THE MEDIATING ROLE OF KNOWLEDGE SHARING ON THE
RELATIONSHIP BETWEEN DISTRIBUTED LEADERSHIP AND READINESS
FOR CHANGE AMONG PUBLIC SCHOOL TEACHERS

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Approval of the Graduate School of Social Sciences

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ABSTRACT

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The purpose of the study was to investigate the mediating role of knowledge sharing on the relationship between distributed leadership and readiness for change among public school teachers. The study was designed as a correlational study with one mediator. The sample of the study was composed of 556 teachers working at primary, secondary, and high level public schools in Edirne. For data collection, Distributed Leadership Scale, Readiness for Change Scale, Knowledge Sharing Scale, and Demographic Information Form were used. Descriptive and inferential statistical analyses were utilized by SPSS IBM 23 program. Confirmatory Factor Analysis (CFA) was performed to maintain measurement model fit by Analysis of Moment Structures (AMOS) 18 software. Mediation Analysis with Structural Equation Modeling (SEM) was conducted to test the hypothesized model. The results of the study revealed that knowledge sharing partially mediates the relationship between distributed leadership and readiness for change.

Keywords: knowledge sharing, leadership, distributed leadership, organizational change, readiness for change.

ÖZ

DEVLET OKULLARINDA ÇALIŞAN ÖĞRETMENLERİN PAYLAŞILAN LİDERLİK VE DEĞİŞİME HAZIR OLMA DURUMLARI ARASINDAKİ İLİŞKİDE BİLGİ PAYLAŞIMININ ARACILIK ROLÜ

Demir Erdoğan, Ceren

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Bu çalışmanın amacı, devlet okullarında çalışan öğretmenlerin paylaşılan liderlik ve değişime hazır olma durumları arasındaki ilişkide bilgi paylaşımının aracılık rolünü incelemektir. Çalışma, aracı bir değişken ile birlikte ilişkisel bir model olarak desenlenmiştir. Çalışmanın örneklemi, Edirne'de Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerde çalışan 556 öğretmenden oluşmuştur. Veri toplama aracı olarak Paylaşılan Liderlik Ölçeği, Değişime Hazır Olma Ölçeği, Bilgi Paylaşımı Ölçeği ve Katılımcı Bilgi Formu kullanılmıştır. Çalışma kapsamında elde edilen verilerin betimsel ve yordamsal istatistik analizleri SPSS IBM 23 programı kullanılarak yapılmıştır. Yapı geçerliliğini test etmek için AMOS 18 programı aracılığıyla Doğrulayıcı Faktör Analizi (DFA) yapılmıştır. Çalışmanın modelini test etmek için Yapısal Eşitlik Modellemesi (YEM) ile yapılan Aracılık İlişkisi Analizi uygulanmıştır. Çalışmanın sonuçları, değişime hazır olma ve paylaşılan liderlik arasındaki ilişkide bilgi paylaşımının kısmi bir aracılık rolünün bulunduğunu ortaya koymuştur.

Anahtar Kelimeler: bilgi paylaşımı, liderlik, paylaşılan liderlik, örgütsel değişim, değişime hazır olma.

To my beloved husband

and

To my lovely family

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AMOS	Analysis of Moments Structures
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
DL	Distributed Leadership
KS	Knowledge Sharing
M	Mean
MONE	Ministry of National Education
RFC	Readiness for Change
RMSEA	Root Mean Square of Error Approximation
SD	Standard Deviation
SEM	Structural Equation Modeling
SPSS	Statistical Package for the Social Sciences
SRMR	Standardized Root Mean Square Residual
TES	Turkish Educational System
VPF	Voluntary Participation Form

CHAPTER I

INTRODUCTION

"Yesterday I was clever, so I wanted to change the world.
Today I am wise, so I am changing myself."

Mevlana Celaleddin Rumi

"It is not the strongest of the species that survives,
nor the most intelligent that survives.
It is the one that is the most adaptable to change."

Charles Darwin

1.1 Background of the Study

The world is in steady alteration since its existence and change continuum in the world force organizations to adapt changes of various types including modifications, alterations, iterations or transformations. Humankind has experienced countless changes from ancient times until now. However, frequent and fast pace of change have occurred in every field, especially in knowledge and technology since 21st century. Today's organizations have disparate circumstances due to intensive change efforts when they are compared with conditions of past times. Thus, old techniques and strategies must not be implemented; contrarily, organizations should keep up with change for actualizing enhancement plans (Krantz, 1990). Organizations try to adapt to daily life necessities, unstable requirements, and altering situations in order

to survive in the continuously changing world because of inevitability of change (Genç, 2004). Hence, structure of the organization should be altered with the changing organizational goals, demands, and qualities of environment (Başaran, 2000).

Various forces including technological advancements, discovered new information, evolving phenomena about daily routines, and globalization coerce to organizations for change (Lüscher & Lewis, 2008). It can be argued that attitudes about change will shape status of the futures and changes on individual and society will impose new changes on the organizations. According to Luthand (1995), organizations are exposed an incredible power that makes change necessary because of knowledge explosion and globalization. Sabuncuoğlu and Tüz (1996) stated that organizational change is an adaptation to the environment where organizations try to survive and so comprehending and performing change successfully become critical for survival of the organization. If organizations do not ensure compliance to change interventions, they are subject to lose the race. Hence, adaptation of swift altering conditions has become a crucial for organizations in order to not stay outside the rivalry (Neves, 2011).

Educational organizations face the some forces of change originating from their internal and external environments (Levin, 1993) and they are expected to build strong ties with society and communicate effectively in order to adopt changes (Kaya, 1986). Nowadays, demand for quality education have been intensified with the transition to knowledge society, consequently educational organizations discovered new administrative and organizational approaches affecting their functioning (Özdemir, 2000). Increasing technological innovations, changing student demography, and cultural, economic, and societal changes force to educational institutions for adopting change. Therefore, education is influenced by changes which occur in the environment and it re-creates itself for the development of the society (Tabancalı, 2003).

Internal and external forces of change push Turkish Education System (TES) to adopt large and small change on a frequent interval. Ministry of National Education (MONE) in Turkey has performed various change implementations to remedy

educational disruptions. When legislations of MONE are investigated, it can be seen that there have been conducted many change applications in Turkey since 2000:

- Examination systems in secondary and high school level have been repeatedly changed with different content and names such as LGS, ÖSS, OKS, SBS, YGS, TEOG and LYS.
- Constructivist curriculum and student-centered learning has been integrated in TES since 2005.
- Knowledge sharing in education has commenced via computerized environment and it is called e-school.
- Technological and physical substructures of schools have been enhanced to provide the requisitions of European membership.
- Movement to Increase Opportunities and Technology (FATİH Project) inured in 2010.
- Gradual education change 4+4+4 has been started to implement in 2012-2013 academic year.

The improvement endeavors in Turkish Educational System has obtained since Tanzimat (Imperial Edict of Reorganization), but failures occurred or success about new applications in education could not acquire exactly despite all attempts. There can be many reasons of ineffective and unsuccessful change attempts. According to Clegg and Walsh (2004), organizational change initiatives take cognizance of financial and technical affairs whereas individual presence of organization members is disregarded. Actually, technological innovations, new instructional materials, and curriculum have been perceived primary subjects for educational change in TES. Unfortunately, teachers' opinions are neglected by change implementers although individual demeanors and personal attitudes of teachers are significant for the success of change duration (Kondakçı, Zayim, & Çalışkan, 2013). Indeed, teachers have some difficulties in accommodating themselves to change implementations in schools due to the environmental pressure, communication difficulties, top-down change impositions (Kresowaty, 1997). Actualizing effective organizational change need to perceive attitudes and behaviors of organization members toward change implementations (Oreg, Vakola, & Armenakis, 2011). In this instance, presence of employee readiness for change supports positive attitudes toward change

interventions (Self & Schraeder, 2009). Thus, it can be recognized that readiness for change is related with the victorious results of the change trials.

Leadership and Change

According to the conducting studies about educational enhancement in the world last 20 years, it is obviously seen that leader of school is an important factor to improve conditions of school environment (Spillane, 2004). School principals start to change initiations, conduct change implementations and manage whole change continuum for school enhancement according to alterations in educational system (James & Connolly, 2000). According to Özdemir (2012), there is a positive relationship between effective leadership behaviors in schools and success rate of reaching goals of educational organization. Conducting successful change management influences the outcomes of change and attitudes of organization members toward change process positively (Rafferty, Jimmieson, & Armenakis, 2013). For this reason, effective leadership implementations have a critical value for successful change in education. Cameron (2005) also stated that schools which are the head of education world are complex organizations by virtue of taking collective decisions with the participation of teachers, students, parents, and administration. Thus, attendance of all employees in decision making process is desirable behavior because it increases the loyalty of organization members to the decisions taken (Hicks & Gullett, 1976). In addition, change attempts can actualize easily, if all stakeholders of the organization participate in the change course (Hussey, 1998).

It is essential that educational organizations leave aside customary and ordinary administrative structure, in fact contemporary educational approaches should be embraced (Çankaya & Karakuş, 2010). As it is considered the studies and expressions of scholars about change and enhancement duration in schools, it can be recognized that distributed leadership regarded as lodestar due to its nature. The concept of distributed leadership mentions that leadership behaviors are supported and shown by all group members instead of only one leader in the organization (Bolden, Petrov, & Gosling, 2009). Many authors and institutions begin to care distributed leadership and they start to conduct studies about it. For instance, NCSL (National Collage for School Leadership) pay attention to distributed leadership on the leadership applications in schools and CCSSO (Council of Chief State School

Officers) has approved the working style of educational institutions as distributed leadership style (Jacobs, 2010).

Spillane (2012) emphasize that distributed leadership assists to prosper change course in organizations. In addition, distributed leadership needs communication network by composing all members' knowledge and experiences (Harris, 2004). Knowledge sharing among organization members foster change interventions in the organization and it is also necessity for effective change continuum (Barnes, Camburn, Sanders, & Sebastian, 2010). Moreover, the employee readiness level for change is related with frequency of active participation in decision making in their organizations (Cohen & Caspary, 2011). Likewise, creating circumstances that provides teacher participation in decision making about change process leads to increase teachers' readiness for change in educational settings (Kondakçı, Zayim, & Çalışkan, 2010). In the light of all these indications, it can be said that knowledge sharing has a crucial status on the distributed leadership because of its structure based on incessant contact between group members and its nature that allows the sharing of information. Additionally, distributed leadership is seen as the solution for achieving efficacious change duration in schools.

Thus, distributed leadership and knowledge sharing can be considered as determinants that improve effectiveness and process of educational change interventions positively in schools. Accordingly, the actual literature about distributed leadership and organizational change inspired such a study by supposing there is a mediating role of knowledge sharing on the relationship between distributed leadership and readiness for change.

1.2 Purpose of the Study

Even though organizational change is inquired by many scholars in business and educational settings, readiness for change has not been widely investigated in Turkey. It is indispensable to comprehend teacher's attitudes towards change interventions because teachers have a major influence for achieving change implications at school setting (Özmen & Sönmez, 2007). Moreover, change attempts which occur in the education require to changing of teachers who need to apply new educational approaches and implementations to enhance student success (Parise &

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Spillane, 2010). Especially, distributed leadership that helps to enhance knowledge sharing in school environment (Jäppinen & Maunonen-Eskelinen, 2012) has a significant role on the change process when it is considered that organizational change is ineluctable (Duignan & Bezzina, 2006). Therefore, distributed leadership and knowledge sharing in schools are the agents which are assumed to influence change attempts in TES.

Considering these discussion on distributed leadership and knowledge sharing, the purpose of the study was to explore the mediating role of knowledge sharing on the relationship between distributed leadership and readiness for change among public school teachers. The study answered the following research question.

Accounting on the mediating role of knowledge sharing, what is the relationship between distributed leadership and readiness for change among public school teachers?

Consequently, the study tested the following research hypothesis.

Knowledge sharing mediates the relationship between distributed leadership and readiness for change among public school teachers.

1.3 Significance of the Study

Frequent change interventions in Turkish Education System are the most prominent characteristics of education system in Turkey. Regardless the political agenda behind these frequent and large scale changes, investigations about changes in education come into prominence with this interrupted alteration period in Turkey. In this study, it is considered about teachers' readiness for change because of frequently eventuating change ventures of TES. Teachers play a significant role in educational change process in Turkish schools and their positive attitudes toward change influence results of change interventions. Correspondingly, teachers should be encouraged to be a component of change process in education for providing teacher readiness for change. However, previous studies show that there is not enough attention and concern about the teacher's role in educational change process in Turkey (Çalışkan, 2011; Kondakçı, Zayim, & Çalışkan, 2013; Zayim & Kondakçı, 2014). Actually, it is ignored whether teachers are ready for change or not. It is

expected that this study compensate the lack of human aspect in educational change attempts because failures of change interventions are derived from resistance of the people who are not ready for change.

Collaboration of school principal, teachers, and other stakeholders has gain importance during the change implementations in school. Indeed, school principal should facilitate to create suitable atmosphere for change attempts by actualizing participatory decision making with teachers. Actually, distributed leadership approach fosters collaborative work environment and participatory decision making in schools. This study also deliberates about distributed leadership that can help to create suitable atmosphere for knowledge sharing in school in order to obtain teacher's readiness for change. Related literature demonstrates that distributed leadership has a great impact on actualizing change endeavors by effectuating human side of the individuals (Duignan & Bezzina, 2006; Spillane, 2012) but, it was not enough importance to teacher aspect during the change activities in TES. In addition, distributed leadership has gained importance in the world for the educational institutions yet, there is not sufficient research about it in Turkey. Hence, this study is anticipated to conduce in distributed leadership literature by presenting consequences of the study.

The literature betrayed that distributed leadership and readiness for change studies in educational settings are restricted. Accordingly, the findings of the present study are expected to fill the gap about change initiatives in TES by investigating the relationship between distributed leadership and readiness for change with the mediating role of knowledge sharing. In this way, education policy-makers and MONE can recognize the valuable information that contributes the changes in TES to realize successful change interventions in education and to prevent waste of money and time.

In addition, this study includes one mediator knowledge sharing that is one of the process factors of readiness for change. In fact, present study investigates meditational effect of process factor knowledge sharing on the relationship between readiness for change and distributed leadership. Actually, this study is the first mediation study that conduct distributed leadership, readiness for change, and knowledge sharing variables in organizational change and leadership literature in

educational setting. Thus, the findings of the study will also contribute the related literature in terms of research.

1.4 Definitions of Terms

The definitions of important terms of this study are explicated as follows.

Change means that "the movement from one state to another" (Hargreaves, 2004, p. 287).

Organizational change is an "any significant alteration of the behavior of patterns of a large number of the individuals who constitute the organization" (Dalton, 1970, p. 231).

Readiness for change refers to "reflected in organizational members' beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully make those changes" (Armenakis et al., 1993, p. 681).

Leadership is an "attempt at influencing the activities of followers through the communication process and toward the attainment of some goal or goals" (Donelly, Ivancevich, & Gibson, 1985, p. 362).

Distributed leadership means "generating ideas together; seeking to reflect upon and make sense of work in the light of shared beliefs and new information; and creating actions that grow out of these new understandings" (Harris, 2003, p. 314).

Knowledge is defined as "a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information" (Davenport & Prusak, 1998, p. 5).

Knowledge sharing is explained as "process where individuals mutually exchange their implicit and explicit knowledge to create new knowledge" (Hoof, Ridder, & Aukema, 2004, p. 119).

CHAPTER II

REVIEW OF LITERATURE

This chapter comprises the definitions, proper literature and past investigations about present study. This review of literature chapter contains five main parts. The first part discusses organizational change. The second part includes readiness for change. The third part explains leadership. The fourth part deals with distributed leadership. The last part mentions knowledge sharing.

2.1 Organizational Change

The concept of change is defined as the totality of changes occurring within a period of time (TDK, 2010). Knowledge and understanding for reaching conclusion, using resources efficiently and its methods & techniques incessantly alter and this change is a result of the necessities of daily life (Rondeau, Gibson, Ivancevich, & Donnelly, 1992).

An organization is an instrument that directors, managers, and workers utilize to systemize their exertions to acquire their aims and any desires about their goals (Jones, 2010). Organizations take some inputs from environment and they transform them to products or services. Then, they again put into services them for the public weal. Changes of public expectations affect the structure of the organizations as a matter of course. One of the most important characteristics of efficient organizations is the ability of fitting to changing conditions in the current environment. In other words, the organizations that assimilate to their environment can maintain their entity (Turan et al., 2014). Organizations have to make innovation and change continuously to survive, to become more efficient, to reach their goals and to have competitive capacity (Çalık, 2003). Lately, outer world alter much more quickly than

organizations perform. Thus, business organizations try to catch up with changes of external world in order to survive (Burke, 2013). Hence, understanding the handling process of change is a necessity to rises life standards in every parts of life.

Organizational change contrives to enhance the efficacy of the organizations and it acts as a planned movement. In addition, strategic global perspective, knowledge of networks, risk management, negotiation development, creativity, innovation, and empowerment are some impacts of organizational change (Cawsey, Deszca & Ingols, 2015). According to Erdoğan (2002), organizational change includes reform of the structure to regenerate new suggestions for encountering requirements when the current situations in the organization are unsuccessful to confront the challenges and expectations of outside environment. Therefore, organizational change is assumed as a decision-making and performance process.

According to Nadler and Tushman (1989), there are four types of organizational change: (i) *tuning* is explained residual change made in expectation of prospect events in order to enhance the efficiency of the organization, (ii) *redirecting or reorienting* includes strategic main alterations in organizations because of planned programs, (iii) a*dapting* is defined as increasing alterations as a reaction to environmental changes, (vi) *overhauling or re-creating* contains striking modifications as a response to main external affairs.

There are so many forces in the environment which affect organizations. According to Jones (2010) there are some forces of change such as global, economic, and political forces that constantly influence organizations and compel them to change because political and economic collaboration between countries from different areas of the world cause a progressively significant force for change (Hill, 1994). In addition, competitive forces are the essential for survival of organizations because they cause the comparison of the quality, capability, and efficacy of the contenders. Furthermore, ethical forces arose from changing economic, political, demographic, and social forces and they are crucial for liable and reliable employees' attitudes and behaviors (Shaw & Barry, 1995). Moreover, social and demographic forces perpetually change in work places and this situation leads to make some alterations about the motivation of employees and general atmosphere of working environment to get more efficient services and products (Jones, 2010).

Administrators constantly confront about how to reply to pressure of change and there are two types of change that directors may select to aid their organizations perform intended conditions (Miller, 1982). Firstly, *evolutionary change* is progressive, gradual, step-by-step, and barely focused (Lindblom, 1959). Evolutionary change includes not an extreme or rapid modifying of the main nature of organization's policy and design but a continuous effort to enhance, alter and adopt strategy and formation increasingly to support to changes occurring in the environment (Nystrom & Starbuck, 1984). Secondly, *revolutionary change* is immediate, drastic, and largely focused. Revolutionary change includes a brave effort to rapidly discover new ways to be efficient. It is seen that radical shift occurs in the organizations by doing new things, setting new goals, and constructing new structure (Jones, 2010). Generally, main arguments of the scholars is that evolutionary change arise progressively and continues stepwise whereas revolutionary change occurs suddenly and creates radical effects for all parts of the organizations.

According to Jones (2010), organizational change covers redesign of organizations' structures and cultures to move from their current state to expected state in order to acquire future goals to raise the effectiveness of organization. The aim of organizational change is to discover and apply distinguish and advanced methods for utilizing capabilities and sources to expand an organization's performance (Porras & Silvers, 1991). Organizations should take up seriously environmental changes in order to be long-lasting because surroundings of the organizations are continuously altering day by day (Argyris, Putman, & Smith, 1985).

2.2 Readiness for Change

Readiness for change is conceived as a requirement for actualizing successful organizational change because it is a positive employee attitude which supplies voluntary participation on change initiatives, and it also help to create an essential circumstances to handle negative manners such as resistance to change. There are a lot of studies about creation of readiness for change especially in business sector because workers' readiness for change is considered as an indispensable provision for achievement of the change process in the organizations (Armenakis et al., 1993).

There are many definitions about readiness for change with different organizational change perspectives. To illustrate, readiness for change is associated with embracing the change actions and comprehending them as an occasion for enhancement of the organization (Campbell, 2006). According to Armenakis et al. (1993), readiness for change influences opinions and behaviors of employees toward to change continuum which realize in their work place.

According to Piderit (2000) there are three dimensions of readiness for change: (i) cognitive, (ii) emotional and (iii) intentional. *Cognitive readiness* is described as the opinions and faiths of person concerning the positive consequences of the change attempts for them and organization (Nikolaou, Gouras, Vakola, & Borantas, 2007). Cognitive domain explore to response to the questions like "Will the change help me do my job better?" or "Are proposed changes usually better to develop organization?" In addition, *emotional readiness* is concerned with sensations of person toward change efforts in the organization (Bouckenooghe et al., 2009). Emotional domain seeks to reply to the statements like "I generally don't like the change" or "Change usually gives me anxiety". Finally, *intentional readiness* is depicted as the degree of endeavor, enthusiasm and energy that employees desire to devote in the change process (Bouckenooghe et al., 2009). Intentional domain looks for the response of expressions like "I would like to devote myself to the process of change".

2.2.1 Studies about Readiness for Change in Education

Investigations about readiness for change in educational organizations are meager as compared with the change studies in education, yet some respectable studies that were conducted in last five years were listed as follows.

For instance, Kondakçı, Zayim, and Çalışkan (2010) carried out a study for investigating school principal's readiness for change by associating with experiences of school principal, size and level of schools. 167 school principals were the participants of the study and result of the study demonstrated that both teacher and school principal participation in change continuum provide to increase readiness to change in school.

Helvacı and Kıcıroğlu (2010) also run a study for analyzing readiness for change level in elementary schools. Four dimensions of school towards change were evaluated by the teacher's perception in Uşak. The result of the study showed that change readiness level of school principal, teachers, parents, technological and physical substructure of schools have medium level.

Çalışkan (2011) investigated the relationship between resilience and readiness for change which has cognitive, intentional and emotional dimensions. Totally 691 public school teachers composed of sample of the study in Ankara. According to results of the study, there is a significant association between readiness for change and resilience of teachers.

Nordin (2012) conduct a study in order to explore effective process of organizational change in university environment in Malaysia. Therefore, the study data were gathered from 169 academic personnel in university campus. The result of the study showed that there is a mediating role of organizational commitment on the relationship between change readiness of academic staff and leadership manner in university atmosphere.

Zayim and Kondakçı (2014) performed a study to investigate the relationship between organizational trust and emotional, intentional, cognitive dimensions of readiness for change among teachers. The results of the study displayed that teachers' readiness towards change is associated with perceived trust and consequences of the study contribute the change interventions which are implemented by Ministry of National Education (MONE) in Turkey.

Kondakçı, Beycioğlu, Sincar, and Uğurlu (2015) run a study to explaining the teacher readiness for change in school setting. Context, process and outcome factors were investigated to elucidate teachers' readiness levels to change in terms of cognitively, emotionally, and intentionally. Trust, job satisfaction, perceived workload, social interaction, knowledge sharing and participative management factors on teacher attitudes toward change were examined with hierarchical regression analysis. According to results of the study, trust was detected as a poor predictor of readiness for change, but job satisfaction, social interaction, participative

management and knowledge sharing were observed as the potent predictors of teacher readiness for change.

İnandı and Gılıç (2016) conduct a study for investigating the teachers' readiness level to educational change. Thus, researchers collected data from primary school teachers in Mersin city. The result of the study demonstrated that there was a significant association between school culture, participation in decision making and readiness for change.

Consequently, researches about readiness for change in educational settings especially in public schools reveal that teachers are voluntary to contribute the change process in their school and they wanted to participate more in decision making continuum during the change interventions realization in education. Actually, they desired to perform active roles in change attempts that occur in their school. Studies about readiness for change also show that some context, process, and outcome factors (e.g. organizational commitment, knowledge sharing, trust, participatory decision making) of readiness for change are significantly related with teacher attitudes toward change and school principals and policy makers should be considered on these notions in order to actualize effective change endeavors in educational system.

2.3 Leadership

From past to present, leadership have been discussed with different perspectives and frames in the various fields because organizations and groups have needed a leader for actualizing their goals. Thus, there are many concepts, theories, and definitions about leadership according to scholars who are study in assorted areas such as management science, political sciences, psychology, sociology, educational management, and business administration.

The most frequently asked question about leadership is who is leader? Or what is leadership? These questions are answered by several distinct aspects. Some scholar denoted that leadership characteristics come from nature of personality with a birth (Bass, 2008; Howard, 2001), yet some scholars do not agree with this opinion and they claim that leadership traits can be learned with experience (Stogdill & Coons,

1957; Werner, 2000). In addition, some views about leadership suggest that there is no only one true leadership style on the contrary many situations that needs to implement various leadership style can occur in the organizations (Fiedler & Chemers, 1984; Reddin, 1970).

Actually, leadership is considered by different authors (e.g. Bass & Riggio, 2006; Blanchard & Hersey, 2008; Fiedler & Chemers, 1984; Harris, 2004; Howard, 2001; Ivancevich & Matteson, 1990; Lunenburg & Ornstein, 2012) in terms of different visions. And so, it can be said that leadership is difficult notion for explaining its meaning and there are many studies and definitions about leadership. According to Stogdill (1974), leadership is a behavior that creates the structure of organization with the frame of expectations. Demirtaş and Güneş (2002) claimed that leader can be stated as a person who coordinate and evaluate life experiences of a group and utilize the power of group via group activities.

Leader, manager, leadership and management concepts have been discussed by scholars for a long time. Thus, many various perspectives and opinions about leadership lead to emerge different leadership theories. Leadership notion can be studied more comprehensive through the leadership theories that illumine the nature of leadership.

Firstly, trait theories continued to affect management concept until 1940s. Trait theories explain the features of effective leaders and many scholars identify personal traits of competent leaders who are different from non-leaders (Bass, 2008; Goleman, Boyzatzis & McKee, 2002; Howard, 2001; Lunenburg & Ornstein, 2012; Yulk, 2012). Trait theories argue that individuals must have some special characteristics coming with birth to be a leader. According to Yavuz (2008), followers desire to see different physical, psychological, and social characteristics to their leaders and they hope to recognize distinguish personal traits for leadership position. For instance, Bernard Bass and Gary A. Yulk listed main characteristics of influential leaders: self-confidence, intelligence, emotional maturity, background knowledge, integrity, flexibility, motivation (Bass, 2008; Yulk, 2012).

Secondly, behavior theories had been suggested for investigating behaviors of leaders between 1940s and 1960s. Behavior theories emphasize the importance of

behaviors and performances of leaders and underline the significance of relationship between leaders and their groups rather than the personal traits of leaders (Werner, 2000). Ohio State University study that assigned two leader behaviors as initiating structure and consideration (Stogdill & Coons, 1957), the University of Michigan study that defined two different leadership behaviors as production-centered leadership and employee-centered leadership (Ivancevich & Matteson, 1990), and the University of Iowa study that classified three types of leadership as authoritarian, democratic, and laissez-faire (Lunenburg & Ornstein, 2012) were directed well-known investigations about behavioral theories of leadership.

Thirdly, contingency theories have emerged between 1960s and 1980s after doubts about best leader traits or best leader behaviors for effective leadership had increased. Contingency theories' advocates (Fiedler & Chemers, 1984; Blanchard & Hersey, 2008; House, 1996; Reddin, 1970; Vroom & Yetton, 1973) suggest that there isn't single efficient leadership style for every special situation contrarily it can vary according to current conditions. Vroom and Jago (2007) also claim that contingency theory is antithesis of great man theory and the success of the organization is affected by specifications of the present situation rather than behaviors or traits of leaders. Prominent models of contingency theories can be listed as: *Reddin's 3-D Model of Leadership* explain the leadership in terms of three dimensions that are relationship, task behavior, and effectiveness (Reddin, 1970). *Fiedler's Contingency Theory* supports that leadership style should be match with most suitable conditions for successful organization (Fiedler & Chemers, 1984). *Situational Theory* accentuate the behaviors which show the leader can change according to subordinates expectations depends on their educational background, abilities and self-efficacy (Blanchard & Hersey, 2008). To sum up, contingency approach assert that there can be various behavior models for leadership practices thereby, leaders should decide to act according to conditions which show changes in the organizational culture.

Lastly, contemporary leadership theories are considered to actualize organizational goals with the help of the effects of leader instead of traditional leadership approaches. Advocates of contemporary leadership theories (Bass & Riggio, 2006; Graen & Uhl-Bien, 1995; Irby, Brown, Duffy & Trautman, 2002) emphasize the

facilitator and guide role of the leader rather than the dictator role in the organization and. Especially in todays' world; rapid technological developments, decreasing resources, globalization, rising educational level of workers leads to necessity of leaders instead of managers in the organization, thereby researchers offers different leadership styles to response the expectations (Tabak, Şeşen, & Türköz, 2012). For example, *Leader-Member Exchange Theory* supports that leaders behave differently according to different workers and they can develop distinguish relationship with some subordinates (Graen & Uhl-Bien, 1995). In addition, *Transformational Leadership* depends on leader's chancing beliefs, values, and needs of his/her supporters by inspiring to them and rising awareness of them about their personal growth and significance of tasks (Bass & Riggio, 2006).

Furthermore, there are many contemporary leadership theories such as quantum leadership, moral leadership, ethical leadership, charismatic leadership, cultural leadership, strategic leadership, intellectual leadership and so on. One of the contemporary leadership theories is distributed leadership which is investigated in this study.

2.4 Distributed Leadership

Traditional leadership approaches have given place to new and contemporary trends. Distributed leadership which is taken attention by managers, scholars (Elmore, 2000; Gronn, 2000; Harris, 2004; Spillane, 2006; Yulk, 1999) and especially educational leaders is considered as a new perspective among the leadership theories.

Many scholars have shown interest and started investigations about distributed leadership since the end of 1990s. Thus, there are many descriptions, phrases and expressions which are stated by different authors about distributed leadership. For example, distributed leadership does not mean that everyone must be a leader in the organization but in fact, distributed leadership means sharing leadership responsibilities among the members of organization (Harris, 2003). According to Spillane (2005), the practice of distributed leadership does not only imply ability and knowledge of one leader but also cover the shared perspective which implicates the members of organization, coaction of people and possible conditions that is, it is a production of the interaction between leaders, followers with the present

circumstances. Actually, there is no need of formal description or designation of leader because all attempts and opinions of members of organization are considered valuable and significant through distributed leadership perspective (Harris & Spillane, 2008). Essentially, the concept of distributed leadership gives a chance about freedom of expression and decision-making authority for people who are not reside in management staff; in other words, distributed leadership refuses bidding and control notions in the organization. Especially distributed leadership which is considered as a cipher agent of educational leadership practices has been implemented in educational institutions with growing acceleration (Benson & Blackman, 2011). Schools that promote distributed leadership have active working teams consists of parents, students, teachers, and administrators (Lambert, 2002).

When distributed leadership literature review has been done comprehensively, it is seen that there are three distributed leadership models which are expressed by James Spillane, Peter Gronn, and Richard Elmore. Thus, these authors' model will be elucidated to understand the nature of distributed leadership.

According to Spillane (2006), leadership is defined as a communication process between leader and followers for actualizing the organizational tasks, actually it is not success or quality of one person in fact it is a cooperation process which depends on actions of organization members. Spillane's (2006) distributed leadership model proposes two aspects: *Leadership Practice* and *Leader-Plus Aspect* and he explains that leadership has 3 dimensions: leaders, followers, and conditions. This formation is called leadership practice which composes of the totality of leadership practice in the organization with the interaction between followers and leaders at different times and circumstances and leader-plus aspect which provides to show leadership behaviors from the members of organization helps to subordinates for demonstrate their abilities, cooperation and expertness for contributing enhancement of the organization (Spillane, 2006).

Peter Gronn also mentions two forms of distributed leadership which are *Addictive Model* and *Holistic Model* (Gronn, 2002). Gronn's addictive model of distributed leadership emphasize that leadership role is divided between organization members according to their expertise areas. That is, each member in the organization has their special professional knowledge and qualities and these features allow individuals for

demonstrate leadership behaviors depends on the circumstances. Holistic model of distributed leadership is considered as an umbrella notion which band together sharing, cooperation, entitlement, and democracy in the organization (Groon, 2000). Organizational acquisitions do not bound up with attempts of each individual, actually success of organization is related with the contribution of all stakeholders to the entire process of organizational exertion. Therefore, overall contribution is more valuable and grand than individual efforts in the organization.

Richard Elmore (2000) believes that leadership should be shared between stakeholders of the schools instead of being dependent only one authority because distributed leadership is important for the school enhancement. According to Elmore (2000), schools are responsible for student's learning and distributed leadership should be associated with helping the learning of students. Thus, distributed leadership which provides the development of education quality in schools is considered as the following five basic principles. Firstly, leadership should take into account every stakeholder in the schools in order to actualize more effective teaching process; secondly, leaders and subordinates should be aware of mutual responsibility for school works; thirdly, school leader should be a model during the application procedure of distributed leadership; fourthly, learning which occur in individual and organizational level should be continuous for the educational improvement; lastly, leadership implementations depend on the different expertise areas of school members (Elmore, 2000).

2.4.1 Studies about Distributed Leadership in Education

A lot of studies have been conducted about effective leadership style in school environment in order to improve the quality of education. Distributed leadership is also seen as a contemporary approach about educational leadership and some investigations have been handled about it until today. As related literature is examined, it can be noticed that distributed leadership is the popular subject of leadership studies in education.

For instance, Combun, Rowan, and Taylor (2003) conducted a study which is titled "Distributed Leadership in Schools: The Case of Elementary Schools Adopting Comprehensive School Reform Model". The result of the study show that school

leadership composed of a group of people instead of one person. In addition, comprehensive school reforms enhance the applications of distributed leadership.

Spillane and Sherer (2004) ran a study for elementary schools in Chicago. They found that the significant determinant of leadership development is school with all stakeholders not individuals. Authors also point to connection between quality of education and distributed leadership applications.

Furthermore, Harris (2004) analyzed the relationship between achievement of school and distributed leadership. He found that successful leaders who adopt distributed leadership provide school change and improvement by sharing leadership in school atmosphere and these leaders develop more close-knit relationship with subordinates than traditional leaders.

Grant (2011) also conducted a study about effectiveness of leaders in public schools. The results of the study show that there is a meaningful relationship between distributed leadership and efficiency of leaders.

Baloğlu (2011) conducted a study which is titled "Distributed Leadership: A Leadership Approach That Should Be Taken Into Account in the Schools". And the main purpose of this study is to investigate and clarify the distributed leadership concept. The results of the study show that distributed leadership gain importance in the leadership literature and it can be placed at the center of reform movements in Turkish Educational System within the framework of democratic attempts in Turkey.

Korkmaz and Gündüz (2011) run a study which is titled "Indicating Levels of Distributive Leadership Behaviors of Primary School Principals". According to result of the study, teachers think that school principal shows distributed leadership behaviors.

Uslu and Beycioğlu (2013) carried out a study to explore the association between organizational commitment of teacher and distributed leadership behaviors of their school administrator. 324 elementary school teachers composed of the participants of the study in Manisa city. The study results suggest that collective leadership, participative decision making, meetings, trips and prizes should be considered for school environment in order to enhance organizational commitment of the teachers.

Yılmaz and Turan (2015) run a structural equation modeling study about distributed leadership. Hence, the data of the study collected from 352 public high school teachers in the center of Eskişehir. According to results of the study, organizational trust influence distributed leadership sensation and distributed leadership affect organizational support and this leads to the school success.

Adıgüzelli (2016) performed a study to explain the association between organizational trust attitudes of teachers and distributed leadership perception. Therefore, the data of the study were gathered from 410 teachers who work in public school at high level in İzmir. The study results demonstrated that distributed leadership is considered as strong predictor of trust in schools and so school principals should pay attention the distributed leadership notion in order to create trust among members of the school.

Consequently, the studies about distributed leadership in education indicated that members of schools such as school principal, students, and especially teachers show appropriate behaviors and attitudes to distributed leadership. Hence, distributed leadership notion can be applicable leadership approach in educational settings. For instance, teachers participates decision making process about school works and they are willing to share leadership responsibilities with other teachers, school principal, students' parents, and students in their school. In addition, distributed leadership is highly related with some concepts such as school success, effective change actualization in schools, educational quality enhancement, school administrator efficacy. In other words, distributed leadership is a necessity for school improvement and successful educational change. Moreover, organizational commitment and trust are the facilitators to realize effective distributed leadership in school.

2.5 Knowledge Sharing

Organizations and governments started to set up their future goals according to knowledge that influence societies, economic ventures, technological innovations and daily life routines in the world because power of knowledge outrival the other sources. Thus, many expressions which are related to knowledge have been stated by scholars (Bolmsten & Anderson, 2002; Davenport & Prusak, 1998; Leonard & Sensiper, 1998) until today. For instance, information or data is not a meaning of

knowledge; in fact, knowledge is an elastic combination which ensure to combining and assessing the acquired experiences, owned values, professional information, and expert opinions (Davenport & Prusak, 1998). Additionally, knowledge is a kind of information which is experienced and applicable for special situations (Leonard & Sensiper, 1998). According to Alavi & Leidner (2001), knowledge is a humanmade product which is associated with subjective personal interpretations, individuals' values, observations and opinions. Knowledge shows itself with the aid of opinions, experiences, intuitions, perceptions, applications of individuals in the group (Barutçugil, 2002). In addition, knowledge does not only exist in written documents but also obtain thoughts of individuals, applications, and processes in the organization (Bolmsten & Anderson, 2002). According to Zaim (2005), knowledge is both instrument and outcome because knowledge is used as a tool for reaching specific result via information; in addition, knowledge means consequence in order to provide thinking, understanding and creating opinions.

Furthermore, some authors (Ramasamy & Thamaraiselva, 2011; Choi & Lee, 2003) pay attention to types of knowledge such as explicit and implicit knowledge. Explicit knowledge can be easily noticed because it includes evidences like words and numbers (Koskinen, Pihlanto, & Vanharanta, 2003); whereas, implicit knowledge is more difficult than explicit knowledge in terms of sharing and communicating (Nickols, 2000).

Humankind experience three different social stages that are listed as (i) agricultural society depending on physical power of individuals, (ii) industrial society relaying on skills of people, and (iii) knowledge society being linked brain power and knowledge (Nazlı, 2004). Knowledge has become more significant than natural resources or labor in today's world because power of knowledge is considered as a primary source for economic enhancement of countries. Hence, knowledge is important for today's organizations in order to survive in challenging life conditions and knowledge sharing play crucial role in the success of organizations because of effects of knowledge society at 21st century.

Knowledge sharing has gained importance for organizations since 1980s. There are many phrases about knowledge sharing. To illustrate, knowledge sharing is a

transition of knowledge from one person or group to the other via communication (Lee, 2001). In addition, knowledge sharing process can be more efficient if organizational knowledge is handled with systematic way (Nemli, 2007). According to Matzler et al. (2008), knowledge sharing between employees contributes the success and performance of the organization. Karaaslan, Özler, and Kulaklıoğlu (2009) also stated that knowledge sharing both provides to enhance learning and prevents to do similar mistakes which were experienced in the organization. Knowledge sharing is a series of helping behaviors that includes knowledge transferring between members of the organization (Connelly & Kelloway, 2003).

Knowledge is in the mind of individuals and it should be shared by the members of organization because it cannot be known exactly if there is not enough communication between workers (Wang, 2010). Therefore, many organizations use reward systems in order to foster organization members to share their experiences and knowledge with their colleagues (Yu & Liu, 2008). Knowledge sharing actualizes voluntary helping process between members of organization and so they can improve their abilities by learning something from their co-workers (Yang, 2007). It is significant to create suitable atmosphere in the organization for properly functioning knowledge sharing mechanisms (Barutçugil, 2002) because organizations need to facilitators for realizing demands, expectations, and tasks quickly.

2.5.1 Studies about Knowledge Sharing in Education

It can be noticed that studies about knowledge sharing are generally interested in using technology in business organizations for providing knowledge sharing to rise income as related literature is analyzed (Hou, Sung, Chang, 2009). Actually, there are not many investigations about knowledge sharing in educational settings. Related studies about knowledge sharing in education are as follows:

Hew and Hara (2007) run a study which is titled "Empirical study of motivators and barriers of teacher online knowledge sharing". Hew and Hara's (2007) study is conducted to comprehend the knowledge sharing process between teachers. The results of the study demonstrated that princiçlism and collectivism are the major

motivators for knowledge sharing, but competing priority and lack of knowledge are the major barriers of knowledge sharing among teachers.

Seonghee and Boryung (2008) managed a study about the main agents for knowledge sharing among university teaching staff. Data of the study were collected from faculty members of South Korea. According to results of the study, perception of significance of knowledge sharing and reward systems are the main factors that affect knowledge sharing in higher educational institution. However, it is not found important impact of openness, trust, or collaboration on University level knowledge sharing.

Rismark and Solvberg (2011) conduct a study about knowledge sharing behaviors in school setting. Therefore, data of the study collected from secondary schools in Norway. According to results of the study, knowledge sharing activities should be fostered in order to enhance professional learning groups in educational settings.

Song, Kim, Chai, and Bae (2014) performed a study to explain the knowledge sharing implementations and innovative school atmosphere in schools. Thus, the data of the study were gathered from 38 high schools in Korea. Structural Equation modeling was utilized to analyze teachers' reports. The results of the study displayed that work engagement and knowledge sharing mediates the association between innovation in schools and knowledge creation.

Consequently, knowledge sharing studies in educational setting demonstrated that there is a knowledge sharing mechanisms in school setting and teachers share their knowledge among their colleagues and school principal. In other words, teachers think that there is a suitable atmosphere for knowledge sharing in their school. In addition, collective works and reward systems encourage for sharing teachers' knowledge with other members of the school. And, knowledge sharing fosters the professional learning groups and help to actualize educational innovations in schools.

CHAPTER III

METHOD

In this chapter the methodological procedure of the present study is introduced. The first section includes the overall design of the study. The second section explains the research question. The third section introduces the sampling procedure of the study. The fourth section explains the data collection instruments followed by ethics, the data collection procedures and data analysis. The last section elucidates limitations of the study.

3.1 Design of the Study

The purpose of the study was to investigate the mediating role of knowledge sharing on the relationship between distributed leadership and readiness for change among public school teachers.

Considering this aim, this study was designed as a correlational study, one of the quantitative research methods. Based on the relevant literature, knowledge sharing was identified as the mediator variable for the relationship between independent (distributed leadership) and dependent (readiness for change) variables.

According to the complexity of social phenomena, mediation studies go beyond simple documentation of mere relationship between quantitative variables. Hence, mediation studies elucidates the association between dependent and independent variables without any manipulation (Fraenkel, Wallen, & Huyn, 2012) and mediator aids to account how independent variable influences the dependent variable. Moreover, it is created more meaningful and well-rounded comprehending about the relationship mechanism of the study with the help of the mediation.

In this study, mediation design was utilized for elucidating the direct and indirect effects of knowledge sharing on readiness for change and distributed leadership.

3.2 Research Question

This study was run to handle the following research question:

- Accounting on the mediating role of knowledge sharing, what is the relationship between distributed leadership and readiness for change among public school teachers?

3.3 Population and Sampling

In the present study, convenient sampling method was used in order to determine the participants because of concerns about budget, limited time, and accessibility of participants. Teachers who are working in public primary, middle, and high schools in center of Edirne city compose the population of this study, and reaching to them can be realized only at break times of school.

Some steps were carried to use the data collection duration efficiently. First, list of the schools were downloaded from Edirne Provincial Education Directorate web site. Then, primary, secondary, and high level schools (totally 66 schools) are detected from the list. And, some information about these schools such as name and e-mail address of school principal, telephone number of school administration, and location of school were searched. After that, 40 schools were determined for vising to collect data according to number of teachers, location, and school principal manner and attention to the study. Finally, data collection procedure started with meeting to the school principal and continued with talking to the teachers for each school.

Data were collected from 566 teachers during spring semester of 2014-2015 academic year. In Edirne, 14 primary, 14 middle, and 12 high public schools were visited in order to reach the teachers. To begin with, data screening process was completed by cleaning the data and checking for errors. After that, data analyses were done with sample 531 teachers.

Table 3.1

Distribution of the Study Participants In Terms of School Level

	Number of Schools	Number of Teachers
School Level		
Primary	14	173
Secondary	14	197
High	12	186
Total	40	556

Table 3.1 shows that distribution of the study participants (public school teachers) in terms of primary, secondary and high level. As can be seen from Table 3.3, 14 primary level schools, 14 secondary level schools, and 12 high level schools composed 40 public schools in Edirne for this study. In addition, 173 teachers working on primary level school, 197 teachers working on secondary level school, and 186 teachers working on high level school generated the participants of the present study as totally 556 public school teachers. Descriptive statistics results on the sample of the study are presented in Table 3.2 and Table 3.3:

Table 3.2

Demographic Statistics about Categorical Variables of the Study

Variables	N	Percent (%)
Gender		
Female	344	65.0
Male	187	35.0
Marital Status		
Married	450	84.7
Single	74	13.9
Other	7	1.3

In relation to their gender, acquired data stated that 65.0 % of the participants were female (*n* = 344) while 35.0 % of them were male (*n* = 187). According to the teachers' marital status; 84.7 % of the participants were married (*n* = 450), 13.9 % of the participants were single (*n* = 74) and 1.3 % of the participants were other status (*n* = 7).

Table 3.3

Demographic Statistics about Continuous Variables of the Sample

Variables	M	SD	Min	Max
Age Range	40.94	8.99	18	64
Teaching Experience	17.67	9.23	1	44
Tenure	5.52	5.47	1	35
Teacher Number	35.94	22.29	7	118
Student Number	493.75	245.51	30	988

Age of teachers ranged between 18 and 64 (*M* = 40.94, *SD* = 8.99). Participants' teaching experiences ranges between 1 and 44 (*M* = 17.67, *SD* = 9.23) years. 21 participants who compose 4.00 % of the sample have worked as an intern teacher. In addition, teachers' tenure in their present schools which the data were collected for this study ranges between 1 and 35 (*M* = 5.52, *SD* = 5.47). During the data collection procedure; totally 40 public schools were visited. It was seen that every school has different structure on account of number of teachers and students. The number of teachers in each school ranged between 7 and 118 (*M* = 35.94, *SD* = 22.29) and the number of students in each school ranged 30 and 988 (*M* = 493.75, *SD* = 245.51).

3.4 Data Collection Instruments

In this study three previously developed questionnaires, with a demographic form were utilized to collect the data. Data collection instruments were comprised; Demographic Information Form, Distributed Leadership Scale (DLS) (Özer & Beycioğlu, 2013), Readiness for Change Scale (RFOC-CEI) (Kondakçı, Zayim, & Çalışkan, 2013), Knowledge Sharing Scale (KSS; Haser & Kondakçı, 2011).

3.4.1 Demographic Information Form

Demographic information form was developed by the researcher with expert views in order to collect general information about the participants. There were questions about gender, age, marital status, teaching experiences, tenures of teachers in their present schools, the number of teachers and students in their schools.

3.4.2 Distributed Leadership Scale (DLS)

Distributed Leadership is the independent variable of this study. In the present study, distributed leadership was measured by the Distributed Leadership Scale (DLS) that was developed by Özer & Beycioğlu (2013). It endeavors to describe teachers' perceptions on distributed leadership.

The authors of this instrument reported that they reviewed related literature and former questionnaires on distributed leadership before launching the data collection instrument. In their pilot study, there were 31 items and the pilot study was conducted to 157 public primary school teachers in Adıyaman. DLS is a unidimensional scale. After that, exploratory and confirmatory factor analyses were done and expert opinions were taken about the content and items. Finally, last version of DLS could be constructed with diminished items.

DLS consists of 10 items with a 5-point Likert scale, ranging from 1 to 5 (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Frequently, 5 = Always). For instance, "Our school principal encourage to the teachers and other stakeholders to participate the decision making process about school works" is one of the items of DLS. It has a single factor structure and total score of the DLS would be ranging between 10 and 50. The computation of the score of DLS is acquired by summing the scores and dividing the number of items. Higher scores provide that perception about distributed leadership is high among teachers, yet lower scores indicate that perception about distributed leadership is low in the school environment.

Internal consistency coefficient determined by using Cronbach Alpha formula was stated as .92 and test-retest reliability was recorded as .82 (Özer & Beycioğlu, 2013). Obtained data about reliability and validity analysis reveal that validity and reliability of the DLS were at an adequate level. DLS can be utilized to estimate teacher's

views on the distributed leadership applications as a valid and reliable instrument. In this study, Cronbach's coefficient alpha (α) which is the index of reliability for Distributed Leadership Scale was found to be .93.

3.4.3 Readiness for Change Scale (RFCS)

Readiness for Change is the dependent variable of this study. In the present study, readiness for change was measured by the Readiness for Change Scale (RFCS) that was developed by Kondakçı, Zayim, and Çalışkan (2013). It aims to determine readiness for change levels of teachers, counselors, and administrators working in schools as an organizational member.

Theoretical framework of readiness for change and previous instruments are identified for developing 3-dimension RFCS, after the authors completed comprehend literature review about organizational change. Especially, Bouckenooghe, Devos, and Broeck's (2009) Organizational Change Questionnaire-Climate of Change, Process, and Readiness (OCQ-CPR) was utilized for formation of RFCS items. In addition, Piderit's (2000) three-dimensional structure was operated as a major pattern for construction of RFCS.

As a result of preliminary investigations, pilot study of readiness for change scale was generated with taking essential revisions by the experts. Then, 700 teachers who have worked in Ankara were chose as participants of the study to establish validity and reliability of the scale at the first stage. In the second stage, 603 public school teachers composed of the participants of the study in order to confirm construction of Readiness for Change scale. Cronbach alpha coefficients were detected to be .90, .87, .75 separately for intentional, emotional, and cognitive readiness for change dimensions (Kondakçı, Zayim, & Çalışkan, 2013).

Final Version of RFCS consists of 12 items with a 5-point Likert scale, ranging from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree). For example, "I want to do my best for the success of the change process which occurs in my school" is one of the items of RFCS. The total score of the RFCS would be ranging between 12 and 60. The calculation of each of the three dimensions (cognitive, emotional, and intentional) of RFCS is found by summing the scores and dividing the item number. Higher scores show that readiness for change level is high,

on the contrary lower scores demonstrate that readiness for change level is low for teachers and administrators working in the same school.

There are three dimensions of readiness for change: intentional readiness for change, emotional readiness for change, and cognitive readiness for change. Intentional readiness for change dimension is assessed by items 6, 8, 9, 11, and 12 (e.g., "I would like to devote myself to the process of change"). Emotional readiness for change dimension is determined by reverse items 3, 7, and 10 (e.g., "I usually do not like to change"). Cognitive readiness for change is analyzed by items 1, 2, 4, and 5 (e.g., "I would like to see change activities in my school"). In addition, Cronbach's alpha coefficients were found to be .91, .87, and .82 respectively for intentional readiness for change, cognitive readiness for change, and emotional readiness for change in this study.

3.4.4 Knowledge Sharing Scale (KSS)

Knowledge Sharing is the mediator variable of this study. In the present study, knowledge sharing was measured by the Knowledge Sharing Scale (KSS) that was developed by Haser and Kondakçı (2011). It seeks to state effectiveness and availability of knowledge sharing and expansion in the workplace.

KSS consists of 5 items with a 5-point Likert scale, ranging from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree). To illustrate, "There are formal mechanisms to ensure knowledge sharing at my school" is one of the items of KSS. The total score of the KSS would be ranging between 5 and 25. Higher scores enucleate that there is an effective application of knowledge sharing in school. The reliability of KSS is detected a value .83 (Cronbach's Alpha) (Haser & Kondakçı, 2011). KSS can be run to evaluate the efficacy of knowledge sharing in schools as a valid and reliable instrument. In addition, Cronbach's coefficient alpha that is the index of reliability for Knowledge Sharing Scale was detected to be .88.

3.5 Ethics

This study was conducted with consideration on ethical norms. Therefore, identities and personal information of the teachers kept confidential. Furthermore, voluntary

participation was ensured via Voluntary Participation Form (VPF). Actually, 492 teachers wrote their names and signed the VPF before answer the questionnaire in this study.

The subject of the study, confidentiality, and application process of the questionnaire are provided via VPF during the data collection process. In this way, participants were informed about the privacy concerns, application of the survey, and general framework of the study. In addition, VPF and Demographic Information Form also provided the aim of the study and contact information of the researcher.

3.6 Data Collection Procedure

Data were gathered from teachers who are working in public primary, middle, and secondary schools in Edirne during spring semester of 2014 - 2015 academic year by the researcher. All data were collected in the teacher's room of 40 public schools with the permission of the school principals. Some steps were followed in this study in order to satisfy ethical procedure.

Over the course of all data collection procedure of the present study, requirements and regulations of the Middle East Technical University Human Subjects Ethics Committee were considered. Hence, some steps were implemented in the present study in order to satisfy ethical procedure as follows:

- METU Human Subjects Ethics Committee Approval Letter was gathered before collection of the data set (Appendix K).
- Then, Directorate of Education gave permission for data collection of the primary, secondary, and high level public schools in Edirne.
- After that, researcher went to the school administration to make necessary explanations about the study and take permission from school principals.
- Teachers were informed about the aim of the study before questionnaires and Voluntary Participation Form were hand out.

Through two weeks period data collection has been done. Teachers were given the right to leave undone the study during the implementation of the survey in order to

provide voluntary participation. In addition, the researcher accompanied with the participants in the course of the study and replied all questions of them for inhibiting missing data. Questionnaires were mostly answered at break times and lunch time of the schools in teacher's room by the teachers. The completion of all items in the questionnaire took approximately five minutes.

3.7 Data Analysis

The major aim of the present study was to reveal relationship between distributed leadership and readiness for change by considering the mediating role of knowledge sharing. Specifically, this study probed knowledge sharing factor as mediator of the association between distributed leadership and readiness for change among public school teachers in Edirne.

To analyze the obtained data, several steps were pursued. To begin with, preliminary analysis was achieved to describe and clarify the data. The data set was checked with regards to data entering by utilizing frequencies, maximum and minimum scores. After that, data cleaning was performed and checked the normality assumptions. In addition, descriptive statistics (means, standard deviation, percentages, etc.) were managed to define the data.

Moreover, Confirmatory Factor Analysis (CFA) was utilized to demonstrate measurement model fit and the structural model using the Analysis of Moment Structures (AMOS) version 18 software. Finally, Mediation Analysis with Structural Equation Modeling (SEM) was utilized to test the model and to analyze the relationship among variables through the AMOS software and SPSS IBM 23 program because SEM ensures common and resilient structure for conducting mediation analysis (Gunzler, Chen, Wu, & Zhang, 2013).

3.8 Limitations of the Study

In this study, there are some limitations as listed:

First, the data were collected from 40 different school settings which have varied physical structure & appearance, level (primary, middle, and high), instructional & technological facilities, culture and etc. Thereby, the questionnaires were applied in

different environments that demonstrate dissimilar conditions. This situation can cause location threat to internal validity because the atmospheres the instruments administrated influence the answers of teachers.

Secondly, subject characteristics may be the most prospective internal validity threat since teachers who were the participants of this study have different demographic characteristics. For instance, they have different age, gender, marital status, professional experience in school setting, prior knowledge, life expectations, beliefs, and attitudes, etc. Thus, their various backgrounds can influence their responses to the survey.

Thirdly, the sampling consists of public primary, middle, and high school teachers in Edirne. Thus, the results of the study cannot exemplify every teacher in Turkey. Actually, utilizing convenient sampling method leads to external threat which restricts the generalizability of findings of the present study.

Finally, it was used only quantitative methods for analyzing the data and evaluating the findings in this study. This is another limitation of the present study because lack of qualitative methods may restrict to comprise more meaningful and holistic picture about the results. Unfortunately, mix-method could be utilized for this study, yet it was not done.

CHAPTER IV

RESULTS

This chapter demonstrates the results of the present study. Mediation analysis with Structural Equation Modeling (SEM) was conducted to reveal the associations between study variables via AMOS software and SPSS 23. First, preliminary analyses which include assumption checks of SEM and descriptive statistics were elucidated. Then, measurement model a former stage of SEM was conducted for providing the collective construct validity of the scales. After that, the results of the mediation analysis were explained for trying out the suggested model.

4.1 Preliminary Analyses

In the beginning of data analysis, preliminary analyses were conducted for the present study. Preliminary analyses included assumption checks (e.g. missing check, sample size, normality) for Structural Equation Modeling (SEM) and descriptive statistics (e.g. standard deviation, mean) of the study.

4.1.1 Assumption Checks

Several tests were conducted to confirm the assumption checks in this study. There are more assumptions of SEM as it is compared with the other statistical analyses (Kline, 2011). Thus, a number of assumptions including sample size, missing data analysis, univariate & multivariate normality, multicollinearity, linearity & homoscedasticity, and univariate & multivariate outliers (Tabachnick & Fidell, 2007) were checked before running the SEM analysis.

4.1.1.1 Sample Size

There are various suggestions concerning the sufficient sample size. To illustrate, Tabachnick and Fidell (2007, p. 123) ensured a formula (N > 50 + 8m; m = number of independent variables) for detecting necessary sample size. Additionally, Iacobucci (2010) suggest that sample size should be least 50. Moreover, other scholars suggest that sample size ought to be at least 200 to run SEM (Byrne, 2004; Kline, 2011). Hence, the sample size of the present study (N = 531) is adequate to perform SEM.

4.1.1.2 Missing Data

The questionnaire which comprised in the items was controlled for missing data before starting the main analysis. In other words, missing or incorrect entries was checked in the main data of the present study before analyzing the whole data. Among 556 participants 531 were fill out all the items in the questionnaire and 531 full completed questionnaires were used for data analysis.

Maximum and minimum scores that were gathered from the variables and their possible frequencies were checked. 25 questionnaires of the 556 have empty parts. According to Tabachnick and Fidell (2007), there is a crucial problem if missing values outrun 5% of total data. In other words, missing data might be neglected unless it is greater than 5% of the data set (Kline, 2011). Fortunately, missing data of this study (25 out of 556 surveys) did not exceed 5% of overall data. Thus, 531 questionnaires were only utilized for the data analysis except from the 25 questionnaires which is not completed totally.

4.1.1.3 Influential Outliers

Following missing value analysis, outlier (univariate outlier and multivariate outlier) analyses for the data were conducted. On this matter, univariate outliers (exceptional worth of only one variable) were controlled via SPSS 23 by assigning standardized z score (minimum and maximum values of z-scores) values overlapping the range between + 3,29 and − 3,29 (p < .001, two tailed test) (Tabachnick & Fidell, 2007).

Excessiveness of standardized score relies on the sample size. In other words, it is not unusual holding univariate outliers with large sample size (Tabachnick & Fidell, 2007) and SEM is a kind of multivariate analysis. Thus, multivariate outliers should be considered rather than univariate analysis. Multivariate outliers (bizarre joining of the scores of two or more variables) were detected via AMOS by computing Mahalonobis distance (D^2). It is demonstrated that there are some multivariate outliers in the data set.

Then, analysis was performed both with outliers and without outliers. And it was recognized that there was no distinction between the model fit indices apart from x2/df ratio that is sensitive to sample size. Furthermore, new outliers were occurred when outliers were deleted. Hence, data analyses were conducted with the current data set with multivariate outliers without removal of cases.

4.1.1.4 Test of Normality

Univariate and multivariate normality assumptions were checked by using AMOS 18. The symmetry of distribution (skewness) and peakedness of distribution (kurtosis) were checked because skewness and kurtosis indices clarify univariate normality. Hence, the indexes of univariate normality were showed in the Table 4.1.

Table 4.1

Indicates of Normality for Study Items

Variable	*Skewness*	*Kurtosis*
Readiness for Change 1	-1.085	1.047
Readiness for Change 2	-.856	.540
Readiness for Change 3	-.952	.500
Readiness for Change 4	-1.231	2.277
Readiness for Change 5	-1.043	.820
Readiness for Change 6	-.668	.278
Readiness for Change 7	-.950	.120
Readiness for Change 8	-.945	1.000

Table 4.1 (continued)

Indicates of Normality for Study Variables

Variable	*Skewness*	*Kurtosis*
Readiness for Change 9	-.810	.760
Readiness for Change 10	-.916	.002
Readiness for Change 11	-.805	1.368
Readiness for Change 12	-1.001	1.235
Distributed Leadership 1	-1.180	1.453
Distributed Leadership 2	-1.574	3.109
Distributed Leadership 3	-1.019	.903
Distributed Leadership 4	-.853	.336
Distributed Leadership 5	-1.231	1.588
Distributed Leadership 7	-.800	.372
Distributed Leadership 8	-1.068	.809
Distributed Leadership 9	-.871	.352
Distributed Leadership 10	-1.297	1.521
Knowledge Sharing 1	-.717	-.056
Knowledge Sharing 2	-.773	.377
Knowledge Sharing 3	-.889	.912
Knowledge Sharing 4	-.862	1.281
Knowledge Sharing 5	-.829	.304

As it is seen Table 4.1, every study variables displayed a normal distribution because skewness and kurtosis values should be in the range between +3 to -3 (Stevens, 2002).

Furthermore, a Mardia's test was conducted for checking the multivariate normality. A coefficient of Multivariate Kurtosis was found $\alpha = 128.06$. This result demonstrated that the normal multivariate distribution could not be ensured. As a solution, bootstrapping (1000 bootstrapped samples at 90% confidence interval) which is a resampling method (Byrne, 2010) was conducted in the checking process of measurement and SEM in order to recover the constraints because of non-

normality. That is, mediation analysis was utilized with bootstrapping in this manner multivariate normality was provided.

4.1.1.5 Linearity and Homoscedasticity

In the present study bivariate scatterplots were utilized for elucidating linearity and homoscedasticity. A straight-line intercourse between variables indicates linearity assumption. Partial plots of residuals show that there is not any non-normal configuration.

A dependent variable's image of familiar quantity of variance across the set of independent variable points out homoscedasticity assumption. Scatterplots demonstrate no visual indicator and proof of homoscedasticity being violated. Thus, assumptions of linearity and homoscedasticity assumptions were provided.

4.1.1.6 Multicollinearity

Multicollinearity assumption is critic as researcher use two or more (multiple) instruments for measuring the same structure (Keith, 2006). Hence, Pearson Correlation Coefficients were computed for assigning the association among variables in the present study in order to provide multicollinearity assumption.

Table of correlation matrix demonstrated the correlations among independent variable (distributed leadership), dependent variables (emotional readiness for change, cognitive readiness for change, and intentional readiness for change), and mediator variable (knowledge sharing) were displayed in Table 4.2.

Table 4.2

Correlation Matrix of the Study Variables

	1	2	3	4	5
Distributed Leadership	-				
Knowledge Sharing	.643**	-			
Emotional RFC	.166**	.195**	-		
Intentional RFC	.301**	.287**	.627**	-	
Cognitive RFC	.287**	.249**	.595**	.815**	-

**p < .001 level (2-tailed)

According to Kline (2005), the correlation coefficients must not overrun the critical value .90 in order to ensure multicollinearity. Fortunately, results of the correlational matrix show that there is not exceeding value of .90. Hence, multicollinearity assumption was not violated.

4.1.2 Descriptive Statistics

Descriptive statistics of the study variables that include means, minimum & maximum scores, standard deviation and bivariate correlation among study variables were examined via SPSS 23 program. The results of the descriptive statistics were represented at the Table 4.3, Table 4.4, Table 4.5, Table 4.6, and Table 4.7.

Table 4.3

Descriptive Statistics of the Study Variables

Variable	M	Min	Max	SD
Distributed Leadership	41.09	12.00	50.00	7.25
Knowledge Sharing	19.73	6.00	25.00	3.81
Emotional RFC	12.27	3.00	15.00	2.10
Intentional RFC	19.85	7.00	25.00	4.25
Cognitive RFC	16.44	4.00	20.00	2.52

As depicted in the Table 4.3, maximum & minimum scores regarding distributed leadership were 50 and 12 (M_{DL} = 41.09, SD = 7.25); maximum & minimum scores for knowledge sharing were 25 and 6 (M_{KS} = 19.73, SD = 3.81); maximum & minimum scores for cognitive readiness for change were 20 and 4 (M_{COG_RFC} =16.44); maximum & minimum scores for emotional readiness for change were 15 and 3 (M_{EMO_RFC} =12.27); maximum & minimum scores for intentional readiness for change were 25 and 7 (M_{INT_RFC} = 19.85). As can be seen from the mean scores by comparing with minimum and maximum scores, the means of independent variable (distributed leadership), mediator (knowledge sharing), and dependent variable (readiness for change) were fairly high.

In addition, Table 4.4, Table 4.5, and Table 4.6 show that descriptive statistics of distributed leadership scale with 10 items, readiness for change scale with 12 items, and knowledge sharing scale with 5 items. Item-based mean scores of the study instruments indicates high values as considering the range of 5-point Likert scale (1 to 5) except from 3 reverse items of readiness for change scale. Three reverse items were also consistent with the whole descriptive statistics because they notified low values.

Table 4.4

Descriptive Statistics for the Distributed Leadership Scale

Items	M	SD	Always* %	Never** %
DL 1	4.12	.92	38.8	2.1
DL 2	4.32	.85	49.9	1.9
DL 3	4.02	.96	34.8	2.4
DL 4	4.02	.94	35.6	1.3
DL 5	4.20	.90	43.7	1.7
DL 6	3.87	.95	27.3	1.7
DL 7	3.94	.95	31.1	1.9
DL 8	4.12	.95	41.6	1.7
DL 9	4.18	.84	41.6	0.4
DL 10	4.31	.85	50.7	0.8

*: percentage of participants who answered as "Always"

**: percentage of participants who answered as "Never"

According to descriptive statistics of distributed leadership scale, its mean score was really high (M_{DL} = 41.09, SD = 7.25). Teachers generally chose "frequently" and "always" options when they answered the distributed leadership scale's 10 items. To illustrate, teachers specified that their school principal effort to create school environment which depends on collaboration with the mean 4.12 (SD = .92). Similarly, teachers expressed that their school principal provide participatory decision making process (with teachers and students' parents) about school works with the mean 4.02 (SD = .96). In addition, teachers stated that their school principal work cooperatively with teachers, student, student's parents and deputy directors in order to realize aims of the school with the mean 4.20 (SD = .90). Moreover, teachers reported that they help their school principals about the school works with the mean 4.18 (SD = .84). Likewise, teachers asserted that teachers, students and students' parents can easily say their recommendations about school to their school principal with the mean 4.31 (SD = .85).

Table 4.5

Descriptive Statistics for the Readiness for Change Scale

Items	M	SD	Strongly Agree* %	Strongly Disagree** %
RFC 1	4.09	.92	36.9	1.5
RFC 2	3.99	.91	31.3	1.3
RFC 3 (Reverse item)	1.91	.91	0.8	37.7
RFC 4	4.30	.75	43.7	0.6
RFC 5	4.05	.97	37.7	2.3
RFC 6	3.75	.97	22.0	2.8
RFC 7 (Reverse item)	1.90	.99	0.9	42.9
RFC 8	3.96	.89	27.3	1.7
RFC 9	4.08	.81	31.8	0.6
RFC 10 (Reverse item)	1.92	1.00	0.9	42.6
RFC 11	4.10	.73	28.2	0.4
RFC 12	3.98	.90	29.2	2.1

*: percentage of participants who answered as "Strongly Agree"

**: percentage of participants who answered as "Strongly Disagree"

With respect to descriptive statistics of readiness for change scale, the mean score was genuinely elevated (M_{RFC} = 48.57, SD = 8.10). Teachers generally chose "agree" and "strongly agree" options when they answer the cognitive and intentional dimensions of readiness for change scale's 9 items on the other hand, they generally selected "strongly disagree" and "disagree" options when they replied the emotional dimension of readiness for change scale's 3 reverse items. For instance, teachers expressed that they want to see change activities in their schools with the mean 4.30 (SD = .75). Besides, teachers specified that change interventions occur for improvement of schools with the mean 4.05 (SD = .97). Additionally, teachers reported that they want to do their best in order to achieve successful change continuum with the mean 4.08 (SD = .81). Furthermore, teachers stated that they try to apply changes in their school with the mean 4.10 (SD = .73). Moreover, the mean

score of cognitive dimension of readiness for change was found 4.11, the mean score of intentional dimension of readiness for change was 3.97, and the mean score of emotional dimension of readiness for change was found 4.09.

Table 4.6

Descriptive Statistics for the Knowledge Sharing Scale

Items	M	SD	Strongly Agree* %	Strongly Disagree** %
KS 1	3.76	1.05	25.8	3.4
KS 2	3.86	.94	25.4	1.9
KS 3	4.03	.86	30.5	1.1
KS 4	4.23	.71	36.2	0.2
KS 5	3.87	1.01	29.0	2.8

*: percentage of participants who answered as "Strongly Agree"

**: percentage of participants who answered as "Strongly Disagree"

As considering to descriptive statistics knowledge sharing scale, its mean score was truly high (M_{KS} = 19.73, SD = 3.81) according to the maximum score (Max = 25) of the scale. Teachers generally chose "agree" and "strongly agree" options as they completed the knowledge sharing instrument's 5 items. For example, teachers stated that they try to directly access the necessary information which they want in their school with the mean 4.23 (SD = .71).In addition, teachers reported that they know very well how to get the information which they want in their school with the mean 4.03 (SD = .86). Moreover, teachers expressed that there are knowledge sharing mechanisms in their school with the mean 3.87 (SD = 1.01).

4.2 Structural Equation Modeling (SEM)

In the present study, Structural Equation Modeling (SEM) was utilized by employing AMOS 18 in order to investigate the mediating role of knowledge sharing on the relationship between distributed leadership and readiness for change. The alpha level

for each significance test was arranged as .01 for this study. The latent variables (unobserved indicators) are distributed leadership (exogenous variable), and readiness for change (endogenous variable). Knowledge sharing is the mediator in this study.

In SEM structure, oval shapes exemplify latent variables and rectangular shapes exemplify measured variables. Furthermore, errors of measured variables are exemplified by circles shapes which include error number. Moreover, Double-headed arrows indicate covariances or correlations between variables and single-headed arrows indicate path. Various indicators were utilized and observed in order to decide statistical results of SEM. For instance, the ratio of chi-square to degree of freedom ($x2/df$), the root mean square error of approximation, comparative fit index, standardized root mean square residual, estimates, and modification indicates.

4.2.1 Measurement Model

Confirmatory factor Analysis (CFA) was utilized to provide the measurement model fit and structural model checking via AMOS before starting to conduct the SEM. Measurement model is a preceding act of SEM to maintain whole validity of the scales which are used in the present study. In this study 5 factors measurement model that is the CFA pattern to check the association between latent variables via SEM structure (Byrne, 2010).

Firstly, variables of the present study were drawn with covariances via the properties of AMOS 18 and the necessary commands were entered in order to conduct measurement model. Then specific output values are observed carefully. Especially, the values of model fit indicators (CMIN/DF, GIF, AGFI, CFI, RMSEA, and SRMS), estimates (standardized regression weights), and modification indicates (covariances) were checked. However, initial measurement model results showed poorly fitting model because of exceeding and inapplicable scores of the model fit indicators.

That is, the CFA model must be healed by implementing some interventions. Thus, modification indications were controlled and error covariance was created between highest score ones which pertains the same instrument (i.e., ε16 - ε17) in cognitive

dimension of readiness for change scale. Actually, it was detected that this implementation was also existed in the article of RFCS. In addition, one item (item 6) of the distributed leadership scale was removed the data set because adding error covariances could not be the solution to remedy model fit indicators. Yet, the original distributed leadership scale consists of 10 items without any error covariance as different from it which was utilized for this study. Distinct sample characteristics, region, conditions and culture may lead to differentiations in DLS for the present study.

After some changes of the CFA structure, final version of the model was improved with the values x^2 = 980.989, df = 288, the ratio of chi square to degree of freedom (CMIN/DF or x^2/df) = 3.406, (Kline, 2005), comparative fit index (CFI) = .932 (greater than .90), the root mean square error of approximation (RMSEA) = .062 (less than .07, and mediocre fit), and standardized root mean square residual (SRMR) = .0496 (less than .08) (Schumacker & Lomax, 2004). As it was also showed in Table 4.7, all indicates values of the model provide model fit.

Table 4.7

Summary of Model Fit Statistics for the Measurement Model

	Goodness of Fit Indices					
	X^2	df	x^2/df	CFI	SRMR	RMSEA
Hypothesized Model	980.90	288	3.41	.93	.05	.06

Then, estimates values were controlled and it was observed that all regression weights were significant and all standardized regression weights were above .40 values. In addition, modification indicates were checked and it was seen that all errors had values which was below the 50. Consequently, the final version of the measurement model was displayed in Figure 4.1.
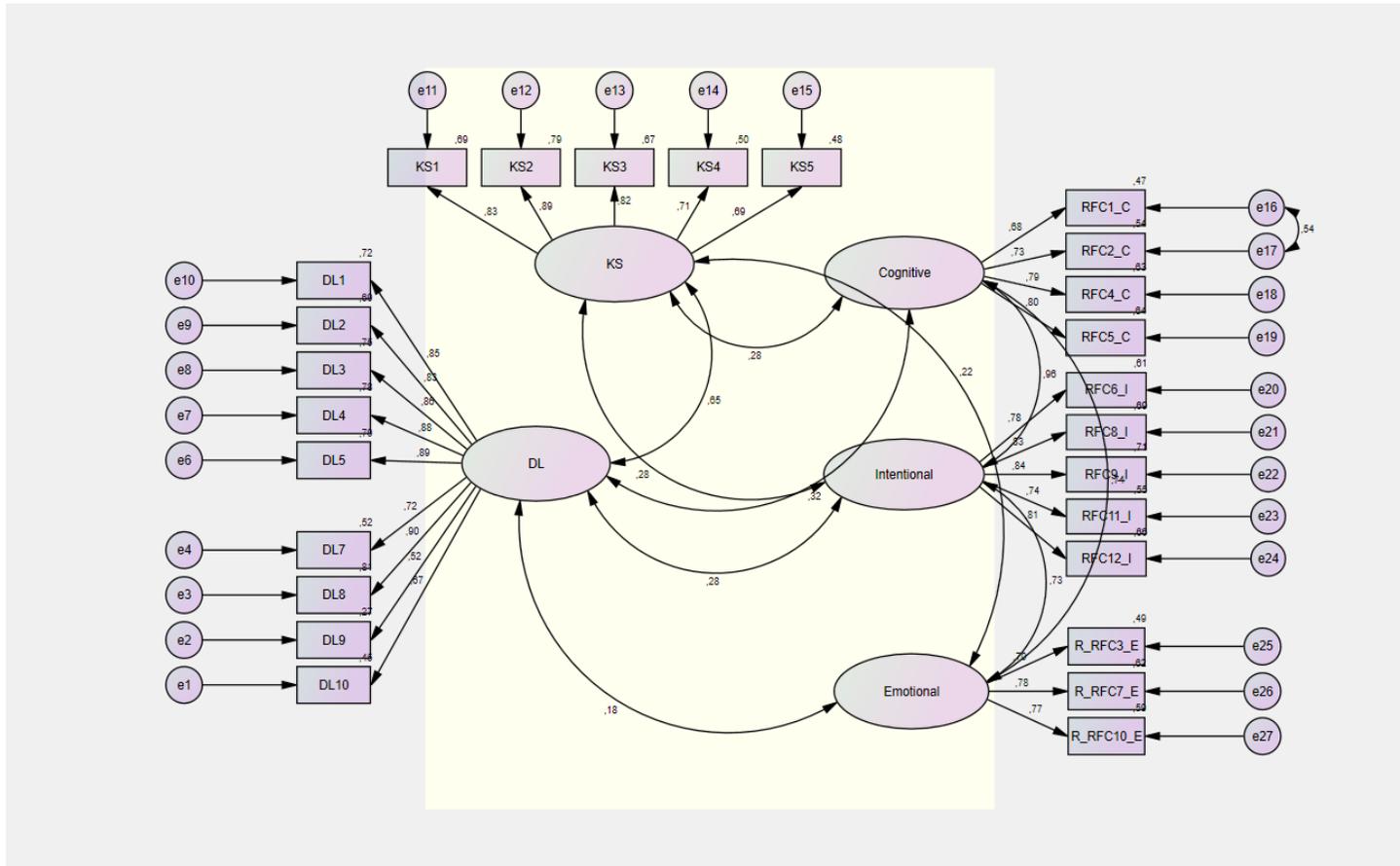
Figure 4.1 Standardized Regression Weights, squared multiple correlations and latent factor correlations in measurement model

Note. DL = Distributed Leadership, KS = Knowledge Sharing, Cognitive = Cognitive Readiness for Change, Intentional = Intentional Readiness for Change, and Emotional = Emotional Readiness for Change

4.2.2 Structural Model

The purpose of this study was to discover the association between distributed leadership and readiness for change by controlling the mediating effect of knowledge sharing. In this part of the study, structural model of the study was tested and reported via Table Table 4.8, 4.9, Table 4.10, Table 4.11, Table 4.12, Figure 4.2, Figure 4.3, Figure 4.4, and Figure 4.5.

Theoretical framework of the study was drawn with AMOS software and the essential analysis properties were entered to utilize mediation. Output indices were examined from text view. Specifically, estimates, modification indicates, and model fit indicators were tested. Yet, first model findings demonstrated that testing model should be made better by exerting some changes. Hence, values of modification indications were checked and one error covariance was added between ε2 to ε4 in distributed leadership scale as an additional remedy intervention to the measurement model construction. In addition, Maximum Likelihood estimation was conducted for assessment coefficients in SEM and the model was tested by utilizing 1000 bootstrapped samples at 90% confidence interval.

Firstly, mediation analysis particularly conducted with 3 dimensions of Readiness for Change Scale. That is, cognitive readiness for change, intentional readiness for change, and emotional readiness for change were handled as an endogenous variable one by one.

In addition, Table 4.8, Table 4.9, and Table 4.10 displayed respectively the goodness of fit indices of proposed model and Figure 4.2, Figure 4.3, and Figure 4.4 also demonstrated the proposed models.

Table 4.8

Summary of Model Fit Statistics for the Cognitive Readiness for Change

	Goodness of Fit Indices					
	X^2	df	x^2/df	CFI	SRMR	RMSEA
Hypothesized Model	592.08	131	4.52	.93	.05	.08

For cognitive RFC model test, *x2/df* was found to be 4.520, CIF was seen .934, SRMR was reported as .0506, and RMSEA was observed .081.

Table 4.9

Summary of Model Fit Statistics for the Intentional Readiness for Change

	Goodness of Fit Indices					
	X^2	df	x^2/df	CFI	SRMR	RMSEA
Hypothesized Model	636.36	149	4.27	.94	.06	.08

For intentional RFC model test, *x2/df* was seen 4.271, CIF was found .935, SRMR was reported as .0576, and RMSEA was detected .079.

Table 4.10

Summary of Model Fit Statistics for the Emotional Readiness for Change

	Goodness of Fit Indices					
	X^2	df	x^2/df	CFI	SRMR	RMSEA
Hypothesized Model	482.37	116	4.16	.94	.05	.08

For emotional RFC model test, *x2/df* was observed 4.158, CIF was reported .942, SRMR was seen as .0481, and RMSEA was found .077.

Secondly, mediation analysis performed with total scores of readiness for change scale and its goodness of fit indices, bootstrapped findings of direct & indirect effects and hypothesized model were shown with Table 4.11, Table 4.12, and Figure 4.5.
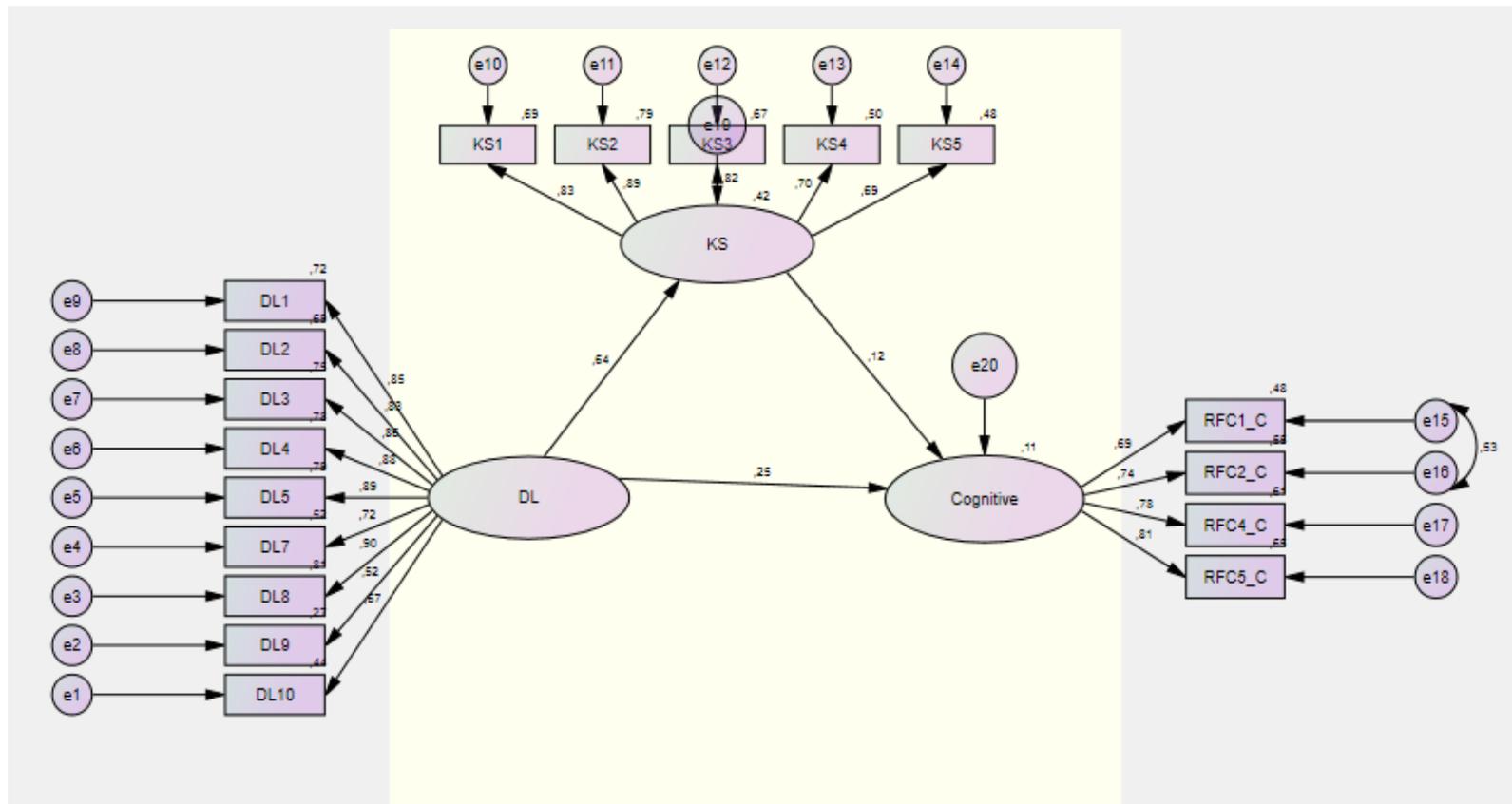
Figure 4.2   Mediation Model of the Study with Cognitive Readiness for Change Scale

Note. DL = Distributed leadership (exogenous variable), KS = Knowledge Sharing (mediator variable), and Cognitive = Cognitive Dimension of Readiness for Change (endogenous variable)
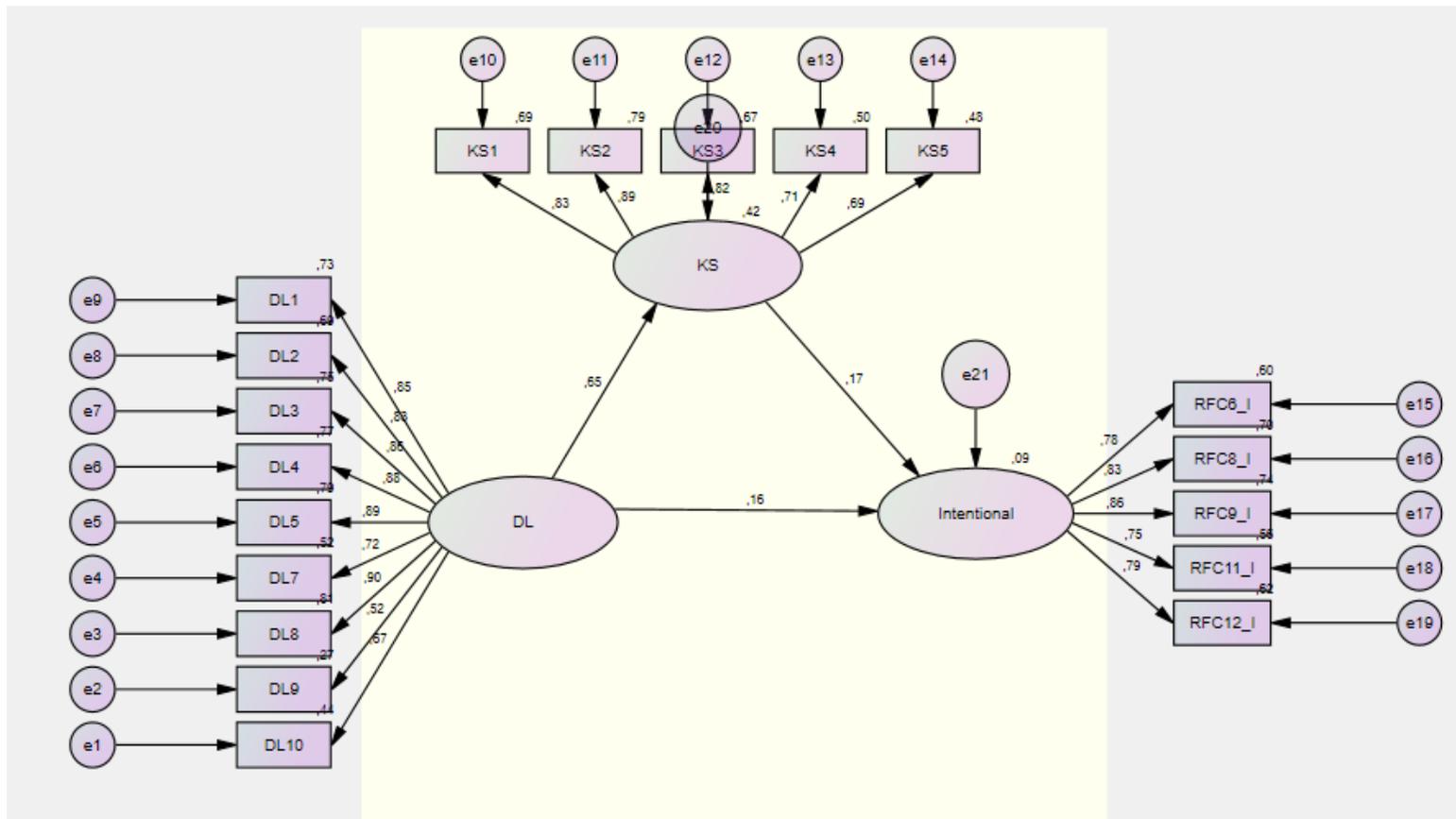
Figure 4.3 Mediation Model of the Study with Intentional Readiness for Change Scale

Note. DL = Distributed leadership (exogenous variable), KS = Knowledge Sharing (mediator variable), and Intentional = Intentional Dimension of Readiness for Change (endogenous variable)
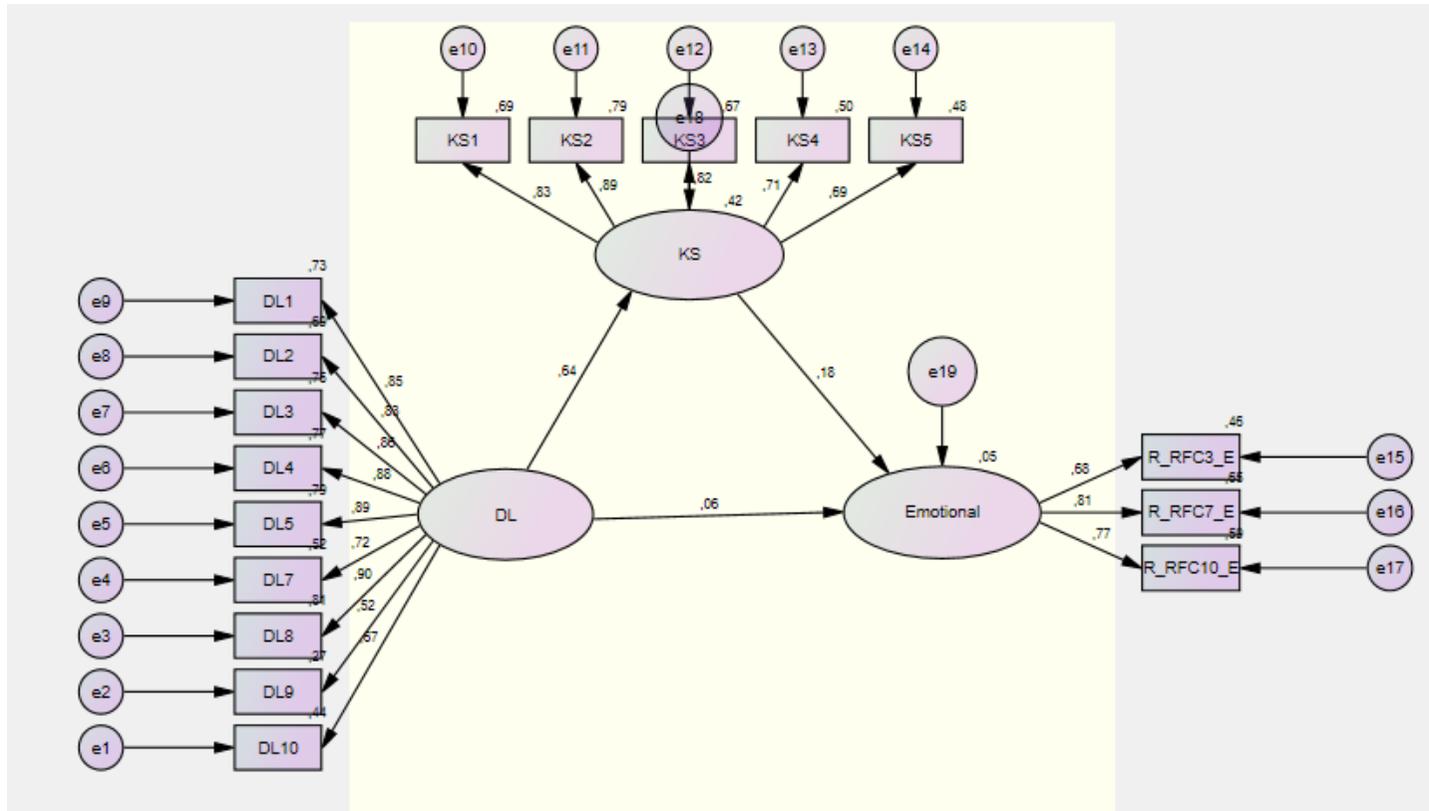
Figure 4.4 Mediation Model of the Study with Emotional Readiness for Change

Note. DL = Distributed Leadership (exogenous variable), KS = Knowledge Sharing (mediator variable), Emotional = Emotional Dimension of Readiness for Change (endogenous variable)

In the model testing with total scores of RFC, *x2/df* (the ratio of chi square to degree of freedom) was found to be 3.809 (x^2 = 437.982 and df = 115), SRMR (standardized root mean square residual) was detected .0492, RMSEA (the root mean square error of approximation) was seen .073 and CIF (comparative fit index) was found .952 as they were clarified in the Table 4.11. Moreover, hypothesized model for mediation analysis was displayed via Figure 4.5.

Table 4.11

Summary of Goodness of Fit Statistics for the Hypothesized Model

Fit Indices	Values	Interpretation
CMIN/DF	3.809	Adequate fit
CFI	.952	Good fit
RMSEA	.073	Mediocre fit
SRMR	.0492	Good fit

In this study, the structural model depends on mediation; knowledge sharing treated as mediator for the relationship between distributed leadership and readiness for change. Thus, bootstrapping techniques were utilized to conduct mediation analysis for clarifying the mediating role of knowledge sharing on the association between exogenous and endogenous variables. According to findings of mediation analysis, standardized effects (direct, indirect, and total) were detected statistically significant as presented in the Table 4.12
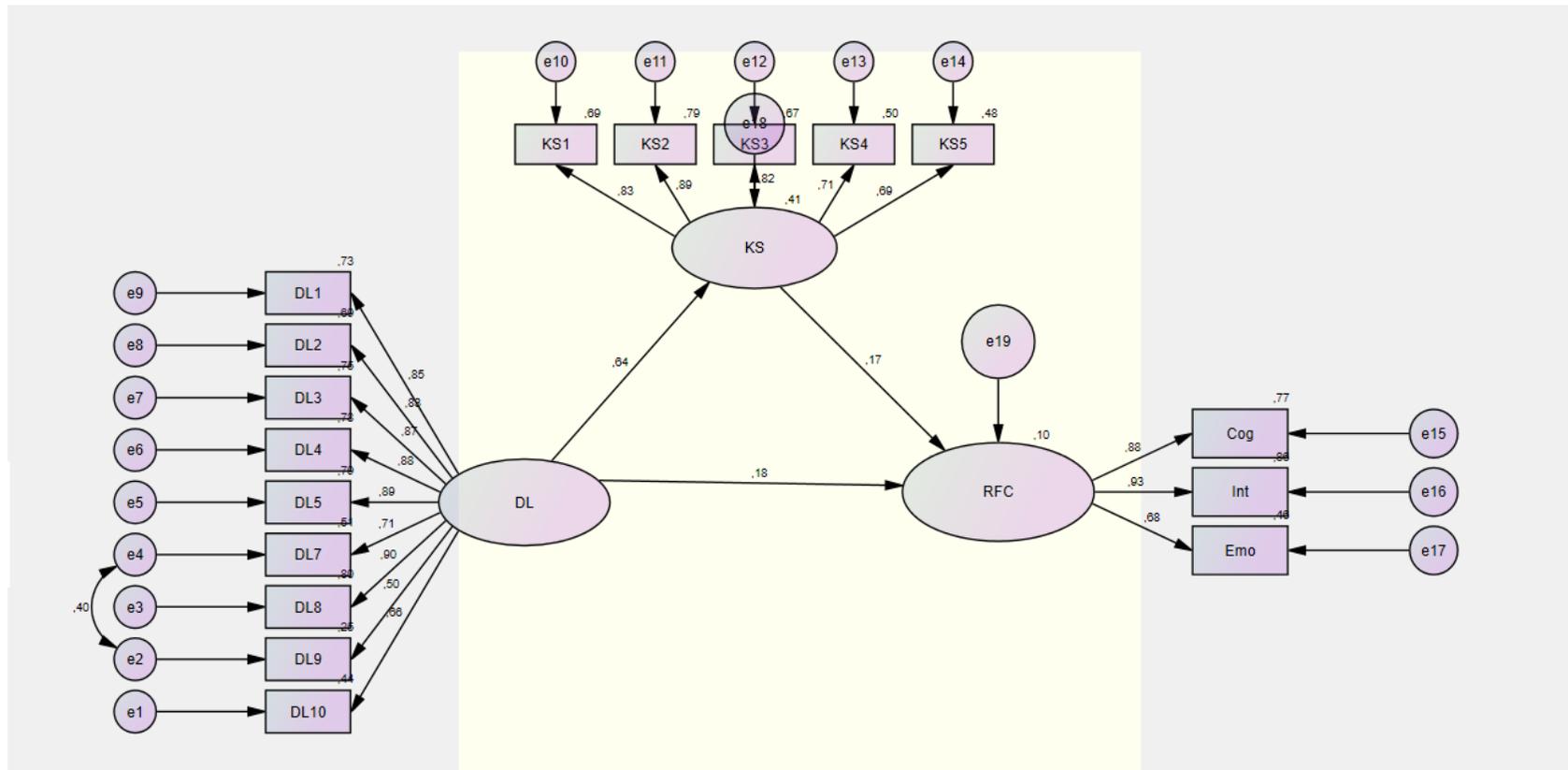
Figure 4.5 Mediation Model of the Study with total scores of Readiness for Change Scale

Note. DL = Distributed leadership (exogenous variable), KS = Knowledge Sharing (mediator variable), and RFC = Readiness for Change (endogenous variab

Table 4.12

Bootstrapped Results of Direct, Indirect, and Total Effects

Path	Standardized
Direct Effects	
Distributed → Readiness	.179
Distributed → Knowledge	.642
Knowledge → Readiness	.175
Indirect Effect	
Distributed → Knowledge → Readiness	.112
Total Effect	
Distributed → Readiness	.291

*p<.05

Regarding the direct effects, mediation analysis findings demonstrated that, distributed leadership had significant and positive direct effect (.18) on readiness for change. In addition, the direct effect of knowledge sharing on readiness for change was statistically significant and positive (.17). And standardized path coefficient (direct effect) from distributed leadership to knowledge sharing was also statistically significant and positive (.64). Furthermore, there was a statistically indirect effect of distributed leadership on readiness for change through the pats of knowledge sharing (.11). That is, knowledge sharing partially mediated the relationship between distributed leadership and readiness for change.

CHAPTER V

DISCUSSION

In this chapter, the results of the present study are discussed. Then, the implications for application are presented in terms of the study findings. After that, the recommendations for future studies are identified by regarding the limitations of the study.

5.1 Discussion of the Results

The present study was a correlational design that includes mediation. The main purpose of this study was to explore the mediating role of knowledge sharing (mediator variable) on the relationship between distributed leadership (exogenous variable) and readiness for change (endogenous variable) among public school teachers. Participants of the study were consisted of 556 teachers working at primary, secondary, and high schools (totally 40 public schools) in Edirne.

Teachers reported that they generally feel their school atmosphere reflecting distributed leadership. In other words, they thought that their school principal and other stakeholders of school (teachers, students, student's parents) behave suitable for distributed leadership. As descriptive statistics findings of the distributed leadership instrument were assessed, teachers notified that they work in their schools with distributed leadership pattern. Consistent with the previous findings (e.g. Adıgüzelli, 2016; Combun, Rowan & Taylor, 2003; Göksoy, 2015; Grant, 2011; Harris, 2004; Korkmaz & Gündüz, 2011; Kurt, 2016; Mascall et al., 2009; Spillane & Sherer, 2004; Uslu & Beycioğlu, 2013; Yılmaz & Turan, 2015), the descriptive statistics results showed that distributed leadership exists in school atmosphere and it was applicable for educational organizations according to attitudes, expressions and positive views of teachers about it. As a result, teachers support distributed

leadership understanding by showing behaviours that help their school principal and they demonstrate positive attitudes to active participation in school works. Furthermore, they participate in decision making process about school affairs in Turkish public schools.

Teachers stated themselves as willing for change in terms of three dimensions of readiness for change (cognitively, emotionally, and intentionally). Actually, results of the present study show that teachers were seemed to be ready for change by considering on three dimensions of readiness for change. Consistent with the previous findings (e.g. Çalışkan, 2011; İnandı & Gılıç, 2016; Kondakçı, Beycioğlu, Sincar, & Uğurlu, 2015; Nordin, 2012; Zayim & Kondakçı, 2014), the descriptive statistics results proved that teachers were ready to change implementations and they showed enthusiastic attitudes toward to change interventions in TES. In other words, teachers want to participate actively in change process in Turkish Educational System. Public school teachers desire to play active role in educational change continuum in Turkey. Moreover, they are emotionally, intentionally, and cognitively ready for change interventions in their school environment.

Besides, it was found a significant positive correlation between cognitive readiness for change and intentional readiness for change (r = .82, *p* < .001). There was also a significantly positive correlation between intentional readiness for change and emotional readiness for change (r = .63, *p* < .001).And, it was found a significantly positive correlation between cognitive readiness for change and emotional readiness for change (r = .60, *p* < .001). As descriptive statistics findings of the readiness for change instrument was observed, teachers were ungrudging for change process cognitively, emotionally, and intentionally in their schools. These results were also in line with readiness for change literature that indicates three dimensions of readiness for change: (i) cognitive, (ii) emotional and (iii) intentional (Piderit, 2000). In other words, the findings of this study confirm the Piderit's theory about readiness for change.

Teachers declared that there was a suitable atmosphere in their schools for ensuring knowledge sharing. When descriptive statistics results of the knowledge sharing instrument were interpreted, teachers thought that their school environment provides knowledge sharing to them. Consistent with the previous findings (e.g. Hew & Hara,

2007; Rismark & Solvberg, 2011; Seonghee & Boryung, 2008; Song, Kim, Chai & Bae, 2014), the descriptive statistics results demonstrated that teachers have affirmative opinions about knowledge sharing occasion in their school. Actually, teachers have effective communication network in their schools for reaching the desired knowledge. There is an active knowledge sharing mechanisms among stakeholders of schools in Turkish public schools according to teachers' statements.

Bivariate correlations results indicated that all study variables were positively correlated with each other. These findings are also rapport with the existent literature about present study variables (e.g. Barnes, Camburn, Sanders, & Sebastian, 2010; Heller and Firestone, 1995; Hughes & Pickaral, 2013; Jäppinen & Maunonen-Eskelinen, 2012; Spillane, 2006). Namely, distributed leadership was significantly correlated with readiness for change (r = .29, $p < .001$), distributed leadership also was significantly correlated with knowledge sharing (r = .64, $p < .001$), and knowledge sharing significantly correlated with readiness for change (r = .28, $p < .001$). In addition, the main purpose of the present study was detecting the knowledge sharing effect as a mediator on the association between distributed leadership and readiness for change. Therefore, mediation analysis with Structural Equation Modeling (SEM) was operated to inspect this model. According to the findings of mediation analysis, the suggested model ensured a good fit to the data. Actually, mediation analysis separately conducted with by considering the 3 dimensions of readiness for change scale at first. In other words, cognitive readiness for change, intentional readiness for change, and emotional readiness for change were utilized separately for mediaton analysis. After that, mediation analysis was also conducted with total scores of readiness for change instrument. Each mediation analysis show approximately same results. That is, knowledge sharing partially mediates the relationship between cognitive readiness for change and distributed leadership, knowledge sharing partially mediates the relationship between emotional readiness for change and distributed leadership, and knowledge sharing partially mediates the relationship between intentional readiness for change and distributed leadership. These findings also proved that the 3 dimension structure of readiness for change notion. Moreover, mediation analysis that utilize with total scores of readiness fo change scale also demonstrate that same result. In conclusion, it was proved that knowledge sharing partially mediates the relationship between readiness

for change and distributed leadership among public school teachers. These findings are also in line with existent literature that consider on the associations between distributed leadership, readiness for change and knowledge sharing in educational settings. To illustrate; Barnes, Camburn, Sanders and Sebastian (2010) stated that knowledge sharing is the necessity for successful change process. According to Heller and Firestone (1995), distributed leadership should be seen as a construct for the stunningly effective change that is realized with collaboration. Additionally, Jäppinen and Maunonen-Eskelinen (2012) declared that distributed leadership assists knowledge sharing in schools among teachers. Moreover, Spillane (2006) claim that distributed leadership emboldens to actualize accomplishment change attempts in schools. Distributed leadership is a transition to the model which invites all stakeholders to the decision making process and sharing power instead of one leader authority (Hughes & Pickaral, 2013). Consequently, the present study ensures the significant evidence for the essentiality of distributed leadership for creating teacher readiness for change with the help of the knowledge sharing among teachers working in Turkish public schools. Furthermore, the findings of the study can be guide for school principals and MONE in order to prevent abortive change continuum in TES. The findings of the study demonstrate that participatory decision making can actualize in Turkish schools with teachers and school principals. Moreover, collaboration and knowledge sharing between them help to realize changes interventions of TES in schools. Additionally, organizational change is closely related with leadership applications in the organizations and the findings of the study show that actualization of change process also realize with proper leadership notion in educational organizations. Distributed leadership approach in school environment facilitate to teacher's adaptation of change endeavors. Furthermore, there are many factors that influence readiness for change in organizations. In the present study, teachers' readiness for change was investigated with process factor knowledge sharing and it is seen that creating positive attitudes toward change by providing teacher readiness for change can be ensured with encouraging knowledge sharing in school.

5.2 Implications for Practice

Change process is a challenge and necessity for educational organizations because of constant forces of change emanating from internal and external organizational environment. Hence, Ministry of National Education (MONE) has implemented many change interventions that focus on teaching & learning process, curriculum, technology integration in Turkish Educational System (TES). In fact, change endeavors of MONE have occurred frequently in the last decade and great amount of time and financial resources of government have been spent for the enhancement of education quality. As a result of this, success of change interventions in TES has gained importance. In this case, ensuring effective leadership manner in schools and creating influential communication atmosphere in educational settings become crucial in order to manage victorious change process. Thus, this study focused on teachers' readiness for change, distributed leadership that provides active teacher participation in educational issues and knowledge sharing that contributes communication in school environment. Accordingly, the findings of present study ensure empirical evidences about readiness for change, distributed leadership and knowledge sharing among teachers. Actually, teacher willingness, confirmation, and readiness about desired changes should be considered more by policy makers according to results of the study. Essentially, findings of this study can be a guide for MONE, policy makers, and school principals in order to realize more effective change process in TES.

With regard to practice, firstly, MONE should enhance the integration of teachers in educational change planning process because teachers are voluntary for active participation in change interventions according to the results of the study. In addition, school principals should also create more decision making activities with teachers about school changes due to the teachers' willingness the change activities in their school. The findings of the study show that teachers want to play active role in change continuum in their school, thereby teacher training programs can be organized about change implementations to increase teacher readiness for change.

Additionally, distributed leadership that supply active teacher accession to the school affairs is demanded by teachers so, policy makers should be consider on distributed leadership approach in school in order to obtain more teacher readiness for change.

Results of the study demonstrate that there is a positively significant correlation between readiness for change and distributed leadership. Therefore, distributed leadership programs or seminars can be designed and applied for school principals and teachers for creating collaborative working conditions in schools and providing successful change interventions in TES.

Moreover, empirical evidences of this study indicated that knowledge sharing among members of the school is crucial for the collective working environment and being ready for change implementations in school atmosphere. Knowledge sharing partially mediates the relationship between distributed leadership and readiness for change in terms of the findings of the present study. Hence, school principal should create and foster knowledge mechanisms in school and MONE can form online knowledge sharing platforms about change endeavors in education.

5.3 Recommendations for Future Research

The current study was the investigation to discover the mediating role of knowledge sharing in the relation between distributed leadership and readiness for change among public school teachers. Hence, findings of the study should be regarded as estimable contribution to the relevant literature. However, some recommendations can be suggested for future researches based on the limitations of this study.

Firstly, one of the shortcomings of the study was about sampling because present study was utilized with a sample of teachers from public schools (primary, secondary, and high level public schools) in Edirne. Yet, this sample selection may restrict the representativeness of the results (Fraenkel et al., 2012). Thus, further studies can be also conducted in private schools and other cities (from multiple regions) in Turkey in order to increase generalizability of the findings. Actually, random sampling procedure which ensures more holistic picture about results can be utilized for sampling to create more representativeness for future studies.

Secondly, another limitation of the study was about research design because present study only consider on the findings of quantitative data. Indeed, qualitative research design can also be conducted for evaluating the readiness for change in educational settings, examining distributed leadership construct and knowledge sharing atmosphere in schools with distinguished measurement techniques. Mix-method

research design should provide more comprehend evaluations and meaningful assessment about study findings for further studies.

Thirdly, distributed leadership is contemporary leadership approach that ensures facility for working all stakeholders of the school with collaboration. Essentially, school principal, assistant directors of school principal, teachers, school counselor, students, parents of students and the other members of school should be the participants of further studies about distributed leadership instead of just teachers. Thereby, the studies that include all stakeholders of school can be more suitable for the nature of distributed leadership and reflect more expressive findings.

Fourthly, in this study, Demographic Information Form includes some questions in order to gather general information about public school teachers. For instance, teachers answer their teaching experiences, marital status, and tenure before reply the questionnaire. However, there is not any question about teachers' previous leadership activities or their change implementation trainings. Background knowledge and previous experiences about leadership notion and change process can influence the results of the study because two variables of this study are distributed leadership and readiness for change. Hence, researchers can consider on previous leadership experiences and educational change practices of teachers for future studies in order to obtain more meaningful findings.

Fifthly, in this study, the association between distributed leadership and readiness for change was investigated with one mediator knowledge sharing. It is seen that there are many factors that affect readiness for change and there are many internals which are related with distributed leadership as related literature can be reviewed. Knowledge sharing is not a single agent that influences the relationship between distributed leadership and readiness for change. Thus, future studies can add more mediators for investigating the correlation between readiness for change and distributed leadership in order to represent extensive perspective.

Lastly, this study may suffer from common method bias, as the data on all three variables were collected from a single respondent group with a self-report instrument (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). Hence, Podsakoff et al. (2003) have suggested various solutions in order to diminish impacts of common method bias. In this study, concerns of teachers were reduced by emphasizing that there is

not accurate response for the items of questionnaire. In addition, items were prepared properly as much as possible in order to prevent uncertainty of teachers and confidentiality was also ensured for this study. Therefore, researchers can consider on varied data collection techniques to eliminate common method bias for future studies.

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APPENDICES

Appendix A : Demographic Information Form

Değerli katılımcı,

Bu çalışmanın amacı Milli Eğitim Bakanlığı'na bağlı okullarda çalışan öğretmenlerin paylaşılan liderlik ile değişime hazır olma durumları arasındaki ilişkiyi incelemektir. Anket sorularını içtenlikle doldurmanız doğru sonuçlara ulaşılmasını sağlayacaktır. Lütfen soruları boş bırakmamaya ve sadece tek bir seçenek işaretlemeye özen gösteriniz. İlginiz ve çalışmaya katılımınız için teşekkür ederim.

Arş.Gör. Ceren Demir

Eğitim Bilimleri Bölümü, ODTÜ

e posta: cedemir@metu.edu.tr

Kısım I. Bu kısımdaki maddeler sizinle ilgili genel bilgileri ortaya çıkarmayı amaçlamaktadır. Lütfen her bir maddeyi okuyarak sizin için en uygun seçeneği işaretleyiniz. Lütfen her bir maddeyi cevapladığınızdan emin olunuz.

1. Cinsiyetiniz	❑ Erkek ❑ Kadın
2. Yaşınız	Lütfen belirtiniz ....
3. Medeni durumunuz	❑ Bekâr ❑ Evli ❑ Diğer
4. Öğretmenlik deneyiminiz	Lütfen yıl olarak belirtiniz ....
5. Kaç yıldır bu okulda görev yapıyorsunuz?	Lütfen yıl olarak belirtiniz.....................
6. Öğretmen olarak statünüz nedir?	❑ Başöğretmen ❑ Uzman ❑ Stajyer ❑ Sözleşmeli ❑ Vekil
7. Okulunuzdaki öğretmen sayısı	Lütfen belirtiniz..............................
8. Okulunuzdaki öğrenci sayısı	Lütfen belirtiniz.............................

Appendix B: Distributed Leadership Scale

Kısım II. Bu kısımda liderliğe yönelik 10 ifade bulunmaktadır. Lütfen her bir ifade için okulunuzda ne sıklıkla gerçekleştiği üzerine düşününüz ve (**1-Hiçbir Zaman**) ve (**5-Her Zaman**) olmak üzere 1'den 5'e kadar sizin için en uygun olan seçeneği (X) ile işaretleyiniz.

	Hiçbir Zaman	Nadiren	Bazen	Çoğunlukla	Her zaman
1. Müdürümüz, paylaşıma dayalı bir okul ortamı oluşturma konusunda çaba gösterir.	1	2	3	4	5
2. Müdürümüz, öğretmenlerin eğitim-öğretimle ilgili konulardaki çabalarını destekler.	1	2	3	4	5
3. Müdürümüz, okula ilişkin karar alma süreçlerine diğer paydaşları da (örn. öğretmenleri, öğrencileri, velileri) dahil eder.	1	2	3	4	5
4. Müdürümüz, okulda karşılaşılan bir sorunun çözümü sürecinde, işin niteliğine, kişilerin bilgi ve deneyimlerine bakarak diğer okul üyelerinin (öğretmenler, öğrenciler, veliler, vb.) katılımını sağlar.	1	2	3	4	5
5. Müdürümüz, okulun amaçlarına ulaşması için diğer okul paydaşları ile (müdür yardımcıları, öğretmenler, öğrenciler, veliler) işbirliği içinde çalışır.	1	2	3	4	5
6. Öğretmenler okulun yönetimsel işlerine katkı sağlamak konusunda isteklidirler.	1	2	3	4	5
7. Öğretmenlerin, okulda gerçekleşen tüm değişim ve gelişme çabalarına etkin olarak katılmaları sağlanır.	1	2	3	4	5
8. Müdürümüz, okul işlerini diğer okul üyeleri ile etkileşim halinde yerine getirme konusunda isteklidir.	1	2	3	4	5
9. Öğretmenler okul yöneticilerine yardımcı olurlar.	1	2	3	4	5
10. Öğretmenler, öğrenciler ve veliler görüş ve önerilerini okul müdürüne rahatlıkla söylerler.	1	2	3	4	5

Appendix C: Readiness For Change Scale

Kısım III. Bu kısımda sizlerin değişime hazır olma durumunuza yönelik 12 ifade bulunmaktadır. Değişim, Milli Eğitim Bakanlığı'nın tasarlayıp uyguladığı ulusal çaptaki yapısal ve işlevsel değişimleri ifade etmektedir. En son ilköğretim düzeyinin yeniden yapılandırılması, okul yöneticilerinin atanmasına ilişkin esasların değişimi, okullarda teknoloji entegrasyonunu öngören FATİH projesi bu değişimlerin başlıcalarıdır. Lütfen anketteki ifadeleri değerlendirirken yukarıda belirtilen yapısal ve işlevsel değişimleri göz önüne alınız ve her bir ifade için (**1-Hiç Katılmıyorum**) ve (**5- Tamamen Katılıyorum**) olmak üzere 1'den 5'e kadar sizin için en uygun olan seçeneği (X) ile işaretleyiniz.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. Değişimi yenileyici bulurum.	1	2	3	4	5
2. Değişim, işimi daha iyi yapmama yardımcı olur.	1	2	3	4	5
3. Değişim genellikle hoşuma gitmez.	1	2	3	4	5
4. Okulumda değişim faaliyetlerini görmeyi arzu ederim.	1	2	3	4	5
5. Önerilen değişimler genellikle kurumda daha iyiyi yakalamak içindir.	1	2	3	4	5
6. Kendimi değişim sürecine adamak isterim.	1	2	3	4	5
7. Değişim, çalışma şevkimi kırar.	1	2	3	4	5
8. Değişim işimde daha fazla gayret etmem yönünde teşvik edicidir.	1	2	3	4	5
9. Değişim sürecinin başarısı için elimden geleni yapmak isterim.	1	2	3	4	5
10. Değişim genellikle bana huzursuzluk verir.	1	2	3	4	5
11. Yapılan değişimleri uygulamaya çalışırım.	1	2	3	4	5
12. Değişim okulumdaki eksikliklerin giderilmesine yardımcı olur.	1	2	3	4	5

Appendix D: Knowledge Sharing Scale

Kısım IV. Bu kısımda okulunuzdaki bilgi paylaşımına yönelik 5 ifade bulunmaktadır. Lütfen her bir ifade için (**1-Hiç Katılmıyorum**) ve (**5- Tamamen Katılıyorum**) olmak üzere 1'den 5'e kadar sizin için en uygun olan seçeneği (X) ile işaretleyiniz.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. Bu okulda geniş bir bilgi paylaşımı mevcuttur.	1	2	3	4	5
2. Bu okulda ihtiyaç duyduğum bilgiye hızlı bir şekilde ulaşabilirim.	1	2	3	4	5
3. Bu okulda hangi bilgiyi nereden alacağımı çok iyi bilirim.	1	2	3	4	5
4. Bu okulda ihtiyaç duyduğum bilgiye doğrudan ulaşmaya çalışırım.	1	2	3	4	5
5. Bu okulda bilgi paylaşımını sağlayacak resmi mekanizmalar vardır.	1	2	3	4	5

Appendix E: Voluntary Participation Form

Gönüllü Katılım Formu

Bu çalışma Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümü Eğitim Yönetimi ve Planlaması programı yüksek lisans öğrencisi Arş. Gör. Ceren Demir tarafından yüksek lisans tezi kapsamında Doç. Dr. Yaşar Kondakçı danışmanlığında yürütülmektedir. Çalışmanın amacı, Milli Eğitim Bakanlığı'na bağlı okullarda çalışan öğretmenlerin paylaşılan liderlik ile değişime hazır olma durumları arasındaki ilişkiyi incelemektir.

Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Anketlerde, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız kesinlikle gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecek ve elde edilecek bilgiler bilimsel amaçlarla kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da çalışma ile ilgili herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemeniz yeterli olacaktır. Anket sorularını cevaplamak yaklaşık 10 dk sürmektedir. Uygulama sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır.

Anketin her bir kısmındaki ifadeleri okuyup, kendi durumunuzu, gözlemlerinizi ve düşüncelerinizi göz önüne alarak sizi en iyi yansıtan tercihleri işaretlemenizi ve yanıtlanmamış bir ifade bırakmamanızı rica ederim.

Çalışma hakkında daha fazla bilgi almak için Eğitim Bilimleri Bölümü'nden Arş. Gör. Ceren Demir ile iletişim kurabilirsiniz.

İlginiz ve çalışmaya katıldığınız için şimdiden teşekkür ederim.

Araş. Gör. Ceren Demir
ODTÜ Eğitim Bilimleri Bölümü
Eğitim Yönetimi ve Planlaması ABD
e-posta: cedemir@metu.edu.tr   Tel: 0312 210 4034

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad   Tarih   İmza

Appendix F: Distributed Leadership Scale Permission Letter

11 Aralık 2014

MAIL / ADRES

Kadir Beycioglu

Dokuz Eylul University
Buca Faculty of Education

Ugur Mumcu Cad.
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Sayın **Ceren Demir**,

Orta Doğu Teknik Üniversitesi / Ankara

Öncelikle okullarda paylaşılan liderliğe ilişkin çalışmamıza göstermiş olduğunuz ilgi için teşekkür ederim. Söz konusu *"Paylaşılan Liderlik Ölçeği"*ni çalışmanızda alıntı yaparak kullanabilirsiniz. Araştırmanız tamamlandığında elde ettiğiniz sonuçları benimle paylaşabilirseniz sevinirim.

Çalışmalarınızda başarı ve kolaylıklar diliyorum.

Doç. Dr. Kadir Beycioğlu
D.E.Ü. Buca Eğitim Fakültesi
Öğretim Üyesi

Atıf İçin:

Özer, N. ve Beycioğlu, K. (2013). "Paylaşılan liderlik ölçeğinin geliştirilmesi: Geçerlik ve güvenirlik çalışmaları." *İlköğretim Online Dergisi.* 12(1), 77-86.
Link: http://ilkogretim-online.org.tr/vol12say1/v12s1m6.pdf

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Appandix G: Readiness For Change and Knowledge Sharing Scale Permission Letter

Appendix H: Consent Letter of the Institution

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Appendix I: Consent Letter of the Institution

T.C.
EDİRNE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 56569733/44/3361638   27/03/2015
Konu : Anket Çalışması

VALİLİK MAKAMINA

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2012/13 sayılı Genelgesi
      b) Orta Doğu Teknik Üniversitesi Öğrenci İşleri Daire Başkanlığı'nın 10/03/2015 tarihli ve
      1054 sayılı yazısı

Orta Doğu Teknik Üniversitesi Eğitim Yönetimi ve Planlaması Ana Bilim Dalı Yüksek Lisans Programı öğrencisi Ceren DEMİR'in, İl Milli Eğitim Müdürlüğümüze bağlı ilkokul, ortaokul ve liselerdeki öğretmenlere uygulamak istediği; "Milli Eğitim Bakanlığına Bağlı Okullarda Çalışan Öğretmenlerin Paylaşılan Liderlik ve Değişime Hazır Olma Durumları Arasındaki İlişkide Bilgi Paylaşımının Aracılık Rolü" başlıklı araştırma çalışmasında kullanacağı anket çalışması Anket Değerlendirme Komisyonu'nca incelenerek uygun görülmüştür.

Makamınızca da uygun görüldüğü takdirde Yüksek Lisans Programı öğrencisi Ceren DEMİR'e ait anket çalışmasının 31 Aralık 2015 tarihine kadar İl Milli Eğitim Müdürlüğümüze bağlı ilkokul, ortaokul ve liselerdeki öğretmenlere, Okul Müdürlükleri gözetim ve sorumluluğunda eğitim öğretim faaliyetini aksatmayacak şekilde uygulanmasını olurlarınıza arz ederim.

Hüseyin ÖZCAN
İl Millî Eğitim Müdürü

OLUR
27/03/2015
Nedim ÖZIRMAK
Vali a.
Vali Yardımcısı

Appendix J: Research Permission Document

T.C.
MİLLİ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı
ARAŞTIRMA DEĞERLENDİRME FORMU

FORM: 2

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Ceren DEMİR
Kurumu / Üniversitesi	Orta Doğu Teknik Üniversitesi
Araştırma Yapılacak İl	Edirne
Araştırma Yapılacak Eğitim Kurumu ve Kademesi	Edirne İl Milli Eğitim Müdürlüğü'ne Bağlı İlkokul, Ortaokul ve Liselerdeki Öğretmenler
Araştırmanın Konusu	Milli Eğitim Bakanlığına Bağlı Okullarda Çalışan Öğretmenlerin Paylaşılan Liderlik ve Değişime Hazır Olma Durumları Arasındaki İlişkide Bilgi Paylaşımının Aracılık Rolü
Üniversite / Kurum Onayı	Var (X) / Yok ( )
Araştırma/Proje/Ödev /Tez önerisi	Yüksek Lisans Tezi
Veri Toplama Araçları	Anket Formu (3 Sayfa)
Görüş İstenilecek Birim/Birimler	Orta Doğu Teknik Üniversitesi

KOMİSYON GÖRÜŞÜ	
1- Anketin uygulanması sırasında gönüllülük ilkesine uyulması esastır.	
Komisyon kararı	Oybirliği / Oyçokluğu ile alınmıştır.
Muhalif Üyenin Adı ve Soyadı:	Gerekçesi: ....

KOMİSYON

26./03/2015
Komisyon Başkanı
Müzekki BAYRAK
MEM Şube Müdürü

26./03/2015
Üye
Ali ÇELİK
1.Murat And.Lisesi Md.Yrd.

26./03/2015
Üye
Ayla DİKMEN
Sosyal Bilimler Lisesi Öğrt.

Appendix K: Middle East Technical University Human Subjects Ethics Committee Approval Letter

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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Sayı: 28620816/67-143

12.02.2015

Gönderilen : Doç.Dr.Yaşar Kondakçı
              Eğitim Bilimleri Bölümü

Gönderen : Prof. Dr. Canan Sümer
           IAK Başkan Vekili

İlgi   : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Bilimleri Bölümü öğrencisi Ceren Demir'in "Milli Eğitim Bakanlığı'na Bağlı Okullarda Çalışan Öğretmenlerin Paylaşılan Liderlik ve Değişime Hazır Olma Durumları Arasındaki İlişkide Bilgi Paylaşımının Aracılık Rolü" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

12/02/2015
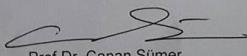
Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkan Vekili
ODTÜ 06531 ANKARA

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TÜRKÇE ÖZET

DEVLET OKULLARINDA ÇALIŞAN ÖĞRETMENLERİN PAYLAŞILAN LİDERLİK VE DEĞİŞİME HAZIR OLMA DURUMLARI ARASINDAKİ İLİŞKİDE BİLGİ PAYLAŞIMININ ARACILIK ROLÜ

1. GİRİŞ

Küreselleşme, teknolojinin hızla gelişmesi, keşfedilen yeni bilgiler, günlük hayatla ilgili evrimleşen olgular örgütlerde değişimi zorunlu kılan bazı etmenlerdendir (Lüscher & Lewis, 2008). Örgütler toplumun beklentilerini karşılayabilmek için kendi bünyelerinde değişiklik içine girmektedirler ve etkili örgütlerin en önemli özelliklerinden birisi değişen koşullara uyum sağlayabilme becerisidir, başka bir deyişle kendi çevresini ve değişkenlik gösteren hayat şartlarını en iyi şekilde özümseyen örgütler varlıklarını sürdürebilmektedirler (Turan et al., 2014). Bu sebeple, günümüz yaşam koşullarında örütlerin hayatta kalabilmesi için örgütsel değişim kritik bir hale gelmiştir (Sabuncuoğlu & Tüz, 1996). Örgütler değişen durumları, günlük hayatın ihtiyaçlarını, ve değişkenlik gösteren gereksinimleri örgüt bünyesine adapte etme eğilimindedirler çünkü sürekli değişen dünyada değişim artık kaçınılmaz bir hale gelmiştir (Genç, 2004). Özellikle iş örgütleri ve özel sektör firmaları uzun süre varlıklarını koruyabilmek için dış dünyanın getirmiş olduğu değişimleri yakalama çabası içerisindedirler (Burke, 2013).

Örgütsel değişim yalnızca ticari firmalar ve iş sektörü için gerçekleştirilmesi gereken bir ihtiyaç değildir. Eğitim kurumları da kendi iç yapısından ve dışarıdan kaynaklanan değişime zorlayıcı bazı faktörlerle karşı karşıyadırlar (Levin, 1993).

Dünyada, eğitim kurumları da sürekli meydana gelen ve dikkate alınması ihtiyaç haline dönüşen değişim rüzgarından oldukça etkilenmektedirler. Benzer bir şekilde Türk Eğitim Sistemi de meydana gelen değişim hareketlerine ayak uydurma ihtiyacı içerisindedir ve bu sebeple Milli Eğitim Bakanlığı tarafında sıkça gündeme gelen ve uygulamaya konulan pek çok değişim hareketi mevcuttur. Özellikle Milli Eğitim Bakanlığı'nın son 15 yıldaki mevzuatları incelendiğinde fazlaca değişim uygulamasının gündeme geldiği açıkça görülebilmektedir. Türkiye'de 2000'li yılların başından itibaren eğitim sisteminde gözlemlenen başlıca değişim hareketlerini örneklendirelecek olunursa; sürekli ismi ve içeriği değiştirilen orta öğrenime ve yüksek öğrenime geçiş sınavları (LGS, ÖSS, OKS, SBS, TEOG, LYS vb.), 2005 yılından itibaren Türk Eğitim Sistemine kaynaştırılmaya çalışılan yapılandırmacı müfredat ve öğrenci merkezli öğrenme, okullardaki bilgi paylaşımını bilgisayar ortamı ile güçlendirmeye çalışan e-okul uygulaması, 2010 yılından itibaren okullarda teknoloji kullanımını yaygınlaştırmayı hedefleyen FATİH projesi, 2012-2013 eğitim öğretim yılında uygulamaya geçilen 4+4+4 eğitim sistemi bunlardan başlıcalarıdır.

Türk eğitim sistemindeki tüm bu değişim uygulamaları ile birlikte öğretmenlerin bu değişim sürecinde önemli bir role sahip oldukları düşünülmektedir. Başarılı bir değişim gerçekleşmesi için öğretmenlerin bu süreçle ilgili düşünceleri ve tavırları göz önünde bulundurulması gerekir ancak öğretmenlerin eğitim sistemindeki değişimlere karşı olan tutumları ve davranışları ihmal edilmektedir (Kondakçı, Zayim, & Çalışkan, 2013). Aslında öğretmenlerin değişim girişimlerine karşı olan tutumlarını kavramaya çalışmak mecburidir çünkü öğretmenler okul ortamında değişimlerin başarıya ulaşmasında büyük bir etkiye sahiptirler (Özmen & Sönmez, 2007). Etkili bir örgütsel değişim gerçekleştirmek için öncelikle örgüt üyelerinin değişime karşı olan tutumlarını anlamaya ihtiyaç vardır (Oreg, Vakola, & Armenakis, 2011). Bu durumda, değişim hareketlerine gönüllü katılım ile ilişkili olan değişime hazır olma kavramı örgütlerin gelişmesi için bir fırsat yaratmaktadır (Campbell, 2006). Diğer bir deyişle, örgüt üyelerinin değişime hazır olması değişim sürecine karşı pozitif tutumları destekler (Self & Schraeder, 2009). Böylelikle, değişim hareketleri en az dirençle meydana gelir ve değişime hazır olan örgüt üyelerinin olumlu tutum ve davranışlarıyla birlikte başarılı bir şekilde gerçekleşebilir. Bu sebeple, Türk Eğitim Sisteminde değişim girişimlerinin başarıyla

sonuçlanması isteniyorsa öncelikli olarak öğretmenlerin bu değişim sürecine hazır olma durumları göz önünde bulundurulmalıdır.

Örgütlerdeki değişim yönetimini başarılı bir şekilde yürütmek değişim girişimlerinin sonuçlarına ve örgüt üyelerinin değişime karşı hazır olma tutumlarına pozitif bir şekilde etki eder (Rafferty, Jimmieson, & Armenakis, 2013). Buna ek olarak, okullardaki etkili liderlik davranışları ile eğitim kurumlarının amaçlarına ulaşmadaki başarı oranı arasında pozitif bir ilişki vardır (Özdemir, 2012). Bu sebeple, eğitim örgütlerinin geleneksel ve sıradan yönetim yapısı yerine çağdaş liderlik yaklaşımlarını benimsemeleri gerekmektedir (Çankaya & Karakuş, 2010). Paylaşılan liderlik kavramı tam da okul ortamı içerisinde olumlu etkiler yaratabilecek, özellikle eğitimdeki değişim hareketlerinde öğretmenlerin aktif katılımını destekleyen çağdaş liderlik yaklaşımlarından biridir. Paylaşılan liderlik yaklaşımında sadece yönetimin değil aynı zamanda tüm örgüt üyelerinin çabaları ve düşünceleri değerli bulunur (Harris & Spillane, 2008). Paylaşılan liderliği destekleyen okullar öğretmenlerden, yöneticilerden, öğrencilerden ve velilerden oluşan aktif çalışma takımlarına sahiptirler (Lambert, 2002).

Paylaşılan liderlik, örgütlerdeki değişim sürecinin başarılı bir şekilde gerçekleşmesine ve sonuçlanmasına yardımcı olur (Spillane, 2012). Ayrıca, paylaşılan liderlik kavramı tüm paydaşların bilgi paylaşımı ile gerçekleşen örgüt içi iletişim ağlarına ihtiyaç duyar (Harris, 2004). Paylaşılan liderlik anlayışıyla birlikte okullarda bilgi paylaşımı ortamı daha çok desteklenir bir hale gelir (Jäppinen & Maunonen-Eskelinen, 2012). İlaveten, çalışanların değişime hazır olma durumları örgüt içi alınan kararlarda aktif bir şekilde yer almalarıyla ilişkilidir (Cohen & Caspary, 2011). Aynı şekilde, okullarda da öğretmenlerin karar alma mekanizmasına katılımını sağlamak onların okullarda gerçekleştirelecek olan değişimlere hazır olmalarına yardımcı olur (Kondakçı, Zayim, & Çalışkan, 2010).

Sonuç olarak, okul ortamında gerçekleşen bilgi paylaşımının ve paylaşılan liderliğin eğitimdeki değişim sürecinde önemli etkilere sahip olduğu düşünülmektedir. Bu sebeple, güncel literatür taraması sonucunda bu çalışmanın konusunun öğretmenlerin değişime hazır olma durumları ve paylaşılan liderlik arasındaki ilişkide bilgi paylaşımın aracılık rolü üzerine olmasına karar verilmiştir.

1.1 Çalışmanın Amacı

Bu araştırmanın amacı, Milli Eğitim Bakanlığı'na bağlı devlet okullarında çalışan öğretmenlerin paylaşılan liderlik ve değişime hazır olma durumları arasındaki ilişkide bilgi paylaşımının aracılık rolünü incelemektir.

1.2 Çalışmanın Önemi

Son zamanlarda çok sık değişikliğin meydana geldiği Türk Eğitim Sisteminde, öğretmenler bu değişim süreçlerinin işleyişinde ve değişim faaliyetlerinin başarılı sonuçlara ulaşmasında hatırı sayılır bir yere sahiplerdir. Bu sebeple öğretmenlerin eğitim sistemindeki değişimler hakkındaki görüşleri önem arzetmektedir. Bu çalışmada, daha başarılı değişim uygulamaları gerçekleştirmek amacıyla öğretmenlerin değişime hazır olma durumları üzerinde durulmuştur çünkü daha önce yapılan araştırmalara bakıldığında öğretmenlerin değişim süreçlerindeki görüşlerinin ihmal edildiği fark edilmiştir.

Bunun yanı sıra, okul müdürlerinin öğretmenler, öğrenciler, veliler gibi okulun diğer paydaşları ile işbirliği içerisinde çalıştığı ve okul ile ilgili kararların tüm bu paydaşlar tarafından ortak bir fikir birliğiyle alındığı paylaşılan liderlik anlayışının hakim olduğu okullarda değişim faaliyetlerinin daha kolay ve etkili bir şekilde meydana geldiği bilinmektedir. Dünyada paylaşılan liderliği benimseyen eğitim kurumlarının sayıları gün geçtikçe artmaktadır ama ülkemizde bu liderlik anlayışı henüz yeni yeni hayata geçmeye başlanmıştır. Bu çalışma, Türk okullarında paylaşılan liderliğin ne ölçüde benimsenip uygulandığına ışık tutacaktır.

İlgili literatür incelendiğinde, öğretmenlerin eğitim sistemindeki değişimlere hazır olma durumarı ve paylaşılan liderlik ile ilgili araştırmaların sınırlı sayıda olduğu fark edilmiştir. Bu çalışmanın sonuçlarının ise Türk okullarındaki paylaşılan liderlik ile öğretmenlerin eğitim sistemindeki değişim faaliyetlerine hazır olma durumları arasındaki ilişkiyi aydınlatarak ligili alan yazınındaki eksikliği gidereceği beklenmektedir. Böylelikle, bu çalışmanın sonuçlarından elde edilen bilgiler sayesinde Milli Eğitim Bakanlığı tarafından Türk Eğitim Sistemi'ndeki değişim girişimlerinin daha başarılı olabilmesi için önlemler alınabilinir ve yeni uygulamalar gündeme gelebilir.

İlaveten, bu çalışma paylaşılan liderlik ile öğretmenlerin değişime hazır olma durumları arasındaki ilişkide bilgi paylaşımının aracılık rolünü incelemektedir ve bu özelliği sayesinde bu değişkenler ile birlikte arcılık ilişkisi üzerinde duran ilk çalışma olarak ilgili alanda yeni yapılacak araştırmalar için ışık tutmaktadır.

2. YÖNTEM

Çalışmanın bu bölümü araştırmanın deseni, örneklem, çalışmada kullanılan veri toplama araçları, veri toplama süreci, verilerin analizi ve çalışmanın sınırlılıkları ile ilgili kısımlardan oluşmaktadır.

2.1 Araştırmanın Deseni

Çalışma, aracı bir değişken ile birlikte ilişkisel bir model olarak desenlenmiştir. Bu çalışmadaki aracı değişken bilgi paylaşımıdır ve paylaşılan liderlik ile öğretmenlerin değişime hazır olma arasındaki ilişkide bilgi paylaşının aracılık rolü incelenmektedir.

2.2 Örneklem

Çalışmanın örneklemi, Edirne'de Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerde çalışan 556 öğretmenden oluşmuştur ve örneklem kolay ulaşılabilirlik yöntemi ile seçilmiştir. 14 ilkokuldan 173 öğretmen, 14 ortaokuldan 197 öğretmen ve 12 liseden 186 öğretmen ile çalışmanın verileri toplamda 40 devlet okulundan elde edilmiştir.

2.3 Veri Toplama Araçları

Bu çalışmada; Paylaşılan Liderlik Ölçeği (PLÖ; Özer & Beycioğlu, 2013) , Değişime Hazır Olma Ölçeği (DHOÖ; Kondakçı, Zayim & Çalışkan, 2013), Bilgi Paylaşımı Ölçeği (BPÖ; Haser & Kondakçı, 2011) ve Katılımcı Bilgi Formu veri toplama aracı olarak kullanılmıştır.

2.3.1 Paylaşılan Liderlik Ölçeği

Paylaşılan liderlik bu çalışmanın bağımsız değişkenidir. Paylaşılan Liderlik Ölçeği öğretmenlerim paylaşılan liderlik algılarını ölçmek amacıyla Özer ve Beycioğlu

(2013) tarafından geliştirilmiştir. Ölçek 5 dereceli yanıt formuna sahip 10 maddeden oluşmaktadır. Cronbach alfa iç tutarlılık katsayısı .92 olarak rapor edilmiştir.

2.3.2 Değişime Hazır Olma Ölçeği

Değişime hazır olma bu çalışmanın bağımlı değişkenidir. Değişime Hazır Olma Ölçeği öğretmenlerin değişime hazır olma düzeylerini belirlemek amacıyla Kondakçı, Zayim ve Çalışkan (2013) tarafından geliştirilmiştir. 3 alt boyutu olan ölçek 5 dereceli yanıt formuna sahip olup 12 maddeden oluşmaktadır. Cronbach alfa iç tutarlılık katsayıları sırasıyla bilişsel boyutta değişime hazır olma için .87, niyet boyutunda değişime hazır olma için .90, ve duygu boyutunda değişime hazır olma için .75 olarak rapor edilmiştir.

2.3.3 Bilgi Paylaşımı Ölçeği

Bilgi paylaşımı bu çalışmanın racı değişkenidir. Bilgi Paylaşımı Ölçeği işyerinde bilgi paylaşımının mevcut durumunu ve etkisini araştırmak için Haser and Kondakçı (2011) tarafından geliştirilmiştir. Ölçek 5 dereceli yanıt formuna sahip olup 5 maddeden oluşmaktadır. Cronbach alfa iç tutarlılık katsayısı .83 olarak rapor edilmiştir

2.3.4 Katılımcı Bilgi Formu

Katılımcı bilgi formu araştırmacı tarafından hazırlanmıştır. Katılımcıların kişisel ve mesleki bilgilerine ilişkin demografik soruları içeren bir formdur (Katılımcı Bilgi Formu için *bknz* Ek A).

2.4 Veri Toplama Süreci

Bu araştırma için öncelikle Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Kurulu'ndan ve Milli Eğitim Bakanlığı'ndan izin alınmıştır. Daha sonra her bir okul için okul müdürlerinden gerekli onay alındıktan sonra anket öğretmenler odasında öğretmenlerin gönüllü katılımı ile uygulanmıştır. Anket dağıtılmadan önce öğretmenlere gönüllü katılım formu verilmiş ve ön bilgilendirme yapılmıştır. Anket uygulaması yaklaşık 5 dakika sürmüştür. Çalışmanın verileri 2014-2015 bahar döneminde toplanmıştır.

2.5 Verilerin Analizi

Araştırma kapsamında ilk olarak elde edilen verilerin betimsel ve yordamsal istatistik analizleri SPSS 23 programı kullanılarak yapılmıştır. Daha sonra yapı geçerliliğini test etmek için AMOS 18 programı kullanılarak Doğrulayıcı Faktör Analizi uygulanmıştır. Son olarak, önerilen modeli test etmek için Yapısal Eşitlik Modellemesi (YEM) ile yürütülen Aracılık İlişkisi Analizi yapılmıştır.

2.6 Çalışmanın Sınırlılıkları

Her araştırmada olabileceği gibi bu çalışmanın da bazı sınırlılıkları vardır. İlk olarak, 40 farklı okul ortamında toplanan veriler doğal olarak birbirinden farklı ortam ve durumları içermektedir. Yani, katılımcıların farklı koşullar altında anket maddelerini değerlendirmeleri farklı cevaplar vermelerine sebep olmuş olabilir. İkinci olarak, çalışmanın örneklemi toplamda 556 öğretmenden oluşmaktadır ve her bir katılımcı farklı yaş, mesleki deneyim, geçmiş yaşantı ve tutumlara sahiptir. Bu farklılıklar da yine katılımcıların anketteki maddelere cevaplarını farlı yönde etkileyecektir. Çalışmanın diğer bir sınırlılığı ise verilerin yalnızca Edirne ilinden toplanmış olmasıdır çünkü çalışmanın sonuçları tüm ülke genelini temsil etmeyecektir. Son olarak, çalışmada yalnızca nicel araştırma yöntemleri kullanılmıştır oysaki nitel araştırma yöntemleriyle birleştirilmiş bir çalışma yürütülmüş olsaydı sonuçlarla ilgili daha anlamlı bir yargıya varılabilinirdi.

3. BULGULAR

Öncelikli olarak yanlış veya eksik girilmiş verilerin kontrolü yapılmış ve gerekli varsayımlar sağlandıktan sonra analizler 531 katılımcıdan oluşan veri seti üzerinde gerçekleştirilmiştir. Daha sonra yapı geçerliliğini test etmek için Doğrulayıcı Faktör Analizi uygulanmıştır. Çalışmadaki bağımsız, bağımlı ve aracı değişkenlerin ortalamaları, standart sapmaları, frekansları, yüzde oranları, minimum ve maksimum değerleri betimsel analiz yöntemi aracılığıyla hesaplanmıştır. Araştırmadaki değişkenlerin arasındaki ilişkileri belirlemek amacıyla da korelasyon analizi uygulanmıştır. Son olarak, Yapısal Eşitlik Modeli üzerinden yürütülen Aracılık İlişkisi analizinin sonuçlarını yorumlayabilmek için bazı model uyum indeksleri hesaplanmıştır. Örneğin; CMIN/DF (ki-kare/serbestlik derecesi) 3.809, SRMR değeri

.0492, RMSEA değeri .073 ve CIF değeri .952 olarak rapor edilmiştir. Araştırmanın modelini test etmek için hesaplanan uyum indekslerinin kabul edilebilinir değerlere sahip olduğu görülmüştür.

Araştırma kapsamnında yürütülmüş olunan istatistiksel ve aracılık ilişkisi analizleri sonuçlarına göre bazı bulgular elde edilmiştir. İlk olarak, Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerde çalışan öğretmenlerin Türk Eğitim Sistemi'nde gerçekleşen değişim hareketlerine gönüllü olarak katılmak istedikleri saptanmıştır. Öğretmenlerin eğitim sisteminde değişime hazır olma durumları ile ilgili anket maddelerine verdikleri cavaplar göz önüne alındığında, öğretmenlerin değişim faaliyetlerini okulların görmek istedikleri ortaya çıkmıştır. Yani, çalışmanın katılımcısı olan devlet okullarında çalışan öğretmenler kendi okullarında değişim aktivitelerini görmeyi arzu ettiklerini belirtmişlerdir. Değişimin yenileyici bulunmasına dair anket sorusuna öğretmenler tarafından olumlu anlamda yüksek bir cevap alınmıştır. Öğretmenler okullarında gerçekleştirecelek değişim faaliyetlerinin kendi bireysel işlerini yapmada yardımcı olacağını düşünmektedirler. Buna ek olarak, öğretmenler eğitim sisteminde önerilen değişimlerin kendi çalıştıkları okullarda daha iyi koşulları ve eğitim sistemini yakalamak için gerçekleştiğine inanmaktadırlar. Ayrıca öğretmenler, kendilerini okullarında meydana gelecek değişim sürecine adamak istediklerini belirtmektedirler. Öğretmenler meydana gelecek değişimlerin kendi bireysel işlerinde daha çok çalışmaları ve çaba göstermeleri yönünde motive edici olduğunu düşünmektedirler. Eğitim sisteminde ve okullarında uygulamaya geçilen değişim çalışmalarının başarıyla sonuçlanması için gayret sarfedebileceklerini belirtmişlerdir. İlaveten, öğretmenler değişim çalışmalarının okullarındaki bazı eksikliklerin telafisi için gerekli olduğuna inanmaktadırlar. Öğretmenler okullarınında yürütülen değişim faaliyetlerinde aktif bir şekilde rol almak istemektedirler. Diğer bir deyişle, öğretmenlerin bilişsel, niyet ve duygusal boyutlarda eğitim sisteminde uygulamaya geçilecek değişimlere hazır oldukları gözlenmiştir.

Araştırmada saptanan diğer bir bulgu ise öğretmenlerin görüşlerine göre Türkiye'de Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerde paylaşılan liderliğin var olduğudur. Yani, öğretmenlerin okul müdürleri ile aralarındaki iletişimi, okul işlerinin yürütülüş şeklini ve okul ile ilgili kararlara katılım süreçlerini göz önünde bulundurduklarında verdikleri cevaplar göz önünde bulundurulduğunda paylaşılan

liderlik anlayışının benimsendiği ve yaşatıldığı bir okul ortamına sahip oldukları çıkarımı yapılabilinir. Öğretmenler, müdürleri sayesinde paylaşıma dayalı bir okulda çalıştıklarını ifade etmişlerdir. Öğretmenler, okul işlerine dair kararların alımında idarecilerle birlikte öğretmenler ve veliler gibi okulun diğer paydaşlarının da dahil olduklarını belirtmişlerdir. Öğretmenler, eğitim öğretim faaliyetleriyle ilgili çanbalarının okul müdürleri tarafından desteklendiğini düşünmektedirler. Öğretmenler okullarında gerçekleşen tüm değişim etkinliklerine ve yönetimle ilgili işlere katılım sağlamak konusunda istekli olduklarını ifade etmişlerdir. Ayrıca öğretmenler, okul işleriyle ilgili görüşlerini okul müdürleriyle rahatça paylaşabildiklerini belirtmişlerdir. Tüm bu paylaşılan liderliğe dair öğretmen görüşlerine istinaden, Türk devlet okullarında paylaşılan liderliğin var olduğu ve yaşatıldığı çıkarımı yapılabilinir. Öğretmenlerin paylaşılan liderliğe dair anket maddelerine verdikleri cevaplar doğrultusunda, okullarda paylaşılan liderlik faaliyetlerinin olduğu söylenebilinir.

Bu çalşmada ortaya çıkan diğer bir sonuç ise okul kültürü içerisinde bilgi paylaşımın etkili bir şekilde gerçekleştiğidir. Çalışmanın anketini cavaplayan Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerde çalışan öğretmenler kendi okul ortamlarında okul işlerine ve gündemine dair bilgi paylaşımı ile ilgi mekanizmaların var olduğunu ve istediklere bilgiye kolayca ulaşabildiklerini ifade etmişlerdir. Örneğin, öğretmenler kendi çalıştkları okullarda geniş bir bilgi paylaşımının var olduğunu belirtmişlerdir. Ayrıca öğretmenler okul sınırları dahilinde istedikleri bilgiye istedikleri zaman ulaşabileceklerine inanmaktadırlar ve bu bilgiye nasıl erişebileceklerini iyi bildiklerini belirtmişlerdir.

Son olarak, aracılık ilişkisi analizinin sonuçları değişime hazır olma ve paylaşılan liderlik arasındaki ilişkide bilgi paylaşımının aracılık rolünün bulunduğunu göstermiştir. Devlet okullarında çalışan öğretmenlerin bilişsel, niyet, ve duygusal boyutlarda değişime hazır olma durumları ile paylaşılan liderlik arasındaki ilişkide bilgi paylaşımının aracılık rolü vardır. Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerde çalışan öğretmenlerin eğitim sistemindeki değişimlere hazır olma durumları ile okullarında yaşatılmakta olan paylaşılan liderlik arasındaki ilişkide bilgi paylaşımının kısmi bir aracılık rolünün olduğu saptanmıştır.

4. TARTIŞMA

Bu çalışmanın amacı Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerde çalışan öğretmenlerin paylaşılan liderlik ve değişime hazır olma durumları arasındaki ilişkide bilgi paylaşımının aracılık rolünü sorgulamaktır. Bu bağlamda, paylaşılan liderlik ile değişime hazır olma durumu arasındaki ilişkide bilgi paylaşımının aracılık rolü YEM kullanılarak test edilmiştir.

Araştırmanın bulguları devlet okullarında çalışan öğretmenlerin eğitim sisteminde meydana gelen değişim uygulamalarına katılım konusunda istekli olduklarını ortaya koymuştur. Öğretmenlerin okullarında gerçekleşecek değişim faaliyetlerine aktif katılım göstermeyi istemektedirler. Bu bulgular alandaki benzer diğer çalışmalar ile paralellik göstermektedir (İnandı & Gılıç, 2016; Kondakçı, Beycioğlu, Sincar, Uğurlu, 2015; Zayim & Kondakçı, 2014).

Ayrıca, çalışmanın sonuçları Türkiye'deki devlet okullarında paylaşılan liderlik anlayışının uygulamaya geçirildiğini ortaya koymuştur. Öğretmenlerin okullarındaki karar alma süreçleri, okul paydaşları ile iletişimleri ve işbirlikleri üzerine verdikleri yanıtlar göz önüne alındığında paylaşılan liderliğin devlet okullarında varlığını sürdürdüğünü söyleyebiliriz. Bu sonuç alan yazınındaki diğer araştırmalar ile uyum içerisindedir (Adıgüzelli, 2016; Göksoy, 2015; Korkmaz & Gündüz, 2011; Kurt, 2016; Uslu & Beycioğlu, 2013; Yılmaz & Turan, 2015).

Bunlara ek olarak, Milli Eğitim Bakanlığı'na bağlı devlet okullarında bilgi paylaşımının öğretmenlere yeterli gelecek şekilde mevcut olduğu da çalışmanın bulgularındandır. İlkokul, ortaokul ve liselerde çalışan öğretmenler okul ortamlarında istedikleri bilgiye rahatça ve hızlı bir şekilde ulaşabildiklerini ifade etmişlerdir. Bu bulgu da alan yazınındaki benzer araştırmalar ile bağdaşan bir durum içerisindedir (Rismark & Solvberg, 2011; Song, Kim, Chai & Bae, 2014).

YEM'de yürütülen aracılık ilişkisi analizinin sonuçları devlet okullarında çalışan öğretmenlerin değişime hazır olma durumları ve okullarındaki paylaşılan liderlik arasındaki ilişkide bilgi paylaşımının aracılık rolünün bulunduğunu ortaya koymuştur. Alan yazınındaki çalışmalar incelendiğinde, bu araştırmadaki değişkenler arası ilişkilerin de benzer sonuçları işaret ettiği görülmüştür. Örneğin, bilgi paylaşımı başarılı bir değişim sürecinin gerçekleşmesi için var olması gereken önemli bir olgudur (Barnes, Camburn, Sanders ve Sebastian, 2010). Diğer bir yandan okullarda

benimsenen ve uygulanan paylaşılan liderlik anlayışı öğretmenlerin arasındaki bilgi paylaşımını destekler (Jäppinen and Maunonen-Eskelinen, 2012). İlaveten, paylaşılan liderlik aynı zamanda okullarda değişim faaliyetlerinin etlili ve başarılı bir şekilde meydana gelmesine yardımcı olur (Spillane, 2006).

Sonuç olarak, bu çalışma paylaşılan liderliğin okullardaki bilgi paylaşımının da kolaylaştırıcı etkisiyle birlikte devlet okullarında çalışan öğretmenlerin Türk Eğitim Sistemi'nde meydana gelen değişikliklere hazır olmalarını kolaylaştırdığını ve bu sayede eğitim sisteminde gerçekleşen değişimlerin daha başarılı sonuçlanacağını ortaya koymaktadır. Çalışmanın bulguları okullarda daha etkili bir değişim süreci gerçekleştirmek isteyen Milli Eğitim Bakanlığı için yardımcı olacaktır.

4.1 Gelecekteki Çalışmalar için Öneriler

Bu çalışmanın örneklemi Edirne ili Milli Eğitim Baknlığına bağlı ilkokul, ortaokul ve liselerde çalışan öğretmenler tarafından oluşmaktadır. Çalışmanın sonuçlarının daha genelleşmesi için devlet okkullarının yanı sıra özel okullarda çalışan öğretmenlerin de katılımcı olarak seçilmesi ve Türkiye'deki başka diğer bölge ve illerinde çalışmaya dahil edilmesi gerekmektedir.

Ayrıca, bu çalışmada yalnızca nicel araştırma yöntemlerine yer verilmiştir. Nicel araştırma yöntemlerinin yanı sıra nitel araştırma yöntemleri de kullanılmış olsaydı çalışmanın bulgularıyla ilgili daha anlamlı çıkarımlar yapılabilinirdi. Gelecekte bu değişkenler ile çalışma yürütecek olan araştırmacılar nicel ve nitel araştırma yöntemlerini birlikte kullanmaya özem gösterirlerse elde ettikleri sonuçlar daha anlamlı olacaktır.

İlaveten, paylaşılan liderlik kavramı okuldaki tüm paydaşların birkikte işbirliği içerisinde çalıştıkları ve okul işlerine ilişkin kararların beraberce alındığı bir anlayıştır. Bu sebeple okul müdürleri, öğretmenler, veliler ve öğrenciler okul ile ilgili konularda birlikte hareket ederler. Ancak bu çalışmada paylaşılan liderlik olgusuyla ilgili sadece öğretmenlerin görüşlerine yer verilmiştir. İleride yapılacak okul ortamındaki paylaşılan liderlikle ilgili araştırmalarda okulun diğer paydaşlarının görüşlerinin de alınması paylaşılan lifderliğin doğasını daha iyi yansıtmış olacaktır.

Bunlara ek olarak, bu çalışmada katılımcıların kişisel bilgilerine ulaşmak için katılımcı bilgi formu kullanılmıştır. Katılımcı bilgi formu öğretmenlerin meslekte

kaç yıldır var oldukları, çalıştıkları okullardaki görev süreleri, okullarında kaç adet öğretmen ve öğrenci bulunduğu gibi soruları içermektedir. Ancak öğretmenlerin mezun oldukları üniversite bölümlerinden, şu an öğretmenlik yapmakta oldukları branşlarından, diğer mesleki ve bireysel deneyimlerinden bahsedilmemektedir. Yani öğretmenlerin yanıtladığı kişisel bilgiler yetersizdir çünkü bu çalışmada eğitim sistemindeki değişimler, öğretmenlerin bu değişimlere karşı tutumları, öğretmenlerin değişim faaliyetlerine hazır olma durumları, okullarındaki liderlik anlayışı, paylaşılan liderliğin bu değişim sürecindeki rolü, okullardaki bilgi paylaşımının bu ilişkideki rolü üzerinde durulmaktadır. Fakat öğretmenlerin daha önce eğitimdeki değişim uygulamalarına dair bir eğitim aldıklarına veya tecrübe ettiklerine dair bir bilgi yoktur. Aynı şekilde, öğretmenlerin daha önce zümre başkanlığı veya okul müdürlüğü gibi liderlik görevlerinde yer aldıklarına dair bir ön bilgi de alınmamıştır. Oysaki, öğretmenlerin değişim faaliyetleri ve liderlik görevleriyle ilgili geçmiş yaşantılarının çalışmanın sonuçlarını etkileyeceği beklenmektedir. Bu sebeple gelecekte yürütülecek araştırmalarda bu konular göz önünde bulundurulmalıdır.

Son olarak, bu çalışma okullardaki paylaşılan liderlik ile öğretmenlerin değişime hazır olma durumları arasındaki ilişkide bilgi paylaşımının rolünü incelemektedir fakat ilgili literatüre bakıldığında bu ilişkide bilgi paylaşımının dışında başka aracı değişkenlerinde olabileceği farkedilmiştir. Gelecekte öğretmenlerin eğitim sistemindeki değişimlere hazır olma durumları ve okullardaki paylaşılan liderlik uygulamaları arasındaki ilişkiyi incelemek isteyen araştırmacılar farklı ve çoklu aracı değişkenler ile çalışmalarını yürütebilirler.

Appendix P: Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☑

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : DEMİR ERDOĞAN
Adı : CEREN
Bölümü : EĞİTİM BİLİMLERİ

TEZİN ADI (İngilizce) : THE MEDIATING ROLE OF KNOWLEDGE SHARING ON THE RELATIONSHIP BETWEEN DISTRIBUTED LEADERSHIP AND READINESS FOR CHANGE AMONG PUBLIC SCHOOL TEACHERS

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: