# DISTRIBUTED LEADERSHIP IN INTERNATIONAL BACCALAUREATE AND NATIONAL CURRICULUM SCHOOLS

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**MASTER'S THESIS**

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# JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

# ETİK İLKE VE KURALLARA UYUM BEYANI

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# ACKNOWLEDGEMENTS

When the literature on distributed leadership is examined, the studies that focus on the relationship between distributed leadership and school structure are found to be rare. Distributed leadership is attracting the attention of more and more educators in Turkey; therefore, this study can hopefully contribute to the enrichment of the local literature on the subject and the development of distributed leadership concept and practices in schools.

Distributed leadership, which is an understanding that takes advantage of the extra capacities of all stakeholders by distributing the leadership powers and responsibilities in order to reach higher standards, needs to find more room in schools. It is highly probable that the heroic one-person leadership will be insufficient to fulfill the high expectations of our age. Modern school leaders need to establish a climate of trust and mutual support of their mid-management and teachers through sustainable interaction and empowerment. Focusing on expertise and skill rather than position can help overcome the unpredictable challenges of modern world for all stakeholders of education.

This research aims to reveal the effect of school structure on distributed leadership practices, in International Baccalaureate and National Curriculum Schools.

I would like to express my endless thanks to my thesis advisor Dr. Jale Onur, who supported me at every stage of the research and Dr. Gökçe Güvercin who was always supportive. I would also like to thank my dear colleagues Dr. Canan Şaban and Halit Atakan for their feedback and encouragement; and my dear family members: İlker, Verda and Mirza, who supported me wholeheartedly to complete my study.

Şule Özcan Çatak

January, 2022

# ÖZ

## ULUSLARARASI BAKALORYA VE ULUSAL ÖĞRETİM PROGRAMI UYGULAYAN MEB OKULLARINDA DAĞITIMCI LİDERLİK

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Bu çalışmanın amacı, ulusal öğretim programı uygulayan MEB Okullarında ve ulusal müfredata ek olarak Uluslararası Bakalorya (IB) programı uygulayan okullarda dağıtımcı liderliğin ne düzeyde ve ne şekilde dağıtıldığını öğretmen ve okul yönetici algılarına göre incelemektir. Hem nitel hem de nicel veri toplama ve analiz prosedürlerinin birleşimi yoluyla karma yöntem tasarımı kullanılmıştır. Bu araştırmanın örneklemini İstanbul ilinde 2020-2021 eğitim öğretim yılında 15 okulun anaokulu, ilkokul, ortaokul ve lise bölümlerinde görev yapan 340 öğretmen ve 15 yönetici oluşturmaktadır. Bu okullar ya ulusal müfredatı uygulayan özel-kamu okullar ya da ulusal müfredata ek olarak bir IB programı içeren özel-kamu okullardır. Araştırmanın nicel boyutunda öğretmenlerin okul müdürlerinin dağıtımcı liderlik davranışlarına ilişkin algılarını belirlemek için Özer ve Beycioğlu (2013) tarafından geliştirilen "Dağıtılmış Liderlik Ölçeği" kullanılmıştır. Nitel kısım için araştırmaya katılan öğretmenlerin okullarında görev yapan 15 okul müdürü ile yarı yapılandırılmış görüşmeler yapılmıştır. Nicel araştırmanın sonucuna göre, IB okullarındaki öğretmenlerin okul müdürlerinin dağıtımcı liderlik uygulamalarına ilişkin algıları, sadece ulusal öğretim programı uygulayan okullardaki öğretmenlerin algılarına göre daha olumludur. Nitel araştırma sonuçları bu bulguları desteklemiştir. Ayrıca anaokulu, ilkokul ve lise kademelerinde görev yapan öğretmenlerin dağıtımcı liderlik algıları ortaokul kademelerinde görev yapan öğretmenlere göre daha yüksek bulunmuştur. Bununla birlikte, 21 yıl ve üzeri görev yapan öğretmenlerin dağıtımcı liderlik algı düzeyleri, 5 yıl ve altı, 11-15 yıl ve 16-20 yıl görev yapan öğretmenlerin dağıtımcı liderlik algı düzeylerinden daha yüksektir. Sınıf ve branş öğretmenlerinin dağıtımcı liderlik algıları arasında anlamlı bir fark bulunmamıştır. Son olarak, sonuçlar kadın ve erkek öğretmenlerin dağıtımcı liderliğe ilişkin algıları arasında anlamlı bir fark olmadığını göstermiştir.

**Anahtar Kelimeler**: Dağıtımcı Liderlik, Liderlik, IB Okulları, Ulusal Müfredat Okulları.

# ABSTRACT


**DISTRIBUTED LEADERSHIP IN INTERNATIONAL BACCALAUREATE AND NATIONAL CURRICULUM SCHOOLS**

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The aim of this study is to analyze at what level and in what way leadership is distributed in schools that implement the national curriculum and in schools comprising an International Baccalaureate (IB) program in addition to national curriculum, according to the perception of teachers and school administrators. A mixed method design was used through the combination of both qualitative and quantitative data collection and analysis procedures. The sample of this research consists of 340 teachers and 15 administrators working in kindergarten, primary school, middle school and high school sections of 15 schools in the 2020-2021 academic year in İstanbul. These schools are either private-public schools which implement the national curriculum, or private-public schools comprising an IB program in addition to the national curriculum. In the quantitative dimension of the research, "Distributed Leadership Scale" developed by Özer and Beycioğlu (2013) was used to determine teachers' perceptions of their school principals' distributed leadership behaviors. For the qualitative part, semi-structured interviews were conducted with 15 school principals working in the schools of participating teachers. The result of the quantitative research showed that the perceptions of teachers about distributed leadership in IB schools are more positive than the perceptions of teachers in national curriculum schools. The results of the qualitative research supported these findings. Moreover, the distributed leadership perceptions of teachers working at the kindergarten, primary school and high school levels were found higher than teachers working at the middle school level. Also, distributed leadership perception levels of the teachers who worked for 21 or more years were higher than distributed leadership perception levels of teachers who worked for 5 years and below, 11-15 years and 16-20 years. There was no significant difference between classroom and single subject teachers' perceptions of distributed leadership. Finally, the results indicated that there was no significant difference between the perceptions of female and male teachers about distributed leadership.



**Keywords:** Distributed leadership, Leadership, IB Schools, National Curriculum Schools.

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# ABBREVIATIONS

**DL** : Distributed Leadership

**IB** : International Baccalaureate

**IBO** : International Baccalaureate Organization

**PLT** : Pedagogical Leadership Team

**MoNE** : Ministry of Education (in Turkey)

**NC** : National Curriculum (in Turkey)

**PTA** : Parent Teacher Association

**TIBSA** : Turkish IB Schools Association

# CURRICULUM VITAE

**Şule Özcan Çatak**

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**Education**

| *Degree* | *Year* | *University, Institute, Department* |
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| Master | 2021 | Maltepe University, Department of Educational Sciences |
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| 2020 - Continuing | School Principal, N.U.N. Middle Schools |
| 2015 - 2020 | IBPYP Coordinator, N.U.N. Primary School |
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| 2015 –Continuing | IBAEM, IBEN, IBEC, TIBSA |

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**Publications:**

Platin Magazine: 'IBPYP: An Education System Not Only Focusing On Academic Success'

Sky Life Magazine: 'Famous Misconceptions About IB Schools'

# CHAPTER 1. INTRODUCTION

In this section, the problem, purpose, significance, assumptions, limitations and definitions of the research are given.

## 1.1. Situation

People organize themselves in certain ways as long as the history of humankind goes. These organizations have always had their natural leaders and their followers. The first leader figures are highlighted as the kings, queens and prophets. Stories and tales have been telling about these heroes / heroines and their gallant acts for ages.

Many individuals still believe, as Aristotle had claimed centuries ago, some are born to rule and others to follow. This approach stimulated the idea that leadership is inborn, which creates the ‘trait approach’ to leadership (Hoy, W.K., Miskel, C. & Tarter, C., 2013).

Throughout time, leadership is discussed in many areas and periods of life as a concept that benefits society or as a source of problems. While the world becomes more peaceful with good leaders and their decisions, it has to deal with undesirable results in the management of individuals who use their leadership for unethical purposes. For a positive social climate, leaders have the responsibility to motivate for and this motivation is very important for the schools too, because schools are in a way, makers of the society.

Leadership can be accepted as one of the "soft skills" in the world literature. Soft skills are a combination of interpersonal and social skills including the ability to communicate, coordinate, work under pressure and, solve problems. Hard skills on the other hand include the technical and administrative qualifications (Dixon, Belnap, Albrecht and Lee, 2010). These skills belong only to human beings; and they are accepted as phenomena that require responsibility, flexibility and creativity which artificial intelligence cannot achieve with current findings. Schools can be seen as appropriate

contexts for leadership practice. Whether leadership is innate or not, various strategies can be developed for a good sustainable leadership thanks to regulations or frameworks of schools because schools do not only provide formal academic education. At the same time, there is also a lot of informal learning going on through extra-curricular activities. Jeff Thompson and Mary Hayden (1998) in their work 'International Education' say, learning takes place not only within the subjects of the curriculum but also interstitially, meaning what happens in between spontaneously, with interdisciplinary and transdisciplinary processes that allows planned and unplanned experiences for the students and teachers. All these contribute to the hidden curriculum or 'interstitial learning' (p. 286). School climate offers experiences for development of values and skills beyond the academic boundaries of subjects to all the stakeholders involved: the students, teachers and the leaders alike because education is an open system in which all participants of the learning community including those in power positions practice their values.

Before asking the question, "What is a school leader like?" it is best to investigate "leadership" in general. Many definitions have been made about leadership and there are various interpretations that can be taken as a reference. This arises from the fact that researchers interpret the concept of leadership according to their own context. However, in a very general sense, let us accept the definition by Stodgil (1950) as the process of creating a common goal and motivating a group for this particular goal.

## 1.2. Leadership and Related Theories

Leadership has been gaining new definitions as people's understanding and expectation of the term changes. However, most of the research supports the fact that it is an influential process, which facilitates the accomplishment of a common goal. As the reasons and effects of leadership according to where the influence is coming from is exerted on change, so does the definitions of the term.

Bennis (1959) says that, "Of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends for the top nomination. And, ironically, probably more has been written and less known about leadership than about

any other topic in the behavioral sciences" (p 259). He also compares leadership to beauty; claiming that one cannot define but can recognize it (2009). Related with this, Burns (1978) states that, "Leadership is one of the most observed and least understood phenomena on earth." which implies that further studies and observations are needed.

Stogdill (1974) similarly highlights that, "There are also as many definitions of leadership as those who have attempted to define the concept." Upon this comment, another researcher comments on his work: "Seven decades of research on the subject has led Stogdill to conclude that the endless accumulation of empirical data has not produced an integrated understanding of leadership" (Badshah, 2012). Yukl, in 1998 stated that the leadership literature is huge over 5.000 published studies and today it is expected to increase by the hundreds each year. Today, it is possible to observe that modern definitions are still added to define leadership.

Hemphill and Coons chose to define leadership as the behavior, which 'directs the actions of a group to a common goal' (1957). This definition includes the word 'direct', which implies that earlier definitions were connected with ownership of the control. With regard to this, Katz and Kahn (1978) preferred a more assertive definition of the term, saying that it is the level of obedience to the routine instructions of an organization above and beyond the mechanic obedience could add.

Bass (1990) uses a more compact definition of leadership as an act of behavior, a form of persuasion and a power relation. He further states, "Leaders are agents of change – persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group (pp. 19-20). According to Bass, leadership is effective only when change occurs. Spillane (2006) comments on Bass's definitions as "leadership here is defined as a relationship of social influence and much of the definitions focus on the influence factor".

Hoy and Miskel (2010) also describes leadership as a social influence process, which combines both rational and emotional elements and adds that leadership evokes highly romanticized images for many of us. They connect influence with emotions and romantic roots, which is already an issue discussed before.

Speaking of emotions, Gary Yukl asserts that the term itself evokes images of powerful individuals who rule armies, build empires and change the course of the nations however; the word leadership has been incorporated into the organizational studies without being precisely redefined (1998).

Eccles and Nohria support the controversial aspect of leadership by saying, "Leadership is understood as a matter of actions and processes rather than exclusively as a matter of structures, states, roles, and designs (1992).

Lastly in education, "To study leadership activity, it is insufficient to generate thick descriptions based on observations of what school leaders do" (Spillane, Halverson and Diamond, 2001). This claim will be discussed in detail in the following sections.

Theories and models of leadership start with personal and situational perspectives. The earlier ones can be accepted as "Great-Man" theories. It could be argued that there may be an indication of the fewer numbers of females in leadership positions by using the word 'man' in most of the leadership literature. This 'Great Person' perspective focuses on the traits of the leaders and is based on the belief that leaders are born, not made. One of the researchers, Ralph M. Stodgill (1981) classified the personal factors concerned with leadership into five categories as capacity, achievement, responsibility, participation and status and concluded that a leader is characterized by the following traits:

- a strong drive for responsibility and task completion
- vigor and persistence in pursuit of goals
- venturousness and originality in problem solving
- drive to exercise initiative in social situations
- self-confidence and sense of personal identity
- willingness to accept consequences of decision and action
- readiness to absorb interpersonal stress
- willingness to tolerate frustration and delay
- ability to influence other people's behavior
- capacity to structure interaction systems to the purpose at hand. (p.85)

Yukl, asserted that possession of certain traits support the likelihood that a leader will be effective but it does not represent a return to the old trait assumption that "leaders are born, not made" (1998). Stogdill, also, must have seen the shortcomings of his

classifications when he later on added a sixth item: situational components (e.g., characteristics of followers and goals to be achieved) (Hoy and Miskel, 2010).

Hoy and Miskel (2010) further state that there were overreactions to the trait approach for a long period and then scholars started to make a situational analysis of the trait approach. They then attempted to group specific properties of the leadership situation that had importance for leader behavior and performance. According to their study, structural properties of the organization, role characteristics, subordinate characteristics, internal environment and external environment played role on leadership matters. In direct opposition to trait theorists, situational theorists suggested that leadership is all a matter of situational demands and situational factors determine who will emerge as leader. The situationalists highlighted that emergence of a leader is a result of time, place and circumstance (Stogdill, 1981).

The scientific studies later on focused on the behavioral aspects of leadership and they studied this in two categories; one concerned with people, interpersonal relations and group maintenance; and one with production, task completion and goal achievement (Hoy and Miskel, 2010). Yukl (1998) also defended that behaviors must be relevant to the situation to be effective and situational factors do effect the effectiveness of leader behavior even when an individual is high on both people and task dimensions.

Stogdill uses the term "psychoanalytical theories" to handle behavior perspective and this theorizing commonly focuses on early childhood and family developments of the leader to explain leaders' political behavior (1981). It can be assumed that, according to this view, a leader walks to the destiny of the house s/he was born into.

Power and leadership effectiveness is another perspective of leadership studies. Effectiveness indicators for educational leaders can be analyzed by looking at accomplishments of organizational goals, overall job satisfaction of subordinates and perceptual evaluations of significant reference groups (Hoy and Miskel, 2010). This view could be linked to performance measurement systems in schools and other companies.

"Hitting their zenith in the 1970s, contingency approaches were the most influential models of leadership into the 1980s," says Hoy and Miskel (2010). At its best, contingency approach already included the before mentioned approaches as a combination: traits of the leaders, characteristics of the situation and behaviors of the

leader and effectiveness of the leader. They state that traits of the leader and characteristics of the situation define leader behavior and effectiveness and situational factors are closely linked with effectiveness. For instance, a recent research by Aslanargun, Bozkurt and Sarioğlu (2016) shows that socio-economic status of the students have close links with the student achievement on standardized tests and similarly the situational characteristics such as the program of the school may have a greater influence on leader effectiveness than a leader's own choice. The evidence in these studies imply that in one set of circumstances, one type of leader is effective and under another a different type.

In further studies by the early 1990s, charismatic, transactional and transformational leadership theories started to attract attention among scholars and practitioners and these new theories tend to focus on leaders at the top levels of the organizations when compared to earlier emphasis on leaders at lower levels who have face-to-face interactions with followers. "Charismatic leaders are distinguished by dominance, self-confidence, need to influence and strong convictions in the moral correctness of their beliefs" (Hoy and Miskel, 2010). However, they also refer to a frightening dark side of these charismatic leaders with a reference to the intensity of the loyalty of the subordinates and some characteristics of the leaders.

Transactional leadership mainly focuses on giving followers things they want in exchange for things leaders want. Transactional leaders pursue a cost benefit, economic exchange to meet followers' current material and psychological needs in return for contracted services rendered by the subordinate (Bass, 1990).

Transformational leadership, on the other hand goes beyond this exchange, highlights commitment to an organization's objectives and empowers followers to achieve these objectives (Yukl, 1998). Transformational leaders according to the studies achieve higher performances than transactional leaders. Bass (1990) states that "transformational leadership is seen when leaders stimulate others to view their work from new perspectives, generate an awareness on the mission and vision of the organization, develop colleagues and followers to higher levels of ability and potential and motivate them to look beyond their own interests towards those that will benefit the group".

A leader is usually conceived as an individual, with actions of a single person; but recently the view of sharing leadership within the organization is more generally accepted. As an alternative to the idea of a leader who can do everything alone, the understanding of leadership, which defines leadership as a process that is distributed and at the same time aims to benefit from the leadership capacities of individuals at the highest level, is gaining more and more support every day (Harris, Leithwood, Day, Sammons & Hopkins, 2007).

It is believed that the distributed leadership model, which is based on the principle of seeing the talents and abilities of many stakeholders as a common gain, rather than benefiting from the talents and abilities of a limited number of people, will bring improvements to the organizations including schools. While this concept appears as "distributed leadership" in some sources, it is defined as "shared", "delegated" , "decentralized", "dispersed", "democratic", "team" or "distributed" leadership in others. Although all these definitions cause confusion, it provides productive opportunities for a better understanding of the subject. In this study, hereinafter, "distributed leadership" will be used and shortened as 'DL'.

In some sources, DL means that many people instead of a single person carry out leadership, while in other sources it is the behavior of the organization as a whole rather than the behavior of a single person (Spillane, 2005).

One of the most restricted definitions of DL is made by Kayworth and Leidner (2002), who define distributed leadership as leadership from a remote (physical) location, using only technological means of communication (e-mail, internet etc). However, other interpretations of DL are found to be much broader than this.

Even if it is in contrast with the essence of the term leadership, which originates from "individual", DL highlights the property of a network of interacting individuals. Peter Gronn, who is one of the experts in the study of distributed leadership, uses the term "concertive action" to claim that DL's outcome is a product or energy, which is greater than the sum of individual actions, explained by the Complexity Theory (2002). In this way, he highlights the additional dynamic and conjoint activity.

By studying DL, one can easily recognize the openness of the boundaries of leadership. Although conventional studies focus on singularity, DL highlights plurality. In most of the cases studied, the expertise is distributed among the many, not the few. In the context of schools, one may initially think of teachers as partakers of leadership however there are also other shareholders such as students, parents and other various members of school community. While thinking about these new horizons, we have to pay attention to several factors that may block the way DL has to take. School programs and structures have a great impact on school leaders' ability to activate the capacity of as many individuals as possible within the framework of a distributed leadership. In this study, National Curriculum Schools with International Baccalaureate Program and Schools with regular National Curriculum will be examined.

Where DL is discussed, control versus autonomy is another major variable. According to Graetz's work, certain goals or values are formally set by constituted leaders who are directly accountable to outsiders for the performance of the organization, and are seen as non-negotiable (2000). This idea contrasts with the idea that various people can contribute to the decisions, values and aims.

Organizational structure and agency can be another factor to consider. Harris, A. and Chapman, C. (2002); Spillane J., Halverson, R. and Diamond, J.B. (2001) and Goodman, J., Baron, D. and Myers, C. (2001) highlight in their work that more than the perspectives and motives of the individuals, organizational structures define the practice of DL.

Spillane et al. (2001) report on three different ways to handle DL in schools. These examples give ideas as to how DL emerges in different contexts with different people. In the first example, three staff members come together to create a development program for the teaching staff and it works well for the target to have better test scores rather than the individual efforts. In the second case; a principal and a language arts coordinator regularly come together to discuss teachers' instructional plans and different skills and interpretations of the two leaders create a fruitful product, which is greater than the sum of these individual skills as explained by the Complexity Theory. In the third case, the leadership role is stretched over two or more individuals on the same task separately but interdependently. The principal and the assistant principal perform class observations

individually and they discuss their findings with each other before giving feedback to the teachers.

Social and cultural contexts are important factors to understand DL and they are related to the organizational structure. For example, directive and hierarchical societies may find distributed leadership as a threat. On the other hand, Ayas and Zenuik (2001) claim that values such as commitment to truth and enquiry encourage distributed leadership. This comment implies that where there is one-person leadership, loyalty to the leader may overcast loyalty to truth.

One of the most important factors affecting DL can be the source of change in institutions. Policy makers or existing policies can provide a stimulus for rethinking leadership. However, reactions to these external pressures can create new interpretations and senior formal leaders here are the key factors to create these re-structions. It can either be a top-down initiative from a strong and charismatic leader, who in this case can be the head teacher or principal or; a bottom up initiative coming from within the organization. These often occur as a response to formal policies (Bickmore, 2001). In this case, informal leaders, seemingly having leadership roles, are born. These leaders can guide formally structured teams or teams that are created on an ad-hoc basis to carry out specific jobs. These teams operate best with trust, mutual protection and support.

DL, according to Harris et al., is the sharing of authority and responsibilities (2007). While doing this, the existing codes of behavior, values and verbal/nonverbal communication rules in the relevant organization should be understood and it should be ensured that it is clear for what purposes the sharing of authority is made. More importantly, there should be structural features for the allocation of leadership in the relevant organization and common expectations in this direction.

Harris and Chapman (2002) see the concept of DL as coterminous with that of democratic leadership and they sometimes use the terms democratic and distributed leadership interchangeably. They point to the fact that “the ultimate control function from the head teacher, whose accountability to the school governors and other external agencies, such as the local education authority (LEA) or OFSTED is seen as requiring them to retain the ability to steer the school in a particular direction. In this view, then,

DL becomes more wide-ranging than delegation, but remains bounded within the constraints of the overall policy decisions of head and governors."

Schools affiliated with the International Baccalaureate Organization (hereafter will be referred to as IB School) need to follow the Standards and Practices of the IB Organization and DL is one of the compulsory practices. A leadership team is established and they collaboratively work to sustain their membership as a 'World School'. DL in IB Schools is viewed as a professional development exercise rather than a distinct method for leading the schools. Values and responsibilities are shared in the 'learners' community' consisting of academic staff, parents and students, and the aim is the development of schools. In these schools, teachers, students, parents, other school administrators and even politicians who have a say in the education system take joint steps to achieve better education. Effective Primary Years Program (PYP) leadership acknowledges the agency of all members of the learning community to take on formal and informal leadership roles to advance the school mission. To create the culture and conditions necessary for all to take on leadership roles, leaders lead by establishing a shared purpose, encouraging shared responsibilities and building leadership capacity in the learning community (https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.6.5.3).

"The better principals understand the essence of leadership, the greater their impact on teachers" (Leithwood, Harris, Hopkins, 2008). In this sense, IB has direct references to DL and in document titled 'Sharing leadership responsibilities in IB Schools', this commitment is described as follows:

> It is commonly believed that the responsibilities faced by modern school leaders are practically impossible to meet by one person. This requires seeing leadership through the lens of multiple responsibilities that can be shared between the leadership team and the learning community. The best way to create **distributed ownership of responsibilities** is to ensure every member has choice and voice. The formal leadership team supports the decisions of the learning community and are behind them in challenging situations. …. Sustainable leadership is best supported by long-term succession planning involving a "**distributed leadership**" model, whereby "deeper and wider pools of leadership talent" are developed within the school (Hargreaves and Fink, 2005) (https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.6.5.3).

International Baccalaureate schools are expected to act with this perspective so that teachers and leaders can acquire, delegate and share authority in their areas of expertise with the help of "comprehensive leadership talent pools" by giving special focus on sharing leadership responsibilities. It is implied that only in this way school leaders, who are expected to plan the right things, can escape the risk of turning into school administrators who only try to do things right. Leaders in IB Schools have the following three job descriptions:

- Leaders lead by working with others to create a shared sense of purpose and direction rather than imposing goals on the learning community.
- Leaders view their role as consisting of multiple responsibilities that may be distributed by various members of the learning community.
- Leaders work through and with others by establishing the culture and conditions that enable members of the learning community to work towards international-mindedness and the indicators of excellence as described in the IB standards and practices.

The IB Organization develops some strategies to make sure that teacher leadership is progressing and examines this via regular evaluation visits to its community schools. The development of teacher leadership capacity is supported by considering a range of formal and informal roles within the pedagogical leadership team, linking teachers' professional development to program implementation, regularly setting in-service training days to develop and reflect on the program, planning for a variety of interactions across the learning community to support shared understandings and dialogue among its members, co-planning teacher attendance at upcoming IB professional development workshops, conferences and network events, providing timely, specific and well-considered feedback to improve learning and teaching, encouraging teachers to see themselves as researchers, and supporting their inquiries into pedagogy (https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.6.5.3).

Furthermore, IB Schools have to also develop student leadership capacity to be recognized as an IB World School. Learning communities engage and support students as leaders by ensuring they have voice, choice and ownership in both their learning and in an environment that sustains it. The ‘learner profile’ provides the ideal vehicle to develop and extend student leadership, and offers opportunities for students to develop the skill sets related to effective leadership—for example, acting with integrity and honesty, and taking responsibility for their own actions and the consequences that

accompany them. All these contribute to the "agency" of the students. Student voice is evident when students' questions, emotions and behaviors guide learning and teaching; when students identify issues and opportunities, and suggest ideas for action; when students are included in decision-making processes and when students' perspectives are given weight in decisions that influence them. Student choice is evident when students co-construct with peers and teachers a range of different learning activities and assessment options, when students' ideas and suggestions are recognized and built into the school culture; when student perspectives for action are honored and when students have opportunities to make decisions about learning independently or in groups. Student ownership is evident when students define their learning goals with support from teachers; when students reflect on their learning and when students' ideas are supported through action. (Wheatley, M. 2006) (https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.6.5.3).

The researcher also accessed the official documents of Ministry of Education to examine the situation for regular National Curriculum Schools (will be used as NC Schools) and compare with the IB Schools. The documents provided by the Ministry of Education that are accessible on the Internet cover some standards or practices, which determine the way leadership is handled in public and private institutions that implement the National Program. Legislations cover direct and indirect statements on DL and they expect that the school administrators must have leadership qualities. However, it is not explicit in which ways and processes this leadership role can be defined, assessed, evidenced or reported.

Ministry of National Education has a regulation document on Primary Education Institutions and it says under the headline 'General Principles': "It should be ensured that awareness on democracy is developed in primary education institutions and that a free and democratic education process is maintained. For this purpose, students, teachers, staff, administrators and parents create a harmonious working environment based on love and respect, in which democratic rules such as cooperation, division of labor, electing, being elected, participating and expressing thoughts are applied" (http://mevzuat.meb.gov.tr/dosyalar/613.pdf).

Under the title, ‘Job Description, Rights and Responsibilities of the Principals’, it says: “The primary school is managed by the principal together with other employees in a democratic education environment. School principal; in addition to ensuring the continuity of the curriculum, is authorized to carry out his duties, to organize and supervise the school in accordance with laws, regulations, directives, programs and orders. The principal is responsible for the management, evaluation and development of the school in accordance with its objectives. The school principal also performs other duties specified in the job description” (Article 60). The word ‘democracy’ is used many times in the documents. Also “together with other employees in a democratic education environment” may imply DL, but these statements do not draw a clear framework, as stated before.

The title ‘School Development Management Team’ in Article 99 of the document ‘Primary Education Institutions’ states that: “School Development Management Team is established with the aim of increasing the quality of education and training and student success, developing the physical and human resources of the school, providing student-centered education, and planned and continuous development in education, with a distributed and cooperative management approach. It performs the duties envisaged in the directive”. There are also boards and commissions, which hint that leadership is expected to be distributed; such as “Purchasing Commission”, “Inspection and Receipt Commission”, “Teachers Board”, “Single Subject Teachers Board”, “Classroom Teachers Board”, “Student Board”, “Student Behavior Evaluation Board″ (http://mevzuat.meb.gov.tr/dosyalar/613.pdf).

In one of the periodicals of the Ministry of National Education, it is asserted that there is a shift from the belief ‘Leadership has no school’ to the idea that school leaders need to have professional development opportunities before and while they take on their leadership duties. This statement could be linked to the refusal of total trait approach which implies:

“Modern school leaders need to have leadership knowledge, technical knowledge of the field and communication skills together. These features should be handled with the theory-practice cooperation. School leaders who do not have professional training and take their power only from their teaching experiences fail to ensure that their schools are

efficient. As a matter of fact, some studies show that school principals' administrative behaviors are not enough to increase the efficiency of the school to the desired level." Therefore, Ministry of Education performs exams for teachers who would like to pursue leadership positions.

Another statement from the same documents says: "The minimum requirement for today's school leaders to be modern leaders is that they must have 'hands-on' school experiences. In addition to that, the modern school leader should have comprehensive human knowledge, effective communication skills, distinguished leadership characteristics, effective use of mother tongue, knowledge of philosophy, logic, history of civilization, command of communication technology, health in terms of body and spirit and a strong belief in education" (Okutan, 2003).

These excerpts from the official documents by Ministry of Education show that there is an apparent focus on being a democratic leader and why a leader should have commissions or teams. However, direct references to distributed leadership terminology and how this distribution will be evidenced or reported are not found.

## 1.3. National studies on Distributed Leadership

One of the well-known studies carried out on DL in Turkey belongs to Nuri Baloğlu. While focusing on the theoretical framework of DL, Baloğlu based his views on the views of Elmore, Gronn and Spillane. He conducted a study named "The Relationships between Distributive Leadership Behaviors of School Principals and Personality Traits" in 2016. The three important findings reached at the end of his research can be listed as follows:

1. With a research on 110 school principals in Turkey, the highest score in the principals' personality traits belongs to supervision and the lowest score belongs to creating consistent team leadership. The finding that school principals are generally good in terms of distributed leadership, but need more effort on teamwork can be considered as an issue that needs to be reflected.

2. Among the five-factor personality scores of school principals, responsibility dimension was evaluated with the highest score while the social relations dimension with the lowest score. This finding suggests that the central and bureaucratic structure of the Ministry of National Education effects school principals. The strong centralized structure prioritizes responsibility on school principals, which may be reflected in their behavior.

3. Baloğlu finds out that what DL contributes to the environment is that leadership initiatives of others are supported and consciously or not, employees find a chance to take the lead for themselves. His results repeat that each leader may have different personality traits. The spirit of DL is to create synergetic structures by making use of such diversity. In this respect, there is no correlation between DL and expected personality traits, which corresponds to the international studies in this spectrum. The reason for this is that being able to bring the differences together is not always based on the principle of volunteerism, but in some cases, it also requires the ability to use binding forces like legislations and use of different character traits effectively. This confirms that the structural dimension is more important than certain character traits for distributed leadership (Baloğlu, 2016).

Baloğlu in this study suggests that school principals are more engaged with supervision than teamwork and DL. He further claims that responsibilities of school principals prevent them from being more social and this effects their code of behavior. He lastly states that there is not a correlation between traits of school principals and DL. The school structure as highlighted as more important.

Another study conducted in Turkey is carried out by Bekir Buluç in 2009. His study on 250 homeroom teachers shows that there is a significant relationship between the effective functioning of bureaucratic structure and leadership styles of school principals. The authoritarian and bureaucratic structure in National Curriculum Schools supports transformational leadership rather than distributed leadership. This one-man leadership paradigm may negatively affect school principals' team building and team leadership skills. Buluç further reports school structure can either enable or hinder the

effective operation of schools. Enabling structures can enhance the attitudes and efforts of the teaching staff. His study indicates that if the school structure is effective, school principals will show transformational leadership behaviors (2009).

Mahire Aslan studied whether there is a meaningful difference between public and private school teachers' views on distributed leadership in 2014. The universe of the research consisted of 728 teachers in Turkey. It has been concluded that there is a significant difference between distributed leadership perceptions of public and private school teachers in favor of teachers in private schools. According to teacher perceptions, distributed leadership levels in public schools were found to be lower than in private schools.

Yaşar Adıgüzelli (2016) investigated the relationship between organizational trust and distributed leadership behaviors through teachers' perceptions in his study "Examination of the Relationship between Distributed Leadership and Organizational Trust According to Teachers' Views" with 410 teachers. According to the research, the moderate level of distributed leadership behaviors of the principals was interpreted as the result of the principals not receiving the required leadership trainings. In the light of the findings of the research, it can be asserted that there is a strong link between distributed leadership and organizational trust. In other words, distributed leadership is practiced at higher levels in cases where the perception of organizational trust is high.

Yılmaz and Beycioğlu (2017) investigated elementary school teachers' behaviors of distributed leadership. According to their study, the participating elementary school teachers displayed distributed leadership behaviors and they were enthusiastic about working in an atmosphere where power was distributed among many. Most of the quantitative findings were harmonious with the qualitative ones. The interviews also revealed that elementary school teachers were encouraged to cooperate and collaborate with their principals and colleagues. Some of the results revealed that teachers consider small groups as an advantage for leadership skills. The results also showed that there were no significant differences between female and male elementary school teachers' distributed leadership behaviors. The focus group interviews verified that there are no structural barriers such as gender in distribution of power. These barriers might jeopardize the chance of including a wider range of people in leadership, but schools with distributed

leadership seem to be gender-free and sexless organizations (Lumby, 2013). This study also demonstrated that there were no significant differences among elementary school teachers' distributed leadership behaviors in different fields of study. Although there were no significant differences found in the quantitative results, qualitative analysis showed that teachers' opinions varied based on their professional seniority. Teachers who had more professional seniority were more reluctant and cautious in communication. This is interpreted as a result of former negative experiences and the lack of interaction for a sharing atmosphere to occur. Teachers who had worked for less than ten years seemed more eager to communicate and eager to work together to develop goals in a positive and friendly environment.

Yılmaz and Beycioğlu (2017) summarized different approaches to distributed leadership as follows:

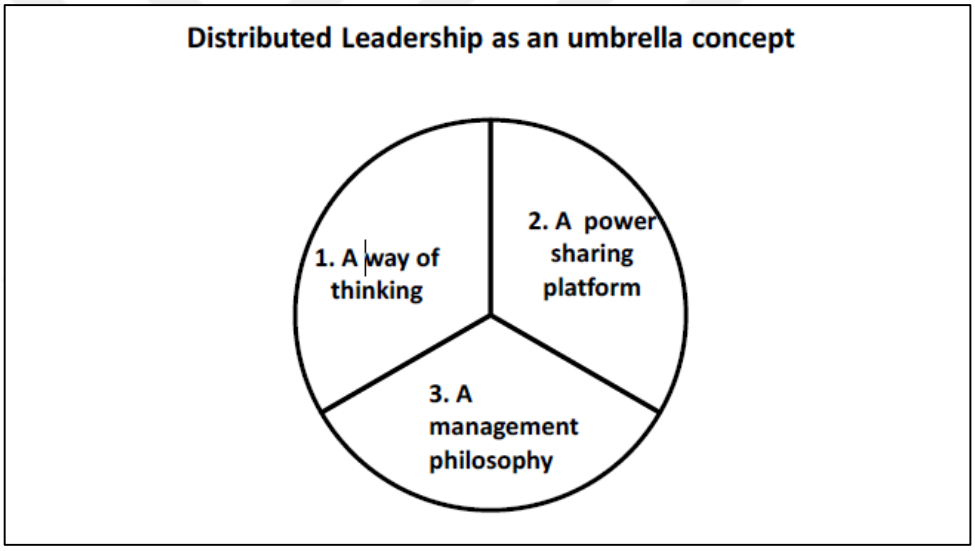



**Figure 1.** Different approaches of the distributed leadership concept

According to the first perspective in Figure 1, DL is a viewpoint from which a set of principles, ideas, decisions, and judgements is formed collectively. "It is the minds of several individuals distinctively contributing their expertise and vision to the organization". Secondly, distributed leadership represents a system of management in which there is no ''the leader'' who holds all the power and leads the others. On the contrary, there are leaders who work together. Lastly, distributed leadership is a management philosophy that includes a set of beliefs and strategies shared by every individual in the organization. It demands the active commitment of every individual to

foster dynamic interaction and mobilize the knowledge that is distributed (Yılmaz and Beycioğlu, 2017).

Another study conducted by Uslu and Beycioğlu (2013) reveal that there was a significant difference between the perceptions of teachers about their principals' distributed leadership roles and teachers' field of specialization.

In other studies by Ulusoy (2014) and Çınar (2015), the relationship between distributed leadership behaviors in schools and teachers' gender, age, professional seniority and the level they worked were investigated and no meaningful difference was found.

On the other hand, Bakır and Aslan (2014) claimed that school type had a direct effect on distributed leadership perception. According to their research, results showed that private school teachers considered distributed leadership as more favorable than public school teachers.

## 1.4. International Studies on Distributed Leadership

Alma Harris contributed to the theorization of distributed leadership with her work "Distributed Leadership and School Improvement: Leading or Misleading?" She suggests that successful leaders are those who distribute leadership, understand relationships and recognize the importance of 'reciprocal learning processes that lead to shared purposes'. She asserts that these leaders are more connected to people and networks than the 'traditional' forms of leadership and she compares this one great figure to a lone chief atop a pyramidal structure (2002).

Peter Gronn, in his work named Distributed Leadership in 2002 argues that distributed leadership has organizational advantages. Organizations benefit by capitalizing on a range of strengths, individuals by strengthening their skills and attributes, and aids bonding. These advantages amount to 'an overall widening of the net of intelligence and organizational resourcefulness' (p.37).

Harris and Chapman in their paper “Democratic leadership for school improvement in challenging Contexts” assert that effective leadership in schools facing challenging circumstances can be defined by a unique value system that highlights equity, empowerment and morals, and is democratic, human-centered and concerned with community building (2002).

Leithwood, Straus, Mascall and Sacks in their study “The Relationship Between Distributed Leadership and Teachers' Academic Optimism" consulted 1640 teachers. According to the research, teachers believe that they will be successful academically in an environment based on cooperation and collaboration. This situation also indicates that distributed leadership may also effect student achievement in the positive sense since successful teachers develop successful students (2008).

A Study on “Teacher Participation in Decision Making and School and Teacher Outcomes: a Study at the Primary School Level in Greece” by Georgios Chatziioannidis questions whether teachers are willing to participate in all types of decisions. He advocates that distributed decision-making may slow down the process, run the risk of early confrontation, cause disappointment to teachers and increase the risk of alienation. He finds that although teachers’ actual participation in decision making about student issues and issues directly concerning their own status was rather high, their participation in administrative decisions was low. Teachers’ willingness to participate both in student issues and in teacher issues was clearly high, but their desire to participate in managerial issues was lower. The highest level of both actual and desired participation was recorded in student issues. The greatest discrepancy was recorded in managerial issues, where actual participation was low and desired participation was moderate (2013, p.175). This can be interpreted as natural as teachers work closely with students and see student improvement as their primary goal.

James A. Convey in his study “The Dark Side of Shared Decision Making” suggests that teacher involvement in decisions may detract from teaching. He elaborates on three case studies to examine the potential dangers and suggest ways to avoid them. A quote from his work “participatory democracy, much like rosebushes, may bring forth positive results; but rosebushes also have thorns. If we can locate the thorns, then we can

learn how to hold the flower without injury," suggests that distributed leadership should be carefully structured and monitored otherwise; it may distract teachers from their original roles (1996).

When all these studies are examined, it is generally traceable that distributed leadership contributes to academic optimism of teachers, organizational trust and student success in schools. Schools today face much more complexity and interdependence and the need for expertise have increased greatly when compared to the past. The idea that an individual with special powers and authority rules over other individuals and these individuals are passive recipients of this leader's influence is much more questionable. Considering its importance for organizations such as schools where knowledge and expertise are concentrated, there is a need for a better understanding of distributed leadership. In this study, the structural factors that make distributed leadership compulsory or encourage and strengthen it in public and private schools that implement IB Program or National Program will be examined and it will be questioned to find answers to what level of distributed leadership exists and how it is distributed according to the perceptions of teachers and administrators.

## 1.5. Purpose

The aim of this study is to examine at what level and in what way leadership is distributed in schools that implement and do not implement the IB program according to the perception of teachers and school administrators. With this aim in mind, answers are sought for the following questions:

1. Is there a significant difference between the perceptions of teachers working in a national curriculum school and in a school comprising an International Baccalaureate program together with the NC regarding distributed leadership behaviours of their administrators?

2. According to administrators' perceptions, what are the factors affecting their distributed leadership practices in a national curriculum school and in a school comprising an International Baccalaureate program together with the NC?

3. Do teachers' perceptions of distributed leadership levels of their administrators differ significantly according to the teachers' teaching levels at kindergarten, primary, middle or high school in both school contexts?

4. Do teachers' perceptions of distributed leadership levels of their administrators differ significantly according to the teachers' seniority at work in both school contexts?

5. Do teachers' perceptions of distributed leadership levels of their administrators differ significantly according to the teachers' field of specialization in both school contexts?

6. Do teachers' perceptions of distributed leadership levels of their administrators differ significantly according to the teachers' gender in both school contexts?

## 1.6. Significance

With this study, it is aimed to understand:

1. The current level of implementation of distributed leadership in a national curriculum school and in a school comprising an International Baccalaureate program together with the NC.

2. The factors affecting the distributed leadership practices of a national curriculum school and in a school comprising an International Baccalaureate program.

When the literature on distributed leadership is examined, the studies that focus on the relationship between distributed leadership and school structure are found to be quite rare. Distributed leadership is quite a new paradigm in our country; therefore, this study can contribute to the enrichment of the local literature on the subject and the development of distributed leadership concept and practices in schools.

Moreover, it will be beneficial to discuss whether bureaucratic structure is effective or obstructive in relation to distributed leadership. It is thought that a comparative analysis on school structures may provoke more attention and lead to further studies.

## 1.7. Assumptions

In this research, the following assumptions are made:

1. School administrators are expected to play leadership roles.
2. Participants whose data were collected are sincere in their opinions.
3. Distributed leadership can be analyzed by teachers and administrators' views.
4. The sample of the study is large enough to represent the universe.

## 1.8. Limitations

1. Participants from Turkish national curriculum schools and schools comprising an IB program together with the NC are limited to 15 administrators for the interview and 340 teachers for the survey.
2. The study is confined to the views of teachers and administrators in the 2020-2021 Academic Year.

## 1.9. Definitions of Key Terms

**Leadership**: It is the process of moving and influencing a group of people towards a certain purpose (Stodgil, 1950).

**Distributed leadership**: It is an understanding that expresses the execution of leadership behaviors by all individuals who make up the organization, instead of a single person (Spillane, 2006).

**Democratic Leadership:** It is a type of leadership in which members of the group take a more participative role in the decision-making process.

**Leadership with an Advisory Board:** In this model, the school principal takes the opinions of a group of people in decision-making processes.

**One-Man Leadership:** In this model, the ultimate decision maker is the school principal.

**Oligarchic Leadership:** It is a type of leadership in which the school principal together with a group of decision makers administers the school affairs.

**Autocratic Leadership:** It is a state that only the school principal governs the school with absolute power.

**Bureaucratic Leadership:** It is the system that all school procedures are conducted according to the central systems of the government and being over-concerned with procedures.

**Legislation-Backed Distributed Leadership:** It is the leadership based on legislations by the Ministry of Education.

**IBO:** International Baccalaureate Organization. The International Baccalaureate is a non-profit educational foundation; serving students aged 3 to 19 with age appropriate programs.

**Ministry of National Education:** A governmental department responsible for education and related affairs.

**Agency:** Exercising of student choice, voice and ownership according to IB education.

**Schools with National Curriculum:** Public and private schools affiliated with both Ministry of National Education.

**Schools with National Curriculum comprising an IB program:** Both public and private schools affiliated with both Ministry of National Education and International Baccalaureate Organization in Turkey.

**School Principal:** Headmaster of a school.

**Deputy Principal:** Assistant school principal.

**IB Coordinator**: Coordinator who carries out effective leadership and administrative functions of the IB Programs; works closely with leadership in supporting the educational development of students and staff; and promotes parent and community awareness of the program.

**Classroom Teacher:** As the general education teacher, the classroom teacher is responsible for teaching the core curriculum (literacy, mathematics, science, social studies, and so forth).

**Single Subject Teacher / Subject Specific Teacher:** A teacher authorized to teach a specific subject to students such as Art, PE, Physics or Maths.

# CHAPTER 2. METHOD

This chapter provides information about the research design including the research context, participants, data collection and data analysis processes.

## 2.1. Research Design

In this study, a mixed method design through the combination of both qualitative and quantitative data collection and analysis procedures was used to understand at what level and in what way leadership is distributed in schools that implement and do not implement the IB Program according to the perception of teachers and school administrators.

In mixed methods, the researcher collects and analyzes data, combines the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study (Tashakkori & Creswell, 2007). Mixed method research uses the advantages of the strengths of quantitative approach based on the numerical information and qualitative approach based on the narrative information. In other words, qualitative methods enable researchers to investigate the selected issues in great depth with careful attention to detail, context, and nuance while quantitative methods enable the measurement of the selected issues in great breadth through the contribution of many respondents to a limited set of questions (Patton, 2002).

The researcher, by collecting qualitative and quantitative findings, tried to understand whether there was a meaningful difference between the implementations of DL, according to a set of variables. It was possible to gain a general data in the quantitative part and the researcher had the chance to examine this in more detail thanks to qualitative data. The answers collected from the teachers in the quantitative part were compared with the answers from the administrators in the qualitative part. This approach gave a fair chance of expression to main partakers of leadership experiences in school. They were, in a way, in dialogue as Creswell and Clark says: "Mixed methods research involves not only including a qualitative and quantitative component in the same study

but also mixing them—connecting or combining them—in a way that the two are in conversation with each other" (2018).

Among different ways of designing mixed-method research, the convergent parallel design by Edmonds and Kennedy was adopted in this study (2017). The data collection and data analysis processes were conducted separately for qualitative and quantitative research questions. This approach involves the collection of different but complementary data on the same phenomena. Thus, it is used for the converging and subsequent interpretation of quantitative and qualitative data. This approach is often referred to as the concurrent triangulation design (single-phase) because the data is collected and analyzed individually but at the same time" (Edmonds & Kennedy, 2017).

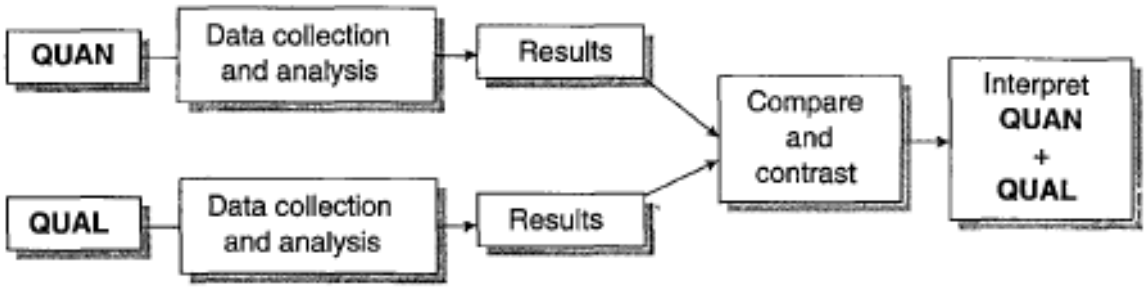



**Figure 2**. The convergent parallel design (Edmonds & Kennedy, 2017)

To analyze the data collected in the quantitative part of the research, both descriptive and inferential data analysis methods were utilized. Descriptive data analysis methods are generally used to summarize numerical data to discover trends and patterns, and are usually displayed through frequency tables, means, and correlations. Inferential data analysis methods are, on the other hand, normally used for hypothesis testing and conducted after descriptive results have been examined (Teddlie & Tashakkori, 2009

For the qualitative data, phenomenological research was conducted. Phenomenology is a preferred method for qualitative research in order to better understand experiences and thoughts. Phenomenology enables a researcher to enter the inner world of the people who experience a particular incident or phenomenon (Yıldırım & Şimşek, 2016). The phenomenological approach is utilized to explore the meaning, composition, and lived experiences of specific phenomena (Edmonds & Kennedy, 2017).

By choosing this method, the researcher was able to collect insight from school administrators about their evaluations of distributed leadership.

## 2.2. Population and Sample

The population of this research consists of teachers and administrators working in kindergarten, primary school, middle school and high school sections of schools.

In the sample of this study, the views and thoughts of 340 teachers and 15 school administrators working in private or public schools are represented. These schools are either private / public schools, which implement the national curriculum; or private / public schools comprising an IB program with the NC in İstanbul.

In the quantitative part of the research, teachers were asked to share ideas about their principals' distributed leadership practices. The researcher tried to understand whether teachers were part of the decisions taken and whether they believed they had a "choice, voice and ownership", called as *agency* and described before, thanks to their principal's leadership practices. This data was gathered from 340 teachers. The characteristics of the participant teachers are presented in Table 1.

**Table 1.** Characteristics of the Participant Teachers

| | | *f* | % |
|---|---|---|---|
| Gender | Male | 84 | 24.8 |
| | Female | 256 | 75.2 |
| Age | 30 and under | 53 | 15.6 |
| | 31-40 | 135 | 40.6 |
| | 41-50 | 99 | 29.2 |
| | 51+ | 53 | 15.6 |
| Seniority | 0-5 years | 28 | 8.2 |
| | 6-10 years | 70 | 20.6 |
| | 11-15 years | 63 | 18.5 |
| | 16-20 years | 79 | 23.2 |
| | 21+ years | 100 | 29.5 |
| Curriculum Design | National Curriculum | 225 | 66.1 |
| | National Curriculum comprising an IB Program | 115 | 33.9 |
| Teaching Levels | Kindergarten | 73 | 21.5 |
| | Primary | 116 | 34.1 |
| | Middle | 72 | 21.2 |
| | High | 79 | 23.2 |
| Field of Specialization | Classroom | 131 | 38.5 |
| | Single Subject | 209 | 61.5 |

As is shown in Table 1, the participants represent different genders, age groups, teaching experiences, school types, teaching levels and branches. 84 (24.8%) teachers were male and 256 (75.2%) teachers were female.

As for the age of the participants, 53 teachers (15.6%) were 30 years old and under, 135 (40.6%) teachers were aged between 31 and 40, 99 teachers (29.2%) were aged between 41 and 50, and 53 teachers (15.6%) were aged 51 and plus, which can be accepted as a balanced distribution.

Regarding their teaching experience in profession, 28 teachers (8.2%) had teaching experience between 0-5 years, 70 teachers (20.6%) between 6-10 years, 63 teachers (18.5%) between 11-15 years, 79 teachers (23.2%) between 16-20 years, and 100 teachers (29.5%) more than 21 years, which can be accepted as a balanced distribution as well.

As for the school type that the research is performed, 225 teachers (66.1%) worked at a school that implements the national curriculum and 115 teachers worked in a school that implements the national curriculum comprising an IB program.

Considering the teaching levels of the participants, 73(21.5%) teachers worked at kindergarten level, 116 (34.1%) teachers worked at primary school level, 72 (21.2%) teachers worked in middle school level, and 79 (23.2%) teachers worked in high school level.

Regarding their field of specialization, 131 teachers (38.5%) were classroom teachers and 209 (61.5%) teachers were single subject teachers.

In the qualitative part of this study, the researcher tried to understand the thought and ideas of school administrators about distributed leadership. These administrators work in the schools that the participating teachers work. The open-ended questions were designed to collect insight about how these leaders distributed or collected power and their perception and practices were compared with that of teachers. The sample of the study for this part belongs 15 school principals, deputy principals or curriculum coordinators.

**Table 2**. Characteristics of the Participant Administrators

| | | *f* | % |
|---|---|---|---|
| Gender | Male | 12 | 80 |
| | Female | 3 | 20 |
| School Type | Private | 9 | 60 |
| | Public | 6 | 40 |
| Curriculum Design | National Curriculum | 8 | 53 |
| | National Curriculum comprising an IB program | 7 | 47 |
| | | 7 | 46 |
| Role | School Principal | 4 | 27 |
| | Deputy Principal | 4 | 27 |
| | IB Coordinator | | |

As is shown in Table 2, the participant administrators represent different genders, school types, curriculum designs, and roles. 12 (80%) interviewees were male and three (20%) interviewees were female, which can be interpreted, there are more male than female in administrative positions.

As for the school types that the interviewees worked, nine (60%) participants worked in private schools and six (40%) participants worked in public schools.

Regarding the curriculum design of the schools that the participants worked, eight school leaders worked in schools with national curriculum and seven participants worked in schools comprising an IB program, which creates a balanced distribution.

Considering the role of the participants, seven (46%) participants worked as a school principal, four (27%) participants worked as a deputy principal, and four (27%) participants worked as an IB Coordinator.

In this study, the research setting was selected with convenience sampling. Convenience sampling involves the selection of easily accessible and voluntary samples (Teddlie & Tashakkori, 2009). Being easily accessible and allowing the researcher to effectively perform the survey and interview process, schools in İstanbul were chosen were chosen as the setting for this research conducted during 2020-2021 academic year in İstanbul, Turkey.

## 2.3. Data Collection

As this study employs a convergent parallel mixed method design, the data collection procedures to gather qualitative and quantitative data to answer the research questions were carried out independently. Three months before the initiation of the research process, all the necessary application forms and documents were provided to the university's Research Ethics Committee (REC) (Appendix A). Upon receiving the approval of REC, the researcher received Ministry of Education's survey and research approval (Appendix B) before starting the data collection phase.

### 2.3.1. Quantitative Data Collection

In the quantitative part of the study, the "Distributed Leadership Scale" developed by Özer and Beycioğlu (2013) was used as the data collection tool with the permission obtained from Özer and Beycioğlu, the copy of which can be found in the appendices. (Appendix C).

The scale consists of 10 questions measuring the teachers' perceptions of distributed leadership. 340 teachers from schools with national curriculum and schools comprising an IB program answered the survey questions through an online data collection instrument: 'Google Forms' and for each teacher it took an average of 10 minutes to answer the questions.

According to Özer and Beycioğlu, the scale was developed to reveal teachers' perceptions on distributed leadership. For that reason, initially a survey with 31 items was administered to 157 teachers who were working for state primary schools in Adıyaman city centre. For validity studies, content analysis, and exploratory and confirmatory factor analysis were carried out and item-total correlations were estimated. For reliability studies, Cronbach Alpha and test-retest correlation coefficients were estimated using the relevant software. Results showed that, Distributed Leadership Scale – DLS, has a single factor structure from 31 to 10 items. The Cronbach- Alpha and test-retest coefficients of the scale estimated as ".92" and ".82", respectively. Considering the results obtained from the validity and reliability studies, it can be asserted that Distributed Leadership Scale can be used to measure teachers' views on distributed leadership practices in primary schools (Özer and Beycioğlu, 2013).

The first part of the survey was designed to gather demographic information about the teachers to identify their age, gender, the type of workplace, the school level they are teaching, seniority in teaching and field of specialization.

In the second part of the survey, teachers were asked to state their understanding of distributed leadership by evaluating their school administrators among five response choices: (1) *never, (2) seldom, (3) sometimes, (4) often, (5) always*.

### 2.3.2. Qualitative Data Collection

The qualitative data revealing the school administrators' behaviors and opinions in relation to distributed leadership was collected through semi-structured interviews. In the interviews, the participants were asked 13 open-ended and semi structured questions including some sub-questions, given as appendix.

Each interview took 25-30 minutes and was voice recorded and type scripted with the consent of the participants. Online Zoom program was used to interview the participants. Table 3 summarizes the data collection instruments used to answer each research question, and data analysis procedures applied to analyze the data.

**Table 3.** Data Collection Instruments and Data Analyses

| Research Questions | Participants | Data Collection Tools | Data Analysis |
|---|---|---|---|
| 1. Is there a significant difference between the perceptions of teachers working in schools with national curriculum and schools comprising an IB program together with NC, regarding distributed leadership behaviours of their administrators? | 340 Teachers | Distributed Leadership Scale Beycioğlu, K. & Özer, N. (2013) | 1.Cronbach Alpha-Reliability Test<br><br>2. Independent samples *t*-test |
| 2. According to the administrators, what are the factors affecting their distributed leadership practices in schools with national curriculum and in schools comprising an IB program together with NC? | 15 Administrators (Principals, Deputy Principals, IB Coordinators) | Interview (with semi-structured interview questions) | Pattern Coding (Cohen's Kappa-Interrater Reliability) |
| 3. Do teachers' perceptions of distributed leadership levels of their administrators differ significantly according to the teachers' teaching levels at kindergarten, primary, middle or high school in both school contexts? | 340 Teachers | Distributed Leadership Scale Beycioğlu, K. & Özer, N. (2013) | One Way ANOVA |
| 4. Do teachers' perceptions of distributed leadership levels of their administrators differ significantly according to the teachers' seniority in both school contexts? | 340 Teachers | Distributed Leadership Scale Beycioğlu, K. & Özer, N. (2013) | One Way ANOVA |
| 5. Do teachers' perceptions of distributed leadership levels of their administrators differ significantly according to the teachers' field of specialization in both school contexts? | 340 Teachers | Distributed Leadership Scale Beycioğlu, K. & Özer, N. (2013) | Independent samples *t*-test |
| 6. Do teachers' perceptions of distributed leadership levels of their administrators differ significantly according to the teachers' gender in both school contexts? | 340 Teachers | Distributed Leadership Scale Beycioğlu, K. & Özer, N. (2013) | Independent samples *t*-test |

## 2.4. Data Analysis and Interpretation

As this study has a convergent parallel mixed method design, a parallel mixed data analysis procedure was used for the data analysis. According to Teddlie and Tashakkori (2009), parallel mixed data analysis involves two separate processes: qualitative data analysis which requires thematic analysis on the narrative data, and quantitative data analysis which requires descriptive or inferential statistics for the relevant variables. Even though qualitative and quantitative data analyses were conducted independently, they helped the researcher reach valuable information complementing each other and understand the phenomenon under investigation.

To analyze the data collected in the quantitative part of the research, both descriptive and inferential data analysis methods were utilized. Descriptive data analysis methods are generally used to summarize numerical data to discover trends and patterns, and are usually displayed through frequency tables, means, and correlations. Inferential data analysis methods are, on the other hand, normally used for hypothesis testing and conducted after descriptive results have been examined (Teddlie & Tashakkori, 2009). For the purposes of this research, One Way ANOVA and Independent Samples *T*-test were used to analyze the quantitative data and make inferences. Quantitative data analysis was conducted by using SPSS for Windows 20.0.

According to Creswell (2007), qualitative data analysis is a process of moving in analytic circles rather than using a fixed linear approach. As shown in Figure 3, this data analysis spiral includes managing the data, reading, memoing, describing, classifying, interpreting, representing, and visualizing.

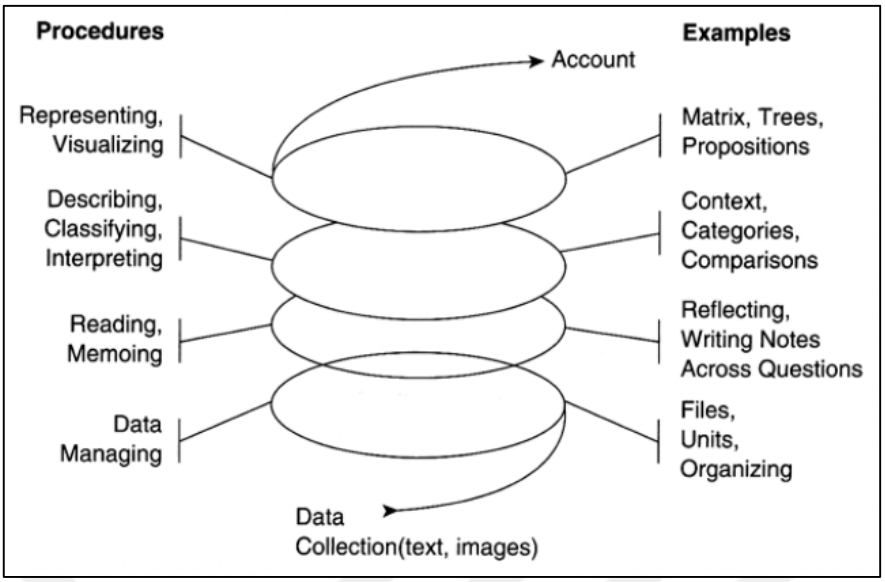



**Figure 3.** The data analysis spiral (Creswell, 2007).

As the qualitative part of this study is based on a phenomenological approach, Creswell's data analysis spiral for phenomenological analysis and representation was used to design and run the qualitative data analysis. The analysis included several reading, re-reading, classifying, grouping, coding, interpreting, and forming the themes.

For the validity of the quantitative data, Cronbach Alpha- Reliability Test was applied and for the validity of the qualitative data, Cohen's Kappa-Interrater Reliability was applied with the help of a second reader in addition to the researcher.

# CHAPTER 3. FINDINGS AND DISCUSSIONS

## 3.1. Findings

### 3.1.1. Quantitative Findings

#### 3.1.1.1. Findings on the First Problem of the Research

It has been examined whether there is a significant difference between the perceptions of teachers on distributed leadership practices of their administrators, in schools with the national curriculum and in schools comprising an IB program. To see this data, Distributed Leadership Scale by Özer and Beycioğlu (2013) was used. First, it was checked whether the data were normally distributed. The descriptive statistics of the data are as follows:

**Table 4.** Descriptive Statistics of Teachers' Perceptions of Distributed Leadership Practices by Type of School

| N | Minimum | Maximum | X̄ | Std. Dev | Median | Skewness | Kurtosis |
|---|---|---|---|---|---|---|---|
| 340 | 15 | 50 | 40,72 | 7,15 | 41 | 0,132 | 0,264 |

The arithmetic mean of the scores obtained from the distributed leadership perception scale is 40.72, and the median is 41. The closeness of these values indicates that the scores do not deviate significantly from the normal distribution (Büyüköztürk, 2014). When the skewness and kurtosis values of the data are examined, the skewness value is 0.132 and the kurtosis value is 0.264. The fact that these values are between -1 and +1 indicates that the scale is normally distributed (Büyüköztürk, 2014). In addition, it was found to be 0.72 by dividing the skewness coefficient by its standard error and 0.70 by dividing the kurtosis coefficient by its standard error. The fact that these values are less than 1.96 indicates that the data are normally distributed (Büyüköztürk, 2014). The reliability analysis of the scale was made with the Cronbach alpha internal consistency coefficient. According to the result obtained, the Cronbach alpha internal consistency coefficient is 0.92. A reliability coefficient above 0.70 for a psychological test is sufficient for the reliability of test scores (Büyüköztürk, 2014).

To see whether there is a significant difference between the perceptions of teachers who work in a national curriculum school and in a school comprising an IB program, the scale was examined with the *t*-test for independent samples. Analysis results are in the table below.

**Table 5.** T-Test Results of Scores Obtained by School Type

| School Type | N | X̄ | Std. Dev | df | t | p |
|---|---|---|---|---|---|---|
| National Curriculum Comprising an IB Program | 115 | 43,52 | 5,46 | 338 | -5,359 | 0,001 |
| National Curriculum | 225 | 39,29 | 7,49 | | | |

According to the results obtained, the arithmetic average of the scores obtained from the scale by teachers in IB schools is 43.52, and the arithmetic average of the scores obtained from the scale by teachers in national curriculum schools is 39.29. As a result of these values, there is a significant difference between the perceptions of teachers in schools with an IB program and national curriculum schools, ($t=-5.359$; $p<.01$) the perceptions of teachers about distributed leadership in IB schools are more positive than the perceptions of teachers in national curriculum schools.

### 3.1.1.2. Findings on the Third Problem of the Research

This time, correlation between 340 teachers' perceptions of their administrators' distributed leadership practices and teachers' teaching levels were studied at both school contexts. To see this data, Distributed Leadership Scale by Özer and Beycioğlu (2013) was used. Table 6 presents the descriptive statistics for the results.

**Table 6.** Descriptive Statistics of Teachers' Perceptions of Distributed Leadership Practices of Their Administrators by Teaching Levels

| Teaching Level | N | $\bar{X}$ | Std.Dev |
|---|---|---|---|
| Kindergarten | 73 | 41,76 | 7,27 |
| Primary | 116 | 41,87 | 7,28 |
| Middle | 72 | 37,90 | 6,72 |
| High | 79 | 40,64 | 6,60 |

According to Table 6, distributed leadership perceptions of the teachers were found highest in those working at primary schools ($\bar{X}$=41.87) and lowest with the teachers working at middle schools ($\bar{X}$=37.90).

To determine if there was a significant difference between teachers' perceptions of distributed leadership at different teaching levels, ANOVA test for independent samples was conducted.

According to the results of the analysis, as seen in Table 7, there is a significant difference between the distributed leadership perceptions of teachers in terms of the levels they teach, ($F=5.47$; $p<0.01$). In summary, as the level of teachers differs, the perceptions of distributed leadership practices of teachers change significantly. Scheffe test was used to determine between which levels there is a significant difference. According to the Scheffe test results, it was found that the distributed leadership perceptions of the teachers working at the kindergarten ($\bar{X}$=41.76), primary school ($\bar{X}$=41.87) and high school ($\bar{X}$=40.64) levels were higher than the teachers working at the middle school level ($\bar{X}$=37.90). ANOVA results are given in table 7.

**Table 7.** ANOVA Results of Teachers' Perceptions on Distributed Leadership Practices of Their Administrators by Teaching Levels

| Source of Variance | Sum of Squares | df | Mean Square | F | p | Significant Difference |
|---|---|---|---|---|---|---|
| Between Groups | 807,815 | 3 | 269,272 | 5.47 | 0,001 | Kindergarten, Primary, High - Middle |
| Within Groups | 16527,747 | 336 | 49,190 | | | |
| Total | 17335,562 | 339 | | | | |

### 3.1.1.3. Findings on the Fourth Problem of the Research

The researcher worked on the professional seniority details of 340 teachers who answered the questions in Distributed Leadership Scale by Özer and Beycioğlu (2013). It was aimed to see if there was a meaningful correlation with teachers' professional seniority and their perceptions of distributed leadership.

The descriptive statistics of teachers' perceptions of distributed leadership practices of their administrators according to their seniority are in Table 8.

**Table 8.** Descriptive Statistics of Teachers' Perceptions of Distributed Leadership Practices of Their Administrators by Professional Seniority of Teachers

| Professional Seniority | N | $\bar{X}$ | Std. Dev |
|---|---|---|---|
| 5 years and less | 28 | 38,00 | 6,86 |
| 6-10 years | 70 | 41,07 | 7,44 |
| 11-15 years | 63 | 39,33 | 7,64 |
| 16-20 years | 79 | 39,65 | 6,80 |
| 21 and more | 100 | 42,97 | 6,40 |

According to Table 8, distributed leadership perceptions of the teachers were found highest in those with 21 and more years of experience ($\bar{X}$=42.97); and lowest with the teachers with five and less years of experience ($\bar{X}$=37.90).

The significance of difference between the scores obtained from the distributed leadership practices scale according to the professional seniority of the teachers working in the schools was examined with the ANOVA test for independent samples.

According to the results of the analysis, as is seen in Table 9, there is a significant difference between the distributed leadership perception levels of teachers in terms of professional seniority, ($F=4.76$; $p<.01$). In summary, as the professional seniority of teachers differs, perceptions of distributed leadership practices of teachers change significantly. Scheffe test was used to determine between which professional seniority ranges this significance is placed. According to the results of the Scheffe test, the distributed leadership perception levels of the teachers who worked for 21 or more years ($\bar{X}$=42.97) are higher than distributed leadership perception levels of teachers and who

have served for 5 years and below ($\bar{X}$=38.00), 11-15 years ($\bar{X}$=39.33), 16-20 years ($\bar{X}$=39.65). ANOVA results are given in the table below.

**Table 9.** ANOVA Results of Teachers' Perceptions of Distributed Leadership Practices of Their Administrators by Professional Seniority

| Source of Variance | Sum of Squares | df | Mean Square | F | p | Significant Difference |
|---|---|---|---|---|---|---|
| Between Groups | 932,237 | 4 | 233,059 | 4,76 | 0,001 | 21 years and more – 5 years and less, 11-15 years, 16-20 years |
| Within Groups | 16403,325 | 335 | 48,965 | | | |
| Total | 17335,562 | 339 | | | | |

### 3.1.1.4. Findings on the Fifth Problem of the Research

The researcher worked on teachers' fields of specialization with the same 'Distributed Leadership Scale' by Özer and Beycioğlu (2013). The target was to see if there was a meaningful correlation with 340 teachers' fields of specialization and their perceptions of distributed leadership.

The significance of the difference between the scores obtained from the distributed leadership practices scale according to the field of specialization of the teachers was analyzed with the *t*-test for independent samples. Analysis results are in the Table 10.

**Table 10.** T-Test Results of Scores Obtained by Field of Specialization

| Field of Specialization | N | $\bar{X}$ | Std. Dev | df | t | p |
|---|---|---|---|---|---|---|
| Classroom Teacher | 131 | 41.24 | 7.84 | 338 | 1,057 | .291 |
| Single Subject Teacher | 209 | 40.40 | 6.67 | | | |

According to the results obtained, as seen in Table 10, the arithmetic average of the scores obtained by the classroom teachers from the scale is 41.24, and the arithmetic mean of the scores obtained by the single subject teachers is 40.40. The results of these

averages indicate that there is no significant difference between classroom and single subject teachers' perceptions of distributed leadership, (t=1.057; p>0.05). In summary, there is no significant difference between distributed leadership perceptions of classroom and single subject teachers.

### 3.1.1.5. Findings on the Sixth Problem of the Research

The researcher worked on the gender details of 340 participating teachers who answered the questions in Distributed Leadership Scale by Özer and Beycioğlu (2013). It was aimed to see if there was a meaningful correlation with teachers' genders and their perceptions of distributed leadership behaviours of their administrators.

The significance of the difference between the scores obtained from the distributed leadership practices scale according to the gender of the teachers working in the schools was analyzed with the *t*-test for independent samples. Analysis results are in the Table 11.

**Table 11.** Independent Samples T-Test Results of Scores Obtained by Gender

| Gender | N | $\bar{X}$ | Std. Dev | df | t | p |
|---|---|---|---|---|---|---|
| Female | 256 | 40,71 | 7.14 | 338 | -0,035 | 0,972 |
| Male | 84 | 40,75 | 7.22 | | | |

According to the results obtained, as seen in Table 11, the arithmetic mean of the scores obtained from the scale by female teachers is 41.71 and the arithmetic mean of scores obtained by male teachers from the scale is 40.75. The results of these averages indicate that there is no significant difference between the perceptions of female and male teachers about distributed leadership, (t=-0.035; p>0.05). In summary, there is no significant difference between distributed leadership perceptions of male and female teachers.

### 3.1.2. Qualitative Findings: Findings on the Second Problem of the Research

According to the administrators' perceptions, the factors affecting their distributed leadership practices in schools with national curriculum and in schools comprising an IB program together with NC answer the second problem of this research. Each answer by school principals to the interview questions from both NC and IB Schools are examined carefully in order to make a healthy analysis of the content through themes, categories and codes.

#### 3.1.2.1. Findings Related to the Interview Question 1:

School leaders gave different answers as to whether a single person or a team should be effective in the decision-making process at schools. The codes, categories and theme of the responses of the participants are given in Table 12.

**Table 12.** Types of Leadership According to the Principals

| | | | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Theme | Category | Code | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Types Of Leadership | Democratic Leadership | Distributed Leadership | | | * | * | | * | | | * | * | | | * | * | |
| | Leadership With an Advisory Board | One-Man Leadership With An Advisory Board | | * | | | | | * | * | | | | * | | | |
| | | Oligarchic Leadership | | | | | | | | | | | | | | | * |
| | Autocratic Leadership | One-Man Leadership | * | | | * | * | | | | | | | | | | |
| | Bureaucratic Leadership | Legislation-Backed & Distributed Leadership | | | | | | | | | | | * | | | | |

Looking at Table 12, seven of the 15 interviewees stated that leadership should be distributed in the decision-making process. Others were found to advocate either a private group of decision makers or one-man leadership with or without the legislative power. This perception can be seen in the excerpts below:

*"I would like to say that it is unfair to gather the decision making practices on one person in schools. It would be a more accurate decision for the principal, deputy principals and even classroom teachers and subject specific teachers to direct the education and training process in a coordinated manner. In fact, during my educational visit to Germany, the principal of the high school was not there. The most experienced teacher among the teachers chaired the boards." (P10, Principal in an IB School)*

"*I think it is more appropriate to distribute the power. Thus, the decisions taken are owned by more people." (P9, Principal in a NC School)*

Four of the participants emphasized that in addition to the fact that only one person should be responsible in the decision-making process at school, the opinions of other stakeholders can also be taken in some decisions.

*"I think it is appropriate to have meetings with the necessary people or departments in schools before making a decision since their opinions will affect the decision or they will be affected by the decision. However, it is in the authority of the principal to take a decision or implement something new." (P2, Principal in a NC School)*

*"I think only one person should use the authority, but everyone can be asked for their opinion." (P7, Principal in a NC School)*

Two of the participants emphasized that there should be only one authority in the decision-making process. One example excerpt;

*"There must be one decision maker. Ultimately, this person is the school principal and the regulations have given many responsibilities to the school principal. Starting from here, the decision maker should be the school principal." (P5, Principal in a NC School)*

According to one excerpt, the decision-making process should be supported by the binding legislations and that leadership should be distributed with the support of this legislation, which is in this case IB and Ministry of Education.

*"Considering the sustainable success of the schools, policies are needed and the whole process in schools should be continued in line with the conditions specified in the policies. If schools specify all the decisions needed with one or more policies and if these decisions are assigned to the person or people concerned, the problem of power distribution disappears." (P11, Principal in an IB School)*

According to another view, a certain group should be assigned as the decision-makers and that this group should be included in all the decision-making processes.

*"In our school, where human is the main element and therefore human relations are the most important factor, the inclusion of people who do the work or a group selected as representatives in the decision-making processes always make a positive contribution to the education and teacher training processes. I think distributing the leadership also creates a barrier to prevent possible negativities such as making mistakes, not being able to foresee, not being fair, etc. which could be the case in the decision-making process of a single person." (P15, Principal in an IB School)*

### 3.1.2.2. Findings Related to the Interview Question 2:

School leaders' views on whether there are decisions that only the school principals can take are given in Table 13.

**Table 13.** Decision-making Processes of School Principals

| | | | Participants | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Theme | Category | Code | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Decision-Making | Decisions with a Single Leader | Legislation based decisions | * | | | | * | | | | | | | | | | |
| | | Administrative Decisions | | * | | | | * | * | * | * | * | * | * | * | * | * |
| | Decisions with multi Leaders | Effective team decisions | | | * | * | | | | | | | | | | | |

In Table 13, the answers of the principals were categorized to see if there are any decisions that only the school principals can take. This theme is divided into two categories: single-leader and multi-leader decisions. Single-leader decisions consist of two codes, legislative and administrative decisions. Multi-leader decisions consist of effective team decisions code. The majority of the participants stated that only the school principal could take administrative decisions. Example excerpts for administrative decisions are as follows:

*"Some administrative decisions especially on urgent issues like security can only be taken by school principals" (P9, Principal in an IB School)*

*"If it is concerned with the school in general, it is the principal's duty to make a decision. Personnel affairs and the related data should remain private only to the principals. They are already kept in the principal's room. Sometimes there are special situations related to students which can only be handled by the principal as well." (P8, Principal in a NC School)*

*"If there is a very critical issue, the principal can make a decision alone. If it is a decision that concerns the entire school and all the teachers, this should be taken by a single person and this is the school principal." (P6, Principal in a NC School)*

Two of the participants stated that school decisions could be taken according to the legislations. Some excerpts are given below:

*"The school administrator has to act in accordance with the laws and regulations of Ministry of Education. A principal can only take initiative within the framework of the laws."(P1, Principal in a NC School)*

*"The duties of teachers, deputy principals and school principals have already been determined in the legislation. You can find the answer to your question in the legislation." (P5, Principal in a NC School)*

As the minority, two participants stated that decisions in a school should be taken with a team:

*"Schools are multi-stakeholder institutions and collaborative work is almost compulsory. Decisions that only the school principal can take could be listed, but they are not mandatory. Employment, purchasing, promotion, marketing, education, social, cultural, sportive, academic activities etc. all these decision procedures can have multiple participation. However, a principal who takes over a school with a failed system together with its former employees can take the initiative and create a temporary power distance in order to moderate the failing items within the institution." (P3, Principal in a NC School)*

*"All kinds of decisions can be taken together; providing the majority of opinion is enough." (P4, Principal in a NC School)*

### 3.1.2.3. Findings Related to the Interview Question 3:

The views of the school leaders regarding the decision areas that can be distributed are given in Table 14.

**Table 14.** Areas of Distributed Leadership

| Theme | Category | Code | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Areas Where Leadership Can Be Distributed | Academic Studies | Studies to Increase the Quality of Education | * | | | | | | * | | * | | | | | * | |
| | | Curriculum Design, Assessment and Evaluation | * | | | | | | | | | | | | | | |
| | Non-critical Studies | Trips and Events | | * | | | | * | | | | | * | | | | |
| | | Course Material Selections | | * | | | | | | | | | * | | | | |
| | Legislative Commissions | Purchasing Commission | | | | | | | | * | | | | | | | |
| | | High School Prep Exam Commission | | | | | | | | * | | | | | | | |
| | | Celebration Commission | | | | | * | | | | | | | | | | |
| | | Deputy Principal, Coordinator, Head of Department, School Counsellors | | | | | | | | | | * | | | | | |
| | Expert Studies | Applied Courses | | | | | | | | | | * | | | | | |
| | | Technical and Administrative Affairs | | | | | | | | | | | | | * | | |
| | Other | Every Procedure | | | * | * | | | | | | | | * | | | |
| | | Every Procedure In Line with Corporate Culture | | | | | | | | | | | | | | | * |

Participants were asked about their opinions on common decision areas in schools. The responses received were gathered under the theme ‘Areas where leadership can be distributed’. This theme is divided into five categories as ‘Academic studies’, ‘Non-critical studies’, ‘Legislative commissions’, ‘Expert studies’ and ‘Other’. Codes under these categories are shown in the table.

According to the table, mostly the decisions taken to increase the quality of education can be distributed.

> *“Authority can be distributed in studies that will increase the quality of education or in decisions that will benefit the student.”(P7, Principal in a NC School)*

*"All decisions regarding the development of students should be taken by the consideration and evaluation of all teachers." (P9, Principal in an IB School)*

*"Job descriptions, duties, authorities and responsibilities have already been determined in the regulations. Although the school principal is responsible for everything, he conveys his duties to his subordinates within the framework of job descriptions. Subordinates perform their duties within the framework of these. Indeed, that is the right thing to do. I think teachers should try new methods and possibilities on how they can develop the current curriculum. The Ministry of Education evaluates the curriculum based on pre-determined criteria but they should expand the authority of school administrators and teachers regarding the process." (P1, Principal in a NC School)*

As the second majority, excerpts stating only non-critical procedures like trips, school events, course materials, celebrations, etc. could be collaboratively decided on are as follows:

*"Responsibility can be distributed in every non-critical issue. For example, on trips." (P6, Principal in a NC School)*

*"Minor policies can be distributed to maintain the major policies of the school. For example, teachers can decide on the activities or course book and material selections." (P2, Principal in a NC School)*

*"As a single person's decision will not yield healthy results, principals should take decisions with related commissions after monthly or weekly meetings. We make joint decisions with students on special issues such as high school entrance exams." (P8, Principal in a NC School)*

*"In the school administration, commissions need to be formed such as celebrations, areas to be chosen, class-based duties, etc. Here, it is necessary to include who is more relevant to the process." (P5, Principal in a NC School)*

Excerpts suggesting that leadership can be distributed in every aspect are as follows:

*"Employment, purchasing, promotion, marketing, education, social, cultural, sportive, academic activities etc. all these responsibilities can be shared. In order to prevent initiatives that will harm the institution, nepotism, and wrong decisions due to lack of knowledge and experience, each item should be connected to a commission, and the levels of authority for the decisions should be established and communicated to the relevant persons and commissions." (P3, Principal in a NC School)*

*"I am of the opinion that any decision that does not conflict with the school's operating rules, corporate culture, founding philosophy and mission can be taken by the determined/elected team or groups. This distribution of power however, should be checked by self-evaluations from time to time." (P15, Principal in an IB School)*

### 3.1.2.4. Findings Related to the Interview Question 4:

The views of the school leaders on how they connect teacher agency and school success and professional development of teachers can be found in Table 15.

**Table 15.** Effects of Distributing Power

| | | | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Theme | Category | Code | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Distributing Leadership to Teachers | Positive | Contribution to Commitment / Confidence and Motivation | * | * | | | * | * | | | * | | | * | * | * | * |
| | | Agency, Contribution to Democracy | | | | * | | | | * | | | | | | | |
| | | Increasing Success | | | | | | | | | * | * | * | | | | |
| | Negative | Insufficient Opportunities | | | | | | | * | | | | | | | | |
| | | Prolonged Decision-Making Processes | | | * | | | | | | | | | | | | |

According to the content of the table, distributing power to teachers has results in two categories, positive and negative. Positive category consists of three subcodes, and negative category consists of two subcodes. The highest number of responses is gathered on positive effects, “contribution to commitment, confidence and motivation”.

> *“Sharing responsibilities with teachers provides a positive effect. At the very least, it gives a sense of what is done and why. Sharing decisions brings ownership. It also honors the teacher.” (P1, Principal in a NC School)*

> *“It enables teachers to own the process, feel empowered, and realize that they have an active role rather than a passive one. They take responsibility for their involvement and thus contribute to both themselves and the development of the school.” (P9, Principal in an IB School)*

> *“Distributing power to teachers makes positive contributions because it is a democratic process.” (P4, Principal in a NC School)*

> *“Teachers need to be active in all the process of schools in order to contribute to both the success of the school and the personal development of themselves. They are the main characters, agents of self-renewing, visionary and contemporary education. Teachers' weekly collaborative meetings are the most practical methods*

*in schools to carry out this work. It can be seen that there is a wide participation by the teachers since they are accepted as members of "pedagogical leadership team, PLT." (P10, Principal in an IB School)*

Two excerpts focusing on the negativities or impossibilities can be found below:

*"Distributing the responsibilities to teachers may be a good idea but the opportunities are rare." (P7, Principal in a NC School)*

*"Teachers' involvement in the leadership process is not a practice that most educational administrators would like. There may be two reasons for this: First, the principal may not like collaborative work. Second, the involvement of a large number of teachers may impede or prolong the decision-making process or cause conflict among teachers."(P3, Principal in a NC School)*

### 3.1.2.5. Findings Related to the Interview Question 5:

The views of the school leaders on whether the opinions of the students and parents are taken in the school management are given in Table 16.

**Table 16**. Active and Passive Decision Makers

| | | | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Theme | Category | Code | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Distributed Leadership | Parents and students as active decision makers | Student agency in exams, clubs, elective courses, social events, school magazines, student council work. | * | | * | | | * | | * | * | * | | * | * | * | * |
| | | Parent agency in choosing seminar titles, trips, uniforms, graduation venue, school decorations, club selections | * | | * | | | * | | * | * | * | | * | * | * | |
| | Parents and students as not active decision makers | Work load, time constraint | | | | * | | | | | | | | | | | |
| | | Legislative framework | | | | | | | * | | | | | | | | |
| | | Sharing of daily / secondary decisions only | | * | | | | | | | | | | | | | |

When Table 16 is examined, one can see what kind of decisions are taken in the schools and whether the opinions of other stakeholders are included while these decisions are taken. Responses related to this were gathered under the theme of distributed leadership. This theme is divided into two categories as parents and students being active decision makers and not being active decision makers. Categories have two and three sub codes, respectively.

Most of the participants stated that students and parents are active decision makers in their schools. Some excerpts evidencing parents and students as active decision makers are as follows:

> *"We take the opinions of parents on the topics of the seminars that will be held annually and decide accordingly. The student council is also very active here. We receive opinions from our students on some issues through the wish and complaint box. It is a procedure that we do voluntarily, independent of the regulations and legislations." (P6, Principal in a NC School)*

> *"We do a pre-assessment to see the expectations of the parents by sending a questionnaire. Although these questions are not about the vision or mission of the school, there are questions about the various courses, social activities, clubs, etc. that will directly affect the students and the parents. Likewise, students are contacted through such surveys. In addition, we exchange ideas by communicating with students/parents through guidance teachers and classroom teachers." (P13, Principal in an IB School)*

> *"We ask for parents and students' opinions when choosing school uniforms. We take their advice on alternatives in domestic and international trips. We sometimes ask for the opinions of our elder classes about teachers. (P1, Principal in a NC School)*

> *"We use Google forms to contact the parents. They become the most important stakeholders in school management with the influence of the Parent-Teacher Association. I do the remaining work in partnership with my assistants." (P8, Principal in a NC School)*

As for the second category, the parents and students may not always take part in decisions due to some obstacles.

> *"It is important to get the opinions of parents and students in the decision-making process. However, this is not possible most of the time due to problems such as workload and time constraints. (P4, Principal in a NC School)*

*"I consult students and parents on issues like the schedules or timetables because there are no obstacles for these in the strategic plans of the Ministry of Education." (P7, Principal in a NC School)*

*"The decisions taken to maintain or develop the philosophy of the educational atmosphere should be taken by the founders and school principals as these decisions are strategic and long-term and they should not be open to other stakeholders. However, less strategic decisions to maintain the daily workflow in a healthy way can be open to the contribution of all stakeholders such as teachers, students and parents." (P2, Principal in a NC School)*

### 3.1.2.6. Findings Related to the Interview Question 6:

Table 17 summarizes the agents by which the school leaders distribute their leadership to other stakeholders such as teachers, parents and students.

**Table 17.** Leadership With/out Initiative

| | | | Participants | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Theme | Category | Code | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Distribution of Power | Leadership without initiative | Legislation | | | | | * | | * | | * | | | * | | | * |
| | Initiative leadership | Legislation & Personal Choice | * | * | * | | | | | | | * | * | | * | | |
| | | Personal Choice | | | | * | | * | | * | | | | * | | * | |

When Table 17 is examined, the number of principals who take initiative in all decision areas are found to be the smallest and those who base their initiatives on the legislations have the biggest number. This theme is divided into two categories: Leadership without initiative and Leadership with initiative. Some excerpts showing that principals base their decisions on the legislations and regulations are as follows:

*"The legislations are decisive in our school, surely, we distribute power to the teachers' board on issues such as the creation of the schedule, but unfortunately, the opinions of the students are not considered enough." (P5, Principal in a NC School)*

*"We work in accordance with the expectations of Ministry of Education." (P7, Principal in a NC School)*

*"I share my authority as long as the regulations of the Ministry of National Education allows me and in line with the standards and practices of IB." (P10, Principal in an IB School)*

*"The regulations should always be decisive. Although practices outside the regulations may seem beneficial at first, they lead to the formation of personal interpretations in the long run. Therefore, initiative should be taken when necessary, at other times we should stick to the regulations". (P3, Principal in a NC School)*

On the other hand, one excerpt claiming initiatives rule the school is as follows:

*"There are no mandatory or binding regulations to prevent me from distributing my power. I have a collaborative nature and I do it with my personal preference." (P6, Principal in a NC School)*

### 3.1.2.7. Findings Related to the Interview Question 7:

The views of the school leaders regarding the selection of the people to be authorized in the school administration are given in Table 18.

**Table 18.** Factors Influencing Distributed Leadership

| | | | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Theme | Category | Code | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Factors Influencing Distributed Leadership | Binding Criteria | Regulation-Legislations | * | | | | * | * | | | | | | * | * | | |
| | | Organizational Chart | | | | | | | | | * | | * | | | * | |
| | | Content of the Mission | | | | | * | | | * | * | | | | | | |
| | Non-binding Criteria | Seniority | * | | | | * | * | | * | * | * | | * | * | * | * |
| | | Gender | | | * | | | | | | | * | | | | | |
| | | Traits | | | | * | | * | * | * | | * | | * | * | * | |
| | | Field of Specialization | | | * | | | * | | | | | | * | | * | |
| | | Organizational commitment | | * | | | | | | | | | | | | | * |
| | | Need for Experience | * | | | | | | | | | * | | | | | |
| | | Volunteering | | | | * | * | * | * | | | | | | | | |

According to Table 18, the criteria to choose the people to extend leadership are gathered under the theme of Factors Affecting Distributed Leadership. This theme is divided into two categories as binding and non-binding criteria. The binding criteria consists of three codes: Regulation-Legislation, Organization Chart, Content of the Task. Non-binding criteria consists of seven codes: Seniority, Gender, Character Traits, Field of Specialization, Organizational Commitment, Person's Need for Experience and

volunteering. Seniority among these has the highest score and chosen person's need for experience has the lowest.

Some excerpts from principals who state they distribute their power based on binding criteria are as follows:

> *"First of all, you have to take into account the binding regulations. Otherwise, your choice may be meaningless. E.g., a teacher you want to assign as assistant principal must meet certain conditions. If not, you can't." (P1, Principal in a NC School).*

> *"I pay attention to the basic operating principles. It should be clear what kind of process it will be and how it will be followed. The person's suitability and approach to the task is also important. The organizational chart also provides an important structure for task sharing." (P9, Principal in an IB School).*

Non-binding criteria that the principals can take initiative on are recorded as:

> *"Sometimes we need to consider the seniority or communication skills. I distribute tasks according to the type of organization. We consult young teachers if it is a job that needs energy and speed, and I share critical decisions with experienced teachers." (P8, Principal in a NC School).*

> *"Of course, the people to be authorized first have to be selected in accordance with the regulations. While making this choice, corporate experience, personal development, field of specialization and character traits are effective." (P12, principal in an IB School)*

> *"If the job itself is based on gender, a teacher in the relevant gender will be assigned, such as assigning a female teacher for hygiene education for girls". (P3, Principal in a NC School).*

> *"Ownership and reliability are my most important criteria." (P4, Principal in a NC School).*

> *"We generally carry out our partnerships with volunteers and distribute tasks without discrimination of age and gender. We distribute leadership if this person has enough experience in the related issue or if it is in the field of their interest. For example, if the person is experienced or interested in discipline, he or she can enroll to the behavior improvement board. Similarly, science teachers are getting more project-oriented leadership roles." (P6, Principal in a NC School).*

> *"I seek for compliance with the corporate vision. Once this is achieved, of course, other features become important." (P2, Principal in a NC School).*

> *"Of course, there are issues that we pay attention to in the distribution of authority and responsibilities. First, the teacher's competency in the field should match the traits of the job given. Apart from that, there is a division of* responsibilities *according to professional experience, age and gender. In the delegation, I also pay attention to create chances for the people to develop themselves." (P10, Principal in an IB School).*

*"I choose people who don't hesitate to do the assigned task and I appoint people who will do it on time." (P7, Principal in a NC School).*

### 3.1.2.8. Findings Related to the Interview Question 8:

The school leaders' views on the major stakeholders in school leadership are given in Table 19.

**Table 19.** Major Stakeholders of Distributed Leadership

| Theme | Category | Code | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Major Stakeholders of Distributed Leadership | Pedagogical Leaders | Deputy Principals | | | * | * | * | * | * | | | * | * | | * | * | * |
| | | Teachers | | * | * | * | | | | | * | * | * | | * | * | * |
| | | Coordinators | | | | | | | | | | * | * | | * | * | * |
| | Other Stakeholders | Parents | * | * | * | * | | | | * | | * | | | * | * | * |
| | | Students | | * | * | * | | | | | * | * | | | * | * | * |
| | | Foundation Leaders | | | | | | | | | | | | * | | | |

The theme of Major Stakeholders of Distributed Leadership has been created to see who constitutes the school leadership team. This theme is divided into two categories, pedagogical leaders and other stakeholders. The category of pedagogical leaders consists of three codes: deputy principals, teachers and coordinators. The other stakeholders' category consists of three codes: parents, students and foundation management. Deputy Principals are found to have the biggest rate and foundation leaders the smallest. Teachers and parents follow the deputy principals. Some excerpts showing who are effective in leadership are as follows:

*"The leaders of a school are the school principal and the deputy principals. They naturally take a more active role. However, as stated in the previous questions, the efficiency of the implementation of the decisions can be increased by including all employees in the management process. There is an important point here: The main job of the school leaders is to manage the school, the teachers have the job to teach*

*and train, the students to learn, and the parents have their own job. Thus, the stakeholders we want to involve in leadership have already other jobs. For this reason, it is not possible and healthy to involve these stakeholders at every stage. It is necessary to have balance" (P5, Principal in a NC School).*

*"The deputy principals are more effective. Since teachers are reluctant to make decisions and take responsibility, they do not want to be involved in the decision-making process too much" (P7, Principal in a NC School).*

*"Teachers are very effective in leadership thanks to the school culture fed by IB. Their feedback is appreciated and they have a say in many projects such as action plans, school policies, etc. We also try methods to involve students in this process as much as possible. The student council is involved in the school management through small group meetings and observations by our teachers" (P9, Principal in an IB School).*

*"The school administration consists of the general manager, principal and deputy principals. As the program coordinator, I am responsible for the curriculum and the planning processes. Our language coordinator handles the recruitment processes of additional language teachers. Teachers choose the resources to be used" (P11, Principal in an IB School).*

*"Parents are as effective as regulations allow. For example, the strategic plans by the Ministry of National Education requires parents' opinion. We are doing what is necessary in the legislation" (P1, Principal in a NC School).*

*"The most influential body next to the principal is undoubtedly the coordinators and deputy principals. However, in IB schools the parents are part of the learning community and are effective in school. Regular surveys are conducted with the parents and their opinions are taken. Students also take part in active decision processes thanks to the student councils and clubs" (P10, Principal in an IB School).*

*"Since our school is a foundation school, I think the strongest stakeholder is the foundation management" (P12, Principal in an IB School).*

#### 3.1.2.9. Findings Related to the Interview Question 9:

The views of the school leaders regarding the obstacles and facilitators to distribute leadership are given in Table 20.

**Table 20.** Obstacles and Facilitators to Distributed Leadership

| Theme | Category | Code | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Factors Effecting Distributed Leadership | Obstacles | In-house | * | | * | | * | | | | | * | | | | | |
| | | External | | | | | | * | * | * | | | | | | | |
| | Facilitators | Personal opinions | | * | | * | | | | | * | * | * | * | * | * | * |

When the table is examined, the question of whether there are obstacles or facilitators for school principals while distributing their power is gathered under the theme 'Factors Effecting Distributed Leadership'. This theme is divided into two categories as obstacles and facilitators. The number of principals who focused on obstacles is seven and that who focused on facilitators especially on personal initiative is eight. Some excerpts which highlight the barriers for distributed leadership are as follows:

> *"The most important obstacle to distribute leadership is the difficulty of being organized. If we include one person in the decisions, it may be necessary to include them all otherwise justice cannot be achieved." (P1, Principal in a NC School).*

> *"It is not necessary to involve all stakeholders in leadership. If you include an irrelevant person (someone who does not have interest, knowledge, experience or sincerity) in the leadership, you will suffer more than the benefit. You cannot advance but you create disappointments. Of course, getting ideas is one thing, sharing leadership is another" (P3, Principal in a NC School).*

> *"Ministry of Education's legislations are an obstacle to the full inclusion of other elements in school leadership." (P6, Principal in a NC School).*

> *"I can still say legislations are an obstacle, so legislative changes are needed; however, it is not enough on its own; students, parents, teachers, etc. all stakeholders should be given seminars and trainings on making decisions and taking responsibility." (P7, Principal in a NC School).*

Excerpts belonging to administrators who stated that there are no obstacles to distribute their power are as follows:

> *"There are no obstacles, teachers express their opinions, and we always take into account the demands of our teachers. For example, sports activities were suggested for the students staying in the dormitory; we did it right away. As a result, they are always willing and motivated."(P2, Principal in a NC School).*

*"No, there is no obstacle as long as it does not create a situation that contradicts the curriculum we implement and the mission statement of the institution." (P15, Principal in an IB School).*

### 3.1.2.10. Findings Related to the Interview Question 10:

School leaders' views on facilitating or compulsory factors in involving stakeholders in school leadership are given in Table 21.

**Table 21.** Elements Supporting Distributed Leadership

| Theme | Category | Code | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Elements Supporting Distributed Leadership | In-house | Beliefs and Values of Principals | | | * | * | * | | | | | * | | | | | |
| | External | Legislation | * | * | | | * | * | * | * | * | * | * | * | * | * | * |

In Table 21, the elements that support the distributed leadership are studied. The theme is divided into two categories as internal and external. The majority of the participants stated that binding legislations are the basic facilitating factors. Only four participants stated that their personal beliefs and values guide their way. Some excerpts focusing on the need for legislations to pave the way to distributed leadership are as follows:

*"There are articles in the legislations, which trigger distribution of leadership and we do whatever the Ministry of Education demands." (P1, Principal in a NC School).*

*"Further legal arrangements need to be done." (P6, Principal in a NC School).*

One excerpt, which belongs to a NC School principal, is noteworthy in showing disbelief in the term itself:

*"The definition of Distributed Leadership, I think, is absurd. Leadership cannot be distributed. It does not even have to be distributed. A real leader already has personality, experience, dedication, talents, eloquence, persuasiveness, timing, fortitude and ability to make the right decisions in difficult times. A leader is not a bureaucrat or an administrator. A true leader is someone who creates leaders. There is no obstacle other than his ego. True leaders sometimes take the whole world against them, make bold decisions, and justify themselves. Even if they are*

*sometimes wrong, if this is the case, it is better than being indecisive all the time or making contradictory decisions. Together with that, a real leader already includes his team in the management, but not in leadership" (P3, Principal in a NC School).*

### 3.1.2.11. Findings Related to the Interview Question 11:

School leaders' views on teachers' willingness to participate in school management are given in Table 22.

**Table 22.** Teachers' Attitudes Towards Distributed Leadership

| | | | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Theme | Category | Code | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Teachers' Attitudes Towards Distributed Leadership | Positive | Inter-School Studies | | | | | | | | | * | | | | | | |
| | | Compulsory Workshop and Commission Studies | | | | | | | | | * | * | | | * | | |
| | | Fixed work-Salary Expectation | | * | | | | | | | | | | | | | |
| | Negative | Workload | | | | | | | * | * | | | * | | | * | |
| | | Low Motivation | | * | * | * | * | * | * | | | | | * | * | | * |

When the table is examined, the theme of Teachers' Attitudes towards Distributed Leadership was created to see teachers' willingness to participate in decision-making processes. This theme is divided into two categories as positive and negative. Codes for inter-school studies and compulsory workshop and commission studies have been established under positive factors. Fixed Work-Salary Expectation, Workload and Low Motivation codes were created under negative factors. Participants mostly chose the code of low motivation for teachers to avoid participation in decision-making processes. Some excerpts which highlight how IB Schools deal with this problem is as in the following:

*"In an IB School, teachers are used to the empowerment processes for the development of leading teachers. Teachers are willing to work and take responsibility on many committees. In-service training programs, seminars for leader development, and meetings between schools where heads of departments, principals, vice principals and IB coordinators come together at regular intervals also support teachers in this direction." (P9, Principal in an IB School).*

*"Unfortunately, teachers are not intrinsically willing to take responsibility. There are various opportunities offered by the Ministry of National Education and some private school administrations that will contribute to the development of teacher leaders with in-service trainings. Of course, the most important contribution is the school culture and environment created by the IB. We work with an organization that frequently emphasizes the development and trains teachers. Thanks to this, we do not feel the unwillingness of teachers" (P10, Principal in an IB School).*

Excerpts which belong to NC Schools are as follows:

*"We always ask for teachers' suggestions or ideas, but they are not willing to take on the extra responsibility. For example, they are not very enthusiastic about in-service training. Unfortunately, there is not a performance-based staffing system in public schools, there is a fixed salary and fixed job expectation and this effects everything." (P2, Principal in a NC School).*

*"When I rank the willingness of teachers to have more responsibilities between 0 and 5, (0 very reluctant - 5 very willing), my response will be 1= reluctant. After all, a teacher who attends classes for 25-30 hours does not have much time for other responsibilities" (P7, Principal in a NC School).*

*"Most of them are not willing. We can only achieve in-service trainings, whose titles are assigned by the Ministry of Education during the seminar period." (P1 Principal in a NC School).*

*"They are not very willing. This situation cannot be seen as a shortcoming. Everyone has a formation related to his or her job description. Teachers who want to seek an administrative position as such as Principal, Deputy Principal, Head of Department, etc. should be specially trained." (P4, Principal in a NC School).*

### 3.1.2.12. Findings Related to the Interview Question 12:

The views of the school leaders regarding the efficiency obtained from the distributed responsibilities are given in Table 23.

**Table 23.** Efficiency Level of Distributed Leadership

| Theme | Category | Code | Participants | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
| Distributed Leadership | Efficiency level | Maximum | | | | * | | | | | | * | | | | | * |
| | | Most of the time | | | * | | * | * | | * | | | * | | | | |
| | | Moderate | * | | | | | | | | | | | | | | |
| | | Adequate | | | | | | | | | | | | * | * | | |
| | | Majorly With Correct Delegation | | * | | | | | * | | * | | | | | * | |

When the table is examined, the degree of efficiency obtained from the distributed authority and responsibilities is gathered under the theme of distributed leadership. This theme consists of efficiency level category. Codes are Maximum, Most of the Time, Moderate, Adequate, and Majorly with Correct Delegation. Principal views which advocate distributed leadership was fruitful 'most of the time' has the highest point and 'moderate' has the lowest.

Some excerpts from NC Schools are below:

> *"I think I get maximum efficiency" (P4, Principal in a NC School).*

> *"I generally get good returns. I would say around eighty/ninety percent. If you inflict confidence into the team as a leader and act fairly, you will get efficiency from the tasks you give." (P3, Principal in a NC School).*

> *"Giving teachers authority contributes as a source of motivation, it also contributes to the quality of the education, but we can say that we get moderate efficiency." P12 further commented, "I think we have received adequate efficiency, but I still think that it is not at the desired level." (P1, Principal in a NC School).*

> *"When they do the work they love and adopt, we get back high efficiency, but otherwise we cannot get efficiency." (P2, Principal in a NC School).*

### 3.1.2.13. Findings Related to the Interview Question 13:

School leaders mostly associated distributed leadership with concepts such as responsibility (4), cooperation (3), justice (3), and delegation (2). Other concepts are System, Agency, Ownership, Leadership, Feedback, Justice, Trust, Respect, Synergy, Democracy, Self-confidence, Communication, Common Sense, Empathy, Intuition, Competence, Merit, Democracy, Sharing, Authentic, Developing, Human-Centered, Participant, Sustainability, Efficient Leadership, Self-Confidence, Consultation, Empathy, Servant Leadership, Innovative, Reliable, Wide Horizon, Humanist, Facilitator, Guide, Efficiency, Authority.

Among these concepts, most of the participants associated distributed leadership with taking responsibility, teamwork and being fair.

## 3.2. Discussions

### 3.2.1. Discussions on the First Problem of the Research

In this section, the answers to the first problem of the research to understand whether there is a significant difference between the perceptions of teachers on distributed leadership practices of their principals in schools with the national curriculum and in schools comprising an IB program are discussed.

The researcher found that the perceptions of teachers on distributed leadership behaviors of their school principals in schools comprising an IB program are more positive than teachers' opinions in NC Schools.

To start with, a general discussion of all participating teachers' opinions on their principals' distributed leadership behaviors will be beneficial. The arithmetic mean of the scores obtained from the distributed leadership perception scale is 40.72, which can generally be interpreted as, all participating teachers believe their school principals display distributed leadership behaviors at a moderate level, however, they are enthusiastic about taking more responsibilities and they need to be encouraged more to share their expertise. Consistent with this result, Uslu and Beycioğlu (2013) determined that, according to teachers' views, school principals show distributed leadership behaviors at a moderate level.

In terms of school structure and DL, Korkmaz and Gündüz (2011) asserted that primary school principals showed high levels of distributed leadership behaviors according to the opinions of teachers. They were found to be role models, influencing, enabling, encouraging and coping with difficulties. These different interpretations may be deriving from the different structures of the schools.

The meaningful correlation between different school structures and distributed leadership could be seen in some other studies. Bakır (2014) determined that the level of distributed leadership behavior in private primary schools is higher than in public primary schools. Akgün (2019), similarly concluded that the perceptions of teachers on

distributed leadership behaviors of their school principals in private schools are more positive than teachers' opinions in public schools.

Considering all these, it is possible to assert that different structures and legislations controlled by IBO or Ministry of National Education can be decisive in school leaders' management style with distributed leadership. Açıkalın (1994) declares that, a school is as much as its principal. However, as is mentioned in the contingency approach of leadership, how this leadership will be handled is dependent on frameworks such as IB and regulations of Ministry of Education as well.

In order to address the needs of today's schools, principals need to gather their teachers and other school community around a common goal and make them feel as members of the group, distribute power to create new leaders without hesitation, produce solutions for all stakeholders of the school and use cooperation and coordination correctly instead of focusing on only following the orders. According to these findings, IB School leaders are found to practice all these more noticeably thanks to extra regulations of IBO in addition to those of Turkish Ministry of Education.

It is possible to verify this major finding of the survey on participating teachers with the qualitative data on school principals. Reading the excerpts, we are able to see that an IB school leader develops her/his perspective on DL in line with the prevailing IB standards and practices in the school. One of the school principals working in an IB School, P15 stated:

> *"In our school, where human is the main element and therefore human relations are the most important factor, the inclusion of people who do the work or a group selected as representatives in the decision-making processes always make a positive contribution to the education and teacher training processes. I think distributing the leadership also creates a barrier to prevent possible negativities such as making mistakes, not being able to foresee, not being fair, etc. which could be the case in the decision-making process of a single person."*

Harmonious with above cited perspective, participating IB school teachers' highest rankings for their principal is related to the first question of the survey: "Our principal includes other partners (for instance; teachers, students, parents etc.) in the decision making process concerned with the school." This result implies that teachers in an IB school are ambitious about interacting with each other on not only instructional issues but also to select strategies, facilitate tasks, and utilize each other's expertise.

P10, an IB School principal reflects on how teachers organize in an IB school as 'pedagogical leaders' using linguistic symbolism which adds to the power of language. Otherwise, meetings would be ordinary and far from motivating.

> *"In order to contribute to the success of both the school and the personal development of teachers, teachers should be active in all processes. They should be the 'agents' at all levels of self-renewing, visionary and contemporary education. Weekly IB gatherings are the most practical methods in our schools to carry out this work. We can follow that there is a high level of participation and dedication if they are called PLT (pedagogical leadership team) instead of meeting."*

In PLT meetings, teachers elaborate on not only academic issues but also on each item in their school's action plan as an IB School. Exchange of information and responsibilities between the leaders & teachers and endless collaborative learning are compulsory regulations in IB Schools. According to IB regulations, schools have to provide regular professional development opportunities for their teachers. Thus, IB teachers can benefit from a distributed model of leadership for their professional development as well. They are sometimes asked to lead workshops on specific learning and teaching tools to other teachers and sometimes they lead policy meetings and share their findings with the learning community. By doing this, principals distribute power to teachers and teachers distribute power to students, which leads to the students' choice, voice and ownership (https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.6.5.3).

When we inspect the situation for NC schools, references to distribution of power and decision-making processes are not based on any standards outside the regulations of Ministry of Education and these documents are open to personal interpretations since there are not binding rules and report-backs, which ensure that DL is at work. P1 claims that:

> *"In schools, as in other institutions, one person (the principal) should have the authority and responsibility. However, this person should be an experienced person who comes from the kitchen of the job, whose personality is suitable for the school administration, and is open to consultation. Where s/he deems it necessary, he or she should consult the relevant people and give the necessary information in a timely manner. Ultimately, the responsibility belongs to the principal. If responsibility is distributed, the task runs the risk of being unhandled. People always own success but attribute failures to the others."*

It can be assumed that in the case of this national curriculum school, fulfilling the tasks is seen as more important than how they are done, implying that it is product oriented, lacking the formative quality checks. The school principal is seen as the ultimate responsible person according to the national legislations and this responsibility without extra regulations to ensure distributed leadership pushes the principals to focus mostly on tasks and musts, missing the opportunity to learn from the process, which also sheds light on the issue of trust.

Teacher participants working in IB Schools indicated a high level of participation about the 'decision making' dimension of distributed leadership in their schools in comparison to teachers working in a NC school. This finding can be interpreted as teachers working in IB schools have more tasks and responsibilities where they are asked for their opinion and distribute their views. As is cited in the literature review of this research, these tasks can be distributed through compulsory collaborative planning meetings, pedagogical leadership team meetings, IB authorization and evaluation visit team meetings, research and development commission meetings or strategic action plan meetings. IB as an organization also asks for feedback from teachers all around the world before it announces any change or new regulation.

This situation stands in contrast with one of the school principal's statement working in a NC School. As is seen in the following excerpt, P6 states that teachers are reluctant to have further professional development:

> *"We always support new ideas in our school; however teachers are not willing to take on extra responsibility. For example, they are not very enthusiastic about in-service trainings. Unfortunately, there is not a performance based system in our school and 'fixed salary-fixed work' expectation hinders our way to distribute leadership tasks."*

The reason why NC School teachers are reluctant to have in-service trainings could derive from the lack of quality checks in in-service trainings. IB workshops, on the other hand, are evaluated by all participating teachers. The findings of these surveys are shared with the workshop leaders so that they can enhance their performance. Other reflections from national curriculum schools are also noteworthy. P4 says,

> *"Teachers are not willing to participate in leadership. However, this situation cannot be seen as a shortcoming. Everyone has a formation related to job*

*description. Teachers who want prepare for the administrative jobs such as principal, assistant principal or head of department should specially be trained."*

This excerpt suggests that only a teacher who would like to pursue an administrative career needs to deal with distributed leadership tasks. When the online resources are examined, it can be found that there are exams to choose administrators for educational institutions of the Ministry of National Education. However, although there are exams, there are no training courses provided by the official authorities. When the IB resources are examined, there are training offers in three categories all over the world in various languages. (https://ibo.org/professional-development/attend-a-workshop/) This could be the reason why IB teachers are found more motivated for in-service trainings. Moreover, the options to choose between the trainings allow IB teachers to expose themselves to their authentic learning areas. However, NC schools are expected to attend generally set trainings by the Ministry of Education, which does not allow NC teachers to choose. This could be another reason why they are reluctant for in-service trainings. Excerpts addressing this problem are as follows:

*"Most teachers in national curriculum schools are not willing to take roles other than teaching. During the seminar period, we can only handle in-service trainings, the titles of which are already assigned by the Ministry of Education." (P1, Principal in a NC School)*

*"Teachers express their opinions profusely and generously, especially at general teachers' board and commission meetings, but are not always willing when invited to a commission. It is easier to express an opinion than to take responsibility for that idea. In-service trainings and professional development opportunities could indeed be created. On calm days, everyone talks about the necessity of these trainings. When the training day comes, it is observed that most of the teachers are reluctant." (P5, Principal in a NC School)*

In addition to the lack of options in trainings, it may be inferred that the workload in NC Schools can be decisive in the overall motivation of teachers to do more than teaching. Verifying this, P7, another national curriculum school principal, says that:

*"When I rank the willingness of teachers to have more responsibilities between 0 and 5, (0 very reluctant - 5 very willing), my response will be 1= reluctant. After all, a teacher who attends classes for 25-30 hours does not have much time for other responsibilities."*

It can be assumed that this workload can naturally change if the school is a public or private school. However, the lack of regulations and type of leadership to hold the

teacher well-being at the center may lead to motivational losses in teachers. IB Schools are expected to value well-being of teachers and workload of not only coordinators but also teachers are reported to the organization when the schools are interested to become an IB School. Verifying this, a school principal in an IB School, P10 asserts that:

> *"Teachers naturally take on professional development tasks. IB needs proofs to see that teacher empowerment processes support the development of teacher leaders. Teachers are willing to work and take responsibility on many school-related committees. Teachers are supported by in-service training programs, seminars for leader development, and periodically held meetings between heads of schools, principals, vice principals and coordinators."*

Another IB principal, P12, similarly adds, *"I think that our school provides adequate in-service training and development opportunities. Teachers are also highly willing to take responsibility"* .

The contrast between the views of IB and NC teachers towards trainings is a natural outcome of different school cultures. The reason why NC School teachers are described to be less motivated towards extra trainings has a lot to do with distribution of power and decision-making.

### 3.2.2. Discussions on the Second Problem of the Research

In this section, the answers to the interview questions from 15 school principals working at NC and IB schools for the second problem of the research on the factors affecting distributed leadership practices are discussed.

To examine this second broad problem of the research, each answer was examined in respect of the themes, categories and codes in the findings section. Out of 13 interview questions, two questions were directly linked with the factors effecting principals' DL behaviors. These questions are as follows:

**Question 9:** Are there any obstacles to distribute your leadership powers/authorities that stem from in-school regulations or from the external authorities that your school is affiliated with?

**Question 10:** Are there any facilitating or compulsory factors for distributed leadership in your school? (For example, distributed leadership guides / school leader's job description / organizational charts, etc.)

The literature supports the idea that school structures can either enable or hinder the effective operation of schools. Enabling structures can enhance the attitudes and efforts of the teaching staff. This study indicates that school principals will show distributed leadership behaviors if the school structure together with the binding legislations are at work. Distributed leadership behaviors are very important for organizational performance and goals. Therefore, school structure should be designed far from hierarchy and centralization.

Looking at the answers to the interview questions, it is possible to detect barriers and facilitators that school principals encounter on their way to DL.

Considering the obstructions for DL, the researcher found that the principals who talked more about the impossibilities worked in NC Schools. The main reason behind this was asserted as legislations: "Ministry of Education's legislations are an obstacle to the full inclusion of other elements in school leadership." (P6, Principal in a NC School).

Although Ministry of Education documents do not expect school principals to exercise leadership single handedly, many NC School principals blame the legislations. The reason for this could be, although expectations for distributed leadership behaviors are present in the philosophy, what is exactly expected in practice are not expressed in the legislations and there are no controls, reports or visits by the Ministry of Education on DL. Further excerpts showing this missing framework for NC schools are as follows:

> *"I can say legislations are an obstacle, so legislative changes are needed; however, it is not enough on its own; students, parents, teachers, etc. all stakeholders should be given seminars and trainings on decision-making and taking responsibility." (P7, Principal in a NC School).*

> *"The most important obstacle to distribute leadership is the difficulty of being organized. If we include one person in the decisions, it may be necessary to include them all otherwise justice cannot be achieved." (P1, Principal in a NC School).*

> *"It is not necessary to involve all stakeholders in leadership. If you include an irrelevant person (someone who does not have interest, knowledge, experience or sincerity) in the leadership, you will suffer more than the benefit. You cannot advance but you create disappointments. Of course, getting ideas is one thing, sharing leadership is another" (P3, Principal in a NC School).*

As is seen in the excerpts above, NC School principals mostly deal with the legislations and they hold the ultimate responsible posts in schools. Although the assistant principals, heads of departments together with other legislative commissions are partakes

of the authority, they state that they mostly do what is asked from them. When Table 17 in the findings section is examined, the number of principals who take initiative in all decision areas is found to be the smallest and those who base their initiatives on the legislations are the majority. The reason for this could be that all the legal responsibility is on the principals in case of a disruption in the school or in a judicial process. When this is the case, school principals may think that problems may arise if there is more than one control person in charge and therefore, they may behave more reservedly and avoid the participation of other stakeholders in decision-makings. In addition, it was observed that the principals working in NC Schools mentioned the legislative restrictions more in their statements, which suggests that bureaucratic control and limitation are experienced more intensely in NC Schools. Some excerpts showing that NC School principals base their decisions on the legislations and regulations are as follows:

> *"The legislations should always be decisive. Although practices outside the regulations may seem beneficial at first, they lead to the formation of personal interpretations in the end. Therefore, initiative should be exercised when necessary, at other times we should stick to the regulations". (P3, Principal in a NC School)*

With this expression, P3 implies that school administration should not administer on personal interpretations of regulations to avoid harmful consequences. The following two excerpts also display the highlight of legislations. NC School principals follow what is asked from them. Thus, if they were asked for more according to the structure of their schools, they would practice DL more:

> *"We work in accordance with the expectations of Ministry of Education." (P7, Principal in a NC School)*

> *"The school administrator has to act in accordance with the laws and regulations of Ministry of Education. A principal can only take initiative within the framework of the laws."(P1, Principal in a NC School)*

It could be assumed that NC School principals are used to a meticulous follow-up order mode regarding the regulations in the legislation. Together with that, although their own opinions about DL are positive, they need more support and guidance from extra framework programs such as IB, binding documents like 'Standards and Practices for IB Schools' and check visits such as the IB office arranges. Some participants emphasized that the distributed leadership practice should be supported by regulations. School principals think that if they are supported by regulations, they will have a better chance

of implementing distributed leadership practices. A NC School principal states this need in the following excerpt:

*"Further legal arrangements need to be done." (P6, Principal in a NC School).*

Overall, it can be assumed that in the absence of practice based regulations and further report systems, the traits or personal qualifications define the intensity of DL practices in NC Schools.

On the other hand, IB Schools have systems in place to distribute power as is detailed in the literature review of this research. One excerpt from an IB School leader suggests that they do not need to take initiative to distribute power because IB Schools have to stick to 'Standards and Practices' to be authorized as a World School:

*"I share my authority in line with the standards and practices of IB and these regulations are not against the expectations of Ministry of Education" (P10, Principal in an IB School)*

Nine of the school principals in their interview referred to 'low motivation' in teachers to share leadership. There is also a mention of time problem. One participant is of the opinion that teachers' having too big a teaching load hinders their leadership behaviors:

*"When I rank the willingness of teachers to have more responsibilities between 0 and 5, (0 very reluctant - 5 very willing), my response will be 1= reluctant. After all, a teacher who attends classes for 25-30 hours does not have much time for other responsibilities" (I.A, Principal in a NC School).*

It could be argued that if teachers are not given enough time to take extra responsibilities, their leadership potential is under the risk of being ignored. School administrators have to overcome the unwillingness of teachers to take more responsibilities. It is not possible to practice distributed leadership in an environment where stakeholders do not want to display leadership behavior. In the quantitative part of the study, only 22 percent of the participating teachers agreed with the statement, "Teachers are always willing to contribute to the administrative tasks of the school", which supports the statements of the principals, gathered from the qualitative data. Here, an excerpt from an IB School Principal is noteworthy:

*"There are various opportunities offered by the Ministry of National Education and some private school administrations will contribute to the development of teacher*

*leaders with in-service trainings. Of course, the most important factor is the school culture and environment created by the IB. We work with an organization that frequently emphasizes the ongoing professional development and training of teachers. Thanks to this, we do not feel the unwillingness of teachers" (P10, Principal in an IB School).*

Overall, in addition to legislations of the Ministry of National Education, which all schools in Turkey are bound with, improvements can be achieved through programs such as IB, which sets extra rules and facilitates DL practices, so that teachers can exhibit more leadership behavior and increase the quality of education in schools.

### 3.2.3. Discussions on the Third Problem of the Research

In this section, the answers to the third problem of the research to understand whether teachers' perceptions of distributed leadership levels differ significantly according to whether they work at primary, middle / junior high or high school level are discussed.

According to the Scheffe test results, it was found that the distributed leadership perceptions of the teachers working at the kindergarten ($\bar{X}$=41.76), primary school ($\bar{X}$=41.87) and high school ($\bar{X}$=40.64) levels were higher than the teachers working at the middle school level ($\bar{X}$=37.90).

Considering all data, it is not possible to diagnose any specific reasons for the middle school teachers' slightly lower evaluation of distributed leadership. Thus, further studies need to be carried on. However, it can be assumed that kindergarten and primary school teachers are generally classroom teachers and PTA (Parent Teacher Association) communication is very strong during these early years. Because of the fact that children have to deal with all kinds of social, physical and educational problems during critical development periods such as early childhood makes it necessary for classroom teachers to take on distributed leadership roles more. Similarly, high school teachers train students for the critical university entrance period, which is a turning point for students. They deal with critical assessment processes and therefore, PTA gets stronger again at these goal-oriented tasks. However, middle school teachers, although they prepare students for the high school entrance exams (LGS), may feel the need to have more authority and take part in tasks other than teaching and learning.

Most of the research on this topic, however, claims there is not a meaningful difference on DL perceptions of teachers and their teaching levels and one of the researchers on the same topic, Aygün (2019) also states that teachers' perceptions of distributed leadership does not differ according to their teaching levels at schools.

### 3.2.4. Discussions on the Fourth Problem of the Research

In this section, the answers to the fourth problem of the research to understand whether teachers' perceptions of distributed leadership levels differ significantly according to professional seniority are discussed.

According to the results of the Scheffe test, the distributed leadership perception levels of the teachers who worked for 21 or more years ($\bar{X}$=42.97) are higher than distributed leadership perception levels of teachers who served for 5 years and below ($\bar{X}$=38.00), 11-15 years ($\bar{X}$=39.33), 16-20 years ($\bar{X}$=39.65).

Although there are studies stating that the distributed leadership exhibited in schools does not differ in terms of professional seniority (Yılmaz, 2017), studies which advocate a meaningful difference in terms of professional seniority are more in number. When the literature on DL is viewed, it is found that more experienced teachers appreciate distributed leadership behaviors more than young teachers (Bakır & Aslan, 2014). This finding is in line with the findings of this research.

The reason behind professionally senior teachers' empathy towards their school leaders' distributed leadership behaviors could be that they are more likely to belong to the same generation with their principals. This connection may be a facilitating instrument for them to think and act in the same way.

However, Akgün (2019) arrives at a different research finding on the same topic in his study. According to his research, younger teachers have higher perceptions of distributed leadership in schools compared to older teachers. He bases this difference to the general fact that most of the young teachers work in private schools and private school teachers have a more positive perspective on distributed leadership of their principals. The reason why young teachers choose private schools could be the professional opportunities as well as the financial ones. Moreover, in order to be a teacher in a public

school, teachers in Turkey have to take a second exam and perform compulsory duties before they are contracted as public school teachers.

### 3.2.5. Discussions on the Fifth Problem of the Research

In this section, the answers to the fifth problem of the research to understand whether teachers' perceptions of distributed leadership levels differ significantly according to their field of specialization are discussed.

The significance of the difference between teachers' scores obtained from the distributed leadership practices scale according to the field of specialization shows that there is no significant difference between classroom and single subject teachers' perceptions of distributed leadership towards their principals.

However, according to the interviews with the principals, four principals mentioned that they distribute leadership tasks among teachers according to their field of specialization. Although there is a mutual power relationship between principals and teachers, this discrepancy in views needs to be further studied.

The finding of this research, which is distributed leadership perceptions of classroom and single subject teachers are similar is in line with other studies in this area. For example, Atılkan (2019), in her work "A Study of the Relationship between Distributed Leadership Behaviors of the School Principals and the Effectiveness of Schools" suggests that the area of specialization in teachers working in primary and secondary schools in Karabük do not change their perceptions of distributed leadership.

However, the research "Public and Private School Teachers' Views on Distributed Leadership" by Aslan and Bakır (2014) does not coincide with the findings in this problem. In terms of the field of specialization variable, their research findings supported the view that classroom teachers take on more distributed leadership responsibilities and evaluations of their principals' distributed leadership behaviors are more positive.

### 3.2.6. Discussions on the Sixth Problem of the Research

The sixth study aimed to see if there was a meaningful correlation between teachers' genders and their perceptions of distributed leadership. According to the results of the averages, no significant difference was found between the perceptions of female and male teachers pertaining to distributed leadership.

When we look from the principals' point of view, this finding is harmonious with the qualitative findings of the research because only one leader, P10, a principal in an IB School with a dormitory, mentioned that sometimes the distribution of power was based on gender as a necessity. All other principals excluded gender as a variable in the distribution of power.

Some studies show that distributed leadership perceptions of male and female teachers are different. One of these, "Public and Private School Teachers' Views on Distributed Leadership" by Aslan and Bakır (2014) highlights that distributed leadership perceptions of male teachers are higher than female teachers in both public and private schools. This result is associated with the male-dominated social structure in not only the society but also the leadership of schools. It is suggested that male teachers' perceptions of distributed leadership are higher because the administration of schools are generally undertaken by male teachers.

Similar to the findings of this research, Atılkan (2019), in her work "A Study of the Relationship Between Distributed Leadership Behaviors of the School Principals and the Effectiveness of Schools" suggests that when the relationship between school principals' distributed leadership behaviors and gender is examined, it is seen that there is no significant difference.

In summary, the finding that teachers' views on distributed leadership behaviors of their school principals do not change according to gender shows that school principals in both NC and IB Schools do not discriminate between male and female teachers. It can be asserted that they provide equal opportunities for all teachers to achieve organizational goals.

# CHAPTER 4. CONCLUSION

In this part, summary provides an overview of the research, the conclusions explain the discussions reached in the light of the findings, and recommendations elaborate on what can be done to solve the problem of the study.

## 4.1. Summary

In this study, the researcher aimed to find out if there was a significant difference between the level and ways of exercising distributed leadership at schools which implement the national curriculum and schools comprising an IB program together with the national curriculum, according to the perception of teachers and school administrators.

A mixed method design through the combination of both qualitative and quantitative data collection and analysis procedures was used. The researcher, by collecting qualitative and quantitative findings, tried to understand whether there was a meaningful difference between the implementation of the distributed leadership according to a set of variables. It was possible to gain some general data in the quantitative part and the researcher had the chance to examine this in more depth thanks to qualitative data. The answers collected from the teachers in the quantitave part were compared with the answers from the administrators in the qualitative part. This approach gave a fair chance of expression to the two basic partakers of leadership experiences in school.

The population of this research consists of teachers and administrators working in kindergarten, primary school, middle school and high school sections of schools. In the sample of this study, the views and thoughts of 340 teachers and 15 school administrators working in private or public schools in the 2020-2021 academic year are represented. These schools are either private-public schools that implement the national curriculum, or private-public schools comprising an IB program in addition to the national curriculum.

In the quantitative dimension of the research, the answers given by 340 teachers were analyzed. “Distributed Leadership Scale” developed by Özer and Beycioğlu (2013) was used to determine teachers' perceptions of their school principals’ distributed

leadership behaviors. For the qualitative part, semi-structured interviews were conducted with 15 school principals working in schools with regular national curriculum and schools with an IB program. Within the scope of the interviews, school principals answered 13 questions about their beliefs and practices on distributed leadership. For the purposes of this research, One Way ANOVA and Independent Samples *T*-test were used to analyze the quantitative data and make inferences. The collected qualitative data gathered from the interviews was studied by thematic analysis.

The result of the quantitative research showed that the perceptions of teachers about distributed leadership in IB schools are more positive than the perceptions of teachers in national curriculum schools. While the results of the qualitative research from the perceptions of administrators supported these findings, they provided in-depth opinions about the way distributed leadership is implemented in schools and indicated some barriers and facilitators for this implementation. Despite the case in IB Schools, lack of regulations and laws for principals at MoNE Schools, which would guide the decision-making processes of school principals on distributed leadership, not leaving these practices to personal preferences play a role in the fact that the implementation of distributed leadership is found less in national curriculum schools.

Under the sub-findings of the research, the distributed leadership perceptions of the teachers working at the kindergarten, primary school and high school levels were found higher than those of teachers working at the middle school level.

Secondly, the distributed leadership perception levels of the teachers who worked for 21 or more years were higher than distributed leadership perception levels of teachers who worked for 5 years and below, 11-15 years and 16-20 years.

As a third sub-finding, there was no significant difference between classroom and single subject teachers' perceptions of distributed leadership.

Finally, the results indicated that there was no significant difference between the perceptions of female and male teachers about distributed leadership.

## 4.2. Conclusions

In the light of the findings from the scale applied to teachers and in line with the conclusions derived from the content of the interviews with school leaders, it is evident that distributed leadership is practiced at higher levels in IB Schools compared to national curriculum schools. Considering this, when the qualitative findings are evaluated, it is seen that school leaders in both type of schools are trying to distribute leadership according to the eco-system that their schools belong.

If the school is a national curriculum school, either public or private, legislations set by Turkish Ministry of Education constitute the framework of distribution of power. Many regulations and bylaws refer to democracy and distributed leadership practices in these documents. However, there are no direct references as to how this approach will be implemented and when or by whom these distributed leadership practices will be assessed, evaluated and reported back. The researcher was unable to find any professional development opportunities for principals and teachers on distributed leadership for national curriculum schools.

Comparatively, schools which have the national curriculum together with an IB program have to deal with extra legislations, as expected by the IBO and as permitted by the Ministry of Education. 'IB Standards and Practices' document directly refers to 'distributed leadership' but also draws a detailed framework in which the practices pertaining to distributed leadership can be applied, reported, evaluated and reported back to the authorities of IB. With the help of these binding documents, all processes including the admission of school leaders and teachers to the commissions and meetings are designed in line with distributed leadership.

From this point of view, teachers working in IB Schools could be claimed to work in conditions that are more satisfying in terms of distributed leadership compared to the results obtained from national curriculum schools that indicate more improvable conditions.

Distributed leadership, which is an understanding that takes advantage of the extra capacities of all stakeholders by distributing the leadership powers and responsibilities in order to reach higher standards, needs to find more room in schools. It is highly probable

that the heroic one-person leadership will be insufficient to fulfill the high expectations of our age. Modern school leaders need to establish a climate of trust and mutual support of their mid-management and teachers through sustainable interaction and empowerment. This, at the same time, will increase the feeling of belonging and loyalty to the leader and the school, which again enhances the school climate and increases school effectiveness. Leadership teams need to be created in order to develop the school in general and teachers' professional skills. Focusing on expertise and skill rather than position can help overcome the unpredictable challenges of modern world for all stakeholders of education.

## 4.3. Recommendations

### 4.3.1. Recommendations for Practitioners

Distributed leadership is one of the modern leadership approaches and its benefits on school culture attract the attention of many educators and researchers.

DL will help to increase school effectiveness by creating a school culture that cherishes the spirit of teamwork, open communication, participation in decisions, cooperation and collaboration, taking responsibility, accepting and eliminating the threats as well as the opportunities.

Instead of traditional leadership behaviors, school administrators should be encouraged to benefit from the energy and experience of as many stakeholders as possible. School leaders will benefit from workshops and seminars as well as practice-oriented courses on leadership models. It will also be good to encourage them to increase their theoretical knowledge by pursuing higher academic degrees such as masters and doctoral studies in educational leadership to bring together theory and practice, which will help them understand the practice and effectiveness of different leadership competencies, especially DL.

For distributed leadership to find more room in schools, school principals are expected to set up a democratic environment for other stakeholders in the school to participate in the leadership through open communication and growth mindset. They are also expected to set up an environment in which the learning community including

teachers, students and parents feel appreciated. Bringing the teachers and administrators working in schools together more often and creating projects with engaging activities for all will increase the interaction among them. Focusing on cooperation and developing skills in solidarity will make a dynamic structure that is based on trust and respect for one another. Without doubt, teachers would expect to have the necessary time to support administrative processes as well.

Traditional school leadership, monopolized by the authority of the principal is disputed and critised by many. Therefore, measures can be taken to ensure that more inclusive leadership models are investigated that are adopted by many international programs. IB, as one of these could serve well as a role model with its focus on DL and the related practices researched in this study. The standards and practices of the IB do not contradict the values and practices of Turkish Ministry of Education. To have a better implementation of DL, there are abundant online resources that are easily accessible by many educators on the official website of the IB, www.ibo.org under the keyword 'leadership'. The IB schools also share their best practices on special professional development summits with all teachers such as the 'IB Day' organized by TIBSA (Turkish IB Schools Association). There is an established culture of free sharing and collaboration among IB school leaders and teachers in Turkey. New schools are helped by the more experienced ones by sharing their best practices via their networks while also setting an example of DL practices.

Lastly, based on the results of this research, it is recommended that distributed leadership be supported by regulations of Ministry of Education in all types of schools for practitioners who hold or would like to hold strategic legislative posts since systems are more important than personal intention of leaders. Lack of "systems-in-place" undermines personal choice of leaders. Teacher candidates at universities and in pre-service training must be educated and informed about DL practices and further legislative re-arrangements such as continuous in-service trainings could be useful to support school leaders and teachers.

### 4.3.2. Recommendations for Researchers

Researchers should be aware that the findings of this study present only a part of a very complicated phenomenon. In order to develop a deeper understanding of how DL is put into practice according to different educational contexts and to what extent teachers and principals display DL behaviors in these contexts, further research needs to be carried out over time.

Recommendations for further research by the researcher include:

- The use of mixed methods combining the views of both teachers and principals that can contribute to better comprehension of DL practices in different school types.
- The relationship between distributed leadership behaviors and school structures may be examined, as there are only a few studies as per literature in this field.
- International programs including IB may be studied further.
- Parent and student views on distributed leadership in different school structures could be further studied.
- Similar studies can be done in different cities and regions showing how DL affects teaching, learning, and student success according to different school types.

# APPENDICES

## APPENDIX A - Research Ethics Committee (REC) Approval by Maltepe University

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

# APPENDIX B- Survey and Research Approval by Ministry of Education

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

## APPENDIX C- Distributed Leadership Scale

**Part 1:**

**Personal Information**

Age: ( )

Gender: F ( ) M ( )

Workplace:

Seniority in Teaching:

Teaching Level: KG ( ) Primary ( ) Middle ( ) High School ( )

Field of Specialization:

## APPENDIX C- The Distributed Leadership Scale Part 2:

| ITEMS OF THE SCALE | Never | Seldom | Sometimes | Frequently | Always |
|---|---|---|---|---|---|
| 1. Our principal includes other partners (for instance; teachers, students, parents etc.) in the decision-making process concerned with the school. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 2. Our principal works in cooperation with other school partners (deputy principal, teachers, students and parents) to achieve the school goals. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 3. Our principal appreciates teachers for their efforts concerned with the instructional practices. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 4. Teachers, students and parents can express their opinions and suggestions to the principal without hesitation. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 5. Teachers are willing to make a contribution to the administrative tasks of the school. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 6. Teachers assist school administrators. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 7. Our principal endeavors to create a school environment based on cooperation and sharing. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8. Our principal is willing to fulfil the school tasks in interaction with other school members/partners. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9. Teachers are encouraged to actively participate in all efforts of change and improvement in the school. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. Our principal includes other school members (teachers, students and parents etc.) in the process of solving a problem encountered at school taking the quality of the task, knowledge and experience of the school members into consideration. | ( ) | ( ) | ( ) | ( ) | ( ) |

## APPENDIX D- Interview Questions

**Question 1:** Do you think it is more appropriate to have one person as the decision maker in schools or to have more than one person, distributing the power?

**Question 2:** Do you think there are any decisions that only school principals can take? If so, what are they?

**Question 3:** What are the decision areas that can be distributed according to you?

**Question 4:** How Do You Think Distributing Leadership To Teachers Effect School Success And Professional Development of Teachers?

**Question 5:** What kind of decisions do you usually take in schools and do you take the opinions of other stakeholders, such as students and parents, apart from teachers when making these decisions? Can you give an example?

**Question 6:** Do you distribute your leadership in line with your personal decisions or do the legislations determine your preference?

**Question 7:** Which qualifications do you search in the people to whom you will distribute some of your rights and responsibilities? (Seniority, age, gender, field of specialization, traits, binding regulations, organizational chart, etc.)

**Question 8:** How effective are the vice-principals, teachers, students, parents or coordinators, if there are any, in your school? Which of the mentioned stakeholders are more effective in leadership? Why?

**Question 9:** Are there any obstacles to distribute your leadership that come from in school regulations or from the external authorities that your school is affiliated with?

**Question 10:** Are there any facilitating or compulsory factors for distributed leadership in your school? (For example, distributed leadership guides / school leader's job description / organizational charts, etc.)

**Question 11:** To what extent are the teachers willing to partake in distributed leadership? Are there any in-service training or professional development opportunities that open the horizon for them in this regard?

**Question 12:** To what extent do you benefit from the responsibilities you have distributed?

**Question 13:** If you were to define distributed leadership, what concepts would you associate it with?

## APPENDIX E- Permission to Use Distributed Leadership Scale

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

# APPENDIX F- The Development, Validity and Reliability Study of Distributed Leadership Scale

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## The Development, Validity and Reliability Study of Distributed Leadership Scale

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**ABSTRACT.** This study aimed to develop a valid and reliable scale to reveal teachers' perceptions on distributed leadership in primary schools. For that reason, a survey with 31 items was administered to 157 teachers who were working for state primary schools in Adıyaman city centre. For validity studies, content analysis, and exploratory and confirmatory factor analysis were carried out, and also item-total correlations were estimated. For reliability studies, Cronbach Alpha and test-retest correlation coefficients were estimated using the relevant software.Results showed that, *Distributed Leadership Scale – DLS*, has a single factor structure including 10 items. The Cronbach-Alpha and test-retest coefficients of the scale estimated as ".92" and ".82", respectively. Considering the results obtained from the validity and realiability studies, it can be asserted that *Distributed Leadership Scale* can be used to measure teachers' views on distributed leadership practices in primary schools.
**Key Words**: School leadership, elementary schools, distributed leadership, scale development

### SUMMARY

**Purpose and Significance:** Recent research on school leadership has recommended that leadership in schools should be restructured as a team action and distributed to the staff with the aim of collaboration. Positional leaders such as principals do not fulfill the leadership functions in schools because leadership is not the function of only a person any more. Changing school context draws a different picture of school leadership. Leadership in schools, for Spillane, Halverson and Diamond (2001), can be "best understood as a distributed practice, *stretched over* the school's social and situational contexts" (p. 23). This urged the authors of this study to develop a valid and reliable instrument that can be administered in Turkish school setting.

**Methods:** While developing the initial form of Distributed Leadership scale, firstly relevant literature was carefully reviewed and some instruments relevant to the subject were examined. As a result of the literature review and data obtained from similar instruments, a 50-item initial scale was obtained. After this stage, a field test was conducted. Four experienced teachers working in primary schools were interviewed. During the interviews, first the purpose of the study was explained and 50-item trial form obtained after literature review was administered on the teachers. The teachers were asked to analyse the items in the form and to write their opinions concerning the clarity of the instructions and items. Content validity of the items was also assessed by experts. The initial form of Distributed Leadership scale was submitted to five experts from the Department of Educational Sciences in Faculty of Education at İnönü University. Experts were asked to examine appropriateness of the response set, face validity of the items, and whether there were any missing issues that should be covered. Specific comments from experts and teacher led some modifications on some items and also 19 items were removed from the initial form. Field test and expert opinions showed that the items were clear, reasonable, and had face validity. The final trial form of scale comprised a total of 31 items ranging from always to never ("1 = Never", "2 = Rarely", "3 = Sometimes", "4 = Frequently", "5 = Always"). Reliability and validity studies of this form were done with the data gathered from 157 teachers who were working for state primary schools in Adıyaman. To test the suitability of the data gathered for the factor analysis Kaiser-Meyer-Olkin and Bartlett tests were performed. For validity studies, exploratory factor analyses were carried out, and also item-total correlations estimated. For reliability studies, Cronbach Alpha and test-retest correlation coefficients were estimated.

**Results:** Kaiser-Mayer-Olkin's Measure (KMO) of Sampling Adequacy was found ".94", exceeding the recommended value of ".60", and the Bartlett's Test of Sphericity (3831.061 p =.000) reached statistical significance, supporting the factorability of the correlation matrix (Pallant, 2011). Next the 31 items of the initial scale were subjected to principal components analysis (PCA). After six items (Q7, Q9, Q12, Q13, Q14, Q15) not meeting the criterions above were discarded, the analysis was repeated, which yielded the presence of a single component with eigenvalue exceeding "1.0". The coefficient of Cronbach's alpha of the scale is 0.92. The analysis of the test-retest scores gathered from 34 teachers revealed the score of ".82" which shows that the instrument is reliable over time.

**Discussion and Conclusions:** Findings obtained from the reliability and validity studies showed that validity and reliability of the scale were at a sufficient level. It is a valid and reliable instrument which can be administered to the teachers in elementary schools. In the future, the reliability and validity studies may be tested with different participants and in different school settings.

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