Full Length Research Paper

Investigation of transformational and transactional leadership styles of school principals, and evaluation of them in terms of educational administration

Ahmet Avci

Department of Education Sciences, Lifelong Learning Center, Fatih Sultan Mehmet Vakıf University, Turkey.

The aim of this study is to investigate the transformational and transactional leadership styles of school principals, and to evaluate them in terms of educational administration. Descriptive survey model was used in the research. The data of the research were obtained from a total of 1,117 teachers working in public and private schools subjected to ministry of national education in Avcılar district of Istanbul province in 2014. In this study, data were obtained from the "personal information form" developed by the researcher and from the "leadership styles scale". Data entry that was obtained from the respondents was made by statistical package for the social sciences (SPSS) version 17.0, and research data was resolved with "average", "standard deviation", "t-test" and "one-way analysis of variance". According to research result; teachers had a high level of positive opinions with regard to transformational and transactional leadership characteristics of school principals. Teachers' perceptions about transformational and transactional leadership characteristics of school principals did not vary significantly according to gender, state of education and professional seniority.

Key words: Transformational and transactional leadership styles, education management, school.

INTRODUCTION

Thoughts, strategies, beliefs and philosophies are constantly in change and development. In this change and development, leaders are the people who have the most significant effect in the success and sustainable developments of all organizations and institutions, and in the creation and steady maintenance of organizational culture (Robbins and Judge, 2012). Also, this situation is exactly true for educational organizations.

Indeed, according to Hoy and Miskel (2010), the growing expectations of many people and institutions from within or outside the education day by day from

schools is seen as the most important element that increases the importance of leadership in education. At this point, management and leadership role is very critical for the school principal, and probably constitutes the most important characteristic of the school principal (Lunenburg and Ornstein, 2013). In this context, management and leaders are the basic needs of all institutions, from the smallest to the biggest. They are the most important elements which hold the institution together, ensure its efficient operation and assure achieving corporate success (Drucker, 2012). At this point, the competition

E-mail: ahmetavci7@gmail.com; aavci@fsm.edu.tr.

conditions experienced today have made leadership much more important in all fields. Rapid developments experienced in the internal and external environments of organizations have made the implementation of more efficient and effective leadership styles in organizations compulsory (Burns, 1978; Bass, 2008; Yukl, 2008; Drucker, 1988; Kotter, 2001). When considered from this point of view, adaptation of school principals to the changing management and social structure is a crucial necessity.

Nevertheless, it is never possible for a school which does not meet the expectations of society to be effective and successful (Drucker, 2012). According to Bass (1997), leadership is regarded as the single and most important factor of the success or failure in the organization (Hoy and Miskel, 2010). According to many researchers, this situation is also true for leaders in educational organizations, namely school principals. School principals are primarily responsible for the successful management of the school and the efficiency of education and training (Ogawa et al., 2002; Finn, 2003; Hess, 2003; Hoy and Miskel, 2010). At this point, educational institutions and the managers of these institutions, namely school principals need to perform critical tasks for the training and development of desired individuals (Şahin, 2003).

As in the functioning of all institutions, the presence of charismatic, well-informed, virtuous, visionary and hardworking principals and managers are very crucial (Leithwood, 1992; Bogler, 2001) for educational institutions to be successful, efficient, innovative and entrepreneurial (Leithwood and Jantazi, 2006; Barnett et al., 1999), and in the formation of a concept through which motivated individuals can be organized beyond the expectations in order to achieve the objectives of the institution. There are many researches revealing that school principals are needed who adopt the transformational leadership style in the formation of a school culture in which individual differences of students are considered, great effort is made for the development of facilities and capabilities and students with high academic and personal achievements are educated by creating a healthy school climate (Decker, 1989; Leithwood, 1992; Pounder, Ogawa and Adams, 1995; Leithwood et al., 1996; Barnett et al., 1999; Miller, 2001; Leithwood and Jantazi, 2006; Geijsel et al., 2002; Bogler, 2001; DiPaola and Tschannen-Moran, 2001; DiPaola and Hoy, 2005; Reeves, 2006).

The leadership of school principals is efficient and effective in the accurate and successful management of schools, which are the most critical places for the conveyance of philosophy, mission and objectives of the education system to the individuals, and in the creation of a healthy school culture and climate to the extent how effective and competent is the captain at the helm of the ship in steering the ship.

In this study, transformational and transactional leadership styles of school principals were investigated in terms of different variables according to the teachers' perceptions. With this study, it was tried to determine which leadership styles did school principals have. The results of this research are important in terms of data that will reveal for the detection of which leadership styles did school principals have, and the development of positive leadership characteristics for the establishment of an effective education and training system with a healthy school management.

THEORETICAL FRAMEWORK

Leadership

Many authors having studied leadership have made various definitions based on their study fields and focuses (Burns, 1978; Yukl, 2008; Lunenburg and Ornstein, 2013). In this respect, Stodgil found out after long-term studies that leadership has as many definitions as the number of persons who attempted to define it (Yukl, 2008). Even if there are some conceptual conflicts, leadership is defined by most specialists as the process during which an individual affects other group members with the purpose of achieving the defined success or organizational goals (Lunenburg and Ornstein, 2013). Following their researches, Bass (1999) and Bass (1997) put forward that it would be more appropriate to consider the concept of leadership under two basic titles including transformational and transactional leadership (Yukl, 1989; Avolio et al., 1999; Bass, 1997).

Structure and definition of transformational and transactional leadership styles

Burns and Bass consider the concept of leadership under two main titles, transactional and transformational leadership. Based on more traditional styles, transactional leadership acts under the principle of awarding and involves mutual exchange between leaders and followers (Yukl, 1989; Bass et al., 2003). In transformational leadership, leaders establishes a link between himself/herself and followers/employees, affects them, becomes a role-model for them, encourages them to work willingly beyond their performance, acts under team spirit, pays effort to realize the organizational goals in unity, follows constantly innovations, changes and developments, keeps the organization full and alive under fierce competition and enables the organization to get closer to success (Yukl, 1989; Bass, 1997; MacKenzie et al., 2001; Avolio et al., 1999).

Sub-dimensions of transformational and transactional leadership

The sub-dimensions of transformational leadership are

generally considered under the following titles: *Idealized influence-charisma*: Leader is a person admired, trusted and respected; *Inspirational motivation*: Leader motivates and encourages the followers in line with the organizational goals and objectives; *Intellectual stimulation*: Leader encourages his/her followers to have a new/different perspective towards experienced incidents, situations and problems; *Individualised consideration*: Leader takes care of his/her employees' personal differences and needs, pays required importance to them and detects their different possibilities and capabilities, and sets for them the objectives that they can achieve (Bass, 1997; Bass and Steidlmeier, 1999; Bass et al., 2003). The sub-dimensions of transactional leadership can be addressed under the following titles: *Conditional award*: Leader informs the followers clearly about the expectations of organization and about the fact that they will be awarded if they satisfy these expectations; *Management by exceptions*: It is divided into two categories as active and passive: a) *Active management by exceptions:* Leader observes his/her employees and their performance. In the event of a divergence from standards and rules, leader intervenes in and remedies the mistake. b) *Passive management by exceptions*: Leader doesn't intervene in the system until the problems become serious. When the disruptions experienced become serious, it attracts everyone's attention and hence leader takes an action and intervenes in the situation; *Leadership recognising full freedom*: Leader doesn't take action, he is indecisive and reluctant. He/she avoids undertaking responsibility, leaves his/her employees and system alone, and he is presents within the system and management when he is needed (MacKenzie et al., 2001; Bass, 1997; Bass et al., 2003).

The role of transformational and transactional leadership styles in efficient management

The transformational and transactional leadership have separately effects on organizational structure and institution culture. Transactional leaders do not interfere with the functioning system of organization coming beforehand (Bass, 1997); they motivate the employees with rewards, they promise authority, status and money to their employees for their success (Howell and Avolio, 1993); they are not very interested in individual characteristics, entrepreneurial and innovative aspects of the employees (Deluga, 1990); activities keep going in this way within the frame of fundamental mission and vision of the organization (MacKenzie et al., 2001; Bass et al., 2003). This leadership style is beneficial in managing the organization, and in guiding and managing the system within the framework of mission, vision and values of the organization (Bass, 1997).

However, it is weak in reorganizing the organization and the institutional structure quickly in the face of

innovation, entrepreneurship, reform and needs which are virtually obligations in today's competitive environment, and in presenting outputs beyond expectations by collaborating with the employees and acting with a team spirit (Yukl, 1989; MacKenzie et al., 2001). Transformational leaders establish a strong relation among their employees (Bass, 1997); they lead employees regarding the interests of the organization (Deluga, 1990); they deeply encourage their employees to work very hard and make sacrifice for the success of the organization (Leithwood, 1992); they ideally analyze and recognize the employees' beliefs, values and needs, and thus, motivate them by considering their individual differences and encourage them in displaying performance beyond expectations (Leithwood et al., 1996); they are in constant personal and organizational development (Bogler, 2001); they pursue innovation with an everlasting energy and desire, they are entrepreneurs and innovative (Bess and Goldman, 2001). This leadership style is a sense of leadership closer to success in today's conditions in which the change is experienced dizzyingly, science and technology develop and become widespread extremely fast, competition is experienced drastically, organizations need to find fast and flexible solutions to succeed at the local and global level, to maintain their existence by coping with problems, to adapt rapidly to the changing conditions, the management construction is restructured based on individual characteristics, and success is achieved with a team spirit (Yukl, 1989; Howell and Avolio, 1993; Leithwood and Jantazi, 2006; MacKenzie et al., 2001).

The purpose and significance of the study

Raising individuals who are innovative, entrepreneurial and self-aware; who have a leadership spirit and strong character; who can use their capacity in the most efficient way being aware of the opportunities and capabilities, is now the most important issue today. At this point, educational institutions and the managers of these institutions, namely school principals need to perform critical tasks for the training and development of desired individuals.

Leadership styles for school principals are one of the most important issues which has been emphasized and investigated especially in recent times (Koh et al., 1995; Pounder et al., 1995; Bogler, 2001; Barnett et al., 2001; Leitwood and Jantezi, 2006). Important and remarkable discussions were made about the most appropriate leadership style in educational administration (Stewart, 2006). When the literature was examined, the transformational leadership and instructional leadership styles come into prominence on this topic (Stewart, 2006). Researches on many issues which were related to leadership styles were carried out also in educational administration as in almost all fields of management

science (Hoy and Miskel, 2010; Lunenburg and Ornstein, 2013).

In particular, looking at researches that examined the transformational and transactional leadership styles: some studies draw attention such as the effect of transformational and transactional leadership characteristics on job satisfaction (Bogler, 2001), the effect of transformational leadership characteristics on teacher behaviors and student achievement (Leithwood and Jantezi, 2006), the effect of transformational leadership characteristics on trust and working characteristics of teachers (Geisel et al., 2003), the effect of transformational leadership characteristics on teachers' job satisfaction, school culture and the achievements of students (Barnett et al., 2001), the effect of transformational leadership characteristics on burnout of teachers (Leithwood et al., 1996), the effect of transformational leadership characteristics on teacher behaviors and student performance (Koh et al., 1995).

Many researches and studies were carried out about the leadership characteristics of school principals and the related variables also within the country: Leadership styles of school principals and the learning organization (Korkmaz, 2008), leadership and performance (Korkmaz, 2005b), leadership roles of school principals (Tahaoğlu and Gedikoğlu, 2009), leadership and burnout in teachers (Cerit, 2008), leadership and job satisfaction in teachers (Yılmaz and Ceylan, 2011), leadership, internal school variables and student outcomes (Korkmaz, 2006), leadership and organizational commitment (Buluç, 2009a), leadership and organizational citizenship (Oğuz, 2011; Özdemir, 2010), leadership orientations and learning styles (Arslan and Uslu, 2014), leadership styles in terms of different variables (Cemaloğlu, 2007b), leadership behaviors, opinions of administrators and teachers (Özdemir, Sezgin and Kılıç, 2015), leadership styles and intimidation (Cemaloğlu, 2007a), leadership and organizational culture (Şahin, 2011b; Koşar and Çalık, 2011), school principals' leadership behaviors and organizational trust (Kürşad, 2004), leadership and bureaucratic school structure (Buluç, 2009b), leadership styles and organizational commitment (Buluç, 2009), instructional leadership and school culture (Şahin, 2011a; Şahin, 2011c).

There are also studies focusing on transformational and transactional leadership characteristics of school principals in particular: Organizational commitment with transformational and transactional leadership (Ceylan et al., 2005), transformational and transactional leadership styles (Şahin, 2005), transformational leadership, strength and team effectiveness (Özaralli, 2002), transformational leadership, organizational citizenship and organizational justice (Arslantaş and Pekdemir, 2007), core values with transformational and transactional leadership (Ergin and Kozan, 2004), transformational leadership (Çelik ve Eryılmaz, 2006), transformational leadership and application levels (Akbaba-Altun, 2003).

Looking at the results of these studies, it can be seen

that leadership behaviors are very important for institutions and have very critical role in the success of the institutions. In suggestions made according to the results of the study, establishment and development of effective leadership styles in institutions is strongly recommended. It is recommended that the power of effective leadership should be actively utilized based on making the efficient and effective leadership styles sensible in the entire institutions, the creation of a positive organizational culture in institutions, the realization of healthy organizational communication and the establishment of organizational citizenship among employees.

In this study, transformational and transactional leadership styles of school principals were investigated in terms of different variables according to the teachers' perceptions. This study tried to determine which leadership styles did school principals have from the viewpoint of teachers, and how these leadership styles vary according to teachers' gender, seniority and educational status. The results of this research are important in terms of data that will reveal the detection of which leadership styles did school principals have, the detection of how do teachers perceive these according to different variables, and the development of positive leadership characteristics for the establishment of an effective education and training system with a healthy school management. Studies related to transformational and transactional leadership characteristics of school principals in the literature, as mentioned, generally addressed the relationships with school and educational administration variables. Although there are studies that analyzed the leadership styles with the viewpoints of teachers and in terms of different variables that teachers had, they are not at the desired level. This research is also important in terms of making contribution to make up this deficiency in the literature.

In the light of this information, the main purpose of this research is to investigate the leadership styles of school principals according to the perceptions of teachers. The main question of the research: How are the leadership styles of school principals evaluated according to the perceptions of teachers? The following questions were sought to be answered within the research: Do the leadership styles of school principals show a significant difference based on gender, seniority and educational status according the viewpoints of teachers?

METHODOLOGY

Research model

This was a descriptive study of teachers' perceptions of the school principals. This was a quantitative investigation using survey instruments.

Population and sample

The population of the research was composed of teachers working

in public and private schools affiliated to the Ministry of Education in Avcılar district of Istanbul province in 2014. Sample was not taken in the research; information was obtained from the population. There were 3,572 teachers in the population. In the research, web-based and original survey information management system (ABYS), which was specially prepared for the research, was developed. Due to opportunities and facilities provided by this system, complete inventory sampling model was utilized to reach all of the schools in the district. Complete inventory sampling model is the information collection from all units in the target audience regarding the research (Şenol, 2012). Complete inventory model requires significant effort, and has important advantages as it foresees the collection of information from all units in the audience (Şenol, 2012). The success of the sample increases in proportion to the existence of preliminary information about the audience units. Sample becomes difficult when these kinds of information are not reached accurately and reliably.

However, the fact that such preliminary information is not necessary for complete inventory is an important advantage of the complete inventory (Şenol, 2012). Due to this and similar advantages, complete inventory sampling model was used while obtaining information from the population.

Sample was not taken in the research, information was obtained from the population; and the data of 1,117 teachers with necessary requirements were used. Among 1,117 people whose data were evaluated, 425 of them (38%) were female; while 692 of them (62%) were male. A total of 490 (43.9%) people including 158 (14.1%) female and 332 (29.7%) male were from the state primary school; a total of 238 (21.3%) people including 90 (8.1%) female and 148 (13.2%) male were from the state secondary school; a total of 284 (25.4%) people including 132 (11.8%) female and 152 (13.6%) male were from the state high schools; a total of 31 (2.8%) people including 11 (1.0%) female and 20 (1.8%) male were from the private primary school; a total of 31 (2.8%) people including 16 (1.4%) female and 15 (1.3%) male were from the private secondary school; and a total of 43 (3.8%) people including 18 (1.6%) female and 25 (2.2%) male were from the private high schools, all participated in the research. The number of male who participated in the research was higher than the number of female, and similarly, the number of those from governmental institutions who participated in the research was higher than the number of respondents from private institutions.

Data collection and analysis

Data collection tools

1. Personal information form*:* Closed-ended questions investigating the personal and professional characteristics of teachers who were included within the scope of the application in Personal Information Form.
2. Leadership Styles Scale: Appropriateness of leadership styles scale to factor analysis was investigated by Kaiser-Meyer-Olkin value (KMO) and Bartlett Test of Sphericity. 1) KMO value of 0.986 and Barlett Test of Sphericity (p: .000) of *Leadership Styles Scale* were observed to be significant. 2) KMO value of 0.968 and Barlett Test of Sphericity (p: .000) of *Transformational Leadership Styles Scale* were observed to be significant. 3) KMO value of 0.773 and Barlett Test of Sphericity (p: .000) of *Transactional leadership Styles Scale* were observed to be significant. These results indicate us that the scale complies with the factor analysis. As a result of the factor analysis carried out:

The general reliability value of leadership styles scale was 0.996. The general reliability value of sub-dimensions of transformational leadership scale, which was composed of 57 items and 8 sub-dimensions, was 0.990, and the general reliability value of sub-dimensions of transactional leadership scale, which was composed

of 10 items, was .870.

Analysis and Interpretation of Data

Data entry that was obtained from the respondents was made by SPSS 17.0, and research data was resolved with "average", "standard deviation", "t-test" and "one-way analysis of variance".

RESULTS

The perceptions of teachers who participated in the research regarding the leadership styles of school principals were positive and at high level. The results obtained from the statistical analyses carried out in accordance with the research problem are shown in tables. Whether the perception regarding the transformational leadership characteristics of school principals vary according to gender is shown in Table 1.

In Table 1, the fact that whether the perception about transformational leadership characteristics of school principals varied according to the gender was revealed by independent sample t-test: Transformational leadership perception (as it was $t = 0.880$, $p > 0.05$) did not vary significantly according to the gender of the respondents. Whether the perception regarding the transactional leadership characteristics of school principals vary according to gender is shown in Table 2.

In Table 2, the fact that whether the perception about transactional leadership characteristics of school principals varied according to the gender was revealed by independent sample t-test: Transformational leadership perception (as it was $t = -.333$, $p > 0.05$) did not vary significantly according to the gender of the respondents. Whether the perception regarding the transformational leadership characteristics of school principals vary according to professional seniority of the participants is shown in Table 3.

In Table 3, the fact that whether the perception about transformational leadership characteristics of school principals varied according to the professional seniority of the respondents was revealed by ANOVA Test: The opinions about the transformational leadership characteristics of school principals (as it was $p > 0.05$) did not vary significantly according to the professional seniority of the respondents. Whether the perception regarding the transactional leadership characteristics of school principals vary according to professional seniority of the participants is shown in Table 4.

In Table 4, the fact that whether the perception about transactional leadership characteristics of school principals varied according to the professional seniority of the respondents was revealed by ANOVA Test: The opinions about the transactional leadership characteristics of school principals (as it was $p > 0.05$) did not vary significantly according to the professional seniority of the respondents. Whether the perception regarding the transformational leadership characteristics of school

Table 1. Gender and transformational leadership independent sample t-test results.

Variable	Gender	N	$\bar{x}$	SS	t
Transformational leadership	Female	425	3.9019	67.056	0.880
	Male	692	3.8960	58.585	-

p > 0.05.

Table 2. Gender and transactional leadership independent sample t-test results.

Variable	Gender	N	$\bar{x}$	SS	t
Transactional leadership	Female	425	3.8305	10.636	-.333
	Male	692	3.8507	9.259	-

p > 0.05.

Table 3. Professional seniority and transformational leadership ANOVA results.

Professional seniority	N	$\bar{x}$	SS	Sum of squares	Average of squares	F
0-1 year	57	3.9649	58.085	21835.819	4367.164	1.140
2-3 years	89	4.1403	53.276	4256457	3831.194	-
3-5 years	83	3.8070	62.296	4278293	-	-
6-7 years	106	3.9473	57.627	-	-	-
8-10 years	149	3.8421	61.434	-	-	-
11 years and above	633	3.8771	64.043	-	-	-
General	1117	3.8947	61.916	-	-	-

p > 0.05.

Table 4. Professional seniority and transactional leadership ANOVA results.

Professional seniority	N	$\bar{x}$	SS	Sum of squares	Average of squares	F
0-1 year	57	3.6824	7.9307	947.114	189.423	1.980
2-3 years	89	4.0910	8.4781	106274.8	95.657	-
3-5 years	83	3.8000	10.236	107221.9	-	-
6-7 years	106	3.8990	8.8914	-	-	-
8-10 years	149	3.7261	9.9168	-	-	-
11 years and above	633	3.8464	10.139	-	-	-
General	1117	3.8430	9.8018	--	-	-

p > 0.05.

principals vary according to educational status of the participants is shown in Table 5.

In Table 5, the fact that whether the perception about transformational leadership characteristics of school principals varied according to the state of education of the respondents was revealed by ANOVA Test. The opinions about the transformational leadership characteristics of school principals (as it was p > 0.05) do not vary significantly according to the state of education of the respondents. Whether the perception regarding the transactional leadership characteristics of school principals vary according to educational status of the participants is shown in Table 6.

In Table 6, the fact that whether the perception about

Table 5. State of education and transformational leadership ANOVA results.

State of education	N	$\bar{x}$	SS	Sum of Squares	Average of squares	F
4-Year higher education, undergraduate	871	3.9122	59.893	60923.332	15230.833	4.016
Post graduate	125	3.9021	61.575	4217369	3792.598	-
Teacher's training school	4	2.8596	122.39	4278293	-	-
2-3-Year associate degree	97	3.9221	63.680	-	-	-
Other	20	3.0701	100.53	-	-	-
General	1117	3.8947	61.916	-	-	-

$p > 0.05$.

Table 6. State of education and transactional leadership ANOVA results.

State of education	N	$\bar{x}$	SS	Sum of squares	Average of squares	F
4-Year higher education, undergraduate	871	3.8730	0.3140	2333.137	583.284	6.184
Post graduate	125	3.8520	0.8403	104888.7	94.324	-
Teacher's training school	4	3.0000	11.547	107221.9	-	-
2-3-Year associate degree	97	3.8010	1.1531	-	-	-
Other	20	2.8550	3.7009	-	-	-
General	1117	3.8430	0.2932	-	-	-

$p > 0.05$.

transactional leadership characteristics of school principals varied according to the state of education of the respondents was revealed by ANOVA Test. The opinions about the transactional leadership characteristics of school principals (as it was $p > 0.05$) do not vary significantly according to the state of education of the respondents.

DISCUSSION

This research was carried out to investigate the transformational and transactional leadership styles of school principals, and to evaluate them in terms of educational administration. According to research result, the average perception of teachers about the transformational and transactional leadership of school principals was found high. Similar results were obtained in the study of Oğuz (2011), Şahin (2005, 2011), Tahaoğlu and Gedikoğlu (2009), Cerit (2008), Ceylan, Keskin and Eren (2005), Cemaloğlu (2007a), Ergin and Kozan (2004), Çelik and Eryılmaz (2006), Buluç (2009) and Akbaba-Altun (2003). This situation is highly important for our education and training system because high perception of school principals' leadership levels will have a positive impact on educational and training activities in schools, contribute to creation of a healthy school climate and also affect school success positively.

There are important connections between the transformational and transactional leadership and the structure, and success or failure of the institutions (Şahin, 2005). The transformational and transactional leadership have separately effects on organizational structure and institution culture (Tahaoğlu and Gedikoğlu, 2009). Teachers' organizational trust, commitment (Buluç, 2009), organizational citizenship behaviours (Oğuz, 2011) and job satisfaction (Yılmaz and Ceylan, 2011:291) as well as positive and healthy organizational structure and climate (Şahin, 2011; Korkmaz, 2005; Cemaloğlu, 2007a; Koşar and Çalık, 2011) should be high.

Teachers' perceptions on the school principals' transformational and transactional leadership characteristics vary significantly by gender, professional seniority and state of education. These findings are similar to those of Oğuz (2011), Tahaoğlu and Gedikoğlu (2009), Şahin (2011), Çelik and Eryılmaz (2006) but not to Şahin's (2005, 2006). In Oğuz's (2011), the teachers' perceptions on the school principals' transformational leadership styles don't vary significantly by state of education but not the variables of gender, field of study and professional seniority. In Tahaoğlu and Gedikoğlu's (2009), the teachers' perceptions on the school principals' realization levels of their transformational leadership roles don't vary significantly by the variables of gender, professional seniority and the last school from which they graduated. According to Şahin's (2011), the teachers' perceptions on the school principals' leadership behaviours don't vary significantly by their age and working time. In Çelik and Eryılmaz's (2006), the teachers' perceptions on the school principals' transformational

leadership characteristics don't vary significantly by their gender age, field of study, education level and working time in the same school. In Şahins's (2005), the teachers' perceptions on the school principals' leadership styles vary significantly by their working time, status of their schools and socio-economic level. In another research of Şahin (2006), the teachers' perceptions on the school principals' transformational leadership characteristics vary significantly by their field of study, whether the school principals have taken management training or not, their working time in school and professional seniority.

According to the result of this study: the male's average perception on the school principals' transformational and transactional leadership styles is higher than that of the female but the difference between them is not significant (p>0.05). This situation shows that the female and male have similar criteria to assess the school principals' leadership styles. From a different perspective, this result implies that the school principals don't differentiate between the female and male while performing their leadership roles and they have similar attitudes and behaviours towards them. This situation can be interpreted in the way that objectivity, such important principles as fair management and equal treatment are applied in the schools where this research was conducted. The opinions on the school principals' transformational and transactional leadership charac-teristics vary significantly by the respondents' professional seniority and status of education. In many researches, similar results have been obtained, which may result from similarity of the socio-economic levels of schools, the school principals' management styles, existing capa-bilities, teachers' personal perceptions and perspectives.

Along with all these research results, there are important connections between the transformational and transactional leadership and the structure, and success or failure of the institutions. The results of many researches carried out support these study findings. Transformational leadership has a very important place for the management of educational institutions (Leithwood, 1992; Pounder et al., 1995). Transformational school principals act in unity and solidarity with all the employees in the school especially with the teachers (Leithwood, 1992; Barnett et al., 1999); they serve as a role-model with their visionary and charismatic personalities in the realization of the school's objectives (Geijsel et al.,, 2002: 239); they support teachers in order for them not to have feelings of anxiety, stress and burnout and to strong and willing (Leithwood et al.,1996; Decker, 1989; Miller, 200; Reeves, 2006) they are entrepreneur, innovative, respectful to ethical values, fair, principled and virtuous (Hoy and Tarter, 2004; Greenfield Jr, 2004); they follow technology and scientific developments and they modernize, change and develop their school within these data (Anderson, 1991); they lead their teachers in terms of education (Larsen, 1985; Barnett et al., 1999); they have expectations according to

their teachers' facilities and capabilities by considering their individual differences (Silins and Mulford, 2004); they make effort for the personal and institutional developments of teachers in order for them to be more effective for the school and the students, and they create the learning organization culture (Leithwood and Jantazi, 2006; Miller, 2001; Herndon, 2007: 42); they prepare a healthy working environment (Miller, 2001); they make an effort for a forgiving climate which is open to improvement and in which teachers can express themselves, they can easily come up with different ideas and thoughts against events, situations and problems, and they identify with the school's objectives (Hipp, 1997; Silinsn et al., 2002); they motivate, encourage and support all teachers most appropriately by considering their individual characteristics (Koh et al., 1995; Blase and Blase, 1999); they manage the school by being conscious of the presence of successful and happy teachers for the education of successful and happy students (Leithwood and Jantazi, 2006; Pounder et al.,1995; Bogler, 2001; Herndon, 2007).

CONCLUSION

Today, the innovations which are developing quite fast and the changes that are experienced in organizations, job and human factors render leadership highly significant and increase the need for people with leadership characteristics. Transformational leadership plays a vital role for proper orientation of teachers who are the most valuable of educational institutions and supporting them and for creation of positive organizational culture as well as health school climate. Leadership is now the most significant and determinant actor of organizational management.

Organizational trust, commitment and citizenship behaviors level of the teachers, positive and healthy organizational structure and the performance and success index of the organization are high. With reference to all results, it can be determined that leadership characteristics of school principals directly and very significantly affect the organizational trust, commitment and citizenship felt at the school especially by those working in schools, the culture and climate of the school and the quality of education and training. Personal and professional characteristics that the school principals have, the communication and management styles they use significantly determine the school's material and spiritual properties, and the physical and psychological structures of all staff at the school. The leadership characteristics of the school principals should be the source of inspiration for the teachers and should guide them.

Moreover, in addition to being the driving force of change that will take place at the school, the leadership characteristics of the school principals should be

competent to solve the problems in the fastest and most effective way when faced with. The leadership characteristics of the school principals should unite all tangible and intangible elements of the school together almost like cement, and should form a consistent integrity among them. The transformational leadership styles exhibited by principals working in educational institutions positively affect the school and the whole stakeholders concerning the school. This situation is also reflected on teachers and employees, and supports education and training to be successful. Researches clearly indicate that school principal is the most important factor that will make the school peaceful or unpeaceful, and at the same time, that will determine the success or failure of the school.

Thus, it can be concluded that it is very important for school principals to make an effort for the development of their transformational leadership characteristics.

SUGGESTIONS

Scientific meeting activities such as management training, conferences, seminars, panels, and in-service training activities that will enhance the transformational leadership characteristics of school principals should be organized. School principals should come together among themselves and talk about the examples of successful leadership, and they should hold a consultation and share their experiences. Giving lessons such as "education management", "leadership in school management", "leadership and organizational citizenship", "leadership and institutional success" in faculties of education will be beneficial in terms of raising awareness on leadership. Therefore, the number of these lessons and similar lessons should be increased.

Conflicts of interest

The author has none to declare.

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