

The Changing Role of Educational Administrators

Eğitim Yöneticilerinin Değişen Rollerini

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Abstract

The purpose of the study is to determine the changing role behaviours of administrators in general high schools. These changes are categorized under nine topics. School administrators' changing role behaviours and teachers perceptions in terms of their type of job, seniority, sex and level of education were analyzed to see if there were significant relationships between these teachers' characteristics and perception. The data collection instrument was administered to 232 teachers and 51 administrators. The results of the study revealed a significant difference between teachers' type of job and their perceptions about school administrators changing role behaviours. However, sex, seniority and level of education did not show any significant difference.

Key words: Level of education, changing role behaviours, administrators, teachers.

Öz

Bu araştırmanın amacı genel liselerde görev yapan okul yöneticilerinin değişen rol davranışlarını tespit etmektir. Okul yöneticilerinin değişen rol davranışları dokuz kategoride toplanmıştır. Okul yöneticilerinin değişen rol davranışlarına ilişkin öğretmen algılarının görev türü, cinsiyet, mesleki kıdem ve öğrenim durumlarına göre anlamlı bir farklılık gösterip göstermediği araştırılmıştır. Araştırmada kullanılan veri toplama aracı 232 öğretmen ve 51 yöneticiye uygulanmıştır. Araştırma sonuçları, okul yöneticilerinin değişen rol davranışlarına ilişkin öğretmen algılarının görev türüne göre anlamlı bir farklılık gösterdiğini ortaya koymuştur. Bununla birlikte cinsiyet, mesleki kıdem ve öğrenim durumlarına göre anlamlı farklılık bulunamamıştır.

Anahtar sözcükler: Eğitim düzeyi, değişen rol davranışları, yöneticiler, öğretmenler.

Introduction

Parallel to the socio-economic and technological changes and developments, schools are displaying more complex structures and operations. The expectations of local directors of education in cities and towns, teachers, students, and their families towards a school and its administrators are increasing and changing (Gümtüşeli, 1996). The role of school administration is to keep the school alive according to its aims by making use of the human and material resources of the school most effectively and productively. For the school

administrator to be successful, he must consider the school as a system of roles and adjust his behaviours by considering the roles and expectations of teachers and other staff.

The school administrator, who is affected by the social, economical and political changes in society, must adapt himself/herself to these changes. Institutions which cannot follow the changes in the society cannot survive for long, since the main function of education is to help individuals adapt to society and make them ready for jobs and life. It is unthinkable for educational institutions to be behind this change. Important changes and developments in technology make it obligatory to make changes in school administrators' views and thoughts (Aix, 1988). The school administrator is the

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key person in creating a perfect school. An administrator's managerial skill is important for educational development in school and in class. Moreover, it is an important factor in the success of the school. It is this leadership which affects the learning climate and teachers' morale. It also helps the school achieve its goals (Anderson, 1991).

In Turkey there is no formal programme or educational institution to train school administrators. This inadequacy has serious effects not only before someone becomes an administrator but also afterwards. In service training programmes or prep programmes for school administrators are insufficient. The main reason for this is mentioned below.

In universities generally theoretical subjects are taught. Practical knowledge is rarely given. Although school administrators are not educated regarding the personal feelings of the staff, they often face them, such as furious parents, excited students and stressed teachers. In short, universities do not educate administrators according to the realities of life (Anderson, 1991).

Pressure on administrators is increasing day by day. Administrators have to not only fulfil duties imposed by laws and regulations but also solve the problems which emerge as a result of social and economic changes. Another reason is that divorce is on the increase. Divorces affect not only divorcees but also their children. The number of children whose parents have divorced is increasing and this causes great problems in schools. Solving this problem requires new role behaviours. For example, in 1990, the total number of divorces was 25,712 whereas in 1997 it was 32,717 (statistical yearbook of Turkey).

In order to find reliable and continuous solutions for these changes we need a reform in the system. According to Conley (1993) the main reason for such a reform is that changes in the structure of the traditional family, the increase in children's poverty, together with the inadequacy of welfare and social service programmes directly or indirectly lead to certain expectations from educators.

Some of the duties of school administrators which would emerge with a reform of the system involve team work, leadership, motivation, ethical values, vision, management of differences, communication, continuous development and conflict management. The aim of this

research is to examine whether the above listed issues are considered to be among the duties of a school administrator by educational managers and teachers. Each of them is explained briefly.

Team Work

Team work enables people in the organisation to communicate better and have confidence in each other. According to Cafoğlu (1996), staff tend to work together in the organization. Managers at each level try to get on well with each other because insufficient collaboration causes a lot of problems. Senge (1991) suggests that team work eliminates rivalry among individuals, making them help each other.

The results of a research carried out in the U.S.A. have revealed ten major factors which prevent managers from cooperating with each other. Five of them are as follows (Longenecker and Neubert, 2000).

1. Personality conflicts and egos,
2. Conflicting aims,
3. Reward system based on individual performance,
4. Combining vision lacks, and
5. Ineffective leadership

However, whenever managers do not work together, communication in the organisation collapses. It may decrease performance and production. Resources are wasted and the result is useless effort. When no effort is made to work together, morale decreases, ill thoughts and feelings increase. Whenever institutions spend a lot of energy for better results, these factors only increase the current problems (Katzenbach, 1997).

It is necessary for schools to be directed to team work. Educational institutions are suitable places for team work and collaboration. Preparation of annual plans, group meetings by teacher, forming a disciplinary committee, giving evaluation exams together and teachers' meetings are typical examples of team work. When all the staff takes part in team work, it eliminates the negativity between the manager and the staff. Not paying attention to team work causes teachers to waste their time. When they realise that what they have suggested is not applied it causes them to feel that they have weak authority and also makes them anxious.

Leadership

A school manager is the educational leader who develops the vision for the organisational aims shared

and supported by the staff at every level in the school, makes the vision common among staff, implements the vision and increases the success of all students and teachers by facilitating the school management (Trotter, 1997). When the concept of educational leadership first appeared at the end of the 1970s, administrators were considered to be effective administrators as long as they managed a school by mean of strict discipline and high standards. This leadership was based on hierarchy and it depended on the strict implementation of managers' authority on their junior staff.

Leaders also describe themselves as learners. They continually search for new ideas, means and solutions. To do this, they have to solve certain problems. In order to overcome the problems the school faces, leaders must create learning groups where all the people in the school work together (Hord, 1997). By sharing decisions and supporting the staff to learn, leaders can create learning groups.

Since schools cannot be changed just through simple prescriptions, researchers started to search for more detailed and complex concepts of leadership and focused on the concept of facilitating leadership (Lashway, 1995). Traditionally, leadership is considered to dominate by formal authority. Here the flow is from top to bottom. As opposed to this, facilitating leadership is based on cooperation and the flow of power has different directions (Dunlop and Goldman, 1990). Schools are suitable for such a power because teaching needs autonomy rather than standardised formulas. Teachers cannot be successful merely through imposing orders on their students. A teacher must work indirectly through creating conditions which enable students to learn. School administrators must create an environment where teachers can work effectively.

Motivation

Motivation is a function which is fulfilled by a manager to enable an organization to reach its aims by making senior staff move (Scott, 1972). The success of the staff in an organization is only possible when they have the skill which the job requires and they are well motivated. Though the institution has enough machinery and equipment, unless they are used by motivated people they are useless.

The reason why the staff attempt to perform something is that they hope to meet a need. Needs are

the basic motives of human behavior (Wendel, 1992). As we know, needs are what direct behaviour. For this reason, there is a mutual flow of knowledge between the organization and the staff. The staff try to realize the aim of the organization through their knowledge, skill and ability. On the other hand, to meet its needs, the staff make use of the organization. Motivation arises when the need is perceived. An individual has tension, and he looks for methods for satisfaction. When his need is met, he evaluates the degree of satisfaction. When he finds it sufficient, another need replaces it.

Each person has different needs. It is difficult to make staff work when their needs are not met. People generally work in harmony and more productively when a job meets their needs that they give priority to. School leaders must have enough knowledge about motivation. Students, teachers and other people in the school need motivation. Besides, school leaders must know the factors affecting motivation. For example, school's psychological surrounding strongly effects the students' motivation. To create such a surrounding, a school leader can apply certain programmes (Renchler, 1992) to emphasise the importance of creating aims, to present alternatives to students in educational environment, to reward students trying to be the best, to support team work and to teach how to use time well and provide unaided educational opportunity where possible.

Ethical Values

A manager's personal values are a base for his decisions and strategies related to his job. Such values are the base of human behaviour. There are economic, religious and aesthetics values (Spranger, 1928).

Schools are ethical institutions designed to develop social norms, and school administrators are ethical representatives who must choose one ethical value over another. As leaders, school administrators have the responsibility for applying authority in an ethical way (Greenfield, 1991). As Rushworth Kidder (1995) defines the point, ethical dilemma is not a choice between two rights. Ethical authority stems from ethical values like honesty, fairness, and mercy. For this reason, it is not enough to follow only a few simple rules to be an ethical school leader (Newman, 1998).

Among one of the most important virtues for a school leader is honesty, according to the results of some

researches. Leaders must use their strength within certain limitations. To do this they must not shelter behind statutes and power.

Visionary Leadership

Vision, which is sometimes defined as one element of the leadership process and sometimes as a different leadership process, is the most important element of the new leadership approaches (Erçetin, 2000; Whitaker and Mosse, 1994). Vision does not only value aims. It encourages everybody in the school. The vision of a school is the basic statements of the values, aims and purposes of the school.

The school administrator has the most important role in developing vision. For this, there must be written statements. Implementing vision without written statements may have a lot of negative results. For this reason school administrators must be effective leaders. Behaviours, definitions and prescriptions about effective leadership form a long list. Effective leadership has two important elements. These are creating a school vision and positive relations among individuals (Davis, 1998). The Random House Dictionary defines a visionary person as a one who has imaginary, useless and impractical views and/or programmes. An administrator with a vision is the one who makes distinct decisions, the capacity for thinking creatively, who consults people and can turn organizational and individual failure into individual and organizational development.

Weller and Hartley (1994) in their article "developing vision in total Quality Management" proposed the following steps for a successful vision.

- Step 1- Choosing the group and its representation
- Step 2- Forming orientation
- Step 3- Defining core values
- Step 4- Forming micro mission
- Step 5- Forming macro mission
- Step 6- Writing the aims

Statements related to vision must have the following characteristics:

1. Be clear.
2. Be short
3. Be difficult to reach
4. Include all possibilities
5. Reflect the values of the organization and the staff.

Management of Diversities

Each individual has different characteristics, and this forms his difference from the others. As a result of these differences, each member of the staff may have different aims, values and hypotheses. The administrator must know how to use these diversities for the aims of the organization and make the organizational climate a pleasant place to work (Lober and Norton, 1989). Administrators must accept these value differences as a source for motivation. If these differences are not accepted, it is likely that some natural groups will emerge.

Here the most important duty of the administrator is to reconcile these diversities and enable his staff to work for common goals. When differences are managed, it increases interest. Zuelke (1987) stated that if teachers and other staff value these diversities, the motivation in the school and self respect are likely to increase. To be successful, the administrator must be aware of the interacting factors. The organizations which do not know how to deal with diversities are likely to face conflicts in the organization when there are lots of different groups and use all their energy just to manage conflict.

Communication

Communication is the process of conveying orders, thoughts, explanations and problems from individual to individual and from group to group (Aydın, 1981). It is the base of the managerial processes. We need an effective communication system so that there is a good relationship between the managers and the staff in an organization. When individuals in an organization do not communicate sufficiently, they feel that they have been left alone and that they are unimportant people. School administrators, since they can complete the long term goals, must create clear communication in the school. It means that teachers and other staff can contact the school administrator and present their problems (Firth, 1991).

Communication is a means to enable the staff and the organization reach common goals. By means of it, employees can develop common ideas and achieve the necessary cooperation. Without communication, it is impossible to have a common goal. Communication not only makes the staff understand the goals of the

organization and their duties but also helps people get to know each other. It is also a means to cope with the problems in the organization.

Conflict

Conflict may mean disagreement, wrong decisions, poor communication, conflict of ideas, violence. It also may mean creative movement, innovation and tolerance. The first indications of conflict are tension, unwillingness for communication, delaying work, getting angry easily and quickly, low morale, absenteeism, causing accidents, slamming doors and yelling (American Management Association, 1986). Cuban (1991) says "Conflict is the DNA of the management. The nature of the roles school administrators have to play make conflict inevitable (p.5)."

Since conflict plays an important role in the lives of school administrators and teachers, such people must learn how to deal with conflict effectively and direct it to constructive results. To do this, they must understand conflict. What is conflict? Where does it come from? How does it develop and diminish? In addition to that, they must have the necessary skills to deal with conflict effectively (Cuban, 1991). Robbins (1974) says that the possibility of improper decisions may increase in organizations where there is no conflict. Conflicts in schools, prevents teachers and managers from preparing something good for their students. For this reason, school managers must not only try to solve the conflict in the school but also maximize the constructive conflict and minimize the destructive conflict.

Conflict can be both constructive and destructive. Constructive conflict supports the goals of the organization and develops its performance. Destructive conflict inhibits organizational performance. As a result, instead of preventing or eliminating the conflict in the organization, managers must use it to achieve organizational goals. To do this successfully, each manager must know the techniques of conflict management.

Continuous Development

The philosophy of continuous development, which is the core of Total Quality Management (T.Q.M), aims to prevent mistakes before they emerge and affect quality (Cafoğlu, 1996). Continuous development is a team of principles, mechanisms and activities with an aim. It

helps the organization reach its goals. 'Continuous' means 'eternal' (Lillrank, 1995). Development is a change planned inside an organization. Development varies from incremental changes to radical changes.

Continuous development may be considered as a reaction to environmental conditions which force organizations to develop adaptation methods so that the staff adapt themselves to the organization. Continuous development is a key topic in not only the management of the organization but also in organizational design. (Ashkenas and Choice, 1995). This concept provides a flexible adaptation to organizations and as a result, it enables the employees to take part in the duties of the organization. For continuous development there must be certain organizational conditions and arrangements. For example, a totalitarian organization is not a suitable place for continuous development.

Method

General high schools excluding vocational high schools which are in the metropolitan province of Ankara were chosen for this study. The Provincial Educational Director, head directors, deputy directors and teachers are included in this research. The aim of this research is to provide an update on the subject of what the changing role behaviours of the managers working in educational institutions are and how the level of these compliments are perceived by managers and teachers. The questionnaire prepared for this research sought answers to the following questions:

Do school administrators perceive (1) team work, (2) leadership, (3) motivation, (4) ethical values, (5) conflict management, (6) visionary leadership, (7) management of differences, (8) communication, and (9) continuous development as changing role behaviours? And, when school administrators are grouped according to (a) type of duty, (b) sex, (c) educational seniority and (d) level of education, is there a significant view difference inside the groups?

Sample

The sample for the research is the administrators and teachers of twelve general high schools, chosen at random in the province of Ankara in the educational year of 2000-2001. Schools in the towns and villages of

Ankara were excluded. The questionnaire was given to 51 administrators and 283 teachers. 98 of them are female and 185 of them are male.

Process

The instrument used to collect data in this research was developed by the researcher who had read the related literature and defined the changing role of school managers. The School Manager Questionnaire was developed through a study of the national and foreign literature. The questionnaire was open ended and data were gathered in group meetings.

This instrument was sent to scholars in the department of educational administration and supervision of different universities for its content validity and it was re-arranged in accordance with the suggestions they made. A pilot survey was done first. It was applied to 82 teachers and the Cronbach Alpha Score was found to be .92. Later, the content consistency of the questionnaire item statistics were calculated. For this calculation, the Kuder Richardson formulate in SPSS for-Windows was used. Items whose factor load was below 30 were excluded from the questionnaire on experts' advice as a result of the factor analysis which was done by the researcher. After the necessary corrections had been made, the questionnaire was applied to administrators and teachers.

There are two sections in the questionnaire. In the first section personal questions were asked to teachers and administrators. In the second section, there are statements about the changing role of school administrators,

communication, motivation, ethical values, leadership, conflict management, visionary leadership, management of differences and continuous development. In the questionnaire, a five point Likert scale was used: 1- completely disagree, 2- slightly agree, 3- agree, 4- almost agree, 5- completely agree.

Findings and Discussion

The data of this research were recorded on the Computer and for the statistical analysis, Statistical Packet for the Social Science (SPSS) was used.

For identification purposes, frequency (F) and percentage (%) were calculated. The means (M) and standard deviations (SD) were calculated and, to see if there is a significant difference among the ideas, means were compared using a t test (t) at the .05 significance level. For the difference of the ideas of more than two groups, an analysis of variance was conducted and for the significant ones, the Scheffe Test was applied. The questionnaire was in accordance with the Likert scale. Since there are 5 columns and 4 spaces, the scale was formed according to 4/5 logic. After the factor analysis, we had a measurement of 50 items and 9 sub-independent variables

When Table 1 is examined, it can be seen that there are differences between point means which are related to administrators and teachers. Among the groups which were defined, to find out whether the differences which were observed among the groups are important or not, a

Table 1

Statistics related to the views of administrators and teachers in the scale of changing role behaviours of administrators

Dimensions \ Type of Job	Administrator			Teacher			t value	P value
	N	M	SD	N	M	SD		
Communication	51	4.21	0.69	232	3.72	0.84	3.91	0.000
Motivation	50	4.01	0.72	227	3.25	0.96	5.20	0.000
Ethic Values	51	4.09	0.76	231	3.43	0.83	4.22	0.000
Team Work	51	3.59	0.83	230	2.92	0.89	4.89	0.000
Leadership	50	3.82	0.80	230	3.29	0.86	3.93	0.000
Conflict Management	51	3.45	0.81	229	3.09	0.87	2.64	0.009
Visionary Leadership	50	3.38	0.83	230	3.33	1.11	0.27	0.784
Management of Diversities	51	3.49	0.68	230	3.22	0.79	2.21	0.027
Continuous Development	50	3.46	0.81	231	3.16	0.86	2.25	0.025

"t test" was used. For communication, motivation, ethic values and team work which are the parts of role behaviour, a significant difference was found at the 0.001 level. For management of diversity and continuous development, a significant difference was found at the 0.05 level. For visionary leadership, a significant difference was not found at either level.

When Table 2 is examined, it is seen that there are differences among the views of female and male administrators and teachers about the role behaviours. When these differences were tested by a t-test, a significant difference was found. It was 0,001 for motivation, 0,005 for communication, 0.05 for conflict management. On the other hand, no significant difference was found for ethical values, team work, leadership, visionary leadership, management of diversities and continuous development at the 0.05 level.

When Table 3 is examined, it is seen that there are differences among point means related to the role behaviours according to seniority. When these differences were tested to see if they were important or not, an important difference was found for communication and motivation, significance level of 0.05. No important difference was found for the others "ethical values, team work, leadership, conflict management, visionary leadership, management of diversities and continuous development" at the significance level of 0.05. These findings show that

there are important differences in the communication and motivation dimensions. To test where the observed differences stem from, the scheffe test was applied and for the communication dimension an important difference, at the significance level of 0.05, was found between groups whose work period is between 5 and 10 years and between 10 and 15 years; between the groups whose work period is between 10 and 15 years and more than 20 years on the other hand, an important difference, at the significance level of 0.05, was found between the groups whose work period was between 5 and 10 years and 10 and 15 years.

When Table 4 is examined, it is seen that there are some differences among vision point means related to some of role behaviour dimensions according to the educational level of administrators and teachers. When these differences were tested using an F test, an important difference was found at the significance level of 0.05, for visionary leadership and continuous development. For the other dimensions, communication, motivation, ethic values, team work, conflict management and management of diversities no important difference was found at the significance level of 0.05. These findings reveal that there are important differences for the dimensions of visionary leadership and continuous development according to level of education. To test where the differences observed stem from, the scheffe test was applied and for the dimension of visionary leadership, an important

Table 2.
Statistics related to sex groups on the scale of administrators' changing role behaviours

Sex Dimensions	Female			Male			t value	P value
	N	M	SD	N	M	SD		
Communication	159	3,69	0,85	124	3,96	0,79	2,75	P<0,005
Motivation	158	3,23	0,93	119	3,60	0,99	3,23	p<0,001
Ethic Values	158	3,50	0,83	124	3,62	0,88	1,17	p<0,05
Team Work	158	3,01	0,92	123	3,07	0,91	0,52	p<0,05
Leadership	158	3,31	0,88	122	3,48	0,86	1,64	p<0,05
Conflict Management	156	3,07	0,87	124	3,27	0,87	1,97	p<0,05
Visionary Leadership	158	3,32	0,75	122	3,37	1,36	0,33	p<0,05
Management of Diversities	158	3,22	0,77	123	3,34	0,78	1,25	p<0,05
Continuous Development	158	3,19	0,82	123	3,23	0,91	0,36	p<0,05

Table 3.

Statistics related to the views of administrators and teachers in the scale of changing role behaviours of administrators

Type of job Dimensions	Statistics	Less than 5 years	Between 5 and 15 years	Between 10 and 15 years	Between 15 and 20 years	More than 20 Years	U value	P value
Communication	N	24	64	75	57	63	3,099	0,016
	M	3,92	3,87	3,56	3,78	4,03		
	SD	0,85	0,74	0,98	0,75	0,73		
Motivation	N	23	62	72	56	64	3,122	0,016
	M	3,66	3,49	3,15	3,21	3,62		
	SD	0,95	0,91	0,97	0,98	0,98		
Ethic Values	N	24	63	74	57	64	1,45	0,217
	M	3,56	3,61	3,38	3,51	3,71		
	SD	0,91	0,64	0,91	0,91	0,90		
Team Work	N	24	64	75	54	64	0,939	0,44
	M	3,13	3,09	2,86	3,12	3,09		
	SD	0,92	0,83	0,94	0,98	0,93		
Leadership	N	22	64	75	56	63	1,58	0,178
	M	3,46	3,40	3,18	3,46	3,53		
	SD	0,86	0,80	0,89	0,91	0,87		
Conflict Management	N	23	63	74	57	63	1,16	0,327
	M	3,08	3,20	3,00	3,21	3,30		
	SD	0,85	0,84	0,92	0,88	0,85		
Visionary Leadership	N	23	64	73	57	63	1,04	0,383
	M	3,26	3,36	3,17	3,55	3,36		
	SD	0,92	0,72	0,79	1,73	0,84		
Management of Diversities	N	24	64	74	57	62	1,54	0,190
	M	3,27	3,33	3,08	3,34	3,37		
	SD	0,82	0,67	0,80	0,81	0,79		
Continuous Development	N	24	63	74	57	63	1,94	0,104
	M	3,36	3,18	3,00	3,33	3,33		
	SD	1,06	0,75	0,72	0,89	0,96		

difference was found between the graduates of Faculties (B.A. holders) and graduates of teachers' colleges.

On the other hand, an important difference, at the significance level of 0.05, was found between the graduates with an M.A. degree and a B.A. degree.

Conclusion

The communication school administrators demonstrate inside the school was found among the changing role behaviours. However, that communication perceived among changing role behaviours was found to be high

among administrators. It can be said that communication in the school is considered to be among the changing role behaviours by administrators and the communication in the school affects administrators and for this reason administrators are sensitive to it. Different explanations for these findings can be proposed. Anderson (1991) stated that administrators spend 70% of their time in face to face communication and for this reason communication courses should be given to students who are likely to become administrators in the future. Toth and Truzillo (1987) found that common

Table 4.
Statistics related to educational level at the level of administrators changing role behaviours

Dimensions	Statistics	Level of education				t value	P value
		Master's degree	B.A degree	Teacher College	Institute of Education		
Communication	N	26	211	23	23	0,353	0,787
	M	3,95	3,79	3,75	3,87		
	SD	0,78	0,83	0,88	0,86		
Motivation	N	25	207	22	23	0,842	0,472
	M	3,60	3,35	3,31	3,58		
	SD	0,92	0,95	1,07	1,14		
Ethical Values	N	26	210	23	23	0,60	0,615
	M	3,73	3,52	3,50	3,65		
	SD	0,73	0,84	0,98	1,03		
Team Work	N	26	209	23	23	1,48	0,219
	M	3,29	2,97	3,24	3,15		
	SD	0,69	0,91	1,00	1,12		
Leadership	N	26	209	22	23	0,95	0,415
	M	3,58	3,34	3,45	3,55		
	SD	0,76	0,86	0,93	1,09		
Conflict Management	N	26	209	22	23	1,60	0,189
	M	3,40	3,10	3,40	3,22		
	SD	0,68	0,87	0,94	0,99		
Visionary Leadership	N	26	208	23	23	2,76	0,042
	M	3,36	3,27	3,39	3,93		
	SD	0,80	0,78	0,96	2,56		
Management of Diversities	N	26	210	23	22	1,65	0,178
	M	3,47	3,21	3,48	3,38		
	SD	0,68	0,75	0,97	0,87		
Continuous Development	N	25	210	23	23	3,20	0,024
	M	3,52	3,12	3,46	3,47		
	SD	0,76	0,81	0,94	1,14		

communication creates a web and it enables an organization to maintain contact with different groups inside and outside the organization. He added that it is the administrator's duty to create such communication.

Perception level related to whether communication is among changing role behaviour or not is found to be higher among males. The perception of administrators and teachers differs significantly according to seniority, but there is no difference according to the level of education.

The motivation the school administrator shows in the school was found among the changing role behaviours, but it was found to be higher among administrators. That the perception level related to motivation among administrators is higher than the teachers' may mean that administrators are sensitive to motivation and realize its positive affect on the staff. We can find similar results in the literature. Klug (1989) based on a research, stated that school leaders can affect the motivation level by forming the educational climate and

by means of it could increase the motivation of both the teacher and the student. Maehr (1991) and Schilling (1999) found that motivation is among the changing role behaviours of administrators. While the perceptions of administrators' and teachers' of whether the motivation should be among the changing role behaviours of administrators differ significantly according to seniority, there is no important difference according to educational level.

Ethical values which administrators have were found among the changing role behaviours. While both males and females considered ethical values to be among the changing role behaviours, administrators gave more importance to ethical values. It may stem from the fact that both men and women give importance to social and ethical values and that these values have a great effect on their behaviours. We can find similar results in the literature. As Mathews (1996), Newman (1998) and Kidder (1995) state, administrators must behave in a responsible way and create schools with ethic values. Administrators think that their roles are different from the roles of students' and parents' and make an effort. According to administrators' and teachers' perceptions, there is no difference related to whether ethical values should be among changing role behaviours according to seniority and level of education.

Team work that school administrators demonstrate in the school was found among the changing role behaviours. Perception of team work among changing role behaviours is found to be high among administrators. There is no difference between males and females. We can find similar results in the literature. Longenecker and Neubert (2000) found that team work should be among the role behaviours of administrators and stressed that administrators should cooperate and learn to work together and they should be guided in this aim because not doing this has a high cost. Both administrators and teachers showed no difference in whether team work should be among changing role behaviours regardless of their seniority and level of education.

Leadership administrators demonstrate in the school was found to be among the changing role behaviours. There is no difference between males and females, but there was a difference between the views of the leaders' and administrators. We can find similar findings in the

literature. As Conley and Goldman (1994) and Hord (1992) stated leadership is the effort made to enrich the adaptation, problem solving and performance development of the organization, and they also emphasized the importance of an administrators' playing such a role. Administrators gave high importance to leadership. It may mean that administrators have a feeling of responsibility. Both teachers and administrators gave the same importance to leadership regardless of their seniority and level of education.

Conflict management was among the changing role behaviours of administrators and they stressed the importance of conflict management because conflict plays an important role in the lives of school administrators and teachers. For this reason, such people should know conflict management. To deal with conflict management, administrators should have the necessary skills. We can find similar findings in the literature. Lindelow (1991), Cuban (1991) and Lawson (1991) state that middle schools are in a rapid change process together and that school administrators need to start conflict management and are interested in how to deal with conflict. Both teachers and administrators considered conflict management to be among the changing role behaviours regardless of their sex, seniority and level of education.

Visionary leadership was found to be among the changing role behaviours of administrators. Importance was given to visionary leadership regardless of sex, type of job and seniority. There is a difference according to the level of education. We can find similar findings in the literature. As Whitakes and Mosse (1994), Weiss (1995) and Conley (1992) stated the school administrator has the most important role in developing vision and for this reason, school administrators should be effective leaders. The two most important elements of effective leadership are forming a school vision and establishing good relationships among individuals.

Management of diversities in the school was found among the changing role behaviour of administrators. Administrators gave more importance to it. This is because they communicate with people who have different values, qualities, cultures, interests and skills. Several explanations found in the literature can be suggested for this finding. Brewer and Brewer (1995) stated that to run a school for a very long time depends

on the administrators' ability to deal with a population whose diversity is increasing. Walters (1995) said that administrators and organizations which have not learnt how to deal with diversity are likely to face conflicts in the future. Sex, seniority and level of education do not have a discriminating effect on the management of diversities.

Lastly, continuous development was found among the changing role behaviour of administrators. Administrators gave more importance to this factor. We can find similar information in the literature. Lilrank, Rami and Lindberg (2001) considered continuous development as a continuous part of an administrator's duty. Sex, seniority and level of education do not have a discriminating effect.

Suggestions

In conclusion, we can say that administrators have the opinion that the nine roles stated are among their changing role behaviours. They realized the importance of them as a result of cultural and technological developments and changes in the society. However, they do not perform these roles in the school despite the fact they perceive them. We need new studies on the changing role behaviours of school administrators and their realization level. The research can be done in the schools which are in the regions whose socio-economic levels are different. Thus we can learn whether socio-economic changes in society cause school administrators to develop new role behaviours, their effects and results.

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