



T.C
YEDİTEPE UNIVERSITY
GRADUATE INSTITUTE OF SOCIAL SCIENCES

**LİDERLİK TİPİNİN ÇALIŞANLARIN VERİMLİLİĞİ ÜZERİNDEKİ ETKİSİ:
EĞİTİM SEKTÖRÜNDE BİR ARAŞTIRMA.**

*THE INFLUENCE OF LEADERSHIP STYLES ON EMPLOYEE PRODUCTIVITY: IN THE FIELD OF
EDUCATION.*

by

Benek ARIOĞLU

**Submitted to the Graduate Institute of Social Sciences
In partial fulfillment of the requirements for the degree of
Master of
Business Administration**

ISTANBUL, 2010



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ABSTRACT

Coping with the newly emerged problems in such a competitive environment requires novel solutions and new types of managers and leaders. Companies face a formidable task of reinventing themselves in such turbulent situations for survival. Hence, companies are searching for new ways to maintain a sustainable quality level and competitive price and reduce cycle-time of their products and services to penetrate the markets earlier than those of their competitors. In fact, this is essential to satisfy the prospective customers best to gain a competitive advantage over competitors. However, explosions of technological innovation, rapid change of the demographic factors and rising life expectancy is causing more uncertainty for leaders as well as managers.

Hence, the purpose of this paper is to search what type of leadership is the better choice and evaluate which leadership style fits in a specific situation the best. In doing so, types and styles of leadership will be evaluated with application in practice, to explore the most suitable “leadership wisdom” appropriate to the position. As an instrument of the research methodology, a questionnaire has been developed based on previous empirical studies conducted in the field of leadership. The leadership philosophies and practices of some of educational institutions have been tested from the view of leadership styles affecting the overall efficiency in the organization. Findings of the research study revealed that relation between leadership style and efficiency of employees has been explored to be positive and linear. As perceived, the next society will be a knowledge society; where, not only businesses but also schools, universities, hospitals, and government agencies have to be globally competitive. Within this context, today transferring knowledge quickly and efficiently throughout organization is gaining new dimensions for the success. In addition, classical pattern of motivation is also changing. Money is no longer the prime motivator for most people but other variables are gaining more importance.

Keywords: *Leadership, Efficiency, Emotional Intelligence, Motivation, Communication*

ÖZET

Rekabetçi bir ortamda yeni beliren problemlerle başa çıkabilme, yeni çözümler ve yeni tip idareciler ve liderler gerektirmektedir. Şirketler böylesi çalkantılı durumlarda devamlılıklarını sağlayabilmek için kendilerini yeniden keşfetmek görevi ile yüz yüze kalmaktadırlar. Bu nedenden ötürü, şirketler kendi rakiplerinden daha önce pazarlara girebilmek üzere sürdürülebilir kalite seviyesini ve rekabetçi fiyatı koruma ve ürünlerin dönüş süresini azaltma gibi yeni yollar araştırmaktadırlar. Nitekim, bu durum rakipleri üzerinde rekabet üstünlüğü elde etmek için potansiyel müşterilerin en iyi şekilde tatmin edilmesinde temeldir. Lakin, teknolojik yeniliklerdeki patlamalar, demografik faktörlerdeki hızlı değişimler ve yükselmekte olan yaşam süresi idareciler için olduğu gibi liderler için de belirsizliğe neden olmaktadır.

Dolayısıyla, bu çalışmanın amacı hangi liderlik tipinin en iyi seçim olduğunu araştırmak ve hangi liderlik stiline belirli bir duruma daha uygun olduğunu değerlendirmektir. Böylece, liderlik tipleri ve stilleri pratikte bir uygulama ile, pozisyona en uygun düşen “liderlik ilim”ini keşfetmek üzere değerlendirilecektir. Araştırma yöntemi aracı olarak, liderlik alanında daha önce yürütülmüş olan ampirik çalışmalar temel alınarak bir anket geliştirilmiştir. Bazı eğitim kurumlarının liderlik felsefeleri ve uygulamaları, kurum genel verimliliğini etkileyen liderlik stilleri açısından test edilmiştir. Araştırma bulguları liderlik stili ile çalışanların verimliliği arasında pozitif lineer bir ilişkinin keşfedildiğini ortaya çıkarmıştır. Algılandığı üzere gelecek toplum, sadece işletmelerin değil ama aynı zamanda okulların, üniversitelerin, hastanelerin ve devlet dairelerinin de küresel anlamda rekabetçi olmak zorunda buldukları bir bilgi toplumu olacaktır. Bu bağlamda, bugün bir organizasyon genelinde bilginin en hızlı ve verimli şekilde transferi başarı için yeni boyutlar kazanmaktadır. Üstelik, geleneksel motivasyon örnekleri de değişmektedir. Para pek çok insan için artık başlıca motive edici unsur olmamakta ancak, başka değişkenler önem kazanmaktadır.

Anahtar Kelimeler: Liderlik, Verimlilik, Duygusal Zeka, Motivasyon, İletişim.

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*THE INFLUENCE OF LEADERSHIP STYLES ON THE EMPLOYEE PRODUCTIVITY: IN THE
FIELD OF EDUCATION.*

Benek Arıođlu

Yeditepe Üniversitesi İşletme Fakültesi

1. INTRODUCTION

There are dramatic changes in regard to economical, political, and social areas which create new challenges for managers and future leaders. In order to cope with these complex working environments, today's managers should be more innovative and develop novel solutions to the emerging problems. Hence, the purpose of this paper is to search what type of leadership is the better choice and to evaluate which leadership style fits in a specific situation the best.

At this point, the above said matters gain importance to challenge leaders. The companies want to penetrate into the markets with a higher quality products and services earlier than those of competitors. While companies are seeking alternative ways of actions to get ahead of the other leading companies, the right leader will be the solution for the transformation of the company to the outside environment.

The leaders will accomplish this mission through influencing their followers. As James T. Scarnaty states, 'positive human interaction by leaders is featured as a primary tool to motivate employees, to increase productivity, and to increase customer satisfaction'. The author also claims 'Manner in which leaders treats their employees is the manner in which the employees will treat the customers' (**Scarnaty, 1998**)

However, working people are having problems with their employers or with their organization. Uneasiness, unhappiness and the lack of motivation are the most prior ones among these problems because the unhappy employee can not focus on his work. On the other hand, the one who is pleased with his work would be peaceful, happy and naturally

can concentrate on his work. Then this will lead employee to work more efficiently and stimulate his work for his establishment for a bigger income. **(Gürbüz,A., 2007)**

On the other hand, classical model of motivation is also changing. Money is no longer the prime motivator for most people. A recent survey indicated that workers most wanted at work are flexible hours (67%), casual dress (56%), unlimited internet access (51%), opportunities to telecommute (43%), nap time (28%), massages (25%), day care (24%), espresso machine (23%), and opportunity to take a pet to work (11%). **(Times, 2000)**

Findings of the research I conducted, reveals that there is a close correlation between the overall efficiency and positive behavior of the supervisors in a nice working environment. As Gürbüz claims, ‘Previous studies showed that happy workers are the ones who work efficiently. Having a higher morale of workers affects the efficiency of them. If the worker is satisfied with his work, he will have a positive mood and have wish for accomplishing his work **(Davis, 1988)**. Providing workers’ satisfaction leads to product goods and services of higher quality. As a result, this will increase the satisfaction of the customer and will finally support the competition power of the establishment and will raise the income **(Tütüncü, 2001)**.

The research findings also indicated that employees, after having become dedicated and committed persons, will be motivated and satisfied with higher-level of motivators such as esteem and self actualization rather than lower level motivator such as hygiene factors. It seems to be that extrinsic motivation methods are being replaced by intrinsic motivation approach. As Gürbüz states, the increase of the competition throughout the world requires the managers of the establishments not to overlook the quality and the element of man who will provide the quality.’ **(Gürbüz,A., 2007)**

Relations between team work, which gains significance in reaching the organizational goals, and efficiency, will be tested. A successful team should work in harmony provided by guidance, coaching, support and motivation. In association with these, the leader of the team becomes of great importance. It is the leader who will provide harmony to the group on its path towards the achievement. It is the leader who will give the harmonious

workplace spirit with his skills provided through emotional intelligence. The leader will seek ways in presenting the better working conditions by understanding the needs of his employees. The leader will also provide a two-way communication to his employees to benefit from both expertise and skills of his subordinates.

However, research findings taught us that leaders should be careful not to fall in a success syndrome in their glories of the past. Hence leaders should be alert, vigilant, and look ahead rather than dealing with past so that they keep track of the changes in business. According to Dönmez, leadership is a process which exists with an analysis of visions, plans, motivation and development. **(Dönmez, 2003)**

As **Pfiffner and Sherwood** indicated, educational leadership has gained a different dimension in the knowledge society. In order to keep track of the dynamic environment, school administrators have to adapt themselves into new leadership styles and assume new responsibilities to reach organizational goals. However, educational leadership further requires a deeper understanding of the social, cultural, political and economical developments in a multicultural community. While traditional leadership approach has been in favor of hierarchical structure and centralized the power; democratic leadership on the other hand, is in favor of decentralized power and delegates some authorities and responsibilities to subordinates to participate in decision making. Educational leader has to understand the intercultural differences so that they could avoid 'Halo Effect' and 'stereotyping' practices. **(Pfiffner and Sherwood, 1964)**

In this study, the importance of leadership, in relation to the democratic leadership style has been evaluated in terms of employee efficiency. It is hoped that this study will be a guide for those administrators in the educational institutions.

2. LITERATURE REVIEW

‘A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.’

Lao Tzu A.D. 3. Century (Adair, 2002)

2.1 LEADERSHIP AND MANAGEMENT

2.1.1 Leadership and Leaders

Leadership is mostly defined as the process of influencing a group toward the achievement of goals and directing the organization to make it more cohesive and coherent. A leader carries out such a process by applying his/her leadership qualities like values, beliefs, character, knowledge, skills, ethics, experience and culture.

Bass’ (1989 & 1990) theory of leadership states that, there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

- Some personality traits may lead people naturally into leadership roles. This is the Trait Theory.
- A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory.
- People can choose to become leaders. People can learn leadership skills. This is the Transformational Leadership Theory. It is the most widely accepted theory today.

A leader is described as the person who is responsible for the motivation of subordinates; responsible for staffing, training, and associated duties. Since the very beginning days of people gathering to accomplish goals, leadership has been of great interest. Until the early years of the twentieth century the researchers didn’t begin to study on the leadership.

In the twenty-first century leaders do face many essential leadership issues to become effective leaders. These issues are essential for today’s rapidly changing environment. These issues are managing power, developing trust and providing moral leadership,

empowering employees, motivating, carrying a teamwork spirit at work place, communicating well, and having emotional intelligence.

Why is it important to develop trust? Trust in leadership is significantly related to positive job outcomes including job performance, organizational citizenship behavior, job satisfaction, and organizational motivation. **(Robbins and Coulter, 2005)** Furthermore, as Robbins and Coulter state in their book, unethical leaders may use their charisma to enhance their power over followers and use that power for self-serving purposes. On the other hand, ethical leaders may use their charisma in more socially constructive ways to serve others. Ethical leadership is more than being ethical; it is reinforcing ethics through organizational mechanisms such as communication and the reward system. **(Robbins and Coulter, 2005)**

More and more companies are empowering employees because if organizations are to successfully compete in a dynamic global economy, they have to be able to make decisions and implement changes quickly. **(Robbins and Coulter, 2005)** This also creates an atmosphere of teamwork and effective communication.

As Kaya mentions, emotional intelligence is one's ability of self control and ability of working with others in harmony and he adds that it is in correlation with the components of transformational leadership. Moreover, Kaya states that according to the results of Daniel Goleman's researches, if there are leaders with emotional intelligence in top management of a company, the income targets of that company can bounce in the rate of 20 %.**(Kaya, 2002)**

Where the power of the leaders come from? Power is defined as the capacity to influence others. Leadership power comes from the two sources:

A. Position Power:

1. Legitimate power: It stems from a position's placement in the managerial hierarchy and the authority vested in the position. Employees accept directions as legitimate because these persons hold positions of authority.

2. Coercive power depends on the ability to punish others when they do not engage in desired behaviors. Forms of coercion include criticisms, reprimands, suspensions, warning letters, negative performance appraisals, demotions, withheld pay raises, and terminations.

3. Reward power is based on the capacity to control and provide valued rewards to others.

B. Personal Power:

1. Expert power is based on the possession of expertise that is valued by others and this expertise can be critical in subordinate's success.

2. Referent power results from being admired, personally being admired with, or liked by others. When we admire people, want to be like them, or feel friendship toward them, we more willingly follow their directions and exhibit loyalty toward them. **(Bartol, and Martin, 1994)**

Some studies say that good leaders are made not born. In addition to this, if one has the desire and willpower, one can become an effective leader through a never ending process of self-study, education, training and experience. Good leaders are continually working and studying to improve their leadership skills.

2.1.2 Management

As we recall, management is the attainment of organizational goal, with efficient and effective manner through planning, organizing, leading and directing the organizational resources.

Management focuses on the organization's short-term and long-term operations. Briefly it is developing strategic vision, setting objectives, forming a strategy and implementing those strategies and objectives. Management involves not only the internal operations but also it integrates operations with the environment (political, economical, etc.) and with the industry. It is very essential to observe and scan the environment, to analyze the industry in association with the globalization, to watch for the competitors and their innovations. If a management fails fulfilling in realizing such duties or necessities, it will be expected for that company to fall behind the competitors and the developments in the sector.

2.1.3 Managers versus Leaders

Managers versus Leaders have been of interest of the researchers, too. As McCrimmon says they serve two different purposes. A clear way of differentiating the two is to say that leadership promotes new directions while management executes existing directions as efficiently as possible. But the work of the manager is not just the mundane monitoring of daily operations. It includes getting the most complex projects done, like putting the first man on the moon. Unfortunately, management is mistakenly seen as task-oriented, controlling and insensitive to people's needs. By contrast, leaders are portrayed as emotionally engaging, visionary and inspiring. But, separating leadership from management in terms of style is a dead end, simply because leadership can be shown by quiet or forceful arguments based on hard facts. An inspiring leader induces us to change direction while an inspiring manager motivates us to work harder to get a tough job done on time. **(McCrimmon, 2007)**

Managers are appointed to their positions, whereas, leaders are appointed or emerge from within a work group and able to influence others.

Managers do the works assigned to their position or job in the right way, however they do not decide whether the work or task is the right one to be done. On the other hand a leader is the one who sees whether the decision or the enterprise will be a right or beneficial one and can reveal his idea of any objection to the project and would persuade the others for its cancellation. **(Kaya, 2002).**

Managers make sure the work gets done by others. That's what most managers do today; they make sure the work gets done. But inspiring others to do better work is the accomplishment of a leader. Helping people become better than they are today is the accomplishment of a leader. The ability to make people want to make extraordinary things happen by doing more than what is merely expected is the accomplishment of a leader.

Manager and Leader have distinct traits. There are fundamental differences in the way of thinking and executing things. Some key differences between leaders and managers:

- A manager takes care of where you are; a leader takes you to a new place.
- A manager deals with complexity; a leader deals with uncertainty.

- A manager is concerned with finding the facts; a leader makes decisions.
- A manager is concerned with doing things right; a leader is concerned with doing the right things.
- A manager's critical concern is efficiency; a leader focuses on effectiveness.
- A manager creates policies; a leader establishes principles.
- A manager sees and hears what is going on; a leader hears when there is no sound and sees when there is no light.
- A manager finds answers and solutions; a leader formulates the questions and identifies the problems.
- A manager looks for similarities between current and previous problems; a leader looks for differences.
- A manager thinks that a successful solution to a management problem can be used again; a leader wonders whether the problem in a new environment might require a different solution. **(Colvard, J., 2003)**

A manager tries to get maximum benefits of the available resources. He/She relies on high efficiency and productivity of existing resource. A leader on other hand has a creative mind. He/She is an inventor and is constantly thinking of changing and improving the way things are done. He/She can sacrifice efficiency or productivity for some time to promote creativity and hence finding novel unconditional ways. A leader is more risk savvy than the usual manager. A leader is always on look out for new ideas. He/She looks at his/her resources like people, machinery and computer systems in a different way than the manager. Manager aims to extract maximum value from these resources unlike a leader who aims to get different more valuable output from the same resources.

Managers may care most about protecting their jobs. If a manager perceives that the best way to avoid being fired is to earn the highest possible profits, then there is obviously no conflict with profit maximization. Managers, however, probably face asymmetric returns to risky decisions. The downside risk of a bad decision is extremely large_ manager can lose her or his job. The reward for a good decision is far less dramatic_ a manager might receive a bonus. Because of this asymmetry, managers of large corporations may avoid projects with high expected profits but also high risk. **(Waldmen and Jensen, 2007)**

An organization or a society needs both leaders and managers. Too many leaders, too many innovators make a risky scenario. It also leads to instability and often mutual clashes. A manager on other hand is a stabilizer and ensures smooth at times boring functioning of things. (Csun.edu, 2009)

At this point, it will be beneficial to describe some of the related leadership theories in order to better understand the subject matter.

3. LEADERSHIP THEORIES

Describing the following leadership theories will help for a better understanding of the leadership phenomenon.

3.1 Trait Theories

The research on leadership during the early 1900s focused on leader traits which would differentiate leaders from non leaders. Moreover, it was obvious that it was impossible to define characteristics that belonged to a leader. However later attempts that concentrated on the process rather than the person were more successful.

Seven traits were associated with effective leaders as drive, the desire to lead, honesty and integrity, self-confidence, intelligence, job-relevant knowledge, and extraversion. **(Robbins and Coulter, 2005)**

The problem with the trait approach lies in the fact that almost as many traits as studies undertaken were identified. After several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader. **(Bolden, et al., 2003)**

3.2 Behavioral Theories

Behavioral Theories are leadership theories that identified behaviors that differentiated effective leaders from ineffective leaders.

3.2.1 University of Iowa Studies

The University of Iowa studies (conducted by Kurt Lewin and his associates) explored three leadership styles. These were the **autocratic** style, the **democratic** style and the **laissez-faire** style.

3.2.1.1 The Autocratic Style

An autocratic leader is the one who tends to centralize authority, dictates work methods, makes unilateral decisions, and limits employee participation. **(Robbins and Coulter, 2005)** The autocratic leader can use other sources of influence, but fundamentally they rely on the use of authority.

‘Some autocratic leaders rely on force of personality. We have all run into someone who seek to dominate the conversation, who ignores almost everything we say, who tends to speak louder when questioned, and with more forcefulness when they sense doubt.’ **(Legacee Management Systems, 1996)**

There may occur many problems in regard to the autocratic leadership practice that may cause the best, brightest, most talented people want to leave the organization. They tend not to do so well in smaller, entrepreneurial cultures and tend not to be successful in organizations with cultures that require team work and continuous innovation or quick responses to environmental changes. These kinds of leaders may create too much resentment within the followers for the reason they are not sensitive to the feeling of their followers. As a result of this, the followers may tend to wait for the right time to revenge and this situation is not acceptable for the organizations or units that highly require team work. These employees know their worth and know they can find a better job with better working conditions or climates. This style of leadership is often very stressful on fellow employees and the work environment becomes an unpleasant one.

The principal, who threatens an educator with misconduct because he or she wishes to leave a staff meeting to take a sick child to the doctor, may be an example for an **authoritarian** manager. Autocratic leadership style is best when immediate action is called for and there would be no time to consult other people. **(BMW Seed Programme, School Management Manual, 2007)**

3.2.1.2 Participative Leadership (Democratic) Style

Lewin’s study found that participative (democratic) leadership is generally the most effective leadership style. A leader in the democratic style is described as the one who

tends to involve employees in decision making, delegates authority, encourages participation in deciding work methods and goals, and uses feedback as an opportunity for coaching employees.

‘Participative leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative.’ **(Wagner, 2009)**

People are more committed to actions where they have involved in the relevant decision-making and people are less competitive and more collaborative when they are working on joint goals. Moreover, when people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision. Consequently, several people deciding together make better decisions than one person alone.

This approach is also known as consultation, empowerment, joint decision-making, democratic leadership, Management By Objective (MBO) and power-sharing.

Participative Leadership can be a pretense when managers ask for opinions and then ignore them. This is likely to lead to cynicism (negative feelings toward the leader) and feelings of betrayal.

These leaders involve others in the formulation of policies, the decision making process as well as planning. Their role is providing support to the subordinates and guiding them rather than telling them what to do.

One of the main benefits of participative leadership is that the process allows for the development of additional leaders who can serve the organization at a later date and participative leadership also expands the range of possibilities for the team because when leadership styles that essentially leave all the direction and decision making in the hands of one individual, it is much more difficult to see a given approach from several different angles. **(Tatum, 2003)**

On the other hand, one potential disadvantage of participate leadership is the time factor. This leadership style does often involve the need for more time before action is taken.

This is only natural, since the very nature of participative leadership means allowing input from every member of the team. However, the extra time necessary for this process often leads to decisions that ultimately benefit everyone to a greater degree than faster decisions that are more limited in scope. **(Tatum, 2003)**

In the Iowa studies it was found that (1) democracy can be efficient, especially in terms of promoting originality and motivation; (2) autocracy can create discontent that does not appear on the surface; (3) autocracy can create much hostility and aggression, especially toward scapegoat members; (4) there is more dependence and less individuality in autocracy; and (5) there is more group-mindedness and more friendliness in a democracy. **(Pfiffner and Sherwood, 1964)**

3.2.1.3 Laissez- Faire Leadership (Let Them Do Style)

In the Laissez-faire style of leadership, the leader generally gives the group complete freedom to make decisions and complete the work in whatever way it saw fit. The disadvantages are that often this model leaves team members doing the wrong thing without realizing it, that some individuals can simply dominate, and that if a group disappoints and is reprimanded the effect can be very negative. **Johannsen, 1996** ‘Works well if you have highly trained and highly motivated direct reports.’

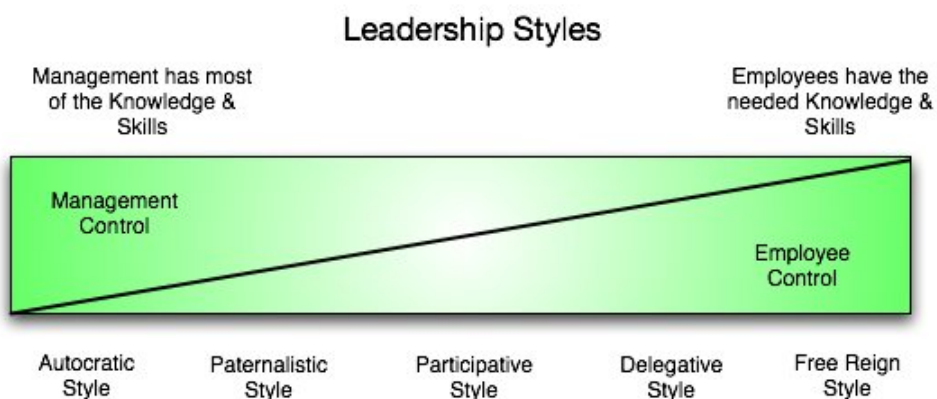


Figure 3.1 Leadership Styles, Clark, 2008

In order to understand what draws leaders act the way they do is possible through understanding leadership models. Here the aim is not locking oneself as a leader in to a type of behavior, whereas, it is necessary to consider and notice that every situation requires a different approach or behavior to be taken. The model to be expressed is the Managerial Grid.

3.2.2 The Managerial Grid Model (Yönetim Gözeneği Kuramı / Liderlik Izgarası)

The Managerial Grid Model developed by Robert Blake and Jane Mouton is famous for its explanations about organizational leadership. This model focuses on two dimensions of the leader's behaviors. The first dimension is the Concern for People and the second one is the Concern for Production. (Çelik, 2003)

- **Concern for People** - This is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task
- **Concern for Production** - This is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task. (Blake and Mouton Managerial Grid, 1985)

This model identifies five different leadership styles based on the concern for people and the concern for production. The model is represented as a grid with concern for production as the X-axis and concern for people as the Y-axis; each axis ranges from 1 (Low) to 9 (High).

Concern for People	<i>High</i>	Country Club management		Team management
	<i>Medium</i>		Middle of the road management	
	<i>Low</i>	Impoverished management		Authority-compliance
		<i>Low</i>	<i>Medium</i>	<i>High</i>
		Concern for Production (Task)		

Figure 3.2 Managerial Grid, Syque, 2009

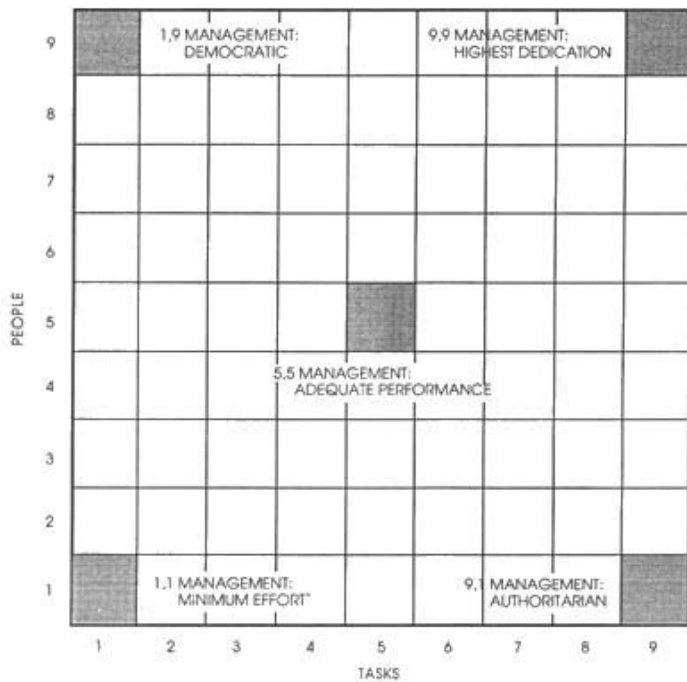


Figure 3.3 Managerial Grid, The Filipino Entrepreneur, 2009

The five resulting leadership styles are as follows:

3.2.2.1 The impoverished style (1,1)

Ranjan mentions that in this style, managers have low concern for both people and production and they prefer to use this style to avoid getting into trouble. **(Ranjan, 2007)**. Furthermore, it is seen as the Inefficient Management and Less Innovative Decision Making Style by Keçecioglu. **(Keçecioglu, 1998)**

3.2.2.2 The country club style (1,9)

As Ranjan, states this style has a high concern for people and a low concern for production. Managers using this style pay much attention to the security and comfort of the employees. **(Ranjan, 2007)**. As Keçecioglu, reports the hope here is increasing productivity by elevating satisfaction of relationships which will dominate the friendly atmosphere and comfort at work place. The resulting atmosphere is usually friendly, but not necessarily productive. **(Keçecioglu, 1998)**

3.2.2.3 The produce or perish style/Task Management style (9,1)

Ranjan mentions ‘With a high concern for production, and a low concern for people, managers using this style find employee needs unimportant; they provide their employees with money and expect performance back. Managers using this style also pressure their employees through rules and punishments to achieve the company goals. This style is commonly applied by companies on the edge of failure.’(**Ranjan, 2007**) Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree. (**Robbins and Coulter, 2005**)

3.2.2.4 The middle-of-the-road style (5,5)

‘Managers using this style try to balance between company goals and workers' needs.’ as **Ranjan** expresses. (**Ranjan, 2007**) Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level. (**Robbins and Coulter, 2005**)

3.2.2.5 The team style (9,9)

In this style, high concern is paid both to people and production. Managers choosing to use this style encourage teamwork and commitment among employees. This method relies heavily on making employees feel as a constructive part of the company. (**Ranjan, 2007**) As Robbins and Coulter, 2005 states that under such a leadership style work accomplished is from committed people. (**Robbins and Coulter, 2005**)

Moreover, interdependence through a common stake in organization purpose leads to relationships of trust and respect. According to the Managerial Grid Model, the Team Style (9,9) is seen as the most effective leadership style. (**Çelik, 2003**)

3.2.3. The Ohio State University Studies

The studies of Ohio State University which held leadership as a behavioral aspect were started right after the Second World War. With the influence of the war period, in these studies leadership was dealt with in the military organizations. It was found out that, the behaviors of the leader were effective on the job satisfaction and success of the team members. (**Çelik, 2003**)

The Ohio State studies identified two important dimensions of leader behavior. The first was called **initiating structure** and according to which a leader was likely to define and structure his or her role and the roles of group members in the search for goal attainment. It included behavior that involved attempts to organize work, work relationships, and goals. **(Robbins and Coulter, 2005)**

The second one was called **consideration**, which reflects the leader's respect, confidence and sincerity towards his followers. Such leaders are concerned with the comfort, ideas, feelings, situations and, job satisfactions. A leader who was high in consideration helped group members with personal problems, was friendly and approachable, and treated all group members as equals. In consideration dimension there is a high degree of psychological closeness between the leader and the followers. **(Çelik, 2003)**

Research found that a leader who was high in both initiating structure and consideration (a high-high leader) achieved high group task performance and satisfaction more frequently than one who rated low on either dimension or both. **(Robbins and Coulter, 2005)**

In the studies of Ohio State University, a questionnaire was developed which was called Leader Behavior Description Questionnaire (LBDQ).

3.2.4 University of Michigan Studies

'The University of Michigan studies (Rensis Likert) identified two styles of leader behavior. The first one is the **production centered behavior**: when a leader pays close attention to the work of subordinates, explains work procedures, and is keenly interested in performance. The second one is the **employee centered behavior**: when the leader is interested in developing a cohesive work group and in ensuring, employees are satisfied with their jobs.' **(Baddar, 2009)**

The Michigan University researchers concluded that the employee oriented leaders were more effective for they were associated with high group productivity and high job satisfaction. **(Robbins and Coulter, 2005)**

3.3 Contingency Theories

There are four contingency models as Fiedler, Hersey-Blanchard, leader participation, and path goal. Each defines leadership style and the situation and attempts to answer the if-then contingencies.

3.3.1 Fiedler Model

Fiedler formed the first contingency model for leadership. The theory suggests that effective group performance depends upon the proper match between a leader's style of interacting with his or her followers and the situation which allows the leader to control and influence. **(Robbins and Coulter, 2005)** Thus, the theory says that the effectiveness of the leaders depends on the situations, and that while one leader is being successful in one organization or situation, he might not be that successful in another situation or organization. **(Keçecioglu, 1998)**

According to Fred Fiedler's Contingency Model, the effectiveness of the leader will depend on both the characteristics of the leader and the favorableness of the situation. Fiedler measures an individual's leadership style through the LPC (Least-Preferred Co-worker Questionnaire). This questionnaire has 18 pairs of contrasting adjectives.

In association with the LPC, if the leader described the least-preferred co-worker in relatively negative terms or in a 'low' LPC score between 16-64 that means that the leader is task and productivity oriented, and interested in getting the job done. Moreover as Keçecioglu expresses, such leaders are authoritarian and find personal interrelations costly. **(Keçecioglu, 1998)**

On the other hand, If the leader described the least-preferred co-worker in relatively positive or with a 'high' LPC score of 64 and above, that means that the leader is a laissez-faire type of leader and is considerate about keeping the continuity of good interpersonal relations with those workers who are less willing to contribute to the success of the team. **(Keçecioglu, 1998)** In other words, if the leader describes the least-preferred person that

8. Cold	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Warm
		1		2		3		4		5		6		7		8		
9. Cooperative	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Uncooperative
		8		7		6		5		4		3		2		1		
10. Supportive	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Hostile
		8		7		6		5		4		3		2		1		
11. Boring	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Interesting
		1		2		3		4		5		6		7		8		
12. Quarrelsome	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Harmonious
		1		2		3		4		5		6		7		8		
13. Self-assured	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Hesitant
		8		7		6		5		4		3		2		1		
14. Efficient	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Inefficient
		8		7		6		5		4		3		2		1		
15. Gloomy	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Cheerful
		1		2		3		4		5		6		7		8		
16. Open	:	_____	:	_____	:	_____	:	_____		_____	:	_____	:	_____	:	_____	:	Guarded
		8		7		6		5		4		3		2		1		

the scores will be summed to get a total LPC score.

Low LPC = below 57 -- indicates "task-motivated"

High LPC = over 64 -- indicates "relationship-motivated"

Scores from 57 to 64 do not distinguish Hi & Low.

Figure 3.4 Fiedler’s LPC Measurement Questionnaire, Sleeth, 1999

3.3.2 Hersey Blanchard's Situational Leadership Theory

In contrast to Fiedler's contingency leadership model and its assumption that leadership style is hard to change, the Hersey-Blanchard situation leadership model suggests that successful leaders adjust their styles.

As Çelik indicates in his book, the situational leadership model explains the relationship between the followers' readiness and the effective leadership style. There are two key leadership dimensions that Fiedler identified: task and relationship behaviors. In situational leadership model the **readiness** is added to the task and relationship behaviors. (Çelik, 2003) In addition, the readiness of the followers consists of the follower's work and psychological traits but not all the traits of the group or the individual.

At this point readiness can be defined as the followers' ability and the willingness to accomplish a task. There are four stages of follower readiness: (Robbins and Coulter, 2005)

R1: People are both unable and unwilling to take responsibility for doing something. They are neither competent nor confident.

R2: People are unable but willing to do the necessary job tasks. They are motivated but currently lack the appropriate skills.

R3: People are able but unwilling to do what the leader wants.

R4: People are both able and willing to do what is asked for them.

Task and relationship behaviors are considered as high or low and combined into four specific leadership styles: (Robbins and Coulter, 2005)

Telling (high task- low relationship): The leader defines roles and tells people what, how, when, and where to do various tasks.

Selling (high task-high relationship): The leader provides both directive and supportive behavior.

Participating (low task-high relationship): the leader and follower share in decision making, the main role of the leader is facilitating and communicating.

Delegating (low task- low relationship): The leader provides little direction or support.

Obviously, SLT demonstrates the importance of followers and that leaders can compensate for ability and motivational limitations in their followers.

3.3.3 Leader Participation Model (Vroom- Yetton- Jago Model)

This model was first developed by Vroom and Yetton and some contributions were made by Vroom and Jago later on. In the model it is assumed that different leadership styles can be displayed by one same leader. Vroom- Yetton- Jago Model asserts that during the decision making process the contribution of the followers is important. The aim of the model is, while maintaining the quality of the decision, to provide the acceptance of it by the followers. **(Keçecioglu, 1998)** This leadership contingency model relates leadership behavior and participation in decision making.

There are two variables in this model first as the acceptance and quality of the decision and second as the leadership style. The acceptance of the decision by the followers may be through their effective attendance to the implementation of the decisions. The followers should be under no effect and should be highly motivated about the implementation of the decision. On the other hand, Vroom and Yetton determined five leadership styles from autocratic leadership to democratic leadership. The most effective leadership depends on displaying the most appropriate leadership to the situation. Vroom and Yetton's model is a normative model and it suggests a sequence of rules to be followed for determining the decision making style. **(Çelik, 2003)**

The table below shows the five leadership styles in the Vroom Leader Participation Model.

Decision Making Style	Description
Autocratic I (AI) <u>Decide</u>	Leader solves the problem along using information that is readily available to him/her
Autocratic II (AII) <u>Consult Individually</u>	Leader obtains additional information from group members, then makes decision alone. Group members may or may not be informed.
Consultative I (CI) <u>Consult Group</u>	Leader shares problem with group members individually, and asks for information and evaluation. Group members do not meet collectively, and leader makes decision alone.
Consultative II (CII) <u>Facilitate</u>	Leader shares problem with group members collectively, but makes decision alone
Group II (GII) <u>Delegate</u>	Leader meets with group to discuss situation. Leader focuses and directs discussion, but does not impose will. Group makes final decision.

Figure 3.5 Vroom Leader Participation Model, Vroom, V. H., & Jago, A. G.,1988

When used, the questioning is started at step one, then using the branching tree, the user arrives at the best decision based on answers to the critical questions.

Vroom & Yetton, and later Vroom & Jago found the following questions helpful in the sequence below:

1. Quality Requirement (QR): How important is the technical quality of the decision?
2. Commitment Requirement (CR): How important is subordinate commitment to the decision?
3. Leader's Information (LI): Do you (the leader) have sufficient information to make a high quality decision on your own?

4. Problem Structure (ST): Is the problem well structured (e.g., defined, clear, organized, lend itself to solution, time limited, etc.)?
5. Commitment Probability (CP): If you were to make the decision by yourself, is it reasonably certain that your subordinates would be committed to the decision?
6. Goal Congruence (GC): Do subordinates share the organizational goals to be attained in solving the problem?
7. Subordinate conflict (CO): Is conflict among subordinates over preferred solutions likely?
8. Subordinate information (SI): Do subordinates have sufficient information to make a high quality decision?

In the diagram below, you identify the problem situation in which you are trying to decide the level of involvement. For each of the questions/criteria above, your answer will take you through the decision tree to an appropriate outcome. At the bottom of the page is the table describing each of the outcomes.

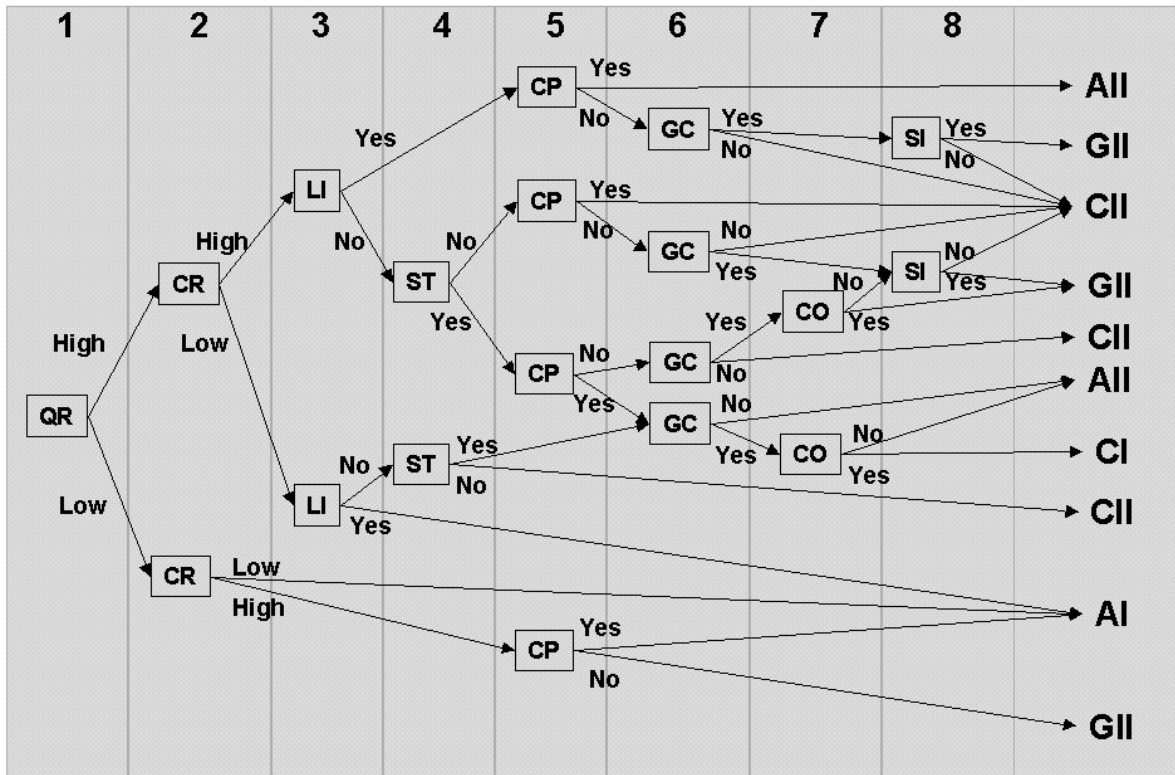


Figure 3.6 Decision Tree, Vroom, V. H., & Jago, A. G.,1988

3.3.4 Path-Goal Model

The Path-Goal theory is currently one of the most respected approaches to understanding leadership. The path-goal theory is a contingency model of leadership developed by Robert House. According to the model, leaders encourage and support their followers in achieving the goals.

In particular, leaders:

- Clarify the path so subordinates know which way to go.
- Remove roadblocks that are stopping them going there.
- Increase the rewards along the route.

Thus, ‘the leader can affect the performance, satisfaction, and motivation of a group’.
(Woolard, 2009).

A person may perform these by adopting a certain leadership style, based on the situation:

Directive leadership: ‘Specific advice is given to the group and ground rules and structure are established. For example, clarifying expectations, specifying or assigning certain work tasks to be followed.’ (Woolard, 2009) This may be used when the task is unstructured and complex and the follower is inexperienced. (Çelik, 2003)

Supportive leadership: ‘Good relations are promoted with the group and sensitivity to subordinates' needs is shown.’ (Woolard, 2009) This includes increasing the follower's self-esteem and making the job more interesting. This approach is best when the work is stressful, boring or hazardous. (Çelik, 2003)

Participative leadership: ‘Decision making is based on consultation with the group and information is shared with the group.’ (Woolard, 2009)

Achievement-oriented leadership: ‘Challenging goals are set and high performance is encouraged while confidence is shown in the groups' ability.’ (Woolard, 2009)

There are some conclusions that can be driven from the path-goal model regarding the educational leadership. The supportive and participative leadership behaviors among the four leadership behaviors proposed by this model can be applied easily in educational leadership. This is basically because the educational institutions consist of employees of high educational levels. As a result of this, it is not expected to have the directive leadership behavior to be effective in educational institutions. It is very important that an educational leader should open doors to the teachers to help them for their professional developments. By opening the doors to reach the educational goals, the leader may increase the teachers' motivation and job satisfaction. **(Çelik, 2003)**

3.4 The Latest Paradigm Shifts in Leadership

3.4.1 Transformational- Transactional Leadership

Transactional leadership is guiding or motivating the followers in the direction of the established goals by clarifying role and task requirements. **(Robbins and Coulter, 2005)** Transactional leadership is more focused on achieving results through organizational processes such as reward structures and implementation of policies and procedures. **(Sarros and Santora, 2001)** Transactional leader promotes uniformity by providing extrinsic rewards (positive or negative) to the collaborators.

As Robbins and Coulter mention, transformational leadership is paying attention to the concerns and developmental needs of individual followers; changing followers' awareness of issues by helping those followers to look at old problems in new ways; and being able to excite, arouse, and inspire followers to put out extra effort to achieve goals. **(Robbins and Coulter, 2005)**

Transformational leadership is composed of inspirational motivation, idealized influence, individualized consideration and intellectual stimulation. This type of leadership encourages followers to put extra effort and to go beyond what they thought possible. At an individual level, transformational leadership has positive effects on subordinates' satisfaction with and trust in leadership. Results suggest that while encouraging strong

values and norms within a team will lead increased commitment, focusing on transformational leadership in teams is a more effective way to encourage the development of trust, commitment and team efficacy. **(Arnold, Barling and Kelloway, 2001)**

The major purpose of transformational leadership is to fulfill the organizational transformation. In this type of leadership, it is very important to adapt to the rapidly changing environment. Transformational leadership has been tried to be defined via comparing it with the transactional leadership. While transformational leadership is targeting radical changes within the organizational structure, the transactional leadership aims to continue the present organizational structure. The basic behavioral tendency in transformational leadership is establishing the transformation and the shared vision. The radical transformation and alternation need especially within the educational field, requires an effective transformational leadership behavior. In the future world, the behaviors of a leader concerned with keeping the present status will not be effective. **(Çelik, 2003)**

3.4.2 Charismatic- Visionary Leadership

A charismatic leader is defined as an enthusiastic, self- confident leader whose personality and actions influence people to behave in certain ways. It is mentioned that charismatic leaders have a vision, are able to articulate that vision, are willing to take risks to achieve that vision, are sensitive to both environmental constraints and follower needs, and exhibit behaviors that are out of the ordinary. **(Robbins and Coulter, 2005)**

The view that charismatic leaders appear mostly during the periods of crisis has found acceptance by the theorists. The charismatic leader influences his followers with his special talents that the followers will do more than they usually do to fulfill the organizational goals. This is accomplished through the followers' self-denying. He will create an atmosphere available to plant his vision in his followers and make them toil more willingly for the fulfillment of his vision and organizational goals. He accomplishes this by means of his rhetorical and persuasive skills. **(Kaya, 2002)**

It is stated that there are occasions in history when the ‘great man’ comes along; and because of his personal magnetism, he can dominate decision-making regardless of the logic of his position. **(Piffner and Sherwood, 1964)**

The interrelationships between the leader’s inner world and its outcomes affect the nature of organizational culture and even the strategic choices made in the company. In addition to this, it is stated that there are also the outcomes which are the effects of the ‘dark sides’ of leaders’ personalities on organizations.**(Marjosola and Takala, 2000)** It is emphasized that throughout history there has been extremely destructive charismatic leaders like Hitler, Jim Jones. **(Kaya, 2002)** Moreover, the totalitarian aspects of societies and the truth manipulation practiced by charismatic leaders are seen as negative and undesired consequences of charismatic leadership at the societal level. The images of charismatic leaders are shadowed by these gloomy examples taken from the history. A charismatic leader’s selfishness and narcissism may lead to undesired consequences, whereas the unselfish and sacrificing features of a charismatic leader may be seen to bring about desired and admirable consequences. **(Marjosola and Takala, 2000)**

Although the term ‘vision’ is often linked with charismatic leadership, visionary leadership goes beyond charisma. It is mentioned that this is because the visionary leadership is the ability to create and articulate a realistic, credible, and attractive vision of the future that improves upon the present situation. Moreover, visions that are clearly articulated and have powerful imagery are easily grasped and accepted. **(Robbins and Coulter, 2005)**

The rapid changes in the world we live, forces the organizations into future targeted thinking continuously. As a result of this, educational leaders have to produce a vision which may carry the school to the future.

3.4.3 Team Leadership

Since more organizations are using work teams, the role of the leader has become increasingly important. Some managers could never lead a team because it is counter to their personality, that is, they are unable to leave their dominating style for the good of the

team. Leaders like Hitler were ambitious and used power over people to attain personal goals such as recognition, power and fame. However, there are some leaders like Mandela who used power to improve and benefit the quality of their followers.

It is important to learn how to become an effective team leader for the good of the organization. It is possible to learn some skills such as having patience to share information, being able to trust others and to give up authority, and understand when to intervene. **(Robbins and Coulter, 2005)** Many people think that there is one central person who is the leader. Leadership often exists through a group of people who work together closely. There are different kinds of leadership positions and these can be filled by various people. Leaders do not need or have to do everything themselves but they must make sure that the group as a whole set goals and has a vision. The issue of delegation is also important regarding leadership which is passing power on to other people.

In a team work rather than having a strict hierarchic relationship, it is essential to have a system established in which the hierarchy is reduced. People who are leading a team work should implement the system well. One of the biggest conflicts in the leadership history is that, people who tried to implement the idea of system depending highly on their intuitions, later turned out to be dictators. They see what is needed to be done but do not communicate it to anyone. Such leaders just dictate what is to be done. **(Çelik, 2003)** In accordance with these, it is necessary to state that there are some specific team leadership responsibilities as being a coach, a conflict manager, a liaison with external constituencies and a troubleshooter.

A team leader chooses to limit role to preferred team roles that delegates roles to others. In addition, he or she builds on diversity that is, the team leader values differences between people and does not try to mould people to particular standards. A team leader seeks talents_ he or she is not threatened by people with special abilities. Moreover, a team leader develops colleagues and encourages the growth of personal strengths to have colleagues. Finally it can be stated that a team leader creates mission _he or she projects the vision which others can act on as they see fit. **(Bolden, et al., 2003)**

4. IMPORTANCE OF COMMUNICATION FOR A LEADER

As Lesikar said, 'Communication is the ingredient which makes organization possible. It is the vehicle through which the basic management functions are carried out. Managers direct through communication; they coordinate through communication; and they staff, plan, and control through communication. Hardly an action is taken in any organization without communication leading to it.' **(Kimbrough and Nunnery, 1988)**

4.1 Communication of Leaders

Leadership has as its corner stone, the ability to communicate. When we use the word communicate, we are referring not only to the words one uses to transfer factual information to others, but also to other "messages" that are sent and received. For our purposes communication can be described as CREATING UNDERSTANDING.

While strong leadership is fundamental to business success, an organization can only succeed when employees at every level clearly understand where the business is going, and they support, and do what is required, to achieve business goals. **(Ceoforumgroup, 2009)**

As it is important communicating and receiving information in the organizational life, it is also effective in enabling the employees to attain positive attitudes. The superiors have important roles in the communication process. Although the organizational communication process is a two way one, the clearness and effectiveness of the process depends on the ones of the administrative levels. **(Yüksel 2005)**

An overriding objective of any communication program should be to effect a behavior change. The desired change might be an attitudinal change or it may be a significant change in work processes to support a major shift in organizational direction. Effective leaders communicate strategically, translating important business objectives into terms through which employees readily understand 'what's in it for me?' In response, employees are engaged, align their actions accordingly and work towards propelling an organization to success. All too often, communication programs fail in that they do not tell employees what the *employees* want and need to know. Dynamic organizations acknowledge the significant value that effective communication can deliver, especially in the climate of

persistent change. Improvement in customer satisfaction, service delivery and product quality, increased employee satisfaction and retention of key talent are just some of the areas in which effective communication will impact the bottom line.

This model shows the three integrated communication roles a leader plays:

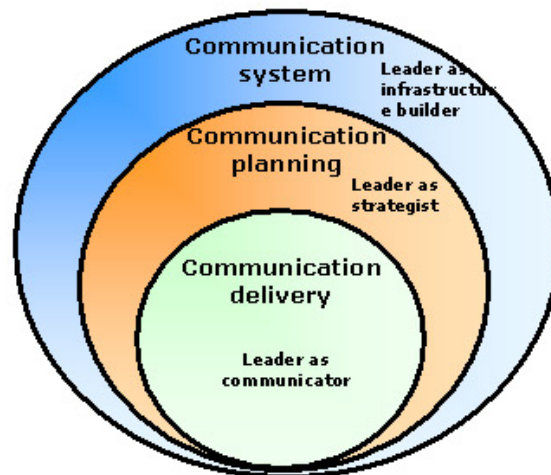


Figure 4.1 Leader as Communicator, Ceoforumgroup, 2009

As a communication infrastructure builder, the leader must consider a number of issues:

- the organizational culture;
- the current communication climate;
- identification of various changes that impact stakeholders;
- integration of communication with other human resources practices.

In developing a strategy for any communication program, the leader should:

- analyze each stakeholder and the impact of the change for them;
- determine measurable communication objectives;
- develop a clear, consistent message that is meaningful to the stakeholder;
- select and use appropriate communication channels;
- measure the effectiveness of the communication effort and adjust the strategy as necessary.

It is only at this point, in the leader's tactical role as communicator, that message delivery becomes important. The leader may utilize a range of fundamental communication skills, such as:

- presentation skills
- asking effective questions
- listening skills
- facilitation and problem solving
- conducting high impact conversations
- coaching and mentoring skills (one-on-one communication) **(Ceoforumgroup, 2009)**

The leader communicates:

- a sense of confidence and control (or lack thereof) to employees.
- his or her own feelings about the change.
- the degree to which he/she trusts the abilities of the employees to get through the change.
- a sense of purpose and commitment (or lack thereof).
- the degree to which he/she accepts the reactions and feelings of employees.
- expectations regarding behavior that is seen as appropriate or inappropriate (ie. Rumor-mongering, back-room meetings).
- the degree to which he/she is "connected to" employees situations and feelings or is "in-touch" with them. **(Bacal, 2009)**

The part of a school's mission is to develop a partnership with families and with the community at large. Furthermore, school leaders must understand the need for attitudinal changes and the ingredients for overcoming barriers that may prevent such progress. Building Three-Way Communication is an insightful exploration of why home-school-community partnerships are so difficult to create and why they often fail despite a wealth of research that demonstrates the many advantages of these partnerships. It is very important to involve strategies for parent-teacher conferences, creating a school handbook and newsletters, encouraging parent education, developing plans for volunteerism,

enlisting community and parental involvement and building strong public awareness. School leaders should also develop a comprehensive school-wide plan and take realistic steps toward building a comprehensive program for parent and community involvement. **(Barclay, K., and Boone, E., 1995)**

5. IS EMOTIONAL INTELLIGENCE NECESSARY FOR LEADERS?

According to two leading researchers, Peter Salovey and John D. Mayer, Emotional Intelligence is “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (1990). **(Gürbüz and Yüksel, 2008)**

It would be foolish to assert that good-old-fashioned IQ and technical ability are not important ingredients in strong leadership. But the recipe would not be complete without emotional intelligence. It was once thought that the components of emotional intelligence were ‘nice to have’ in business leaders. But now we know that, for the sake of performance, these are ingredients that leaders ‘need to have’. **(Goleman, 1998)**

The theoretical basis of Emotional Intelligence was first formed by Thorndike (1920) with his social intelligence model. According to this model, an individual's ability of understanding and perceiving others' emotions is an ability apart from his general intelligence. Thorndike with the term social intelligence formed a close structure to the definition of emotional intelligence. As Cumming states the development of the concept of Emotional Intelligence took place with the realization of the failure of some people in real life after succeeding in many tests used to measure their success in one specific subject such as the university entrance tests or IQ test. The concept of Emotional Intelligence was first defined by Salovey and Mayer in 1990 as understanding others' feelings and emotions. **(Gürbüz and Yüksel, 2008)**

The findings of a research on the young administrators are very interesting. These young people at the age of twenty-five gave the impression of being very successful for the following years. However, they were not as successful as it was expected from them within the following ten years. According to the research there were four traits found about these people when compared to their successful equivalents :**(Baltaş, 2002)**

- Being unsuccessful in human/interpersonal relations
- Being over authoritarian

- Being in conflict with the superior administrative levels
- Being over ambitious

There are five characteristics of Emotional Intelligence as self-awareness, mood management, self motivation, empathy, managing relationships, and their observed abilities are as stated below.

1. **Self-awareness**–the individual knows his or her weaknesses and is not afraid of speaking about them.
2. **Mood management**– the individual handles feelings so they're relevant to the current situation and reacts appropriately
3. **Self-motivation**– the individual gathers up his or her feelings and directs himself or herself towards a goal and doesn't leave the attaining of success to chance.
4. **Empathy**– the individual recognizes feelings in others and communicates accordingly.
5. **Managing relationships (Social Skills)**– the individual handles the interpersonal interactions, solves the conflicts' and negotiates. **(Kaya, 2002)**

As for good leaders are not resting on their glories or victories, but are always aware of the necessity of self improvement and development to catch up with the fast globalization and changing matters of the business and the world, and of course to have the continuity of the influence on those followers, it is possible to state that emotional intelligence can also be boosted.

Unlike IQ, which is largely genetic_ it changes little from childhood_ the skills of emotional intelligence can be learned at any age. It's not easy however. Growing your emotional intelligence takes practice and commitment. But the payoffs are well worth the investment. **(Goleman, 2000)**

Moreover, as Goleman states; It can be boosted not with traditional training programs that target the rational part of the brain. Extended practice, feedback from colleagues, and your own enthusiasm for making the change are essential to becoming an effective leader. **(Goleman, 1998)**

Although emotional intelligence is still debatable among the management gurus, my opinion based on above findings is that, emotional intelligence is quite an important element for being a good leader because a leader dealing with people has to use a great deal of it in order to increase efficiency and to boost effectiveness in leading change.

Emotional Intelligence is in correlation with many of the components of transformational leadership. According to Goleman, a man with the best educational background and with the highest analytical skills, but who is poor of emotional intelligence, may not have the chance of becoming the best or the greatest leader. Moreover, if a company's high level administrators have emotional intelligence, the targeted income of the company may leap with a rate of 20%. **(Kaya, 2002)**

Emotional intelligence will help the leaders to establish a smooth communication to motivate the followers to new situations or targets. As Wheelen and Hunger state in their book 'Strategic Management and Business Policy', no leader ever improved performance by setting easily attainable goals that provided no challenge. Conveying the set objectives to subordinates can often lead to high performance. The leader, must be willing to coach employees and let them have a new view and a sense of responsibility to accomplish the organizational goals. **(Wheelen and Hunger, 2008)** Hence, motivated people be committed and they adapt themselves easily to transformations.

6. EFFECT OF A LEADER ON THE PRODUCTIVITY (EFFICIENCY) AND PERFORMANCE OF THE ORGANIZATION

Productivity is defined in the business dictionary as the relative measure of the efficiency of a person, machine, factory, system, etc., in converting inputs into useful outputs. Computed by dividing average output per period by the total costs incurred or resources (capital, energy, material, personnel) consumed in that period, productivity is a critical determinant of cost efficiency. **(BusinessDictionary, 2009)**

If companies are established and run for some benefits, they need to increase their benefits in the fast globalization and in today's high competitive environment. In order to achieve this, each company or corporation has to enhance the level or the quality of their service or product that they provide or create. In this regard, it is crucial to find out ways to increase efficiency of the employees.

Then, Organizational Productivity and Organizational Performance are important issues never to be ignored. As Robbins and Coulter define, organizations strive to be productive. They want the most goods and services produced using the least amount of inputs. Performance is the end result of an activity. Organizational Performance is the accumulated end results of all the organization's work processes and activities. To increase productivity one possible way is being more efficient in performing the organization's work activities. It is found that organizations with more satisfied employees tend to be more effective than organizations with fewer satisfied employees. So, organizational productivity becomes a measure of how efficiently employees do their work. **(Robbins and Coulter, 2005)**

If the performance is high and effectively fulfilled then it will not be wrong to say that the productivity or in other words the efficiency of the organization will be high, too.

For the reason managers or leaders are working with people and that they try to reach to the organizational goals in efficiency, they have to see their employees as part of the team.

A series of experiments on worker productivity begun in 1924 at the Hawthorne plant of Western Electric Company in Illinois; attributed employees' increased output to managers' better treatment of them during the study. Control and experimental groups were formed and the experimental group was being exposed to various lightening intensities, and the control group was working under a constant intensity. It was found that when they increased the level of light in the experimental group, output for both groups increased. Then when they decreased the level of light in the experimental group, in both groups the productivity continued to increase. They observed a decrease in the productivity of the experimental group when the level of light was close to of a moonlit night.

Later in 1927, Elton Mayo, a Harvard professor, was asked to join in the studies with his associates. One experiment was designed to evaluate the effect of a group piecework incentive pay system on group productivity. The results indicated that the incentive plan had less effect on a worker's output than did group pressure, acceptance, and security. The researchers concluded that social norms or group standards were the key determinants of individual work behavior. **(Robbins and Coulter, 2005)**

Today the group-centered concepts of leadership and authority call for a new type of leadership which will stimulate group as well as individual response. The result is that most supervisory training tries to condition supervisors to behave as though they were group leaders rather than to drive with the whip. **(Piffner and Sherwood, 1960)**

As Yeoman expresses 'If you want to see what a real team is go look a jazz quartet. Nobody is the boss. The critical nature of the music depends on how well the musicians listen to each other's musical ideas pass the lead around to each other, and support the soloist innovations. That, in fact, is the kind of a team we need in our workplaces. No one is in control. There aren't any right answers. There are simply opportunities. Intuitive leadership of these kinds of workplace teams can be tremendously successful.' **(Yeoman, 1996)**

As Baltaş (2002) states under the title 'Coaching: A Basic Managerial Skill For A High Performance and Efficient Work Place', during the last decade all the changes that take

place in organizational structures, have led a change in the managers, and have converted them from a controlling role into a supporting role. The traditional administrative structure had the managers to be responsible of controlling, directing, giving instructions, and determining what jobs the employees should do. Whereas in the modern and contemporary administrative style team work appeared to be more effective with its developmental, mentoring and coaching responsibilities in the administrative style. The coaching process requires preparation and it can never be handled in a quick or underestimated way. It requires some predetermined performance criteria. It gives to the organization and the administrators the responsibilities of communicating the goals of the organization plainly, monitoring the behavior and the performance, and giving feedback. Another quality that the coaching process requires is the continual performance development and it is not a process of problem solving. **(Baltas, 2002)**

It has repeatedly been shown that coaching and mentoring pay off not just in better performance but also in increased job satisfaction and decreased turnover. But what makes coaching and mentoring work best is the nature of the relationship. Outstanding coaches and mentors get inside the heads of the people they are helping. They sense how to give effective feedback. They know when to push for better performance and when to hold back. In the way they motivate their protégés, they demonstrate empathy action. **(Goleman, 1998)** Talking about the empathy issue, again we once more come to the point; how important it is to have emotional intelligence in a leader.

As a result, in order to raise the efficiency of an organization it is very essential for the managers to understand the importance of team work, coaching, and mentoring and their relationship with motivation.

Motivation refers to the process that account for an individual's willingness to exert high levels of effort to reach organizational goals, conditioned by the effort's ability to satisfy some individual need. **(Robbins and Coulter, 2005)**

If there is one trait that virtually all effective leaders have, it is motivation. They are driven to achieve beyond expectations_ their own and everyone else's. Plenty of people are

motivated by external factors such as a big salary or the status that comes from having an impressive title or being part of a prestigious company. By contrast, those with leadership potential are motivated by a deeply embedded desire to achieve for the sake of achievement. **(Goleman, 1998)**

Some of the researches point that including the employees into the process of determining the organizational goals is the greatest motivating factor. This also expresses what the employee wants to do in the future. Goals and objectives form a basis for the motivation and it manipulates the behavior. The most important feature of objectives is their feedback providing opportunity. Setting objectives provides an atmosphere available to monitor the employee performance and time. The most important step in raising the efficiency within the organization is including the employees to the process while determining the objectives and making decisions. According to the researches, by including the employees to such processes the following will be observed: **(Baltaş, 2002)**

- Increase in the ethic values and job satisfaction
- Decrease in the absenteeism and conflicts
- Decrease in the rate of resigning

In order to be a leader, it is important to understand what motivates the employees around you. It is necessary to discover the fundamental needs that employees, coworkers, and bosses have. All people have a need for a basic income and necessities. Additionally, they have a need for a deep social connection and friendships. People want to fit in somewhere and feel as if they belong. Another large category of human need is the need for growth and challenges. A worker lured to a job by high salary may find their job dissatisfying if they are unable to have friendships and connect with other people at work. It is much easier to lead and motivate if you understand what people's undeniable needs are. **(Freeman and Stoner, 1992)**

Likert has argued that the maintenance of human resources must be considered a vital element in gauging organizational effectiveness. Scientific management has demonstrated its capacity to obtain high productivity; but its 'Critical weakness', according to Likert, has been the evoking of resentments, hostilities, and adverse motivation and attitudinal

reactions. Such negative attitudes are not in the long run interest of any organization and they manifest themselves in communications blocks and restrictions, high scrap loss, lowered safety, higher absence and turnover, increased grievances, and work stoppages. In the future Likert believes emphasis on short term production goals will cause even greater hostility because the trend generally is toward giving the individual greater freedom and initiative. Today, ‘....people are less willing to accept pressure and close supervision than was the case a decade or two ago.’ (Pfiffner and Sherwood, 1960)

In addition, leadership style influences the level of motivation. However, throughout a lifetime, man’s motivation is influenced by changing ambitions and/or leadership style he works under or socializes with. Command-and-control leadership drains off ambition while worker responsibility increases ambition. (Webb, 2003) The chart below provides a better understanding of leadership and motivation relationship for the leaders.

Leadership Style versus Motivation				
Leadership Style	Motivation Type	Motivation is Based on:	Personality Type	Efficiency
<i>Limited supervision</i> <i>Worker with decision making responsibility</i>	Self motivated	Creativity	Leader of ideas or people.	High
	Team motivated		Independent Achiever Thrives on change	
<i>Mixed styles</i>	Goal motivated	Opportunity	Personality type and efficiency depends on leader's skill and/or the work environment he's created.	
	Reward motivated	Materialism		
	Recognition motivated	Social status		
<i>High level of supervision</i> <i>Command-and-control</i>	Peer motivated	To be like others	Status quo	Low
	Authority motivated	Follows policy	Dependency	
	Threat, fear motivated	Reacts to force	Resist change	

Figure 6.1 Motivation and Leadership Styles, Webb, 2003

As it is obvious, motivating high levels of employee performance is an important issue and an organizational problem which managers keep looking for a solution. At this point, it is essential to remember Maslow's hierarchy of needs theory in which he creates a hierarchy of five human needs. These five human needs are psychological, safety, social, esteem, and self-actualization. A need is an internal state that makes certain outcomes appear attractive. Each level must be substantially satisfied and when a need is substantially satisfied it cannot motivate the behavior anymore and the next level of need in the hierarchy becomes dominant. An unsatisfied need creates tension and in order to reach organizational goals this tension must be reduced. For this reason, the individual needs of the employees must match with the organization's goals.

Moreover, Herzberg's Motivation-Hygiene Theory states that intrinsic factors are related to job satisfaction and motivation, on the other hand extrinsic factors are associated with job dissatisfaction. As Kimbrough and Nunnery report in their book, Herzberg postulated that in the work situation there are two rather different sets of factors those that relate to extent of job dissatisfaction (e.g., pay, fringe benefits, nature of supervision) and those that relate to job satisfaction (e.g., job content, achievement, recognition). The dissatisfiers (hygiene factors) can be seen as roughly paralleling Maslow's lower-order needs, and the satisfiers (motivators) can be related to the higher-order needs. **(Kimbrough and Nunnery, 1988)** Herzberg believed, removing dissatisfying characteristics from a job would not necessarily make that job more satisfying (or motivating). The opposite of satisfaction is no satisfaction and the opposite of dissatisfaction is no dissatisfaction. According to Herzberg, the factors that led to job satisfaction were separate and distinct from those that led to job dissatisfaction. Therefore, managers who sought to eliminate factors that created job dissatisfaction could bring about workplace harmony but not necessarily motivation. When hygiene factors are adequate, people won't be dissatisfied, but they won't be satisfied either. To motivate people, Herzberg suggested emphasizing motivators, the intrinsic factors that increase job satisfaction. **(Robbins and Coulter, 2005)**

In regard of all these, it will be very inappropriate to think of efficiency apart from motivation. If the motivation of the employee is high, then he will put more effort on his work and this will consequently lead to high efficiency.

One other important issue about productivity is what the systems resource model of organizational effectiveness proposes; effectiveness is measured by the organization's ability to exploit its environment in acquiring scarce and valued resources. **(Robbins and Coulter, 2005)**

Then in the acknowledgement of this information, how can it be applied to the field of education? The scarce and valued resource in the field of education is creativity which will put an educational institution ahead of its competitors since every institution is following the developments and techniques in science, arts, literature and sports.

In the field of education, the most important resource is the creativity of the employees (managers and teachers) which need to be nourished and encouraged. If this is done, the educational institution will be distinguishing and competitive. If the outcomes of creativity are turned into products then it can be said that there is the proper atmosphere for innovation. When the teachers gain access to use their creativity freely, then they can help to the education process of their students. Teachers know their students better than anybody, and they need appropriate atmosphere to use their creativity to help their students with different learning abilities. Moreover, they need the atmosphere open to creativity to educate students in an environment that is changing and developing rapidly in terms of technology and information. The atmosphere that is highly available to creativity may enable a school to be successful and quick in coping with fast changing contemporary global issues. The atmosphere also includes the effective cooperation between the teachers and other employees (principal, assistant principals, IT department staff, technology and technical department staff, guidance and consultancy department staff, doctors, nurses, secretaries, etc.) to facilitate and support teachers. In order to have an efficient cooperation, staff of other departments should also benefit from the leadership style. Increasing success will make the institution distinguishing and its reputation will inevitably become well known.

7. RESEARCH DESIGN AND METHADODOLOGY

7.1 The Sample of the Study

In this research, a questionnaire has been used among the employees of educational institutions in Istanbul, which is the largest metropolitan city that represents other educational institutions in Anatolia. Within this context, 5 private schools and 3 state schools have been used as sampling. After having delivered 250 questionnaires to respondents, 143 of them have been answered and sent back. The subject sampling group consisted of principals, assistant principals, teachers, guidance and consulting workers, secretaries, library workers, and nurses.

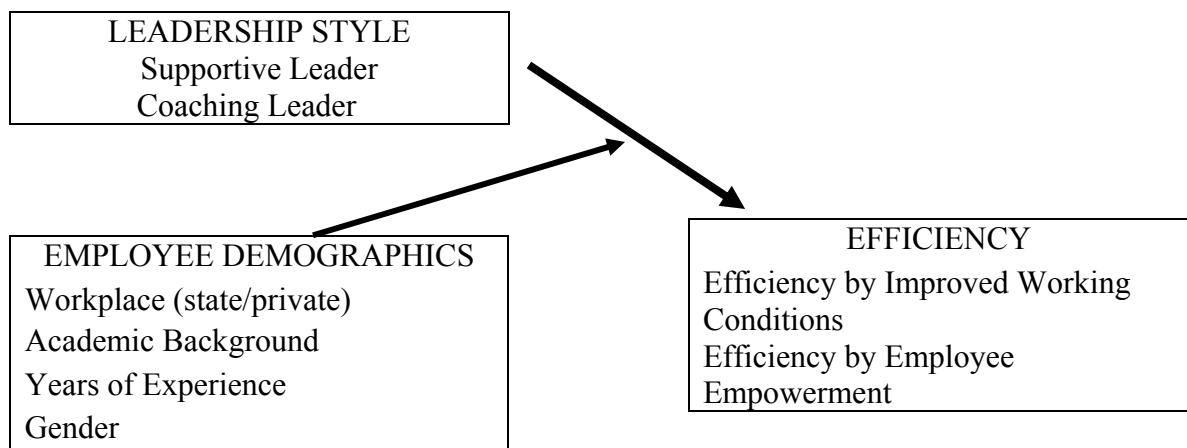
7.2 Research Design of the Study

A quantitative (numerical) analysis method has been used and with respect to its purpose. This thesis has an explanatory design. It also has some descriptive components. A thorough literature review has been done.

It is a cross-sectional study and a sample questionnaire has been applied to the sample once.

Consequently the hypothesis testing type of research design has been used for reaching a better understanding of the relationships between leadership style and its effects on the employee productivity in the educational institutions.

7.3 Research Model of the Study



7.4 Measurement Instrument

The questionnaire has three sections of items: The first section asked the respondents' socio-demographics such as gender, education level, and years of work experience. The second section tested how the employees perceive their administrators' leadership style with 16 items. The third section tested how the employees perceive their own productivity with 13 items.

Respondents rated each item in the second and third section on a 5-point Likert type scale ranging from 1 'Never' to 5 'Always'. The measurement has been developed by the researcher based on the Literature Research. Answers have been analyzed via SPSS computer program.

7.5 Why is it important that the leadership style in an organization is close to the democratic leadership style?

According to Daniel Goleman, a democratic leader forges consensus through participation and as he mentions communication is a key to this. **(Goleman, 2002)** This style produces a work environment that subordinates feel good about. Moreover, because the employees feel they are involved in the decision-making process and that they have an equal say, they become more committed. Democratic leadership is a highly effective style because people are more likely to develop more skills when they feel empowered. In our age, so many workers are intelligent and highly skilled professionals. In motivating knowledge workers, it is essential to make them feel valued. Empowerment plays an important part in making the employees feel greater ownership over the tasks or goals as well as motivating them. As Goleman claims in his 'Leadership that gets results', by listening to employees' concerns, the democratic leader learns what to do to keep the morale high. Moreover, collaboration, team leadership and communication are the areas which a democratic leader is talented in, too. **(Goleman, 2002)**

In accordance with all these, a questionnaire has been prepared to help us study the employee productivity under a democratic leader who cares about communication and supports and coaches his subordinates in reaching the organizational goals efficiently.

8. RESEARCH FINDINGS

8.1 Socio-demographic Characteristics of the Respondents

Demographic structure of the research sample is demonstrated in Figure 8.1, 8.2, 8.3, 8.4. According to these data, 72,7 % of the sample group is formed by university graduates, and 76,2 % of the participants are females. Moreover, 83,2 of the sample group is formed by private school workers. Another important rate is about the work experience gained through the years spent in the educational institutions. It has been observed that, 61,5 % of the participants have work experience of over 11 years, and 19,6 % of the participants have work experience between 6-10 years.

Educational background			
		Frequency	Percent
Valid	university	104	72,7
	graduate	38	26,6
	doctorate	1	,7
	Total	143	100,0

Figure 8.1 frequency of educational background

Years of work experience			
		Frequency	Percent
Valid	0-5 years	27	18,9
	6-10 years	28	19,6
	11 years over	88	61,5
	Total	143	100,0

Figure 8.2 frequencies of years of work experience

workplace			
		Frequency	Percent
Valid	Private school	119	83,2
	State school	24	16,8
	Total	143	100,0

Figure 8.3 frequency of workplace

Gender			
		Frequency	Percent
Valid	female	109	76,2
	male	34	23,8
	Total	143	100,0

Figure 8.4 frequency of gender

8.2 Reliability Testing and Factor Analysis

8.2.1 Reliability Analysis of Leadership Style

Table 8.1 Reliability analysis of leadership style items

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,922	,923	16

Table 8.2 Item-total statistics of leadership questionnaire

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ql1	53,3916	105,127	,731	,657	,914
ql2	52,9161	106,444	,647	,477	,917
ql3	53,1538	106,300	,704	,575	,915
ql4	53,1329	104,257	,774	,686	,913
ql5	52,4895	109,308	,561	,454	,919
ql6	52,6154	109,548	,531	,462	,920
ql7	53,1818	103,333	,768	,706	,913
ql8	53,6853	102,640	,675	,640	,916
ql9	53,4336	103,205	,685	,679	,915
ql10	52,9930	102,979	,736	,664	,914
ql11	53,3916	100,860	,787	,707	,912
ql12	53,0490	108,920	,544	,471	,919
ql13	53,5874	109,174	,442	,303	,923
ql14	52,9930	108,937	,492	,422	,921
ql15	54,4336	113,783	,227	,205	,929
ql16	53,0909	104,787	,779	,657	,913

In Table 8.2, Corrected Item Total Correlation value is 0,227 <0,25 for the item 15. If the item is deleted, the calculated Cronbach's Alpha value 0.929 is greater than the general Cronbach's Alpha value 0.922 in Table 8.1. For the reason item 15 is decreasing the reliability of the questionnaire, it is appropriate to exclude item 15. By excluding the item 15, the general reliability coefficient will be 0.929. This value is high and therefore the questionnaire is reliable.

8.2.2 Reliability Analysis of Productivity

Table 8.3 Reliability analysis of productivity items

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,929	,930	13

The alpha value 0,929 is high. As a result, the reliability of the questionnaire is high.

Table 8.4 Item-total statistics of productivity questionnaire

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
qp1	42,5035	82,548	,623	,565	,926
qp2	42,5035	81,393	,674	,582	,924
qp3	43,1958	78,257	,720	,596	,922
qp4	42,7483	78,936	,641	,510	,925
qp5	42,8601	76,262	,805	,740	,919
qp6	42,5804	83,189	,445	,336	,932
qp7	42,9510	79,244	,686	,586	,923
qp8	42,5105	80,139	,686	,589	,923
qp9	42,3357	80,351	,682	,556	,923
qp10	42,6713	78,025	,746	,616	,921
qp11	42,6573	80,509	,692	,576	,923
qp12	43,0979	76,061	,774	,793	,920
qp13	42,9930	75,542	,718	,691	,923

Corrected Item-Total Correlations of the Productivity questionnaire are high values which range from 0,445 to 0,805. The Alpha values calculated for the items are either close or less than the General Cronbach's Alpha value 0.929. Therefore, internal consistency of the questionnaire is high with Cronbach's Alpha 0,929.

8.2.3 Factor Analysis of Leadership Style

Table 8.5 KMO and Bartlett's test of leadership questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,920
Bartlett's Test of Sphericity	Approx. Chi-Square	1277,595
	df	105
	Sig.	,000

As in Table 8.5, KMO test is %92 (,920). The result $0,920 > 0,50$ shows that the data set is appropriate for factor analysis. The second test to be examined is Bartlett's test. The table clearly indicates that the Bartlett test is meaningful (Sig). Therefore, there is a high correlation between the variables, and the data set is sufficient for the factor analysis.

Table 8.6 Total variance explained of leadership questionnaire

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,708	51,388	51,388	4,984	33,225	33,225
2	1,155	7,701	59,089	3,879	25,863	59,089
3	,932	6,212	65,300			
4	,923	6,153	71,453			
5	,698	4,652	76,106			
6	,616	4,104	80,209			
7	,533	3,552	83,761			
8	,478	3,187	86,948			
9	,405	2,702	89,650			
10	,378	2,519	92,169			
11	,300	2,001	94,170			
12	,265	1,769	95,939			
13	,232	1,547	97,486			
14	,195	1,302	98,788			
15	,182	1,212	100,000			

Extraction Method: Principal Component Analysis.

In Table 8.6 there are 2 factors with eigenvalue statistics greater than 1. The first factor demonstrates %33,225 of the cumulative variance. The first and the second factors together demonstrate %59,089 of the cumulative variance.

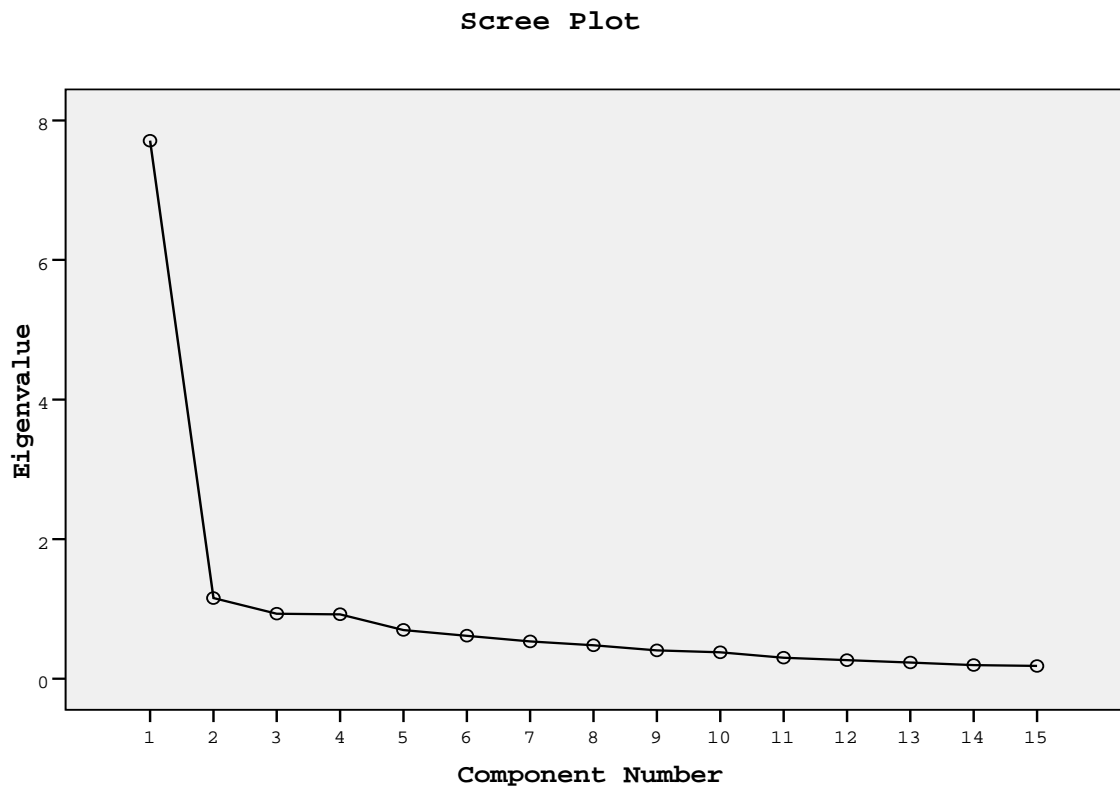


Figure 8.5 The Scree Plot of Leadership factors

Above, Figure 8.5 clearly supports the selection of two factors.

Table 8.7 Loadings of the items in the Leadership Style Questionnaire

Statements	Loadings	
	Factor1	Factor2
My administrators appreciate my achievements	,802	,324
My administrators care about understanding my needs	,763	,368
I am satisfied with the administrators and the administrative style.	,754	,367
My administrators set value upon my suggestions.	,674	,476
My administrators apply the same rules and attitudes towards everyone.	,671	,379
My administrators are concerned about maintaining the good relations while correcting the errors	,655	-,027
My administrators encourage their subordinates' involment into the decision making and implementation processes.	,648	,442
I can reach my administrators easily	,612	,197
When necessary my administrators protect my rights.	,600	,505
My administrators are bold and venturesome.	,530	,469
My administrators are fond of preparing their subordinates for new tasks and procedures.	,120	,794
My administrators make an effort towards my career development	,335	,732
Team work is important and essential for my administrators	,211	,727
My administrators are fond of explaining the details of new projects and tasks to subordinates.	,221	,610
My administrators evaluate my performance regularly and provide feedback.	,450	,599

As the result of the Factor analysis, the items in the Leadership Style Questionnaire are gathered under 2 factors and the variance is %59,089. the loadings of these factors are as in the table8.7 above. In accordance with the loadings of the items these factors are named as:

1. Factor: Supportive Leadership
2. Factor: Coaching Leadership

8.2.4 Factor Analysis of Efficiency

Table 8.8 KMO and Bartlett's test of productivity questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,909
Bartlett's Test of Sphericity	Approx. Chi-Square	1181,826
	df	78
	Sig.	,000

As in Table 8.8, KMO test is %90,9 (.909). The result $0,909 > 0,50$ shows that the data set is appropriate for factor analysis. The second test to be examined is Bartlett's test. The table clearly indicates that the Bartlett test is meaningful (Sig). Therefore, there is a high correlation between the variables, and the data set is sufficient for the factor analysis.

Table 8.9 Total variance explained of productivity questionnaire

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,130	54,845	54,845	7,130	54,845	54,845	4,586	35,275	35,275
2	1,152	8,863	63,708	1,152	8,863	63,708	3,696	28,433	63,708
3	,877	6,748	70,456						
4	,738	5,675	76,131						
5	,536	4,119	80,250						
6	,495	3,805	84,056						
7	,440	3,382	87,438						
8	,392	3,016	90,454						
9	,349	2,687	93,141						
10	,292	2,243	95,384						
11	,257	1,975	97,359						
12	,211	1,622	98,980						
13	,133	1,020	100,000						

Extraction Method: Principal Component Analysis.

In Table 8.9 there are 2 factors with eigenvalue statistics greater than 1. The first factor demonstrates %54,845 of the cumulative variance. The first and the second factors together demonstrate %63,708 of the cumulative variance.

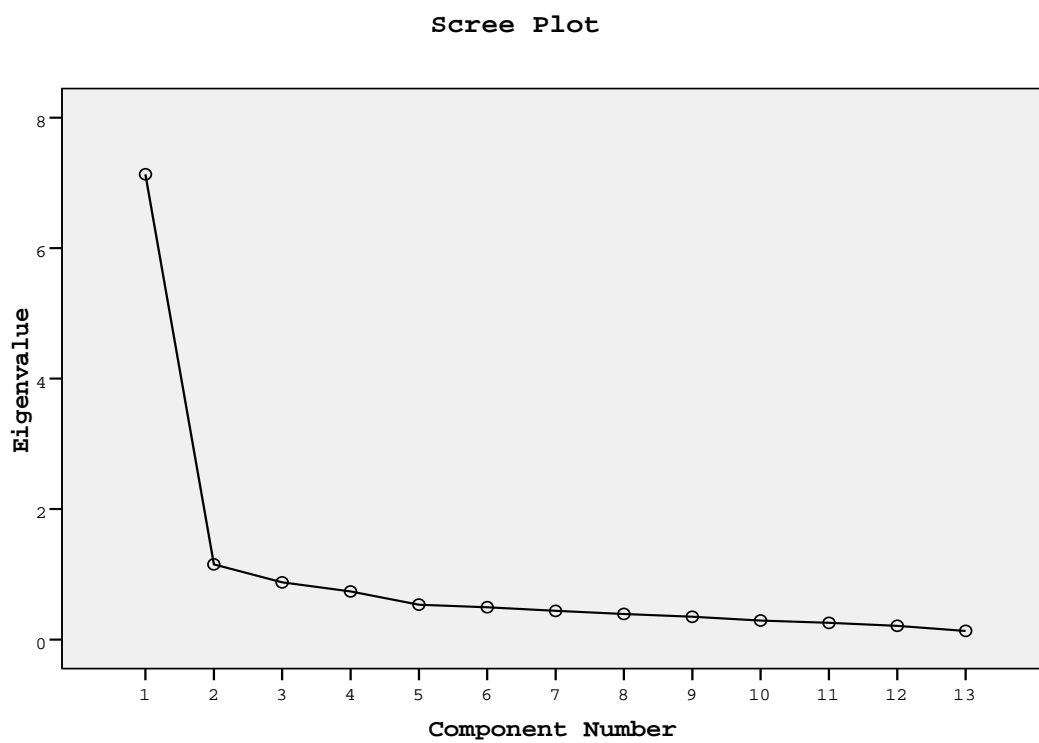


Figure 8.6 The Scree Plot of Productivity factors

Above, Figure 8.6 clearly supports the selection of two factors.

Table 8.10 Loadings of the items in the Productivity Questionnaire

Statements	Loadings	
	Factor1	Factor2
My administrators are helpful in decreasing oppression and stress in the job environment	,900	,210
I feel more productive because there is less oppression and stress in the job environment.	,828	,220
My administrators are realistic when bringing up targets and deadlines	,761	,262
My administrators increase my motivation in correcting mistakes and my imperfections by using constructive criticism	,740	,427
My administrators avoid letting my job description deviate from its aim and to become an impossible task	,708	,393
My administrators facilitate finding time for developing new products and methods individually or as a team	,706	,364
My administrators definitely provide a feedback at the end of performance observation	,527	,451
I can bring up my criticisms freely during the planning process	,341	,738
My administrators provide in-house training for me in the name of the company	,047	,715
My administrators are open minded in letting me use my ideas, projects and productions	,356	,710
Having my job description communicated clearly, I can thoroughly fulfill the expectations of the company	,386	,678
My administrators are aware of the fact that my criticisms during the planning process are for the benefit of the company	,399	,672
I can use my education and knowledge in producing creative ideas	,365	,626

As the result of the Factor analysis, the items in the Productivity Questionnaire are gathered under 2 factors and the variance is %63. The loadings of these factors are as in the table 8.10 above. In accordance with the loadings of the items these factors are named as:

1. Factor: Efficiency by Improved Working Conditions
2. Factor: Efficiency by Employee Empowerment

8.3 Pearson Correlation Analysis

8.3.1 Pearson Correlation Analysis of the Leadership Factors Affecting the Productivity (Efficiency)

Table 8.11 Correlations between leadership factors and productivity factors

		Correlations			
		Supportive	Coaching	Improved Working Conditions & Efficiency	Employee Empowerment & Efficiency
Supportive	Pearson Correlation	1	,000	,667**	,298**
	Sig. (2-tailed)		1,000	,000	,000
	N	143	143	143	143
Coaching	Pearson Correlation	,000	1	,168*	,514**
	Sig. (2-tailed)	1,000		,045	,000
	N	143	143	143	143
Improved Working Conditions & Efficiency	Pearson Correlation	,667**	,168*	1	,000
	Sig. (2-tailed)	,000	,045		1,000
	N	143	143	143	143
Employee Empowerment & Efficiency	Pearson Correlation	,298**	,514**	,000	1
	Sig. (2-tailed)	,000	,000	1,000	
	N	143	143	143	143

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As in Table 8.11 above, there is a positive moderate correlation between Supportive Leadership Factor and Efficiency by Improved Working Conditions Factor with $r = 0,667$ which is also highly significant with $p = 0,000$. Moreover, there is a moderate correlation between Coaching Leadership Factor and Efficiency by Employee Empowerment Factor with $r = 0,514$ which is highly significant with $p = 0,000$.

8.4 Frequency Analysis

8.4.1 Frequencies and Percentages of the Answers Given to the Leadership Questionnaire

Table 8.12 Leadership Style Table (Percentages)

<i>No</i>	<i>LEADERSHIP STYLE</i>	Never	Rarely	Sometimes	Very Often	Always
1	My administrators encourage their subordinates' involment into the decision making and implementation process.	3,5	13,3	34,3	39,9	9,1
2	My administrators are bold and venturesome.	0,7	10,5	18,9	42,7	27,3
3	My administrators apply the same rules and attitudes towards everyone.	2,1	7	1	42	15,4
4	My administrators set value upon my suggestions.	2,1	10,5	25,9	44,8	16,8
5	Team work is important and essential for my administrators.	1,4	2,8	10,5	37,1	48,3
6	I can reach my administrators easily.	1,4	2,8	16,1	38,5	41,3
7	My administrators appreciate my achievements.	3,5	9,1	32,2	35,7	19,6
8	My administrators evaluate my performance regularly and provide feedback.	14	12,6	35,7	26,6	11,2
9	My administrators make an effort towards my career development.	9,1	10,5	32,9	32,9	14,7
10	When necessary my administrators protect my rights.	2,8	10,5	23,1	33,6	30,1
11	My administrators care about understanding my needs	5,6	18,9	25,2	34,9	17,5
12	My administrators are fond of preparing their subordinates for new tasks and procedures.	1,4	9,1	24,5	46,2	18,9
13	My administrators are concerned about maintaining the good relations while correcting the errors.	8,4	14	39,2	28	10,5
14	My administrators are fond of explaining the details of new projects and tasks to subordinates.	2,8	7	25,9	38,5	25,9
15	My administrators want to have subordinates listen-obey and accept their views.	25,9	32,9	26,6	11,2	3,5
16	I am satisfied with the administrators and the administrative style.	2,8	5,6	29,4	45,5	16,8

8.4.2 Frequencies and Percentages of the Answers Given to the Productivity (Efficiency) Questionnaire

Table 8.13 Productivity Table (Percentages)

<i>NO</i>	<i>PRODUCTIVITY</i>	Never	Rarely	Sometimes	Very Often	Always
1	I can use my education and knowledge in producing creative ideas.	0,7	5,6	24,5	51,7	17,5
2	My administrators are open minded in letting me use my ideas, projects and productions.	0,7	7	23,1	50,3	18,9
3	My administrators facilitate finding time for developing new products and methods individually or as a team.	6,3	21	37,1	27,3	8,4
4	My administrators definitely provide a feedback at the end of performance observation.	4,9	12,6	23,8	39,9	18,9
5	My administrators increase my motivation in correcting mistakes and my imperfections by using constructive criticism.	4,2	14,7	31,5	32,2	17,5
6	My administrators provide in-house training for me in the name of the company.	2,8	7	31,5	32,9	25,9
7	I can bring up my criticisms freely during the planning process.	4,9	12,6	36,4	35	11,2
8	My administrators are aware of the fact that my criticisms during the planning process are for the benefit of the company.	2,1	6,3	24,5	44,8	22,4
9	Having my job description communicated clearly, I can thoroughly fulfill the expectations of the company.	1,4	6,3	16,8	45,5	30,1
10	My administrators avoid letting my job description deviate from its aim and becoming an impossible task.	3,5	7,7	32,9	34,3	21,7
11	My administrators are realistic when bringing up targets and deadlines.	2,1	5,6	35	40,6	16,8
12	My administrators are helpful in decreasing oppression and stress in the job environment.	7	18,2	37,8	21,7	15,4
13	I feel more productive because there is less oppression and stress in the job environment.	7,7	20,3	27,3	23,1	21,7

8.5 Correlation Analysis

8.5.1 Correlation Analysis between the Total Productivity Score and Total Leadership Score

Table 8.14 Correlation analysis between total productivity score and total leadership score

		Correlations	
		productivity skor	leadership style skor
productivity skor	Pearson Correlation	1	,834**
	Sig. (2-tailed)		,000
	N	143	143
leadership style skor	Pearson Correlation	,834**	1
	Sig. (2-tailed)	,000	
	N	143	143

** . Correlation is significant at the 0.01 level (2-tailed).

In Table 8.14, there is a statistically positive and significant relationship between Leadership Style and Productivity. It is very obvious that Productivity increases along with the increase of the Democratic Style of the leader.

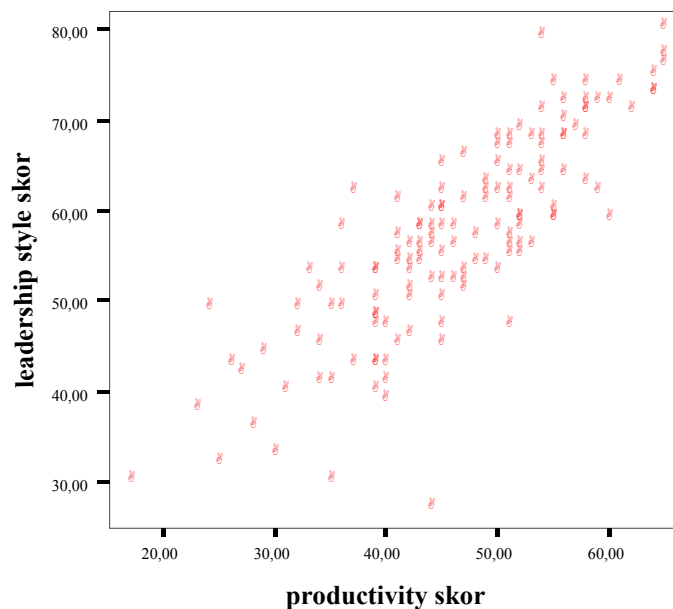


Figure 8.7 Relationship between democratic leadership and productivity (efficiency) of workers

Figure 8.7 above is a demonstration of the positive linear relationship between the Democratic feature of the leader and the Productivity of the workers.

8.6 Hypothesis Analysis

Based on the main research hypothesis ‘There is a positive relationship between Leadership and Efficiency’ the following hypothesis are proposed.

8.6.1 Effects of Gender on Efficiency Factors

8.6.1.1 Hypothesis 1 Analysis

H1: There is a statistically significant difference between male and female respondents with respect to the relationship between Leadership Style and Efficiency by Improved Working Conditions.

Table 8.15 Independent Sample Test for H1

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Improved Working Conditions & Efficiency	Equal variances assumed	,376	,541	,801	141	,425	15752715	19668184	-,231299	,4635367
	Equal variances not assumed			,793	54,268	,431	15752715	19873885	-,240875	,5592944

In Table 8.15, as a result of the Levene test to observe the equality of the variances, $P=0,541$ is acquired. Equal Variances Assumed cannot be verified, since this value is greater than 0,05. For this reason, we look at the Equal Variances Not Assumed section. Because the sig(2-tailed) value is 0,431 and is greater than 0,05, there isn't a statistically significant difference between male and female respondents with respect to the relationship between Leadership Style and Efficiency by Improved Working Conditions. Consequently, H1 hypothesis is rejected.

8.6.1.2 Hypothesis 2 Analysis

H2: There is a statistically significant difference between male and female respondents with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment.

Table 8.16 Independent Sample Test for H2

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Employee Empowerment & Efficiency	Equal variances assumed	,309	,579	,405	141	,686	,07986440	,19701396	-,309619	,46934750
	Equal variances not assumed			,381	50,375	,705	,07986440	,20950724	-,340866	,50059455

In Table 8.16, as a result of the Levene test to observe the equality of the variances, $P=0,579$ is acquired. Equal Variances Assumed cannot be verified, since this value is greater than $0,05$. For this reason, we look at the Equal Variances Not Assumed section. Because the sig(2-tailed) value is $0,705$ and is greater than $0,05$, there isn't a statistically significant difference between male and female respondents with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment. Thus, H2 hypothesis is rejected.

8.6.2 Effects of Academic Background on Efficiency

8.6.2.1 Hypothesis 3 Analysis

H3: There is a statistically significant difference between Academic Backgrounds of the respondents with respect to the relationship between Leadership and Efficiency by Improved Working Conditions.

Table 8.17 Test of Homogeneity of Variances for H3

Test of Homogeneity of Variances			
Improved Working Conditions & Efficiency			
Levene Statistic	df1	df2	Sig.
,400	1	140	,528

In Table 8.17, the result $P=0,528$ and $P>0,05$ is acquired in the Test of Homogeneity of Variances. Because we have $P>0,05$ the assumption of Homogeneity of Variances is provided. The set of data is appropriate for the Anova Test.

Table 8.18 Anova Test for H3

ANOVA					
Improved Working Conditions & Efficiency					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,594	2	,297	,294	,746
Within Groups	141,406	140	1,010		
Total	142,000	142			

According to Table 8.18, the result of the Anova Test demonstrates the sigma value as $P=0,746$. The value is pretty greater than $0,05$. In this case, there is no difference observed which is statistically significant between Academic Backgrounds of the respondents with respect to the relationship between Leadership and Efficiency by Improved Working Conditions. Thus, H3 hypothesis is rejected.

8.6.2.2 Hypothesis 4 Analysis

H4: There is a statistically significant difference between Academic Backgrounds of respondents with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment.

Table 8.19 Test of Homogeneity of Variances for H4

Test of Homogeneity of Variances

Employee Empowerment & Efficiency

Levene Statistic	df1	df2	Sig.
,456	1	140	,501

In Table 8.19, the result $P=0,501$ and $P > 0,05$ is acquired in the Test of Homogeneity of Variances. Because we have $P > 0,05$ the assumption of Homogeneity of Variances is provided. The set of data is appropriate for the Anova Test.

Table 8.20 Anova Test for H4

ANOVA

Employee Empowerment & Efficiency

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,608	2	,804	,802	,451
Within Groups	140,392	140	1,003		
Total	142,000	142			

According to Table 8.20, the result of the Anova Test demonstrates the sigma value as $P=0,451$. The value is pretty greater than $0,05$. In this case, there is no difference observed which is statistically significant between Academic Backgrounds of respondents with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment. Thus, H4 hypothesis is rejected.

8.6.3 Effects of Work Experience on Efficiency

8.6.3.1 Hypothesis 5 Analysis

H5: There is a statistically significant difference between Years of Work Experience of the Respondents in the Sector with respect to the relationship between Leadership Style and Efficiency by Improved Working Conditions.

Table 8.21 Test of Homogeneity of variances for H5

Test of Homogeneity of Variances

Improved Working Conditions & Efficiency

Levene Statistic	df1	df2	Sig.
,355	2	140	,702

In Table 8.21, the result $P=0,702$ and $P > 0,05$ is acquired in the Test of Homogeneity of Variances. Because we have $P > 0,05$ the assumption of Homogeneity of Variances is provided. The set of data is appropriate for the Anova Test.

Table 8.22 Anova Test for H5

ANOVA

Improved Working Conditions & Efficiency

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,257	2	,128	,127	,881
Within Groups	141,743	140	1,012		
Total	142,000	142			

According to Table 8.22, the result of the Anova Test demonstrates the sigma value as $P=0,881$. The value is pretty greater than 0,05. In this case, there is no difference observed which is statistically significant between Years of Work Experience of the Respondents in the Sector with respect to the relationship between Leadership Style and Efficiency by Improved Working Conditions. Thus, H5 hypothesis is rejected.

8.6.3.2 Hypothesis 6 Analysis

H6: There is a statistically significant difference between Years of Work Experience of the respondents in the Sector with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment.

Table 8.23 Test of Homogeneity of variances for H6

Test of Homogeneity of Variances

Employee Empowerment & Efficiency

Levene Statistic	df1	df2	Sig.
1,270	2	140	,284

In Table 8.23, the result $P=0,284$ and $P > 0,05$ is acquired in the Test of Homogeneity of Variances. Because we have $P > 0,05$ the assumption of Homogeneity of Variances is provided. The set of data is appropriate for the Anova Test.

Table 8.24 Anova test for H6

ANOVA

Employee Empowerment & Efficiency

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,542	2	,271	,268	,765
Within Groups	141,458	140	1,010		
Total	142,000	142			

According to Table 8.24, the result of the Anova Test demonstrates the sigma value as $P=0,765$. The value is pretty greater than $0,05$. In this case, there is no difference observed which is statistically significant between Years of Work Experience of the respondents in the Sector with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment. Thus, H6 hypothesis is rejected.

8.6.4 Is There Any Difference between Private School workers And State School Workers In Terms Of Efficiency?

8.6.4.1 Hypothesis 7 Analysis

H7: There is a statistically significant difference between Workplace (State/ Private School) of the respondents with respect to the relationship between Leadership Style and Efficiency by Improved Working Conditions.

Table 8.25 Group Statistics for H7

		N	Mean	Std. Deviation	Std. Error Mean
Improved Working Conditions & Efficiency	özel okul	119	,0017517	1,03242330	,09464209
	devlet okulu	24	-,0086856	,83982078	,17142770

For this factor, the mean of private schools (özel okul) workers is a bit greater than the mean of state school (devlet okulu) workers.

Table 8.26 Independent samples test for H7

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Improved Working Conditions & Efficiency	Equal variances assumed	3,288	,072	,046	141	,963	,01043735	,22455370	-,433490	,45436463
	Equal variances not assumed			,053	38,461	,958	,01043735	,19581772	-,385819	,0669371

In Table 8.26, as a result of the Levene test to observe the equality of the variances, $P=0,072$ is acquired. Equal Variances Assumed cannot be verified, since this value is greater than 0,05. For this reason, we look at the Equal Variances Not Assumed section. Because the sig(2-tailed) value is 0,958 and is greater than 0,05, there isn't a statistically significant difference between Workplace (State/ Private School) of the respondents with respect to the relationship between Leadership Style and Efficiency by Improved Working Conditions. Thus, H7 hypothesis is rejected. (The difference between the means is not enough to create a statistically significant difference. There isn't any significant difference.)

8.6.4.2 Hypothesis 8 Analysis

H8: There is a statistically significant difference between Workplace (State/ Private School) of the respondents with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment.

Table 8.27 Group statistics for H8

Group Statistics					
	okul	N	Mean	Std. Deviation	Std. Error Mean
Employee Empowerment & Efficiency	özel okul	119	,1267050	,92386346	,08469042
	devlet okulu	24	-,6282454	1,14019726	,23274179

For this factor the mean of private schools is greater.

Table 8.28 Independent samples test for H8

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Employee Empowerment & Efficiency	Equal variances assumed	2,147	,145	3,505	141	,001	,75495038	,21536698	32918462	1,180716
	Equal variances not assumed			3,048	29,394	,005	,75495038	,24767158	24869963	1,261201

In Table 8.28, as a result of the Levene test to observe the equality of the variances, $P=0,145$ is acquired. Equal Variances Assumed cannot be verified, since this value is greater than 0,05. For this reason, we look at the Equal Variances Not Assumed section. Because the sig(2-tailed) value is 0,005 and is significantly smaller than 0,05, there is a statistically significant difference between Workplace (State/ Private School) of the respondents with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment. As it is observed from the means in Table 25, the mean of private school workers is significantly greater. Accordingly, H8 hypothesis is accepted.

8.6.5 Is There Any Difference between Private School workers and State School Workers in Terms of How They Perceive Their Leaders?

8.6.5.1 Hypothesis 9 Analysis

H9: Private school workers perceive their leaders as more supportive than do state school workers perceive their leaders.

Table 8.29 Group statistics for H9

Group Statistics				
okul	N	Mean	Std. Deviation	Std. Error Mean
Supportive özel okul	119	,0754659	,95629772	,08766367
devlet okulu	24	-,3741852	1,14303759	,23332157

The mean of private school workers is greater.

Table 8.30 Independent samples test for H9

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Supportive	,004	,950	2,031	141	,044	,44965108	,22133954	0,1207798	,88722418
Equal variances assumed			1,804	29,836	,081	,44965108	,24924661	-,059496	,95879788
Equal variances not assumed									

In Table 8.30, as a result of the Levene test to observe the equality of the variances, $P=0,950$ is acquired. Equal Variances Assumed cannot be verified, since this value is greater than 0,05. For this reason, we look at the Equal Variances Assumed section. Because the sig(2-tailed) value is 0,044 and is less than 0,05, due to the result of the t-test there is a statistically significant difference observed between state school workers and private school workers in regard of how supportive they perceive their leaders. Thus, H9 hypothesis is supported.

8.6.5.2 Hypothesis 10 Analysis

H10: Private school teachers find their leaders more coaching than do the state school workers find.

Table 8.31 Group statistics for H10

Group Statistics					
okul		N	Mean	Std. Deviation	Std. Error Mean
Coaching	özel okul	119	,1394659	,91427477	,08381143
	devlet okulu	24	-,6915182	1,13391628	,23145969

The mean of private school workers is greater.

Table 8.32 Independent samples test for H10

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower		
	Coaching	2,385	,125	3,895	141	,000	83098404	21337227	0916168	1,252806
Equal variance assumed										
Equal variance not assumed			3,376	29,328	,002	83098404	24616650	2776183	1,334206	

In Table 8.32, as a result of the Levene test to observe the equality of the variances, $P=0,125$ is acquired. Equal Variances Assumed cannot be verified, since this value is greater than 0,05. For this reason, we look at the Equal Variances Not Assumed section. Because the sig(2-tailed) value is 0,002 and is significantly smaller than 0,05, according to the t-test applied, there is a statistically significant difference observed between state school workers and private school workers in regard of how coaching they perceive their leaders. Accordingly, H10 hypothesis is accepted.

8.6.6 Effects of Leadership on Efficiency of Workers

8.6.6.1 Hypothesis 11 Analysis

H11: There is a positive relationship between Supportive Leadership and Efficiency by Improved Working Conditions.

Findings from table 8.11 indicate the correlation between supportive leadership and efficiency of the employees through receiving improved working conditions from their leaders (with $r = 0,667$). As a result, the hypothesis is supported.

8.6.6.2 Hypothesis 12 Analysis

H12: There is a positive relationship between Coaching Leadership and Efficiency by Employee Empowerment.

Findings from table 8.11 indicate the correlation between coaching leadership and efficiency of the employees through receiving empowerment from their leaders in processes like decision making and planning (with $r = 0,514$). Consequently, hypothesis H12 is supported.

8.6.7 Does Democratic Leadership Increase the Efficiency of Workers?

8.6.7.1 Hypothesis 13 Analysis

H13: Democratic Leadership Style Increases Efficiency of Workers.

Actually H13 is in association with Hypotheses H11 and H12. Being supportive and coaching are the qualities of a Democratic Leader. As in H11 and H12, we see how supporting and coaching qualities of a leader are influential on the efficiency of workers. The correlation between democratic leadership style and efficiency is clearly proved in Table 8.14, as well. The statistically positive and significant relationship between Leadership Style and Productivity demonstrates that productivity of workers increases along with the increase of the Democratic Style of the leader. Figure 8.7 also supports the same subject that, there is a positive linear relationship between the Democratic feature of the leader and the Productivity of the followers. As a result of these, H13 is supported.

9. DISCUSSION

9.1 Introduction

In this chapter, research questions are discussed depending on data analysis of the study presented in the previous chapter and related literature. This discussion draws attention to this study's contribution to the existing literature. Moreover, implications regarding the data and hypothesis analysis and limitations of the study and ideas for future researchers regarding the limitations are presented in this chapter.

9.2 Discussion and Implications

The study reported here, deals with the issue of leadership style and its influences on the employee productivity in educational institutions in Istanbul. The results would make several contributions to the leaders as well as their organizations in the field of education.

Initially, there have been 13 hypotheses constituted both to understand whether this study will contribute to the field of education with respect to the employee productivity. After testing the 13 hypotheses with various analyses as explained in the previous section **8.6 Hypothesis Analysis**, H8, H9, H10, H11, H12, and H13 have been accepted.

The hypothesis **H8** demonstrates that there is a statistically significant difference between Workplace (State/ Private School) of the respondents with respect to the relationship between Leadership Style and Efficiency by Employee Empowerment. Empowerment is very influential in increasing the productivity of employees. Both state school and private school teachers have found a better ground for being productive under a leadership which delegates power and gives authority to others in the decision making and planning processes.

The hypothesis **H9** indicates that Private school workers perceive their leaders as more supportive than do state school workers perceive their leaders. A supportive leader considers the needs of his subordinates, shows concern for their welfare and creates a

friendly working environment. The leader shows concern for the follower's psychological well being. These indicate that the leader is open and approachable. Thus, self esteem and social satisfaction provided, and stress reduced, the subordinates naturally find the job more interesting. In accordance with all these, the performance of the group increases. In accordance with our findings, **H9** shows clearly that state school workers do not find these qualities in their leaders and find their working environment unfriendly and stressful and perceive their needs being ignored.

The hypothesis **H10** demonstrates that private school teachers find their leaders more coaching than do the state school workers find. A coaching leader defines roles and tasks but asks suggestions from his subordinates. Although he is still the decision maker, he keeps a two-way communication between him and his subordinates. Like coach of a sports team, the coaching leader guides his followers and gives them encouragement and inspiration. As a result of this, the followers eventually get motivated. A coaching leader believes that his subordinates have abundant knowledge and wisdom to make meaningful contributions. By nurturing an environment to support the personal learning, the leader enables his followers to get ready for any shifts in thinking, valuing and behaving. In other words, principals should lead their teachers and other subordinates in lifelong continuous learning. Moreover high-quality relations between a leader and his or her followers are based on trust and mutual respect whereas low-quality relations between a leader and his or her followers are based on the satisfaction of contractual obligations. Principals should do their best in providing trust, high standards, friendly climate, needs, and should include them into the decision making and planning processes.

The hypothesis **H11** indicates that supportive leadership results in efficiency caused by improved working conditions. Interpreting table 8.11 which is the correlation analysis of the leadership factors affecting efficiency factors, there is a high correlation found between supportive leadership and efficiency of the employees with receiving improved working conditions provided by their leaders (with $r = 0,667$). Furthermore, the correlation between the coaching leadership and the efficiency of followers resulting from employee empowerment is found high (with $r = 0,514$). As a result it can be interpreted that, supportive leadership is significantly explaining its positive and high effects on efficiency

by providing improved working conditions, and coaching style is obviously explaining its positive and high effects on the efficiency of the followers by providing them empowerment.

A democratic leader provides support to his subordinates and when the subordinates feel the support of the leader they become motivated and work efficiently. The items in the questionnaire which gathered under the factor of supportive leadership, tested the employee perception of the leader by rating the leader with how much he appreciates their achievements, how much cares about understanding their needs, how they are satisfied with him and his administrative style, how much he sets value upon their suggestions, whether he applies same rules and attitudes towards everyone, and how much he is concerned about maintaining good relations while correcting errors. When a leader becomes supportive, the atmosphere within the workplace turns into one with improved working conditions which provides higher efficiency.

Another result acquired from table 8.11 shows that there is a positive moderate correlation between coaching leadership style and efficiency by employee empowerment. This finding is supporting our **H12** of ‘There is a positive relationship between Coaching Leadership and Efficiency by Employee Empowerment’. One of the outstanding features of a democratic leader is being coaching figure. The items in the questionnaire which gathered under the factor of coaching leadership, tested the employee perception of the leader by rating the leader with how much he is fond of preparing the subordinates for new tasks and procedures, how much effort he makes towards his subordinates’ career development, how much team work is important and essential for him, how much he is fond of explaining the details of new projects and tasks to the subordinates, how much he evaluates performance and provides feedback. A coaching leader gets his followers involved in decision making process, encourages participation in deciding work methods and goals, teaches and trains his subordinates for their career development, provides feedback of their performance, and encourages team work. With the fulfillment of all these, the coaching leadership style is delegating authority and this is called as the employee empowerment. When the subordinates are empowered, their commitment to the achievement of the corporate visions, missions and goals is raised. Accordingly, they start working diligently and

effectively. As a result, in a coaching leadership style, efficiency is acquired by employee empowerment.

The Hypothesis **H13** is finally a conclusion hypothesis, which clearly demonstrates that the democratic style of a leader is remarkably affecting the efficiency of the followers. In regard of the findings of **H11** and **H12**, coaching and supporting features of the democratic style of a leader are increasing the enthusiasm, commitment, and motivation of the workers. Furthermore, according to the findings in table 8.14, the correlation analysis between the total productivity score and total leadership score demonstrate that productivity increases along with the increase of the Democratic Style of the leader.

9.3 Conclusion

In conclusion, it is hoped that sharing this study and the findings will let positive feedback and will bear positive consequences in the administrator-subordinates equation in educational institutions. Our findings possess qualities which induce both sides to work efficiently. The findings support the necessity of many traits or behaviors that should exist within the administrators who should possess the perception of the importance of communication, emotional intelligence and employee motivation in reaching the organizational goals successfully. The leadership styles used in the field of education and delegating power will provide more committed employees who participate willingly at the utmost afford toward receiving the most efficient results in continuously changing environment. Running a business and especially a business that is serving education and raising sophisticated individuals for the community, requires committed team members who will accept any necessary transformation and will adapt to it within the shortest period of time.

9.4 Limitations of the Study and Future Research Suggestions

The main limitation of this study is related with measurement methods. The assessment of leadership and productivity might be realized by learning both the perceptions and personal attitudes of the employees in the sector of education. Employee productivity cannot be measured by the traditional ways of measuring productivity in educational sector by ‘dividing average output per period by the total costs incurred or resources (capital, energy, material, personnel) consumed in that period, productivity is a critical determinant of cost efficiency’ as stated in the Business Dictionary. **(BusinessDictionary, 2009)** A questionnaire is developed based on the thorough literature review in order to understand the efficiency (productivity) of the employees.

A thorough literature review is done on the subject of leadership yet no related reliable measurement scale is found. For this reason for the leadership measurement it is developed by the researcher.

10. APPENDIX

10.1 Turkish Questionnaire

*Sayın Eğitim Kurumu Çalışanı,
Eğitim Kurumlarında yöneticileriniz tarafından uygulanmakta olan liderlik tipinin, siz çalışanların verimliliği (üretkenliği) üzerindeki etkisini ölçmek üzere hazırlanmış olduğum anketi doldurduğunuz için teşekkür ederim.*

Demografik Özellikler (Lütfen tik atınız)

<i>Kadın</i>	<i>Erkek</i>

Öğrenim Durumunuz nedir?

<i>Üniversite mezunu</i>	<i>Yüksek Lisans</i>	<i>Doktora</i>

Meslekte Kaç yıldır bulunuyorsunuz?

<i>0-5</i>	<i>6-10</i>	<i>11 ve üstü</i>

Liderlik Tipi

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1) Yöneticilerim, çalışanların karar mekanizmasına katılımı ve fikirlerinin uygulanması teşvik edilir.	1	2	3	4	5
2) Yöneticilerim cesur ve ataktır	1	2	3	4	5
3) Yöneticilerim herkes için standart kurallar ve yaklaşımlar uygularlar, adildir.	1	2	3	4	5
4) Yöneticilerim önerilerime değer verir	1	2	3	4	5
5) Yöneticilerim için ekip çalışması önemli ve gereklidir.	1	2	3	4	5
6) Yöneticilerime kolaylıkla erişebiliyorum	1	2	3	4	5
7) Yöneticilerim başarılarımı takdir eder	1	2	3	4	5
8) Yöneticilerim, performansımı düzenli olarak bildirip öneriler getirir.	1	2	3	4	5
9) Yöneticilerim kariyer gelişimim için çaba harcar	1	2	3	4	5
10) Yöneticilerim gerektiğinde haklarımı korur	1	2	3	4	5
11) Çalışanların ihtiyaçlarını öğrenmek Yöneticilerim için önemlidir	1	2	3	4	5
12) Yöneticilerim çalışanları yeni görev ve prosedürlere hazırlamaktan zevk alır.	1	2	3	4	5
13) Yöneticilerim, hatalar düzeltilirken ilişkilerin bozulmasından endişe ederler.	1	2	3	4	5
14) Yöneticilerim, karmaşık proje ve görevlerin detaylarını çalışanlara anlatmaktan zevk duyarlar.	1	2	3	4	5
15) Yöneticilerim kendi görüşlerini dinletmek ve kabul ettirmek ister.	1	2	3	4	5
16) Yönetim tarzı ve Yöneticilerimden memnunum	1	2	3	4	5

Verimlilik

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1) Bilgi birikimlerimi ve eğitimlerimi yaratıcı fikirler ortaya çıkartmakta kullanabiliyorum.	1	2	3	4	5
2) Yöneticilerim yeni fikirlerimi, projelerimi, ürünlerimi kullanmamda açık görüşlüdür.	1	2	3	4	5
3) Yöneticilerim bireysel veya ekip çalışmasında yeni ürünler ve yöntemler geliştirmemiz için vakit bulabilmemizi kolaylaştırır.	1	2	3	4	5
4) Yöneticilerim performans gözlem sonucunda bana mutlaka geri dönüt sunarlar.	1	2	3	4	5
5) Yöneticilerim yapıcı eleştiride (constructive criticism)bulunarak hata ve eksikliklerimin giderilmesinde motivasyonumu arttırlar.	1	2	3	4	5
6) Yöneticilerim gelişmemde meslek içi eğitimimi bizzat kurum olarak sağlarlar.	1	2	3	4	5
7) Planlama süreçlerinde eleştirilerimi özgürce ortaya koyabiliyorum.	1	2	3	4	5
8) Yöneticilerim Planlama süreçlerindeki eleştirilerimin ve önerilerimin kurumun menfaatine olduğunu farkındadır.	1	2	3	4	5
9) Görev tanımımın net iletilmesiyle benden beklenenleri kurum hedefleri doğrultusunda tam olarak yerine getirebiliyorum.	1	2	3	4	5
10) Yöneticilerim Görev tanımımın amacından sapmasına ve işimin gerçekleştirilmesi zor bir görev haline gelmesine müsaade etmez.	1	2	3	4	5
11) Yöneticilerim ortaya koydukları hedeflerle ve hedefe ulaşma süreleriyle gerçekçidir.	1	2	3	4	5
12) Yöneticilerim iş sahamızdaki baskı ve stresi azaltmada yardımcıdır.	1	2	3	4	5
13) İş ortamımda baskı ve stres az olduğu için kendimi daha üretken buluyorum.	1	2	3	4	5

10.2 English Questionnaire

*Dear Employee of the Educational Institution,
I would like to present you my kind regards for filling in the questionnaire below which has been prepared in order to evaluate the effects of your administrators' leadership style on your employee efficiency (productivity).*

Demographic Characteristics (Please put a check mark)

<i>Female</i>	<i>Male</i>

What is your academic background?

<i>Bachelor's Degree</i>	<i>Post Graduate</i>	<i>Phd</i>

For how long have you been in this sector?

<i>0-5</i>	<i>6-10</i>	<i>11 and more</i>

Leadership style

	Never	Rarely	Sometimes	Very Often	Always
1) My administrators encourage their subordinates' involment into the decision making and implementation processes.	1	2	3	4	5
2) My administrators are bold and venturesome.	1	2	3	4	5
3) My administrators apply the same rules and attitudes towards everyone.	1	2	3	4	5
4) My administrators set value upon my suggestions.	1	2	3	4	5
5) Team work is important and essential for my administrators.	1	2	3	4	5
6) I can reach my administrators easily.	1	2	3	4	5
7) My administrators appreciate my achievements.	1	2	3	4	5
8) My administrators evaluate my performance regularly and provide feedback.	1	2	3	4	5
9) My administrators make an effort towards my career development.	1	2	3	4	5
10) When necessary my administrators protect my rights.	1	2	3	4	5
11) My administrators care about understanding my needs	1	2	3	4	5
12) My administrators are fond of preparing their subordinates for new tasks and procedures.	1	2	3	4	5
13) My administrators are concerned about maintaining the good relations while correcting the errors.	1	2	3	4	5
14) My administrators are fond of explaining the details of new projects and tasks to subordinates.	1	2	3	4	5
15) My administrators want to have subordinates listen-obey and accept their views.	1	2	3	4	5
16) I am satisfied with the administrators and the administrative style.	1	2	3	4	5

Productivity

	Never	Rarely	Sometimes	Very Often	Always
1) I can use my education and knowledge in producing creative ideas.	1	2	3	4	5
2) My administrators are open minded in letting me use my ideas, projects and productions.	1	2	3	4	5
3) My administrators facilitate finding time for developing new products and methods individually or as a team.	1	2	3	4	5
4) My administrators definitely provide a feedback at the end of performance observation.	1	2	3	4	5
5) My administrators increase my motivation in correcting mistakes and my imperfections by using constructive criticism.	1	2	3	4	5
6) My administrators provide in-house training for me in the name of the company.	1	2	3	4	5
7) I can bring up my criticisms freely during the planning process.	1	2	3	4	5
8) My administrators are aware of the fact that my criticisms during the planning process are for the benefit of the company.	1	2	3	4	5
9) Having my job description communicated clearly, I can thoroughly fulfill the expectations of the company.	1	2	3	4	5
10) My administrators avoid letting my job description deviate from its aim and to become an impossible task.	1	2	3	4	5
11) My administrators are realistic when bringing up targets and deadlines.	1	2	3	4	5
12) My administrators are helpful in decreasing oppression and stress in the job environment.	1	2	3	4	5
13) I feel more productive because there is less oppression and stress in the job environment.	1	2	3	4	5

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