

INVITATIONAL LEADERSHIP PRACTICES AT A SCHOOL OF FOREIGN
LANGUAGES FROM A GENDERED PERSPECTIVE: A CASE STUDY

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Approval of the Graduate School of Social Sciences

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ABSTRACT

INVITATIONAL LEADERSHIP PRACTICES AT A SCHOOL OF FOREIGN LANGUAGES FROM A GENDERED PERSPECTIVE: A CASE STUDY

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This case study aims at exploring the perceptions of the instructors and the school director towards the employment of invitational leadership model and the factors affecting the instructors' perceptions from a gendered perspective.

The participants of this study are the instructors and the school director working at the School of Foreign Languages of a state university in Ankara, Turkey. Data were gathered through a perception questionnaire for the instructors and the school director and one to one and focus group interviews. The results were interpreted in reference to defined gender theories.

The findings revealed that both the instructors and the school director participating in this study have positive attitudes towards the adoption of invitational leadership practices in their institution although there are some practices which need to be improved. The findings also suggested that gender and years of experience have an effect on the instructors' perceptions related to the employment of the invitational leadership practices at school.

Keywords: Gender, Invitational Leadership, Instructors, School Director, School of Foreign Languages

ÖZ

BİR YABANCI DİLLER YÜKSEK OKULUNDAKİ KATILIMCI LİDERLİK UYGULAMLARININ TOPLUMSAL CİNSİYET ÇERÇEVESİNDE İNCELENMESİ: BİR DURUM ÇALIŞMASI

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Yüksek Lisans, Toplumsal Cinsiyet ve Kadın Çalışmaları

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Bu durum çalışması öğretim görevlilerinin ve yüksek okul müdürünün katılımcı liderlik uygulamalarına yönelik algılarını ve öğretim görevlerinin bu algılarını etkileyen faktörleri toplumsal cinsiyet çerçevesinden incelemeyi amaçlamaktadır.

Bu çalışmanın katılımcıları Ankara, Türkiye’de bir devlet üniversitesinin Yabancı Diller Yüksek Okulu’nda çalışan öğretim görevlileri ve okul yöneticisidir. Veri öğretim görevlileri ve okul yöneticisi için ayrı hazırlanmış algı ölçekleri, bire bir mülakatlar ve bir odak grup mülakatı aracılığı ile toplanmış ve sonuçlar belirli toplumsal cinsiyet teorileri ele alınarak değerlendirilmiştir.

Sonuçlar çalışmaya katılan öğretim görevlilerinin ve okul yöneticisinin katılımcı liderlik modeli uygulamalarına yönelik olumlu tutumlara sahip olduklarını göstermiştir. Yine de, geliştirilmesi gereken bazı uygulamalar bulunmaktadır. Sonuçlar aynı zamanda toplumsal cinsiyet ve iş deneyimi süresinin öğretim görevlilerinin katılımcı liderlik modeli uygulamalarına yönelik algılarının üstünde etkilerinin olduğunu ortaya çıkarmıştır.

Anahtar Sözcükler: Toplumsal Cinsiyet, Katılımcı Liderlik, Öğretim Görevlileri, Okul Yöneticisi, Yabancı Diller Yüksek Okulu,

to my beloved father

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LIST OF ABBREVIATIONS

IIP	Instructors' Interview Protocol
IPLP	Instructors' Perceptions of Leadership Practices
SDIP	School Director's Interview Protocol
SDPLP	School Director's Perceptions of Leadership Practices
SFL	School of Foreign Languages
TPLP	Teacher Perceptions of Leadership Practice

CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter includes seven sections. The first one is the background and the context of the study. Next, the research questions are pointed out. Following this, the purpose and the scope of the study are presented. Then, the significance and the limitations of the study are identified. Finally, overviews of the following chapters and the overall organization of the thesis are stated.

1.1. Background and Context of the Study

1.1.1. Background of the Study

Considering gender's effect in all areas of life is fundamental in understanding human relations and the systems which are indispensable parts of life. The terms *sex* and *gender* is generally confused; however, there is a clear distinction between sex and gender. According to Eckert and McConnell-Ginet (2003: 10): “sex is a biological categorization based primarily on reproductive potential whereas gender is the social elaboration of biological sex”. They added: “the definition of males and females, people's understanding of themselves and others as male or female is ultimately social (Eckert & McConnell- Ginet, 2003: 10). In other words, gender is commonly viewed as the expectations of the society from males and females in terms of their behaviours.

In traditional societies, the roles attributed to women are; passivism, dependence, mercy, empathy, helpfulness, being sensitive and being nourishing. On the other hand, men's roles are; being active, independence, being logical, inspection, being dominant, ambition and competition (Bacacı-Varoğlu, 2001). These defined roles reveal that the society desires to see men

as dominant beings when compared with the women as women are identified as dependents.

Similarly, there are gender based stereotypes which are so common in traditional societies. For Martorell, Papalia and Feldman (2013), gender stereotypes are biased generalizations related to female and male actions. These kinds of stereotypes hinder women realizing their goals in public and domestic spheres of life.

A person's character is shaped in the society where s/he is brought up. In traditional societies, gendered roles are very sharp, and these roles are very obvious in the family. Children start learning gender roles in the family and construct the knowledge related to gender in educational organizations; namely, schools.

There are many studies in the world done on the relationship between educational organizations and gender. Some researchers examined women's leadership characteristics while some conducted research on gender differences in learning. Different research topics can be found in the related literature. This study examining invitational leadership from a gendered perspective in an educational setting is the first research done in Turkey.

Educational settings are the ones whose success is related to some factors. Gender relations, leadership styles, profiles of the teachers and the students and provided teaching materials are some of the most significant factors.

In recent years, the number of institutions dealing with every phase of education from kindergarten to higher education has increased. Thus, the quality of the educational activities put into practice in these institutions has started to be questioned, and this has led to developing standards to keep up pace with global educational changes and demands. Quality management indicators include the ways in which educational leaders guarantee that academic and non-academic staff are continually trained to work in the innovative and ever-changing educational process and that they are constructing professional learning communities (Harris & Muijs, 2005). In this

respect, there is a growing competitive education market in the world, and Turkey, where this study has been carried out, wants to compete in this demanding market with its institutions and human resources.

Aligned with this purpose, the Higher Education Council in Turkey has taken the initiative and prepared Quality Assurance Regulations to supervise the decisions made and activities undertaken in higher education institutions. Within the scope of such regulations and standards, increasing leadership responsibilities cause a need for effective leadership so as to create a successful organization (Bruffee, 1999).

Effective leadership is highly needed to create successful organizations; therefore, defining effective leadership and the relation between the leader and his/ her followers has gained significance over the years. According to Davis, an effective leader is the one who can, serving as a positive model, influence the overall attitudes and beliefs of the people who follow him/her (2003). Leadership involves a kind of responsibility aimed at realizing particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process (Ololube, 2013). Further characteristics can be enlisted to define leaders. According to Squires, leaders deal with spiritual part of their work; namely, they are followed by people who believe in them; in this sense, they have a hidden power in their organizations (2001). For Jenkins (2013), an effective leader should have a strong character and a selfless devotion to an institution as well as appealing to different stakeholders at a school environment such as teachers, students, parents and technical staff. Therefore, a leadership model taking all these participants into consideration is fundamental in directing educational settings.

Effective educational leaders contribute to the success of the organization in a positive way. Directors who are perceived as effective by all stakeholders of the organization concentrate on goals of the organization and staff members' needs (Lunenburg& Ornstem, 1996). A comprehensive literature review indicates that there are five main elements put forward among current leadership models; accountability, organizational health, development

of school culture, need for effective leadership and leader as a change agent (Burns, 2007). These components are essential in creating a successful organization. Below are explanations of these key components (Burns, 2007: 5-10):

1. Accountability: “The practice of holding educational systems responsible for the quality of their products-student’s knowledge, skills and behaviours” (Stetcher & Kirby, 2004: 1).
2. Organizational Health: “The organization’s ability to function effectively, to cope adequately, to change appropriately and to grow from within” (Hill, 2003: 1).
3. School Culture: “ The set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about and reacts to its various environments” (Schein, 1996: 236).
4. Effective Leadership: Effective leaders are “able to see pattern and order where others are overwhelmed by confusion” (Bolman & Deal, 2002: 1). Effective leadership is necessary in solving problems and creating effective change in an organization.
5. Leader as a Change Agent: “When striving to develop a healthy organization, the ability to handle change with a positive approach is an essential characteristic of an effective school leader.

These key elements have been effectively integrated in the invitational leadership model among others and it regards leader as the pioneer of change in an organization (Purkey & Siegel, 2003). As Purkey (1992: 5) clarifies: “Invitational theory is a collection of assumptions that seek to explain phenomena and provides a means intentionally summoning people to realize their relatively boundless potential in all areas of worthwhile human endeavour”. Invitational leadership is based on a philosophy, and it is an efficient means in taking one’s own responsibility and those of others (Schmidt, 1997). The aim of invitational leadership is explored by Purkey (1992: 5) as in the following:

Its purpose is to address the entire global nature of human existence and opportunity, and to make life a more exciting, satisfying and enriching experience. Invitational theory is unlike any other system reported

in the professional literature in that it provides an overarching framework for a variety of programs, policies, places and processes that fit with its basic components.

Invitational leadership aims to create a positive environment in the organization. Purkey & Siegel (2003: 1) state: “invitational leadership shifts from emphasizing control and dominance to one that focuses on connectedness, cooperation and communication”. In other words, there are no strict attitudes towards employees, and working together in mutual trust and respect in a communicative way is highly important in an organization. The theory builds on four basic assumptions including trust, optimism, respect and intention. Burms (2007: 20) reported:

1. Optimism: The belief that “people have untapped potential for growth and development” (Day et al., 2001: 34).
2. Respect: The “recognition that each person is an individual of worth” (Day et al., 2001: 34).
3. Trust: Possessing “confidence and abilities, integrity and responsibilities of ourselves and others” (Purkey & Siegel, 2003: 12).
4. Intention. “A decision to purposely act in certain way, to achieve and carry out a set goal” (Day et al., 2001: 34).

In addition to these basic assumptions, invitational leadership concentrates on five areas contributing to the organization. Purkey (1992: 7) refer to these areas as five *P*’s:

1. People: “Nothing is more important than people in life. It is the people who create a respectful, optimistic, trusting and intentional society.”
2. Places: The physical environment of an organization.
3. Policies: They refer to procedures, codes, rules, written or unwritten, used to regulate the ongoing functions of individuals and organizations.”
4. Programs: Programs have significance in invitational leadership “because programs often focus on narrow objectives that neglect the wider scope of human needs.”
5. Processes: “How something is accomplished” They are the way that other four *P*’s are accomplished in a school.

A comprehensive reading of the invitational leadership model requires a thorough understanding of its basic assumptions and areas of function and developing insights as to its potential applications in specific educational contexts for the purposes of this study.

Schools of Foreign Languages (henceforth SFLs), the context of the current study, are important organizations as they act as a bridge between secondary education and higher education. In this type of organizations, students are provided with a content preparing them for higher education, and the students with relatively lower academic readiness levels are enrolled in this program. Thus, creating a school environment conducive to such training is essential in SFLs, and the invitational leadership model, with its underlying rationale and multi-perspective approach serves purposes in SFLs. In this respect, research examining whether educational leaders adopt invitational leadership principles and whether possible participant factors such as gender, age and experience affect this process will provide the interested parties with a clearer picture of the situation and help to improve the circumstances for all.

As a result, in the current study, the purpose is to explore the perceptions regarding the invitational leadership practices at a SFL at a state university in relation to the potentially influential factors of gender, age, and years of experience and offer insights as to possible applications as well as making recommendations for future research from a gendered perspective. One of the factors possibly affecting the employment of invitational leadership principles is gender as gender is socially, culturally, historically and politically structured; not just based on biological distinction (Hearn & Parkin, 2001); therefore, this study also examines the invitational leadership practices within a gendered perspective, making references to the frameworks offered in the glass ceiling theory and the gendered organization theory.

1.1.2. Context of the Study

This study was conducted at the SFL of a state university in Ankara, Turkey. The school was founded in 2010. There are a hundred and ten instructors working in the institution. The instructors have different

backgrounds with respect to years of experience, age, nationality and gender. The instructors who are Turkish citizens are hired with reference to the criteria of the Higher Education Council of Turkey. To be accepted to work as an instructor in the institution, the instructors must get the required scores on an aptitude test and a language test. In addition, interviews are held with eligible candidates in the selection process.

With respect to the organizational structure, there are two assistant directors, two general coordinators, one curriculum and testing head, one testing unit coordinator, four level coordinators, one IT (information technologies) coordinator and one PDU (professional development unit) working under the school director. There is a clear job description for each position, and thus, the instructors are generally in contact with these people instead of the school director directly. In case of a situation that cannot be addressed by any of the coordinators or the assistant director, the instructors contact the school director. The school director has an open-door policy as well and the instructors can bring up their issues to him directly if they would like to. In addition, the instructors have classes before noon or after noon, and they do not have to be present at school when they do not have a class to teach. Generally, e- mailing is the main communication tool in the school.

1.2. Research Questions

This study addressed the following research questions:

1. What are the instructors' perceptions regarding invitational leadership practices employed by the school director in their institution with respect to the model's five components of trust, respect, intent, optimism, and gender?
2. What are the school director's perceptions regarding his own employment of invitational leadership practices with respect to the model's five components of trust, respect, intent, optimism, and gender?
3. Do instructors' gender, age, and years of experience affect their perceptions related to the invitational leadership practices employed by the school director in the institution?

1.3. Purpose and the Scope of the Study

The purpose of this study is to investigate the instructors' and the school director's perceptions regarding the school director's employment of invitational leadership practices at the institution and the factors possibly affecting these perceptions at the SFL of a state university from a gendered framework.

1.4. Significance of the Study

This study has significance because of some reasons. First of all, this is a case study conducted at a SFL with a male director and the instructors working there who are dominantly women. With rich data about invitational leadership gathered from this organization, this study helps to raise awareness of both school directors and instructors working at SFLs in Turkey and in the world. In addition, this study assists the school director to turn his institution into a more efficient academic environment both for the staff and the students since he has the chance to understand the perceptions of the instructors and revise and improve his leadership practices accordingly.

Furthermore, invitational leadership model has not been studied in depth in Turkey; therefore, this study might contribute to the construction of new perspectives and gaining new understandings about invitational leadership and its potential applications.

Finally, in Turkey, as part of the efforts to become a member of the European Union, gender issues in education have long been an important topic of research and development studies as promoted by the authorities; in this respect, the proposed study might produce important insights as to educational leadership and gender.

1.5. Limitations of the Study

In this case study, the participants were the instructors and the school director, and the data collection tools were questionnaires and one to one and focus group interviews. One limitation of the study, in this sense, is that the participants may not have expressed their ideas thoroughly as they may have

feared from facing a negative consequence when they criticized the school director. Finally, as this is a case study conducted at the SFL of one state university in Turkey, it prevents generalisations for other higher educational units both in Turkey and the world.

1.6. Methodology, Data Analysis and Interpretation of Results

1.6.1. Methodology

1.6.1.1. Design of the Study

This case study, on the director's and the instructors' perceptions on the adoption of invitational leadership model and the factors affecting them from a gendered framework, was carried out at the SFL of a state university in Ankara, Turkey.

As the first step of the study, the researcher conducted an extensive literature review related to educational leadership models, invitational model and two gender theories: gendered organizations and glass ceiling.

In the next step of the study, the researcher collected data. First, a questionnaire adapted and used by Burns (2007) was readapted by the researcher by modifying four items in an effort to incorporate the gender aspect in the instrument. Furthermore, open-ended items related to gender, age and years of experience were added to analyse the possible effects of such factors on the adoption of the invitational leadership practices in this case study.

Similarly, two of the items in the interview protocol (again adapted from Burns (2007)) regarding invitational leadership practices were modified to accommodate the gender perspective.

On the whole, in this study, two kinds of instruments were used to collect data: questionnaires and one-to-one and focus group interviews. The data collected from the questionnaires and the interviews were subsequently analysed and interpreted to find answers for the research questions.

1.6.1.2. Participants of the Study

The study was conducted with the director of the SFL and the instructors working in the same institution. The director is a male and the

instructors are dominantly females. All instructors have different backgrounds with respect to gender, age, and years of experience, but the majority of the instructors are Turkish.

1.6.1.3. Data Collection Instruments

For the purpose of this study which aimed to investigate the director's and the instructors' perceptions on the application of invitational leadership model and the affecting factors from a gendered perspective, both quantitative and qualitative data were collected. For Merriam, the process of including more than one data source and more than one method increases validity (1998). The quantitative data were collected through questionnaires and qualitative data were gathered through one-to-one and focus group interviews.

1.6.2. Overview of Data Collection Procedures

To collect quantitative data, two versions (one for the instructors and one for the school director) of the same questionnaire were administered to answer the research questions about the instructors' and the school director's perceptions regarding the employment of invitational leadership practices in their institution with respect to the five basic assumptions of the model including trust, respect, intent, optimism, and gender, as well as the potential influence of other factors such as gender, age, and years of experience from a gendered framework.

In order to collect qualitative data on the instructors' and the school director's perceptions on the employment of invitational leadership practices and the affecting factors, the director and seven instructors were interviewed one-to-one, and five instructors were involved in a focus group discussion. Different from the questionnaires, the interview questions aimed at revealing more detailed information regarding the perceptions of both the instructors and the school director on the adoption of invitational leadership practices and the factors potentially affecting this process. The interviews were conducted after the questionnaires were administered.

1.6.3. Overview of Data Analysis and Interpretation Procedures

In this study, as part of the data analysis and interpretation procedures, both the analysis and findings of the quantitative data obtained from the questionnaires and those of the qualitative data collected through interviews are presented.

In the quantitative part of the study, the instructors' and the school director's responses to the questionnaires indicating their perceptions regarding the director's employment of invitational leadership practices were subjected to descriptive statistical analysis to calculate the means and standard deviations and to one-sample t-test analysis (comparative analysis) to answer the first and second research questions. In addition, the data from the instructor questionnaire was subjected to a Pearson correlation analysis and path analysis in order to investigate the possible relationship between the instructors' perceptions of the director's invitational leadership practices and their gender, age, and total years of experience in response to the third research question. Finally, the results were presented in tables and figures.

In the qualitative part of the study, in order to enrich the data to answer the three research questions in this study, responses to one-to-one and focus group interview questions were analysed via cross-case analysis following the qualitative content analysis scheme by Creswell (2012), identifying the general tendencies by focusing on the common answers given. On the interview transcripts, each response for the questions was analysed and grouped under related headings. Afterwards, the results were presented in frequency tables and all the findings were reported using codes, not names, when references to specific participants are made.

1.7. Organization of the Thesis

This thesis is composed of five chapters. The first chapter gives information about organization of the thesis.

The second chapter consists of the literature review in which need for effective leadership is defined with reference to the global educational changes and demands and emerging quality assurance standards. In addition, it presents

an overview of the educational leadership theories in relation to the invitational leadership model building on the previous studies conducted in Turkey and in the world. Finally, two gender theories are presented in order to provide the necessary background and insights into the gender framework adopted in this study to introduce a gendered perspective into the invitational leadership model for the purpose of this study.

The third chapter presents the method of data collection. In this part, the design and the research questions of the study are presented. Next, information about the participants of the study is given. Finally, data collection instruments are explained in detail.

The fourth chapter is on the data analysis and interpretation of the results. In this part, both quantitative and qualitative data are analysed and the results are presented in line with the research questions.

The fifth chapter is the discussion and conclusion chapter summarizing the study and presenting its results in relation to the research questions of the study. Then, the study is assessed and its applications for further research are discussed in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.0. Presentation

In this chapter, initially the increasing need for effective leadership is explained with a specific focus on the SFL contexts. Secondly, an overview of leadership theories is presented with a detailed discussion of the invitational leadership model among other theories. Subsequently, research done on educational leadership in the world and in Turkey is presented. Finally, in an attempt to introduce a gendered perspective into the invitational leadership model, two gender theories are presented in this chapter.

2.1. Need for Effective Leadership

Turkey has seen a dramatic increase in the number of people participating in higher education among young population due to socio-economic and cultural factors. In accordance with this trend, the number of institutions dealing with higher education has increased. According to the statistics released in 2014, there are nearly 5.5 million people participating in higher education in Turkey (TUIK). These figures are not surprising considering the proportion of young people in the overall population.

2.1.1. Search for Quality in Higher Education

As a consequence of this increasing demand for higher education and the state's urge to be able to compete with other nations about the subject matter, the quality of the educational policies put into practice in higher education institutions has begun to be questioned, and this situation has led to the development of standards in order to ensure quality in higher education.

Before examining what quality is in higher education organizations, it is imperative that the scope and relevance of this term in the related education

literature is clarified. In Okçu's definition, quality in education is described as the use of available resources effectively in order to assist learners in acquiring knowledge, learning how to produce knowledge and competing with other nations (2008), and this component in higher education is essential in a country that aims to provide better educational standards for all stakeholders of education; that is to say, quality ensures that all systems work effectively to achieve set goals of the institution.

In line with this argument, Martin & Stella (2007: 34), in their elaboration on the quality in higher education characterize it as "policies and mechanisms implemented in an institution or a program to ensure that it is fulfilling its own purposes and meeting the standards that apply to higher education in general or to the profession or discipline in particular". This relatively more operational definition of the term in higher education context clarifies its levels from the specific program or institution to the overall field or discipline and its scope as to the goals and standards. Thus, the concept of quality in higher education finds its realization in the form of quality assurance practices, as outlined by Dill (2000: 377):

The term quality assurance in higher education is increasingly used to denote the practices whereby academic standards, i.e., the level of academic achievement attained by higher education graduates, are maintained and improved. This definition of academic quality as equivalent to academic standards is consistent with the emerging focus in higher education policies on student learning outcomes — the specific levels of knowledge, skills, and abilities that students achieve as a consequence of their engagement in a particular education program.

2.1.1.1. Higher Education Quality Assurance Regulations

In the context of this study, Turkey, to improve the quality in higher education and create quality assured educational organizations; in 2015, The Council of Higher Education of Turkey published Higher Education Quality Assurance Regulations, in an attempt to achieve fair distribution and rational use of funds in higher education institutions.

According to the press release of The Council of Higher Education in the same year, with these regulations, educational and administrative facilities in universities are aimed to be evaluated by concerned stakeholders in a transparent way in every five years.

As an overview, from an educational perspective, the aim of these regulations is to evaluate whether higher education has an educationally appropriate mission and targets and how it achieves these objectives. In addition, how an organization evaluates whether it has realized its aims or not is a subject matter of these regulations. Finally, the steps to be taken by higher education organizations to keep pace with the new advances in this competitive environment for the future are evaluated by the commission.

Initially, as part of these general objectives of the organization, education and teaching policies are evaluated. How educational programs are designed and their outcomes for the graduates of higher education organizations are specified are additional concerns of the board. Teaching staff, available resources and student clubs and accreditation are also taken into consideration in the evaluation of organizations by the board.

Another focus of the commission is the management and administration scheme of the organization. The organizational structure with its services is evaluated by the commission since they are supporting systems in achieving quality. From a broader perspective, the regulations and the subsequent quality standards put into practice by the council have composed an important step leading to change and improvement to guarantee quality in higher education institutions.

2.1.1.2. Schools of Foreign Languages (SFLs)

The mission of SFLs is to provide the learners with English language education at international standards by coordinating and monitoring the academic work in different departments of the higher education organization. The main goal of the SFL is to enable the students to follow their departmental courses, to access and use all kinds of resources related to their academic studies and to use English in their professional lives by communicating in

various written and oral contexts. They have great significance in Turkey as many students are not provided with sufficient English language input before entering a university. In addition, as a part of higher education institutions in Turkey, SFLs act as a bridge between secondary schools and universities.

Both increasing demand for SFLs as a result of the increase in the number of higher education institutions and the Higher Education Quality Assurance Regulations have put pressure on SFLs in terms of improving their quality standards in order to compete with other nations in the education market in the world. The organizations mentioned above; SFLs, have looked for ways to meet the standards for more qualified organizations. In order to meet the demand, change is unavoidable for organizations. Within this framework, the leader of the organization is seen as the main actor who is responsible for change. However, a leader who is not open to change cannot handle these alterations; therefore, a need for effective leadership has emerged in response to the requirement in higher education as to the accomplishment of certain standards. According to Burns (2007) coping with change, while at the same time maintaining a positive perspective is an important feature of an effective leader. Educational leaders are seen as agents of change in the related literature and how leaders respond to change is a significant factor the paving way to quality and success in an organization. According to Sims and Sims (2002: 1):

As no organization, in the United States or elsewhere, can escape the effects of operating in a continually dynamic, evolving landscape. The forces of change are so great that the future success, indeed the very survival, of the thousands of organizations depends on how well they respond to change.

Thus, effective educational leadership in schools will ease the adaptation process in the face of changes in the contemporary world and serve the accomplishment of quality standards. It has also turned out to be a more important component now when compared with the past thanks to the advances in different fields of science (Davis, 2003). According to Furman (2003), success of an organization in the future in dealing with the ever-changing needs

of the modern society revolves around and is fundamentally dependent on effective leadership practices.

2.2. An Overview of Leadership Theories

Once the importance of effective leadership was put forward by many researchers, different leadership theories have been proposed to identify and account for various leadership characteristics. Davis (2003) states that leadership has been studied in an intensive way over the past century; as a result of which, there are now a variety of theories in the related literature distinguishing “leaders from non-leaders” Davis (2003: 10).

The concept of leadership has been analyzed with reference to various criteria or classification. Among others, Yukl (2006) examines leadership with a consideration of possible processes involved, including intra- individual, dyadic, group and organizational processes while Davis (2003), on the other hand, proposes classification of leadership theories into six categories as trait, power and influence, behavioral, contingency, cultural and symbolic, and cognitive theories. Inspired by these two well- established conceptualizations of the term in the related literature, a number of different leadership theories have been developed such as directive, instructional, participative, charismatic, transformational, and transactional and servant leadership models (Hallinger & Heck, 1999; Kezar, 2000, Leithwood, Jantzi& Steinbach, 2000; Sergiovanni, 2000; Spears & Lawrence, 2004; Yukl, 2006, cited in Burns, 2007).

However , in this study, following the framework adopted in Burns (2007) regarding its emphasis on the significance of personal and ethical needs in any organization to achieve success and effective leadership (Leithwood & Duke, 1999),two models falling within the cultural and symbolic category in the classification of Davis (2003): transformational and servant leadership theories serve our purposes. These theories are explained in greater detail below.

In transformational leadership, the leader and the follower encourage one another for higher levels of morality and motivation (Dereli, 2003). In this theory, leaders tell the followers what to do to achieve a certain goal to get a

reward for their efforts while the followers permit the leader to interfere with the work done by themselves when required tasks are not completed (Hunt, 1991). For Lamb (2013), transformational leadership is similar to charismatic leadership in which leaders possess certain features, such as being self-confident, extrovert and having clearly stated values to motivate the followers. Transformational leaders encourage people by assisting group members to understand the importance of the task. Another important feature of transformational leadership is development, and it is regarded as the core of this theory. As Leithwood et. al report “transformational leadership is a powerful stimulant to improvement” (2000: 37). This model helps the organization to enhance with all its participants by focusing not only on the performance of the group members but also on each member to realize his or her potential. Leaders of this style often have high ethical standards (Charry, 2012).

In servant leadership, which is built around similar theoretical underpinnings with the transformational one, a leader’s main responsibility is to serve the employees and the communities (Greenleaf, 1977). That is to say, employees and the communities are in the centre as an intention. Leaders exist only to serve their followers, and they earn their followers’ trust only by virtue of their selfless natures. In addition, servant leaders are expected to dedicate themselves to the personal and professional development of their employees. Farling et al. (1999: 49) claim “servant leaders are indeed transformational leaders”. However, servant leaders have the characteristics of “nurturing, defending, and empowering followers” (Yukl, 2006: 420), which means that they have a responsibility for caring followers.

On the whole, with their emphasis on intentionality, improvement, motivation, and care for others, these models combined set the stage for the development of a more recent, promising model: the invitational leadership theory. This model underpins both personal and organizational success in an organization by addressing both personal and ethical needs. According to Burns (2007) and Stilion & Siegel (2005), it is a comprehensive model

deserving serious consideration in educational contexts for more effective leaders.

2.3. What is Invitational Leadership Theory?

In our modern time, people are more conscious about the importance of education for the society. The permanent outcomes of educational organizations are seen in every area of life. Educational leaders seek the knowledge and skills to create successful organizations all over the world. Bolman and Deal suggest when the examples of effective leadership are analysed, one can see that it is not dependent on one style, personality, gender or ethnicity. However, some characteristics are unfailing across effective leaders (2002).

The invitational leadership model wants to invite all stakeholders to achieve (Purkey & Siegel, 2003). It is important to take all participants into consideration in the organization since it leads to more effective organizations where people feel as an essential part of the organization and adopt it.

There are four basic assumptions of the invitational leadership theory. The first assumption which is also called as a subscale is *trust*. Invitational theory underlines the importance of trust in a setting. Amanchukwu et al. (2015: 12) emphasize:

Leaders must know how to generate and sustain trust. In order to do this, leaders must reward people for disagreeing, reward innovation, and tolerate failure. For a leader to create trust he or she must be competent so that others in the organisation can rely on the leader's capacity to do the job. To create trust a leader must behave with integrity. Finally, to generate trust (and be an effective leader) a leader must achieve congruency between what he or she does and says and what his or her vision is.

Purkey and Siegel (2003: 12) also state that trust is reflecting “confidence in the abilities, integrity and responsibilities of ourselves and others” and it is essential in creating successful organizations. In organizations where trust is built, people rely on each other and work together in a more effective way.

In a workplace, *respect* is necessary to help people communicate in the right way. This ethical value is an important assumption in invitational leadership theory. Day et al. (2001) defines respect as giving value to each person as an individual. When people feel that they are not respected for their ethnicity, ideas or gender, they might have difficulty in working efficiently. Peters & Waterman (1982) suggest that a significant quality of the successful companies is the polite and respectful behaviours of their workers. Respect in an educational organization signifies giving value to teachers, students, parents and leaders. Respect provides a more positive and effective learning environment for the people who are a part of the educational organization. As Stillion & Siegel emphasize, this theory helps to create an inviting working environment where “diversity is the norm and every individual can flourish (2005: 12).

In all fields of life, setting targets is essential for success. Organizational goals are significant for an organization. “Organizations with high goal congruence review their operations and activities to ensure that none of these limit or inhibit the ability to achieve organizational goals” (Amanchukwu et.al, 2015: 10). Likewise, in invitational theory acting in an intentional way is perceived as a significant component in building up organizations. Stillion and Siegel (2005) claim that the last assumption that invitational model comprises is *intention*, which can be defined as a decision to deliberately behave in a specific way, to achieve an objective (Day et. al, 2001). Knowing your aim and the way how you will realize this objective is crucial to be an effective leader and to create successful educational organizations. When employees are aware of the organization’s intentions, they work in accordance with these aims. In addition, set goals help a leader to make more concrete plans, stay focused, and guide the related units and stakeholders.

Optimism is the final subscale of the invitational model. Optimism means the idea that people have huge potential for growth and development (Day et al., 2001) for invitational model. An invitational leader should be optimistic in creating successful organizations by believing that people have

different skills and ideas, and his/ her duty is to create environments where people can realize their goals. When people believe that they can improve their knowledge and skills and the leader will support them if needed, they feel more eager to work in an effective way. Stillion and Siegel (2005: 4) claim that “Optimistic leaders embrace both challenge and change, expecting that the outcome will be positive”. In other words, an educational leader need not feel afraid in the face of changes or difficulties; on the contrary, s/he ought to see them as an opportunity in the design of successful organizations. In this respect, invitational leadership serves as a suitable model for leaders who are courageous enough to take advantage of the difficulties in order to turn their organizations into more successful ones.

If leaders intend to adopt invitational leadership to create a successful educational organization, they are advised to consider the main pillars of this theory. In addition to these assumptions underlying the model, Purkey and Siegel (2003) also focus on five areas which contribute to success of a school in becoming invitational: *people, places, policies, programs, processes*. These can be regarded as the five Ps of invitational theory.

The first area that is emphasized by Purkey and Siegel (2003) is *people*. Understanding people and valuing them are essential in invitational leadership. All stakeholders as individuals should communicate in a polite manner, and the work that is accomplished by people should be acknowledged by the authorities. Haigh claims that instructors and learners cooperate as a family, with kindness and respect to create long relationships and handle possible problems (2011). In organizations where people show courtesy to each other and know that their work is appreciated, success is more likely. Without teachers, administration and students, an educational organization loses its importance for the society. People have different needs as they have different social characteristics. Therefore, needs of the director, instructors, students and parents should be addressed with utmost care. According to Bennis (2004) effective leaders inspire and empower; instead of pulling people, he or she pushes them. By this way, harmony can be achieved in an educational organization, paving the way to achievement.

Secondly, *places* refers to suitable setting conditions in a workplace, and they are vital for the proper functioning of the organization. Bennis (2004) argues that an effective leader creates a healthy and empowering environment. An educational leader should provide appropriate physical conditions and should find ways to improve these conditions. Similarly, Purkey (1992: 7) claims “places are the easiest to change because they are the most visible element in an environment”. Physical conditions should be taken into consideration in creating successful organizations as people working there should initially adopt the place to work and feel comfortable with resources and teaching aids available.

To make the systems work in an organization, policies must be developed. To underline the importance of policies in an organization Amanchukwu et al. (2015: 10) state:

Effective educational management processes involve the arrangement and deployment of systems that ensure the implementation of policies, strategies, and action plans throughout a set of integrated practices in order to achieve educational goals.

Invitational leadership model stresses policies as an area assisting an organization to make all mechanisms work more smoothly. *Policies* refers to the procedures, codes, rules, written or unwritten, used to regulate the on-going functions of individuals and organizations” (Purkey, 1992: 7). All stakeholders ought to comprehend that policies are applied for all people working in the educational organization. An educational leader should develop policies where both stakeholders and the educational organization benefit reciprocally. Schools which can develop such policies aim to create a joint setting rather than a competitive one (Burns, 2007). As mentioned, structuring a common sense for working cooperatively creates more productive organizations where people are not under stress of being in a race. Therefore, educational leaders are advised to make policies promoting cooperation rather than focusing on individual success.

Educational organizations having a positive school culture appear to make great effort to provide innovative and attractive programs (Burns, 2007).

These *programs* are regarded as effective if they can keep pace with the advances of our age. Moreover, programs have significance in invitational leadership since they often concentrate on narrow aims ignoring the wider level of human needs (Purkey, 1992). An educational leader is responsible for designing related programs which are up to date and efficient. In addition, leaders who have embraced invitational leadership believe that to monitor programs is significant to be sure whether they fulfil the goals which they have been created for (Purkey, 1992). Observing and making enough effort to check programs' application is a mission of the educational leader, assuring the creation of efficient schools.

Processes is another important element of invitational leadership. Generally in many organizations not all stakeholders are involved in the processes (Cleveland, 2002). However, "Schools that are noted for possessing a positive school climate encourage decision making characterized by participation, cooperation and collaboration" (Hansen, 1998: 7). Thus, participation, cooperation and collaboration, are essential elements in the efficient functioning and success of a school. When leaders are considered, an effective leader should foster people to be a part of the processes. In a school environment, all stakeholders ought to play an active role in the processes such as decision making and application. When this is achieved, the participants of the organization implement the school's decisions and become more willing to achieve set goals.

As mentioned previously, areas mentioned here are described as the *five P's* in invitational leadership. Purkey and Siegel (2003) claim that five strong components- people, places, policies, programs and processes are an important blend and the combination of these five P's bid an unlimited number of opportunities for the leader who adopt invitational leadership since they appeal to the culture and ecosystem of an organization. All these assumptions and areas of invitational leadership theory are closely associated and complement each other in significant ways. Stillion & Siegel (2005) reflect that invitational leadership intentionally creates positive physical places to work and designs policies that reflect the optimism of the leader and lead to trust and respect

among workers. All components of this leadership model should be examined and applied carefully in order to achieve and maintain success and effectiveness in educational organizations.

2.4. Comparison of Invitational Theory with Other Leadership Theories

The importance of trust and respect are common features of invitational, transformational and servant leadership model (Burns, 2007). One more characteristic that all share is being ethical and moral. “Invitational leadership is at heart of moral activity, intentionally expressing respect and trust in ourselves and others” (Purkey& Siegel, 2003: 19).

At first glance transformational and servant leadership may seem comprehensive enough to create successful organizations; however, there are various features of leadership which neither transformational nor servant theories cover. Invitational leadership compromises characteristics of servant leadership but includes more of it. Stillion and Siegel (2005: 10) report “invitational leaders accept the basic premise of servant leadership; that those who would lead must be willing to serve, but go beyond this promise to attempt to describe the values and roles that invitational leaders must play in their organizations”.

Unlike these two theories mentioned above, invitational theory underlines optimism and intentionality, as two of its basic assumptions. In addition, the five domains: people, places, policies, programs and processes are unique to invitational theory (Burns, 2007). These domains and elements of optimism and intentionality are crucial to create a more effective organization, and they make invitational leadership the best alternative to be implemented in management of higher education institutions. According to Day et al (2001), these significant elements serve to make use of invitational leadership model as the best choice to meet the demands of contemporary education organizations.

2.5. Studies on Educational Leadership in the World and in Turkey

Educational leadership has been regarded as a significant issue since the changing world requires effective educational leadership due to high demand for educational institutions. The leader is regarded as a key factor in success of

these organizations. There are several studies focusing on educational leadership in the world and in Turkey in the related literature. Various leadership theorists have sought to propose leadership models for effective leadership (Hallinger & Heck, 1999; Kezar, 2000; Leithwood; Jantzi & Steinbach, 2000; Sergiovanni, 2000; Spears & Lawrence, 2004; Yukl, 2006).

In her dissertation, *Lived Experiences of Female High School Principals in Rural Remote High Schools of a Southwestern State*, Craig (2017) maintains there are several effective leadership theories revealing the contribution of effective leadership to student outcomes and school environments. This finding is aligned with Furman's (2012) remark as to the fact that access to qualified education is not provided to many equally; and thus, these persistent inequalities demand new approaches to educational leadership for better outcomes.

Another study *Effective Leadership Training for Transformative Leadership* carried out recently is on the need for effective leadership by Neria Sebastian in the USA. According to Sebastian, educational leaders are obliged to know how to encourage an environment where teachers know with which methods to teach. In addition, she maintains "it is important that the educational leader develop an inventory of critical behaviours that can serve as markers for success; some of which are: fostering a sense of community, protecting teachers and students from issues that would distract them from teaching and learning" (Sebastian, 2017: 7).

While transformative leadership covers numerous desired leadership qualities in the workplace in the related literature, still it has some limitations. A recent leadership model, invitational leadership, has been proposed to "address both personal and ethical needs of an organization" (Burns, 2007: 48). The invitational leadership model solely meets the demand for increased leadership standards (Day, et al., 2001; Kelly, et al., 1998; Purkey, 1992; Purkey & Novak, 1996; Purkey & Siegel, 2003; Stillion & Siegel, 2005). The research conducted by Martin and Miller (2017: 211) in the USA investigated whether invitational leadership is adopted or not in three state schools in

different districts. In this case study, the findings reveal that “three principals made use of unintentionally disinviting behaviours, and this may be due to lack of preparation through their leadership preparatory programs”. This situation affects the success of schools which the directors lead in a negative way (Martin and Miller, 2017).

Similar to the studies above, in 2005 Crowther et al. proposed the idea of parallel leadership which focuses on sharing the leadership features such as empowerment and decision making with the staff at school. This collaborative leadership model necessitates leaders to create a school environment which is non-hierarchical and trustable. In order to create the desired environment, the school leaders should communicate with the teachers to comprehend their potentials.

The characteristics of successful school leaders were also investigated by Dagget in 2014. He mentioned the significance of communication of the school leaders with their employee who are ready to make a difference in the organization. In addition, he stressed that successful leaders are aware that teachers also create a change in a positive way and they work together to realize their goals.

The relationship between being an educational leader and change was examined in the literature. Fullan (2010) defined motion leadership, which concentrates on a leader’s mission to move the employee and the organization forward in a positive way and embrace the hardships as chances to realize change. His approach suggests eight elements: change problems, change itself, connecting peers with purpose, capacity building trumping judgementalism, learning as the work, love, transparency, trust, resistance, and leadership for all. These elements are important to evaluate the effective leadership features.

With respect to the research conducted in SFLs in Turkey, such studies have dominantly focused on curriculum design and evaluation (Gerede, 2005; Güllü, 2007; Toker, 1999, Tunç, 2010). The study *Relationship between the Organizational Climate and Occupational Stress Experienced by English Instructors in the Preparatory Schools of Five Universities in Ankara* related to

SFLs was carried out on the relative effect of a leader on the employees' stress level in 2013. The findings from this study suggest a relationship between educational leaders' behaviours and the stress instructors' experience. In broader terms, there is a decrease in stress levels of the instructors when the school director shows supportive behaviours (Soylu, 2013).

In relation to the scope of the current study, the relationship between gender and educational leadership has also been investigated with reference to the relevant literature (Cleveland, Stockdale & Murphy, 2000; Rosenbach & Taylor, 1998; Rosener, 2011; Stelter, 2002; Burns, 2007; Crosby-Hillier, 2012). A study entitled *Women and Educational Leadership: Exploring the Current and Airing Female Educational Administrator*, conducted in Canada by Crosby-Hillier (2012) suggests there is a gendered structure in organizations and female administrators encounter different challenges: work and family conflict, mentorship, women's work relationships and gender stereotypes. In addition, Burns' (2007) thesis *Invitational Leadership in Public Schools* focuses on the effect of invitational leadership model on a school's success and examines whether there exists any relationship between gender and invitational leadership. Her findings suggest that in the schools where invitational leadership is adopted, success level increases; in other words, there is a positive correlation between these two elements. Through her analysis of the link between gender and invitational leadership, she also states that gender does not play a significant role in the adoption of invitational leadership in public schools (Burns, 2007).

While these studies have shed light on the different aspects of educational leadership in the world and in Turkey, the context of the current study, there is still a gap in the related literature on educational leadership; especially, on invitational leadership with a consideration of its specific assumptions and areas of influence through the perspective of the instructors working under the supervision of a leader as well as through the perspective of the leader guiding and managing the entire process. In addition, the research examining invitational leadership from a gendered perspective is still limited. Therefore, more research is needed to examine the invitational leadership

practices as they unfold through the observations, experiences, and descriptions of those involved with a complementary focus on gender.

2.6. Gender and Invitational Leadership

Invitational leadership aims to summon positive qualities in managing organizations without discriminating against any groups that are a part of the organization. However, according to Hearn & Parkin organizations are settings of discourse that are always built through some forces such as gender, sexuality and violence (2001). One of the forces mentioned by Hearn and Parkin is gender, and it is a factor in the workplace which can cause isolation of women. As a result, in such a case, when there is discrimination on the basis of gender, one cannot claim that invitational leadership has been adopted and applied efficiently in all parts of the organization by the leader. Therefore, gender is also considered within the scope of this study through the perspectives of two relevant gendered theories.

For Hearn and Parkin, gender is socially, culturally, historically and politically structured but not just based on biological distinction (2001). While examining leadership characteristics of a director, gender as a factor requires close scrutiny as many organizations are structured in terms of gender, and there are direct or indirect socially constructed biases on one gender, especially women, in the workplace. In this case study, two gender theories, gendered organization theory and glass ceiling, which are quite interrelated, are taken as frameworks to investigate whether gender appears as a significant factor in the adoption and application of invitational leadership at the SFL of a state university.

2.6.1. Gendered Organizations Theory

Schools are organizations where education takes place with its stakeholders. The link between gender and organizations is often credited to the analyses of Kanter (1997) and Acker (1990), whose work offers new perspectives for the complex bases of people and processes backing up institutions. For Fishman-Weaver (2017: 2) “gendered organizational theory makes gender bias, discrimination and privilege more visible within

organizations”. As part of the gendered organization theory, for Acker, “[F]or the individual and the collective, [gender] is a daily accomplishment that occurs in the course of participation in work organizations as well as in many other locations and relations” (1992: 250).

Acker acknowledges the efforts of feminist writers, whose work on gender in organizations date back to 1980s, in this theorization of gendered organizations. She explains the theory as: “An organization is gendered in a sense that advantage and disadvantage, exploitation and control, action and emotion, meaning and identity, are patterned through and in terms of a distinction between male and female, masculine and feminine” (Acker, 1990: 146).

In line with this argument, Acker (1992) outlines the basic components of gendered organizations theory:

1. The basic structure of the organization is thought as the core around which gender inequality is built up and can be defined as gendered substructure.
2. Theories of gendered organizations are dealing with the ways in which gendered values and beliefs are dispersed in the organization.
3. The process of de-sexualizing and de-humanizing individuals for organizational goals is another focus of gendered organizational analyses.

These three elements reflect how organizations and gender are interrelated, and they are important to understand gendered organizations theory in relation to the leadership practices in a school environment.

Acker also acknowledges the attempts of feminists in explaining gender biases in the workplaces. For Acker (1990), there are some processes that result in gender inequalities in gendered organizations:

1. There is a division of labour in a workplace where men take higher positions when compared with women. This leads to horizontal and vertical segregation where women are paid less.

2. Men are perceived as the ones who are strong enough to be the authority in the workplace whereas women are regarded as submissive ones who are responsible for childcare and housework.

3. As masculine power is important in the society, men are decision makers in terms of strategical plans.

4. Gendered hierarchies are produced through discussions of women's sexuality and reproduction.

The processes mentioned above are crucial to comprehend what gendered organizations theory is with reference to its fundamental processes. They are common in many organizations all around the world.

To get a deeper understanding of the gendered organizations theory, one should also focus on both its assumptions and applications. Fishman-Weaver (2017) summarizes the theory with its assumptions and implications as in Table 1 below:

Table 1: Three Major Assumptions for Gendered Organizational Theory

Assumptions	Implications
Gender is a social construct.	Gender is patterned and socially produced. In the U.S. culture, gender continues to be understood in limiting binary distinctions between men and women (Acker, 1990, 2006; Duerst-Lahti & Kelly, 1990).
Gendered differences in patriarchal societies- including the U.S – disempower women (Acker, 1990).	Discrimination is often built into the organizational structure, as in the glass ceiling (Cotter et al. 2001; Bell et al. 2002).
Sexism, gender discrimination, and gender bias in an organization is not always overt (Acker, 1990, 2006).	Processes of discrimination are often -and increasingly- covert, as in a subtle dialogue between a manager and his women colleagues.

(Fishman-Weaver, 2017: 3)

As seen in Table 1, gender is not an inborn construct; namely, nurture is the determinant of this notion. Besides, this notion and the roles distributed to men and women in this context take the advantage of women in patriarchal societies. Finally, women are not discriminated explicitly; on the contrary, it generally happens covertly.

For Fishman-Weaver (2017) gendered organization theory proposes strong frameworks for current and future school leaders to realize equality for men and women. All around the world, the concept of gendered organizations

may not be explicitly expressed, but its existence is felt by both genders, especially by women, in adverse ways. Understanding gendered organizations theory is significant as it sheds light on how gender inequalities are created in the workplace.

2.6.2. The Glass Ceiling Theory

The theory of glass ceiling is not new. In 1986, in an article in *Wall Street Journal* by Carol Hymowitz and Timothy Scheldart the term *glass ceiling* was used to depict the prohibition of women and people of color among other disenfranchised groups in the workplace (Jackson & O'Callaghan, 2009).

From a feminist perspective, a great deal of research has proposed that in broader terms glass ceiling is the organizational and perceptual barriers blocking the improvement of women in higher-level management positions (Weyer, 2006). The barrier reflects discrimination of women in the workplace. Cotter et al. (2001) claim that “glass ceiling” is a gender based phenomenon. Men are perceived as superior in the workplace whereas women are seen as inferior ones who are not as capable as men. Closer examination reveals that there is a clear distinction between personal problems of women in the workplace and the definition and application of “glass ceiling”. Any person may experience some barriers in the workplace; however, women face barriers just because “they are women” (Lan & Leung, 2008: 198).

The metaphor of glass ceiling is not used just for women's limitations on holding managerial positions. It is also used to show no matter how much education or experience a woman receives, it is unlikely that she will achieve her professional goals. “According to Federal Glass Ceiling Commission, the glass ceiling contradicts the nation's ethic of individual worth and accountability, the belief that education, training, dedication and hard work will lead to a better life” (DeLaat, 2000: 9). The commission adds that “Despite identical education attainment, ambition, and commitment to a career, men still progress faster than women” (DeLaat, 2000: 23). Obviously, these statements express that gender discrimination exists in organizations no matter how hard a woman tries to improve her career prospects.

Glass ceiling is a form of discrimination against women and it has some differences from other forms of discrimination, as elaborated on by Cotter et al. (2001: 656-661):

A “glass ceiling” exists when the four following criteria are met: (a) a gender or racial difference that is not explained by other job-relevant characteristics of the employee; (b) a gender or racial difference that is greater at higher levels of an outcome than at lower levels of an outcome, (c) a gender or racial inequality in the chances of advancement into higher levels, not merely the proportion of each gender or race currently at those higher levels; and (d) a gender or racial inequality that increases over the course of a career.

Glass ceiling can be observed in various ways in organizations. Putting barriers on women’s reaching higher positions, unequal distribution of wages, ignoring women in decision making process or stereotyping women adversely are some examples of creating a work atmosphere where women feel the pressure of glass ceiling and feel ineligible considering the requirements of a job or position. This discriminatory concept has no rational basis and paves the way to underuse talents of women (Connell, 2006). As a consequence, the oppression of women in this way may cause psychological problems for women at work.

There are some factors causing the emergence of glass ceiling theory. According to Northouse (2013), there are some reasons for the existence of glass ceiling in a workplace:

1. Women’s Lower Human Capital: Women’s capital investment in training and job experience is lower than that of men.
2. Similarity Attraction: In the market, men are dominant, and they want to recruit someone similar to men.
3. Gender Stereotypes: Less serious jobs are regarded to be suitable for women because of their emotional characteristics.
4. Psychological Glass Ceiling: Women do not have the faith in the fact that they can work in top positions in the workplace.

Morrison et al. (1987) claim that there are expectations of the society from women, and these expectations have dilemmas in themselves, which are significant factors in glass ceiling. Firstly, women are expected to be tough, but still they should not display macho features; moreover, women should be responsible but obedient at the same time. Finally, women should be determined, but they should not expect equal treatment. These expectations of the society oppress women, as a result of which they cannot express themselves with optimum use of their potentials in socially constructed patterns.

On the whole, gendered organizations and glass ceiling are two significant theories in order to understand how one gender discriminates the other in the workplace. As mentioned previously in this chapter, gender and organizations cannot be considered unrelated concepts or entities; on the contrary, they are interwoven. A gendered organization is the one whose patterns are determined through a distinction between male and female. In addition, the barriers hindering women to work in an effective way lie at the origin of the glass ceiling theory. The existence of women's oppression as highlighted in glass ceiling theory impacts the staff working in an organization in a negative way. The researcher has adopted these gender theories while introducing a gendered perspective into the current study as the frameworks offered as part of these theories clarify the potential obstacles for women in workplaces and if such obstacles exist, invitational leadership cannot find a place for itself to flourish.

2.7. Summary of the Literature Review

For Okçu (2008), quality in education can be defined as the use of available resources effectively in order to assist learners in acquiring knowledge, learning how to produce knowledge and competing with other nations. The related literature reflects that due to the increase in the number of people participating in higher education, the quantity of these institutions has increased. This situation has paved the way for a search for quality in educational organizations.

Higher Education Quality Assurance Regulations published in 2015 by The Council of Higher Education of Turkey aim at setting standards and arranging funding in relation to the application of these standards. These regulations are regarded as a significant stimulant to assure quality in schools. To achieve quality, change is essential and the leader is regarded as an important change agent in this respect. Burns (2007) claims coping with change while at the same time holding a positive perspective is a required feature in an effective leader. In order to realize set goals while adapting to emerging needs and advances, effective leadership is highly needed in all circles.

There are different leadership theories put forward to define the features of effective ones. Among others, the model by Purkey and Siegel (2003), invitational is a promising option, with its components in creating successful organizations. This model is claimed to be more comprehensive than the other models proposed in the related educational leadership literature, with its assumptions and areas displayed in Figure 1 below.

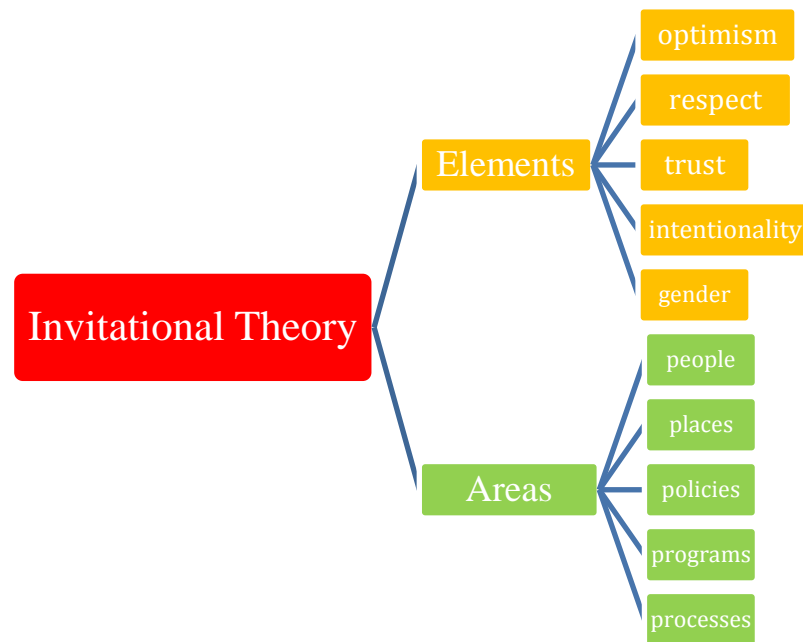


Figure 1: Invitational Theory

As seen in Figure 1 above, the focus of this study is yet to bring another element, gender, to invitational theory as organizations are settings of discourse that are always built through some forces such as gender, sexuality and violence (Hearn & Parkin, 2001). Therefore, gender is regarded as an important component to understand the adoption of invitational theory in educational organizations.

CHAPTER 3

METHOD OF RESEARCH

3.0. Presentation

In this chapter, first the design of the study is explained. Secondly, the research questions of the study are presented, and information about the participants of the study is provided. Then, data collection instruments are explained with a subsequent focus on trustworthiness of the research.

Finally, positioning as a researcher and ethical considerations are explained, respectively.

3.1. The Design of the Study

The current study which aims to understand the instructors' and the school director's perceptions on the employment of invitational leadership practices and the factors contributing to these perceptions from a gendered perspective at a School of Foreign Languages (SFL) at a state university in Ankara, Turkey is described as a case study.

Initially, the researcher, who also works as an instructor in the same institution, conducted an extensive literature review on related gender theories, higher education in Turkey, the significance of quality assurance, educational leadership with different models and invitational leadership model in educational contexts.

In the next step of the study, the researcher prepared the data collection instruments to be used to gather data in accordance with the aim of the study. First, a questionnaire was utilized to reveal instructors' perceptions and the director's perceptions about invitational leadership practices in their institution. In addition, an interview protocol was used to gather more data about the perceptions of the instructors and the school director related to invitational

model. The same interview protocol was applied in a focus group discussion, where five people discussed the questions together. Two kinds of data collection instruments were used: questionnaires and interviews in an attempt to gather both quantitative and qualitative data. Then, the data gained from the questionnaires and interviews were analyzed and interpreted to answer the research questions of this study. A summary of the research design is presented in Figure 2 below.

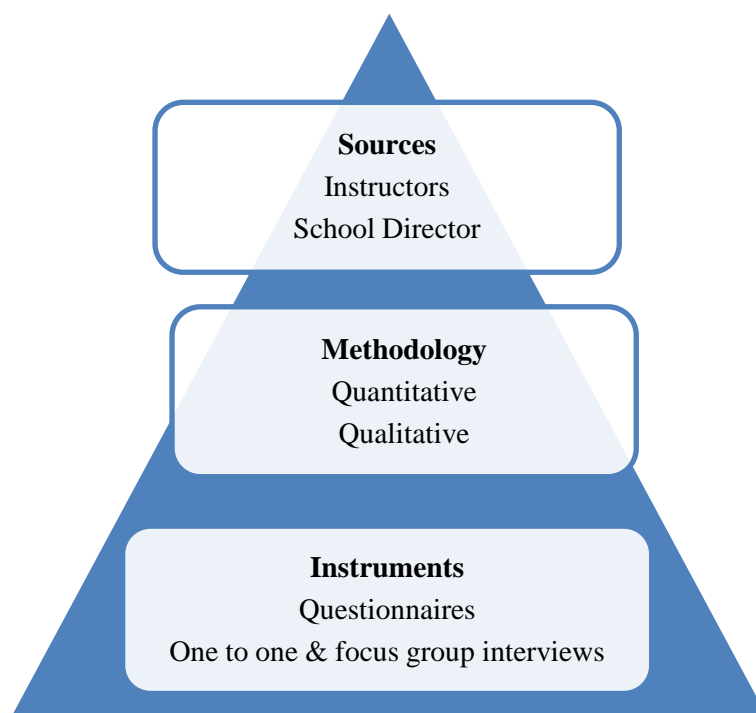


Figure 2: Summary of the research design

3.2. Research Questions

This study addressed the following research questions:

1. What are the instructors' perceptions regarding invitational leadership practices employed by the school director in their institution with respect to the model's five components of trust, respect, intent, optimism, and gender?

2. What are the school director's perceptions regarding his own employment of invitational leadership practices with respect to the model's five components of trust, respect, intent, optimism, and gender?

3. Do instructors' gender, age, and years of experience affect their perceptions related to the invitational leadership practices employed by the school director in the institution?

3.3. Participants

The participants of this study, 59 instructors and the school director work full time at this SFL. Both genders exist as participants of the study; however, the number of women surpasses the number of men dramatically. The instructors have different backgrounds, and they are at various ages and nationalities, but most participants are Turkish. Working as the school director or an instructor at the specified SFL is taken as a criterion to be a participant in the study.

3.4. Data Collection

In an attempt to address research questions of qualitative and quantitative features, data collection and analysis techniques from both methodologies were applied; therefore, mixed-method approach was chosen as the method of this study. For Creswell (2005), mixed research is beneficial to use if the target is to build the research on strengths of both quantitative and qualitative data. As mentioned by Johnson and Onwuegbuzie, mixed method gives the researcher more elaborated understanding and greater confidence as well as providing more useful answers to the research questions (2007).

The benefit of using mixed- methodology is that use of different data collection tools makes the study more reliable and valid. Similarly, for Merriam, the process of including more than one data source and more than one method increases validity (1992); therefore, in an attempt to answer research questions of the study with valid findings, both quantitative and qualitative data were gathered. The quantitative data were collected from questionnaires, and qualitative data were gathered through one to one and focus group interviews.

In this research, criterion sampling, one of the purposeful sampling types, was conducted. Purposeful sampling helps to study conditions which are thought to be having a variety of information. In criterion sampling, observation units may be made up of specific people, conditions or events (Büyüköztürk, 2009; Patton, 2002).

3.4.1. Quantitative Research

Quantitative methods stress impartial measurements and the statistical, mathematical, or numerical analysis of data gathered through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Babbie, 2010). Quantitative research has some strength according to the related literature. Below is a list of its strengths for Babbie, 2010; Brians, 2011; McNabb, 2008; Singh, 2007:

1. It allows for a broader study, involving a greater number of subjects, and enhancing the generalization of the results;
2. It allows for greater objectivity and accuracy of results. Generally, quantitative methods are designed to provide summaries of data that support generalizations about the phenomenon under study. In order to accomplish this, quantitative research usually involves few variables and many cases, and employs prescribed procedures to ensure validity and reliability;
3. Applying well established standards means that the research can be replicated, and then analyzed and compared with similar studies;
4. You can summarize vast sources of information and make comparisons across categories and over time; and,
5. Personal bias can be avoided by keeping a 'distance' from participating subjects and using accepted computational techniques.

Seels et al. (2004: 257) suggest “the common denominator among such studies is the use of survey techniques for the purpose of reporting characteristics of populations and samples”. In addition, the advantages of using a questionnaire as a data collection tool are based on the fact that with the help of the questionnaires large amounts of quantitative data can be gathered quickly from a large sample (Krathwohl, 1998). Therefore, to analyse

the ideas of participating instructors, a questionnaire was used to have more objective and accurate data for the related study.

In an attempt to gather quantitative data related to perceptions on the leadership practices the questionnaires for the instructors and the school director are described in detail in the following sections of this study.

3.4.1.1. Instructor Perceptions of Leadership Practices Questionnaire

In 2007, Burns adapted the survey according to *Invitational Education Theory from Leadership Survey* (Asbill, 2000) and created *Teacher Perceptions of Leadership Practices* (henceforth TPLP). In an attempt to find answers for the research questions, the researcher added some items on Burn's TPLP within a gendered perspective. The questionnaire was renamed *Instructor Perceptions of Leadership Practices* (henceforth IPLP) (See Appendix A).

The questionnaire was shown to one professor from Sociology Department at Middle East Technical University and one professor from the Department of Foreign Language Education at the same university and one expert in the field of English Language Teaching for its validity. They gave suggestions on the wording, format and the length of the questionnaire.

After necessary changes were made according the feedback given, the questionnaire was piloted with 10 instructors working at different institutions prior to use. The piloted group was asked to mark the unclear statements. Using the piloting data, some items in the questionnaire were reworded or changed for a clearer understanding. After all these revisions, the questionnaire was presented to the target participants.

Prior to presenting the questionnaire to the target group, a consent form (See Appendix B) was given to the participants. The consent form included the aim and the method of the study, and it required the name and surname of the participant with his/ her signature. It ensured the participants that all information would be anonymous and protected. This form guaranteed that the instructor participated in this study voluntarily.

For Fraenkel & Wallen, Likert type scale prevents ambiguity as it provides a closed-ended response (2003); therefore, a Likert type scale was used to conduct this study. According to Dane (2016: 3):

A psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.

IPLP consisted of 41 Likert-type items with a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) and was developed to receive data as to instructors' perceptions of their director's leadership practices. 10 questions in the questionnaire were written in a negative manner. They were included intentionally to serve as a cross reference to assure that participants were answering in a careful and legitimate manner. Negative survey items were ranked in reverse order to enhance the statistical analysis process. Subsequently, a 1 response would be ranked as a positive 5, while a 5 would be ranked with a value of 1 on all negative statements. Items 42 and 43 consisted of two open-ended questions providing the participants with the opportunity to provide additional comments and thus more comprehensive data. The part in the questionnaire subtitled as personal information provided demographic information to the researcher about gender, age, nationality, and years of experience as an instructor at the current institution, years of experience as an instructor including previous institutions, years of experience as an administrator at any previous institution and years of experience in the field.

The items in the questionnaire were designed in such a way to replicate the elements of the invitational leadership; trust, respect, optimism, intentionality, and four of them were modified to include the gender element in accordance with the aim of this study. The subscale of trust was included in the items 1, 2, 11, 13, 15, 17, 30, 39. The respect component was involved in items 4, 5, 14, 20, 22, 25, 29, 31, 37, 40. The items that consisted of the subscale of optimism were 7, 8, 9, 18, 21, 26, 27, 28, 32. The subscale intentionality was

involved in 3, 6, 10, 12, 19, 23, 33, 34, 35, 38. Finally, the items related with the gender subscale were 16, 24, 36, 41.

3.4.1.2. School Director Perceptions of Leadership Practices

Questionnaire

School Director Perceptions of Leadership Practices (henceforth SDPLP) questionnaire (See Appendix C) was slightly modified version of the IPLP for the purposes of this study. The aim of the SDPLP was to gather data related to the leader's perceptions of his own invitational leadership practices, and thus, different from IPLP which required the instructors to provide data on the school director's invitational leadership practices, SDPLP required the school director to provide information as to his own employment of the invitational leadership practices. Therefore, all of the IPLP items, 41 Likert-type, two open-ended and demographic information questions, were kept intact and only the instructions were modified to suit the target audience, the school director.

3.4.2. Qualitative Research

The term qualitative research is used to define a research methodology concentrating on descriptive, holistic and natural data. Moreover, it has a capacity to include compelling arguments about how things work in specific contexts (Mason, 2002).

Macky& Gass (2005) identify some features of the qualitative research methodology providing us an understanding of the underlying processes, definitions and advantages. These are:

- a. Rich description: As opposed to the quantification of data through measurements and frequencies, qualitative researchers use detailed descriptions.
- b. Natural and holistic representation: Rather than attempting to control external factors, qualitative research uses people and events in their natural environment.
- c. Few participants: Qualitative research is less interested in generalizability issue; it rather works more intensely with fewer participants.

d. Emic perspectives: One of the objectives of qualitative research is to interpret phenomena via emic perspectives, namely, in terms of meanings people attach to them.

e. Cyclical and open -ended process: It is more process oriented and open-ended with hypotheses being produced as a result of the research rather than in the initial stages.

f. Possible ideological orientations: The researchers might have specific social or political aims; e.g: critical discourse analysis

There are five approaches to qualitative research as classified by Creswell (2009) which are: narrative research, phenomenology research, grounded theory, ethnography and case study.

Under the qualitative research paradigm, this study aiming to understand the instructors' and the school director's perceptions on the leadership practices at this SFL at a state university from a gendered perspective is described as a case study; as stated by Creswell (2013: 104):

Case study is a qualitative approach in which the investigator explores a real life, contemporary bound system (a case) or multiple bounded systems (cases) over time, through detailed, in depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports as a case description and case-based themes. The unit of analysis in the case study might be multiple cases (a multisite study) or a single case (a with- in site study).

In order to gather qualitative data, the instructors and the school director were interviewed using the interview protocols described in the following section.

3.4.2.1. Instructors' Interview Protocol

Seidman claims that an interview is a strong method to get ideas about educational issues through understanding the experiences of people who are involved in education (2013). For Talmy, interviews are “a resource for investigating truths, facts, experiences, beliefs, attitudes, and feelings of respondents” (2010: 131). Therefore, in an attempt to add a rich description to

the qualitative results, 12 instructors were interviewed through one to one (seven of them) and focus group (five of them) discussion methods. The *Instructors' Interview Protocol* (henceforth IIP) (See Appendix D), utilized in this research, was adapted from Burns' (2007) *Teacher's Interview Protocol*. It included eleven semi-structured, open-ended questions that attempt to obtain more information about the instructors' perceptions of their school director's invitational leadership practices. The questions in the interview protocol were based on the four assumptions of invitational leadership model; trust, respect, optimism, intentionality as well as its five factors; that is, five P's; people, places, policies, programs and processes. In addition, gender was integrated into questions 2 and 9 for the purposes of this study. Prior to the interviews, the modified questions as well as the entire protocol were checked by the same expert who was consulted for the questionnaire modifications.

Prior to the interview session, the participants were provided with a document on the definitions of the four assumptions and five areas of the invitational leadership model (See Appendix E) to make the questions more comprehensible for them. At the onset, the researcher reminded the participants of the purpose of the study. The interviews were conducted face to face in the researcher's office on the predetermined dates arranged by the respondent and the researcher together. Each interview lasted approximately 40-45 minutes. The instructors were interviewed in English, but they could switch to Turkish whenever they wanted. In addition, the participants were informed that the interview would be recorded. Later, these seven one-to-one interviews were transcribed by the researcher.

For the focus group discussion, five more instructors were provided with a document on the definitions of the four assumptions and five areas of the invitational leadership model and were informed about the purpose of the study. Afterwards, the instructors discussed the items in the interview protocol altogether in English in the researcher's office. The researcher acted as a moderator and recorded the whole discussion. The discussion lasted approximately one hour, and was subsequently transcribed by the researcher.

3.4.2.2. School Director's Interview Protocol

A one- to-one interview with the school director was carried out to enrich the data on the school director's perceptions of his employment of invitational leadership practices gathered through the SDPLP questionnaire. With the help of the interviews, the researcher had the chance to understand "the lived experience of the other people and the meaning they make of that experience" (Seidman, 2013: 9). The School Director's Interview Protocol (henceforth SDIP) (See Appendix F) was adapted from Burns (2007) the Principal's Interview Protocol and included the same items on the IIP utilized in this research with limited modifications to address the school director himself. Prior to the interview session, the school director was provided with a document on the definitions of the four assumptions and five areas of the invitational leadership model and was informed that the interview would be recorded. Afterwards, the interview was conducted face to face in English in the school director's office on the predetermined date arranged by the school director and the researcher together. It lasted 55 minutes and was subsequently transcribed by the researcher.

3.5. Data Analysis and Interpretation of Procedures

In this study, both quantitative and qualitative data were collected.

3.5.1. Quantitative Data Analysis

The analysis of quantitative data obtained from the questionnaires, consisting the following steps, was carried out using IBM SPSS Statistics 21 Package. First, the instructors' and the school director's responses to the questionnaires indicating their perceptions regarding the director's employment of invitational leadership practices were subjected to descriptive statistical analysis to calculate the means and standard deviations and to identify the critical items for further discussion. Further, in order to compare the responses of the instructors on the IPLP with those of the school director on the SDPLP, the data was subjected to a one-sample t-test analysis. In addition, IPLP data was subjected to a Pearson correlation analysis in order to investigate the possible relationship between the instructors' perceptions of the director's

invitational leadership practices and their gender, age, and total years of experience. Finally, to investigate whether or to what extent instructors' genders and total years of experience predict their perceptions of the director's invitational leadership practices, path analysis was employed.

3.5.2. Qualitative Data Analysis

The researcher followed the qualitative content analysis scheme of Creswell (2012) described in Figure 3 below, in order to analyse the data gathered through one-to-one and focus group interviews.

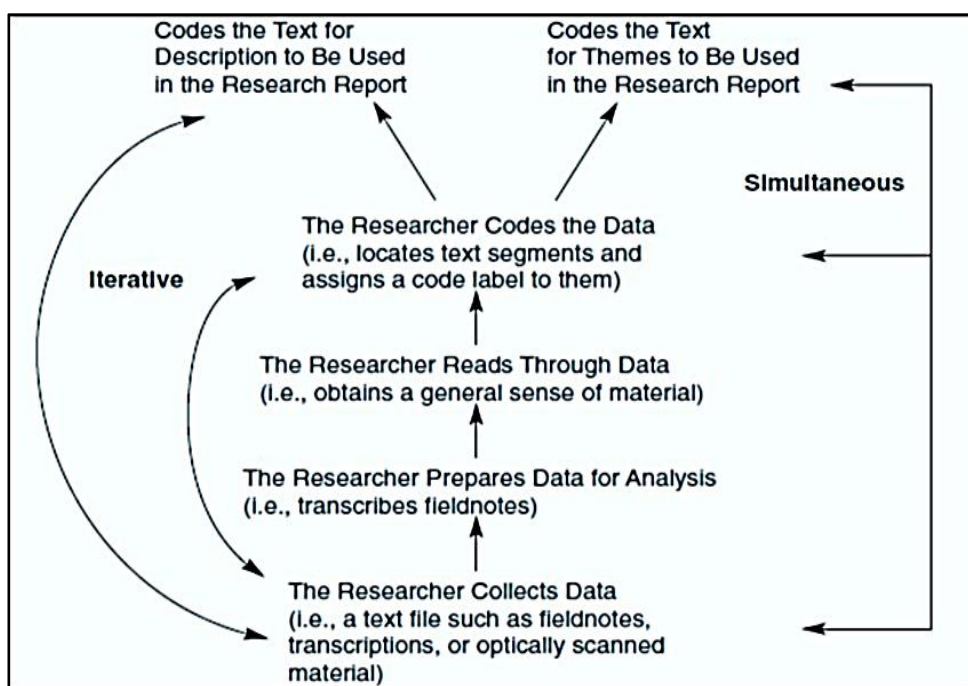


Figure 3: The qualitative content analysis scheme by Creswell (2012: 237)

By referencing from Creswell (2012), responses to the interview questions were analysed through cross-case analysis, identifying general tendencies by the common answers. First, the interviews were verbatim transcribed using Microsoft Word software. Later, each response for the questions was analysed and grouped under related headings. Next, the results were presented in frequency tables. Finally, all the findings were interpreted. While reporting the findings, when certain references are made to specific

participants, codes such as Instructor1- Male/Female, instead of names, were used.

3.6. Trustworthiness of the Research

3.6.1. Triangulation

Lincoln and Guba (1985) claim that validity and reliability in qualitative research are regarded as trustworthiness. In an attempt to raise the trustworthiness of the current study triangulation strategy was employed. The researcher gathered both quantitative and qualitative data and compared them to see if there was convergence, differences or combination. This gives the researcher the chance to compare findings for the interpretation of the data. In order to achieve triangulation, data was collected in multiple ways through questionnaires, one-to-one interviews and a focus group discussion.

The advantage of this strategy is that using different quantitative and qualitative tools make up for the weaknesses inherent in one method with the strength of the other (Creswell, 2009). In addition, it ensures validity as triangulation “...enhances our belief that the results are valid and not a methodological artefact” (Bouchard, 1976: 268).

3.6.2. Rich and Thick Description

In an attempt to give a better picture of the case study, the context of the study, the requirements for being a participant, general background information about the participants were portrayed by the researcher. In addition, various quotes from the open-ended data were used to ground the researcher’s interpretation on the findings and discussion as a means to realize rich and thick description of the case (Creswell, 2013).

3.6.3. Clarifying the Researcher Bias

For Merriam (1998) the researcher should inform the reader about his/her position, biases and assumptions related to the study; therefore, the researcher revealed her role as a researcher at the end of this chapter in positioning as a researcher section.

3.7. Positioning as a Researcher

The researcher is also an instructor in the same institution where this study was conducted. She has been working with the same school director for seven years. The participants of the study have known the researcher for some time; therefore, they have felt comfortable taking part in the study. Every care has been taken to analyse and interpret data in a non-biased and analytical way. In addition as mentioned earlier in this chapter, care has been taken by the researcher to provide triangulation in order to reduce the biases and assumptions on the part of the researcher as well.

3.8. Ethical Considerations

The researcher applied to the Human Subjects Ethics Committee of a state university in Ankara, Turkey; submitted the required documents, and conducted the study in accordance with the codes of ethics upon the approval of the study by the Ethics Committee. Prior to the administration of the data collection instruments, all the instructors were informed about the aim of the study and their consent was taken. Furthermore, they were informed about the data gathering process. The interviewees knew that they would be audio-recorded. To provide confidentiality and anonymity, the instructors' names were not stated while storing the data or reporting the findings. Instead, codes were used.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.0. Presentation

In this chapter, initially, participants' demographic data about gender, age and years of experience is presented. Following this, both quantitative and qualitative data were analysed. Next, the analysis of quantitative data obtained through two questionnaires is presented. Secondly, the analysis of qualitative data collected through interviews is put forward. Finally, the summary of significant results is presented.

4.1. Demographic Information about the Participants

Demographic information about the participants in terms of gender, age and experience is explained in this section.

To understand the general profile of the participants, they were asked some questions such as their gender, age and experience. As this is a case study, it is important to have knowledge about the participants (Creswell, 2013).

Initially, the director is a male aged at 40; in addition, he has 20 years of experience in the related field.

Secondly, Figure 4 shows the percentages of genders participating in Instructors' Perceptions of Leadership Practices (IPLP) questionnaire in a pie chart. There are a total of 44 instructors who indicated their gender, 31 (70.45 %) of them are female and 13 (29.54 %) of them are male.

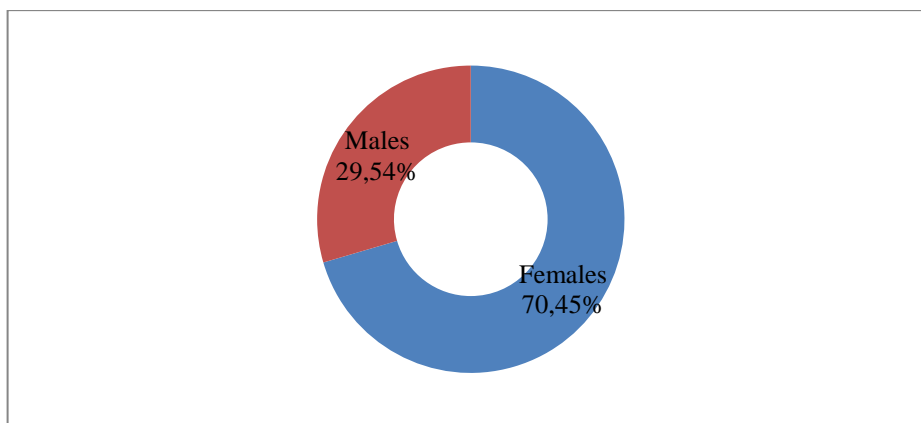


Figure 4: Gender Distribution

Similarly, according to the IPLP questionnaire, 48 participants indicated their ages. Initially, 17 participants (35.4%) are between ages 25 and 30. Following this, 16 participants (33.3%) are between 31-35 ages. In addition, 13 participants (27.8%) are between ages 36 and 40. Finally, 2 participants (4.1%) are between 41 and 45 years old. Figure 5 shows the age distribution of the participants in a pie chart.

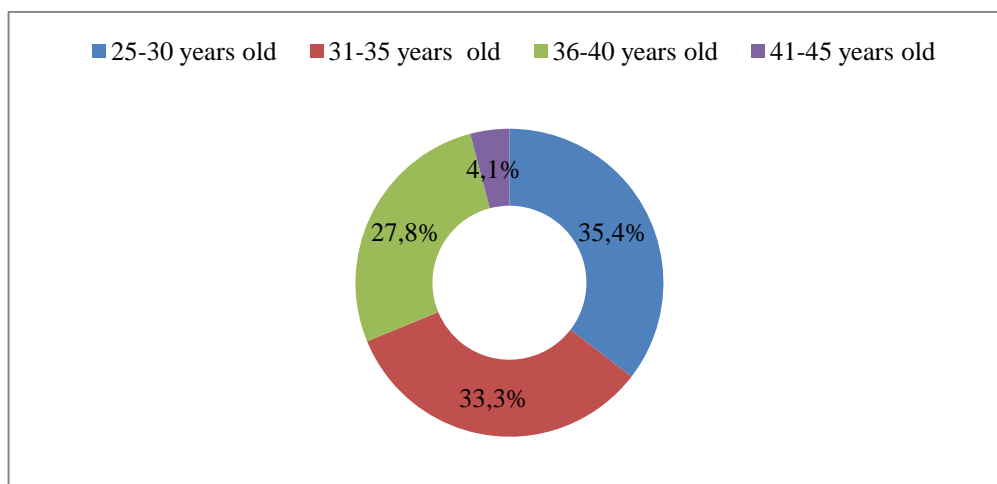


Figure 5: Age Distribution

Linked to gender and age factors, instructors' years of experience in the field are also taken into consideration in this case study. 45 instructors indicated their years of experience working as an instructor in the IPLP questionnaire. Firstly, 5 participants (11,1%) have between 0 and 5 years of

experience. Secondly, 19 participants (42,2 %) put forward that they worked as an instructor between 6 and 10 years. Thirdly, 17 participants (37,7 %) have experience in the related field between 11 and 15 years. Finally, 4 instructors (8,8 %) have experience in the field between 16 years and 20 years. Figure 6 shows the distribution of the instructors' years of experience in the field in a pie chart.

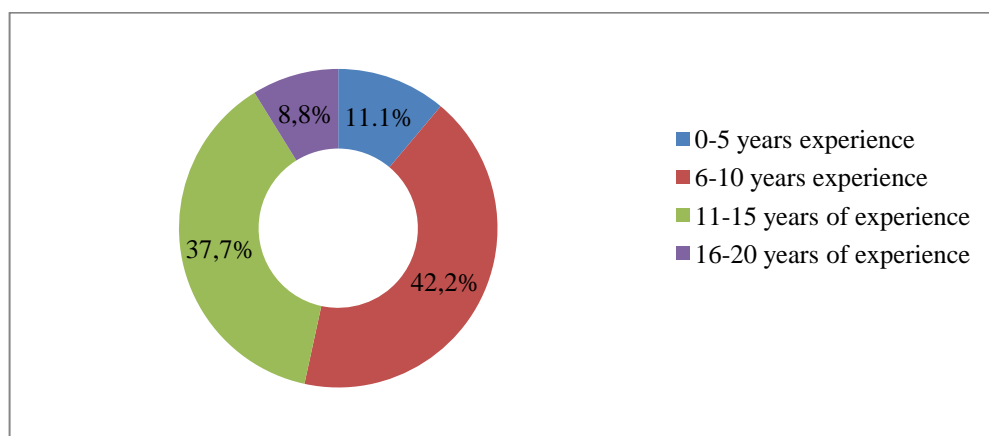


Figure 6: Years of Experience in the field

To sum up, the participants of this study have different characteristics in terms of gender, age and years of experience.

4.2. Analysis of Quantitative Data

In this study, two perception questionnaires were used: Instructors' Perceptions of Leadership Practices (IPLP) and School Director's Perceptions of Leadership Practices (SDPLP). Both questionnaires were administered at the end of the spring term in 2016-2017 academic year and aimed at identifying the instructors' perceptions of the school director's invitational leadership practices and the director's perceptions of his own employment of invitational leadership practices at the SFL of a state university.

4.2.1. Analysis of Responses to Instructor Perceptions of Leadership Practices) and School Director Perceptions of Leadership Practices Questionnaires

Both IPLP and SDPLP questionnaires have 41 items, each falling into one of the five subscales: eight items in trust, ten items in intent, ten items in respect, nine items in optimism, and four items in gender (gender related items were added to include the gender-related assumption for the purposes of this study). In addition, the items in both questionnaires involve 5 P's of the invitational leadership model: people, places, policies, programs and processes. To collect data on the factors potentially affecting the perceptions regarding invitational leadership practices, demographic questions as to participants' gender, age, and years of experience in the field were also included in the questionnaires. 58 instructors and the school director responded to the items in the questionnaire on a Likert scale of 1 to 5, where 5 stood for "Strongly Agree", 4 stood for "Agree", 3 stood for "Undecided", 2 stood for "Disagree", and 1 stood for "Strongly Disagree". As the version adapted for the purposes of the current study included four new items representing the gender subscale, the internal consistencies of the entire scale and the subscales (Cronbach's coefficient alpha) were computed and found to be satisfactory: .96 for the entire scale, .88 for trust, .88 for intent, .87 for respect, .77 for optimism, and .72 for gender. On the other hand, the validity test of confirmatory factor analysis could not be computed due to the limited number of participants in this study, which entails that researchers, aiming to replicate the current study, are advised to use the questionnaire with this consideration or with larger populations to be able run validity tests on the current version of the questionnaire.

The instructors' responses to the IPLP questionnaire indicating their perceptions regarding the director's employment of invitational leadership practices were subjected to descriptive statistical analysis and the results are presented in Table 2 below:

Table 2: Distribution of Perceptions of the Instructors on Leadership Practices

Perceptions of Leadership Practices	N	\bar{X}	SD	Min.	Max.	Percentiles		
						25	50	75
Trust	59	31.89	5.12	15	40	29.08	32.00	35.00
Intent	59	37.97	6.32	19	50	35.00	37.92	43.00
Respect	59	38.90	6.47	21	50	36.00	39.00	44.00
Optimism	59	34.90	5.07	24	45	32.00	35.00	38.00
Gender	59	16.65	2.74	8	20	16.00	17.00	18.00

According to the results in Table 2 above, instructors' ratings regarding the trust subscale on the IPLP range from 15 to 40, and the mean score is 31.89; their ratings for the intent subscale range from 19 to 50, and the mean score is 37.97; their ratings for the respect subscale range from 21 to 50, and the mean score is 38.90; their ratings for the optimism subscale range between 24 and 54, and the mean score is 34.90, and; finally, their ratings for the gender subscale range from 8 to 20, and the mean score is 16.65. When percentile ranges are taken into consideration, it can be concluded that the instructors' perceptions as to the invitational leadership practices of the school director in their institution are at a moderate level.

In order to compare the responses of the instructors on the IPLP with those of the school director on the SDPLP, the data was subjected to a one-sample t-test analysis. The findings regarding the comparison between the responses of the instructors and the school director to the IPLP and SDPLP questionnaires respectively are presented in Table 3 below.

Table 3: The comparison between the instructors' and school director's perceptions of invitational leadership practices

Perceptions of Leadership Practices	Instructors' Scores			Director's Scores		Differences
	N	\bar{X}	SD	Total	<i>t</i>	<i>p</i>
Trust	59	31.89	5.12	33	-1.67	.110
Intent	59	37.97	6.32	36	2.39	.020
Respect	59	38.90	6.47	42	-3.68	.001
Optimism	59	34.90	5.07	35	-.16	.880
Gender	59	16.65	2.74	18	-3.78	.001

The results of the one-sample t-test analysis in Table 3 indicate that while there is a significant difference between the instructors' perceptions of the school director's leadership practices and the school director's perceptions of his own leadership practices with respect to the subscales of intent [$t(59) = 2.39, p < .05$], respect [$t(59) = -3.68, p < .05$] and gender [$t(59) = -3.78, p < .05$] subscales, there is no significant difference between their responses on the subscales of trust [$t(59) = -1.67, p > .05$] and optimism [$t(59) = -.16, p > .05$]. According to these results, it can be revealed that the instructors' ratings on the respect subscale ($M=38.90, SD=6.47$) and the gender subscale ($M=16.65, SD=2.74$) are significantly lower than those of the school director, whereas the instructors' ratings on the intent subscale ($M= 37.97, SD= 6.32$) are significantly higher than those of the school director. The section below provides a detailed item-based presentation of the findings (means and standard deviations) from the IPLP and SDPLP data exposed to descriptive statistical analysis.

4.2.1.1. Perceptions towards Trust

In both IPLP and SDPLP questionnaires, items 1, 2, 11, 13, 15, 17, 30, 39 represent the "trust" subscale. In Table 4 below, mean scores of instructors' and the school director's ratings for these items are presented. The average mean for the trust subscale is 3.99 out of 5 for IPLP, and 4 for SDPLP. Thus, in general instructors and the school director have a positive attitude with respect to the "trust" component on invitational leadership questionnaire.

Table 4: Trust

Sub-scale	Items	Instructors		Director
		Mean	SD	
Trust	1	Demonstrates a belief that staff members are responsible	4.14 0.86	4
	2	Creates a climate of trust	3.97 1.03	4
	11	Creates a climate for improvement through shared decision-making	4.00 0.97	4
	13	Encourages improvement through cooperation rather than competition	4.02 0.76	4
	15	Believes staff members are capable	4.07 0.86	4
	* 17	Treats staff as though they are irresponsible	4.33 0.76	5
	30	Models attitudes that encourage others to improve their skills	3.48 0.96	4
	39	Delegates responsibilities to provide learning opportunities	3.89 0.86	4
	Total Score		31.93 5.29	33

* Reverse coded item

Among the trust items, the item with the highest mean score (4.33) is 17, a reverse-coded item, and it indicates that the instructors think that the director behaves in a way that the staff is responsible. Likewise, another highly rated statement, in item 1, with a mean score of 4.14, reveals the same belief. Besides, items 11, 13, and 15 received moderately high mean scores, showing that the instructors think collaboration and cooperation are supported, there is shared decision-making and the staff is regarded capable with mean scores 4.00, 4.02 and 4.07, respectively. In these items, the school director also had quite high ratings (4 or above) depicting similar attitudes to those of the instructors.

In item 30, on the other hand, the instructors, with a relatively lower mean score (3.48; below the subscale mean of 3.99), seemed to think the director partially models attitudes that encourage instructors to improve their skills, while the school director had a relatively higher rating (4). On the whole, the findings reveal that the instructors and the school director agree on the belief that the director depicts behaviours that are indicative of the trust assumption of the invitational leadership model to a great extent.

4.2.1.2. Perceptions towards Respect

Items 4, 5, 14, 20, 22, 25, 29, 31, 37, 40 deal with the subscale of “respect” in both questionnaires. In Table 5 below, mean scores of instructors’ and the school director’s ratings for these items are presented. The average mean for the respect subscale is 3.9 out of 5 for IPLP, and 4.5 for SDPLP. Thus, in general instructors and the school director have a positive attitude with respect to the “respect” component on invitational leadership questionnaire.

Table 5: Respect

Sub-scale	Items	Instructors		Director
		Mean	SD	
Respect	* 4	Uses bullying (e.g., sarcasm, name-calling, negative statements)	4.71 0.65	4
	*5	Often causes others to feel worthless	4.45 0.84	5
	14	Assures that all necessary communications reach those concerned	3.55 0.80	4
	20	Offers constructive feedback for improvement in a respectful manner	3.84 0.85	4
	22	Takes time to talk with staff about their out-of-school activities	2.78 1.13	2
	25	Listens to co-workers	4.02 0.96	4
	*29	Shows insensitivity to the feelings of staff	3.84 1.23	5
	31	Believes that people are more important than things or results	3.40 1.28	4
	*37	Is impolite to others	4.69 0.63	5
	40	Expresses appreciation for a job well done	3.63 1.10	4
Total Score		39.00	6.60	45

* Reverse coded item

Among the respect items, item 4, with the highest mean score (4.71), is a reverse- coded item depicting that the director does not use bullying in the workplace. Similar to this item, a reverse-coded item, 37, with a mean score of 4.69 reflects how polite the school director is to the staff. Another reverse-coded item, 5, follows it with a mean score of 4.45 and reflects that according to the instructors, the director does not make them feel unimportant. The last item which is above the average mean score is item 25, with a mean score of 4.02, indicating that the staff believes that the director listens to them. For these

items, similar to the instructors, the school director had high ratings (4 and above) and positive perceptions.

For this subscale, the remaining items received lower ratings (below the average mean score, 3.9) from the instructors. These items mostly focus on the school director's communication with the staff and interpersonal skills regarding showing appreciation, sending the right message to the right person, giving importance to people and talking about extracurricular activities in which the instructors participated. The director gave similar responses to the items related to communication and interpersonal skills; however, for item 14 the school director had a higher rating of 4 out of 5, which depicts that the school director has a more positive attitude in terms of all communications reaching the right people.

4.2.1.3. Perceptions towards Intentionality

Intentionality is another subscale for invitational leadership, and in both IPLP and SDPLP questionnaires item 3 ,6 ,10 ,12 ,19 ,23 ,33 ,34 ,35 , 38 are concerned with it. In Table 6 below, mean scores of instructors' and the school director's ratings for these items are presented. The average mean for the intent subscale is 3.8 out of 5 for IPLP, and 3.6 for SDPLP. Thus, in general instructors and the school director have a moderately positive attitude with respect to the "intent" component on the invitational leadership questionnaire.

Table 6: Intent

			Instructors		Director
Sub-scale	Items		Mean	SD	
Intent	3	Makes a special effort to learn names	4.20	0.81	3
	6	Facilitates policies and processes which benefit staff	3.83	0.96	4
	10	Makes an intentional effort to provide necessary instructional materials	3.71	0.96	2
	12	Remains informed about important issues	3.66	1.12	4
	19	Provides opportunities for professional growth through meaningful in-service	3.38	0.99	3
	23	Facilitates policies and processes which benefit students	3.97	0.77	4
	*33	Fails to live up to set goals	4.07	1.00	4
	34	Appears to view his/her job as a position of service to others	3.23	0.96	4
	35	Makes an intentional effort to treat others with respect	4.14	0.81	4
	38	Has a sense of mission which s/he shares with others	3.86	0.90	4
Total Score			38.00	6.55	36

* Reverse coded item

Item 3, with the highest mean score of 4.20, indicates that the instructors believe the director tries to learn staff names. Item 35 and reverse-coded item 33 follow it with mean scores of 4.14 and 4.07, respectively, and depict that the instructors think the director tries to treat staff in a respectful way and realize the set goals. Relatively highly rated items, including 6, 23, 38, also indicate the instructors think the director creates an effective environment with his policies and practices for the students and the staff as well as holding a sense of duty he shares with others. In these items, the school director also has similar ratings, except for item 3 which relates to learning names.

The remaining items in this set received relatively lower ratings (below the subscale average, 3.8) from the instructors, and they are related to the aspects of the leadership practices as to the provision of professional development, in-service training opportunities and instructional materials, and perceiving managerial positions as means to serve others, and being informed

about important school issues. The director, on the other hand, agrees with the instructors on the limited provision of professional development opportunities and instructional materials, but he has relatively higher ratings for the items in this group.

4.2.1.4. Perceptions towards Optimism

Items 7, 8, 9, 18, 21, 26, 27, 28, 32 reveal information on the subscale of optimism in both IPLP and SDPLP questionnaires. In Table 7 below, mean scores of instructors' and the school director's ratings for these items are presented. The average mean for the optimism subscale is 3.88 out of 5 for both IPLP and SDPLP. Thus, in general instructors and the school director have a moderately positive attitude with respect to the "optimism" component on the invitational leadership questionnaire.

Table 7: Optimism

Sub-scale	Items	Instructors		Director
		Mean	SD	
Optimism	7 Demonstrates optimism	4.22	0.79	4
	8 Expects high levels of performance from co-workers	4.05	0.91	4
	*9 Is resistant to change	4.03	1.20	4
	18 Expresses appreciation for staff's presence in school	3.76	1.03	4
	21 Cares about co-workers	4.02	0.91	4
	26 Communicates expectations for high academic performance from students	3.90	0.72	3
	27 Encourages staff members to tap their unrealized potential	3.43	0.94	4
	28 Views mistakes as learning experiences	3.67	0.87	4
	*32 Demonstrates a lack of enthusiasm about his/her job as a director	3.93	1.21	4
Total Score		34.89	5.16	35

* Reverse coded item

Items 7, 8, 9, and 38 with relatively higher mean scores show that the instructors think the director shows an overall optimism, desires high performance from the staff, is open to change and enthusiastic about his job.

The remaining items in this set received relatively lower ratings (below the subscale average, 3.88) from the instructors and they relate to aspects of the leadership practices as to whether the director appreciates the staff's presence or believes that mistakes are an opportunity to learn or encourages the staff to reveal their potentials.

The director's ratings, on the other hand, depict a consistent trend across all the items in this set, 4 out of 5; except for item 26 in which he had a rating of 3 out of 5, lower than that of the instructors, which reveals his belief as to how much he can communicate expectations for high academic performance from students. On the whole, both the instructors and the school director hold moderately positive views regarding the optimism component of the invitational leadership practices.

4.2.1.5. Perceptions towards Gender

Items 16, 24, 36, 41 reveal information on the subscale of gender in both IPLP and SDPLP questionnaires. In Table 8 below, mean scores of the instructors' and the school director's ratings for these items are presented. The average mean for the gender subscale is 4.16 out of 5 for IPLP and 4.5 for SDPLP. Thus, in general, the instructors and the school director have a highly positive attitude with respect to the "gender" component on the invitational leadership questionnaire.

Table 8: Gender

				Instructors	Director
Sub-scale	Items		Mean	SD	
Gender	* 16	Shows behaviors indicative of gender discrimination	4.41	1.04	5
	* 24	Makes gender-based decisions when assigning administrative duties	4.22	0.99	5
	36	Delegates authority and responsibility when appropriate regardless of gender	4.09	0.76	4
	41	Treats each co-worker as a unique individual regardless of gender	3.96	0.94	4
	Total Score		16.65	2.79	18

* Reverse coded item

Item 16 and 24 with the highest mean scores show that the staff and the director believe the director does not show discriminative behaviors in terms of gender or make gender-based decisions while assigning tasks. Relatively lower, but still above the overall scale average, items 36 and 41 confirm the previous items as to the common belief that the director disregards gender in assigning duties and treats each staff member with care regardless of gender. On the whole, both the instructors and the director hold highly positive opinions regarding the gender aspect of the practices.

4.2.1.5. Factors Affecting Instructors' IPLP Replies

IPLP data were subjected to a Pearson correlation analysis in order to investigate the possible relationship between the instructors' perceptions of the director's invitational leadership practices and their gender, age, and total years of experience, and the results are presented in Table 9 below.

Table 9: The relationship between the instructors' perceptions of the director's invitational leadership practices and their gender, age, and total years of experience

Variables	1	2	3	4	5	6	7
1. Gender ¹	-						
2. Age	.15	-					
3. Total Years of Experience	.30	.83**	-				
4. Trust	-.29	.09	.02	-			
5. Intent	-.33*	.20	.06	.87**	-		
6. Respect	-.29	.14	.04	.91**	.86**	-	
7. Optimism	-.37*	.13	.06	.81**	.85**	.86**	-
8. Gender	-.16	-.29*	-.19	.45**	.44**	.52**	.48**

¹: Female code 1, *p<.05, **p<.01

The results in Table 8 suggest a weak negative correlation between the instructors' ages and the mean scores of their ratings for the gender subscale on the invitational leadership questionnaire ($r=-.29$, $p<.05$).

To investigate whether or to what extent instructors' genders and total years of experience predict their perceptions of the director's invitational leadership practices, path analysis was employed. The model tested and the results of the analysis are presented in Figure 7 below:

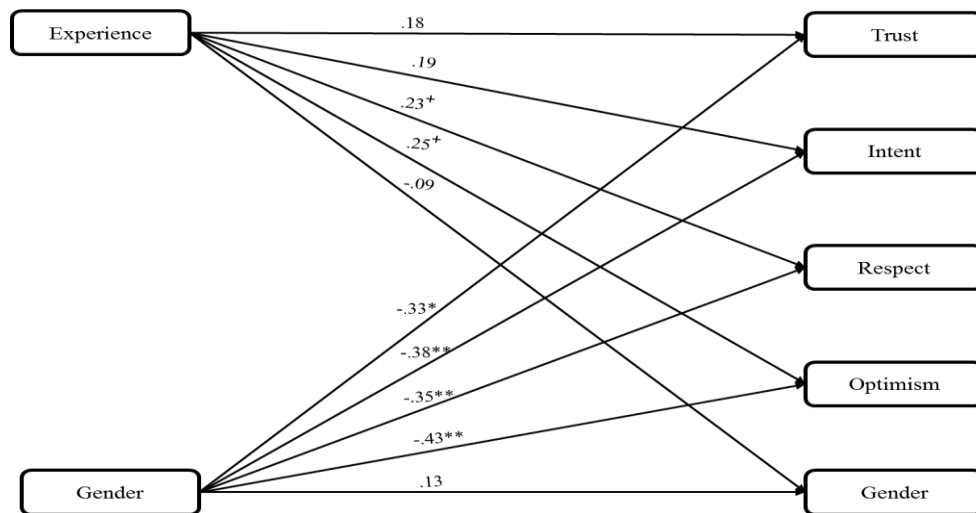


Figure 7 : Standardized parameter estimates (β) of the model +: $p < .10$, * $p < .05$, ** $p < .01$

The results from the analysis upon the completion of model testing (Figure 7) are presented in Table 10 below:

Table 10: The Path Analysis Results for the Predictability of Instructors' Perceptions of the Director's Leadership Practices by Their Gender and total Years of Experience

Predictors	Independent Variables	B	B	S.E.	t	P
Experience	→ Trust	.18	.20	.16	1.25	.21
Experience	→ Intent	.19	.29	.21	1.36	.17
Experience	→ Respect	.23	.34	.21	1.68	.09 ⁺
Experience	→ Optimism	.25	.33	.17	1.91	.06 ⁺
Experience	→ Gender	-.09	-.06	.10	-.58	.56
Gender ¹	→ Trust	-.33	-3.32	1.41	-2.35	.02*
Gender ¹	→ Intent	-.38	-5.21	1.89	-2.76	.01**
Gender ¹	→ Respect	-.35	-4.58	1.83	-2.51	.01**
Gender ¹	→ Optimism	-.43	-5.00	1.52	-3.29	.01**
Gender ¹	→ Gender	-.13	-.79	.89	-.89	.37

¹: Female code 1, β : Standardized Regression Coefficient, ⁺: $p < .10$, * $p < .05$, ** $p < .01$

The results in Table 10 suggest that instructors' genders negatively predict the mean scores of their ratings for the trust ($\beta = -.33$, $p < .05$), intent ($\beta = -.38$, $p < .05$), respect ($\beta = -.35$, $p < .05$) and optimism ($\beta = -.43$, $p < .05$) subscales, while their total years of experience positively predict the mean scores of their ratings for the respect ($\beta = .23$, $p < .10$) and optimism ($\beta = .25$, $p < .10$) subscales.

In summary, the results suggest that male instructors tended to give higher ratings for the items on the trust, intent, respect and optimism subscales compared to their female counterparts, and the instructors with more years of experience provided higher ratings for the items on the respect and optimism subscales.

4.3. Analysis of Qualitative Data

In this study, the qualitative data were collected through one-to-one interviews with seven instructors and the school director, and a focus- group discussion with five instructors using the IIP and the SDIP.

The data gathered through one-to-one and focus group interviews were subjected to cross-case analysis, identifying general tendencies by the common answers. First, the interviews were verbatim transcribed using Microsoft Word software. Later, each response for the questions was analysed and grouped under related headings. Next, the results were presented in frequency tables. Finally, all the findings were interpreted. While reporting the findings, when certain references are made to specific participants, codes such as Instructor 1- Male/ Female, instead of names, were used.

In the following section, the results from the cross-case analysis on the interview data are presented under related headings, which are structured around the components of the invitational leadership model including its assumptions of optimism, respect, trust, and intentionality as well as its areas of people, places, policies, programs, and processes. Under each heading, the findings from the one-to-one and focus group instructor interviews are presented in combination and compared against the findings from the school director interview.

4.3.1. Perceptions of the Instructors for Trust

In response to the interview/ focus group discussion question “How does your administrator attempt to build trust for and among those who follow their leadership?” the participating instructors revealed various opinions. While some instructors believe there is trust, the others partially disagree or

completely disagree. Table 11 below indicates the findings regarding the instructors' views on trust and their reasons.

Table 11: The Perceptions of the Instructors for Trust

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
One-to-One Interview	2	try to protect the staff, solve the problems	3	trust some people more, not totally trust anyone, hands off in leadership	2	lack of communication
Focus Group Interview	3	tries to be fair in assigning tasks, there is mutual trust	1	trust needs communication in formal and informal settings		

Instructor 4- Female thinks that there is trust in the organization. The participant claimed "He builds trust when we have a problem, but I can't trust him in all ways. I think he tries to be fair, so this builds trust. But I am such a person who never trusts anyone."

One participant believes that the director trusts her and she trusts the director in the same way. She underlined the need of trust in one's life. The instructor stated:

Trust is important for all these pillars. Trust goes mutual ways. So I can feel that he trusts me, my abilities and my potential. So I trust him, it takes time. Things have gone so good so far. If you look at Maslow's hierarchy, safety is the second step of it. You can only trust if you feel safe. (Focus Group, Female 3).

Another participant supported the view claimed by the previous instructor by stating: "He built trust for me when it was my first year here. He

trusted us. I had graduated newly, and I started teaching in a sudden way. He trusted us. That is why we trust each other” (Focus Group, Female 4).

While there are generally positive comments about trust subscale, there exist some participants who partially agree with these positive beliefs.

I think if you want to build trust, you need some time. It is not easy to build trust. It takes time. It should be earned and I think it is hard work. It needs maybe years. I cannot trust someone easily. It is the same for the leader for sure. (Focus Group, Female 2).

In addition, there are some participants who believe there is lack of trust because there is lack of communication. They stated that in order to build trust, the director must communicate with the staff.

Sometimes, people need to be communicated in person. Lots of people now want to have a general meeting with the administrator because they want to see him and talk to him. People want to reach him. (Focus Group, Female 4).

Similarly, one more participant underlined the importance of communication in building trust in formal and informal settings in the workplace. The Instructor revealed:

I feel that in prep schools, there is always hierarchy. Something is coming from top to bottom not bottom to top. Communication takes place not just in a general meeting. It can take place in a cafeteria, in a brunch. It doesn't have to be something formal. (Focus Group, Female 2).

Another instructor underlined that the school director trusts some people. The participant claimed: “He has good intentions. He is building trust but the biggest problem is not applicable I think. His words are smooth. He is very calm but sometimes he trusts some people more.” (Instructor 2- Female).

The school director thinks that he is trying to build trust in the organization. Table 12 shows the reply of the school director related to trust subscale with his reasons.

Table 12: The Perceptions of the School Director for Trust

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	trying to protect the employee, personal attitudes				

The school director thinks his personal effort and attitude create an environment where he can build trust. In addition, he believes his staff believes him, and he believes his staff, likewise. He revealed:

I try to protect people from external threats, and I try to mention them if there is a need. But to create a good environment, to be away from anxiety and stress, I don't mention them. They feel relaxed. I trust people. And most of them trust me. It is difficult to explain why. Maybe because of my attitude. I believe there is trust in the institution.

In brief, while some instructors have partially negative ideas about the trust subscale relating it to issues such as lack of communication in various settings or the director's trusting some people more than others, the director thinks that there is trust in the organization thanks to his personal effort and his attitudes towards the instructors.

4.3.2. Perceptions of the Instructors for Respect

In a response to the interview/ focus group discussion question "How important do you believe the aspect of respect is for leaders to show those who work under their leadership? How does your administrator demonstrate respect for your faculty and staff? Does it change based on gender?" the instructors expressed positive ideas to a great extent. Table 13 below shows the findings on the instructors' ideas on the respect component and their related reasons as to why they think in these ways.

Table 13: The Perceptions of the Instructors for Respect

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reason
One-to-One Interview	7	very respectful, no gender differences	0		0	
Focus Group Interview	3	very respectful, no gender differences	2	sometimes ignorant to our problems, sometimes disregards females' ideas	0	

Instructor 6- Female believes that the school director is respectful with his actions and words regardless of gender differences and explained:

His respect aspect never changes based on gender. Our administrator may have closer relationships but not in professional aspect, but he is behaving in a respectful way, and people respect him in the same way. Respect is important in creating a motivating atmosphere. He shows his respect by listening to us or finding solutions to our problems. He is showing first hand help attitudes.

Like Instructor 6- Female, another participant believes that there is no biased attitude towards any gender in the school. The instructor said: "I haven't felt privileged or any negative attitudes in terms of respect just because I am a woman" (Focus Group, Female 3).

Different from this opinion, one participant, Focus Group- Female 4, claimed that the director is respectful in general; however, he sometimes values the ideas of a male instructor more than those of a female one. She stated: "Sometimes if he hears something from a male instructor, his reaction changes. He is impressed by males' ideas. Maybe because this boy is so assertive".

The school director has a positive attitude towards the respect subscale similar to the majority of the instructors participating in the interviews. Table 14 shows the reply of the director with his reasons.

Table 14: The Perceptions of the School Director for Respect

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	stay hand in hand with colleagues, no gender difference				

The school director believes that he stays hand in hand with the employee, which is a way to realize respect in the workplace. Moreover, he claimed that there is no gender based show of respect. He expressed: “....a leader in western sense should stay shoulder to shoulder with his colleagues. ... I don’t think this is based on gender”.

To sum up, both the instructors and the school director think that there is mutual respect in the school, and this respect does not change in accordance with gender differences.

4.3.3. Perceptions of the Instructors for Intentionality

The interview/ focus group discussion question is “How important do you think it is important for leaders to be “intentional” in their leadership behaviours? How does your administrator demonstrate the characteristic of intentionality to those they serve?” Most of the instructors agreed or partially agreed the idea that the director shows intentionality to them, though with some reservation. Table 15 below presents the ideas of the instructors about the intentionality component and their corresponding reasons as to why they think in those ways.

Table 15: The Perceptions of the Instructors for Intentionality

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
One-to-One Interview	3	structures show intention, try to find an aim	4	no common aim, not sure because lack of communication, not realistic intentions	0	
Focus Group Interview	3	repeats his intentions sometimes, his aims are known by his close colleagues	0		1	no intentional culture

Instructor 5- Male expressed how important it is to have an intention in the workplace: “I believe intention is significant. Everyone should have an intention. It is the same for the institutions. As we are educating people here, we must have an intention.” Similarly, Instructor 7- Male expressed: “Intention is important in short and long terms.”

On the other hand, the participants had different opinions about how the director demonstrates the characteristics of intentionality. Some instructors believe the director has an aim and he conveys his aim to the staff. Instructor 6- Female expressed: “He is making an effort to find an aim appropriate for the school. He is conveying the aim generally in some appointments.”

Like Instructor 6- Female, another participant believes the director has an aim. He stated: “Generally speaking, yes he is intentional. There are structures leading to the intention” (Instructor 3-Male).

Some participants partially agree that the director shows intentional behaviours. In addition, one participant believes the director’s aims are not realistic.

As an SFL we don’t feel that our administrator has an intention which we should participate in. He is just

reminding his intention in appointments made rarely. However, I know our administrator has an aim, we feel it. But sometimes the intention is not realistic. (Instructor 6- Female).

Another instructor thinks that lack of communication prevents setting up an aim. Instructor 7- Male revealed:

Of course he has aims, but I don't know his aims at the moment. This can be because of lack of communication led by two sides. Maybe it is proclaimed, but I forgot. I am not sure. There is an intention of course but not concrete.

Similarly, an instructor in the focus group believes there is an intention; however, the school director does not convey his aim to everyone. She noted:

From the first year, I believe he has a dream. On the very first day, he wants to compete with METU and other universities. He wants to reach this level or pass maybe. I believe he is a qualified person and he is trying to be better. However, he is not open to everybody. Only people who are close to him know his aim. In general, he is not open (Focus Group, Female 4).

On the other hand, one participant claimed that there is not an intentional culture in the school. The participant said: "I cannot see any intentional culture here in general. This is related to culture." (Focus Group, Female 2).

The school director claims that there is an intention in the organization creating trust and harmony. Table 16 shows the reply of the school director with his reasons.

Table 16: The Perceptions of the School Director for Intentionality

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	intention creates trust, no personal intentions but common intentions				

The school director believes that he has an aim which is not personal, but it is a common one in the organization. He remarked:

If the system is built intentionally by putting people in the centre, you create an environment of trust. This creates accountability. Every decision should be made based on needs analysis which is also coming from the stakeholders. I believe for the last few years, the SWOT analysis we had, appraisal meetings, one to one meetings and level meetings and such information gathering systems gave us good data. All these things are done intentionally. Power comes with its weight, so you should be able to carry it. Every decision has an intention here. They are based on not according to one person's feature, but on everyone's common feature.

To sum up, there are different arguments put forth by the instructors related to the presence of intentionality in the institution, but some still question whether the director's intentions are realistic or known by all. In addition, the director believes that there is an intention reflected by different components in the organization.

4.3.4. Perceptions of the Instructors for Optimism

In response to the interview/ focus group discussion question "In what ways does your administrator create a sense of optimism in all interested stakeholders?" the instructors stated a variety of opinions. While some instructors believe there is optimism, the others partially disagree or completely disagree. Table 17 below presents the findings regarding the

instructors' views on the optimism component and their corresponding reasons as to why they think in those specific ways.

Table 17: The Perceptions of the Instructors for Optimism

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
One-to-One Interview	1	aware of potentials but lack of chance to apply	1	not enough	5	not aware of the potential of the instructors, debatable that he can apply this in the school, lack of communication, ignorance of potentials
Focus Group Interview	2	optimistic in his nature, helped me a lot in overcoming my problems, difficult to know everyone's potential, open to new ideas	1	not hunting for the potential, when talked quite interested in our potential.	1	not aware of people's potential, doesn't know people in person.

Some participants claimed that there is optimism in the school in the sense that the director is optimistic, open to new ideas and aware of people's potential, but he doesn't have the chance to apply it. Instructor 7- Male claimed: "... there is optimism, but the director does not have the chance to apply it". Instructor 6- Female said: "Yes, there is optimism. He knows people have potential, but he does not have the chance to apply it".

Some claimed that they partially feel that there is optimism in the workplace. One of the participants expressed theoretically, there is optimism by stating: "In theory, he has such an aim, but it is debatable whether he can apply this in the school. Just in words but not in application. It is not applied" (Instructor 2- Female). Similarly, another participant expressed the director

didn't specifically hunt for potentials. She said: "He is not hunting for potential. But when you talk to him about your potential, he is quite interested" (Focus Group, Female 1).

On the other hand, Instructor 1- Female believes there is lack of optimism in the school since the director does not know the potential of the employee. Instructor 1- Female claimed: "Our director is not aware of the potential of the instructors. He doesn't know individual differences".

Similar to the idea mentioned above, some instructors put forward that there is lack of communication which prevents optimism in this respect. Instructor 6- Female revealed:

We are not in contact with the administrator all the time. However, when we are, he communicates in the right way and creates a sense of optimism. But not everyone feels that the potential will be discovered in himself or herself because of some reasons such as some prejudices and the experiences gained in the previous schools.

When the answer of the school director is examined to the same question, it is clear that the school director has a positive attitude about his practices related to the optimism subscale. Table 18 shows the reply of the school director about this component with his reasons.

Table 18: The Perceptions of the School Director for Optimism

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	open door policy, giving the power to improve the organization				

The school director believes that there is optimism in the school which he is managing because he thinks that he has an open door policy, and he gives power to the instructors to improve the organization. He expressed: "... I have an open door policy. When they have a problem or a plan to improve our

institution, they can come. We gave instructor the power to improve the organization...”

In conclusion, in general, more than half of the instructors who participated in the interviews of this study drew the attention to lack of communication between both sides causing some pitfalls in the application of the optimism subscale in the school. On the other hand, the school director thinks that he provides optimism with his open door policy and delegation of power.

4.3.5. Perceptions about the Five P's: People

In response to the interview/ focus group discussion question “Considering invitational leadership’s five P’s, how do you believe your administrator addresses the issue of people within their organization?” the instructors replied in different ways. Some participants think people are regarded important while the others partially or completely disagree. Table 19 below shows the findings regarding the instructors’ views on the people component.

Table 19: The Perceptions of the Instructors for People

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
One-to-One Interview	4	helps people when needed, tolerant	0		2	ignorant of personal problems and feelings, school is the first
Focus Group Interview	3	People are respected, helpful in solving personal problems, away from school but tries to solve problems	1	duty oriented, sometimes ask personal questions to talk	2	Being a good worker is more important,

Most participants believe that people are significant in the organization.

One participant revealed:

I heard that when there is a health problem, familial problem, he tries to help people to solve their problems. He tries to help people. He is a tolerant person. Sometimes he thinks that show must go on. Maybe it is a must. In this respect, I believe that people are valuable. (Instructor 4-Female).

Focus Group-Male 1 thinks in a similar way also, and he focuses on how important emotional intelligence is. He said:

EQ is important although he is not at school for many times. I think he is dealing with many things. He himself mentioned that he worked on some solutions for different problems. Maybe he is not present at school, but he tries to solve the problems.

One more participant agreed with the idea that people are important in the school, and the school director tries to help people to solve their problems. She said: “When you have a serious problem, a personal problem he is so helpful. I had some serious issues, always he tried to find a kind of middle way” (Focus Group, Female1).

Different from the majority, one participant partially agree with the idea that the director thinks people are significant. She thinks the director focuses on the job, rather than people. She claimed: “*I think he is a duty oriented person.*” (Focus Group, Female 4). Similarly, Instructor 1- Female put forward:

School is more important than people in this organization. Illnesses or personal problems are not important. I don't have much impression about it in fact. I don't have a clear idea. I feel school is more important. If I were a leader, I would do the same thing maybe.

Aligned with the instructor replies above, the school director believes that people are important in the organization as well as the organization. Table 20 shows the reply of the answer of the school director related to the people aspect with his reasons.

Table 20: The Perceptions of the School Director for People

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	perceiving the staff as a family, both people and aims are important				

As seen in Table 20, the director thinks that the feelings of the staff are important, and the whole staff make up a family together. He revealed:

First thing is first professionalism is so important in here. The feelings of the instructors while coming here are so important. We can't control everyone's social life, but we want to create an environment where people won't feel under pressure. However, the school has an aim and we are responsible to many stakeholders. In emergency cases, we have back- ups all the time. We are a big family here.

In brief, there is a tendency with both the instructors and the director that they believe people are important in the organization, and their feelings and problems are taken into consideration.

4.3.6. Perceptions about the Five P's: Places

The sixth item in the interview protocol is related to the places component. The question "In what ways does your administrator attend to the "places" of your organization?" was answered by the instructors in different ways. Table 21 below indicates the findings regarding the instructors' opinions on the places component and their corresponding reasons as to why they think in those ways.

Table 21: The Perceptions of the Instructors for Places

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
One-to-One Interview	1	makes an effort	1	beyond his control	5	shows no effort, rarely comes to school, presidency's responsibility
Focus Group Interview	0		1	beyond his control	3	no effort to make the conditions better, never visits the offices

There is one instructor who thinks that the director makes an effort to provide the necessary conditions. The participant revealed:

We have offices. Physical conditions are not enough. Moreover, the materials that we use are not sufficient. For example, parking lot problem has been solved by the help of our director. Therefore, I can say that he is creating appropriate physical conditions for us to work. (Instructor 4- Female).

On the other side, one participant claims that creating physical conditions is beyond his control. The participant said: "Physical conditions seem to be OK but they can be improved. This is not just in his hands" (Instructor 7- Male). Another instructor supported that creating suitable physical conditions are beyond his control. The participant put forward: "There are big problems in terms of physical environment. In the department, the classes are so crowded. We can't deliver the lecture in an effective way but I know that there are budget problems. They are beyond his control" (Instructor 3- Male).

The rest of the participants think that the director does not show enough interest for the physical conditions in the workplace. Focus Group-Female 3 said: I don't think he gives so much importance to places. I would like him to see and drop by my office sometimes. And see what the office looks like. Similarly, Instructor 2 shares the same opinion and claimed: "I don't think he creates appropriate physical environment for us."

The school director commented in a similar way with the instructors about the places component. Table 22 shows the reply of the school director related to the places aspect.

Table 22: The Perceptions of the School Director for Places

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	related to the rector's office				

The director believes that this is something out of his control, and said: “It is a matter of discussion about the rector’s office.”

In conclusion, both the instructors and the school director think that creating appropriate places to work is not in the director’s hands, and it is a responsibility of the rector’s office, though some instructors still believe the director needs to show more interest in the issue.

4.3.7. Perceptions about the Five P’s: Policies

In response to the interview/ focus group discussion question “How does your administrator focus on “policies” as a part of trying to create a successful organization?” the participants of the interview gave a variety of answers. Table 23 below presents the findings regarding the instructors’ views on the policies component with their reasons.

Table 23: The Perceptions of the Instructors for Policies

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
One-to-One Interview	4	written and unwritten, rules appearing	3	not applied, not conveyed, lack of communication	0	
Focus Group Interview	3	written and unwritten, rules are strictly applied	0		0	

The instructors have different reasons for believing that there are policies in the school. Focus Group-Female 1 said: “Policies are strictly applied here.” In addition Instructor 5- Male expressed: “I am sure that there are written policies. There are most probably unwritten policies.”

On the contrary, some participants think that there are policies; however, they are not applied enough. Instructor 7- Male stated: “There are policies that should be applied, but it is not applied most of the time. I don’t have a clear idea about the policies in his mind in fact. We don’t know them.” Another participant expressed a similar idea:

He has written policies and missions. The biggest problem is lack of application. There are policies but the policies are not applied. Generally short term policies are applied, but long term policies are missing. There are effective policies which are written but unfortunately they are not applied. (Instructor 2- Female).

Instructor 3- Male claimed that as there is lack of communication in that the director does not tell his policies to the staff: “I suppose he has policies. He has meetings with top people. The major problem is lack of communication. He has policies but he does not tell this to people.”

The director believes that there are policies in the school. Table 24 indicates the reply of the director related to the policies component.

Table 24: The Perceptions of the School Director for Policies

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	having policies such as strategic plans				

The director believes that there are policies in the school, and he stated: “Of course we have policies. Needs analysis is important to make policies. We prepared a strategic plan and this is one of the first in Turkey.”

In brief, there are positive ideas related to policies remarked by both the instructors and the school director; however, among some instructors, there is also a belief that there is lack of communication preventing the application of the policies in the school.

4.3.8. Perceptions about the Five P’s: Programs

In response to the interview/ focus group discussion question related to programs “How does your administrator deal with the aspect of “programs” within your organization?” the instructors expressed a variety of opinions related with the application of the programs. Table 25 below presents the findings regarding the instructors’ views on the programs component.

Table 25: The Perceptions of the Instructors for Programs

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
One-to-One Interview	2	aware of the programs, SWOT analysis	5	hands off from programs	0	
Focus Group Interview	0		2	not tracking of the programs , not well informed	2	judgemental sometimes, ignorant of specific instructors’ mistakes

Some instructors believe that the director is interested in the programs applied at the school. They expressed: “He knows the programs and what is going in the school. I had some anecdotes about how conscious he is about the programs and systems in the school. He is really busy as he is the director. He really knows the system.”(Instructor 7- Male).

Similarly, another instructor claimed: “He is interested in programs in the school and he is giving importance to programs. He is asking our opinions about the programs such as by a SWOT analysis. I think he is making an effort to deal with the programs.”(Instructor 6- Female).

On the other hand, some participants think that the director is not involved in the programs enough. Some instructors claimed that he is a bit hands off from the programs. Instructor 2- Female said: “I think he is a bit hands off from the programs at school.” In addition, one participant claimed that testing new programs causes instability in the organisation by stating:

I think his educational background is qualified enough thanks to the school he graduated from and his previous school. Therefore, he can make comparisons between educational models easily. We have role models in programs. We test a program and if it fails, we try a new one. However, this causes instability. He is open to new ideas in programming, which is nice. (Instructor 7- Male)

The answer of the director is different from the instructors’ views in general. Table 26 shows the reply of the school director in the interview related to the programs with his reasons.

Table 26: The Perceptions of the School Director for Programs

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	open to change, staff's ideas are valued				

The school director believes that all programs in the school are open to change based on the needs and desires of the staff. In addition, the ideas of the staff are highly valued in the organization. He said:

Every individual has the right to comment on the programs we are applying here. Every summer we revise the programs, and after getting ideas from groups of people, we decide to change the program. All programs are doomed to change because no program is perfect.

To put in a nutshell, while some instructors have negative comments related to the application of the programs component such that they believe the director is indifferent to the issue, the school director has a more positive attitude towards this component. He thinks that programs are shaped with the help of the ideas of the staff in the workplace.

4.3.9. Perceptions about the Five P's: Processes

In response to the interview/ focus group discussion question “In what ways does your administrator address “processes” within your organization? Does he involve people in the processes equally regardless of gender?” the instructors stated a variety of opinions. Table 27 below presents the findings regarding the instructors’ views on the processes component and their corresponding reasons as to why they think in those specific ways.

Table 27: The Perceptions of the Instructors for Processes

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
One-to-One Interview	2	level and general meetings, no gender difference	4	not everyone involved, no gender difference	1	not himself involved, no gender difference
Focus Group Interview			4	tries but not successful, final decision is his, likes to delegate processes, no gender discrimination		

Some instructors think that the director is involved in the processes and he wants people to be involved in them, too, which is something positive for them.

There are level meetings every week and some meetings after each term. Portfolio tasks are revised again because of people's negative comments about the work load. People's problems are most probably discussed in relation with the desired changes. (Instructor 7- Male).

While some think in a positive way regarding this aspect, some others claim that not everyone is involved in the processes. Instructor 1- Female stated: "Instructors are not involved in processes." Similarly, Focus Group-Female 4 revealed: "He is open to new ideas, but he is not successful in involving people in processes."

Finally, all instructors participating in the study think that the director involves people in processes regardless of gender. "I don't think he just cares the gender in assigning jobs." (Focus Group-Female 3). Similarly, Instructor 1- Female remarked: "Gender is disregarded in processes."

Aligned with the instructor replies, the director holds similar views with respect to gender. On the other hand, while the instructors have various perceptions towards the processes component, the school director has a positive attitude towards this element. Table 28 shows the reply of the school director related to the processes component with its reasons.

Table 28: The Perceptions of the School Director for Programs

Instrument	Agree	Reasons	Partially Agree	Reasons	Disagree	Reasons
Interview with the School Director	✓	trying to involve everyone in the processes, but not everyone wants to be involved, females are more active because of their number				

As seen in Table 28 above, the director claims he wants to involve every instructor in the processes, but not everyone volunteers to get involved. He stated: “We ask everyone to be a part of the process, but not everyone replies”. He added: “As the majority is female at school, generally females are more active but just because of the proportion between males and females in the school.” By this way, he justified why females are more active participants in the school.

To conclude, the instructors and the director have different opinions related to the processes component. While the instructors think that not everyone is involved in the processes and some processes are delegated to certain people, the school director thinks that not everyone is willing to take an active role in processes. On the contrary, both sides believe that gender is not taken into consideration in involving the instructors in processes.

4.3.10. Perceptions regarding the Four Subscales

In response to interview/ focus group discussion question “Of the four assumptions-Optimism, Respect, Trust, and Intention- which do you, as an instructor, believe is the most important component?” the instructors stated a variety of opinions. Table 29 below shows the findings regarding the instructors’ views with specific reasons.

Table 29: The Perceptions of the Instructors for the Four Subscales

Subscale	Instructors	Reasons	Focus Group	Reasons
Optimism	0		0	
Respect	2	bears other positive elements	0	
Trust	4	create positive settings, without it all fail, positive influence	5	need for trust for a better environment, root of all components
Intention	1	importance of goal setting in programs	0	

The majority of the instructors expressed that trust is the most important element in the work place for them.

Focus Group- Male 1 revealed: “Trust comes first and later respect.” Similarly, Instructor 3-Male said: “Trust is so important because without trust everything fails.”

For some participants, respect is regarded as the most important component. Instructor 6- Female stated: “Respect is the most important. If there is no respect, other aspects will be affected negatively. Everyone should respect each other.”

On the other hand, one instructor believes intention is the most significant because “first you set a goal and you decide everything in accordance with your goal” (Instructor 1- Female).

When asked, the school director mentioned that respect is the most important component according to his opinion. Table 30 shows the reply of the school director to the same item.

Table 30: Perceptions of the School Director for the Four Subscales

Subscale	School Director	Reasons
Optimism		
Respect	✓	creates a safe environment
Trust		
Intention		

He stated: “I believe respect is the most important one. Respect creates a kind of environment to create a safe environment.”

To sum up, trust is the most highly ranked subscale among the instructors while the school director thinks respect is the most important one among all subscales.

4.3.11. Perceptions regarding the Five P's

In response to the last interview/ focus group discussion question “Of the five P's, people, places, policies, programs, and processes, which do you, as a teacher, believe is the most important to address?” the instructors stated a variety of opinions. Table 31 below indicates the findings regarding the instructors' views with specific reasons

Table 31: Perceptions of the Instructors for the Five P's

5 Ps	Instructors	Reasons	Focus Group	Reasons
People	6	creates positive environment, outcomes related to people, success increases	5	dealing with people, uncontrollable, provider of other components
Places	0			
Policies	1	way to success		
Programs	0			
Processes	0			

All participants except for one instructor think that people are the most important subscale to address in the workplace. Instructor 2- Female said: “People are very important in an organization. We must focus on people not

just the organization. Policies are important, too, but I think people is the most important. ” Similarly, one instructor stated: “You can plan all components but you can’t plan people. They are unique. People are complex” (Focus Group, Female 1). On the other hand, one instructor stated that policies are important as “... it directs people to the aim” (Instructor 1- Female).

The reply of the school director is similar to those of the majority of the instructors. Table 32 below shows the reply of the school director with his specific reasons.

Table 32: Perceptions of the School Director for the Five P’s

Component	School Director	Reasons
People	✓	our job is dealing with people
Places		
Policies		
Programs		
Processes		

He stated that people is the most important component in 5 Ps as he believes his and his staff’s job is dealing with people. He explained: “I believe people should be in the center because we are doing something for people in here. Everybody has a potential, and it is important to know the potential. People can change the environment totally.”

Briefly, all the instructors and the school director, except for one think that people is the most significant element among 5 P’s as basically education is related to dealing with people. Just one instructor regarded policies as the most important one.

4.4. Summary of the Significant Results

In this study, the researcher aimed at exploring the perceptions of the instructors and the school director related to the employment of invitational leadership practices through a gendered perspective. The researcher further investigated whether gender, age and years of experience have an effect on the instructors’ perceptions related to the adoption of the invitational model. The participants were the instructors and the school director at a SFL of a state

university in Ankara, Turkey. Data were collected from the participants through questionnaires and one to one and focus group interviews.

The invitational leadership model aims to invite all stakeholders to succeed (Purkey & Siegel, 2003); therefore, it is important to gather data from the related stakeholders to get a clear understanding of the adoption of this model in the organization. The invitational model includes four basic subscales: optimism, trust, respect, and intent (Purkey & Siegel, 2003), and for the purpose of this study gender was added by the researcher as an additional subscale to investigate for this model. The analysis of the quantitative and qualitative data revealed that the instructors and the school director have positive attitudes on the adoption of invitational leadership practices in the school organization. In addition, the data displayed that instructors' gender and years of experience have an effect whereas age does not have a role in their perceptions related to the invitational model's employment in the organization. The summary of the findings is presented in Table 33 below:

Table 33: Summary of the Significant Results

Research Question 1: What are the instructors' perceptions regarding invitational leadership practices employed by the school director in their institution with respect to the model's five components of trust, respect, intent, optimism, and gender?
<ul style="list-style-type: none"> The instructors have a positive attitude towards the adoption of invitational leadership practices in their institution although there are some critical practices which need to be improved.
Research Question 2: What are the school director's perceptions regarding his own employment of invitational leadership practices with respect to the model's five components of trust, respect, intent, optimism, and gender?
<ul style="list-style-type: none"> The school director has a positive attitude towards his invitational leadership practices though he thinks he can improve some practice.
Research Question 3: Do instructors' gender, age, and years of experience affect their perceptions related to the invitational leadership practices employed by the school director in the institution?
<ul style="list-style-type: none"> Instructors' gender and years of experience have an effect on their perceptions related to the invitational leadership practices adopted in the institution.

In an attempt to answer the first research question on the instructors' perceptions regarding invitational leadership practices employed by the school director in their institution with respect to the model's five components of trust, respect, intent, optimism, and gender, the data gathered from IPLP questionnaire and one to one and focus group interviews were analysed.

The first subscale of the invitational leadership which was studied in detail is trust. According to Amanchukwu et al. (2005: 12) "...to generate trust, a leader must achieve congruency between what he or she does and says and what his or her vision is". The findings related to this subscale, whose average mean score is 3.99, confirmed Amanchukwu's statement on the trust subscale. The results of the IPLP questionnaire revealed that the instructors participating in this study have a general tendency to trust the school director as his decisions and actions are consistent. In addition, the results of the one to one and focus group interviews confirmed the data gathered from the IPLP questionnaire. The majority of the instructors claimed that they trust the school director in terms of the decisions he makes. Some participants commented that the school director creates trust as he tries to be fair, and he tries to protect the instructors from the negative comments of the others. For Amanchukwu (2005), to create a successful organization, a leader must know how to create trust. As a result, the school leader creates an environment where the stakeholders trust each other though some instructors highlighted that there is lack of communication between the employee and the school director leading to lack of trust.

The majority of the instructors claimed that trust is the most important element of invitational model, as well. This shows that the instructors give importance to the practices done by the school director related to the trust component in the workplace.

The second subscale studied by the researcher for the aim of this study is respect. Respect is important to help people communicate with each other. Peters and Watermen (1982) suggest that an important quality of the successful companies is polite and respectful behaviours of their workers. According to

the results of the questionnaires and the interviews, the opinions which were expressed by the participating instructors supported the idea put forward by Peters and Watermen. In the IPLP questionnaire, respect subscale has a high mean score (3.90), which indicates that it is highly valued in the organization. However, some participants gave lower ratings for the items related to the school director's interpersonal and communicative skills in showing appreciation, sending the right message to the right person and talking about extracurricular activities in which instructors participated. Likewise, the results of the one to one and focus group interviews revealed that the school director is respectful to his staff. In addition, the majority of the participants revealed that the school director has an open door policy, meaning that he respects his staff as the staff can see him and talk whenever they desire. However, one female instructor claimed that the school director respected male instructors' ideas more than those of the females. In addition, some participants claimed that they do not have much communication with the school director, but when they communicate he is so respectful.

To sum up, similar to trust subscale, for respect subscale, in general there are positive ideas expressed by the instructors; however, there are some criticisms related to the school director's communication skills, as well.

Setting goals is highly important at a school whose responsibility is educating people in a systematic way. In relation to the literature review presented in this study, when the staff and the school leader are aware of the organization's objectives, they try to follow the necessary steps to realize these specific goals. Like trust and respect subscales mentioned previously in this chapter, intent subscale has a high average mean score of 3.80 on the IPLP questionnaire. The questionnaire results indicate that the instructors have positive ideas related to this subscale. The instructors claimed that the school director has an aim and conveys his aim through meetings done generally at the end of the academic year. On the other hand, some participants gave lower ratings for the provision of professional development opportunities and teaching materials related to intent subscale. Furthermore, the data gathered from interviews supported the data obtained through the IPLP questionnaire.

During the interviews the participants mainly claimed that the school director repeats his intentions in a direct or indirect way although there are some criticisms such as the school director's having no intentional perspective due to lack of communication. Similarly, some instructors claimed that the school director has an aim, but his aims are not applicable. When the aim of the organization is delivered to people, some people question these aims; however, lack of communication directs some participants to think that the objectives of the organization are not clear.

The belief that "people have untapped potential for growth and development" (Day et al., 2001: 34) is defined as optimism in invitational leadership. According to the results of the IPLP questionnaire for the optimism subscale, the average mean score for the mentioned assumption is 3.88, and this is interpreted as a high score. The participants claimed that there is optimism in the school since the school director tries to delegate responsibilities in accordance with the people's academic background and interest areas and skills. While the results displayed that the instructors' perceptions related to optimism are positive since the school director makes an effort to discover the skills and abilities of the employee, some participants gave lower ratings for how much school director appreciates the staff's existence. The data obtained through one to one and focus group interviews are in harmony with the data gathered from the IPLP questionnaire. As Dereli mentioned in her study, in transformational leadership, the leader and the follower foster one another for motivation (2003). The results backed up the idea expressed by Dereli (2003) as the participants claimed that the school leader is open to new ideas but does not have enough chance to apply all. Conversely, some participants claimed that since there is lack of communication between the director and the staff, he is not aware of people's potential. They commented that when the school director communicates people more often, he will be more aware of people's skills and interest areas.

The common criticism made by the instructors related to four subscales, trust, respect, intent and optimism, is lack of communication. The reasons that may lead the instructors think that there is lack of communication can be the

use of e-mailing system and the director's delegating responsibilities to some instructors at school. Firstly, as instructors do not have to be present at school when they do not have a class to teach, communication is achieved through e-mailing, not face to face. Secondly, there are coordinators at school to whom definite responsibilities are delegated. The instructors and coordinators come together in weekly meetings to discuss the issues related to school. However, when there is an important issue to be discussed or a problem to be solved, the instructors prefer to meet the school director.

The last subscale explored in this study is gender, which was added as an additional subscale for the purpose of this study. According to Hearn and Parkin (2001) organizations are settings of discourse that are always built through some factors such as gender, sexuality and violence. The average mean score for gender subscale is 4.16, which is a high one. According to IPLP results, the instructors hold highly positive opinions regarding gender aspect. The instructors revealed that the school director is so respectful to them regardless of gender. Moreover, they commented that while delegating responsibilities, he does not make gender based decisions. The results of the interviews are similar to those of the IPLP questionnaire. The participants regarded that the school director does not apply his leadership practices according to gender. This means that there is no gender discrimination in the organization, which refutes the idea put forward by Hearn and Parkin, who suggested that organizations are built through some forces such as gender (2001). Such positive perceptions emerge possibly because the number of women surpasses the number of men in the institution. Such a reason may encourage the school leader to behave in a gender neutral way.

The IIP also focused on five areas: people, places, policies, programs and policies, which were mentioned previously in this study. The interview results revealed that for the majority of the instructors participating in one to one and focus group interviews, people is the most important area since teaching is related to dealing with people.

The replies of the school director to the SDPLP questionnaire and to the SDIP questions were also analysed to answer the second research question dealing with the school director's perceptions regarding his own employment of invitational leadership practices with respect to the model's five components of trust, respect, intent, optimism, and gender.

The mean score for trust subscale for the responses of the school director to SDPLP questionnaire is 4, and this score indicates that the school director has a positive attitude towards his own leadership practices in terms of trust subscale. When both the SDPLP questionnaire and the replies of the director to the interview were analysed, it can be regarded that the school director believes that he trusts his staff and the staff trusts him, which is an essential element in creating successful organizations. In the one to one interview, the school director underlined that trust is indispensable to create an effective organization, which means that he highly gives value to the existence of trust in the workplace. He commented that people trust him in the school because he tries to protect them from external threats. However, he stressed that he should create more social activities to communicate with people more frequently. Moreover, the school director revealed that the more he communicates, the more trust he creates. Furthermore, according to one-sample t- test analysis, there is not a significant difference between the responses of the instructors and the school director for trust element.

Data related to respect was gathered from the school director through SDPLP questionnaire and the interview. The mean score for this subscale based on the replies of the school director in the SDPLP questionnaire is 4.5. The questionnaire results indicated that the school director shows respect and gives importance to the staff's ideas. The school director claimed that he respects every in the school. Moreover, in the interview, the school director expressed that respect is the most important component of invitational leadership because he believes that without respect an organization cannot be successful. He commented that when the leader respects the staff, they follow the leader. When compared with the instructors' responses, the data revealed that the school director gave higher ratings for the respect subscale.

The third subscale that was investigated by the researcher is intent from the school director's point of view, and the mean score for this subscale is 3.6, which is a high score. The school director believes that setting goals is a must to lead an organization. In harmony with the instructors' perceptions, the school director has a positive attitude on his own leadership practices in terms of intention. He expressed that he has an aim for the organization, and he tries to convey his aims to his staff. However, the school director agrees with the instructors on the opinion that the provision of professional opportunities is limited in the school, and this obstacle should be overcome to create a better organization. In addition, the data gathered from SDPLP questionnaire showed that the school director gave lower ratings for the intent subscale when compared with the ratings of the instructors for this subscale.

The mean score of the replies of the school director for the optimism subscale is 3.88. This score indicated that the school director has a positive attitude related to his own practices for this subscale. The data gathered from the interview made with the school director supported these findings. In the interview, the school director expressed that he tries to discover the potential of the instructors to make the working environment more academic and professional. He added that he has an open door policy, and people can discuss their potentials and how to improve the organization easily. According to the data obtained from SDPLP, it is evident that there is not a significant difference between the school director's responses and the instructors' responses for the optimism subscale.

Finally, the school director's replies related to the gender subscale through the SDPLP and one to one interview were analysed. The mean score for the replies given to the questionnaire by the school director is 4.5, and this is a high score, as well. The data revealed that like the instructors, the school director thinks in a positive way in terms of his leadership practices on the gender subscale. However, the school director's ratings are higher than the ratings of the instructors for the mentioned subscale. The school director expressed that he makes decisions about the organization and regardless of

gender. Furthermore, he regarded that the division of labour is determined without considering the genders of the instructors. In addition, he commented that the organization is a female dominant one, and this situation does not affect his ideas in a negative way.

To conclude, both the instructors and the school director have positive attitudes on the related leadership model's employment; however, there are some differences between the perceptions of the instructors and those of school director when the subscales are analysed in depth. The results of the one sample t- test analysis showed that there is a significant difference between the instructors' perceptions of the school director's leadership practices and the school director's perceptions of his own leadership practices with respect to the intent, respect and gender subscales while there is no significant difference between their responses related to the trust and optimism subscales. The data displayed that the instructors' ratings on the respect and gender subscales are significantly lower than those of the school director whereas the instructors' ratings on the intent subscale are significantly higher than those of the school director. This means that for the mentioned subscales, both the instructors and the school director have positive attitudes but their mean scores show differences. On the other hand, the common criticism made by the instructors is lack of communication between the staff and the school director probably owing to the e-mailing system and delegation of responsibilities to some instructors.

Similar to the ideas of the instructors related to the most important area in invitational model, the school director commented that people is the most significant area to be taken into consideration. He commented that people are crucial because his job affects people's lives.

In order to find an answer for the third research question on whether instructors' gender, age and years of experience have an effect on their perceptions related to the invitational leadership practices employed by the school director in the institution, in IPLP questionnaire, a personal information section asking the instructors about their gender, age and years of experience

were added. The path analysis exploring the relationship between the instructors' perceptions and their gender, age and years of experience showed that male instructors tended to give higher ratings for the items related to trust, intent, respect and optimism scales; however, their female counterparts gave lower ratings for these components. This data revealed that men have more positive attitudes for these subscales when compared with the women's. This situation might appear since the male instructors and the school director, who is also a male, might be sharing similar ideas since they are males.

In addition to the gender variable, years of experience have a role on the perceptions of the instructors on the adoption of invitational model. The instructors with more years of experience provided higher ratings for items on respect and optimism subscales. This finding can be a result of the effect of the previous work experiences of the instructors. Possibly, they compared the leadership style applied in their previous institution with the one applied in their current institution, and this comparison led them to draw a more optimistic perspective related to the respect and optimism subscales.

Finally, the data gathered from the research instruments helped the researcher to come to conclusions related to the existence of two gender theories mentioned in Chapter II, gendered organizations and glass ceiling theories, respectively. For Fishman- Weaver (2017: 2) "gendered organizational theory makes gender bias, discrimination and privilege more visible within organizations. The positive perceptions of the instructors and the school director on the employment of invitational leadership in terms of the trust, respect, intent, optimism and gender subscales can be regarded as a positive and an optimistic implication in terms of the gender aspect. The participants did not express negative comments related to gender items in the questionnaires or through one to one or focus group interviews. Just one instructor in the focus group commented that the school director gives more importance to the ideas of the male instructors. Therefore, the comments made by the majority of the instructors who participated in this study showed that the decisions made by the school director are gender neutral.

The unnatural barriers put by the male dominated society prevent women from reaching their desired positions in the organization. The data obtained through the questionnaires and one to one and focus group interviews indicated that the people participating in this study did not express the existence of such barriers; in other words, they did not make any claims such as being excluded from decision making processes or any positions that they desire just because they are women. On the contrary, the participants revealed that the school director behaves equally to both genders, and they never feel discriminated as women.

In conclusion, when the research questions are taken into consideration, the findings revealed that both the participating instructors and the school director have positive perceptions related to the employment of invitational leadership practices in the organization although there are some issues which should require further scrutiny. Moreover, the data showed that gender and years of experience have an effect on the instructors' perceptions related towards the adoption of invitational leadership model.

CHAPTER 5

CONCLUSION

5.0. Presentation

In this chapter, first the summary of the study is given. Second, the results are reviewed. Next, the assessment of the study is presented. Finally, the implications for the further research are given.

5.1. Summary of the Study

This case study, on the director's and the instructors' perceptions on the adoption of invitational leadership model and the factors affecting them from a gendered perspective, was carried out at the SFL of a state university in Ankara, Turkey.

Accordingly, the main purpose of this study was to get a complete and in-depth understanding of the instructors' and the school director's perceptions towards the employment of invitational leadership model and the factors affecting them through their experiences from a gendered framework.

As the first step, the researcher/ instructor conducted an extensive literature review on gender theories, educational leadership models and the invitational model in the world and in Turkey. The literature review made it possible for the researcher to identify the features of invitational leadership in an educational setting from a gendered perspective.

In the next step, the researcher prepared data collection tools to be used for the purpose of this study.

First, a questionnaire was adapted by adding items related to gender from Burns (2007) by the researcher to reveal the instructors' perceptions towards the employment of invitational model by making use of invitational

leadership model as described by her model. Following this, a second questionnaire was adapted from Burns (2007) by the researcher to uncover the school director's perceptions towards his own leadership practices in relation to invitational model. Then, to study the perceptions of the instructors and the school director towards leadership practices in their organization in greater depth, the researcher adapted questions to be asked in the interview.

In this study, two kinds of instruments were used to collect data: questionnaires and one to one and focus group interviews. The instructors and the school director were given a questionnaire which aimed at identifying their perceptions on leadership practices at the SFL of a state university in Ankara, Turkey. One month later, the researcher conducted one to one interviews with 7 instructors and the school director at different times, and the focus group interviews with 5 instructors to investigate the perceptions of the instructors and the school director related to the adoption of invitational leadership practices in the organization.

Then, the data gained from the questionnaires and the interviews were analysed and interpreted to arrive at the answer for the research questions.

5.2. Results

This study intended to answer the following research questions:

1. What are the instructors' perceptions regarding invitational leadership practices employed by the school director in their institution with respect to the model's five components of trust, respect, intent, optimism, and gender?
2. What are the school director's perceptions regarding his own employment of invitational leadership practices with respect to the model's five components of trust, respect, intent, optimism, and gender?
3. Do instructors' gender, age, and years of experience affect their perceptions related to the invitational leadership practices employed by the school director in the institution?

To answer research questions a questionnaire adapted for the instructors and the school director was used and one to one and focus group interviews were conducted.

In an attempt to answer the first research question related to the instructors' perceptions regarding leadership practices employed by the school director in their institution with respect to the model's five components of trust, respect, intent, optimism and gender, IPLP questionnaire was used and one to one and focus group interviews were carried out. The data collected from both the questionnaire and the interviews revealed that the instructors have positive attitudes towards the school director's leadership practices with respect to five subscales.

First of all, with respect to the trust subscale, the IPLP questionnaire results showed that the instructors think positively. The majority of the instructors believe that the school director creates trust in the workplace since his decisions are consistent, and he makes efforts to preserve the staff from external threats. One to one and focus group interviews supported the ideas mentioned in the questionnaire data. The data gathered from them indicated that the school director builds trust as his behaviours are in harmony with what he says. The most significant criticism was made in terms of lack of communication causing lack of trust in the organization. Moreover, the majority of the instructors claimed that trust is the most significant subscale as trust creates positive settings.

Secondly, the data related to the respect subscale were analysed by the researcher. The results of the IPLP questionnaire showed that the instructors have a positive attitude related to respect component. The instructors believe that the school director shows respect to his staff. However, in the questionnaire, the school director got lower ratings related to his communication skills. In accordance with these results, the data gathered from one to one and focus group interviews showed that the school director respects the instructors working at school. On the other hand, some participants claimed

there is lack of communication, and one instructor revealed that the school director gives value to men's ideas more than those of women.

The third subscale that was analysed by the researcher as a component of invitational leadership is intention. The data obtained from IPLP questionnaire indicated that the instructors have positive perceptions related to this subscale; in other words, the organization has an aim which is conveyed to the instructors in a systematic way through meetings held weekly. The instructors claimed that there is an intentional perspective in the organization, which is a must for an organization to succeed. The data gathered through one to one and focus group interviews displayed that the school director has an objective; however, some participants claimed that there is lack of communication between the school director and the staff; therefore, people are unaware of the objectives of the organization.

Optimism is the fourth subscale that was studied through IPLP questionnaire and interviews. The data gathered through IPLP interviews revealed that the instructors think positively for this subscale. The instructors claimed that the school director tries to discover the potential of the instructors at school and delegates responsibilities in accordance with the instructors' skills, academic backgrounds and interest areas. The data obtained from one to one and focus group interviews supported the idea that there is optimism in the organization. The participants of the interviews stressed that the school director is open minded, but he does not have enough chance to apply all the new ideas. On the other hand, some participants claimed that lack of communication in the workplace prevents the director from learning the potential of the instructors.

According to Morley et al. (2002: 69) "Organizations that develop effective communication processes are more likely to both have positive working environments and be more effective in achieving their goals". As mentioned by Morley, to create a better organization, a leader should focus on effective communication. However, for the subscales: trust, respect, intention and optimism, the common criticism which was made is lack of communication between the school director and the instructors. The reasons for

lack of communication may be the communication system and delegation of responsibilities by the school director. Firstly, the most common communication tool is e-mailing at school. The announcements are made through e-mails instead of face to face communication since the instructors do not have to be present at school when they do not teach. The second reason is that definite responsibilities are delegated to certain coordinators in the institution, and the instructors and the coordinators come together at weekly meetings to discuss academic and administrative issues. In other words, in case a problem cannot be solved with the coordinators or a very important issue arises, the instructors prefer to communicate with the school director. To sum up, the mentioned reasons may create a negative impression on both the instructors and the school director related to communication.

The last subscale analysed is related to gender, which was adapted to the study as the fifth subscale by the researcher. IPLP results showed decisions are not made based on gender in the organization. In addition, the data gathered through one to one and focus group interviews backed up the findings of the IPLP questionnaire. The participants stated that there is no gender discrimination in the decisions made by the school director. The reason for the school director's giving gender neutral decisions may be related to women's high number in the workplace and his personal vision on gender.

The researcher concentrated on the perceptions of the instructors related to five areas of the invitational model: people, places, policies, programs and processes. Most of the instructors revealed that *people* is the most significant area in this model since the output of their job is related to people since they believe that without people, all the components would be unnecessary in the organization.

The replies of the school director to the SDPLP questionnaire and to the interview questions were also analysed in order to answer the second research question dealing with the school director's perceptions regarding his own employment of invitational leadership practices with respect to the model's five components of trust, respect, intent, optimism, and gender.

First of all, the school director has a positive attitude towards trust subscale according to the data gathered through SDPLP questionnaire and the interview. One- sample t- test analysis indicated that there is not a significant difference between the responses of the instructors and the school director for trust element. The school director expressed that he creates trust by defending his staff against some criticisms. However, he criticized himself by commenting that he should organize social activities to communicate with the instructors.

Respect is the second subscale which was analysed by the researcher. The data gathered from SDPLP and the interview revealed that the school director thinks in a positive way for respect subscale. The data revealed that the school director gave higher ratings for this subscale when compared with the instructors' ratings. He commented that he respects everyone in the organization. In the interview, he added that he has an open door policy; therefore, the instructors respect him. In addition, the school director revealed that respect is the most important subscale of invitational leadership, which means that he values the existence of respect in the organization.

The third subscale is intent, and data about this subscale was obtained through SDPLP questionnaire and the interview indicated that the school director has a positive attitude towards intent element. The data gathered from SDPLP questionnaire showed that the school director gave lower ratings for intent subscale when compared with the ratings of the instructors for this subscale. The school director stated that he conveys his objectives with regular meetings. On the other hand, similar to the instructors' ideas, the school director commented that he should give more opportunities to the staff for professional development in relation to this subscale.

SDPLP questionnaire results showed that there is not a significant difference between the school director's responses and the instructors' responses for the optimism subscale. According to the data gathered from the SDPLP questionnaire and the interview conducted with the director revealed that the school director has a positive attitude towards this subscale. The school

director claimed that academic background and interests are taken into consideration while delegating responsibilities in the organization.

The last subscale which was analysed by the researcher is gender. The data obtained from SDPLP questionnaire and the interview indicated that the school director has a positive attitude towards the gender subscale. In addition, the data gathered from the results of the SDPLP questionnaire showed that school director's ratings for the gender subscale is higher than the ratings of the instructors. In the interview, the director commented that he tries to give responsibilities to people regardless of gender, and he respects everyone in a gender neutral way.

Lastly, like most of the instructors who volunteered to be part of this study, the school director replied that people is the most important area of invitational leadership as his job has an effect on people. This reply of the school director is consistent with his attitudes towards invitational leadership since all subscales of the invitational leadership aim at addressing people in the organization.

In an attempt to answer the third research question on if instructors' gender, age and years of experience have an effect on their perceptions related to the invitational leadership practices employed by the school director in the institution, gender, age and years of experience of the instructors were analysed in relation to their replies to IPLP questionnaire. The path analysis showed that male instructors tended to give higher ratings for the items on trust, intent, respect and optimism scales; however, their female counterparts gave lower ratings for them. This case might be the result of male instructors' holding similar perspectives with the school director who is of the same gender.

The relationship between the instructors' years of experience and their perceptions was that the instructors with more years of experience gave higher ratings for the items on the respect and optimism subscales. Such a result may come out because while the experienced instructors criticise in a more positive way in relation to these subscales since they might compare their institution

with the previous one(s), the less experienced instructors may expect a more ideal environment; therefore, they criticize more negatively.

Finally, the data gathered through IPLP and SDPLP questionnaires and one to one and focus group interviews showed gender discriminative actions which are identified by gendered organizations and glass ceiling theories do not exist in the organization. This positive environment in terms of gender equality is provided with giving equal opportunities to both genders.

To sum up, data gathered from IPLP and SDPLP questionnaires and one to one and focus group interviews revealed that both the instructors and the school director have a positive attitude toward invitational leadership practices in the organization although the ratings of the instructors and the school director show some differences. Moreover, while the majority of the instructors expressed that trust is the most significant element of invitational leadership, the school director commented that respect is the most important one. In addition, the data examined through a path analysis indicated that gender and years of experience have an effect on the instructors' perceptions related to the employment of invitational model. Lastly, the common theme that was regarded as an issue to be improved is communication between the instructors and the school director by both the instructors and the director.

5.3. Implications for Current Practice

The findings of this present study might offer some practical implications for the use of educational leaders who are willing to adopt invitational leadership to create a successful organization. These implications are presented under headings: trust, respect, intention, optimism and gender, respectively.

Trust

1. sharing decision making
2. believing in staff's abilities
3. role modelling for professional improvement
4. delegating responsibilities to provide learning

5. effective communication with the staff

Respect

1. offering constructive feedback
2. talking with staff about out of school activities
3. listening to the staff
4. being sensitive to the staff's feelings
5. giving importance to people
6. being polite
7. appreciating a qualified job
8. communication via the right tools

Intentionality

1. learning names
2. facilitating policies
3. providing necessary materials
4. providing opportunities for professional growth
5. living up to set goals
6. viewing his/ her position as a service to others
7. intentionally showing respect
8. having a sense of mission

Optimism

1. demonstrating optimism
2. expecting high performance from the staff
3. being open to change
4. caring about the staff
5. fostering the staff to develop professionally

6. viewing challenges as opportunities
7. being enthusiastic about his/ her job

Gender

1. showing gender neutral behaviours
2. assigning tasks regardless of gender
3. treating each individual as unique regardless of gender

By incorporating these practical implications in their organizations, school directors can create effective educational settings.

5.4. Assessment of the Study

This present study can be improved in several ways. Firstly, a longitudinal study carried out with a greater number of instructors might provide more reliable results. This study included dominantly Turkish and female instructors at a SFL of a state university; therefore, the generalization of the results for all instructors is limited.

Secondly, due to the fact that the items in IPLP questionnaire and the interview questions were related to the school director's leadership practices, the participants might have thought that they may be fired or punished when they expressed their thoughts openly. As a result, the instructors might not have replied in the questionnaire and interviews in an open- hearted way.

In addition, the replies of the school director may not be so objective because he may be prone to think in a more positive way when compared with the instructors working in the same school.

Finally, comparative studies with more school directors representing both genders might return more robust data.

5.5. Implications for Further Research

Further research on the adoption of invitational leadership may look for the impact of such applications on an organization's achievement since leadership practices are a key factor for the success of an organization.

Similarly, this study was conducted with the instructors who were dominantly females; however, when it was conducted within a male dominated school, the results might be different.

In addition, the school director is a man in this study; however, if the same study were carried out in a school where the director is a woman, the results might change.

Finally, the number of studies in the field of invitational leadership is very limited in the world, and this study is the first study conducted in Turkey; there needs to be further research.

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APPENDICES

A: Instructor Perceptions of Leadership Practices

Dear Respondent,

This survey is being conducted to determine instructor perceptions of the leadership practices of directors at Schools of Foreign Languages as a part of master's thesis under the supervision of Prof. Dr. Gölge Seferoğlu. It should take approximately 15 minutes to complete this survey. Please answer the questions with your current school director in mind.

By completing the attached survey entitled the Instructor Perceptions of Leadership Practices (IPLP) you agree to participate in the study of leadership characteristics being conducted by Zübeyde Durna and you understand that the following safeguards are in place to protect you: Your participation is voluntary, and may be withdrawn at any point in the study without any reason prior to submission of the survey. Your consent or refusal to participate in this study will not affect your employment in any way. Your responses are kept strictly confidential and are completely anonymous. They will be analysed as a group and used for thesis research and potential future publications. Please do not place any name or other identifying markings on your survey in order to protect your confidentiality. Your contribution is greatly appreciated. If you have any questions or concerns, please contact the researcher:

Respectfully,

Zübeyde DURNA

zubeydedurna@gmail.com

Date:

Instructions:

Please rate your school director by selecting the response for each item which best describes your own perceptions of his or her leadership behaviors. Mark only one response per item.

Directions: For items 1 – 41 please answer the following questions by placing an “X” in the box that best matches your level of agreement with the statement.

	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Demonstrates a belief that staff members are responsible					
2	Creates a climate of trust					
3	Makes a special effort to learn names					
4	Uses bullying (e.g., sarcasm, name-calling and negative statements)					
5	Often causes others to feel worthless					
6	Facilitates policies and processes which benefit staff					
7	Demonstrates optimism					
8	Expects high levels of performance from co-workers					
9	Is resistant to change					
10	Makes an intentional effort to provide necessary instructional materials					
11	Creates a climate for improvement through shared decision-making					
12	Remains informed about important issues					
13	Encourages improvement through cooperation rather than competition					

14	Assures that all necessary communications reach those concerned					
15	Believes staff members are capable					
16	Shows behaviours indicative of gender discrimination					
17	Treats staff as though they are irresponsible					
18	Expresses appreciation for staff's presence in school					
19	Provides opportunities for professional growth through meaningful in-service					
20	Offers constructive feedback for improvement in a respectful manner					
21	Cares about co-workers					
22	Takes time to talk with staff about their out-of-school activities					
23	Facilitates policies and processes which benefit students					
24	Makes gender-based decisions when assigning administrative duties					
25	Listens to co-workers					
26	Communicates expectations for high academic performance from students					
27	Encourages staff members to tap					

	their unrealized potential					
28	Views mistakes as learning experiences					
29	Shows insensitivity to the feelings of staff					
30	Models attitudes that encourage others to improve their skills					
31	Believes that people are more important than things or results					
32	Demonstrates a lack of enthusiasm about his/her job as a director					
33	Fails to live up to set goals					
34	Appears to view his/her job as a position of service to others					
35	Makes an intentional effort to treat others with respect					
36	Delegates authority and responsibility when appropriate regardless of gender					
37	Is impolite to others					
38	Has a sense of mission which s/he shares with others					
39	Delegates responsibilities to provide learning opportunities					
40	Expresses appreciation for a job well done					
41	Treats each co-worker as a unique individual regardless of gender					

→ Items 42 and 43, additional comments and personal information appear on the next page.

For items 42 – 43: Please use the space provided for your answers. Additional comments may be included on the bottom of the page.

42. Please express your general observations about the leadership behaviours of your school director.

43. Please express any specific comments about the effectiveness of your school director.

Additional comments:

Personal Information:

I am a Male / Female.

Age: _____

Nationality: _____

Years of experience as an instructor at the current institution: _____

Years of experience as an instructor including previous institutions:

Years of experience as an administrator at any previous institution:

Years of experience in the field: _____

B: Consent Form

Bilgilendirilmiş Onam Formu

Bu çalışma, Ankara Yıldırım Beyazıt Üniversitesi Yabancı Diller Yüksekokulu'ndan okutman Zübeyde Durna ve Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü'nden Prof. Dr. Gölge Seferoğlu tarafından yürütülen Katılımcı Liderlik (Invitational Leadership) uygulamalarına yönelik bir çalışmadır. Çalışmanın amacı, yöneticilerin kendi liderlik özelliklerine ilişkin algı ve düşünceleri ile onlara bağlı çalışan okutmanların yöneticilerinin liderlik özelliklerine dair algı ve düşüncelerini incelemektir. Kullanılacak veri toplama araçları liderlik uygulamalarında algı ölçeği ve mülakattır. Çalışmaya katılım tamamıyla gönüllülük temeline dayalıdır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır. Çalışma, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmadan çekilebilirsiniz ya da yarıda bırakıp çıkabilirsiniz. Böyle bir durumda araştırmacıya çalışmayı tamamlamak istemediğinizi söylemeniz yeterli olacaktır. Katılımı reddetmek herhangi bir soruna yol açmayacaktır. Çalışma sonunda konuyla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Bu formda anlatılan çalışmanın etik yönleriyle ve/ve ya çalışma detaylarıyla ilgili sorularınızla ilgili daha fazla bilgi almak için Zübeyde Durna (Ankara Yıldırım Beyazıt Üniversitesi Yabancı Diller Yüksekokulu; E-posta: zubeydedurna@gmail.com) ile iletişim kurabilirsiniz.

Yukarıda sözü geçen çalışmanın detaylarını okudum ve bu çalışma ile ilgili sorularım cevaplandı. Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda bırakabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Tarih

İmza

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C: School Director Perceptions of Leadership Practices

Dear Respondent,

This survey is being conducted to determine instructor perceptions of the leadership practices of directors at Schools of Foreign Languages as a part of master's thesis under the supervision of Prof. Dr. Gölge Seferoğlu. It should take approximately 15 minutes to complete this survey. Please answer the questions with your current school director in mind.

By completing the attached survey entitled the Instructor Perceptions of Leadership Practices (IPLP) you agree to participate in the study of leadership characteristics being conducted by Zübeyde Durna and you understand that the following safeguards are in place to protect you: Your participation is voluntary, and may be withdrawn at any point in the study without any reason prior to submission of the survey. Your consent or refusal to participate in this study will not affect your employment in any way. Your responses are kept strictly confidential and are completely anonymous. They will be analysed as a group and used for thesis research and potential future publications. Please do not place any name or other identifying markings on your survey in order to protect your confidentiality. Your contribution is greatly appreciated. If you have any questions or concerns, please contact the researcher:

Respectfully,

Zübeyde DURNA

zubeydedurna@gmail.com

Date:

Instructions:

Please rate your school director by selecting the response for each item which best describes your own perceptions of his or her leadership behaviors. Mark only one response per item.

Directions: For items 1 – 41 please answer the following questions by placing an “X” in the box that best matches your level of agreement with the statement.

	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Demonstrate a belief that staff members are responsible					
2	Create a climate of trust					
3	Make a special effort to learn names					
4	Use bullying (e.g., sarcasm, name-calling and negative statements)					
5	Often cause others to feel worthless					
6	Facilitate policies and processes which benefit staff					
7	Demonstrate optimism					
8	Expect high levels of performance from co-workers					
9	Is resistant to change					
10	Make an intentional effort to provide necessary instructional materials					
11	Create a climate for improvement through shared decision-making					
12	Remain informed about important issues					
13	Encourage improvement through cooperation rather than competition					

14	Assure that all necessary communications reach those concerned					
15	Believe staff members are capable					
16	Show behaviours indicative of gender discrimination					
17	Treat staff as though they are irresponsible					
18	Express appreciation for staff's presence in school					
19	Provide opportunities for professional growth through meaningful in-service					
20	Offer constructive feedback for improvement in a respectful manner					
21	Care about co-workers					
22	Take time to talk with staff about their out-of-school activities					
23	Facilitate policies and processes which benefit students					
24	Make gender-based decisions when assigning administrative duties					
25	Listen to co-workers					
26	Communicate expectations for high academic performance from students					
27	Encourage staff members to tap					

	their unrealized potential					
28	View mistakes as learning experiences					
29	Show insensitivity to the feelings of staff					
30	Model attitudes that encourage others to improve their skills					
31	Believe that people are more important than things or results					
32	Demonstrate a lack of enthusiasm about his/her job as a director					
33	Fail to live up to set goals					
34	Appear to view his/her job as a position of service to others					
35	Make an intentional effort to treat others with respect					
36	Delegate authority and responsibility when appropriate regardless of gender					
37	Is impolite to others					
38	Have a sense of mission which s/he shares with others					
39	Delegate responsibilities to provide learning opportunities					
40	Express appreciation for a job well done					
41	Treat each co-worker as a unique individual regardless of gender					

→ Items 42 and 43, additional comments and personal information appear on the next page.

For items 42 – 43: Please use the space provided for your answers. Additional comments may be included on the bottom of the page.

42. Please express your general observations about the leadership behaviours of yourself.

43. Please express any specific comments about the effectiveness of yourself as a school director.

Additional comments:

Personal Information:

I am a Male / Female.

Age: _____

Nationality: _____

Years of experience as an instructor at the current institution: _____

Years of experience as an instructor including previous institutions: _____

Years of experience as an administrator at any previous institution: _____

Years of experience in the field: _____

D: Instructors' Interview Protocol

You are kindly requested to participate in this interview and express your opinions considering the questions in this protocol. Your participation in this study is strictly voluntary, and you will be under no obligation whatsoever to answer any questions that you are not inclined to answer. Your responses will be used for research purposes only and will be strictly confidential.

1. In what ways do you feel your administrator creates a sense of optimism in all interested stakeholders?
2. How important do you believe the aspect of respect is for leaders to show those who work under their leadership? How does your administrator demonstrate respect for your faculty and staff? Does it change based on gender?
3. How does your administrator attempt to build trust for and among those who follow their leadership?
4. How important do you believe it is for leaders to be “intentional” in their leadership behaviors? How does your administrator demonstrate the characteristic of intentionality to those they serve?
5. Considering invitational leadership’s five P’s, how do you believe your administrator addresses the issue of “people” within their organization?
6. In what ways does your administrator attend to the “places” of your organization?
7. How does your administrator focus on “policies” as a part of trying to create a successful organization?
8. How does your administrator deal with the aspect of “programs” within your organization?
9. In what ways does your administrator address “processes” within your organization? Does he involve people in the processes equally regardless of gender?
10. Of the four assumptions – Optimism, Respect, Trust, and Intention, which do you, as a teacher, believe is the most important component?
11. Of the five P’s, people, places, policies, programs, and processes, which do you, as a teacher, believe is the most important to address?

Procedure:

The discussion on each item is estimated to last 5 minutes and there are 11 items to consider. The total interview duration is about 60 minutes. It will be audio-recorded using a cell phone to be transcribed and used for the purposes of this study

E: Definition of Key Terms

Invitational Leadership Terms for Interview Purposes

Dear Interview participant,

To help in the interview process, please find the following Leadership terms and definitions. It is my hopes that these definitions help in the interview process as certain specific terms will be used throughout the interview.

1. *Optimism* – the belief that people have untapped potential for growth and development (Day et. al, 2001, p. 34).
2. *Respect* – the recognition that each person is an individual of worth (Day et. al, 2001, p.34). The belief that everyone has potential, is valuable, and responsible and is to be treated in harmony.
3. *Trust* –the need to trust others to behave in concert and in turn, as leaders, to behave with integrity (Day et. al, 2001, p. 34).
4. *Intention* – a decision to purposely achieve and carry out a set goal, the need to be actively supportive, caring, and encouraging (Day et. al, 2001, p. 34). Stillion and Siegel, (2005) defined *intention* as, “knowing what we intend to bring about as well as how we intend it to happen gives clarity and direction to our work” (¶ 15).

Definition of the five “P’s”:

1. *People* – Purkey (1992) affirmed that “nothing is more important in life than people. It is the people who create a respectful, optimistic, trusting and intentional society” (p. 7).
2. *Places* – refers to the physical environment of an organization, namely setting.
3. *Policies* – “Policies refer to the procedures, codes, rules, written or unwritten, used to regulate the ongoing functions of individuals and organizations” (Purkey, 1992, p. 7).
4. *Programs* – Programs play an important role in invitational leadership “because programs often focus on narrow objectives that neglect the wider scope of human needs” (Purkey, 1992, p. 7). Invitational leaders find it important to monitor programs to insure that they fulfill the goals which they were designed for (Purkey, 1992, p. 7).
5. *Processes* – The final P addresses the “ways in which the other four P’s function (Purkey, 1992, p. 7). Processes can be identified as the way that people, places, policies, and programs are apparent in a school.

F: School Director's Interview Protocol

You are kindly requested to participate in this interview and express your opinions considering the questions in this protocol. Your participation in this study is strictly voluntary, and you will be under no obligation whatsoever to answer any questions that you are not inclined to answer. Your responses will be used for research purposes only and will be strictly confidential.

1. As an administrator how do you believe you create a sense of optimism in all interested stakeholders?
2. How important do you believe the aspect of respect is for leaders to show those who work under their leadership? How do you demonstrate respect for your faculty and staff? Does it change based on gender?
3. How do you attempt to build trust for and among those who follow your leadership?
4. How important do you believe it is for leaders to be “intentional” in their leadership behaviors? How do you demonstrate the characteristic of intentionality to those you serve?
5. Considering invitational leadership's five P's, how do you believe you address the issue of “people” within your organization?
6. In what ways do you attend to the “places” of your organization?
7. How do you focus on “policies” as a part of trying to create a successful organization?
8. How do you deal with the aspect of “programs” within your organization?
9. In what ways do you address “processes” within your organization? Do you involve people in the processes equally regardless of gender?

- 10.** Of the four assumptions – Optimism, Respect, Trust, and Intention, which do you, as an administrator, believe is the most important component?
- 11.** Of the five P's, people, places, policies, programs, and processes, which do you as an administrator believe is the most important to address? Why do you feel this way?

Procedure:

The discussion on each item is estimated to last 5 minutes and there are 11 items to consider. The total interview duration is about 60 minutes. It will be audio-recorded using a cell phone to be transcribed and used for the purposes of this study.

G: Turkish Summary/ Türkçe Özet

1. GİRİŞ

Yaşamımızdaki sistemleri ve işleyişi düşündüğümüzde toplumsal cinsiyetin etkisi asla göz ardı edilemez. Geleneksel toplumlarda kadınlara daha çok pasif ve bağımlı roller biçilirken, erkeklere güçlü ve bağımsız roller verilmektedir. Toplumsal cinsiyetle ilgili roller ailede verilmeye başlar ve eğitimle gelişir. Bireylerin gelişiminde ve fikirlerinin oluşmasında okul faktörü çok önemlidir. Toplumsal cinsiyet ve eğitim pek çok defa dünya literatüründe çalışılmıştır. Bu çalışma ise Türkiye’de bir eğitim kurumunda katılımcı liderlik modelini toplumsal cinsiyet çerçevesinden ele alan ilk çalışma olmasıyla önem taşımaktadır. Ele alınan toplumsal cinsiyet teorileri cinsiyetçi organizasyonlar ve cam tavan teorileridir ve bu bölümde detaylı bir şekilde açıklanacaktır.

Son yıllarda okul öncesinden yüksek öğrenime kadar eğitimin her aşamasında faaliyet gösteren kurum ve kuruluşların sayısı artmış; bu artışla beraber ilgili kurumların ve buralarda yürütülen eğitim etkinliklerinin kalitesi sorgulanır hale gelmiş; artan sayıyla birlikte kaliteden ödün verilmemesi için standartlar geliştirilmiştir. Buna bağlı olarak çoğalan lider sorumlulukları etkili liderliğe olan ihtiyacı ortaya çıkarmakta; günümüz eğitim ortamlarının dinamik doğası buna cevap verebilecek liderlik modellerini gerektirmektedir. Pek çok araştırma başarılı organizasyonların yaratılmasında etkili liderlerin olumlu özellikleri üzerinde durmaktadır. Kapsamlı bir literatür taraması mevcut liderlik modellerinde beş temel niteliğin öne çıktığını göstermektedir; bunlar hesap verebilirlik, etkili liderlik, sağlıklı işleyen organizasyon, değişimin öncüsü olarak lider ve okul kültürünün değişimi şeklindedir (Burns, 2007). Buna göre organizasyon başarısı için farklı liderlik teorileri ve katılımcı liderlik teorisi (İng. invitational leadership) kıyaslanarak katılımcı liderliğe olan ihtiyaç ortaya konulmuş ve değişimin öncüsü olarak da lider saptanmıştır (Purkey ve Siegel, 2002; Burns, 2007). Katılımcı teori ve uygulama geçerli bir felsefeye

dayanır ve kişinin kendisinin ve başkalarının sorumluluğunu almasında yararlı bir araçtır (Schimit,1997).

Eğitim kurumlarının gelişiminde öğretmen, öğrenci ve idareci arasındaki etkileşim yüksek önem taşımaktadır. Purkey ve Novak (1984)'a göre katılımcı liderlik anlayışının özünde yer alan güven, saygı, iyimserlik ve amaca yönelik davranmak bir eğitim liderinin hesaba katması gereken faktörlerdir. Kişilere, görevlerini yerine getirebilmeleri noktasında güvenmek, sorumluluk vermek ve ortaya koydukları ürünlere değer vermek; bunu gerek kişilerarası diyalog ve davranışlar gerekse kurum politikaları, programları, uygulamaları ve fiziksel koşulları itibariyle aktarabilmek, katılımcı liderin en önemli özellikleridir (Day ve ark., 2001; Stillion ve Siegel, 2005). Bu etkenlerin dikkate alınması daha başarılı eğitim organizasyonlarının oluşturulmasında önem arz eder.

Buna göre mevcut araştırmanın yürütülmesi planlanan yabancı diller yüksekokulları öğrencilerin orta öğrenimden yüksek öğrenime geçişlerindeki önemli bir aşamada devreye girdikleri için bu tür organizasyonların sağlıklı ve etkili bir şekilde faaliyet gösterebilmesi büyük önem taşımaktadır. Bu ortamlarda öğrencilere kendilerini yüksek öğrenime hazırlayan bir içerik sunulmaktadır ve hazır bulunuşluk seviyesi kıyasla düşük olan öğrencilerin sürece daha verimli bir şekilde hazırlanabilmesi hedeflenmektedir. Böyle bir okul ikliminin ve kültürünün yaratılması da ilgili eğitim liderlerinin çağın gereklerine uygun liderlik modellerini benimsemeleri ve bu bakış açılarının kurumun ve programın her boyutuna sirayet etmesini teşvik etmeleri ile mümkün olması beklenmektedir. Bu bağlamda eğitim liderlerinin katılımcı liderliği benimseyip benimsemediği ve buna etki edebilecek katılımcıların yönetici ve/ya okutman olarak çalışma süreleri, cinsiyet ve yaş gibi çeşitli faktörlerin incelenmesi noktalarında çalışmalara ihtiyaç duyulmaktadır.

Buna göre bu durum çalışması öğretim görevlilerinin ve yüksek okul müdürünün katılımcı liderlik uygulamalarına yönelik algılarını ve öğretim görevlerinin bu algılarını etkileyen faktörleri toplumsal cinsiyet çerçevesinden

incelemeyi amaçlamaktadır. Daha önce ülkemizde benzeri yapılmamış olan bu araştırma vasıtasıyla sürece dair zengin veriye ulaşılması ülkemizdeki yabancı diller yüksekokulu çalışanlarının konuya ilişkin farkındalığını arttıracak, bağlı oldukları kurumları daha verimli akademik ortamlara dönüştürmelerine yardımcı olacak bulgular içerecektir. Buna amaçlara dayanarak, çalışma aşağıdaki soruların cevaplarını bulmayı amaçlamaktadır:

1. Öğretim görevlilerinin kurumdaki okul yöneticisinin katılımcı liderliğin güven, saygı, amaç, iyimserlik ve toplumsal cinsiyet bileşenleri çerçevesinden liderlik uygulamalarına ilişkin algıları nelerdir?
2. Okul yöneticisinin katılımcı liderliğin güven, saygı, amaç, iyimserlik ve toplumsal cinsiyet bileşenleri çerçevesinden kendi liderlik uygulamalarına ilişkin algısı nelerdir?
3. Öğretim görevlilerinin toplumsal cinsiyetleri, deneyim yılları ve yaşlarının kurumda okul yöneticisi tarafından uygulanan katılımcı liderlik uygulamalarına yönelik algılarına etkisi var mıdır?

Yukarıda belirtilen araştırma sorularını cevaplarırken iki adet toplumsal cinsiyet teorisi göz önünde bulundurulmuştur. Bunlardan ilki cinsiyetçi organizasyonlar teorisi ve ikincisi ise cam tavan teorisidir.

Cinsiyetçi organizasyonlar teorisine göre avantaj ve dezavantaj, sömürü ve kontrol, hareket ve duygu, anlam ve kişilik kadın ve erkek, feminen ve maskülen anlamda cinsiyetçidirler” (Acker, 1990:146). Bu teori bazı varsayımdan yola çıkar. Fishman- Weaver ‘a (2017) göre birincisi toplumsal cinsiyet doğuştan gelen bir özellik değildir. Ayrıca kadın ve erkeklere veriler roller her zaman erkeğin avantajına olmuştur. Son olarak ise cinsiyet ayrımcılığı her zaman açıkça vuku bulmayabilir. Bu teoriye göre kadınlar iş yerinde bir baskıya maruz kalır ve baskının nedeni toplumun açıklanamayan erkek yanlı düşünceleridir. Cinsiyetsiz bir organizasyon yaratma çabası bu engelleri aşmak için her zaman var olacaktır.

Cam tavan teorisi yeni bir teori değildir. Jackson ve O’Callaghan ‘a (2009) göre cam tavan kadınların iş yerinde ayrımcılığa uğramasını ifade etmektedir. Weyer’in (2006) belirttiği gibi cam tavan kadının işyerinde

yönetici pozisyonuna gelmesinin önüne geçen kurumsal ve algısal bariyerlerdir. Kadınlar daha iyi bir pozisyona gelmek istediklerinde karşılırlarına belirgin veya belirgin olmayan biçimlerde toplum tarafından engellenirler. Böyle bir engelin hiçbir mantıklı açıklaması yoktur ve bu kadınlarda psikolojik problemler yaratabilir. Yeri geldiğinde bazı kadınlar hiçbir baskıya maruz kalmasalar bile öğrenilmiş çaresizlik deneyimliyebilir ve potansiyellerini özellikle iş yerinde açığa çıkaramayabilirler.

Araştırmacı yukarda belirtilen iki toplumsal cinsiyet teorisini çalışmanın çerçevesi olarak ele almış ve bulguları bu yönde değerlendirmiştir.

2. YÖNTEM

Bu durum çalışması Ankara'da bir devlet okulunun Yabancı Diller Yüksek Okulunda gerçekleştirilmiştir. 2016-2017 Bahar yarıyılında 59 öğretim görevlisi ve aynı yüksek okulun yöneticisi çalışmaya katılmıştır.

Öncelikle, kendisi de aynı zamanda aynı kurumda öğretim görevlisi olarak çalışan araştırmacı, toplumsal cinsiyet teoriler, yüksek öğretimde kalite güvencesi, farklı eğitim liderliği modelleri ve katılımcı liderlik konusunda geniş kapsamlı bir literatür taraması yapmıştır.

Sonraki aşamada, araştırmacı veri toplama yöntemlerini belirlemiştir. Creswell' e (2005) göre, karma araştırma teknikleri araştırmayı güçlü kılan yararlı bir tekniktir. Buna dayanarak, araştırmanın amacına uygun olarak nicel ve nitel araştırma teknikleri kullanılmıştır. İlk olarak öğretim görevlilerinin ve okul yönetirsinin okulda uygulanan katılımcı liderlik uygulamalarına yönelik algılarını ortaya çıkarmak için öğretim görevlileri ve yönetici için ayrı hazırlanmış iki algı ölçeği kullanılmıştır.

Nicel verilere ulaşmak için Burns'den (2007) adapte edilmiş Öğretim Görevlilerinin Liderlik Uygulamaları Algıları ölçeği ve Okul Yöneticisinin Liderlik Uygulamaları Algısı ölçeği kullanılmıştır. Bu iki ölçek arasında çok ufak farklılıklar bulunmaktadır. Ölçeklere araştırmanın amacına uygun olarak toplumsal cinsiyet ile alakalı maddeler eklenmiştir. Ölçek öğretim görevlilerine sunulmadan önce onam formunu imzalamaları istenmiştir. Frankeal ve Wallen'a (2003) göre, Likert tipi ölçek belirsizliğin önüne geçerek, daha az

açık uçlu cevaplara yönelmektedir. Uygulanan ölçekte, 41 adet Likert tipi madde (1' den 5' e kadar) bulunmaktadırlar. 42. Ve 43. Maddeler 2 adet açık uçlu maddelerden oluşmuştur. Aynı ölçekte, katılımcının cinsiyetini, yaşını ve deneyim yılını soran bir bölüm de mevcuttur. Ölçekte bulunan maddeler, katılımcı liderliğin beş alt ögesini kapsamaktadır; güven, saygı, iyimserlik, amaç ve toplumsal cinsiyet.

Ölçekten elde edilen veriler IBM SPSS Statistics 21 programı kullanılarak analiz edilmiştir. İlk önce öğretim görevlilerinin liderlik algılarına yönelik cevapları ortalamaları ve standart sapmaları hesaplamak için betimleyici istatiki analize tabii tutulmuştur. Buna ek olarak, öğretim görevlileri ve okul yöneticisinin cevapları arasındaki farkı ortaya çıkarmak için, elde edilen veriler tek örnekleme t-test analizi yapılmıştır. Son olarak, öğretim görevlilerinin toplumsal cinsiyetlerinin ve deneyim yıllarının algılarını ne derecede yordamladığını bulmak için ilişki analizi uygulanmıştır.

Nitel bulguları zenginleştirmek adına, araştırmacı nitel veri toplayabileceği yine öğretim görevlileri ve okul yöneticisi için hazırlanmış mülakat soruları hazırlanıp, 7 tane öğretim görevlisiyle ve okul yöneticisiyle yüz yüze, 5 öğretim görevlisi ile odak grup mülakatı yapılmıştır. Gereken veriler elde edildikten sonra, bunlar analiz edilip, yorumlanmış ve araştırma sorularının cevapları ortaya konmuştur.

Mason'a (2002) göre, nitel araştırma betimleyici, bütünsel ve doğal veri üzerine yoğunlaşmaktadır. Macky ve Gass (2005) nitel araştırmanın bazı özelliklerini vurgulamıştır. Bunlar:

- a. Zengin tarif: Nicel çalışmaların aksine, nitel çalışmalarda detaylı betimlemeler vardır.
- b. Doğal ve bütünsel temsil: Dış faktörleri kontrolden ziyade, nitel araştırma insanları ve olayları doğal ortamlarında inceler.
- c. Az sayıda katılımcı: Nitel araştırma genellemelerden çok, daha az katılımcı üzerine yoğunlaşır.

d. Emik perspektifler: Nitel çalışmanın amaçlarında biri olayları insanların bağdaştırdığı anlamlara açıklamaktır.

e. Döngüsel ve açık uçlu süreç: Süreç odaklıdır.

f. Olası ideolojik yönelimler: Araştırmacının özel bir sosyal veya politik amaçları olabilir.

Nitel araştırma paradigması altında, bu çalışma bir durum çalışması olarak nitelendirilir.

Seidman'a (2013) göre, mülakat eğitimle ilgili konularda dahil olan insanların görüşlerini almak için kullanılan güçlü bir yöntemdir. Araştırmaya derinlik katması için, öğretim görevlileriyle hem yüz yüze hem de odak grup mülakatı ve okul yöneticisiyle yüz yüze bir mülakat yapılmıştır. Burns'den (2007) adapte edilmiş Öğretim Görevlileri Mülakat Protokolü ve Okul Yöneticisi Mülakat Protokolü veri toplamak amacıyla kullanılmıştır. Mülakata dahil olan maddeler, katılımcı liderliğin 5 ögesi: güven, saygı, amaç, iyimserlik ve toplumsal cinsiyete vurgu yapmaktadır. Buna ek olarak, katılımcı liderliğin 5 alanı olan insanlar, yerler, politikalar, programlar ve süreçler de mülakat sorularına dahil edilmiştir.

Mülakatlardan önce katılımcılara katılımcı liderliğe ait öğeler ve alanların tanımını içeren bir doküman verilmiştir. Mülakatlara hemen başlamadan önce, araştırmacı çalışmanın amacını katılımcılara hatırlatmıştır. Mülakatlar araştırmacının ofisinde yüz yüze yapılmıştır. Her bir mülakat yaklaşık 45 dakika sürmüştür. Yapılan mülakatlar, araştırmacı tarafından katılımcıların rızası alınarak telefona ses dosyası olarak kayıt edilmiştir

Odak grup mülakatı için, 5 öğretim görevlisi araştırmacının ofisinde bir araya gelmiştir. Araştırmacı çalışmanın amacını katılımcılara açıklamıştır. Katılımcılar mülakat sorularını grup halinde İngilizce olarak tartışmıştır. Araştırmacı ise moderatör görevi görmüştür. Mülakat bir saat sürmüştür. Odak grup mülakatı araştırmacı tarafından cep telefonuna ses dosyası olarak kayıt edilmiştir

Mülakat verilerini değerlendirmek için çapraz durum analizi uygulanmıştır. Öncelikle mülakatlar Microsoft Office yazılımı kullanılarak kopyası çıkarılmıştır. Daha sonra, her cevap analiz edilip, belirlenen başlık altına alınmıştır. Daha sonra, cevaplar sıklık tablolarında sunulmuştur. Son olarak, tüm bulgular yorumlanmıştır.

3. BULGULAR

İlk olarak birinci araştırma sorusuna yanıt bulmak için yapılan çalışma, Yabancı Diller Yüksek Okulunda çalışan öğretim görevlerinin kurumdaki katılımcı liderlik uygulamalarına olumlu yaklaşımları olduğunu göstermiştir.

Bu doğrultuda ilk ele alınan katılımcı liderlik alt boyutu güvendir. Amanchukwu ve ark.'na (2005) göre “ güven yaratmak için, bir liderlin davranışları ve görüşleri arasında tutarlılık olmalıdır” (12). Öğretim görevlilerine uygulanan liderlik algı ölçeği sonuçlarına göre okul yöneticisinin davranışlarıyla söylediklerinin uyumluk gösterdiğine inandıklarını ortaya koymuştur. Öğretim görevlileriyle yapılan birebir ve odak grup mülakatları da bu bulguları destekler niteliktedir. Bu öge için yapılan en belirgin eleştiri öğretim görevlileri ile okul yöneticisi arasında iletişim eksikliği olmasıdır.

Katılımcı liderlik kapsamında ele alınan ikinci alt boyut ise saygıdır. Peters ve Watermen'a (1982) başarılı organizasyonların en önemli özelliğinin çalışanlarına nazik ve saygılı davranmaları olduğunu savunmuştur. Uygulanan öğretim görevlisi algı ölçeği ve yapılan mülakatlar, kurumda saygıya bir hayli önem verildiğini ve çalışanlara saygı duyulduğuna yönelik bir inanış olduğunu ortaya koymuştur. Bu alt boyut içinde yapılan en yaygın eleştiri okul yöneticisi ile öğretim görevlileri arasında iletişim kopukluğunun olduğudur.

Araştırmacı tarafından ele alınan üçüncü alt boyut amaçtır. Öğretim görevlilerine uygulanan liderlik algı ölçeği sonuçları doğrultusunda öğretim görevlilerinin amaç ögesi için olumlu yaklaşımlara sahip olduklarını sergilemiştir. Çalışmaya katılanların belirttiğine göre kurumda belli amaçlar ve bu amaçlar doğrultusunda gerçekleştirilen uygulamalar mevcuttur. Yapılan mülakatlarda da katılımcılar bu görüşleri dile getirmiş fakat bazı katılımcılar

öğretim görevlerinin kurumun hedeflerinden haberdar olmadığına ve bunun nedeninin iletişim eksikliği olduğuna değinmişlerdir.

Öğretim görevlisi algı ölçeği ve mülakatlar aracılığı ile ele alınan dördüncü alt boyut iyimserliktir. Araştırma doğrultusunda yapılan nicel ve nitel çalışma sonuçları çalışmaya katılan öğretim görevlilerinin iyimserlik ögesi açısından olumlu bir tutum sergilediklerini göstermiştir. İyimserlik katılımcı liderlik çerçevesinde insanların gelişim için keşfedilmemiş bir potansiyele sahip olması olarak tanımlanmaktadır (Day ve ark., 2001). Algı ölçeği sonuçları ve mülakat bulguları doğrultusunda, öğretim görevlilerinin iyimserlik ögesi için olumlu bir tutuma sahip oldukları söylenebilir. Öğretim görevlisi algı ölçeği sonuçlarına göre araştırmaya katılanların okul yöneticisinin öğretim görevlilerinin potansiyelini keşfetmeye yönelik çalışmalarının olduğunu ve sorumluluk verirken personelin akademik geçmişlerini ve yeteneklerini göz önüne aldığı yönünde bir düşünce eğilimi olduklarını ortaya koymuştur. Yapılan birebir ve odak grup mülakatları da araştırmanın nicel çalışma bulgularını destekler durumdadır. Çalışmaya katılanlar okul yöneticisinin açık görüşlü olduğunu fakat yenilikleri uygulamaya her zaman fırsat bulamadığını vurgulamıştır. Diğer bir yandan ise, bazı katılımcılar okul yöneticisi ve öğretim görevlileri arasındaki iletişim kopukluğunun okul yöneticisinin ders vermekle yükümlü personelin potansiyelini keşfetmesinin önünde bir engel olduğunu belirtmiştir.

Yukarıda belirtilen dört alt boyut; güven, saygı, amaç ve iyimserlik doğrultusunda yapılan ortak eleştiri okul yöneticisi ve öğretim görevlileri arasında bir iletişim kopukluğu olduğudur, ve bu kopukluk bu dört ögenin kurumda gerçekleştirilmesinin önünde bir engel olarak algılanmaktadır. Çeşitli faktörler iletişim kopukluğu için ortaya atılabilir. Birincisi, kurumda yüz yüze iletişimden ziyade e –posta aracılığı ile sağlanan bir iletişim tercih edilmektedir. Buna neden olarak da öğretim görevlilerine uygulanan bir mesai saatinin bulunmaması, sadece ders vermekle yükümlü oldukları saatlerde okulda bulunmak zorunda olmaları gösterilebilir. İkincisi ise öğretim görevlilerinin herhangi bir sorun ya da konuyu direkt okul yöneticisiyle

görüşmek yerine ilk önce o konuyla ilişkili koordinatörlerle iletişime geçmeleri olarak belirtilebilir.

Katılımcı liderlik çerçevesinden incelenen son alt boyut ise toplumsal cinsiyettir. Öğretim görevlilerine yönelik uygulanan algı ölçeği ve mülakat sonuçlarının gösterdiğine göre öğretim görevlileri toplumsal cinsiyet açısından olumlu bir tutuma sahiptir. Algı ölçeği sonuçlarına göre öğretim görevlilerinin kurumda toplumsal cinsiyete dayalı kararlar verilmediği yönünde bir algısı olduğunu sergilemektedir. Buna ek olarak, yapılan birebir mülakatlar ve odak grup mülakatları algı ölçeği sonuçlarıyla uyumlu bir çizgi çizmiştir. Belirtilen mülakatlara katılanlar okul yöneticisi tarafından verilen kararların toplumsal cinsiyet ögesinden bağımsız verildiğini belirtmişlerdir. Böyle bir bulgunun ortaya çıkmasında kurumda kadın çalışanların sayısının erkek çalışan sayısından bir hayli fazla olmasının etkisi olma olasılığı mevcuttur.

İkinci araştırma sorusuna yanıt bulabilmek için okul yöneticisinin katılımcı liderlik uygulamalarına yönelik tutumunu ortaya koymak için okul yöneticisi için hazırlanan liderlik algı ölçeği ve mülakat sonuçları değerlendirilmiştir. Belirtilen nicel ve nitel yöntemlerin bulgusu olarak okul yöneticisinin katılımcı liderliğin güven, saygı, amaç, iyimserlik ve toplumsal cinsiyet alt boyutları açısından olumlu bir tutum sergilediği ortaya çıkmıştır.

Okul yöneticisinin güven ögesi açısından cevaplarının ortalaması bir hayli yüksektir. Bu yüksek ortalama, okul yöneticisinin katılımcı liderliğin bu alt boyutuyla ilgili olumlu düşünceleri olduğunu göstermektedir. Ölçek ve mülakat sonuçlarına göre, okul yöneticisi ve öğretim görevlileri arasında bir güven duygusu olduğu söylenebilir. Buna ek olarak, yöneticiye göre başarılı bir eğitim kurumunda, güven vazgeçilmezdir. Okul yöneticisi öğretim görevlilerini dışarıdan gelen tehditlere karşı korumaya çalıştığı için, çalışanların ona güven duyduklarını belirtmiştir. Ayrıca, daha fazla sosyal aktiviteler yaparak çalışanlarla daha fazla iletişim kurabileceğini ve bu sayede güven duygusunu daha fazla geliştirebileceğini dile getirmiştir. Yapılan t-test

analizine göre, ęretim gęrevlileri ve okul yęneticisinin cevapları arasında belirgin bir fark yoktur.

Okul yęneticisinin saygı ęgesi iin algı ۆleęi ve mlakatta verdięi cevaplar, gven ęgesine verilen cevap bulgularıyla benzerlik gstermektedir. Okul yęneticisi saygı alt boyutu iin de olumlu bir tutum sergilemiřtir. ۆlek sonularına gre okul yęneticisi, ęretim gęrevlilerinin fikirlerine deęer verdięi sylenbilir. Okul yęneticisine gre saygı katılımcı liderlięin alt boyutları iinde en nemlisidir nk saygı olmadan bir kurumun bařarılı olabildesinin mmkn olmadıęını dile getirmiřtir. Okul yęneticisine gre, ęretim gęrevlileriyle arasında saygı baęı olduęu srece, lider olarak grlmeye devam edecektir. Yapılan analize gre, okul yęneticisi kendisinin bu ęge uygulamaları iin ęretim gęrevlilerinden daha yksek bir skora sahiptir.

İncelenen nc ęge ise amatır. ۆlek ve mlakat sonularına gre okul yęneticisinin ama ęgesi iin kendi liderlik uygulamaları hakkında olumlu dřndę ortaya ıkmıřtır. Yęneticiye gre ama bir kurumda olmazsa olmazdır. Okul yęneticisi kendisinin amaları olduęunu ve bu amaları, ęretim gęrevlilerine ilettięini savunmuřtur. Yapılan t-test analizine gre, okul yęneticisi ęretim gęrevlilerine kıyasla ama ęgesi iin daha dřk bir skora sahiptir.

İncelenen bir dięer alt boyut ise iyimserliktir. Dięer alt boyutların sonularına benzer bir řekilde, okul yęneticisi bu ęge iin kendi liderlik uygulamaları iin olumlu bir algıya sahiptir. Yapılan mlakat sonuları da ۆlek sonularını doęrular niteliktedir. Okul yęneticisine gre, kurumda ęretim gęrevlilerinin potansiyelleri dikkate alınmakta ve o doęrultuda grevler verilmektedir. Analiz sonularına gre, ęretim gęrevlilerinin ve okul yęneticisinin liderlik uygulamaları hakkındaki algılarında bariz bir farklılık yoktur.

Son olarak, okul yęneticisinin toplumsal cinsiyet alt boyutuna verdięi cevaplar incelenmiřtir. ۆlek ve mlakat sonularına gre, okul yęneticisi kendi liderlik uygulamalarının toplumsal cinsiyet boyutu hakkında olumlu bir

algıya sahiptir. Okul yöneticisi bir görev verme aşamasında toplumsal cinsiyetin önemli olmadığını belirtmiştir. Buna ek olarak, okul yöneticisi bu alt boyut için kendi liderlik uygulamalarına öğretim görevlilerinden daha yüksek bir skor vermiştir.

Öğretim görevlilerinin cevaplarına benzer olarak, okul yöneticisi için en önemli alan insanlardır çünkü eğitim işi insanlarla doğrudan etkilidir.

Üçüncü araştırma sorusuna cevap bulabilmek için toplumsal cinsiyet, yaş ve deneyim yılı arasında ilişki çözümlemesi yapılmıştır. Yapılan analiz sonucuna göre öğretim görevlilerinin toplumsal cinsiyetleri ve deneyim yılları kurumda uygulanan liderlik algıları üzerinde etkiye sahiptir. Bulgular ışığında, erkek öğretim görevlilerinin güven, saygı, amaç ve iyimserlik alt boyutlarına kadın öğretim görevlilerinden daha yüksek skorlara sahip oldukları söylenebilir; yani erkek öğretim görevlileri bahsedilen öğelerle alakalı liderlik uygulamaları için daha olumlu düşünmektedirler. Bu durumun nedeni ise okul yöneticisi ve erkek öğretim görevlilerinin aynı toplumsal cinsiyeti paylaşmalarından dolayı benzer fikirlere sahip olmaları olabilir.

Toplumsal cinsiyet değişkenine ek olarak, deneyim yılı da öğretim görevlilerinin katılımcı liderlik uygulamalarına yönelik algılarında etkisi olduğu yapılan ilişki çözümlemesi sonucunda ortaya çıkmıştır. Deneyim yılı daha fazla olan öğretim görevlileri saygı ve toplumsal cinsiyet alt boyutlarına daha yüksek skorlara sahiptirler. Bunun nedeni ise daha fazla deneyimi olan öğretim görevlilerinin şu an çalıştıkları kurum ile eski kurum veya kurumlarını karşılaştırıp daha iyimser bir resim çizmeleri olabilir.

Son olarak, çalışmanın teori çerçevesini oluşturan toplumsal cinsiyete dayalı örgütler teorisi ve cam tavan teorisi baz alındığında, çalışmaya katılan öğretim görevlileri cinsiyetlerinden dolayı için dışlandıkları, yanlış davranıldığı veya istedikleri pozisyonlara gelemediklerini belirten ifadeler yer vermemişlerdir. Tam aksine, katılımcılar okul yöneticisinin iki cinsiyete de eşit davrandığını belirtmişlerdir.

Özetle, yapılan nicel ve nitel çalışmalar gösteriyor ki hem öğretim görevlileri hem de hazırlık okulunun yöneticisinin kurumda uygulanan

katılımcı liderlik uygulamalarına karşı olumlu tutumlara sahiptirler. Buna ek olarak, toplumsal cinsiyet ve deneyim yılı öğretim görevlilerinin kurumdaki katılımcı liderlik uygulamalarına karşı algılarında etkiye sahip olduğunu göstermektedir.

4. UYGULAMAYA YÖNELİK SONUÇLAR

Türkiye’de ilk kez yapılan bu çalışmanın bulguları başarılı organizasyonlar yaratmak için katılımcı liderlik modelini benimsemek isteyen eğitim liderleri için bazı pratik çıkarımlar sunmaktadır. Bunlar güven, saygı, amaç, iyimserlik ve toplumsal cinsiyet başlıkları altında sıralanabilir.

Güven

1. birlikte karar vermek
2. çalışanların yeteneklerine güvenmek
3. mesleki geliş için model oluşturmak
4. öğrenmeye yol açan sorumluluklar vermek
5. çalışanlarla etkili iletişim

Saygı

1. yapıcı geri dönüt vermek
2. çalışanlarla okul dışı aktiviteleri için de bilgi alışverişinde bulunmak
3. çalışanları dinlemek
4. çalışanların duygularına hassasiyet göstermek
5. insanlara önem vermek
6. kibar olmak
7. iyi bir işi takdir etmek
8. doğru araçlarla iletişim kurmak

Amaç

1. isimleri öğrenmek
2. politikaları kolaylaştırmak

3. gerekli materyalleri sağlamak
4. mesleki gelişim için fırsat vermek
5. belirlenen hedefleri gerçekleştirmek
6. mesleğini diğerlerine bir hizmet aracı görmek
7. isteyerek saygı göstermek
8. görev sorumluluğuna sahip olmak

İyimserlik

1. iyimserlik göstermek
2. çalışanlardan yüksek performans beklemek
3. değişime açık olmak
4. çalışanları önemsemek
5. çalışanları mesleki gelişim için cesaretlendirmek
6. zorlukları fırsat olarak görmek
7. işi için istekli olmak

Toplumsal Cinsiyet

1. cinsiyete dayalı davranışlar göstermemek
2. cinsiyeti gözetmeden sorumluluk vermek
3. her çalışana cinsiyeti gözetmeksizin değer vermek

Bu çıkarımlar dikkate alındığında, katılımcı liderlik modeli eğitim kurumlarında başarılı bir şekilde uygulanabilir.

H: Tez Fotokopisi İzin Formu

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Durna
Adı : Zübeyde
Bölümü : Toplumsal Cinsiyet ve Kadın Çalışmaları

TEZİN ADI (İngilizce) : INVITATIONAL LEADERSHIP PRACTICES AT
A SCHOOL OF FOREIGN LANGUAGES FROM A GENDERED
PERSPECTIVE: A CASE STUDY

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 bir (1) yıl süreyle fotokopi alınamaz. ☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: