International Journal of Research Publication and Reviews

Opinions of Classroom Teachers on the Educational Leadership Role of School Heads

Sultan Uçak[1], Mesut Uçak[2]

Osmangazi Primary School[1], Hasanpasa Primary School[2], Kocaeli/Türkiye

ABSTRACT:

In this study, it was aimed to evaluate the instructional leadership roles of primary school principals by classroom teachers. This research proceeded by interviewing the teaching staff of the deliberately chosen instructional leader in the school where he worked, and interpreting the leadership characteristics of the deliberately chosen instructional leader in terms of teachers. As it is known, when management is mentioned, the leader comes to mind. Because it is the leader who does the job of managing. In schools with educational institutions, leaders who have instructional leadership characteristics have the characteristics of correcting the general climate of the school and improving the general climate of the school. However, instructional leadership cannot be completed by just putting the instructional leader in the center.

The method used in this research is the descriptive method. Data collection technique was created using semi-structured interview technique. In this case, the data were analyzed by content analysis. The study group of the research consists of ten primary school teachers from Osmangazi Primary School in Kartepe district of Kocaeli province. While choosing the research group, teachers were selected from the staff of the deliberately chosen instructional leader. Snowball/chain sampling method was used when choosing the sample group.

Keywords: Instructional leadership, Primary school principal, Classroom teacher

Introduction:

Leaders are qualified to direct the society. When we say leadership, we think of management. Management should guide societies and people in order to develop behaviors in the desired direction, to be happier and more successful. In this context, there should be instructional leaders who guide the desired behaviors in schools, which are educational institutions. Instructional leaders aim to achieve excellent school level. While achieving these goals, they both affect the staff they work with and are affected by the staff they work with. In my research, the thoughts of the staff of the deliberately chosen instructional leader came to the fore.

The starting point of teaching improvement is the development and improvement of teaching. For this purpose, it is aimed to organize the school and its environment in a productive and teaching-oriented way (Çelik, 2003: 183) Instructional leadership, which is the result of effective school research, emerges as a special leadership approach in school management. One of the most effective and most important ways of realizing instructional leadership is to train administrators as instructional leaders and to prepare the necessary conditions for instructional leadership practices and to create a suitable environment. When school administrators become equipped with instructional leadership, they are expected to manage effective schools in accordance with the conditions of our age (Aksoy, 2006).

The concept of instructional leadership has come to the fore as a result of research on successful or effective schools in western countries since the late 1970s. Instructional leadership is the behaviors that the school principal has to fulfill in order to achieve the expected results in the school, and that he or she wants to gain by influencing the school personnel other than himself (Şişman, 2004). It is a leadership approach specific to schools. Instructional leadership; It consists of three basic dimensions such as defining the mission of the school, managing the curriculum and teaching, and developing a positive learning climate (Hallinger& Murphy, 1986, Şahin, 2011). One of the most important features that distinguishes instructional leadership from other leadership types is that it focuses on teaching and learning processes. Instructional leadership is a leadership area that requires direct dealing with students, teachers, curriculum and teaching-learning processes according to other leadership areas. There are three important forces that shape and define a school. These are students, teachers and society. The school is effective

Its existence depends on the interaction of these three forces in line with the curriculum. The main task of school administrators, who are instructional leaders, is to master these forces in line with the goals of the school in order to increase the quality of teaching (Findley & Findley1992, cited in Aksoy, 2006).

The concept of instructional leadership is the transformation of the school's working environment into a satisfying and productive environment in order to raise good students and provide more attractive learning conditions for teachers (Çelik, 2014). It is a type of leadership that focuses on student achievement and consists of functions such as defining the school mission, managing the curriculum and teaching, and developing a positive school culture (Gümüşeli, 1996 cited in Buluç, 2009). Teachers' views were generally questioned in studies conducted using quantitative methods on the instructional leadership of school principals. There are many studies in which teachers' opinions are examined in terms of various variables. However, the opinions of school administrators are given only by comparing them with the opinions of teachers, and the data on the independent variables of school administrators are very limited (Kış, 2013; 26).

In today's conditions, everything changes very quickly. For this reason, school principals are expected to be leaders who closely follow this change. In order for schools to be effective schools in the developing and changing world, it is now an important need for their administrators to be instructional leaders. It is thought that those who will implement effective schools are the instructional leaders (Aksoy, 2006).

What are the classroom teachers' views on the instructional leadership roles of primary school principals?

1. What are the views of the classroom teachers regarding the instructional leadership roles of primary school principals?

2. What are the expectations of classroom teachers regarding the instructional leadership behaviors of primary school principals?

3. What is the evaluation of the school principal's achievements as an instructional leader in determining and sharing school goals from the teachers' point of view?

4. What is the evaluation of the school principal's achievements as an instructional leader in the management of the curriculum and teaching process from the teachers' point of view?

5. What is the evaluation of the school principal's achievements as an instructional leader in terms of the learning process and the evaluation of students from the teachers' point of view?

Methodology:

In this part of my research, there is information about the research model, universe, sample, data sources, data collection techniques and methods used in data analysis.

Purpose of the research

The aim of the research is to determine the opinions of the classroom teachers, who work in the official primary school in the Kartepe district of Kocaeli province, and the opinions of the classroom teachers about the level of school administrators fulfilling their instructional leadership roles, and to make suggestions.

In line with the purpose of the research, answers to the following questions were sought:

1. What are the opinions of classroom teachers about the level of school administrators fulfilling their instructional leadership roles?

2. Regarding the level of primary school teachers fulfilling the roles of the instructional leader, among the opinions of the class teachers;

- Gender,
- Age,
- Professional Seniority,
- Educational Status,

Is there a differentiation according to the variables?

Importance of Research:

This research can be considered important because it is one of the qualitative studies to determine the views of primary school teachers about the instructional leadership roles of their principals. Such a study will contribute to filling the existing literature gap on this subject in Turkey and will be a source for further research.

Research Method:

This research was conducted with descriptive method. Semi-structured interview technique was used as data collection technique. The data were analyzed by content analysis. The study group of the research consists of ten primary school teachers from Osmangazi Primary School in Kocaeli province Kartepe district. Snowball/chain sampling method was used when choosing the sample group.

Model of the Research:

In this study, the descriptive method, which is one of the qualitative research methods, was used. The essence of my research is to describe how teachers interpret the instructional leadership characteristics of their instructional leaders.

Since qualitative research does not examine social reality with the aim of generalizing, research is based on a sample from which data can be compiled, rather than a representative sample. The researcher aims to reach people from whom he can collect information about the problem (Kümbetoğlu, 2005, 96). In this research, the interview method, which is a qualitative data collection method, was used. Since the purpose of the interview method is to collect concrete data, it will be revealed in depth and concretely about our research topic. Since the interviews with the selected sample group will involve sociability, some preliminary preparations and procedures to increase the quality of the interviews have been planned beforehand. During the interviews, it was ensured that the interviewer tried to be in neutral communication in order not to affect the opinion of the interviewers and the level of participation in the interview. The reason for choosing the interview technique was to express how much teachers carry the characteristics of their instructional leaders from their own eyes.

The purpose of the meeting; to obtain concrete data. Concrete data includes reports, documents, statistical reports and other similar sources. Giving information and encouraging can be considered as the three basic functions of the interview (Rummel,1968; 57). The contributions of the interviewers to the process are undeniable, but they also have the potential to harm the interview during the interview. One of these may be the bias of the interviewer to the answers given by the other person. The interviewer can also state his own thoughts during the interview or change the questions and ask them in his own words. This negative effect that may occur during the interview by the interviewer is called the "interviewer effect". In order to eliminate this situation that may change the validity and reliability of the questionnaires positively or negatively, the questionnaires to be used during the interview should be standard and the interviewers should be well trained. It is also important that the boundaries of the bilateral relationship between the interviewer and the respondent are clear (Kuş, 2003; 50-55).

Planning and Conducting the Interview:

Balcı describes the planning process of the interview (2001, 181):

"Preparation; Deciding on the specific objectives of the interview, determining the method, and obtaining information about the respondent.Arrangement; providing a suitable environment for the interview, preparing the questions, being mentally ready for the process of the respondent andthe interviewer.Management of the Interview; the interviewer's being respectful to the other person and listening carefully, the interviewer's motivationto the respondent.Closing; informing the interviewer that the interview has come to an end. Evaluation; the interviewer is evaluating it warmly."

As additional weather satellites are deployed into orbit and technology advances, the science of weather forecasting improves. Satellites, ships, aeroplanes, weather stations, buoys, and gadgets dropped from planes or weather balloons are all used by meteorologists. There are two primary methods of forecasting used by climatologists and meteorologists: deterministic and probabilistic, both of which have various subsets. A deterministic prediction forecasts a specific event that will occur at a certain time and location, such as a hurricane's arrival or a tornado's touchdown.

Probabilistic weather predictions indicate the likelihood of weather occurrences occurring in a specific place over a specific time period, such as a storm lasting a few days. Climate change caused by excess greenhouse gases in the atmosphere, on the other hand, frustrates forecasters since it becomes more difficult to predict whether that varies due to any outside influence that does not follow seasonal trends or averages.

Results

In this part of the research, the results of the analysis of the data on the views of the classroom teachers regarding the instructional leadership roles of the primary school principals were obtained.

The findings and comments on these findings are included.

Findings Regarding the Demographic Structure of the Group

In this part of the study, factors such as demographic characteristics (gender, age, marital status, educational status, professional seniority, working time in the school where they work, working with the same administrator) of the teachers who make up the sample group were extracted and interpreted.

- 80% of the teachers in the sample group are female and 20% are male.

- The ages of the teachers in the sample group ranged from 34 to 53.

- 90% of the teachers in the sample group are undergraduate graduates and 10% are graduates of postgraduate education programs.

- The professional seniority of the teachers in the sample group varies between 10 years and 23 years.

- The working period of the teachers in the sample group in the school they work varies between 3 years and 17 years.

- The duration of working with the same administrator of the teachers in the sample group varies between 3 and 4 years.

Findings and Interpretation on the First Sub-Problem of the Study

The first sub-problem of the study was stated as "What are the views of classroom teachers about the instructional leadership roles of primary school principals?" In the interviews about this sub-problem, our participants stated that the principal working in their school showed the role of instructional

leadership at a high level. All of the participants forming this rate are female teachers. Other participants stated that the principal working in their school showed the role of instructional leadership at a moderate level. All of the participants who made up this rate were male teachers.

In the study by Hallinger (1983), it was seen that principals, in general, had higher averages in all instructional leadership roles. In the study of Polat (1997), teachers' perceptions of school principals' instructional leadership levels were found to be at a "moderate" level. The findings of the study are in line with the findings of the studies conducted by Gümüşeli (1996a), Şişman (1996), Taş (2000) and Aksoy (2006). As a result of Arslan's (2009) research with a different data collection tool, it was concluded that school principals performed their instructional leadership behavior at a "moderate" level. The school principal, whose duty is to "make the school live in accordance with its purposes" (Bursalıoğlu 1982; 7) and who is assumed to be the important person in the success of the school, should strive to create an organizational climate in which teachers, students, families and school staff can work together as an instructional leader in order to succeed in education. For this purpose, the school principal, who is the instructional leader, should talk to the teachers about what is happening in the classroom, visit the classes for this, try to get to know the students, cooperate with the teachers in order to increase the academic success of the students, and make course inspections for this.

Findings and Interpretation on the Second Sub-Problem of the Study

The second sub-problem of the study was stated as "What are the expectations of classroom teachers regarding the instructional leadership behaviors of primary school principals?"

In the questions directed to the teachers working; The majority answered the question "Does the instructional leader ensure coordination among teachers?" Those who disagreed stated that the reason for this was that two different buildings and two different teachers' rooms in the school prevented coordination. Most of the teachers gave a positive opinion on the question "Does the instructional leader ensure the purchase of the necessary materials and other materials for the implementation of the program and the suitability of the physical environment?" The majority answered positively to the question "Does the instructional leader prepare environments where teachers can share their knowledge and experience with each other?", which is one of the questions asked to teachers. Those who gave negative answers stated that the teachers in the school had less training and there was no sharing environment as the reason for this.

One of the questions asked to the teachers, "Does the instructional leader ensure that the activities to be carried out during the year are determined among all field teachers at the meetings at the beginning of the academic year?", they all answered positively. The reason for this was that the instructional leader gave great importance to the meetings and the order of the meetings.

Findings and Interpretation on the Third Sub-Problem of the Study

The third sub-problem of the study was stated as "What are the evaluations of the school principal's performance as an instructional leader in determining and sharing school goals from the teachers' point of view?" Regarding this sub-problem; Instructional leaders were interviewed to draw attention to the following points.

As a result of the interviews, the school administrators said, "The instructional leader encourages the teachers of our school to work towards the same goals." and "Determining and Sharing School Goals", "The instructional leader sets goals to increase the current success of our school's students." They expressed their opinion that they realized the issues at the highest level "Always". Teachers also say that school administrators, "The instructional leader sets goals to increase the current success of our school's students." Average to his subject, the Instructional leader draws on students' achievements while advancing our school's goals." They think that they realize their subject with an average.

T5 commented that "The reason why the instructional leader's behaviors aimed at increasing school success are realized at the highest level is because the school has become a center of attraction with its academic success and it sees it as an effort to become a preferred institution".

Conclusion

Considering the demographic characteristics of the sample group studied; It is observed that there are many female participants and few male participants. When the age range is examined, it is stated that the range is wide. It is said that the majority of the teachers in the sample group have a bachelor's degree. It is said that the professional seniority of the teachers in the sample group varies between years. It is said that the working hours of the teachers in the sample group vary in the school where they work. It is said that the teachers in the sample group have less time to work with the same administrator.

The teachers in the sample group stated that their instructional leaders showed the instructional leadership role at a high level. The study by Hallinger (1983) is similar to my research.

Regarding the second sub-problem of the research, the teachers in the sample group; mostly stated that the instructional leader ensures the coordination between the teachers. Most of them reported that the instructional leader provides the necessary materials and other materials for the implementation of the program and the appropriateness of the physical environment. Instructional leaders gave mostly positive answers that teachers are preparing environments where they can share their knowledge and experiences with each other. All of them answered positively that the instructional leader ensures that the activities to be carried out during the year are determined among all field teachers at the meetings at the beginning of the academic year. The reason for this was that the instructional leader gave great importance to the meetings and the order of the meetings. Your instructional leader prepares activities at the end of the academic year to prepare environments where the activities of the teachers are shared throughout the year and to participate in the studies in person. Your instructional leader ensures that seminars are held at the school on various topics that will ensure the professional development

of teachers; Everyone gave a negative answer to the issue that they are working to guide and assist in participation in such seminars given outside the school. On the other hand, the answer of all the teachers that the instructional leader facilitates the realization of out-of-school activities was that the instructional leader facilitates both the employees and the students in all out-of-school activities. When this sub-problem is examined, it is said that teachers' expectations from the instructional leader are met at a high level.

The teachers in the sample group were interviewed about "determining and sharing school goals" related to the third sub-problem of the research. As a result, the instructional leader encourages the teachers of our school to work towards the same goals, the instructional leader sets goals to increase the current success of our school's students at the highest level, the instructional leader sets goals to increase the current success of our school students' average, the instructional leader takes advantage of students' success while developing the goals of our school. they think that they do it with an average.

References:

1. Acar,N.(2014).Sınıf Öğretmenlerinin Öğretimsel Liderlikle İlgili Görüşlerinin İncelenmesi, ZirveÜniversitesi, Sosyal Bilimler Enstitüsü Şanlıurfa Örneği,Temmuz 2014.

2. Arslan, M. (2009). Yeni ilköğretim programının uygulanmasında ilköğretim okulu yöneticilerinin öğretimsel liderlik rollerine ilişkin öğretmen görüşleri.Yayınlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü. Ankara.

3. Aksoy, E. (2006). İlköğretim okulu yöneticilerinin öğretimsel liderlik rolleri.YayınlanmışYüksek Lisans Tezi,Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü, Çanakkale.

4. Altağ,M.(2013).İlk ve Orta Dereceli Okul Yöneticilerinin Öğretimsel Liderlik Rolleri

5. Beyoğlu İlçesi Örneği, Yüksek Lisans Tezi, İstanbul,Sayfa 3, Haziran 2013.

6. Ayık,A. (2014).Ekev Akademi Dergisi yıl:18 sayı:60

7. Balcı,Y.(2009).İlköğretim okullarında çalışan öğretmen ve yöneticilerin örgütsel bağlılığı ile yöneticilerin öğretimsel liderlik ve dönüşümcü liderlik davranışları arasındaki ilişkilerin analizi, Yayınlanmış doktoratezi,Ege Üniversitesi Sosyal Bilimler Enstitüsü,İzmir

8. Balcı, A. (2001). Sosyal Bilimlerde Araştırma. Ankara :PegemYayıncılık

9. Bursalıoğlu, Z. (1982). Okul yönetiminde yeni yapı ve davranış. 6. Baskı. Ankara:AnkaraÜniversitesiBasımevi.

10. Çelik, S. (2014). Classroom strategies of Turkish EFL teachers in managing cultural diversity

11. Çelik, V (1999). Eğitimsel Liderlik, Ankara: PegemYayın.

12. Çelik 2003:183 ÇELİK, Kazım (2003), "Örgütsel Kontrol", Editörler: ELMA, Cevat & DEMİR, Kamile,Yönetimde Çağdaş Yaklaşımlar: Uygulamalar ve Sorunlar, 2. Baskı, Anı Yayıncılık, s.63-85.

13. Gümüşeli, A. İ. (1996a). İstanbul ilindeki ilköğretim okulu müdürlerinin öğretim liderliği davranışları. İstanbul: (www. agumuseli.com). Erişim:15.07.2010.

14. Güzel,E.(2015).Sınıf Öğretmenlerinin Öğretimsel Liderlik Rolleri Batman Örneği Eğitim Bilimleri Anabilim Dalı Yüksek LisansTezi,Sayfa 21,Gaziantep,2015.

15. Hallinger (1983), Instructional Leadership and School Socio-Economic Status: A Preliminary Investigation.

16. Karaduman,A.(2017). İlkokul Müdürlerinin Öğretimsel Liderlik Davranışlarının Öğretmen Görüşlerine Göre Değerlendirilmesi, Zirve Üniversitesi,Sayfa 8, Gaziantep,Temmuz 2017.

17. Kaya,N.(2017). Öğretmenlerin Öğretimsel Liderlik Davranışlarına İlişkin Beklenti ve Algıları,Düzce Üniversitesi SosyalBilgiler Enstitüsü,2017.

18. Kış,A.(2014) Okul Müdürlerinin Öğretimsel Liderlik Davranışlarını Gösterme Düzeylerine İlişkin Öğretmen Görüşlerinin Cinsiyetlerine Göre Metaanalizi(DOI: 10.12738/estp.2014.6.2307)

19. Korkmaz,M.(2005), kuram ve uygulamada eğitim yönetimi,sayı 43 ss 401-422.

20. Oğuz,A.(2015).İlkokul Müdürlerinin Öğretmen Algılarına Göre Vizyoner Liderlik Davranışı İle ÖğretimselLiderlik Davranışı Arsındaki İlişkinin İncelenmesi Batman İliÖrneği,ZirveÜniversitesi,EğitimYönetimiAnabilimDalıYüksekLisansTezi,Gaziantep,Eylül 2015.

21. Rummel,1968; 57Metabolic dependency of binding and penetration of iron studied on isolated gut segments

22. Saban.M.Ö.(2010).Sunum,Kocaeli.

23. Soyvural,S. (2014). OkulYöneticilerininÖğretimselLiderlikRolü,ZirveÜniversitesi,SosyalBilimler Enstitüsü,Gaziantep,2014.

24. Şahin,Z.(2011). OrtaöğretimOkulMüdürlerininÖğretimselLiderlikRolleri, YayınlanmışYüksekLisansTezi,İnönüÜniversitesi, EğitimBilimleriEnstitüsü,Malatya

25. Şişman, M. (2004). Öğretimliderliği , Ankara: Pegem A Yayıncılık.

26. Taş, A. (2000). İlköğretimokuluyöneticilerininöğretimliderliğirollerinigerçekleştirmedüzeyleri. Yayınlanmamış Doktora Tezi. Gazi

27. ÜniversitesiEğitimBilimleriEnstitüsü. Ankara.

28. Yörük,S.Akdağ, G. (2010). İlköğretim Okul Müdürlerinin Öğretimsel Liderlik Davranışlarının Etkililiği Ölçeğinin Geliştirilmesi Kuramsal Eğitimbilim, 3 (1), 66-92,

29. Küçük.Z.A..Polat.S.(2013).İlköğretimOkulYöneticilerininEğitimeveEğitiminAmaçlarınaİlişkinGörüşleri.uluslararası e-dergicilt 3, Nisan 2013.

30. Sağır,M..Memişoğlu,S.P.(2012).İlköğretim Okulu Yöneticilerin Öğretimsel Liderlik Rollerine İlişkin Öğretmen ve Yönetici Algıları,Journal of Research in EducationandTeachingMayıs, Haziran, Temmuz 2012 Cilt 1 Sayı 2 ISNN: 2146-9199.