohort of FTP training program as their sample and used SALTAL (self-report) three times; before, during and after the training program, as instrument. They found out that the tool was statistically equivalent in all six dimensions and that the more time passes in the training, the higher scores get. They posit that the cause of this is based on the assumption that a) school principals have undergone an experience of instructional leadership and received constructive feedback, thus resulted in higher scores in the tool, b) school principals started to become more optimistic and confident at the end of the program, hence they scored higher. The case of New Zealand and the study point out that contextual factor in educational administration is a crucial element that needs to be taken into account while aiming at building instructional leadership capacity.

One another salient research by Rigby (2013) delved into the notions of instructional leadership in schools' institutional settings. Using content analysis, varying from government reports to research in literature, she discovered that *prevailing logic* which refers to "the notion that principals were both instructional leaders and managers of their school sites" (p. 619), *entrepreneurial logic* that addresses support and innovation from private sector and *social justice logic* which fixates on inequity and diversity in institutional setting, were three notions of instructional leadership. She advocates that these notions especially the

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entrepreneurial logic should receive more attention from educational researchers as it has the potential to address inequality and marginalization problems by utilizing private sector means and support. This research is valuable in the sense that it opens (possibly) new functions of instructional leadership such as entrepreneurial and social justice leadership into discussion.

Prytula, Noonan and Hellsten (2013) examined perception of school principals towards large-scaled assessments with respect to instructional leadership in the province of Saskatchewan, Canada. Saskatchewan is a province where schools are mandated of administering large-scale assessments such as *Continuous Improvement Framework (CIF),* that measures the alignment of curriculum, *Pan-Canadian Assessment Program (PCAP)* which assess science, reading and math (Saskatchewan Ministry of Education, 2008) and *Program for International Student Assessment (PISA)* which evaluates reading and math and compare student outcomes in OECD countries. Having used a survey instrument and open-ended questionnaire, Prytula, Noonan and Hellsten's findings unveiled that large-scale assessments affected school principals positively and triggered them to move towards instructional leadership practices. They claim that assessments' impact on principal as an effective instructional leader and on improving teaching and learning account for the positive effect. This is a different approach towards instructional leadership since competitiveness and standardized assessment tools seem to be trigger of instructional leadership exercise.

Vandenberghe (2003) carried out a collaborative international research and he dealt with the Belgium part of this instructional leadership related study. Upon administering questionnaires to 174 principals and conduction follow-up interviews, he found out that 38 % of the respondents feel passionate about job simply because of the opportunity to create a productive school climate and lead a team. Yet participants stated reported they have faced a school climate in which cooperation is minimum and experienced policy conflicts, which were hard to resolve. Furthermore, Opdenakker and Van Damme (2005) also contributed to the scholarship of school leadership and climate in Belgium, particularly in Flanders region. In an effort to find out whether school practices are affected by leadership, they discovered that

leadership behaviors of principals did not affect school practices, which they justified with absence of a powerful educational leadership in Flemish schools. Nonetheless, they revealed that schools can affect student outcome positively by means of school practices such as teacher collaboration.

One country in which research findings might have similar implications and transferability in Turkish education context is Greece because of the similar political history, geographical proximity, state building (Aksu, 2001; Anastasakis, 2004) and centralized educational conjuncture. Empirical quantitative studies of instructional leadership in Greece is very limited and almost all of the studies in the literature draw attention to the dire need of greater autonomy in the current structure and depict principals as purely managers/bureaucratic leaders (Athanasoula-Rappa & Lazaridou, 2008; Lainas, 2004; Pashiardis & Pashiardi, 2000; Saitis, 1997). In a more recent dissertation, Kaparou (2014) compared high performing schools in England and Greece with a special emphasis on instructional leadership. She uncovered that the expectation from principals in Greece is to be managerial leaders while in England they are to display instructional leadership. She also added that most of the instructional leadership practices within Greek secondary schools stem from teacher collaboration, encouragement and trigger, whereas in England principals are the triggers and they empower teachers. Kaparou (2014) also conclude that instructional leadership in Greece is of second significance after the accomplishment of managerial task, which we can define as bureaucratic leadership and nevertheless, Greek principals still have some kind of room, though minor, to engage in instructional leadership activities by means of supporting teachers professionally and introducing revisions in curriculum timetable.

Another country where centralized education system takes place is Israel. In an attempt to analyze principals' instructional leadership practices on student achievement, Gaziel (2007) collected instructional leadership questionnaires (ILB) from 32 secondary schools and 256 teachers. He disclosed that based on students matriculation exam scores, 49 % of the variance in student outcome is expounded by an amalgamation of class size, students' SES and solely two instructional leadership behavior; namely setting goals and communicating goals.

One another interesting study is from Pennsylvania, United States. O'Donnel and White (2005) searched whether there is significant relationship between student achievement level and instructional leadership scores with respect to socio-economic status (SES). They identified that according to teacher ratings, there was a significant relationship between instructional leadership and mathematic and reading scores. Additionally, school principals of high SES schools have an instructional leadership practice that is related to higher reading achievement.

Reviewing the recent trends in instructional leadership research globally, it can be stated that while developed, western Anglophone countries such as United States, Canada and New Zealand already admitted instructional leadership as a must much earlier, and have been searching for better ways on how to build instructional leadership capacity, developing countries such as Turkey, Thailand and Malaysia and some developed European countries such Belgium and Greece have focused on instructional leadership mostly in the last decade and with still a lack of solid effort to build leadership capacity, especially in Turkey. Furthermore, instructional leadership is still in gestation phase in most of the developing countries and the research in developed nations shows signs of affiliations of instructional leadership such as entrepreneurship, parental involvement, social justice, marginalization and diversity and socio-economic status. Additionally, there is an evident distinction in instructional leadership engagement of principals in centralized and decentralized system. The literature indicates that in decentralized systems, level of engagement appears to be higher and it is mostly principals who are triggers of such actions.

Owing to the fact that countries have different educational systems and some of them share similarities while others are either unique or different, it is crucial to touch on educational system in Turkey that forms the context of this study, which leads us to the following part.

2.1.5 Characteristics of Turkish Educational System through the Lens of Instructional Leadership

Radical changes and transformation in educational system in Turkey goes back to 1924, when the first comprehensive constitution of modern Republic of

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Turkey was formed and got through the parliament. Education-related sections of this constitution and subsequent ones in 1961 and 1982 as well as several laws regarding management of educational affairs have consistently assured that the control is in the hand of Ministry of National Education (MoNE) and it is highly centralized (Akşit, 2007; Gümüşeli, 1996; Şimşek, 2004). The most recent law defining organizational structure and duties of MoNE entered into force in 1992 known as 'Milli Eğitim Bakanlığı Teşkilat ve Görevleri Kanunu'. The law ensures that MoNE has organizational divisions, namely, Central Headquarter (Merkez Teşkilatı), Provincial Organization (Taşra Teşkilatı) and Foreign Organization (Yurtdışı Teşkilatı) (MoNE, 2011b, as cited in Bellibas, 2014). MoNE's headquarter is located in the capital, Ankara and involves 26 directorates. The directorates not only form the headquarter in Ankara; they also are the sole authority, responsible for every single policy, regulation and change to be implemented nationwide. In addition to them, there are also 81 provincial organizations that include 919 district organizations, referring to 81 cities and 919 districts in Turkey. Both provincial and district organizations are liable to implement policies imposed by central headquarter. In that perspective, the structure can be defined as highly centralized and top-down. As for principals and teachers, the central organization is again the only authority in recruitment issues and it determines curriculum, materials to be used, and supply students with necessary course books (MoNE, 2011b, as cited in Bellibaş, 2014).

Principal appointment policy has always received heavy criticism and recently it has been very controversial. Currently there are only two requirements for potential candidates to fulfill if they want to apply for school principal positions; a university degree (from education faculty or education-related field) and a minimum of three years of teaching experience, a requirement that has been violated on some occasions based on researcher's observation during the data collection phase of this study. After fulfilling these requirements, candidates fill an evaluation form that gives information about their background such as qualifications as to experience and education (Bellibas, 2014), and later they are invited for an interview which measures their knowledge about rules and regulations (% 60), language (Turkish)

proficiency (%10), knowledge of ethical issues (% 5), organizational correspondence (% 5), writing skills (% 4), communication skills (% 4), managerial tasks (% 4), school development (% 4) and human relationship competence (% 4). Although interview itself is very contradictory considering that functions of instructional leadership and their representation in the interview is very weak and authorities from MoNE have persistently stated that they aim to have school principals who are instructional leaders, this is not the only problem. During data collection, researcher was told that interviews sometimes lasted less than even 5 minutes and they were hugely political. As we can see, the highly centralized structure of MoNE are felt in principal recruitment policy too, and if the allegations mentioned above are true, which has been consistently uttered by growing number of people in recent years, it seems that centralization has brought more political involvement in educational system, hence, possibly, polarization among people in every level of education.

Now that a glimpse of Turkish education system through the lens of instructional leadership has been presented, it is also relevant to review the research about instructional leadership in Turkey to be familiar with the elements that functions under this system and to discover the situation of instructional leadership research in the country.

2.1.6 Instructional Leadership Research in Turkey

Although its emergence corresponds to late 1960s and early 1970s in parallel with effective school research, instructional leadership has gained momentum as a research theme particularly in the last two decades. It has been associated with a variety of variables such as school climate, organizational trust, school culture, organizational commitment and so on. Yet in Turkey, the phenomenon is relatively newer. The research concerning it mostly gathers around certain themes. One theme is school culture. In her study, Şahin (2011) investigated school culture and instructional leadership to find out if there is a relationship and whether one is predictor of the other. Her findings revealed that there was significantly high positive relationship between school culture and instructional leadership of school principals. More succinctly, instructional leadership style of school principals had a positive

impact on school culture. This coincides with Patterson's (1993) research and he believes that school principals should have the leading responsibility in formation of school culture.

Another theme is teachers' perception. How teachers in Turkey perceive school principals' instructional leadership behavior has constantly called attention of educational researchers. In her study, Şahin (2011) founded that teachers who work in elementary public schools in Turkey, have positive perception of their principals' instructional leadership behavior. She also uncovered that supporting professional development was the most favored dimension and there was not a meaningful difference in teachers' perceptions in terms of age and experience, which is compatible with findings of Aksoy and Işık (2008) and Özden (2002). Gümüş and Akçaoğlu (2013) investigated whether teachers' perception of instructional leadership practices exercised by principals differ according to their gender and experience as well. However unlike previous ones, their findings showed that teachers' perception change in terms of gender. More precisely, they discovered that male teachers' perception scores were significantly higher than female teachers in the area of sensitivity, instructional design and teamwork. Gümüş and Akçaoğlu (2013) asserts that there might be two possible explanations for the difference; a) male dominant principalship tradition in Turkey and b) female teachers generally have higher expectation from principals in the sense of being an effective instructional leader.

One another theme is functions of instructional leadership. In their research about weaknesses of Turkish school principals, Yıldırım (2003) and Aksoy and Işık (2008) discovered that Turkish principals lack most in the function of encouraging professional development. That finding is consistent with Gümüs and Akçaoğlu (2013)'s work and they also state that principals seldom practice instructional leadership duties. Bellibaş's (2014) inquiry into practice of instructional leadership in Turkish education system revealed some significant outcomes. He argued that even though school principals in Turkey display instructional leadership behavior from some to a great extent, none of these efforts and behaviors was actually intended to bring positive change in teaching and learning, preliminarily. In addition

to this, he also found out that female school principals and principals that work in private school were more involved in instructional leadership practices. One likely reason for the significant difference between public and private schools may be explained by the fact that private schools in Turkey have a slight freedom in highly centralized education system when it comes to determining partly curriculum and materials to be used. The significant difference in female principals' instructional leadership behaviors stem from the fact that they are apt to perceive handling instructional issues as vital part of their professional role and they retain richer experience and knowledge related to instructional activities because of the years they may possibly have spent as teachers (Cotton, 2003; Hallinger & Heck, 1996; Hallinger, Bickman & Davis, 1996).

As it can be seen through the brief review of literature, instructional leadership research in Turkey have traditionally inquired whether school principals display any instructional leadership behavior, to what extent they do and if there is significant difference among schools. Findings have showed us that principals in Turkey perform instructional leadership attributes yet not frequently and intentionally, so far. Additionally they indicated that a significant difference between private and public schools and between male and female teachers occur of which possible reasons were just argued previously. Briefly, it is reasonable to state that there is a huge room for instructional leadership research in Turkey in literature and it is still in its toddler phase.

2.2 Socioeconomic Status (SES)

2.2.1 Theoretical Background and Social System in Turkey

Weber (1978) asserts that a social system can be characterized as open as long as it allows and ratifies anybody aiming at acquiring a position and higher status while closed systems reject participation of certain groups or large groups in some cases into socioeconomic activities and societal engagement by either prohibiting or limiting the level of engagements. In other words, a social system's openness and closeness is determined on the fact that whether every individual member of a society is able to be involved in any socioeconomic activity and decision-making at

all level. As the context of this study is Turkey, I believe that it is important to argue Turkey's openness and closeness.

Turkey has had a quasi-open social system to a moderate extent with some exceptions such as military coups (Demirel, 2005), conflicts and discrimination towards minorities since its foundation in 1923. From time to time there has been restrictions for certain groups of people on their way to climb socioeconomic hierarchy or even simply prevent them from joining especially during military coups (Coşar & Yeğenoğlu, 2009; Özbudun, 2015) in the past and since then, with the rapid advancement of neo-liberal policies under the rule of Adalet ve Kalkınma Partisi (AKP) in the last decade (Yaşlı, 2013) and lately before and after Gezi park protests towards leftist and progressive people as well as NGOs (Gürcan & Peker, 2013, 2015).These kinds of exclusions are ongoing. Turkey is still a country that has minority problem and violence associated with it, huge gaps between regions both economically and socially (Adaman & Ardıç, 2008; Karaca, 2004). Additionally, the country has been experiencing one of the biggest politicizing of institutions, which leads to exclusion of certain groups from employment and success. Turkey also shows signs of high level of polarization in society and political system. Considering that most of the time polarization brings income inequality and vice versa (Han, 2015), this aspect of the country has started to be alarming. From the whole perspectives argued above, Turkey can be described as having a semi-open social system coupled with increasing signs of backward trend. To sum up, I posit that Turkey has been quasi-open historically albeit the openness has been moderate/small to some extent and recently it started to show symptoms of social closure. Inasmuch as social background has been set, it is fundamental to expostulate how schools function in this particular system.

2.2.2. Parsonian Perspective

Parson (1951) asserts that individual interests in a society are benchmarks of institutionalization patterns, which lead to formation of social system within that particular society. He also adds that social system are formed by intertwined relationships of individual members and the question of *to what extent an individual*

can pursue his/her goals is subject to conflict level of these relationships and one's own values with societal/institutional values. According to Parson, an individual may not be able to pursue his/her goals in a society due to the fact that there exists institutional limitations and human beings are very much willing to sacrifice for their family, which hinders them to insist on achieving their goals and simply accept their condition. Moreover, he states that we as human beings coupled with our behaviors function for the healthy society and whenever there is a radical change in the norms, we are subject to adapt the new norms and guide our future actions accordingly. When the adaptation fails, dissolution within a society occurs. Parson's ideas, which are embedded in *structural-functional theory*, may lead to numerous implications in current social structure and society in Turkey. There have been tremendous efforts from the current governing party AKP to designate a conservative society (Dombey, 2014; Öniş, 2012) and instill a high level of religion into education (İnal & Akkaymak, 2012), which causes polarization, marginalization and individual value conflicts with state values and social unrest in Turkish society (Gürcan & Peker, 2013). Additionally, because of occasional but never-ending restrictions for certain groups of people (mentioned above) to climb the socioeconomic hierarchy and recent social unrests such as Gezi park protests, social structure in Turkey carries the symptoms of institutional racism and the current trend seems to only benefit citizens who have all the following characteristics; Turkish (ethnic) / Muslim (sunni sect) /AKP supporter.

2.2.3 Schools as Equalizers and Disparity Promoters

Increasing income inequality around the world raises the issue of whether schools are representatives of equality or they are in very deed stratifiers. There have been theories proposed for each side. According to Collins (1971), *technical-function theory* conveys the idea that better jobs and higher positions require an individual to have necessary skills. Since schools provide people with these necessary skills, that is to say; supplying the demand, they help people attain better jobs and climb the socioeconomic hierarchy. Thus, the theory views school as equalizer rather than contributor of inequality. This theory admits that provided that hard work and

necessary effort is put, anybody can acquire any occupation regardless of their background. Therefore, it asserts that vertical mobility exists in a society. Featherman, Jones and Hauser (1975) also support this by asserting that the level of mobility depends on industrialization of the society, hence schools contribute to mobility and equality. On the other hand, *conflict theory of educational stratification* put forward that from all levels, schools are bolstering inequality and creates stratification in a society staunchly (Bowles & Gintis, 1976). The theory also suggests that certain groups, especially those who belong to top of socioeconomic hierarchy protect their status and power, and leave their legacy to their children through schools. Lucas (2001) provides further evidence to the theory by showing that background of a student is very crucial in availability of higher levels of education to her/him especially in scarce quotas, which he construes as *effectively maintained inequality*.

Determining on whether schools are equalizers or stratifiers is not a case of either or but both. Schools can function as both equalizers and stratifiers depending on the society they are placed. For instance, schools can play key roles in eliminating inequality by providing equal opportunities for every individual (Coleman et al., 1997; Muller & Schiller, 2000) In this context, people from the bottom of socioeconomic status are able to commence their mobility to higher levels, and occupations by utilizing the opportunity by the schools. Yet, this may be the case mostly in highly industrialized countries where meritocracy is ubiquitous. Conversely, schools can act as stratifiers by allocating scarce quotas to elites especially in private schools (Roscigno, 2000) and by the fact that in many countries private schools students end up with better outcomes and achievement in terms of international test scores (Berberoğlu & Kalender, 2005; OECD, 2012) and only those who belong to top of the socioeconomic hierarchy are able to afford them. Furthermore, in some countries such as USA and UK, the cost of higher education is so severely high that people cannot afford it (Davidson, 2015; Morley, 2015), which is stratification itself. Therefore, I propose the premise of *socio-educational conundrum*. The premise suggests that schools can function as both equalizers and stratifiers relying on the country and context. They can even be both simultaneously.

For example, a school may be a facilitator for lifting and individual from poverty line but preventing him/her to reach higher levels by the minimal quality of education it serves. In that perspective, I contend that Turkey has a semi-open social system where schools both enable individuals reach relatively higher levels (from low to low-middle and middle class) in socioeconomic sense and restrain them from reaching there at the same time again, both purposefully and unwittingly. To illustrate, this occurs in two ways; a) if and individual is unable to afford private school in primary and secondary level, he/she is mandated to attend one or two public schools in her/his neighborhood as public schools have designated neighborhoods for them to register students who reside in these designated neighborhoods with some exceptions such as overload to a school and job address of students' parents, b) in many respects private schools perform much way better than public schools in Turkey. The reason of this deplorable dilemma for schools in Turkey emanates from the fact that meritocracy is highly distrustful especially in the last decade and educational institutions from kindergarten to higher education are strikingly politicized. It should also be added that the premise should be interpreted without ignoring the growing authoritarianism (Kuymulu, 2013) and signs of institutional racism, which pushes this conundrum more towards *stratification and social inequality* side of the spectrum.

2.2.4 SES and Student Achievement

There has been a vast body of evidence indicating that SES has an influence on student achievement (Battle & Lewis, 2002; Caldas & Bankston, 1997; Heyneman & Loxley, 1983; Huang, 2015; Huang & Sebastian, 2015; Lee & Bowen, 2006; Stanfiel, 1973; Şirin, 2005). These studies have overwhelmingly pointed out that students from high-SES backgrounds perform better with higher achievement levels and those who have low SES are in a disadvantageous position from this standpoint. There are numerous causes for the particular disadvantage such as inadequacy of financial assets (Parcel & Dufur, 2001), limited or non-existent parental involvement (Barnard, 2004), lack of access to high quality schools and educational workforce (Akiba, Le Tendre & Schribner, 2007; Baker, Goesling & Le

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Tendre, 2002). In fact a measurable finding by Duncan, Yeung, Brooks-Gun and Smith (1998) revealed "children in families with income less than one-half of the poverty line were found to score between 6 and 13 points lower on the various standardized tests" (p. 408). In a world where schools are expected to function as tools in elimination of poverty and decrease of income inequality, this finding put schools and schooling right in the center of fulfilling mission debate. This is the case in many countries including Turkey. Instructional leadership has a huge potential to fulfill this mission as an increase in quality of education is aimed by practice of it. Hence, I maintain the idea that it is pretty timely to initiate a discussion of schooling, role of the school as to socioeconomic status and their capability to fulfill their mission in Turkey.

2.2.5 Schooling with regard to SES and SES Research in Turkey

The main aim of education and schooling in Turkey has been built on democratic equality (Bellibaş, 2014) and ideal to spread it around every corner of the country and improve it. Even though the term *democratic equality* is not explicit enough semantically, one can still infer that it implies establishment of economic and social equality. Correspondingly, schools have been regarded as institutions that carry and instill this ideal in society and put it into practice. However, if this has come true or not is noticeably equivocal with the recent indicators from OECD (2015, 2012) signifying that the richest top % 10 of the population have an average wealth of 15.2 times higher than the lowest bottom % 10 percent in Turkey and the fact that Turkey is way below OECD average according to PISA 2012 results, especially with a dramatic share of % 42 low achievers in mathematics. Still, it can be definitely postulated that this ideal of democratic equality and quality of schooling have failed on a large scale. Consequently, I argue that this failure have deepened socioeconomic stratification in the country. Traditionally heavy emphasis on schooling rather than quality of education may have caused this educational and partly economic stratification. The reality of private schools and their dramatically better performance than their public counterparts is another possible explanation. The economic stratification is plainly more multifaceted and its causes may derive

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from lack of quality of education, limited access to economic and social services in rural areas, abortive and misguided economy policies and so on. The reasons of socioeconomic stratification in Turkish society are worth to be investigated further.

Educational research in relation to socioeconomic status in Turkey possesses a great deal of similarities with the rest of the world in terms of findings. In an attempt to investigate predictors of student achievement in Turkey, Dinçer and Uysal (2010) found out that type of program students are placed after taking a centralized exam, socioeconomic background of student have an effect on student achievement. They revealed that students with higher SES are more likely to increase their outcomes. Alaçacı and Erbaş (2010) also add more evidence on positive effect of higher SES on student achievement. Their findings unveiled that about % 36 of the variance in the effect of school elements on students' mathematic score is explained by students' SES, geographical region and gender combined. As for SES and higher education nexus, on a quest to explore the influence of SES on participation of higher education, Ekinci (2011) discovered that annual household income is not a determinant while educational background of parents is.

2.2.6 Nexus of Instructional Leadership and SES

The main purpose of this study was to explore instructional leadership practices of Turkish public primary and secondary school principals and to map out similarities and differences between schools that have different SES. Thus, research questions were formulated around the nexus of instructional leadership and SES. Despite the fact that not an ample amount of studies have been conducted in that particular nexus, it should still be noted that these two variables are interrelated. Previously, researchers found out a link between the two variables (Leitner, 1994; Teddlie & Stringfield, 1993). It was also revealed that instructional leadership practices of school principals differ in terms of student SES (Andrew & Soder, 1987) and a significant interaction between *defining the school mission* dimension of instructional leadership and school SES has an influence on reading achievement (O'Donnell & White, 2005). However, for a more elaborate description, we need to

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delve into details of instructional leadership. One of the most prominent aspects of instructional leadership is to create a productive school climate. It has also been uncovered that students who are getting educated at positive school climate are more successful compared to ones in poor school climate (Bulach & Malone, 1994; Engin-Demir, 2009; Taneri & Engin-Demir, 2011).

Hoy, Tarter and Kottkamp (1991) assert that a healthy work environment is formed by a school climate that emphasizes openness, organizational commitment, professionalism, cooperation, organizational trust and academic excellence. Therefore, they allege that a good school climate has the potential to make school more productive. Furthermore, Engin-Demir (2009) claims that even public schools in economically well neighborhoods in Turkey are known to have informal financial support from parents and this contributes to formation of a better school climate compared to ones located in low-SES neighborhoods. This leads to a cooperative action of principals and parents to encourage engagement of principals in instructional leadership practice. Accordingly, it should be noted that instructional leadership and socioeconomic status are interrelated but one has to scrutinize school characteristics that forms the climate and instructional leadership behaviors of principals. On a quest to build upon these findings, this study aimed to reveal how instructional leadership is practiced within different school-SES contexts and find out which dimensions (if any) of instructional leadership are sensitive to school SES.

CHAPTER III

RESEARCH METHODS

3.1 Research Questions and Methodology

The research questions in this study are;

a) What are the practices of instructional leadership in Turkish public primary and secondary schools?

b) Do the instructional leadership practices of Turkish public primary and secondary school principals differ in terms of socioeconomic status of schools?

guided the researcher to utilize a qualitative multiple case study design. Case studies are needed when the aim of the research is to shed lights on a particular phenomenon and deepen the understanding of it (Stake, 1995). Moreover, multiple case studies provide researchers with thick depictions as to what the phenomenon is (Stake, 1995), and "*they are more likely to lend themselves to valid generalization*" (Fraenkel, Wallen & Hyun, 2012, p. 435). Yin (1984) argues that if the expected replication is deemed to disclose similar and divergent results of which reasons can be foreseen in a study, multiple case design should be adapted. Since this study intented to find contrasting and similar results, I adapted the particular design. Additionally, Eisenhardt (1989) points out that multiple case studies are essential especially when conducting research in new areas as it leads to theory building. Though there have been instructional leadership studies in Turkey, this study is new in the sense that it delved into the instructional leadership practices of principals in detail, which led to researcher come up with several implications for the theory.

Another aspect of case studies is that it allows researcher monitor the nature of the social phenomenon closely and analyzes potential meanings of it (Merriam,

1998; Stake, 1995). In this context, hence the main purpose of this study was to explore instructional leadership behaviors of Turkish public school principals and to map out similarities and differences of the practice of instructional leadership between schools based on their SES, multiple case study design with phenomenological approach was employed.

3.2 Rationale for Designation of Schools' SES

Students are the fundamental reason why schools exist. As they predominantly represent a school, characteristics of a school are quite likely to be shaped by them and their background. Thus, a student's effect on forming the characteristics of a school cannot be solely restricted to his/her physical existence and individual attributes. Their family backgrounds, which involve socioeconomic status as well, are a powerful element that has an impact in formation of school characteristics. One of them is SES of schools. Although SES is mostly conceptualized with individuals, Stockie (2009) states that SES can also be used in revealing information about larger groups and areas. Lynch and Kaplan (2000) expounds that SES indicators at area level consistently reflect contextual factors of establishments. Additionally, Chen et al. (2002) asserts that the availability of facilities of a specific neighborhood, educational level of people living in this particular neighborhood and average annual income of these people are determinants of SES of this neighborhood. Within the context of this study, all of these assertions are pivotal since the researcher used statistical document developed by Turkish Statistical Institute (TSI). The document classify streets, avenues and paths in Ankara as high, medium or low SES. Based on this, the fact that families are able to register children only in school(s), which are located in their neighborhoods unless they demand to register them in a private school.

On the rationale presented so far, the researcher utilized the document to determine SES of schools. Having located schools in central districts in Ankara based on their official address, researcher matched schools with SES information in

the document and generated a useful SES of public schools list for Ankara. To ensure that schools represent SES of their neighborhoods, researcher checked the percentage of students in selected schools coming from designated areas by asking for the related registration information from schools. Even though this way of determining public schools' SES is brand new in Turkey and would possibly bring a new insight into how to identify SES of schools, it possess similarity with previous ways of determining SES of schools, especially in Australia. In 2008, Australian government introduced an amendment that aimed to identify SES of schools (School Assistance Act, 2008). By taking both schools' address and students' address, occupation, education level, household income (% 50 household income/ % 50 family income) into account, Department of Education, Employment and Workplace Relations created guideline that helped classification of schools in terms of SES. The guideline has been put in good use by some researchers such as Li and Dockery (2014) to conduct SES of schools related research.

3.3 Selection of Cases

Creswell (1998) delineated case studies as detailed analysis of objects and constructs in the course of events with various data collection sources such as interviewing, questionnaire and observation. Stake (1995) adds that an essential element in case studies is to "preserve multiple realities" (p. 12). In order to realize that and enhance my understanding of the cases, I utilized two purposive sampling methods, namely, criterion sampling and maximum variation sampling respectively. The need for maximum variation sampling results from my intention to include as diverse cases (schools) as possible (Stake, 1995). Prior to that, criterion sampling was applied as I had prearranged criteria to be taken into consideration for gathering accurate and insightful data (Patton, 1990). Sampling procedures were as follow:

Criterion Sampling

1- Prior to deciding on schools to be selected, I placed special importance on the fact that school principals to be selected should already be working in respective schools at least one academic year by the logic that they would have a one full academic year to have displayed instructional leadership

behaviors. Moreover, since I aimed at exploring instructional leadership practice of school principals in different schools, it was significant for prospective principals to have a whole knowledge of their school settings to be able to participate in study. Upon applying this criterion, which resulted in disqualification of more than half of the schools available, I selected 12 schools based on voluntariness, and diverse characteristics chosen non-randomly. (This is detailed below in maximum variation sampling as well) which provided me automatically with 12 principals (10 male and 2 female).

2- After selecting schools, I had one more criterion; teachers to be selected should be working with their respective principal at least one year so that they would have the opportunity (one academic year) to reflect on instructional leadership behaviors of principals. (This particular criterion was needed and applied after maximum variation sampling).

Maximum Variation Sampling

3- The context of the study was Ankara and 8 central districts within it and the study lay down in the nexus of instructional leadership and SES. Hence, firstly I established SES of public schools in these central 8 districts by using statistical document from TSI, mentioned earlier.

4- Secondly, although organizational structure in both public primary and secondary schools in Turkey are pretty similar, there still exist some differences between these two types of school. In primary schools, only 4th graders have exams while in secondary schools all of the grades have. Additionally, the age of students range from 6 to 10 in primary schools while in secondary schools the age is between 11and 15. These two differences are important and may reflect on instructional leadership behaviors of principals differently, which is the reason of need for inclusion of public primary and secondary schools in this study.

5- Thirdly, I intended to include regional diversity (8 districts) and 3 types of socioeconomic status (high, medium and low) as they are the focal points that enable researcher increase depth and variation of cases. Therefore, I decided

to cull 12 public schools, at least one from each district and 4 from each socioeconomic status. Ultimately, I ended up selecting cases that are as follow: 12 public schools → 6 primary + 6 secondary → 4 (2 primary + 2 secondary) with high SES + 4 (2 primary + 2 secondary) with medium SES + 4 (2 primary + 2 secondary) with low SES → Çankaya (3), Keçiören (2), Yenimahalle (2), Gölbaşı (1), Mamak (1), Altındağ (1), Etimesgut (1), Sincan (1). The reason of more than one schools from some districts as can be seen above is that they host more schools than the others.

In the end of these five steps, I was able to include 12 public primary and secondary schools with diverse characteristics and 12 school principals in the study. 12 teachers were also selected for triangulation, which will be detailed later. Maximum variation and criterion sampling methods not only enabled me gather the most reliable information possible from school principals and teachers but also it

Step 1→ Out of 762 schools located on 8 central districts in Ankara, 479 of them were disqualified (mostly due to a recent principal rotation policy decided by Ministry) upon applying the criterion that a school principal should already be working in prospective school at least one year. (Criterion sampling).

* * *

Step 2→ Out of 283 schools left, 12 schools that reflects each central district, three different SES and two types of schools, were chosen non-randomly based on voluntariness and an amalgamation of different characteristics mentioned above. (Maximum variation sampling)

* * *

Step 3→ Upon selecting schools and thus, automatically principals, 12 teachers were selected non-randomly, based on voluntariness and the criterion that they should be working in the same school with the same principal at least one year. (Criterion sampling).

Figure 2. An overview of sampling procedure

allowed me to have a sophisticatedly elaborate understanding of research questions. In parallel to this, Patton (1990) draws attention on data to be collected that it must be elaborate and well supplied and he points out that cases should include richness, depth and have focal significance for research questions. Case selection steps were sources of richness and depth in the study. An overview of sampling process can be seen in the figure above.

It should also be noted that in step 3, teachers were selected according to will of principals, which was mentioned in detailed in limitations part.

3.4 Data Collection Instrument

As the literature have showed that instructional leadership practiced around the world as well as in Turkey centers around the common dimensions such as setting goals, sharing goals, coordinating the curriculum, monitoring student progress, providing professional development opportunities for teachers, providing incentives for teachers, providing incentives for students, protecting instructional durations, maintaining high accessibility and supervision of instruction. Two interview documents that takes all these dimensions into account except for coordination of curriculum, which is not applicable in Turkish educational setting has been prepared. Interviews consisted of 9 open-ended questions related to participant's (principals) practice of instructional leadership and teachers' perception of principals' instructional leadership practice. PIMRS developed by Hallinger (1983) formed basis for the questions. Expert opinion from two scholars in educational science also was received and final version of interview protocol was shaped (see Appendix A and B). Overall, a total of 24 interviews were conducted, 12 from principals and 12 from teachers.

3.5 Data Collection Procedure

Data for the study were collected through interviews and document analysis. Interviewing is a data collection technique that takes place fully or partially in almost

all-qualitative research (Merriam, 2009). Interviewing can be defined as a series of actions where interviewer (researcher) and interviewee (participant) carry out a dialogue, which focuses on questions pertaining to research (DeMarrais, 2004). Semi-structured interviews with both school principals (primary source) and teachers (for triangulation) were conducted. 12 school principals and 12 teachers were interviewed. Interviews with school principals lasted from 32 minutes to 65 minutes while interview duration with teachers were relatively shorter ranging from 24 to 37 minutes.

Before interviews, participants were informed about the research topic. Majority of principals (10) had an idea of what instructional leadership is and what kind of principalship duties it involves. I informed the rest two principals about subject matter. Among teachers, slightly more than half of them (7) knew the concept. The same elucidating process was applied to the rest 5 teachers as well. The interview protocol with each participant was fairly straightforward. I introduced myself and presented a small briefing about research topic and reminded them that participation was based on voluntariness. I also added that I would record the interview and recordings would be confidential and I would use pseudonyms in the study. While some participants were concerned, others did not have any problem with that. I assured their confidentiality and expressed that I need them for better, elaborate analysis. Before interview protocol, I provided participants with consent form and set of questions to be asked. The interviews with school principals took place between 4th of August 2015 and 7th of September 2015. These interviews were conducted mostly (10) in principal offices with the rest (2) in school gardens. Interviews with teachers for triangulation were administered between 10th of September 2015 and 8th of October 2015 and all of these interviews took place in an empty classroom at the time. Prior to the very beginning of interviews, participants were asked to provide some demographic information such as job experience in general, job experience in the particular school, educational level and university degree majors. Creswell (1998) asserts that as the time passes and interviews are conducted, researcher evolves to increase his/her knowledge of the research topic

through the study. I underwent this particular academic evolution during data collection phase.

Another source of data collection for triangulation was analysis. As is the case in almost all-qualitative research, I resorted to document analysis with the intent "to check other research findings" and "to formulate themes (i.e., major ideas) that help to organize and make sense out of large amounts of descriptive information" (Fraenkel, Wallen & Hyun, 2012, p. 480). I requested strategic plans, annual reports and any other kind of document inscribed or online that gives related information about schools from principals. As for strategic plans, 5 principals handed me in their strategic plans. 5 principals stated that they were not a good source for me, as they did not reflect on actual information about schools. They also explained that the reason for this was they're being perceived as a mandatory formality among school personnel and contain almost the same content every year. The rest 2 principals expressed their concern over confidentiality issues and did not agree on sharing their strategic plans and directed me to their official school websites. In the end, I was handed in 5 strategic plans, 3 annual reports and school websites. Document analysis helped me validate my findings gathered through interviews.

3.6 Pseudonyms of Participants

Pseudonyms were used for participants and letters for schools to protect confidentiality. As there were 12 schools and 24 participants in this study, following pseudonyms were used:

For schools with high-SES → High-SES1, High-SES2, High-SES3, and High-SES4
For schools with medium-SES → Medium-SES1, Medium-SES2, Medium-SES3, and Medium-SES4
For schools with low-SES → Low-SES1, Low-SES2, Low-SES3, and Low-SES4

For principals and teachers, several pseudonyms were adapted as well. To enable readers recollect and match participants with their respective schools, pseudonym starting with "H" for principals and teachers from high-SES schools,

"M" for the ones from middle-SES schools and "L" for those from low-SES schools were used. The pseudonyms are as follow:

School A → Hakan (Principal), Hatice (Teacher)
School B → Haluk (Principal), Halil (Teacher)
School C → Hamit (Principal), Halit (Teacher)
School D → Hamza (Principal), Hande (Teacher)
School E → Mehmet (Principal), Metin (Teacher)
School F → Mert (Principal), Meral (Teacher)
School G → Melek (Principal), Melike (Teacher)
School H→ Murat (Principal), Mehtap (Teacher)
School I → Levent (Principal), Lale (Teacher)
School J → Leman (Principal), Lerzan (Teacher)
School K → Latif (Principal), Lokman (Teacher)
School L → Lefter (Principal), Latife (Teacher)

3.7 Data Analysis

Strauss and Corbin (1998) posit that sources of data collection and analysis of it is a profoundly intertwined continuum. The process in this study was no different hence I began data analysis right after the first interview. I carried on transcribing the audio records following each interview. This process enabled me contemplate on transcribed data and restructure interview questions when needed (Glesne, 2011). Qualitative data analysis can be considered as an act of assigning meanings to the data collected (Denzin & Lincoln, 2000; Stake, 1995). I started data analysis after I consummate the last interview and transcribing it. Prior to analyzing data, I was already immersed in it during transcriptions and laded mentally by meanings that became explicit continuously as time passes (Esterberg, 2002). For my case, it referred to having an understanding about practice of instructional leadership by school principals in Turkish public schools and slight difference in the practice of it in schools that have different SES. I used open code technique to analyze data. Open

coding is a technique of singling meaningful categories in data out and developing themes in qualitative research (Creswell, 1998; Esterberg, 2002). Upon working on transcribed data and coding, I began identifying themes. More explicitly, data analysis procedure can be explained in three phases:

Phase 1- Transcribing and Reading Elaborately → In this phase, which began with the first interview, I typed every interview recording and created transcripts. Then I scrutinized them to have a general understanding of what participants imparted.

Phase 2- Coding and Categorization → After reading elaborately, I assigned codes for meaningful data and then I generated categories out of codes.

Phase 3- Generating Themes and Interpretation → In the last phase, I developed themes through categories and incorporate narratives, composed of participants' style and wording of language into themes. I also translated themes from interview language (Turkish) to English.

Finally, I interpreted themes, categories and data in general, in line with research questions and independent of research questions as a number of miscellaneous issues apart from research topic rose to surface. To assure highest quality of analysis possible, I also used Nvivo qualitative software program to re-examine my findings. Later, emergent themes were analyzed both case by case and cross case. Although the phases seem to be pretty straightforward, there is interaction between them and I reviewed data multiple times for correct interpretation (Stake, 1995).

3.8 Trustworthiness and Ethical Sense

Trustworthiness is a significant element of qualitative research and it embodies credibility, transferability and dependability. Triangulation is one of the most prevalent ways of boosting trustworthiness in qualitative research (Merriam, 2002). I employed triangulation to be able to minimize threats to credibility (Merriam, 2002; Stake, 1995). I conducted semi-structured interviews with teachers and analyzed documents such as strategic plans, annual reports and websites to validate my findings (Denzin & Lincoln, 2000; Merriam, 2009; Stake, 1995).

Additionally, I sent a copy of interview transcription to participants or I went directly to schools to provide participants with transcripts and requested them to check veracity of content, thus I executed member checks (Merriam, 2009). Furthermore, I asked for a review of my findings from a colleague (Merriam, 2009) and discuss my themes. To promote transferability (generalizability), I depicted my findings with rich and thick descriptions, however; as it is the case in all-qualitative research, it is up to the reader if findings are transferable to another research context (Merriam, 2009). For this reason, I presented information, general descriptions and direct quotations to facilitate readers to decide on transferability. Another significant aspect of trustworthiness in qualitative research, especially in case studies is maximum variation that refers to an intentional attempt to select diverse cases which facilitates generalizability and applicability of findings (Merriam, 2009). In the case of this study, I assured maximum variation by selecting schools from different regions, SES and level (primary and secondary), principals and teacher with various educational levels, age, university degree major and both genders.

As for dependability, I attached an audit trail, a detailed clarification for sources of data collection, the way it was collected and analyzed (Merriam, 2009) as well as creating tables that match codes with themes. To ensure ethical sense, I applied to Middle East Technical University (METU), Applied Ethics Research Center for official permission (see Appendix C). I also was granted permission from Ministry of National Education to be able to carry out my research in public schools in Ankara.

3.9 Limitations and Delimitations

This study involved a number of limitations and delimitations. One limitation was that even though TSI's socioeconomic status statistical document designed for every street and neighborhood was utilized to determine SES of schools, TSI has not announced any benchmark for what can be considered as high SES, medium SES and low SES. More precisely, we do not have any information regarding how much amount of earnings and income annually/monthly corresponds to high, medium or low for a neighborhood. I contacted TSI to request the particular information but I

was provided with methodology instead and told that the benchmarks are confidential and cannot be shared. However, as an important component in this study was SES and my focus was schools with different SES, absence of benchmarks for SES did not pose threat to study in terms of reliability.

Another limitation was that when I intended to collect data from teachers for triangulation, school principals were inclined to determine teachers themselves. Although I explained that it would be more reliable and neutral if the selection was done by me and all the information would be definitely confidential, I ended up interviewing with two teachers whom were selected by school principals because of absence of other teachers and their flexible working hours. Despite the fact that this would be considered as bias, it did not involved partialism in practice given that the two teachers did not necessarily responded my questions the way school principals would appreciate.

One another limitation is that the data is confined to perception of school principals and teachers. Since instructional leadership attributes are not solely limited to teacher, it would be ideal to obtain data from students, parents, vice principals and guidance counselors to attain a comprehensive portrait of instructional leadership.

In respect of delimitation, the data was obtained in 2015 between August and October and responds were based on conditions in 2014-2015 academic year. Although diversified cases were selected, this study involved merely 12 schools, 24 semi-structured interviews. Furthermore, scope of the cases was narrowed to capital, Ankara. These are delimitations in this study, therefore a discussion of transferability should not be curbed but it should be painstakingly held.

3.10 Position of the Researcher

Since researcher's position may influence findings and consequences in qualitative research (Merriam, 2009) it is imperative to discuss researcher bias (if any) and be transparent to academic audience. In this study, I may hold bias in two forms, namely, my personal / professional life and daily basis experience / observation.

Firstly, I spent my 12 years in Turkish education system, particularly in primary, secondary and high school. Moreover, I completed 3 internships corresponding to 1.5 year in primary and secondary school level. Therefore, I am familiar with what aspects of instructional leadership might / might not take place in Turkish public schools.

Secondly, I have been living in Ankara for 3 years and I have been continuously confronting with reflections of income inequality both in my neighborhood and across the city. I have observed the growing disparity from the standpoint of economy, social life and culture. Bearing these two particular circumstances in mind, my personal and professional life as well as my experiences diurnally may form bias in the study.

CHAPTER IV

RESULTS

4.1 Preliminary Result about Identification of School SES

The first step to conduct this study methodologically was to determine SES of all public primary and secondary schools in all the eight central districts in Ankara. Descriptive statistics are presented in the table below.

Table 2

Preliminary Descriptive Statistics of School's SES in Central Districts

Central Districts	High-SES	Medium-SES	Low-SES	Total
	Percentage and Number of School with			
Çankaya	59 % (79)	33 % (44)	8 % (10)	133
Mamak	9 % (11)	46 % (55)	45 % (54)	120
Keçiören	28 % (33)	57 % (67)	15 % (17)	117
Yenimahalle	34 % (35)	51 % (54)	16 % (15)	104
Altındağ	2 % (2)	73 % (68)	25 % (23)	93
Sincan	14 % (11)	69 % (56)	17 % (14)	81
Etimesgut	28 % (19)	56 % (38)	16 % (11)	68
Gölbaşı	13 % (6)	65 % (30)	22 % (10)	46

Note: Adapted from Ministry of National Education website and created by using Ankara SES indicators of Turkish Statistical Institute.

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As it can be seen in the table, the districts, which host the most high-SES schools, are Çankaya and Yenimahalle respectively. The highest number of low-SES schools are located in Mamak and Altındağ. The rest of the districts possess the feature of hosting medium-SES schools owerwhelmingly. The result of identifying schools' SES concurs with the findings of Mutlu et al. (2012) which indicates that among 8 central districts, Çankaya and Yenimahalle are leading in terms of per capita income respectively whereas Mamak and Altındağ have the lowest per capita income.

4.2 A Reflection on Findings and Themes

The main purpose of this study was to explore the nature of instructional leadership and behavioral parameters of it in Turkish public schools. Therefore, my semi-structured interview questions were based on instructional leadership dimensions and I intended to discover them, the way they are practiced by principals. Not only interviews but also document analysis contributed to my understanding of the subject matter. According to qualitative analysis of interview transcriptions and several documents such as strategic plans, annual reports and official school websites, ten themes emerged. Before proceeding to the themes, it is essential to point out that the findings are confined to participants' experiences, assumptions, values and official documents. One of the most crucial findings in this study was the fact that the leadership practices of principals in Turkish public schools does not reflect instructional leadership style, they are simply bureaucratic leadership actions. Apart from finding out answers to my research questions, I discovered several other issues, covering a number of problems that need to be uttered. I discuss them under miscellaneous issues. Getting back to central aim of the study, the ten themes emerged are as follow:

1- Setting and publicizing goals
2- Evaluation of instruction and supervision
3- Tracking student progress

4- Protection of instruction

5- Maintaining high presence and accessibility

6- Incentives for teachers

7- Teacher professional development opportunities

8- Incentives for students

9- Devoting time mostly to fundraising strategies, problems of school and red tape.

10- Unintentional endeavors to bring out instructional leadership practice.

4.3. Case-by-Case Analysis

4.3.1 Case (School) High-SES1:

<u>Demographic Information</u>

Location: Çankaya   **Type:** Elementary

Principal (Hakan): Male, 53, 17 years experience   **Number of Students:** 604

Teacher (Hatice): Female, 34, 9 years experience   **SES:** High

Teacher/Student Ratio: 1/22   **Number of Teachers:** 28

Students from Designated Neighborhoods: 526 (87 %)

Principal's Academic Background: Primary School Teaching (Bachelor)

Teacher's Academic Background: Primary School Teaching (Bachelor)

<u>Highlights of Bureaucratic Leadership Practice</u>

School Goals: Principal Hakan has played an active role in creating a strategic plan that comprises years between 2015-2019. Strategic plan is published on school's website as well. Both Hakan and Hatice mentioned that main goals set for the schools are to raise viable students who are law-abiding, social, and sportive and has critical thinking ability. Educational objectives mainly lie in acquiring numeracy and literacy. Hakan cooperates with teachers and set goals in various meetings such as teachers' council and branch meetings. Hakan places a special importance to these meetings, especially branch meetings. The principals communicate goals with teachers in these particular meetings and with parents in

parents meetings. The school also has published a promotional book, which covers mission, vision goals and numerous information.

Supervision and Evaluation: Hakan conducts one formal observation in a semester at least. He also reported that he analyses classroom panels and from time to time he checks students' notebooks and homework. However, Hatice said that these actions are often superficial and part of reminding is authority.

Tracking Students Progress and Success: Hakan's primary source of monitoring student success and progress are feedback from parents and checking e-school (e-okul), a web platform where grades of students are announced. In addition, he consults teacher and share academic performance of the school with them.

Preservation of Instructional Durations: Hakan puts in effort on not to summon a student to his office during classes. He also makes notifications online or via teachers. Additionally, he directs late students or those who escape from school to counseling service.

Accessibility and Communication: Hatice pointed out that principal is pretty visible in the school. Hakan is accessible to students, teachers and parents. He uses face to face dialogues, official school web page, whatsapp, e-mail, phone and texting. Furthermore, he sometimes participates in activities in the school, especially sport activities.

*Incentives for Teachers and Students***:** Hakan utilizes certificate of achievement and emolument for teachers. He also allocates funding for purchasement of small awards such as tie, laptop, and mobile phone for teachers when needed. He grants such awards to teachers generally when they organize important social events of find donator. For students, he grants them coloring books, tale books and moneybox, particularly when they excel in sport and painting contests. He also broadcast photos of successful students via delineascope and share with parents. All the awards for both teachers and students are delivered in official ceremonies.

Professional Development Opportunities for Teachers: Hakan resorts to in-service trainings, year-end seminars and conference alerts sent by MoNE to support development of teachers. He also invites academics to hold seminars on several

topics. Moreover, the school has a Comenius project, which Hakan played a signified role in acceptance of it by National Agency and coordination of it.

4.3.2 Case (School) High-SES2:

<u>Demographic Information</u>

Location: Yenimahalle   **Type:** Elementary

Principal (Haluk): Male, 59, 35 years experience **Number of Students:** 545

Teacher (Halil): Male, 55, 32 years experience   **SES**: High

Students from Designated Neigborhoods: 507 (% 93)

Teacher/Student Ratio: 13   **Number of Teachers**: 41

Principal's Academic Background: Primary School Teaching (Bachelor)

Teacher's Academic Background: Primary School Teaching (Bachelor)

<u>Highlights of Bureaucratic Leadership Practice</u>

*School Goals***:** The school has an elaborately prepared strategic plan which is available in official website. Haluk and Halil touched mostly on three main goals of the school, to enable all classrooms reach the same level, to improve physical and environmental conditions of the school, and to make adaptation of students with disabilities easier. All the school goals are decided at branch meetings and teachers councils. Halil stated that decision-making process is very transparent democratic. The goals are shared with teachers and parents. Haluk considers himself successful if demand for new student registration from parents is high, especially when parents have two or more school options in the neighborhood and still they choose his school.

Supervision and Evaluation: Haluk observes teachers formal in classrooms twice in a semester. Though rarely, he scrutinizes student Works such as portfolio and homework. His primary tool of measurement for quality of education is feedback from parents.

Tracking Students Progress and Success: To be able to monitor student progress and success, Haluk encourages teachers to hold common exams at the same time, for 4th graders. He checks grades in e-school and consult teachers, generally

about a classroom rather than an individual. He also shares any success within school with teachers.

Preservation of Instructional Durations: The principal publicize notification during break time or via teachers. He behaves carefully not to summon any student to his Office during classes and he talks with parents of late students.

*Accessibility and Communication***:** Halil mentioned that whenever he needs to see the principal, he could find him easily. The principle is reachable to teachers, students and parents. Haluk uses verbal communication means such as e-mail, texting and whatsapp. He also actively participates in games and thematic day events in the school.

*Incentives for Teachers and Students***:** Haluk awards teachers with certificate of achievement (through MONE) and sometimes with small gifts such as pen and flower. He also uses verbal appreciation quite often. The awards are delivered in teachers' councils and official ceremonies. The reason for awards is usually that when teacher organize an event or excel in any topic, which then hit the headlines. For students, awards are generally medals, soccer ball and books. They are granted in official ceremonies when students have successful results in a social sport competition. Another way of appreciation for students is that their names are hanged up on school panel.

*Professional Development Opportunities for Teachers***:** Haluk utilizes in-service training, year-end seminars and conference alerts from MONE. He encourages teachers to pursue a master or phd degree and invite academics from several universities to hold speeches as well. The school has a Comenius Project and Halil pointed out that since it is longitudinal project, principal tries to send different teachers to Poland and Germany within the project for each visit time.

4.3.3 Case (School) High-SES3

<u>Demographic Information</u>

Location: Etimesgut   **Type:** Secondary

Principal (Hamit): 44, male, 20 years experience   **Number of Students:** 515

Teacher (Halit): 36, male, 11 years experience   **SES:** High

Students from Designated Neighborhoods: 433, (84 %)

Teacher/Students Ratio: 1/11   **Number of Teachers:** 47

Principal's Academic Background: Primary School Teaching (Bachelor)

Teacher's Academic Background: Computer Education and Instructional Technology (Bachelor)

<p align="center"><u>Highlights of Bureaucratic Leadership Practice</u></p>

School Goals: Both Hamit and Halit indicated that the school took an important decision about goals last years. Principal and all teachers reached a compromise that greater emphasis should be given to infrastructure of the school, higher achievement in TEOG and increase in number of social events. Decisions were taken in teachers' councils meetings and measurements of them are done by detailed analysis of TEOG, feedback from parents and feedback from students. Goals are communicated with teachers, parents and students, in teachers' councils, parent meetings and via teachers for students.

Supervision and Education: Hamit observes teachers formally once in semester. He also resorts to feedback from parents and vice-principals.

Tracking Students Progress and Success: There are several ways that Hamit apply in monitoring student progress. One of them is analyzing TEOG results. Another one is preparing statistics related to TEOG and number of students who are granted certificate of higher achievement and certificate of achievement. One another way is to check e-school regularly. Lastly, he consults teachers. Principal shares academic performance of the school with teachers.

Preservation of Instructional Durations: Hamit shows a significant effort to reduce intervention of the instructions. Firstly, he does not summon any student to his Office during classes. Secondly, he makes notifications via teachers. Thirdly, he sends late students and those who escape from school to vice-principal to excuse them and to counseling service and he adds a warning in student's e-school page. Lastly, he raised height of walls in the garden.

Accessibility and Communication: Face to face dialogues, e-mails, phone, texting, whatsapp and facebook are means of communication Hamit uses.

Furthermore, he is visible in many activities in school, particularly in theatre, sport and environmental organizations.

Incentives for Teachers and Students: Apart from formal certificate of achievement that is granted through MoNE for teachers, Hamit created his own informal version of certificate of achievements and plaquets. The awards are granted mostly because of successful TUBİTAK projects, and they are delivered either in official ceremonies or teachers' council. The same informal certificate of achievement does exist for students as well. Students are awarded for their extraordinary achievements in sports or TEOG. Other awards for students are medal, watch, mp4 player, pen and key ring another interesting award is that Hamit takes Picture with awardee and shares it in is facebook account. All the awards for students are delivered in official ceremonies.

Professional Development Opportunities for Teachers: In-service trainings are the most common professional development opportunities although both Hamit and Halit expressed negative views about them. Moreover, Hamit encourages teacher to pursue a master or phd degree and arrange their work Schedule accordingly, in a way that is much better and flexible than what MoNE mandates. He invites academics from universities. Additionally, he informs teachers about conferences. Lastly, the school has a Comenius Project and Hamit intentionally does not participate in visits to partner countries so that more teachers have the opportunity to engage and go abroad.

4.3.4 Case (School) High-SES4:

Demographic Information

Location: Keçiören   **Type:** Secondary

Principal (Hamza): 59, male, 33 years experience   **Number of Students:** 959

Teacher (Hande): 38, female, 13 years experience   **SES:** High

Students from Designated Neighborhoods: 844 (% 88)

Teacher/Student Ratio: 19   **Number of Teachers:** 51

Principal Academic Background: Primary School Teaching (Bachelor)

Teacher's Academic Background: Secondary Mathematic Teaching (Bachelor)

Highlights of Bureaucratic Leadership Practice

School Goals: the school has a strategic plan which can be obtained online in official website and both Hamza and Hande mentioned that it is definitely not superficial and covers the needs of the school. The main established goal in the school is an increase in academic achievement in TEOG and all the other goals are somewhat related to this goal. Goals and objectives are decided in teacher councils, branch meetings and monthly meetings that Hamza started. The principal measures whether they reached their goals or not by analyzing TEOG scores and statistics related to it. Goals are shared by teachers, parents, students and parent-teacher association via official meetings or through schools website.

Supervision and Evaluation: Hamza observes teachers formally at least once in a semester and he takes wishes and requests of student council into consideration.

Tracking Student Progress and Success: Hande reported that principal consults her and other teachers about students' progress and this obtaining information process is mostly about a classroom, not an individual. Hamza also checks e-school regularly and prepares statistics about TEOG results and shares them with both teachers and students.

Preservation of Instructional Durations: There are three things that Hamza values when it comes to prevention of instructional interruptions, namely, a) not to summon any student to the office during classes, b) publicizing notifications online, c) sending late students to counseling service.

*Accessibility and Communication***:** Hamza uses numerous means of communication such as face-to-face dialogues, phone, texting, e-mail and school website. He is pretty visible in school and join some activities such as volleyball, chess, musicals and folklore actively.

*Incentives for Teachers and Students***:** Hamza tries to award teachers with formal certificate of achievement that is granted by MoNE and his own informal version of the certificate. He also allocates some funding fort he purchase of small awards such as novels and several accessories. Teachers are awarded generally when they organize national holiday events and join science Projects. Hamza arranges work Schedule of teachers in a way that would give them the freest time as an award

as well. For students, there are also small awards such as books and watches as well as certificate of achievements. Students are awarded for their academic and sport achievements. Parents of awardee are invited to the award ceremony. All awards for both teachers and students are delivered in official ceremonies.

Professional Development Opportunities for Teachers: Hamza guides teachers for conferences and seminars, as he believes that in-service trainings do not contribute to a person at all. He also invites academics from universities to give speeches. The school has a Comenius Project. Hande told that the idea come out of a teacher but principal did whatever he could to realize, organize and coordinate it.

4.3.5 Case (School) Medium-SES1:

<u>Demographic Information</u>

Location: Gölbaşı   **Type:** Elementary

Principal (Mehmet): 42, Male, 18 years experience **Number of Students:** 632

Teacher (Metin): 48, Male, 24 years experience   **SES:** Medium

Students from Designated Neigborhoods: 575 (% 91)

Teacher/Student Ratio: 1/15   **Number of Teachers:** 41

Principal' academic Background: Art Teaching (Bachelor), Organizational Management (Master)

Teacher's Academic Background: Primary School Teaching (Bachelor)

<u>*Highlights of Bureaucratic Leadership Practice*</u>

School Goals: Mehmet discussed that as there is no exams in the first three grades of elementary schools, they had difficulty in what to focus as a goal other than traditional aims such as building literacy and numeracy capacity. Yet, the school has two specific aims that both principal and teachers try hard to achieve; to better financial situation of school as well as working on donation strategies and to increase number of students that participate in social and sport competitions. Decision-making process of setting goals involves teachers and classroom representatives who are basically parents. They gather in teachers' councils to decide the annual agenda fort he school. Mehmet considers school to be successful if there is an increase in

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number of students participating competitions. Academic measurement is done by common exams for 4th graders. Parents and teachers are informed of school goals.

Supervision and Evaluation: Mehmet observes teachers once formally in classrooms in a semester, however he told that observations are very superficial and even though he finds some aspects that can be improved in teachers, he can not tell teachers as they are quite old and resistant to change. From time to time, he checks student projects and homework, which Metin regards it as a way to send the message of visibility to students.

Tracking Student Progress and Success: Consulting teachers, receiving feedback from parents, comparing number of students who are awarded certificate of higher achievement and certificate of achievement and common exam results are primary tools for Mehmet to monitor Student progress. He shares academic performance with teachers as well.

Preservation of Instructional Durations: Mehmet does not summon any student to his Office during classes and warns parents of late students.

Accessibility and Communication: Mehmet is pretty visible within the school and he communicates with both teachers and parents via phone, texting, whatsapp, e-mail and parent satisfaction surveys. Though seldom, he takes part in theatre plays and poem performances.

Incentives for Teachers and Students: Two kind of certificate of achievements (formal and informal), medals, plaquets and flowers are main awards for teachers. They are granted when teachers organize social events or make self-sacrifice in an issue. They are delivered in parents' meetings and teachers councils. As for students, they are awarded with books and pens when they Excel in tournaments such as football or chess. Awards are delivered in official ceremonies.

Professional development Opportunities for Teachers: Metin pointed out that Mehmet informs teacher about conference alerts sent by MoNE, he invites academics to give speeches, he directs teachers to in-service trainings and he encourages teachers to pursue postgraduate education. Additionally, the school has a Comenius project, which was triggered by Mehmet.

4.3.6 Case (School) Medium-SES2:

<u>Demographic Information</u>

Location: Sincan   **Type:** Elementary

Principal (Mert): 38, Male, 14 years experience   **Number of Students:** 552

Teacher (Meral): 46, Male, 21 years experience   **SES:** Medium

Students from Designated Neighborhoods: 491 (% 89)

Teacher/Student Ratio: 1/20   **Number of Teachers:** 28

Principal's Academic Background: Primary School Teaching (bachelor), Educational Administration (Master), Educational Administration (PhD ongoing)

Teacher's Academic Background: Primary School Teaching (Bachelor)

Highlights of Bureaucratic Leadership Practice

School Goals: Mert stated that primary goal of the school is simply to follow curriculum and enable students socialize. Goals are decided at teacher's councils. Mert considers school to be successful if 4th graders have good exam results. The principal shares goals with teachers, parents and classroom representatives.

Supervision and Evaluation: Mert observes teachers only once in a year and does not give any feedback to them. He thinks he would not be taken seriously as he is younger than almost all teachers.

Tracking Student Progress and Success: Mert consults teacher to get information about students. Although it is forbidden, he holds preparatory pilot exams for 3rd and 4th graders, as he wants students to get used to multiple-choice exams.

Preservation of Instructional Durations: Meral reported that although very rarely, Mert summons students to his Office. However, he adds warning notes in e-school for late students.

Accessibility and Communication: Face to face dialogues, phone and whatsapp are means of communications Mert uses. He also is generally present in thematic day events, contests and other activities, though only as a spectator.

Incentives for Teachers and Students: MoNE regulated certificate of achievement is the main award for teachers. Teachers are awarded when they

somehow contribute financial situation of the school such as finding donator, equipment etc. They are awarded in official ceremonies. Students are mostly awarded with books and short stories when they take part in a social Project. Their awards also are granted in official ceremonies.

Professional Development Opportunities for Teachers: Mert informs teachers about conference alerts sent by MoNE and directs them to in-service trainings and use year-end seminars.

4.3.7 Case (School) Medium-SES3

Demographic Information

Location: Yenimahalle **Type:** Secondary

Principal (Melek): Female,44, 19 years experience **Numbers of Students:** 984

Teacher (Melike): Female, 42, 18 years experience **SES:** Medium

Students from Designated Neighborhoods: 905 (% 92)

Teacher/Student Ratio: 1/14 **Number of Teachers:** 73

Principal's Academic Background: Biology Teaching (Bachelor)

Teacher's Academic Background: Turkish Teaching (Bachelor)

Highlights of Bureaucratic Leadership Practice

School Goals: Goals of the school are generally shaped around theme of TEOG. Melek is trying hard with teachers to enable students get better scores in TEOG. Therefore, started supplementary courses for 8th grade students at weekends. Another goal Melek puts on emphasis on is funding. Melike mentioned that teachers try their best to help principal find donator or equipment fort he school. Melek analyzes TEOG results and TEOG related statistics to see if they achieved the goals. Goals are determined in teachers' councils. Melek shares goals with teachers, students and parents.

Supervision and Evaluation: Melek observes teachers formally at least once in a semester and participate in science fairs to assess the projects.

Tracking student Progress and Success: Melek's primary tool of auditing student progress and success is checking result of common exams. There are

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common exams for every grade. Additionally, she gets information about students from teachers and analyzes result of preparatory pilot exams for TEOG, though they are forbidden to be held. Moreover, she shares academic performance of school with both teachers and students.

Preservation of Instructional Durations: Melike mentioned that principal cares silence during classes significantly. They cannot even talk out loud in the halls during classes. Melek also obliges late students to promise verbally or written that they won't be late again. If it continues, she talks to parents. She also intimidates students who disrupt lessons with penalty regulation list.

Accessibility and Communication: Face to face dialogues, whatsapp and phone are means of communications Melek uses respectively. She also uses school website for notifications. Melek was said to be visible within school. However she only participates in science fair, which is organized once a year.

Incentives for Teachers and Students: Melek created a de facto certificate of achievement and she awards teachers with it as well as traditional MoNe regulated certificate. Other awards are pens or flowers. Teachers are awarded mostly for their personal achievements. Awards are handed in teachers' councils and official ceremonies. For students awards are often watches, novels, pens, and they are granted for sport and academic achievements. Awards are delivered in official ceremony and Melek shares photos and awardee in her facebook profile as well as school website.

Professional Development Opportunities for Teachers: Melek utilizes in-service trainings, year-end seminars and conference alerts sent by MoNE. Moreover, she cooperates with a public education centers to encourage teachers to take some training such English language, diction, and IT literacy. Melike reported that Melek encourages teachers to apply for EU related projects but teachers are pretty reluctant to act.

4.3.8 Case (School) Medium-SES4

Demographic Information

Location: Çankaya   **Type:** Secondary

Principal (Murat): Male, 52, 26 years experience   **Number of Students:** 407

Teacher (Mehtap): Female, 36, 11 years experience **SES:** Medium

Students from Designated Neighborhoods: 354, % (87)

Teacher/Student Ratio: 1/13   **Number of Teachers:** 32

Principal's Academic Background: Turkish language and Literature (Bachelor)

Teacher's Academic Background: English Language Teaching (Bachelor)

Highlights of Bureaucratic Leadership Practice

School Goals: Murat touched on two important goals set fort he school, higher achievement in TEOG results and socialization of students. The goals are decided and shared in teachers' councils. Murat also holds mini meetings to discuss goals and achievements of them. He analyzes TEOG results and related statistics as well as number of social events to consider that they achieved goals. Parents are also informed about goals in parents meetings, and via parent-teacher association.

Supervision and Evaluation: Murat makes formal observations twice a year in classrooms. He also discuss with teachers and students to evaluate quality of instruction. Furthermore, he takes views of parents about instruction into consideration and sometimes examines student projects.

Tracking Student Process and Success: Mehtap reported that the principal was very eager to hold common exams for every grade so they agreed to do so. Murat analyzes common exam and TEOG results as well as pilot TEOG tests. He regularly checks e-school as well. Moreover, he shares academic performance of schools with teachers.

Preservation of Instructional Durations: Murat does not summon any student to his Office. He also makes notifications in official ceremonies. In addition, he sends late students to vice principal's office to excuse themselves.

Accessibility and Communication: Murat is known to be pretty accessible to parents, students and teachers. He uses face to face dialogue, phone and whatsapp for communication. He also attends in football matches, theatre plays and poem concerts.

Incentives for Teachers and Students: MoNE regulated certificate of achievement is the primary award for teachers along with plaquets. They are granted

especially when a teacher prepares students for knowledge contest, in official ceremonies. Awards for students vary from electronic devices to novels and watches. Students are awarded for their success in knowledge contests, sport tournaments and social events. Awards are handed in official ceremonies and parents of awardee are invited as well.

Professional Development Opportunities for Teachers: Murat guided teachers to in-service trainings and conferences. He encourages them pursue a postgraduate program. He also invites academics to give speeches. The school has a Project and Mehtap told that principal made everything easier and coordinated it perfectly

4.3.9 CASE (SCHOOL) Low-SES1:

<u>Demographic Information</u>

Location: Mamak   **Type:** Elementary

Principal (Levent): 58, Male, 36 years experience **Number of Students:** 129

Teacher (Lale): 26, Female, 2 years experience   **SES:** Low

Students from Designated Neighborhoods: 124, (96 %)

Teacher/student Ratio: 1/12   **Number of Teachers:** 11

Principal's Academic Background: Primary school teaching (Bachelor)

Teacher's Academic Background: Primary school teaching (Bachelor)

Highlights of Bureaucratic Leadership Practice

School Goals: Levent and Lale pointed out that their major goals are simply following the curriculum and finding solutions to funding related problems. Goals are determined in teachers' councils and only shared by teachers. Lale mentioned that due to educational level of parents and their low attendance in parents meetings, goals are not communicated with them.

Supervision and Evaluation: Levent observes teachers once a year in classroom though he does not give any feedback as long as there is not an unusual negative case. On occasions, he checks student notebooks to see whether they have acquired writing and reading skills.

Tracking Student Progress and Success: the principal consults teachers, checks e-school irregularly and request teachers to hold preparatory pilot test seven though they are forbidden to be hold, as stated earlier.

Preservations of Instructional Durations: Like principals in previous cases, Levent does not summon only during classes unless it is an emergency. Every morning he waits outside until students enter classrooms. He makes notifications at break times and official ceremonies. He also warns parents of late students.

Accessibility and Communication: The principal is pretty accessible to teachers, students and parents though they rarely show up in the school. Levent uses face to face dialogues and phoning only as means of communication

Incentives for Teachers and Students: Compliments and MoNE regulated Certificate of achievements are incentives Levent uses for teachers. He articulated that lack of funding is a big barrier to encouragement of teachers and students as he cannot afford to buy gifts all the time and it is not sustainable. As for students, lack of funding has caused Levent to use municipal facilities such as football pith, theatre, and aquarium as awards. Student and teachers are complimented in official ceremonies.

Professional Development Opportunities: In-service trainings and conference alerts sent by MoNE are Professional development opportunities for teachers.
Note: The school is located in a neighborhood, quite far away from Ankara's main centers. Both Levent and Lale pointed out that almost all parents of students who reside in this particular neighborhood live on a garbage collection and accommodate at shanty houses, which surround the school.

4.3.10 Case (School) Low-SES2:
Demographic Information

Location: Çankaya   **Type:** Elementary

Principal (Leman): 42, Female, 18 years experience **Number of Students:** 33

Teacher (Lerzan): 36, Female, 13 years experience   **SES:** Low

Students from Designated Neighborhoods: 33 (% 100)

Teacher/student Ratio: 1/3   **Number of Teachers:** 10

Principal's Academic Background: Primary School Teaching (Bachelor)

Teacher's Academic Background: Primary school teaching (Bachelor)

Highlights of Bureaucratic Leadership Practice

School Goals: Leman asserted that main goals of school are solving financial problems and enable students acquire writing, reading and numeracy skills. Goals are decided in teachers' council and Lerzan pointed out that any decision to be taken is discussed and councils are democratic. She also added that although school has a strategic plan. It is pure formality and was carelessly prepared. According to Leman, parents refuse to be part of the school, thus they do not share goals or other decisions related school with them.

Supervision and Evaluation: the principal does not make any observations in classrooms because the school is more like a boutique building, very small allowing her to hear everything from her Office. On occasions, Leman checks student notebooks to see if they acquired any writing and reading skills.

Tracking Student Progress and Success: Leman checks e-school irregularly, consults teachers especially around January to see if students started to be able to read.

Preservations of Instructional Durations: The principal does not summon any student to her Office during classes. Additionally, she makes notifications in official ceremonies and sends warning letters to parents of late students.

Accessibility and Communication: Leman prefers face to face dialogues and phone for communication. She is quite accessible to parents as well even though they are reluctant to be in contact. Furthermore; she is visible in the school and participates in theatre plays and thematic day activities.

Incentives for Teachers and Students: Leman stated that she only compliments teacher or sometimes buy them flowers. Yet, she thinks that they mean well as they know financial situation of the school. For students, there is not any granted award for extraordinary achievement. Instead, since all students are in need of economic help, principal and teachers contact companies to ask if they can help students. These are mostly clothing support, stationary and toys.

Professional Development opportunities for Teachers: Lerzan mentioned that what the principal is doing for them to develop professionally is limited to in-service trainings and conference alerts from MoNE. Lerzan thinks both of them are waste of time and useless.

4.3.11 Case (School) Low-SES3:

<u>Demographic Information</u>

Location: Keçiören   **Type:** Secondary

Principal (Latif): 48, Male, 23 years experience   **Number of Students:** 450

Teacher (Lokman): 39, Male, 14 years of experience **SES:** Low

Students from Designated Neighborhoods: 369 (% 82)

Teacher/student Ratio: 1/8   **Number of Teachers:** 60

Principal's Academic Background: Art teaching (Bachelor)

Teacher's Academic Background: Social Sciences Teaching (Bachelor)

<u>*Highlights of Bureaucratic Leadership Practice*</u>

School Goals: The principal pointed out that School's primary goals focus on higher achievement in TEOG results and make students feel happy at school. Goals are decided in teachers' council and branch meetings. Several techniques such as needs analysis, getting opinion of students councils are used. Goals are communicated with teachers and students. Latif's main criteria as to achieving goals are better results in TEOG compared to previous year and student satisfaction surveys.

Supervision and Evaluation: Latif observes teachers twice in a year in classrooms and occasionally check student projects to assess the quality of instruction.

Tracking Student Progress and Success: Latif consults teacher to obtain information about whole class, analyze TEOG results and statistics prepared by vice-principal. He also shares academic performance of the school with teachers and students (only 8th graders).

Preservation of Instructional Durations: Latif stated that he sometimes summon students to his office while they are in class but he believes that they do not miss many things as he talks with them only a couple of minutes. He sends text messages to parents of late students and guides them to behavioral assessment council, consisted of two vice principals and two teachers.

Accessibility and Communication: The principal is accessible to students, teachers and parents. He prefers face to face dialogues, phone call and texting. He also participates in knowledge contests, sport tournaments, dramas and theatre plays.

Incentives for Teachers and Students: Lokman mentioned that latif is trying very hard to award teachers with MoNE regulated certificate of achievement, however the process is apparently very slow and bureaucratic. Other than the particular certificate, teachers generally get verbal appreciation in official ceremonies. Teachers are awarded or appreciated for any kind of achievement that leads school hit the headlines. Lack of funding prompted Latif to use municipal facilities, and governmental opportunities as a way of granting award. Successful students in sport tournaments and knowledge contests are either sent to swimming pool of district municipality or invited to apply for summer youth and football pitch camps organized by ministry of youth and sports.

Professional Development Opportunities for Teachers: The principal encourages teachers to pursue postgraduate programs although Lokman asserted that it is almost impossible to pursue a master program with only one-day permission, which MONE regulations indicate. Latif also remind in-service trainings, year-end seminars and conference alerts for teachers.

4.3.12 Case (School) Low-SES4:

Demographic Information

Location: Altındağ   **Type:** Secondary

Principal (Lefter): 46, Male, 22 years experience   **Number of students:** 922

Teacher (Latife): 29, Female, 5 years experience   **SES:** Low

Students from Designated Neighborhoods: 839, (% 91)

Teacher/Student Ratio: 1/14   **Number of Teachers:** 66

Principal's Academic Background: Primacy School Teaching (Bachelor)

Teacher's Academic Background: Science Teaching (Bachelor)

<u>*Highlights of Bureaucratic Leadership Practice*</u>

School Goals: Lefter expressed that the school has one important goal better results in TEOG. TEOG related goals and other objectives are decided in teacher councils. The principal regards himself successful if there is better result in TEOG compared to previous year.

Supervision and Evaluation: Lefter observes teachers formally twice a year in classrooms. Yet Latife claimed that there has not been any feedback so far.

Tracking Student Progress and Success: the principal talks with teacher about progress of a whole class, checks e-school irregularly and shares academic performance of school with teachers.

Preservation of Instructional Durations: Lefter sometimes summons students to his Office while they are in classroom. He contacts to parents of late students and send them to vice-principal's office to excuse themselves. He also punishes students who escape from school although he refused to explain what kind of penalties he uses.

Accessibility and Communication: The principal is highly visible within school. He is accessible to teachers and students. He prefers face to face dialogues and phone calls. He participates in sport tournaments within school.

Incentives for Teachers and Students: Lefter pointed out that he compliments teacher who find donor to schools and award them with MONE regulated certificate of achievement. He also added that he awards and congratulates successful teachers, which Latife claims otherwise. Latife asserted that she has not seem any teacher getting awards or compliments because of their achievements expert for those who find donor or equipment to school. Last year, Latife carried out a successful TUBITAK Project and she complains that she did not even get a "thank you" even though she has not had any problem with the principal. She thinks that he simply does not any achievement of teachers. Latife also claimed that the principal

expects teachers' award successful students, as he believes that a teacher should be self-sacrificing.

Professional Development Opportunities For Teachers: Lefter stated that he only direct teacher to in-service trainings, year-end seminars and conferences sent by MONE.

Note: The school is located in one of the poorest neighborhoods in the capital and has a serious drug addiction problem. Both principal and teacher reported that they are suffering heavily from it and some substances are incredibly easy to buy.

4.4 Research Question 1: What are the practices of instructional leadership in Turkish public primary and secondary schools?

One of the most important finding as to research question 1 was that the acts of principals in Turkish public schools rarely reflect instructional leadership traits. On surface they have instructional leadership attribute; however, upon detailed analysis they were found to simply reflect bureaucratic leadership. Most of the actions fall into bureaucratic leadership as principals follow the normative rules and abide by the authority (Weber, 1978). Weber also asserts that bureaucratic leaders are empowered by position power, which is the case in Turkish public schools. Nonetheless, there were some instructional leadership behaviors, though pretty rare, that will be highlighted in the themes. The ten themes that emerged out of elaborate data analysis clear up practice of bureaucratic leadership and instructional leadership (to a limited extent) in Turkish public schools and outline current situation. Hence, it is imperative to scrutinize themes exhaustively.

Theme 1: Setting and publicizing goals

In the first two questions of interviews, I asked principals what kind of procedure they follow when setting goals (if any) and how they communicate them with school constituents. Specifically, I wanted to acquire information about what sort of goals they frame, what forms the base for goals, with whom they share them and through which channels they publicize.

In all schools, principals establish goals in 'teachers council' (öğretmenler kurulu) that is mandated by MoNE to be held 3 times a year; prior to beginning of academic year, second at the end of the first semester and third at the end of academic year. Principals also schedule 'branch meetings' (zümre toplantıları) together with teachers and these meetings are utilized to set goals as well. Although principals use the same official meetings to form goals for schools, the goals vary considerably between schools. A number of principals set socializing of students as their priority whereas a couple of them stated that a higher success in high school entrance exam is their goal. Moreover, some principals and teachers reported that their goal is simply to follow curriculum. Owing to the variety, it is important to hear some views.

There is a traditional trip understanding in schools; take students to cinema, to shopping center, theatre etc. We changed this tradition this year. What did we do? We told teachers to take them bakery and they will see how bread is made. For example, take them to factory so that they observe production lines. We wanted students to participate trips that are based on intensive production stage. The second is to encourage them joining social activities. What are they? Theatre drama, sport activities. We have placed greater importance to these as our goals.

(Hakan, Principal)

We have TEOG (high school entrance exam) goals. Last year, in the beginning of academic year, we discussed and contemplated about it. We conducted tests that measured knowledge of students in TEOG courses such as Turkish and Mathematics. We did not include it to formal evaluation process however we did inform parents and teachers about students' strengths and weaknesses in all courses individually. Thus, teachers had detaile information about their students and focused on fulfilling needs. We were successful to a large extent. But was this possible for every student? No.

(Hamit, Principal)

There was difference between primary and secondary schools in terms of content of the goals. Secondary school principals and teachers were more tend to establish goals related to TEOG. As there is no exam in the first three grades in Turkish public primary schools, goals were more likely to be shaped around needs and acquirements such as the ability to read, count, write and express himself/herself. However there was a disagreement among teachers as well as principals whether removal of exams and grading in primary school, which was pretty recent was something necessary and beneficial. Several principals and teachers verbalized that the shift was needed, as there is no meaning in putting children under pressure at

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such an early age while the others pointed out that they couldn't measure their success and attainability of goals.

Another difference with regard to goals between schools is measurability. I asked principals and teachers that on what condition(s) they see themselves as successful in reaching goals. The responds differ greatly from each other. They are; positive behavioral change, feedback from teachers and parents, TEOG, number of students that participate in social and sport activities, satisfaction survey results and higher achievement in common tests.

One another difference between schools was that in all low-SES schools, fundraising was a significant goal for principals while medium-SES and high-SES schools place relatively less emphasis on it. The reason for this seems to be the fact that they do not have to show a high degree of effort since parents are already eager and able to donate.

As for sharing goals, principals put teacher councils and branch meetings in use for teachers and convey goals to parents in parents' meeting (veli toplantısı) and parent-teacher association board meeting (okul aile birliği toplantısı), which are decreed by MoNE. Besides, principals hold irregular meetings with teachers and vice-principals to review and corroborate goals, however they are common in high-SES schools. All the four high-SES school participants mentioned that they held or attend irregular meetings apart from the ones mandated by MoNE. Out of the rest, only in one medium-SES school, these meetings took place. As concerns parents' meetings, attendance rate appears to be much higher in high-SES and medium-SES schools. The cause of discrepancy can be explained by ideas of two teachers:

"I believe that they donate a considerable amount of money or contribute to school in some other ways. Not only I believe, I actually witnessed donation especially in registration period. Thus, they come meetings here and check pretty much everything in return".

(Hande, Teacher)

and

Frankly, since we are secondary school, we are not intimate with parents but we do certainly have parents' meetings. Attendance is incredibly low. The ones that attend already have successful children. There is not a family relationship here. Students are generally children of divorced couples. I sometimes hear from students that they refer another student as 'sister from my father' or 'brother from my father'. Family problems here are umpteen. Additionally, they are at the bottom in

socioeconomic sense. For example, when I say I willhold parents' meeting on Sunday, barely anyone attends because they are working on Sunday too.

(Latife, Teacher)

Within bureaucratic leadership scope, it is clear that principals engage in a number of practices related to setting goals and communicating them. They determine and share goals in official meetings with teachers and vice-principals and in parents' meeting, which is formal and is to be held twice in a year at least, with parents. Students are hardly informed about school goals except high-SES and medium-SES secondary school 8th grade students due to TEOG and goals concerning it. Overall, principals show engagement, however there is a reality on the ground; they are required to do so. Although principals demonstrate an important level of commitment to goals and communicating them, they have very few initiatives to establish mutual goals with teachers, specific to their school. Furthermore, we do not have information about effectiveness and quality of all these meetings.

Table 3

Most Articulated Coding Themes and Categories in Theme 1

Theme	Categories	Most Articulated Codes
	School Constituents	Teacher (86 times)
	School Constituents	Parent (73 times)
	School Constituents	Students (27 times)
	School Constituents	Parent-Teacher Assoc. (9 times)
Theme 1	Formal Meetings	Teachers Council (66 times)
	Formal Meetings	Parents Meeting (62 times)
	Formal Meetings	Branch Meeting (48 times)
	Informal Meetings	Irregular Meeting (13 times)
	Type of Goal	TEOG (35 times)

Theme 2: Evaluation of instruction and supervision

With a set of my questions in interviews, I attempted to uncover the way principals evaluate instruction and the extent of supervision they are engrossed. Without exception, all principals use classroom inspections as a tool to assess instruction and teacher. According to MoNE regulations, classroom inspections should be carried out at least once in a semester for each teacher. Majority of principal participants (9) indicated that they inform teachers before inspections. While a few of them did not report any reason for this action, the rest uttered that they do not want to be seen intimidating and disrespectful towards teachers. Teachers, on the other hand, had a different story about classroom inspections. Even though they all confirmed that they were inspected at least twice last year, many of them believe that principals do not possess capability to evaluate an instruction and perceive inspections as pure formality.

Another form of evaluation that emerged in interviews was revising student works such as assignments, projects and portfolios, which can be portrayed as instructional behavior. Some principals expressed that they occasionally check student notebooks and boards in classroom, though not assiduously. On the other side, teachers were skeptical about capability and knowledge of principals again. Two teachers summarizes disbelief as:

"He did control projects in science fair and attended just because there were authorities from MoNE. He always tells us that he does not understand anything about projects and science fairs with the justification that it is us whose branch is science, math or English, not him".

(Meral, Teacher)

and

I see him (principal) walking around halls, visiting classrooms, chatting with students and request them their notebooks. He holds notebooks and assignments for a couple of seconds and then he casts an eye on boards, again only for a few seconds. It is true that he does these but to tell the truth, I do not think he comprehends anything about them. I guess, he is doing to form authority but at the same time to show students that he cares about them.

(Lale, Teacher)

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Another common method of instruction evaluation, particularly in high-SES and medium-SES schools was to receive feedback about student progress from teachers and get parents' opinion about development of their children. Principals apt to obtain information about a whole class, that is to say a group of students rather than an individual from teachers.

Rare examples of instructional evaluation and supervision also arose. One principal told that he sent satisfaction survey to parents and both respond rates and satisfaction level was very high, around 76 % of parents being satisfied of quality of instructions. Therefore, he believes that he is on the right way. Another principal mentioned that he observes extra-curricular activities especially those which take place in school garden and check whether students are socialized enough and able express themselves without any problem. He further added that this align with a goal of the school, socializing.

Overall, principals are highly active in supervision by dint of classroom inspections. However, quality of supervisions is dubious and vague. Many teachers referred to disbelief in principals, which raises more concern considering that the whole notion of leadership is predicated on mutual trust between leaders and followers. This is a problem most likely to be associated with principal selection system. Principals also assess instruction through student works. Data analysis indicates that while principals in high-SES schools do it more effectively, the ones in low-SES schools follow a superficial attitude or merely do it.

Table 4

Most Articulated Coding Themes and Categories in Theme 2

Theme	Categories	Most Articulated Codes
	Evaluation	Monitoring Student Work (34 times)
	Evaluation	Obtaining Info. about Students from Teachers (26 times)
Theme 2	Evaluation	Getting Parents' Opinion (19 times)
	Evaluation	Getting Students' Opinion (6 times)
	Supervision	Classroom Inspection (61 times)

The intriguing aspect of the table is the fact that getting students' opinion was only articulated six times although in secondary schools, age of students is between 11 and 15. Rationally, they are able to evaluate themselves and instruction to a large extent. Nevertheless, they are the ones who are the least consulted. This can be explained by the fact that Turkish society still maintains a collectivistic culture and families generally do not regard individuals as adults unless they are in mid 20s. Even then, parental involvement in life decisions is robust.

Theme 3: Tracking student progress

Some of my interview questions covered a brief inquiry into student success and progress tracking methods of principals. One of the most common way, particularly in secondary schools was to check TEOG scores and compare it with previous years. Principals check TEOG scores, average score of students overall and in each subject, and students' rank in province-wide as well as nationwide rankings. Fundamentally, principals consider themselves and school successful as long as majority of students are placed in science high schools (a type of high school of which curriculum mostly focus on natural and applied sciences), anatolian high school (a type of high school of which curriculum is more diverse and inclusive) and social sciences high school (a type of high school of which curriculum embodies social sciences as the name suggests). They also implied that they would consider themselves successful if results are simply a bit better than last year.

Absence of TEOG or a similar standardized exam has led principals and teachers in primary schools to find out different ways of measuring and auditing student progress. One of them is holding common tests. Interestingly, many principals (9) requested teachers from the same branch to prepare one exam together for each class. For instance, three English teachers come together and prepare first English exam in the semester for each of their class and hold exams at the same time. The reason behind this request is that with common tests, principals are able to compare classes as well as teachers. Common tests are applied in secondary schools to with the same rationale behind them, to compare students and teachers. However

one should note that exams are still existent at 4th grade in primary schools. So how do principals measure and track student progress at first, second and third grades? Well, along with some other methods, pilot tests are the most common despite the fact that they are forbidden by MoNE. Pilot tests are multiple choice question style exams that cover Turkish, life sciences and math in elementary school, first, second and third grades. They may cover social sciences, physics, chemistry and biology depending on the targeted grades. Both teachers and principals expressed that the main purpose of pilot tests is to prepare students for TEOG, which they will face years later, also expressed it.

Another method that came in sight in interviews was to obtain information from about students from teachers and parents. However, findings showed that unless teachers inform them and parents bring up an issue related to student progress, principals generally do not get information about student progress except for TEOG scores. When they do, it is rarely about an individual progress but more of a group of students, namely in Turkish education context a whole classroom. Only a couple of principals both from high-SES schools mentioned that they regularly monitor e-school (e-okul, a web platform administered by MoNE in which exam scores of all students can be followed by principals).

One another way of auditing student progress was to count number of students who are awarded with certificate of higher achievement (takdir belgesi) and certificate of achievement (teşekkür belgesi) at the end of each semester. Almost all participants regard an increase in the number of certificates awarded compared to last semester as a positive student progress and they hold view that they are on the right track.

Sharing student progress and school success is another dimension of this theme. Principals are divided when it comes to inform teachers, parents and students about schools success and student progress. One group of principals, who is comprised of mainly low-SES and medium-SES schools, share only TEOG scores with teachers in teachers' council, the one held in the beginning of a year. The other group apprises parents and teachers of TEOG and other success stories such as a social or sport achievement in monthly or irregular meetings.

A significant dimension of instructional leadership is to monitor student success and track student progress. As it has been noted, principals in public primary and secondary schools are engaged in monitoring student success. Yet, the effort is largely canalized into TEOG, especially in secondary schools and the actions mostly result from bureaucratic leadership style of principals rather than elaborate analysis student progress required in instructional leadership. Principals in secondary schools checks e-school after each TEOG standard exam, create statistics related to it or assign the task to vice-principals and in high-SES schools they give individual reports of each courses to teachers. Most of it happens in irregular meetings and there is generally an evaluation of last year TEOG results in teachers' council in the beginning of academic year. Elementary school principals resorted to pilot tests, which are regarded as preparation tests for TEOG. Increasing competitiveness among students and schools instilled by MoNE, which causes parents to put more and more pressure on school to implicate pilot tests in curriculum may account for principals' inclination to TEOG. Principals also generally do not monitor students at individual level. The reason might be the fact that they devote their time mostly to red tape and physical problems of school and thus they have difficulty in finding time for monitoring.

Table 5
Most Articulated Coding Themes and Categories in Theme 3

Theme	Categories	Most Articulated Codes
	Common Tests	TEOG (26 times)
	Common Tests	Same Exam at the Same Time (17 times)
	Common Tests	Pilot Tests (16 times)
Theme 3	Relevant Statistics	Certificate of High Achievement (9 times)
	Relevant Statistics	Certificate of Achievement (9 times)
	Feedback from	Consulting Teachers (8 times)
	Teachers and Parents	Feedback from Parents (8 times)
	Online Monitoring	E-school (6 times)

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Theme 4: Protection of instruction

In my interviews, I asked questions regarding protection of instruction durations. Responses were shaped around three precise practices namely, being attentive not to summon any students to principal's office or elsewhere during classes, making notifications via teachers and in official ceremonies, discipline students who are late or who escape from school.

Principals demonstrated a high level of awareness in not calling a student during class. Teachers also assured that no one has been called during classes except for emergencies. Parents who would like to see their daughter/son are convinced to wait until break time by either principal or vice principal. They also act carefully when a teacher is late. For most of the principal participants, one of the few situations that is completely intolerable is when a teacher is late. Turkish school principals are very determined in this particular practice. The following statement from a principal epitomizes their judgment and view on the issue.

I have always told teachers that I do not forgive two things; being late for the class and being a careless hall monitor. In all the schools I have worked so far, I told this in the very first day. The lesson is 40 minutes. If a teacher is 5 minutes late to every class, it makes half an hour a day. Half an hour a day equals to 90 hours in one academic year. 90 hours are lost. It is not a simple or little lost. Therefore, I tell them that they can come to me with any kind of problem and request but definitely not with this one.

(Levent, Principal)

Another area of protecting instructional durations, in which principals tend to practice considerably, is to make notifications either in official ceremonies or through teachers. Principals disclosed that unless it is an emergency, they do not call students to their office and they demand parents to wait break time to meet students. They also entrust teachers to make school-wide announcements. Using school website is another way of making notifications. Modern technologies such as whatsapp and e-mailing are used for notifications as well, which contributes to prevention of instructional time interruptions.

One another area that principals indicated a profound level of practice is discipline of students. Specifically, Turkish principals have a strong tendency

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towards either applying to sanctions on students who are late to classes, absent and truant or even punishing them , especially in secondary schools. Those actions include having a serious talk with students or send them to vice principal's office to be warned, to send students guidance service, to input data related to these particular issues such as number of late day, into e-school, creating a bureaucracy in school in which late students are required to take permission slip from vice principal, inflict punishments such as suspending them from school and verbal intimidations. When analyzing in detail, I realized that the essence of all three actions in all cases was to avoid any authority gap and maintain discipline. Therefore, principals believe that if students sense authority of them within school, they will be less likely to be late and truant. In elementary schools, principals do not put any legal action into practice, as they believe that it is not students whose age varies between 6 and 10 to blame but their parents. They uttered that it is parents' responsibility to bring students on time, make them sleep early and so on. Hence, their primary solution to late and truant students is to talk to parents and if required, to warn them both verbally and in written.

In general, principals reported a high level of practice in preservation of instructional time and this particular dimension of instructional leadership is the one, which Turkish principals are the most engaged compared to other dimensions. However, like in many other acts, all the efforts of principals in this dimension are immensely bureaucratic. Turkish principals' tendency to avoid any kind of authority gap within school and sociological structure of Turkish society where a powerful personality, strong individual and show of strength is respected and appreciated may account for the discipline in public schools. For a better understanding of dimension, most articulated coding themes are provided below.

Table 6

Most Articulated Coding Themes and Categories in Theme 4

Theme	Categories	Most Articulated Codes
	Measures to Interruption of Instruction	Not to Summon Students to Principals' Office During Class (32 times)
	Measures to Interruption of Instruction	Making Notifications Online (25 times)
Theme 4	Measures to Interruption of Instruction	Making Notifications Through Teachers (23 times)
	Maintain Discipline	Sending Late and Truant Students to Principal's Office (28 times)
	Maintain Discipline	Sending late and truant students to Counseling Service (17 times)
	Maintain Discipline	Inputting Late/Truant Data into E-school (6 times)

Theme 5: Maintaining high presence and accessibility

Communication between principals and teachers is still very much shaped by traditional means such as verbal communication that take place either in principal's office or in a unit within school as face to face meetings and talking to each other on the phone. All teachers have phone number of principals and vice versa and a vast majority of them feel free to call principal when necessary. In addition to traditional means of communication, new technologies such as whatsapp, and facebook also have started to play an important role in communication within a school. Some principals have set up either whatsapp or facebook groups for teachers and vice principals, and in some cases both. However, I found out that use of whatsapp and facebook was more common in high and medium-SES schools. As for parents, only a few of them have personal phone number of principals. Going directly to schools to talk to both principals and teachers in case of a problem or to be debriefed about

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situation of students and school as well as calling principal/vice principal via official school phone number are still at the heart of interaction within a school. Consequently, it can be stated that principals have high rate of accessibility and interplay lies mostly around principal-teacher-parent triangle.

Another aspect of the theme is to maintain high presence in schools. All principal participants indicated that they resort to every single human resource possible to assure that there is no idle class. The following dialogue, which comprises procedure of avoiding idle classes, transpired in all interviews with both principals and teachers. It is also a sign of strong awareness that principals have on this particular issue.

> Researcher: What happens when a teacher calls you before the class and tells you that he/she will not be able to come because he/she is ill?
> Participant: I wish he/she gets well soon. I ask if he/she needs anything that I can do.
> Researcher: Well, what do you do for his/her class?
> Participant: There are hall monitors (teachers whose task is to watch out school building at particular days) for each day. I assign them task of conducting the class.
> Researcher: What if hall monitor is not available?
> Participant: I would call other teachers available and ask for if they can attend.
> Researcher: What if they are not available either?
> Participant: Then I would entrust the task to vice-principal
> Researcher: What if he/she is not available either?
> Participant: I, myself, would attend in class.
> Researcher: Did you conduct any class last year?
> Participant: Very rare but yes.
>
> (Murat, Principal)

Another scope of this theme is to maintain high presence in schools. It is beyond a simple presence of principal inside school borders. It refers to participation of principals in social, sport and academic activities within a school. Various activities such as games, thematic days (independence day, fight with drug addiction day, teachers' day), quiz programs, theatre plays, football matches, volleyball and basketball tournaments, poem shows, science fairs and art exhibitions are some of them. As expected, these activities are a bit more sophisticated and diverse in secondary schools. Principals participate them actively as a contestant or a player

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depending on the type, to a vast scale. Nevertheless, there were a number of principals who indicated that they are only spectators in activities.

Concerning accessibility of principals, it was revealed that principals are highly reachable whenever teachers and parents need them. They spend most of their time at school and there are very few moments that they are absent. Like in the previous theme of goals and sharing them, I found out that principal's accessibility to students is limited. Students are supposed to communicate with teachers and vice principals. It seemed that they should have a serious problem to be able to communicate principal face to face. There still exists a light but palpable hierarchy in communication between principals and students. The reason of principal's high level of presence in schools might be spelled out with that MoNE 's central headquarter is located in Ankara. They might be feeling bureaucratic existence of it corporeally.

Table 7

Most Articulated Coding Themes and Categories in Theme 5

Theme	Categories	Most Articulated Codes
	Traditional Means of Communication	Face to Face Dialogue (57 times)
	Traditional Means of Communication	Mobile Phone (55 times)
	Traditional Means of Communication	Texting (55 times)
	Traditional Means of Communication	E-mail (17 times)
	Social and Cultural Activities	Thematic Day (36 times)
	Social and Cultural Activities	Quiz Program (25 times)
	Social and Cultural Activities	Poem Show (11 times)
	Social and Cultural Activities	Art exhibition (8 times)
	Sport Activities	Football (32 times)
	Sport Activities	Volleyball (31 times)
	Sport Activities	Basketball (31 times)
	New Technologies	Whatsapp (23 times)
	New Technologies	Facebook (8 times)

Theme 6: Incentives for teachers

One of the most essential features of instructional leadership is recognition of teachers' accomplishments. Elaborate data analysis of interviews and several documents such as annual reports and official school websites revealed that

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numerous incentives exist for teachers in Turkish public schools. The most prevalent method is to reward them with certificate of achievement. Under the current centralized education system, which is controlled entirely by MoNE, there is a room for awarding of achievement certificate and a reward of emolument for greater accomplishments. The procedure is pretty straightforward but time-consuming. School principals write a petition to district governor requesting certificate of achievements and emolument reward for accomplishments of teachers they work with. District governors accept petitions and decide whether accomplishments are qualified enough to be awarded. If so, they arrange awards and send them to prospective schools. Nevertheless, a vast majority of participants in the study complained about the procedure. One principal's words epitomizes the complaints:

I did apply for both certificate of achievement and emolument. First, they told me that district governor will be replaced. A new one was appointed and I contacted him. He told me to wait a couple of weeks. Weeks have been followed by months and it has been 10 months so far. From my previous experiences, I did not inform teachers about award applications so that they will not be frustrated if we do not get them. We are still waiting and I do not think we will have them soon.

(Haluk, Principal)

Other than certificate of achievements and emoluments that are awarded through official channels, principals also bestow small prizes for extraordinary accomplishments of teachers. They range from watch to kerchief, to ties and flowers. Findings unveiled that principals also created a de facto system of reward. They designed their own version of achievement certificate, plaque and medal. However, I did uncover that all of these were granted predominantly in high-SES and medium-SES schools. One explanation might be that principals in those schools did not have difficulty in allocating fund for awards due to donations they receive. In low-SES schools, lack of funding prompted principals to appreciate teachers and confer them in public. Nonetheless, not all teachers are appreciated and complimented. There was one rare case where teacher (participant) grumbled about not receiving any credit and appreciation for her deeds and sacrifice. Her words were as follow:

I dealt with 4006 project (science project funded The Scientific and Technological Research Council of Turkey) last year. It was really a big trouble and I had a lot of problems on the way and I did not get paid or granted by monetary award for it. I did it on volunteer basis. What I expected was a simple thank you. Did I hear such a thing? Definitely not.

(Latife, Teacher)

For what kind of accomplishments teachers are granted those particular awards is another significant point. Since cases were many and diverse, types of accomplishments were found to be various too. Some important award criteria are; organizing thematic days, activities which lead schools hit the headlines, science projects, national day ceremonies, social activities, finding donors and equipment for school, contests and personal achievements of teachers. It should be noted that finding donor and equipment criteria was more applicable in low-SES schools.

Although in my cases almost all of teachers stated that they get appreciated for their deeds, it should be discerned that belief of a teacher should be self-sacrificing is reasonably common. The reason of rare case explained before may be related to this particular common belief.

Locale of verbal appreciation and award presentation is the other meaningful issue. I found out that principals were likely to administer award ceremonies and praise teachers in public, which they believe that it increases competitiveness and motivation of teachers. Principals mostly prefer granting awards to teachers in official ceremonies, teachers' council and irregular meetings. The lure of official ceremonies is that as it is either beginning of the week or the end, parents attend and witness success of teachers.

Table 8

Most Articulated Coding Themes and Categories in Theme 6

Theme	Categories	Most Articulated Codes
	Formal Way of Granting Award	Certificate of Achievement (53 times)
	Formal Way of Granting Award	Emolument (17 times)
	Verbal Appreciation	Compliment (45 times)
	Locale of Granting Award	Official Ceremony (53 times)
	Locale of Granting Award	Teachers' Council (41 times)
	Locale of Granting Award	Meeting (38 times)
	De Facto System of Award	Plaquet (29 times)
Theme 6	De Facto System of Award	Medal (25 times)
	De Facto System of Award	Flower (24 times)
	De Facto System of Award	Pen (24 times)
	Award Criteria	Social activities (17 times)
	Award Criteria	National Days (15 times)
	Award Criteria	Science Projects (11 times)

Theme 7: Teacher professional development opportunities

Contributors to instructional leadership scholarship have deemed endorsement of professional development opportunities for teacher as a fundamental duty of a school principal. In Turkish educational context, professional development opportunities for teachers are materialized in various forms, though both quality and quantity have been finite.

One of the most common forms is a year-end seminar. It is mandated by MoNE that principals hold 15 days seminars, which take place at the end of an academic year. Teachers are to attend them and MoNE determines seminar topics. Majority of teacher participants expressed that seminars are ineffective and quite superficial. They think that seminars do not meet their professional needs.

Another professional development opportunity is in-service training. MoNE also organizes in-service trainings and while some of them are compulsory to attend for teachers, the others are optional to show up. MoNE authorities determine training

topics as well. Both principals and teachers overwhelmingly signified negative feelings about them in interviews. A principal's view on this particular topic reflects general opinion.

Yes we do follow in-service trainings and occasionally we do attend too. They are not very efficient. That is not how it works. It should be more professional. There are many universities in Ankara. Work this out via universities. Believe me, teachers would go eagerly. Believe me that they would! It would not matter if it is in evenings or at weekends, they would still go. These 10-day in-service trainings… Going to Antalya, going to Rize… They are not useful. Definitely not. We do have teachers who pursue master or doctorate. Their way should be cleared out and barriers should be removed. For example, University A says that it has master programs for a couple of thousand liras. It should not be that way. The state has public universities and they should step up with the support of government and they should make programs more affordable.

(Hamza, Principal)

There were also teachers who confessed that they choose in-service trainings according to its location. The topic will be covered in detail in miscellaneous issues. Utilizing EU-funded projects is another way of promoting professional development opportunity. As the name itself suggests, projects are funded either merely by EU or in cooperation with Turkish Government, particularly National Agency. They vary from Comenius to Erasmus plus and comprise numerous themes such as science, active citizenship, building democracy and multiculturalism. There are two application periods each year. Findings showed that principals put enormous effort to be admitted to these projects by encouraging teachers and supporting them every way possible but this effort is predominantly in high-SES and medium-SES schools. Analysis of interviews and documents marked that all the 4 high-SES schools and 2 of the medium-SES schools had either Comenius or Erasmus project that is still going. 2 medium-SES schools applied but their projects were not admitted.

Another from of professional development is to invite faculty members from universities to conduct a lecture or hold a symposium about a topic that needs to be enlightened. This effort is the only practice that can be characterized as instructional leadership practice as it totally is up to principals themselves and there is no such a bureaucratic managerial requirement in the regulations. I found out that this was way more prevalent in high-SES schools. Some of the topics covered in symposiums were dyslexia, fight with drug addiction, mental situation of teenagers and educational technology.

Steering teachers to congresses and conferences is another form of bolstering professional development. MoNE inform principals about conferences via e-mail sporadically. Principals relay the e-mails with teachers. Other than conferences and congresses alerted by MoNE, principals scarcely inform teachers about academic events nearby and soon.

The last way to develop skills of teachers and enrich their knowledge is to encourage them pursue master and doctorate programs. Principals arrange work schedule of teachers who want to enroll in a master/phd program in a way that yields them one day off in weekdays. However it should be noted that like in several issues analyzed so far, they are mandated to do so. The legislation and MoNE regulations clearly states that a teacher should be granted one day off in weekdays if he/she intends to follow a master/phd degree. Nevertheless, many teachers mentioned that it is almost impossible to pursue a postgraduate degree with only one day off in weekdays.

Although professional development opportunities for teachers seem to be abundant and numerous, they are very limited, especially in terms of quality. Year-end seminars were told to be ineffective, in-service trainings were mentioned to be superficial and misused, congresses and conferences were confined to MoNE related informing and one-day off work schedule was uttered to be restrictive.

Table 9

Most Articulated Coding Themes and Categories in Theme 7

Theme	Categories	Most Articulated Codes
	Professional Development Organized And Regulated by MoNE	Seminar (67 times)
		In-Service Training (65 times)
	Academic Development	Master (44 times)
	Academic Development	Doctorate (44 times)
Theme 7	Academic Development	Conference (36 times)
	Academic Development	Congress (29 times)
	Academic Development	Inviting a Faculty Member (17 times)
	EU Projects	Comenius (30 times)
	EU Projects	Erasmus (22 times)

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Theme 8: Incentives for students

Theme 8 possess many similarities with theme 6, particularly in terms of the way individuals are awarded, type of awards and difference between schools based on their SES. Under the current centralized education system students get awarded certificate of high achievement and certificate of achievement depending on their accumulation of final grades. In elementary schools, only 4th graders are awarded with these certificates and in secondary school every grade student are eligible. The idea behind the awards is purely academic merit.

Various gifts such as novel, storybook, ball, medal, plaquet, key ring, watch, iPod and pens form the other awards. The gifts can be granted for many reasons. The most common ones are academic, social and sport achievements. Likewise awards for teachers, these gifts are popular in high-SES and medium-SES schools. Granting such kind of gifts, especially relatively more expensive ones, is pretty rare in low-SES schools. Financial difficulties in low-SES schools have led principals search alternative options that can be considered as awards. One principal stated that he utilized youth camps organized by Ministry of Youth and Sport. He encourages successful students to apply for youth camps and then he contacts ministry, requesting acceptance of students to youth camps. Another principal mentioned that he had an agreement with district municipality on sending successful students to municipal swimming pool. To illustrate the difference in type of awards and financial situation between high-SES and low-SES schools, following statements from two different principals are presented.

Yes, we buy presents for successful students, especially in extraordinary achievements. For example, one student came first in essay contest nationwide, and another student became champion in taekwondo tournament in Ankara. These are extreme cases, I mean how many times can you become first in essay contest or be a champion in taekwondo tournament ? Perhaps only once because tournaments are already organized once in a year. Hence, we do buy gifts such as ipad, camera or a box of stationery.

(Hamit, Principal)

and

We find help (clothes, stationery, toys) and donations to all students. We do not purchase anything with school budget. So instead, we find clothing and stationery support. As a principal, I am not in a

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position to defray award expenses and nor my teachers. We tried once, twice and third time but then we realized that it just can not go that way.

(Leman, Principal)

Another form of award that principals have newly started to use is social media. A number of principals (5) touched on use of facebook and twitter as an award. What they do is that they take photos with successful students, generally with a small gift along with them, and then share photos in facebook and twitter by tagging them. Thus, many students in the school and acquaintances of awardee are able to see the photo and particular achievement. Principals indicated that this has turned into a popular trend and it is very useful as it is easier to publicize success and it is quite cost-effective. The occasions wherein awards are handed out are official ceremonies. Principals mostly invite parents of awardee too. During the ceremony, the student is announced and called to the scene following with inviting his/her teacher to the stage. His success is explained in detail and award is delivered. Generally, it is at official ceremonies in Friday.

Lastly, some principals, especially the ones in elementary schools have created their own version of certificate of achievement. Certificates were created since there is not a formal kind of award to be granted in first, second and third grade. The certificates have no official value but they do motivate students.

Covering all 12 schools and analyzing type of awards, I found out a disparity between high/medium SES and low-SES schools. Firstly, quantity of awards in high and medium-SES schools is much higher compared to low-SES schools. Secondly, value of awards is relatively higher too. While principals of high and medium-SES schools have almost no difficulty in purchasing a moderate gift to successful students, the ones in low-SES schools have discovered other tools that they can put in practice such as youth camps, facilities of district municipality and so on. Publicizing success in front of other students, teachers and parents, is very strong and clear in this theme too and it mostly occurs at official ceremonies. It was also revealed that social media has brought a new insight into incentive awards and participants indicated that it is getting more and more popular especially in high-SES schools. Additionally, verbal appreciation is still very much at the heart of

encouraging and motivating students but the prestige of it appears to be diminished among students. Lastly, all the incentives of principals in this theme except for MoNE mandated certificate of higher achievement and certificate of achievement, are instructional leadership practices as they require initiative of principals.

Table 10

Most Articulated Coding Themes and Categories in Theme 8

Theme	Categories	Most Articulated Codes
	Formal Way of Granting Award	Certificate of High Achievement (54 times)
	Formal Way of Granting Award	Certificate of Achievement (54 times)
	Verbal Appreciation	Compliment (42 times)
	Various Gifts	Book (39 times)
	Various Gifts	Pen (39 times)
	Locale of Granting Award	Official Ceremony (35 times)
Theme 8	De Facto System of Award	Plaquet (26 times)
	De Facto System of Award	Medal (25 times)
	De Facto System of Award	Certificate of Success (7 times)
	Award Criteria	Social Activities (22 times)
	Award Criteria	Sport Activities (22 times)
	Award Criteria	Academic Achievement (17 times)
	Social Media	Facebook (9 times)
	Social Media	Twitter (9 times)

Theme 9: Devoting time mostly to fundraising strategies, problems of school and red tape

At the end of elaborate data analysis of interviews with 12 principals and teachers, I discovered that principals in public primary and secondary schools spend their time chiefly to fulfilling sundry duties. One of them is fundraising. The whole participants in the study reported that either themselves (principals) or principals they work with (teachers) work hard and contemplate on how to find alternative

funding. MoNE only supports public schools with basic necessities such as electricity bills, heating cost, water bills and internet expenses. However schools do have other expenses other than such basic needs. Therefore, principals are to find ways of covering expenses. Primary source of funding is parents. Especially in high-SES and medium-SES schools, parents are aware of the situation in public schools. Thus when they register their children to schools or with irregular visits, they donate significant amount of money. One principal also stated that with the help of teachers and vice-principals, they organize a kermis (fair), usually involving selling foods cooked by school members. One teacher also mentioned that she tries to find equipment such as computers, stationary and projection machines. Schools are deeply dependent on such donations. Hence, principals allocate a significant portion of their time in finding donations and alternative funding.

Partly related to funding problem, another area where principals devote relatively substantial time is to mull over possible solutions to physical and peripheral problems of school. Although number of newly built schools has increased in the last decade, majority of public schools, especially in Ankara, are old and need alterations. They range from new taps to doors and even garden walls. To recondition school buildings require time, funding and elaborate thinking. Consequently, principals dedicate a considerable amount of time to how to realize alterations when needed, which involves contacting plumbers, builders and electricians, figuring out how to fund and avoiding interruption of classes. Location of schools plays an important role in spending of time as well. If the neighborhood of schools is not totally safe, or it poses a threat to students, principals strive to take necessary precautions. An example is provided below.

The area we locate as you can observe is consisted of low income families.Poverty is high and drug addiction is an important problem. I will be honest, I remember days when I saw with my own eyes that some people were throwing small packages of weed into the garden.With principal, we decided to escalate height of garden walls and hired a warden. It took us months to do that. You talked about instructional leadership, frankly, it is not even in our agenda. Our aim is just to enable students graduate somehow and help them escape this neighborhood.

(Latife, Teacher)

One another area in which principals allot a huge time is red tape. Almost all principals and teachers in the study commented on that bureaucracy is still very heavy and time-consuming. Principals indicated that from registration reports to finances, strategic plans and more, they deal with enormous amount of paperwork. Everyday, they are engaged in official correspondence with MoNE authorities. A principal illustrated on this particular issue in following words:

I have been in that profession almost twenty years and I can say that barely anything has changed in red tape. Every single day, I either send e-mails, sign official documents, call MoNE authorities, write petitions and so on. MoNE does not give us whatever we need but they pay us to account for little detail.

(Mert, Principal)

Table 11

Most Articulated Coding Themes and Categories in Theme 9

Theme	Categories	Most Articulated Codes
	Red Tape	Paperwork (33 times)
	Red Tape	Bureaucracy (18 times)
	Fundraising	Finding Donor (25 times)
Theme 9	Technological Needs	Finding Computer, Delineascope and Equipment for School (24 times)
	Physical Needs	Alteration (19 times)
	Peripheral Problem	School Area (13 times)

Theme 10: Unintentional endeavors to bring out instructional leadership practice

Through detailed analysis of interviews and documents, I have uncovered that principals engage in some instructional leadership practices such as setting goals, sharing them, supervision, protection of instructional durations, creating incentives for teachers and students. Yet, all of these deeds are not a deliberate organizational effort to bring out effective instructional leadership practice.

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Principals supervise, create strategic plans, protect instructional time and avoid interruptions simply because they are mandated by MoNE. Basically, when there is some level of instructional leadership practice in a dimension, it is likely that MoNE has a regulation or enacting in force, which is related to this particular dimension. For instance; principals supervise teachers twice in an academic year due to the fact that MoNE regulations enforce them to act. Another example is that principals cooperate with teachers to prepare a strategic plan for school because they are mandated to prepare one in every 4 years. It is very rare that principals crack the shell of highly centralized education system in Turkey. When they do, it is mostly in high-SES schools. Thus principals mostly do not take initiatives themselves; rather they are responsible for implementation of MoNE regulations. Therefore, it is reasonable to state that an analysis of instructional leadership capabilities of principals is in fact an evaluation of MoNE regulations with regard to instructional leadership.

Table 12

Most Articulated Coding Themes and Categories in Theme 10

Theme	Categories	Most Articulated Coding
	Centralized Education System	MoNE (79 times)
	Centralized Education System	Regulations (55 times)
Theme 10	Centralized Education System	Legislation (43 times)
	Centralized Education System	System (26 times)
	Centralized Education System	Laws (16 times)

There were also minor differences in instructional leadership practices of school principals between primary and secondary schools. One significant difference is TEOG. The existence of TEOG in secondary schools can be felt strongly. Data analysis indicated that in all secondary schools TEOG forms a great part of goals. All secondary schools aim to score higher and have better results in TEOG compared to previous years, therefore their goals are shaped around it and some incentives for

students are allocated for TEOG results. It also is frequently embedded in discussions in teachers' councils and branch meetings. There is also unnecessarily fierce competition among schools. In primary schools, it was discovered that absence of exams and centralized tests have left principals to remain in suspense as to what goals they should set other than enabling students acquire reading, writing and numeracy skills.

The other difference is that goals, academic performance of the school or simply any decision related to students are not shared with students in primary schools. However, principal have a natural reason for it, students in primary schools are too young to be informed about goals, academic performance and to be communicated.

Apart from the differences discussed above, all the other instructional leadership practices of principals in primary and secondary schools are quite similar due to highly centralized education system and its associate MoNE regulations.

4.5 Research Question 2: Do the instructional leadership practices of Turkish public primary and secondary school principals differ in terms socioeconomic status of schools?

Bureaucratic and instructional leadership (though pretty rare) practices in low, medium and high SES schools, though moderately, do differ. The difference can be categorized into two groups. High + medium SES schools vs low SES Schools, and high SES schools vs medium + low SES Schools.

4.5.1 Comparison of High and Medium-SES Schools to Low-SES schools

The first difference is within the *goals*. Although all schools contemplate on funding strategies, low-SES schools have materialized it as a concrete goal. In all four low-SES cases, principals and teachers reported that funding is mostly their primary goals while participants in high and medium SES schools indicated that even though they spent some time on funding strategies, it does not form an important part of their agenda thanks to generous donations from parents. On the other hand,

principals of Low-SES schools stated that they get very few donations from parents therefore pondering about funding strategies and seeking for equipment for the school has been structured as a goal and it is boisterously stressed in meetings.

The second difference is *parental involvement*. Parents are very highly involved in school affairs in high and medium SES schools whereas in low-SES schools they refuse to be part of the school or they show limited interest. One reason might be the fact that parents of students in high and medium-SES schools have generally higher educational levels and as they occasionally make donation, they are eager for accountability and transparency. Another reason, according to teachers' view, may be that when parents are invited to parents meeting in low SES schools, they think that there is an embarrassing issue related to their children and they are abstained of showing up. Therefore, many decisions are not communicated with parents in those schools.

Another difference is interestingly associated with *means of communication*. Almost all of the high and medium SES schools, principals established whatsapp group for the school personal while principals of 4 low-SES schools prefers traditional means of communication such as phone calls and texting. This is important as new communication tools and social media enable principals for instant access to teachers, students and parents. Another finding was that principals of the first group are more likely to use facebook and twitter actively than those in the second group. They use facebook and twitter particularly in a way to honor a student. For instance; they took photos of themselves with students in award ceremony and share them in facebook or twitter.

One another significant difference is the *quantity and quality of the incentives* for both teachers and students. As discussed earlier in case by case analysis, principals of low-SES schools find it difficult and unsustainable to award teachers and students due to financial terms of the school while other principals are able to, to some extent, allocate funding for awards. The common belief that a teacher should be self-sacrificing is more prevalent in low-SES schools. Long lasting bureaucracy of awarding teachers with MoNE regulated certificate of achievement and emolument have caused principals of high or medium SES schools to establish a de facto kind of

achievement certificates. These certificates are not existent in 4 low-SES schools for teacher and students. At the same time, principals of Low-SES schools tend to use governmental and municipal facilities such as youth camps and swimming pools as awards for students.

Last difference was found in the dimension of *professional development of teachers,* especially in EU related projects. All 4 high-SES schools and 2 of the medium SES schools had a Comenius Project, which emphasize mobility of teachers and students inside European Union along with a theme for projects such as multiculturalism, gender equality, active citizenship and so on. Out of 6 Comenius projects, principals were the triggers and encouraged teachers in 4 of them, and in the rest of the two, they were coordinator and supported teachers. It should also be noted that in two medium-SES schools, there was application for Comenius projects but they were not qualified enough to be accepted. In low-SES schools, there was not any attempt or encouragements from principals.

4.5.2 Comparison of High-SES Schools to Medium and Low-SES Schools

One difference between these two groups is *number of meetings* in an academic year. MoNE regulations state that principal should hold at least three teachers councils a year, teachers should have branch meetings at least twice a year and schools should organize minimum of one parent meeting in a semester. It was revealed that principals of high-SES schools are more likely to hold more meetings than legally proposed. In addition, they organize irregular meetings monthly or bi-weekly whereas principals of the other group stick to MONE regulations.

Data analysis and document analysis (websites mainly) uncovered that what makes principals of high-SES schools different than the other in terms of instructional leadership practice lies in one aspect of *professional development opportunities* for teachers dimension. All the 4 principals invited more than one academics in previous year to give speeches about several themes such as raising a child, bullying, dyslexia and burnout syndrome, while only one principal of medium-SES schools did act the same way as well. It was also revealed that parents were

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invited to attend too. Parents relatively higher level of education might be the driving force behind such events.

Overall, the findings have provided evidence that bureaucratic and instructional leadership practices of Turkish public primary and secondary school principals do differ. These differences are related to six dimensions of instructional leadership:

1. *Setting goals*: Lack of funding and donation in low-SES schools has directed principals to focus on funding and donation strategies. Finding fund and equipment for the school has been structured as a solid goal and is uttered powerfully in formal and informal meetings. In high and medium schools although funding is important, it is generally not seen as a goal and is not discussed in meetings.

2. *Communicating goals*: In low-SES schools parental involvement was mentioned to be very low which lead to disengagement of parents in decision taking process. It culminates principals and teachers in these schools not to share school goals and important decisions with parents. In high and medium-SES schools, interest and involvement of parents in school affairs is much higher. Thus, communication of school goals with parents by both principal and teachers takes place strongly and visibly.

3. *Being accessible via new technologies*: Principals in high and medium-SES schools have established whatsapp group within school for communication with teachers while principals of low-SES schools still prefer traditional means of communication such as phone call and texting. Furthermore, principals in high and medium-SES schools use social media such as Facebook and Twitter as a way to honor an awardee student by sharing a photo of ceremony in their accounts.

4. *Providing incentives for teachers*: As mentioned earlier, principals in low-SES schools find it difficult and unsustainable to award teachers due to lack of funding. The procedure of awarding an official achievement certificate is very bureaucratic and time-consuming for all schools. In high and medium-

SES schools, principals often are able to allocate funding for awards and special days.

5- *Providing incentives for students*: With the exact same reasons mentioned at 4th item above, principals in low-SES schools cannot often award students. Instead, they try to help all students by finding donations such as clothes and stationery from companies and organizations. In other schools, quality and quantity of awards are better, more diverse and higher.

6- *Professional development opportunities for teachers*: There are more opportunities for teachers to develop professionally and thrive in high and medium-SES schools. All high-SES schools and two of the medium-SES schools had EU related projects in which mostly the principal was the trigger. The other two medium-SES schools have attempted to be involved in an EU-related project but failed to do so. In low-SES schools, there was not any endeavor to apply for these kinds of projects. Furthermore, particularly in high-SES schools, principals have perpetually invited academics to hold lectures on several issues for both teachers and in some cases, parents. Moreover, it has been found that especially principals of high-SES schools are more likely to take initiative and crack the shell of centralized system. For instance; they created an alternative award system for both teachers and students, namely, certificate of achievement. They also hold more meetings than legally proposed. They even sometimes tolerate replacement of a course book provided by MoNE with another one suggested by a teacher, as well.

4.6 Document Analysis

I reviewed several documents such as strategic plans, annual reports and school websites. Strategic plans demonstrate that school principals in Turkish public primary and secondary schools practice instructional leadership especially in setting goals and communicating them with school constituents. Parents and teachers were implied to be involved in decision-making process and in determining goals. The language was bureaucratic and in secondary schools, there were more focus on

TEOG. For example, in the strategic plan of one school (Case High-SES 4), it was stated that TEOG average score was 73 in (one TEOG exam) 2014 and the school had the aim to increase it 85 in 2019. There was also more emphasis in socializing of students and concrete strategic goals related to it in high-SES schools. Below is an example.

> "Strategic Goal 2.1: To increase participation rate of all individuals in social activities that target their physical, psychological and mental development and enable students boost their academic performance"
>
> (Strategic Plan, Case High-SES 4)

The school also had aimed to increase percentage of students that participate in social activities from % 10 in 2014 to % 20 in 2019. Annual reports and school websites were analyzed in detail as well. They generally pinpoint that principals participate in many activities in schools and several seminars, especially in high-SES schools take place. Annual reports were more like a recollection of events in that particular academic year and websites of high-SES and medium-SES schools were found to be more sophisticatedly designed.

Overall, document analysis indicated that school principals perform instructional leadership practices especially in framing goals, sharing them, being accessible, maintaining high presence and professional development of teachers (though to a small extent) dimensions. Nevertheless, these practices refers to bureaucratic leadership in content rather than instructional leadership.It also confirmed data obtained from principals and teachers in certain areas.

4.7 Miscellaneous Issues:

On the quest to explore instructional leadership practices of the school principals, I came across with several other issues. The first one is in-service trainings. A vast majority of principals and teachers expressed negative feelings about trainings. They claim them to be useless, unprofessional and waste of time as

well as Money. İt is quite evident that ministry of education should review the trainings, professionalize them and find ways to increase quality.

The second issue is related to strategic plans. MoNE mandates public schools to prepare strategic plans for 4 years. Except for few schools, document analysis revealed that most of the strategic plans are superficially prepared or literally the same with previous one. As strategic plans help organizations manage themselves more effectively and keep up with global changes (Bryson, 2011) it is highly essential for principals to believe in effectiveness of them, try to negotiate with teachers and convince them to believe in the fact that schools do need strategic plans.

The third issue is the absence of female principals. As a researcher, I had difficulty in finding cases where principal is female. During case selection, I found out that principalship positions are overwhelmingly male dominant, which does not make sense as females constitutes a significant part of teacher positions. It is strongly recommended that gender inequality in principalship positions should be rapidly decreased and finally removed.

The fourth issue is polarization in society and thus, in schools. Since the political atmosphere and discourse is very intense and fierce in the last 5 years, Turkish public has started to show signs of polarization, which is obviously a threat for a society. Reflections of polarization can be observed in schools as well. It is necessary to hear a teacher's view:

> "Last year, there was a prom-like event that the principal organized in a hotel for teachers to celebrate Teachers' Day on 24th of November. But at least half of the teachers did not attend. Not that they had any work-related problem with the principal, but simply they see him representative of a certain political ideology. I have been teacher 11 years, but it is the first time I've seen such a thing like that ."

> (Halit, Teacher)

It seems that polarization among teachers is swiftly increasing in parallel with society. As it has sociological roots, political and educational effort is needed.

The last issue is the distrust in principals. A vast majority of teachers in the study expressed distrust in principals. They think that principals occupy positions

because of their affinity with government, which is possibly true. Thus principals are believed not to have principalship and leadership skills. A fair principal selection is absolutely needed for removal of distrust.

4.8 Summary of the Findings

Data analysis of 12 cases, 24 interviews and document analysis indicated that principals in Turkish public primary and secondary schools are engaged in mostly bureaucratic leadership and to a small extent, instructional leadership practice, though level of engagement varies according to dimensions. It was revealed that the highest level of leadership practice was performed mainly in two areas; protection of instructional durations and being visible and accessible to constituents. Principals have indicated a high level of awareness in protection of instructional durations. Some of their practices involve, not to summon students in principal's office during classes, to talk with late and truant students, to make notifications at break times and online. Maintaining high accessibility and visibility is practiced by benefiting from several means of communication and participating in numerous activities within school. It is possible that existence of MoNE headquarters in the capital causes principals to feel the heavy bureaucracy and highly centralization, which lead them to stay accessible and visible at schools. It was also discovered that principals show the least level of engagement in professional development of teachers. Except for high-SES schools, professional development opportunities for teachers are limited to in-service trainings, year-end seminars and conference alerts from MoNE. In high-SES schools and some medium-SES schools, it is slightly different as there is interaction between schools and academics and they carry out EU related projects. All these results are consistent with findings of Gümüş and Akçaoğlu (2013) who also claimed that being visible and accessible and protection of instructional time are the two most practiced instructional leadership practices while professional development of teacher is the last one. Other areas where principals are engaged in instructional leadership practices are setting goals and communicating them,

supervision and evaluation, tracking student progress and success, and encouraging both teachers and students.

The study also discloses evidence that principals display leadership behaviors yet we do not have information about the quality and effectiveness of these practices. For instance, we do know that principals observe teachers in classrooms or check student projects and homework, however we do not have any knowledge as to whether they give feedback after observations and project checks and presumably if they do, how effective they are. A comparison of charts is presented below to visualize instructional leadership in Turkish public schools. However, it should be noted that charts represents instructional dimensions of PIMRS (Hallinger, 1983) and they are based on occurrence of instructional leadership dimensions (practices), not efficiency or quality of them. It should also be taken into account that most of the leadership practices of principals are comply with bureaucratic leadership components. Nevertheless, there are some instructional leadership behaviors displayed by principals and the PIMRS dimensions that have occurred and shown in the figure below are simply result from bureaucratic and centralized structure of education system in Turkey.
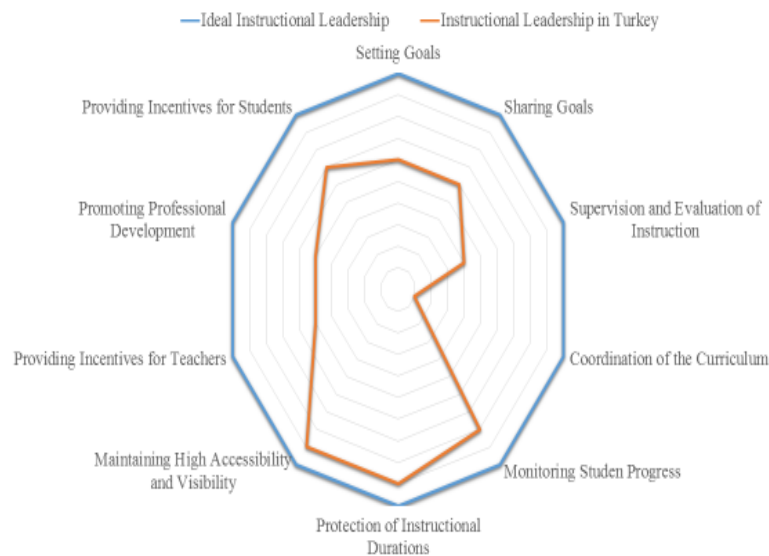

Figure 3. Ideal instructional leadership and instructional leadership in Turkey

Another significant finding was that school principals devote their time mostly to managerial tasks such as funding strategies, red tape and finding solutions to infrastructure rather than improving the quality of instruction. They display instructional leadership practice in areas where MoNE mandates them to act. In other words, principals are as instructional leaders as MoNE rules and regulations allow and dictate them to be. It is very rare that principals crack the shell of MoNE centralization and act independently. When it happens, it is mostly in high-SES schools. Therefore, an evaluation of principals in terms of being instructional leaders is indeed an evaluation of MoNE regulations from the standpoint of instructional leadership. And overall, all the actions and deeds of principals related to instructional leadership were not intentional. On the contrary, principals were simply following rules and regulations. Principals are hidden out in the shadow of centralized system. However it should not be misinterpreted that as if MoNE was the only reason why level of engagement in instructional leadership practice is low. Principals lack instructional leadership content knowledge as well.

It was also found that there are differences in instructional leadership practice among schools depending on their socioeconomic status. Principals of high and medium SES schools are much more in interaction with parents, which can be explained by more parental involvement. These schools have relatively less funding problems, which enable principals focus on other goals, and allocate budget for incentives to be granted to teachers and students. Furthermore, use of new technologies such as whatsapp, facebook and twitter is more prevalent in high and medium-SES schools. Professional development opportunities are relatively better in high and medium-SES schools because of EU-related projects and principals of high-SES schools take usually initiatives of inviting academics to hold seminars about several topics that teachers can benefit from. One visible difference between primary and secondary school was TEOG. TEOG plays an important role in shaping goals and granting incentives.

CHAPTER V

CONCLUSIONS

This study intended to delve into instructional leadership practices of school principals in Turkish public primary and secondary schools and investigated the differences in practices among schools in terms of their socioeconomic status. Findings revealed that Turkish school principals engage in mostly bureaucratic leadership although on surface the parameters of their behaviors indicate instructional leadership in following areas: setting goals, publicizing goals, evaluation of instruction and supervision, tracking student progress, preservation of instruction, maintaining high presence and accessibility, providing incentives for teachers and students, and providing teachers with professional development opportunities (despite being quite limited). These areas are in line with parameters of instructional leadership practices in other parts of the world as shown and revealed by several scholars (Blase &Blase, 2000; Brazer & Bauer, 2013; Brown & Chai, 2012; Bunyamani, 2003; Hallinger, 1983, 2003; Hoy & Hoy 2003; Murphy, 1990; Poovatanikul, 1993; Prytula, Nooman & Hellsten, 2013). Nonetheless, it should be noted that taking only the parameters can be misleading as the elaborate contextual analysis of principals' behaviors mirror typical bureaucratic leadership actions due to their order and legal binding caused by MoNE (Weber, 1978).

Turkish principals are more likely to be engaged in preservation of instruction and maintaining high presence and accessibility, which is consistent with findings of previous research in Turkish context (Bellibaş, 2014; Gümüş & Akçaoğlu, 2013). The reason for that may be related to the fact that principals in Turkey have a high awareness of protecting instructional durations, (being a simple and straightforward practice which does not require advanced instructional leadership content knowledge) and the research setting was Ankara, the capital of Turkey where MoNE headquarters are located, which causes principals feel the

bureaucratic and centralized structure of MoNE relatively more and induce principals to be reachable at school as much as possible. Although there have been some well established reasonable grounds such as quality of control and supervision from the top of the hierarchy (Gaziel, 1994), and convenience and promptness of any kind of reform implementation (Matthews, 1982) for establishing a centralized education system, this does not necessarily bring about positive changes to the system, particularly in instructional leadership. On the contrary, my research have indicated that centralized education system is one of the barriers to effective instructional leadership due to high level of red tape, principals' devotion of most of their time to paper work and responding to the wills and questions of the central headquarter every communication way possible and more importantly; principals' inability to take any initiative.

Another significant finding is that Turkish principals do not engage in setting and coordinating the curriculum, which is no surprise as they have very little voice over determining curriculum materials due to highly centralized education system. It has also been found that principals are rather implementers of the policies and decisions set by MoNE. With regard to these findings, it can be stated that there is relatively large room for improvement in instructional leadership in Turkish public schools. Firstly, principal appointment policy is very problematic and it causes teachers to have distrust in principals. A fair principal selection system is needed to eradicate the distrust and establish a healthy and productive leader-follower relationship. Secondly, funding is a highly significant issue in Turkish public schools, affecting goals and forcing principals and teachers to focus on strategies to receive donation and funding instead of devoting effort to improve instruction. The funding problem needs urgently to be alleviated, particularly in low-SES schools and as an alternative; schools can be funded based on their student numbers and physical conditions. Thirdly, highly centralized education system places an obstacle in instructional leadership practice. It has been disclosed that red tape is one area that principals devote most of their time. Additionally, principals are quiet obscure under the current system, as they have no power, ability to take initiative and whatsoever. A diminishing bureaucracy and paperwork is necessary to enable principals dedicate

their time and career to improve instruction directly or indirectly. Together with teachers, they also should be able to decide some or all of the curriculum materials or choose among a variety of options that can possibly suggested by MoNE. In general, it is no exaggeration to posit that these three characteristics are shackles in Turkish education system, particularly in building instructional leadership capacity.

One another significant finding is that instructional leadership practices of principals do differ according to socioeconomic status of the schools. It has been uncovered that these practices differ in following areas: setting goals, sharing goals, being accessible via new technologies, providing incentives for teachers and providing teachers with professional development opportunities. This is a new and valuable detailed insight into instructional leadership practice differences in schools in terms of socioeconomic status. Upon detailed analyses, it has been discovered that the reason of the difference in terms of socioeconomic status is mostly funding and parental involvement. More specifically, high and medium-SES schools have relatively much less funding problem compared to low-SES schools, thus principals of these schools are able to devote their time to instructional activities. This difference caused by funding materializes in one common way; a) parents donate a considerable amount of money or school equipment b) they collectively bear the expense of a repair within the school. Thus, funding allows principals to focus on improving the quality of instruction mostly by creating a desired atmosphere within schools and since parents donate schools (mostly to high and medium-SES) in many ways, they see themselves as inspectors of schools, which results in more accountability in these schools. Moreover, in low-SES schools, education level of parents is generally lower in comparison with parents in other schools. Parents in high and medium-SES schools have a more tendency to be part of the school which leads a high engagement of parents in school management and decision-making process in schools.

The literature have showed that parental involvement in schools not only has a positive impact on student achievement, though slight to moderate extent, but also it improves the quality of schools (Desforges & Abouchaar, 2003; Taneri & Engin-Demir, 2011; Fan & Chen, 2001; Harris & Goodall, 2008; Sui-Chu & Willms, 1996).

Hoover-Dempsey and Sandler (1995) assert that parents are involved in school because they hold the perception of being involved in their child's education as a parental role and they seek for demands from the school for their children by being engaged in schools. My findings revealed that these demands are generally greater from parents whose educational level are higher and it leads to relatively more effective instructional leadership practice especially in high-SES schools, because greater level of parental involvement in these schools has been found to be a catalyst in creation of an interactive, accountable and productive school climate. This is a noteworthy issue as it demonstrates that as educational researchers, we should start extending beyond school borders when delving into instructional leadership practices in schools. In other words, the reason of difference in instructional leadership practice in terms of different SES has been found to largely stem from funding and parental involvement and therefore, when policymakers and scholars aim to improve instructional leadership practices of principals or increase their instructional leadership engagement, they should address school as an environment because what constitutes a schools' SES is the socioeconomic status of students and families of them.

There are several steps to be followed to increase engagement of principals in low-SES schools within the scope of instructional leadership. In parallel with the funding problem discussed earlier, MoNe should be able to allocate more funding for low-SES schools. Furthermore, MoNE should appoint more qualified prospective principals to these schools as with the possible great qualifications and abilities, these prospective principals will have the potential to transform the schools. Additionally, there should be solid efforts by both MoNE and adult education centers to organize several trainings to parents of low-SES schools and encourage them to be part of schools.

Overall, this study has provided the field in general and policymakers in Turkey in particular with substantial evidence on instructional leadership, especially in difference in terms of socioeconomic status of schools. If MoNE is to improve the quality of instruction and help low-SES schools recover as early as possible, important implications to be followed has been addressed. The finding that

instructional leadership practices of school principals differ in terms of socioeconomic status of schools is likely to be transferable in other parts of the world as well. Therefore, similar results are predicted to be found in other educational contexts and countries.

5.1 Implications

5.1.1 Implications for Development of Instructional Leadership Theory

Effective school research in 1960s and 1970s gave rise to instructional leadership as a school management model. Instructional leadership as a research field and theory has developed enormously in the last three decades. However, there are still some aspects that need to be researched and enlightened more. Parental involvement is one of them. There has been empirical evidence on the impact of parental involvement in leadership of school principals, which has been consistently found as positive (Hallinger, Bickman & Davis, 1990). This study indicates that more parental involvement is generally associated with higher education level of parents and higher socioeconomic status. In addition, parents influence principals on exercising instructional leadership in various areas such as framing goals and sharing them, being attentive to protect instructional durations, being accessible and accountable. Yet in all the instructional leadership questionnaires developed so far, parental involvement related items are incorporated in several dimensions. I posit that it is time to develop a new dimension of parental involvement in instructional leadership scales rather than embedding it into several other dimensions.

Another aspect is use of social media and new technologies. In the study, I found out that the number of principals who uses network applications such as whatsapp for school related communication purpose and facebook/twitter as an incentive for teachers and students are increasing and teachers perceive these actions of principals positively. Given that use of social media in education is growing and as of 2015, % 12 of dissertations which cover the topic of social media and are registered in ProQuest Dissertation and Theses, are already lies in the nexus of social media and education (Piotrowski, 2015), it is likely that we will feel the need to

deconstruct instructional leadership properties by taking use of social media into consideration.

The last aspect is the ability of principals to collaborate with craftsmen and district municipality. Within Turkish context, it seems that when principals cooperate with craftsmen and authorities from district municipality, it helps them alleviate funding related and petty crime problems, which can be considered as indirect positive effect on instruction, because by cooperating with people and institutions and alleviating problems, principals are creating desired conditions for effective instruction. Therefore, the nature of this ability should be further explored and barometer should be set, which would possibly lead to embodiment of it in instructional leadership theory.

5.1.2 Implications for Practice

The study reveals that teachers have a distrust and disbelief in principals especially when it comes to leadership abilities and management. I would recommend principals to enroll practice oriented master programs in educational administration. They can also increase their performance in instructional leadership practice by attending several seminars and conferences that cover the topics of leadership and school management. Another finding in the studies was that professional development opportunity for teachers are limited and they lack quality. Hence, I would recommend teachers not to confine themselves to MoNE opportunities. They should seek further. They can pursue postgraduate programs, contact faculty member to obtain information over a topic, utilize EU related opportunities and attend conferences.

5.1.3 Implications for Public Policy

This research uncovered that the problems in Turkish education system, particularly in public schools are numerous and deep. Some of them are principal's lack of knowledge in leadership and distrust associated with it, funding, heavy bureaucracy, low quality and quantity of professional development opportunities. Many indicators such as PISA results and findings from this research imply that

quality of education in Turkey is beyond alarming. What Turkish education system needs are not conventional minor structural reforms but an educational renaissance. A brand-new, extensive academic debate ought to be initiated nationwide. Based on the conclusions of this study, I present following model, which I dub as *"3F";* Fair Principal Appointment, Funding, Flexibility in Centralized System or Smooth Transition to Decentralization.

Fair Principal Appointment: Teachers in the study expressed distrust and disbelief in principals and they think principals occupy the positions due to their political affinities with the government. They also think that principals are not knowledgeable enough to lead. Alleviation of nepotism is needed. Therefore, a fair principal selection system, which based on meritocracy, should urgently be established. The procedure should be transparent and knowledge of leadership or a degree in educational administration should be sought in candidates. Upon appointments, lifelong learning programs should support principals as well.

Funding: The research showed that public schools have funding problems which causes principals devote a significant amount of their time to funding strategies. Principals should be enfranchised of this responsibility so that they can focus on bettering up quality of instruction. Accordingly, the government ought to increase amount of funding in public schools via MoNE. One model can be allocation of a budget for each public school based on their student numbers and subsidy of building alterations and reconditions.

Flexibility in Centralization or Smooth Transition to Decentralization: Another area where principals spend an important time was found to be red tape. Turkish principals perform many activities such as writing petitions, contacting MoNE authorities, signing official documents and so on. The reason of it is mostly associated with centralized and controlled education system. Centralized education system also causes principals not to take any initiative of their own for the benefit of school. Consequently, they find themselves in a position in which they are simply

implementers than instructional leaders. What they need is less bureaucracy and more flexibility in centralized system although a smooth transition to decentralization might be more compatible with instructional leadership since under current system, principals have absolutely no right to establish curriculum and determine materials.

It can be clearly stated that if the mentioned barriers to effective instructional leadership in Turkey are removed, there will be a significant potential to unleash particularly with talented and capable prospective principals. The model of *3F* for alleviation of barriers and effective instructional leadership in Turkey can be found in the figure below.
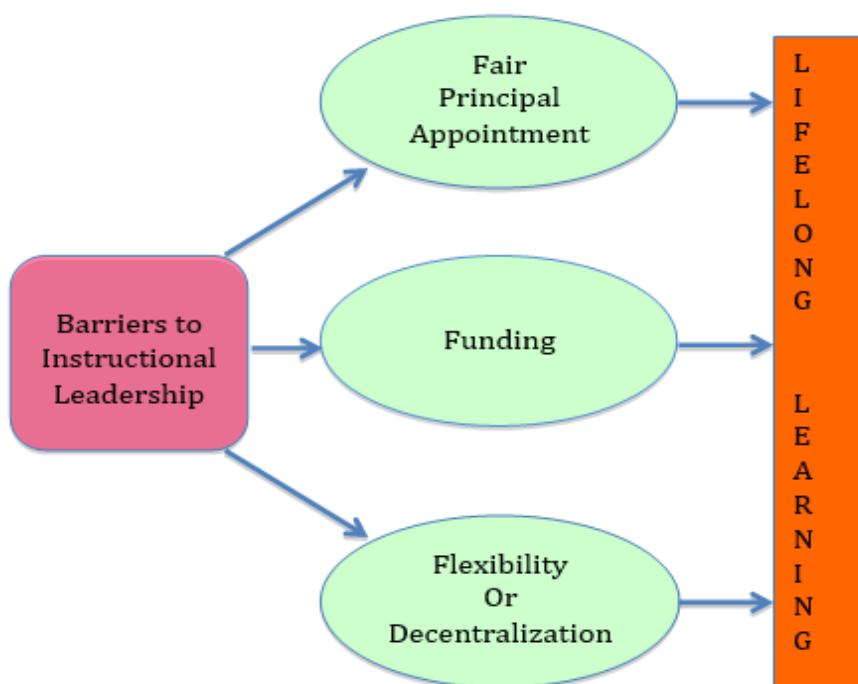
Figure 4. Model of 3F for alleviation of barriers and effective instructional leadership in Turkey

Income inequality is a disquieting and worrisome issue considering that last indicators of OECD (2015) mark a dramatic increase in income inequality in Turkey.

Income inequality is so deep that it even has reflections on schools. Therefore, I would recommend the government to implement more social policies, allocate more budgets for education, facilitate incentives and focus on creating jobs, deconstruct taxation system and empower women to reduce income inequality.

5.1.4 Implications for Future Research

Although the aim of this study was to explore nature of instructional leadership practices in Turkish public elementary and secondary schools, several other issues have showed up on the way, which guided me to recommend following research statements.

1- Through this study and many other, we have empirical evidence on that principals are engaged in instructional leadership practices to some extent. Nevertheless, as stated earlier, we do not have evidence on quality and effectiveness of these practices, though teachers generally expressed negative feelings. Accordingly, an extensive qualitative or mixed method study to discover quality of instructional leadership practices is suggested.

2- Findings in the study also revealed that there is difference, though slight, between types of schools in certain dimensions. A quantitative study for possible significant difference between high, medium and low-SES schools is recommended.

3- Research on how to increase quality of in-service trainings and year-end seminars can be carried out.

4- The struggles, development and perception of future of students that came from families below poverty line can be further explored and discussed in the context of equal educational opportunities.

5.2 Conclusion

The research disclosed that school principals in Turkey are engaged in bureaucratic leadership disguised as instructional leadership. They practice the leadership in all dimensions except for coordination of curriculum, which results from highly centralized education system. It is no surprise that *preservation of instruction* and *maintaining high visibility/accessibility* are the two areas where most of the engagement is concentrated on since it does not require a principal to have an advanced instructional content knowledge to practice them. This leads to a crucial problem; principals' lack of content knowledge in instructional leadership. The reason for that is the absence of fair and meritocratic principal appointment system. The reported distrust in principals by teachers is one of the several ramifications of this problem. For the sake of the leadership fundamental, a robust leader-follower relationship, this research calls for an urgent change in the current principal appointment system. In addition to appointing talented and knowledgeable principals who have the potential to be effective instructional leaders, the Ministry of Education should also work on building leadership capacity in current principals by encouraging them to pursue professional educational administration master degrees and organizing trainings.

Other barriers to effective instructional leadership in Turkish education context have been found to be *centralized education system* and *lack of funding*. Due to the highly centralized education system and lack of funding, principals devote a significant amount of their time to red tape, to find resources and donation for schools and they have no power to take any kind of initiative. They are simply implementers of MoNE regulations. After establishing a fair principal selection system, MoNE should consider introducing flexibility in certain areas such as curriculum material and decrease the red tape caused by hierarchy. Alternatively, the government itself can work on a decentralized education system.

The second part of this research focused on difference in instructional leadership practices between schools in terms of their SES. A valuable contribution to the literature has been the finding of difference between schools in the following areas; *setting goals, communicating goals, being accessible via new technologies,*

providing incentives for teachers and students, and *professional development opportunities for teachers* and the fact that Turkish principals adopt bureaucratic leadership style rather than instructional leadership. The causes of difference in these areas are *funding* and *parental involvement*. Findings revealed that principals of schools which do not have funding problem and in which parents are involved in decision-making process, are more engaged in instructional leadership practices because parental involvement brings more accountability to school and alleviation of funding problem prompt principals to focus on improving instruction. There is a large room for improvement in both funding and parental involvement. Schools do definitely need a better and generous funding scheme. This cannot be succeed by the Ministry of Education itself and the government should step in and allocate more funding. With regard to parental involvement, Ministry of Education can work together with public education centers to organize seminars on importance of parental involvement, if it sincerely aims to increase interaction between parents and schools and create more accountability.

Lastly, I can woefully state that education system in Turkey possess a multi-faceted backward trend and even shows signals of academic collapse, partly as a result of wrong policies particularly in the last fifteen years. Ironically enough, I would like to remind policymakers that educational administration is not based on trial and error principle, but empirical evidence. Therefore, I invite policymakers not to utilize education system for political gains by consolidating and creating new voters through it. This research implies that there is a vital need for radical reforms based on empirical evidence.

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APPENDICES

APPENDIX A: PRINCIPAL INTERVIEW FORM

1- What kind of a procedure do you follow when you set goals in the beginning of the academic year? (Sene başında hedefler koyarken nasıl bir süreç izlersiniz?)

- Academic goals, decision-making process, goal criteria?

2- How do you share your goals with school constituents? (Hedefleri okul bileşenleri ile nasıl paylaşırsınız?)

- With whom, sharing methods?

3- What kind of practices do you have to supervise and evaluate instruction in an academic year? (Yıl içerisinde öğretimi denetleme ve değerlendirme ile ilgili ne gibi uygulamalarınız var?)

- Observation, assessment and evaluation, feedback for teachers, reviewing student works?

4- What kind of methods do you utilize to monitor student progress? (Öğrenci başarısını takip etmek için ne gibi yöntemler kullanırsınız?)

- Consulting teachers, tracking academic performance of school, sharing academic performance of school with teachers and students, tracking exam results of students?

5- What do you do to protect instructional durations? (Ders sürelerinin korunması için ne yaparsınız?)

- Summoning students, announcements, late and truant students?

6- What kind of communication channels do you utilize to be accessible to school constituents? (Okul bileşenlerine ulaşılabilir olmak için ne gibi iletişim kanalları kullanırsınız?)

- Communication channels, communication outside school, participation into student activities?

7- How do you encourage teachers? (Öğretmenleri nasıl teşvik edersiniz?)

- Award system and type of awards, practices, award ceremonies, public praise?

8- What do you do to support professional development of teachers? (Öğretmenlerin mesleki gelişimini desteklemek için neler yaparsınız?)

- In-service trainings, EU projects, congress and conferences, master and doctoral support?

9- How do you encourage students? (Öğrencileri nasıl teşvik edersiniz?)

- Award system and type of awards, award ceremonies, sharing success with parents, public praise?

APPENDIX B: TEACHER INTERVIEW FORM

1- What kind of a procedure does the principal follow when he/she sets goals in the beginning of the academic year? (Okul müdürü sene başında hedefler koyarken nasıl bir süreç izler?)

- Academic goals, decision-making process, goal criteria?

2- How does the principal share goals with school constituents? (Okul müdürü hedefleri okul bileşenleri ile nasıl paylaşır?)

- With whom, sharing methods?

3- What kind of practices does the principal have to supervise and evaluate instruction in an academic year? (Okul müdürünün yıl içerisinde öğretimi denetleme ve değerlendirme ile ilgili ne gibi uygulamaları vardır?)

- Observation, assessment and evaluation, feedback for teachers, reviewing student works?

4- What kind of methods does the principal utilize to monitor student progress? (Okul müdürü öğrenci başarısını takip etmek için ne gibi yöntemler kullanır?)

- Consulting teachers, tracking academic performance of school, sharing academic performance of school with teachers and students, tracking exam results of students?

5- What does the principal do to protect instructional durations? (Okul müdürü ders sürelerinin korunması için ne yapar?)

- Summoning students, announcements, late and truant students?

6- What kind of communication channels does the principal utilize to be accessible to school constituents? (Okul müdürü okul bileşenlerine ulaşılabilir olmak için ne gibi iletişim kanalları kullanır?)

- Communication channels, communication outside school, participation into student activities?

7- How does the principal encourage teachers? (Okul müdürü öğretmenleri nasıl teşvik eder?)

- Award system and type of awards, practices, award ceremonies, public praise?

8- What does the principal do to support professional development of teachers? (Okul müdürü öğretmenlerin mesleki gelişimini desteklemek için neler yapar?)

- In-service trainings, EU projects, congress and conferences, master and doctoral support?

9- How does the principal encourage students? (Okul müdürü öğrencileri nasıl teşvik eder?)

- Award system and type of awards, award ceremonies, sharing success with parents, public praise?
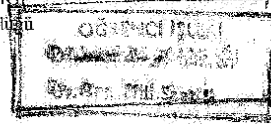
APPENDIX C :

MINISTRY OF NATIONAL EDUCATION (MoNE) RESEARCH PERMISSION

T.C.
ANKARA VALİLİĞİ
Millî Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.6510865   24.06.2015
Konu: Araştırma İzni

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.
       b) 28/05/2015 tarihli ve 5273 sayılı yazınız.

Üniversiteniz Yüksek Lisans Öğrencisi Rıdvan ÇINAR' ın "İlköğretim ve ortaöğretim düzeyindeki devlet okullarında öğretimsel liderliğin oluşumu" başlıklı tezi kapsamında görüşme yapma talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme formunun (1 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini arz ederim.

Bilgilerinize arz ederim.

Ali GÜNGÖR
Müdür a.
Şube Müdürü

Yaşar SUBAŞI
Şef

Konya yolu Başkent Öğretmen Evi arkası Beşevler ANKARA   Ayrıntılı bilgi için
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APPENDIX D :

MIDDLE EAST TECHNICAL UNIVERSITY / APPLIED ETHICS
RESEARCH CENTER ETHICAL PERMISSION

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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21.04.2015

Gönderilen :   Y.Doç.Dr. Serap Emil
               Eğitim Bilimleri Bölümü

Gönderen :   Prof. Dr. Canan Sümer
             İAK Başkan Vekili

İlgi   : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Yönetimi ve Planlaması Bölümü yüksek lisans öğrencisi Rıdvan Çınar'ın "**İlköğretim ve Ortaöğretim Düzeyindeki Devlet Okullarında Öğretimsel Liderlik**" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

21/04/2015

Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkan Vekili
ODTÜ 06531 ANKARA

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Giriş

Eğitimin, daha iyi olana karar verebilme, değişimleri ve teknolojiyi benimseme, çeşitli sorunlarla baş edebilme, aktif bir vatandaş olabilme ve dolayısıyla mutlu bir hayat sürebilme gibi farklı alanlarda bireyleri olumlu etkilediği yaygın biçimde kabul edilen bir gerçektir. Fakat gelişmekte olan ülkelerin son yıllarda okullaşma oranlarında ortaya koydukları gelişime rağmen, bu ülkedeki öğrencilerin gerekli kazanımları edinemeden mezun olduklarına yönelik kapsamlı çalışmalar bulunmaktadır. (Dünya Bankası, 2011). Okullaşma oranı ve ekonomik büyüme arasında olumlu ilişki olduğunu ortaya koyan çalışmalar da mevcuttur fakat bu çalışmalar yanıltıcı olabilir çünkü eğitim sürecinin sonunda önemli olan eğitimin niceliğinden ziyade niteliğidir (Dünya Bankası, 2011). Eğitimin niteliğinde kaliteyi ortaya koyan iki unsur vardır; etkili okul ve okul liderliği. Etkili okulların, nitelikli öğretmen, herkes için hayat boyu öğrenme, etkili liderlik ve şeffaflık gibi ortak özellikleri mevcuttur (Whelan, 2009). Etkili liderlik en önemli özelliklerden biridir.

Okul müdürlerinin, etkili liderlik bağlamında doğrudan ya da dolaylı olarak öğrenci başarısını etkilediğine yönelik geniş çaplı araştırmalar yapılmıştır. Louis ve arkadaşları (2010) çalışmalarında liderliğin sınıf içerisinde gerçekleştirilen öğretimdir. Sonra ikinci öğrenme sürecinin ikinci büyük yordayıcısı olduğunu tespit etmişlerdir. Kauzes ve Posner (2003) etkili lideri, zorlukların üstesinden gelebilen, inisiyatif alabilen, çalışanlara mesleki gelişim fırsatları sunan biri olarak tanımlamışlardır. Öğretimsel liderlik de etkili liderlik türlerinden biridir.

Birçok araştırmacı öğretimsel liderlik üzerine çalışmalar yürütmüştür ve bu yüzden öğretimsel liderliğin ne olduğuna yönelik farklı tanımlar ortaya konmuştur. Brazer ve Baver (2013) öğretimsel liderliği öğretmenler ve öğrenciler için motive edici bir okul

kültürü yaratarak öğretimin kalitesini yükseltme çabası olarak tanımlamışlardır. Öğretimsel liderin sorumlulukları, öğrencilerin öğrenim süreçlerini geliştirme, öğrenci başarısını takip etme, öğretmenlerin mesleki gelişimini teşvik etme ve destekleme, okul içi ve okul dışı aktivitelere katılma ve ulaşılabilir olma gibi davranışları kapsamaktadır. (Bartel, 1990; Cotton, 2003; Hallinger ve Murphy, 1983).

Sosyo-ekonomik statü özellikle eğitim ve sosyoloji dallarında sosyal bilimciler tarafından sıklıkla araştırılmıştır. Bir bireyin geliri, mesleği ve eğitim seviyesi sosyo-ekonomik statüsünü belirleyen özelliklerdir (Amerikan Psikoloji Derneği, 2009). Her ne kadar sıklıkla bireyler için kullanılsa da, sosyo-ekonomik statü geniş topluluklar ve bölgeler için de kullanılmaktadır (Stackie, 2009). Chen ve arkadaşları (2002) bir mahalledeki tesislerin ve ulaşım hizmetlerinin ya da ikamet eden insanların eğitim seviyesinin ve gelirlerinin bu mahallenin sosyo-ekonomik statüsü belirlediğini ifade etmiştir. Bu çalışmada da okulların sosyo-ekonomik yapısını belirlemek için benzer bir yaklaşım benimsemiştir. Gelir dağılımındaki eşitsizlik tüm dünyada hızlı bir şekilde artmaktadır. Ekonomik Kalkınma ve İşbirliği Örgütü (OECD) 2015 raporuna göre, üye ülkelerdeki toplumun en zengin %10'luk kesimin geliri, en fakir %10'luk kesimin gelirinin 9.6 katına ulaşmıştır. Bu rakam Türkiye'de 15.2 seviyesinde ve oldukça endişelendiricidir. Gelir dağılımındaki eşitsizlik, bireylerin toplumda yabancılaşmasına ve bireylerin hayatta kalabilmek için farklı yollara başvurmasını tetiklediği için ülkeler açısından büyük tehdit oluşturmaktadır. Bu çalışma devlet okullarında çalışan okul müdürlerinin öğretimsel liderlik davranışlarını tespit etmeyi ve bu davranışların okulun sosyo-ekonomik yapısına göre farklılık gösterip göstermediğini keşfetmeyi amaçladığı için öğretimsel liderlik ve sosyo-ekonomik statü kesişiminde konumlanmıştır. Bu bağlamda çalışma aşağıdaki araştırma sorularına cevap aramaktadır:

1. Türkiye'de devlet okullarında çalışan okul müdürlerinin öğretimsel liderlik pratikleri nelerdir?
2. Türkiye'de devlet okullarında çalışan okul müdürlerinin öğretimsel liderlik pratikleri okulun sosyo-ekonomik statüsüne göre farklılık göstermekte midir?

Çalışmanın kavramsal çerçevesini çeşitli araştırmacı tarafından öne sürülen ve katkıda bulunulan öğretimsel liderlik kuramı, Parson (1951)'un yapısal-işlevci kuramı ve Baves ve Gintis (1976)'in eğitimsel tabakalaşma ve çatışma kuramı oluşturmaktadır.

Alanyazın

Öğretimsel Liderlik

Öğretimsel liderliğin ortaya çıkışı, 1960'lardaki etkili okul araştırmalarına dayanmaktadır. Bu dönemde yapılan çalışmaların bulguları, etkili okulların en ayırt edici özelliklerinden birinin okulda uygun öğrenme ortamını yaratan müdürler olduğunu ortaya koymuştur (Bridges, 1967; Brookover&Lezotte, 1979; Clark et al.; 1984; Edmonds, 1909). 1980'lere gelindiğinde, etkili okul araştırmalarından öğretimsel liderliğin boyutlarını incelemeye doğru küçük çaplı bir geçiş dönemi görülmektedir. 1990'lar ise çeşitli öğretimsel liderlik modellerinin ortaya atıldığı ve öğretimsel liderliğin çeşitli ülkelerde bağlamsal faktörler baz alınarak analiz edildiği dönemdir. Mevcut trendler ise öğretimsel liderliğin doğasının detaylı olarak incelenmesi ve merkezi sistemlerde uygulanabilirliğin analiz edilmesini işaret etmektedir.

Öğretimsel liderlik kavramının ortaya çıkışından beri birçok model ortaya atılmıştır. Hallinger (1983)'ün modeli bu çalışmaya ışık tutmuştur. Model öğretimsel liderliği üç ana boyuta ayırmaktadır. Bunlar "okul misyonunu tanımlama" ve "okul iklimi yaratma"dır. Okul misyonunu tanımlama altında "okul hedeflerini belirleme" ve "okul hedeflerini paylaşma" fonksiyonları bulunmaktadır. Müfredat programının yürütme boyutu "öğretimi denetleme ve değerlendirme" , "müfredatı koordine etme" ve "öğrenci başarısını takip etme" fonksiyonlarını kapsamaktadır. Okul kültürü yaratma boyutu ise "öğretim süresinin korunması", "mesleki gelişimin destelenmesi", "okulda görünür olma", "öğretmenleri teşvik etme" ve "öğrencileri teşvik etme" fonksiyonlarını içermektedir.

Sosyo-ekonomik Statü

Weber (1978) bir ülkedeki sosyal sistemin, bireylere daha yüksek sosyo-ekonomik statüye ulaşmalarına olanak sağlıyorsa "açık" olarak nitelemektedir ve buna göre bir sosyal sistem herhangi bir bireyin ya da bir grubun sosyo-ekonomik hiyerarşide en alttan en üste doğru yükselmesini engelliyorsa bu sosyal sistem kapalı olarak nitelendirilmektedir. Bu çalışmanın bağlamı Türkiye olduğu için Türkiye'deki sosyal yapının incelenmesi gerekli görülmüştür.

Türkiye'nin askeri darbe dönemleri gibi bazı istisnai durumları hariç (Demirel, 2005) genellikle yarı açık bir sosyal sistemi olmuştur. Ülkede son yıllarda yaşanan gelişmeler, toplum içinde kutuplaşmanın arttığını, belirli bir kesimin bastırıldığını ve birçok bireyin herhangi bir sosyo-ekonomik aktiviteye dahil olma isteği durumunda birçok engelle karşılaştığını ortaya koymaktadır (Gürcan ve Peker, 2013, 2015).

Okulların toplumlarda eşitsizliği azalttığına yönelik görüşler olduğu kadar, tam aksine okulların eşitsizliğin oluşmasında ve sürdürülmesinde önemli bir rolü olduğunu da öne süren görüşler mevcuttur. Collins (1971)'in teknik fonksiyon kuramına göre, bireylerin daha iyi işler ve daha kaliteli bir yaşam için bir takım becerilere ihtiyaç vardır. Teknik-fonksiyon kuramı okulların bireylere bu becerileri kazandırdığı için, dolaylı ve direkt olarak iyi işlere sahip olmalarına ve amaçladıkları kaliteli hayata ulaşmalarına önayak oldukları için toplumlarda eşitliği azalttığını savunmaktadır. Öte yandan, Bowles ve Gintis (1976) eğitimsel tabakalaşma ve çatışma kuramlarında, toplumlarda sosyo-ekonomik olarak üst gruplarda yer alan bireylerin kendilerine ve çocuklarına eğitim açısından sunabildiği olanakları gerekçe göstererek, yüksek sosyo-ekonomik statüye sahip bireylerin daima bu özelliklerini çocuklarına devrettiklerini ortaya koyarak, okulların eşitsizliği arttırdığını iddia etmişlerdir.

Türkiye'de Öğretimsel Liderlik ve Sosyo-ekonomik Statü Araştırmaları

Türkiye'de yürütülen öğretimsel liderlik araştırmaları belirli değişkenler arasında toplanmıştır. Bu değişkenlerden biri okul kültürüdür. Şahin (2011) okul kültür ve

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öğretimsel liderlik arasında bir ilişki olup olmadığını incelemiş ve bu iki değişken arasında önemli bir pozitif ilişki olduğunu tespit etmiştir. Bellibaş (2014) okul müdürlerinin öğretimsel liderlik davranışlarını analiz ettiği araştırmasında okul müdürlerinin bir takım öğretimsel liderlik davranışlarını sergilediğini fakat bu davranışların kendi içlerinde tutarlı olmadığını ve okul müdürlerinin bu davranışları öğretimsel liderliği amaçlayarak gerçekleştirmediklerini ortaya koymuştur.

Türkiye'de yürütülen sosyo-ekonomik statü konulu çalışmalar yükseköğretimden, ilköğretimden ve meslek seçimine kadar geniş bir spektruma yayılmaktadır. Dinçer ve Uysal (2010) araştırmalarında, öğrencilerin üniversite bölüm tercihlerinde ve üniversite eğitim sürecindeki başarılarında ailelerinin sosyo-ekonomik statüsünün önemli bir etkisi olduğunu tespit etmişlerdir. Alacacı ve Erbaş (2010) da araştırmalarında yüksek sosyo-ekonomik statünün öğrenci başarısında önemli derecede olumlu etkisi olduğunu bulmuştur.

Alanyazı Özeti

Öğretimsel liderlik ve sosyo-ekonomik statü her ne kadar sıklıkla çalışılan, üzerine araştırmalar yapılan iki değişken olsa da, bu çalışmalar nadiren ikisini bir araya getirmiştir. Hatta Türkiye'deki alanyazısında böyle bir çalışma yapılmamıştır. Uluslararası alanyazında ise öğretimsel liderliğin okulun sosyo-ekonomik statüsüne göre farklılık gösterebildiği tespit edilmiştir. (Andrew ve Soder, 1987).

Yöntem

Model

Bu çalışmada nitel araştırma türü olan çoklu durum çalışması model olarak benimsenmiştir. Çoklu durum çalışmaları bir olgunun veya değişkenin detaylı bir şekilde analiz edilebilmesine ve bu değişken olgulara farklı açılardan bakabilmeye olanak sağlar (Merriam, 1998). Bu çalışmada değişkenler öğretimsel liderlik ve sosyoekonomik statüdür. Özellikle öğretimsel liderlik çoklu durumlarda incelenmiş, sosyo-ekonomik statü ise öğretimsel liderlik pratiklerinde farklılık olup olmadığını tespit etmek amacıyla bir gösterge olarak kullanılmıştır.

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Evren ve Örneklem

Bu çalışmanın evrenini, Ankara ili 8 merkez ilçesinde (Çankaya, Yenimahalle, Etimesgut, Sincan, Altındağ, Mamak, Gölbaşı ve Keçiören) devlet ilk ve ortaokullar ve bu okullarda çalışan müdürler oluşturmaktadır. Çalışma örneklemini ise bu evrenden ölçüt örneklem ve maksimum çeşitleme örneklemi yoluyla iki aşamalı olarak seçilen 12 okul, dolayısıyla 12 okul müdürü ve 12 öğretmen (veri çeşitlemesi) oluşturmaktadır. Okulların sosyo-ekonomik statüsünü belirlemede önce Türkiye İstatistik Kurumu (TUİK)'ten Ankara ili cadde ve mahallelerini "yüksek, orta, fakir" olarak katagorileyen doküman edinilmiştir. Daha sonra Ankara ilindeki 8 merkez ilçede yer alan tüm devlet ilk ve ortaokulların sosyo-ekonomik statüsü, bu dokümana bağlı olarak, adreslerine göre belirlenmiştir. Son olarak yukarda bahsedilen iki örneklem yöntemi uygulanmış ve okullar seçilmiştir.

Veri Toplama Aracı

Veri toplama aracı olarak araştırmacı tarafından oluşturulan açık uçlu anket formu kullanılmıştır. Anket formunun hazırlanmasında Hallinger (1983) tarafından geliştirilen öğretimsel liderlik ölçeği (PIMRS)'nden faydalanılmıştır. Veri, yarı yapılandırılmış görüşme yoluyla toplanmıştır.

Veri Analizi Süreci

Yarı yapılandırılmış görüşmeler tamamlandıktan sonra görüşmeler yazıya aktarılmış, açık kodlama ve içerik analizi yöntemiyle Manvel ve Nvivo programında analiz edilmiştir.

Araştırmanın Sınırlılıkları

Bu araştırmada bazı sınırlılıklar mevcuttur. İlk sınırlılık araştırmanın genellenebilmesidir. Veriler Ankara'nın 8 merkez ilçesinden toplanmıştır ve bu yüzden diğer durumlara genelleme yapılması zorlaşmaktadır. Bir başka sınırlılık okulların sosyo-ekonomik statüsü ile ilgilidir. Her ne kadar TÜİK'ten edinilen döküman Ankara ili mahalle, cadde ve sokaklarını "yüksek", "orta" ve "fakir" olarak kategorilere ayırmış olsa da, TÜİK bu nitelemelerin kıstaslarının ne olduğuna

yönelik bir kılavuz yayınlamamıştır. Son olarak, bir diğer sınırlılık katılımcılarla ilgilidir. Katılımcılar, gerçeğe aykırı bilgi vermiş olabilir.

Bulgular

Okulların sosyo-ekonomik statüsü ile ilgili ön sonuçlar:

Bu çalışmanın en önemli aşamalarından biri Ankara ili, Çankaya, Yenimahalle, Sincan, Etimesgut, Keçiören, Gölbaşı, Mamak ve Altındağ olmak üzere 8 merkez ilçesinde yer alan devlet ilk ve ortaokullarının sosyoekonomik statülerinin daha önce bahsedilen TÜİK'ten edinilen dökümana göre tespit edilmesidir. Buna yönelik sonuçlar aşağıda yer almaktadır.

a)En fazla yüksek sosyoekonomik statüye sahip okulun yer aldığı ilçe % 59 ile (79 okul) Çankaya'dır.

b)Çankaya'yı % 34 (35 okul) ile oran ile Yenimahalle ilçesi takip etmektedir.

c)Düşük sosyoekonomik statüye sahip okulların en fazla bulunduğu ilçe % 45 (54 okul) ile Mamak'tır.

d)Mamak'ı % 25 (23 okul) oran ile Altındağ ve % 22 (10 okul) oran ile Gölbaşı takip etmektedir.

e)Orta düzey sosyo-ekonomik statüye sahip okulların oldukça kuvvetli bir şekilde kendini gösterdiği 2 ile % 73 (68 okul) oran ile Altındağ ve % 69 (56 okul) ile Sincan'dır.

Ön sonuçlar Çankaya ve Yenimahalle'de yer alan okulların sosyo-ekonomik statü olarak ağırlıkla yüksek ve orta düzey olduğunu, bu iki ilçenin bu özellikleriyle diğer ilçelerden farklı olduğunu, Keçiören, Etimesgut ve Altındağ ilçelerinin tipik orta düzey sosyo-ekonomik statü özelliklerinin barındırdığını ve Mamak ilçesinde yer alan devlet ilk ve ortaokullarının neredeyse yarısının düşük sosyo-ekonomik statüye sahip olduğunu göstermektedir. Bu sonuçlar Mutlu ve arkadaşları (2012)'nin Ankara ili kentsel yoksulluk araştırması sonuçları ile örtüşmektedir.

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Temel Bulgu 1.

Temalar: Araştırmanın en önemli bulgularından biri müdürlerin pratiklerinin öğretimsel liderlik görünümlü fakat öz itibariyle bürokratik liderlik davranışları olduğudur.

Araştırmada verilerin detaylı içerik analizine tabi tutulması sonucu 10 tema ortaya çıkmıştır. Temalar aşağıda yer almaktadır.

1. Hedef belirleme ve hedefleri paylaşma, 2.Öğretimi denetleme ve değerlendirme, 3. Öğrenci başarısını takip etme, 4. Öğretim sürelerinin korunması, 5. Görünür ve ulaşılabilir olma, 6. Öğretmenleri teşvik etme, 7. Öğretmenlere mesleki gelişim desteği, 8. Öğrencileri teşvik etme, 9.Bağış toplama, okul sorunlarını çözme ve evrak işlerine önemli bir zaman harcama ve 10. Öğretimsel liderlik davranışlarının tutarlı ve kasıtlı olmaması.

1.Hedef belirleme ve hedefleri paylaşma : Bu temada müdürlerin MEB yönetmelikleri çerçevesinde öğretmenler kurulu, zümre ve veli toplantıları aracılığıyla okul için hedefler belirlediği, ortaokullarda TEOG'da daha iyi bir başarının önemli bir hedef olarak yer aldığı, ilkokullarda ise, özellikle yüksek ve orta sosyo-ekonomik statülü okullardan öğrencilerin sosyal ve sportif faaliyetlere katılımının teşvikinin önemli hedefler olduğu tespit edilmiştir.

2.Öğretimi denetleme ve değerlendirme: Bu temada öne çıkan öğretimsel liderlik pratikleri, öğrenci çalışmalarını gözlememle, öğrenciler hakkında öğretmenlerden görüş alma ve sınıf denetimleridir. Tıpkı diğer temalarda olduğu gibi bu pratiklerin öz itibariyle bürokratik liderliği yansıttığı gözlemlenmiştir. Örneğin müdürlerin bir akademik yılda 2 kere öğretmenleri sınıf içerisinde gözlemi ve denetimi ilgili MEB yönetmeliğinden kaynaklanmaktadır.

3.Öğrenci başarısını takip etme: Bu temada göze çarpan en önemli pratik, özellikle ortaokullar için, müdürlerin TEOG sonuçlarını kontrol etmesi ve başka okul ve bir önceki yılla karşılaştırmasıdır. Bunun dışında tespit edilen öğretimsel liderlik davranışları, öğretmenleri farklı sınıflarda yer alan öğrencileri aynı anda, aynı sınava

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tabi tutma, deneme sınavları, ve takdir ve teşekkür belgesi alan öğrenci sayılarının sınıflar arası, bir dönem önceki ve bir yıl önceki sayılarla karşılaştırılmasıdır.

4.Öğretim sürelerinin korunması: Bu tema çalışmada tüm okul müdürlerinin istisnasız kuvvetli bir şekilde öğretimsel liderlik davranışlarını sergiledikleri temadır. Pratikler ise; ders esnasında öğrencileri çağırmama, duyuruları ders esnasında yapmama, derse geç kalan ve dersten kaçan öğrencileri disiplin kuruluna göndermedir.

5.Görünür ve ulaşılabilir olma: Bu tema okul müdürlerinin öğretimsel liderlik davranışlarını fazlasıyla sergiledikleri diğer bir temadır. Temada ortaya çıkan davranışlar şunlardır; yüz yüze iletişime geçme, cep telefonu ve mesaj ile iletişime geçme, whatsapp ve facebook'u okul içi iletişim için kullanma, okul içerisinde yer alan sosyal ve sportif faaliyetlere aktif olarak katılma.

6. Öğretmenleri teşvik etme: Bu temada okul müdürlerinin aşağıdaki öğretimsel ve bürokratik davranışlarını okul içersinden sergiledikleri tespit edilmiştir.
a)Öğretmenleri başarı belgesi ile ödüllendirme,
b)Öğretmenleri plaket, madalya ve çiçek gibi hediyelerle ödüllendirme,
c)Öğretmenlere törenlerde övgü dolu sözler sarf etme
d)Öğretmenleri öğrencileri sosyal aktivitelere katılmaya teşvik ettikleri ve bilim projeleri yürüttükleri için ödüllendirme.

7.Öğretmenlere mesleki gelişim desteği: Bu tema okul müdürlerinin liderlik davranışları sergileme açısından oldukça düşük bir performans ortaya koydukları bir tema olarak kendini göstermiştir. Çünkü müdürlerin öğretmenlere sunabildikleri mesleki gelişim fırsatları tamamen MEB aracılığıyla öğretmenlere fırsatlar sunulan fırsatlar olduğu keşfedilmiştir. Hizmet içi eğitim, yılsonu seminerleri vb. bu fırsatların kalitesi de öğretmenlerden edinilen verilere göre tartışmaya açıktır.

8. Öğrencileri teşvik etme: Bu temada okul müdürlerinin sergiledikleri öğretimsel ve bürokratik liderlik davranışları, öğrencileri sözlü olarak tebrik etme, törenlerde başarılı öğrencilere övgü dolu sözler sarf etme, öğrencileri plaket, madalya ve küçük hediyelerle ödüllendirmedir.

9.Bağış toplama, okul sorunlarını çözme ve evrak işlerine önemli bir zaman harcama: Bu temada okul müdürlerinin okulların ekonomik yapısından fazlasıyla şikayetçi oldukları, zamanlarının büyük bir bölümünü evrak işlerine, okula bağış yapabilecek kişilerle iletişime geçmeye ve okulun fiziksel sorunlarıyla ilgilenmeye harcadıkları tespit edilmiştir. Okul müdürlerinden edinilen verilere göre, müdürlerin öğretimin kalitesini arttırmaya yönelik davranışlar sergileyebilmeleri için çok kısıtlı bir süreleri vardır.

10.Öğretimsel liderlik davranışlarının tutarlı ve kasıtlı olmaması: Bu tema okul müdürlerinin sergiledikleri liderlik davranışlarının görünüm açısından her ne kadar öğretimsel liderliği işaret etse de, davranışların içeriği ve neden meydana geldikleri açısından aslında bürokratik liderliği yansıttığının bir kanıtı niteliğindedir. Zira, okul müdürlerinin neredeyse hiçbir davranışı ortaya öğretimsel liderlik modeli koymak için sergilemedikleri tespit edilmiştir. Tüm pratiklerin MEB yönetmeliklerinde yer alan görev tanımları gereği meydana geldikleri keşfedilmiştir.

Temel Bulgu 2.

Okulların Sosyo-ekonomik Statülerine göre Öğretimsel ve Bürokratik Liderlik Pratiklerinde Farklılıklar:

Bu araştırmada ortaya çıkan diğer önemli bulgu, müdürlerin öğretimsel ve bürokratik liderlik davranışlarının okulların sosyo-ekonomik statüsüne göre farklılık gösterdiğidir. Özellikle yüksek sosyo-ekonomik statüye sahip okullarda çalışan müdürlerin liderlik pratiklerinde, orta ve düşük sosyo-ekonomik statüye sahip okullara kıyasla şu alanlarda farklılıklar keşfedilmiştir; hedef belirleme, hedefleri paylaşma, ulaşılabilir olma, öğretmenleri teşvik etme, öğrencileri teşvik etme ve

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öğretmenlere mesleki gelişim fırsatı sunma. Hedef belirleme pratiğinde en önemli farklılık yüksek ve orta düzey sosyo-ekonomik statüdeki okullarda, öğrencilerin sosyal ve sportif aktivitelere katılımının temel okul hedefi olmasıdır. Hedefleri paylaşma boyutunda düşük sosyo-ekonomik statüye sahip okullarda, veliler okula ve okulun yönetimine ilgi göstermediklerinden, okulun hedefleri kendileri ile paylaşılamamaktadır. Ulaşılabilir olma boyutu ise özellikle yüksek sosyo-ekonomik statüdeki okul müdürlerinin liderlik pratiklerinde kendini göstermektedir. Bu okullarda çalışan müdürler whatsapp, facebook ve twitter gibi sosyal medya araçlarını daha aktif kullanmaktadırlar. Bir diğer farklılık öğretmenleri ve öğrencileri teşvik etme boyutlarında tespit edilmiştir. Yüksek ve orta sosyoekonomik düzeye sahip okullarda yapılan bağışların genellikle yeterli olmasından dolayı okul müdürleri öğretmen ve öğrencileri teşvik etme amacıyla çeşitli aktiviteler organize etme ve çeşitli hediyeler almaya düşük sosyoekonomik statüdeki okullara nazaran fon ayırabilmektedirler. Başka bir farklılık ise yüksek sosyoekonomik statüdeki okullarda çalışan okul müdürlerinin öğretmenlere sundukları mesleki gelişim fırsatlarının orta ve düşük sosyoekonomik statüdeki okullarda çalışan öğretmenlere sunulan fırsatlara nazaran daha çeşitli ve evrimli olmasıdır. Öğretmenler özellikle Avrupa Birliği projelerine dahil olmaya teşvik etmekte, üniversiteden belirli konularda öğretim üyesi davet etme ve sempozyum düzenlemektedirler.

Sonuç

Tartışma

Bu çalışma Ankara ili 8 merkez ilçesine yer alan 12 devlet okulunda çalışan okul müdürlerinin liderlik pratiklerinin öğretimsel liderlik görünümde fakat yapısı ve meydana gelme sebebi bakımından bürokratik liderlik davranışlarının genellikle yasal bir sistem içinde uygulanan yönetmeliklerden ve bir organizasyon içinde alttan üste doğru kendini gösteren hiyerarşiden kaynaklandığını savunmuştur. Bu araştırmanın bulguları, Türk eğitim sisteminde bu iki durumun da söz konusu olduğunu göstermektedir. Bu çalışmada tespit edilen liderlik pratikleri daha önce Gümüş ve Akçaoğlu (2013) ve Bellibaş (2014)'ın bulgularıyla örtüşmektedir.

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Araştırma ayrıca bu pratiklerin okulların sosyoekonomik yapısına göre farklılık gösterdiğini ortaya çıkarmıştır. Bu farklılıkların sebebi ise okulların finansal durumları ve velilerin okulun bir parçası olma isteğinden kaynaklanmaktadır.

Çıkarım: Bu araştırma bulgularından yola çıkarak belli çıkarımlarda bulunulabilir. Bunlardan biri velileri okula dahil etme adı altında farklı bir boyutun öğretimsel liderlik kuramına entegre edilmesidir. Bir diğeri ise yeni teknolojiler ve sosyal medya kullanımının öğretimsel liderlik ölçeklerinde çeşitli boyutlara dahil edilmesidir.

Türkiye'de devlet ilk ve ortaokullarında ortaya çıkan öğretimsel liderlik pratiklerinin önündeki en büyük üç engel, sistemin aşırı derecede merkezi olması ve bunun sebep olduğu evrak işleri, müdürlerin okulun fiziksel sorunlarıyla ilgilenmek zorunda kalması, okulların ekonomik problemleri ve tabii ki müdürlerin öğretimsel liderlik bilgilerinin yetersiz olması ve müdürlerin bu alanda yetkin olmamasıdır. Bu konuda Milli Eğitim Bakanlığı'nın sistemde yapısal değişikliklere ihtiyacı vardır.

Öneriler: Bu çalışma sonucunda müdürlerin daha etkili öğretimsel liderlik davranışları sergileyebilmeleri ve giderek artan ve etkisini dolaylı olarak okullarda da gösteren gelir eşitsizliğinin çözümü için aşağıdaki öneriler sunulmuştur.

1. Tamamen liyakata dayalı adil bir müdür atama sistemine geçilmeli ve en yetkin adaylar seçilmelidir.

2. Okullardaki ekonomik problemler bakanlık (lar) tarafından üstlenilmeli ve okullar bağış bulmaya zorlanılmamalıdır.

3. Mevcut merkezi sistemde esneklik sağlanmalı, evrak işleri azaltılmalı ya da merkezi olmayan bir sisteme geçilmelidir.

4. Artan gelir eşitsizliğine hükümet bakanlıkları aracılığıyla ivedilikle önlem almalı, iş yaratma, teşvik, vergi sisteminin yeniden oluşturulması, kadın istihdamının teşviki gibi sosyal politikalar yoluyla müdahale edilmelidir.

5. Milli Eğitim Bakanlığı öğretmenlere sunduğu mesleki gelişim fırsatlarının spektrumunu genişletmelidir. Sadece seminerlere ve hizmet içi eğitimlere bağlı kalmamalıdır. Hizmet içi eğitimlerin kalitesini arttırmaya yönelik çabalar da sarf

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etmelidir. Bunun dışında bakanlık bünyesinde öğretmenlerin yüksek lisans ve doktora programlarına kayıt yapabilmeleri teşvik edilmeli ve buna uygun uygulamalar ve sosyal politikalar uygulanmalıdır.

6. Adil bir müdür atama sistemine geçildikten sonra müdürlerin hayat boyu öğrenme programları ile yüksek lisans ve doktora programlarına devam etmeleri desteklenmelidir.

7. Okullar aileleri okulun bir parçası haline getirmek için çeşitli düzenlemeler hazırlamalı ve önlemler almalıdır.

APPENDIX F: THESIS ACCESS FORM

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Çınar
Adı   : Rıdvan
Bölümü : Eğitim Bilimleri

TEZİN ADI (İngilizce) : Hiding in the Shadow of Centralized Education System: An Exploratory Analysis of Instructional Leadership with respect to Socioeconomic Status.

TEZİN TÜRÜ :   Yüksek Lisans ☐   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:

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