



Leadership Practice in Centralised Systems: Accountability, School Culture and Continuing Professional Development

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Institute of Education

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Declaration of Original Authorship

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

Meliha Sakin

Dedication

To my nephew, Asrin Efe Gulkan: the strongest person I have ever known in my life; the one who taught me that nothing is impossible when you believe.

Abstract

As Turkey strives to better respond to higher social and economic expectations of the globalising world, educational reforms have become an essential factor for improving education and schools and making them more effective. While demands for reform in Western countries have fostered the significance of leadership, especially leadership at the school level, to attain the desired effects of reform policies (Leithwood and Jantzi, 2006), there is a dearth of empirical research into school leaders and teachers' experiences of leadership practice in Turkey. This study aims to contribute to fill this gap by exploring how leadership is practiced in Turkish secondary schools and thus claims to be an original and important contribution to the understanding of this phenomenon.

The study adopted the interpretivist paradigm with an embedded mixed methods design, drawing on data from two secondary schools in Turkey. This consisted of administering a questionnaire to 128 teachers and 24 school leaders. These data were then enriched by conducting face-to-face interviews with school principals (n=2), assistant principals (n=4) and group leaders (n=6), while group interviews were conducted with teachers (n=12). In addition, the daily work of school principal in one school was observed (for 3 days). The quantitative data obtained from the questionnaires were analysed by using SPSS. Thematic analysis was used to analyse the data collected using observation, face-to-face and group interviews. The conceptual framework for this study centres upon three main concepts, which are discussed in depth: accountability, school culture and continuing professional development.

The results of this study point to the influence of contextual factors in the practice of leadership. The study reveals that the centralised nature of the Turkish education system was reflected in participants' perceptions about school leadership and the manner of everyday leadership and management practices. It is hoped that the findings, although not generalisable, will be important to inform practitioners, policy makers and researchers about the nature of school leadership in Turkey.

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Chapter 1: Introduction

1.1. Introduction

The aim of this thesis is to provide insight into how leadership is practised in Turkish secondary schools. It aims to help researchers, policymakers and practitioners in Turkey understand how leadership practices are enacted and how subsequent improvements can be made. Since school leadership is a contextually bounded phenomenon that is inextricably linked to the community, school and institutional contexts (Leithwood et al., 2012), the inclusion of contextual elements is essential in the study of educational leadership. Although there is considerable literature regarding school leadership in decentralised contexts where school leaders control many of the levers required to bring about beneficial change (Bush, 2020), little is known about the nature of leadership in a highly centralised Turkish education system where all key policy and planning decisions are made by the central authorities (Gumus et al., 2020). Therefore, this thesis aims to contribute to closing this knowledge gap.

This chapter provides a general overview of the research. It identifies the research problem (Section 1.2), introduces the personal interest of the researcher (section 1.3), sets out the research aims and questions (Section 1.4), explains the key concepts and arguments of the study (section 1.5), and provides an overview of the methodology (section 1.6). Finally, it addresses the significance and intended outcomes of the study (Section 1.7) and provides an outline of the structure of the thesis (Section 1.8).

1.2. Identifying the Research Problem

Globally, educational policies have been increasingly undergoing a process of neoliberal transformation (West-Burnham, 2011). In response to the demands of globalisation, many countries have introduced educational reforms to secure a place in global competition and provide the expectations of the labour market (Shields, 2013). The emphasis of these reforms has been broadened to encompass all aspects of the educational sphere, including the curriculum and teaching and governance, in an attempt to create globally standardised education systems (Inal et al. 2014, p. 368). Although some of these educational reforms have been organic and others have been influenced by external guidance, these reforms have been introduced with the intention of improving education and schools and making

them more effective at responding to the higher social and economic expectations of the globalising world (Grossman et al., 2007; Sen and Bandyopadhyay, 2010; Aksit, 2007).

Specific to the present study, Turkey is currently undergoing comprehensive development in its education system in general and secondary education in particular, as it is considered as a crucial factor for solving skill and knowledge-gap related issues to promote its overall economy and society. As stated on the Regulation on Secondary Education Institutions (MoNE, 2016), the aim of this level of education is to prepare students for the future by providing a comprehensive learning based on their interests and abilities. At the end of secondary education, students may choose to be enrolled to a general high school which prepares them for institutions of higher education. Moreover, they may go to a vocational/technical high school, sports academy or science college, which provide specialised education. Thus, it is acknowledged that there is a significant link between secondary education and future employment trends, which forms a basis to create multiskilled and competitive workforces for the nation's economy (O'Dwyer et al., 2010).

In this regard, the country has decided to adopt international assessment tools, notably Trends in International Mathematics and Science Study (TIMMS) and Programme of International Student Assessment (PISA), designed and administered by the OECD with the aim of monitoring the outcomes of its education system internationally by testing the skills and knowledge of 15-year old secondary education students (OECD, 2004). Though the debate about their trustworthiness (Hipkins, 2019), as Harris et al. (2014) asserted, these international assessments remain generally accepted performance measures. Although it is not claimed that they are the only or the proper standard, they are the benchmark that systems worldwide are taking very seriously, and Turkey is no exception. The country has therefore enabled its students to participate in TIMMS since 1999 (MoNE, 2019a) and PISA since 2003 (MoNE, 2020a).

The World Bank (2021) reported that Turkey has made considerable improvements in the quality of learning based on Maths and Science test scores in these international assessments since its first participation. To illustrate, PISA scores were found to have improved in Mathematics (by 34 points), Reading Literacy (by 38 points) and Science (by 43 points) from 2015 to 2018. However, despite increasing investment and substantial efforts in

education, the Turkish education system has still ranked below the average of OECD countries in Reading Literacy, Mathematics and Science (OECD, 2018a) (See Figure 1.1).

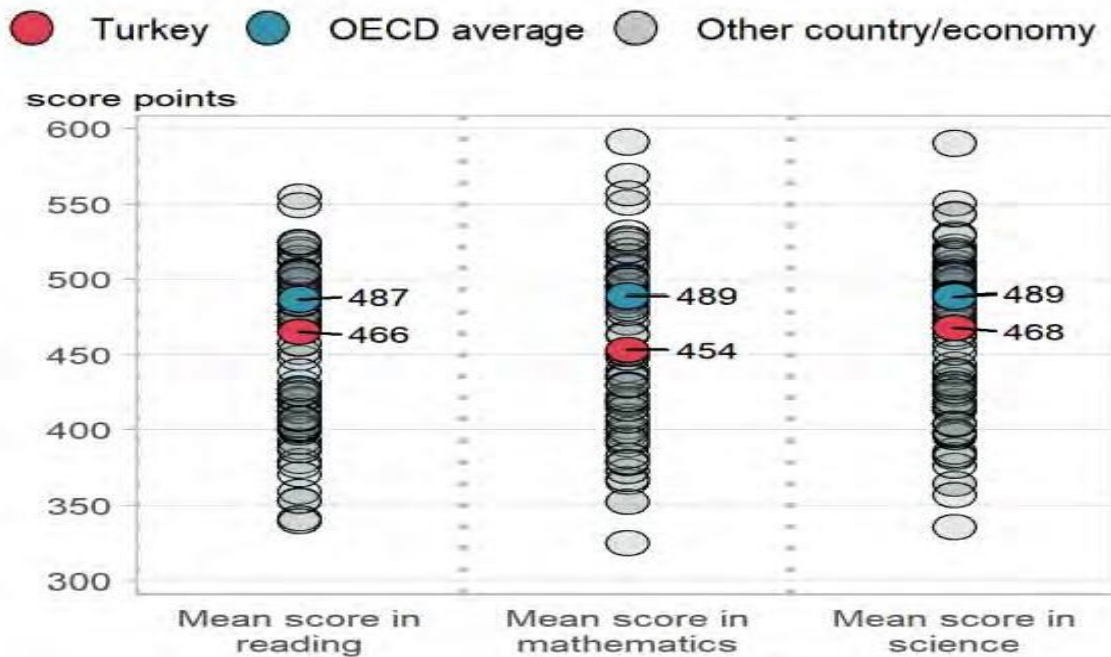


Figure 1.1 Turkey's score in PISA 2018

The low level of success of the country subsequently called for educational reforms to address educational quality, equality, and student achievement challenges. According to Guner et al. (2014), the low achievement status of students has become an important topic of debate in Turkey, which was the key factor to reform the country's education system. These discussions have continued and focused on issues surrounding the quality of education that questions the provision of professional development opportunities for school leaders and teachers that match their specific needs, the availability of a school culture that can facilitate the quality of teaching and learning and the need for implementing accountability practices in schools, which have significant implications for school leaders.

As part of the recent educational reform initiatives, one of the recommendations was for the continuing professional development (CPD) of school leaders and teachers to establish and regulate the necessary professional standards and create workplace professional learning opportunities. The first substantial reform attempt was initiated in 2010, when the MoNE introduced a new professional development approach, *School Based Professional Development Model (SBPD)* (MoNE, 2010). The aim of the Ministry was to promote school-based practices that allow school leaders and teachers to enhance their autonomy in

developing professionally. This type of system aimed to go beyond the traditional practices of CPD for school leaders and teachers, where teachers are directed to a series of mandated in-service programmes organised centrally (Bellibas et al., 2021).

The second step was taken in 2014, when the Ministry passed a law that has increased the responsibilities of school leaders as a means to improve school effectiveness. According to the Regulation on Secondary Education Institutions (MoNE, 2014), school principals were assigned to develop a school vision reflecting the shared values, goals and aims of the school community. Moreover, the Ministry has decentralised the evaluation of teaching performance and led school principals to conduct classroom observations and provide teachers with necessary feedback, all in order to develop a school culture where school members work collaboratively to improve teaching and learning. As Bellibas et al. (2021) asserted, in such a centralised education system, school leaders might implement leadership practices as it is mandated by the Ministry, but these practices might not produce the desired impact on school outcomes unless they inspire and motivate teachers to work around a shared vision and to promote change.

Lastly, the Ministry introduced a four-year education plan, *'Turkey's Education Vision 2023'*, to raise the standards of the education system to a level with those nations that are acknowledged to have high performing education systems (MoNE, 2019b, p. 4-5). In addressing this goal, the MoNE has introduced seven shifts, one of which emphasises the role of school leaders for implementing accountability practices in schools. The Ministry aims to establish a 'School Development Model' in which each school requires to create a development plan in order to monitor, evaluate and enhance the academic success of its students (p. 26). The School-Level Data-Based Management System was also introduced for developing educational processes including the school performance assessments, identification of teachers' professional development needs and measurement of curriculum efficiency (p. 29). By improving processes within this framework, what is evident is that the Ministry expects school leaders equipped with significant skills, attitudes and behaviours for not just managing the school but leading an organisation that can meet the expectations of the current globalised issues.

There is substantial evidence in the literature that links the success of educational reform with school leadership (e.g. Leithwood et al., 2004; Fullan, 2011). As Leithwood and Jantzi

(2006) stated, policymakers that aim to improve the quality of education on a large scale assume that the success of their implemented policies has much to do with the nature and quality of local leadership, especially leadership at the school level (p. 201). This is further supported by Gano-Phillips et al. (2011) who suggest that reform efforts are commonly fraught with difficulties. Researchers offer a wide range of practical advice, such as a comprehensive definition of the problem and engagement in reform planning. However, they assert that effective leadership is critical to nearly all reform challenges (p. 65).

School leadership and its enactment in the process of educational reforms have been widely discussed in many contexts across the world. Although the literature on school leadership and management has been dominated by contributions from decentralised contexts such as the USA (e.g. Bredeson and Kose, 2007) or partly decentralised systems such as England (e.g. Leithwood and Day, 2008), how leadership is practised in Turkish schools remains as a question that needs to be answered. A substantial proportion of local literature has mainly explored school leadership with a specific school leadership model, such as instructional leadership (e.g. Yigit and Metin, 2020). Moreover, the research includes quantitative evidence based on survey data examining either school leadership effects on student outcomes (e.g. Bilge, 2013) or the relationship between school leadership and school-related variables, such as teachers' satisfaction (e.g. Yilmaz and Boga Ceylan, 2011) and organisational commitment (e.g. Serin and Buluc, 2012). However, these studies have failed to go beyond descriptive analyses to make sense of context and its influence on participants' perceptions and experiences about leadership practices. As Spillane et al. (2012) suggest, the thick descriptions of what school leaders do may fail in reflecting the enactment of leadership. While there is accumulated knowledge about what school structures, roles and processes are necessary for instructional change, we know little about how these processes or practices are enacted (p. 4). Therefore, this study is timely in responding to the need for more empirical studies on school leadership in Turkey, which are needed to inform policymakers, researchers and practitioners to understand the role of leadership practice in the process of recent educational reforms, particularly with regard to accountability, school culture and continuing professional development.

School leaders and teachers are co-partners in educational processes and the success of a great deal of contemporary education reform and change relies heavily on the extent to

which their views are considered and teachers are the leaders of the reform process (Hargreaves and Fullan, 2012). This concurs with Gano-Phillips et al. (2011) who states that the key theme for the success of reform is *collaboration in leadership* (p. 6), which requires a team of leaders, at various times and at various levels within the institution in order to progress. This confirms the necessity to research teachers' opinions and experiences of leadership practice in the process of recent education reforms, specifically in relation to accountability, school culture and CPD. Therefore, this study investigates the role of school leaders and teachers as they have a significant influence on the application and effectiveness of government efforts to implement education reforms at the school level.

There is substantial research discussing the role of teachers in the implementation of education reform and how teachers approach the changes; for instance, whether they contribute, resist or ignore its implementation (Harris et al., 2017; Datnow, 2020). Although teachers' participation in the decision-making processes of educational reforms is essential for enhancing their commitment and reducing their resistance to the change (Hallinger, 2010), as Netolicky (2016) stated, in most centralised education systems as is the case in Turkey, teachers are rarely involved in shaping these reforms. This may cause teachers to be skeptical of the system, which highlights the need to research teachers' opinions and experiences of the process of education reform (Watson and Michael, 2016). Therefore, this study aims to understand how school leaders and teachers respond to the changing requirements and developments in the Turkish education system, particularly in terms of accountability, school culture and CPD, so that the impact of the process on them and their acceptance of the changes can be addressed.

1.3. The Researcher's Personal and Professional Interest in the Topic

Before moving to the UK for my MA and PhD education, I worked as a teacher for ten years at six different schools in four different cities of the country. During my teaching experience, I have met various school leaders, teachers, parents and students with different skills, behaviours and interests. I have been in schools with supportive school cultures where school leaders prioritise the professional needs of teachers for the betterment of students. Clear communication, collaboration, high motivation among members were some of the features of these schools. Contrariwise, I have worked in other schools where there were problems with communication, commitment, support and teaching materials.

These differences between schools due to the highly centralised education system in which there is no difference between educators' salaries and the way resources are distributed among schools raised questions about the role of school leaders in school functioning. With this in mind, I attended Gazi University in Turkey for a Masters degree. I specifically focused on the efficiency of school leaders and teachers in the process of recent education reform that extends the mandatory education from 8 to 12 years. Whilst the topic of my research stimulated me as one of the first studies about this specific educational reform at that time, the results of the pilot study allowed me to gain a better understanding of how policy is made and how decisions are taken at the top of the educational system with the intention of implementation in schools. The modules I attended also broadened my point of view on educational issues and made me aware of significant national and international research in this field.

In my MA at the University of Nottingham, I reflected on my reading of literature about educational theories, models and knowledge of leadership that is often derived from Western perspectives. Then, I started to question the logic of applying leadership theories dominated by Western ideologies in substantially diverse educational, cultural and ideological context. As the Ministry sponsored student at the field of Educational Administration, Supervision and Inspection, I have also attended 'Education Vision and Awareness' sessions organised by the Ministry before and after moving to the UK, which enabled me to gain a thorough understanding of the considerable efforts Turkey has made to improve the quality of education and raise their children to meet the requirements of a globalising world. My professional background and experience of recent educational reforms in Turkey triggered the idea of undertaking research on educational leadership practice, which was subsequently supported by empirical gaps found in academic literature.

1.4 Research Aims and Questions

1.4.1 Research Aims

The main purpose of this study is to offer insight into the nature of leadership practice in a highly centralised Turkish education system. More specifically, it aims to understand how leadership is practiced in Turkish secondary schools. It seeks to develop a more finely grained understanding of leadership practice through designing an analytical framework highlighting accountability, school culture and continuing professional development.

This thesis aims to:

- Give insight into leadership practice in the Turkish context from a perspective that gives attention to indigenous knowledge, emphasising the experiences and views of school leaders and teachers in secondary schools in Turkey.
- Understand the leadership practice in response to accountability, which is largely absent in Turkish literature. Although there is a substantial body of knowledge exploring the changing role of school leaders in response to increasing accountability demands (mostly referred to as market accountability) across the world, this study is important to understand the nature of accountability in the Turkish education system, which has not thus far been given due importance among researchers.
- Understand the role of leadership practice in developing a school culture, which considers the relationship between school culture and leadership practices as a nested process where leadership acts as an independent variable that affects the school culture, whilst the school culture is likely to influence the leadership enactment as well. This is not evident in the Turkish literature, which generally focuses on conducting a correlational design study aiming to reveal the statistical relationship between school culture and leadership. However, such descriptive analyses may fail to make sense of context (e.g. school culture) and its influence on leadership practice based on participants' perceptions and experiences.
- Provide insight into the provision of CPD for school leaders and teachers and the role of school leaders in planning, organising and evaluating CPD in the Turkish education system. Although there is a substantial body of knowledge regarding CPD in Turkish literature, it mainly focuses on what kinds of CPD opportunities are offered and the perceptions of school staff about the effectiveness/quality of these opportunities. The role of leadership practice in contributing to professional development of school staff is still absent.

1.4.2 Research Questions

Within this framework, the current study aims to answer the following research question:

- How is leadership practised in Turkish secondary schools?

This question raises three sub-questions (RSQ):

RSQ 1. How do school leaders and teachers in secondary schools respond to accountability?

RSQ 2. How do school leaders and teachers in secondary schools view and describe the role of leadership in developing a school culture?

RSQ 3. How do school leaders and teachers in secondary schools view and describe the role of leadership in planning, organising, and evaluating continuing professional development?

1.5 Overview of the Conceptual Framework

This research is framed by three main concepts that shape a comprehensive understanding of the nature of leadership practice in Turkish secondary schools: accountability, school culture and continuing professional development.

The first concept is accountability, which is simply defined as '*having to answer for one's actions, particularly the results of those actions*' (Møller, 2007, p. 2). It is viewed as a vital mechanism that should be applied in education due to its contribution to improving the quality of education and staff performance, which in turn enhances student outcomes (O'Day, 2002). According to Nakpodia and Okiemue (2011), school leaders should recognise accountability in education as being an essential element of the school culture and of their own professional responsibility.

Educational accountability and leadership are key factors commonly associated with school effectiveness. Leithwood et al. (2002) state that most government reform initiatives for greater school accountability highlight the critical role of school leaders by directing their focus towards teaching and learning to attain better school outcomes. Firestone and Shippis (2005) suggest that in the process of educational reforms, school leaders and teachers have become more responsible for meeting the increasing expectations of the 21st century. Although public and political attention is often focused on market-based accountability (Elmore, 2008), researchers define other types of accountability that receive less attention. Therefore, studying accountability in this research is important, the reasons of which can be summarised into two aspects. First, there are a few studies that explore the nature of educational accountability in Turkey. This study aims to reveal the form of accountability in which schools operate and to contribute to fill a seeming knowledge gap. Second, since

schools form various conceptions of practice in response to accountability demands, it is the researcher's priority to explore school leaders' and teachers' perceptions and experiences of accountability. Thus, this study aims to add to the research on the topic of educational accountability and leadership practices by exploring how school leaders and teachers respond to accountability expectations.

The second major concept in the current study is school culture. According to Fullan (2002), school culture can be explained in terms of the guiding beliefs and values evident in the way a school operates. Kelley et al. (2005, p. 2) suggests that school culture is significant since it can enhance staff performance, contribute to higher teacher morale, and eventually enhance school achievement. Marshall et al. (2004, p. 3) also states that positive school culture can mitigate students' behavioural and emotional problems, significantly shape students' level of academic success and enables all school members to teach and learn at optimal levels. As Urban (1999) states, 'Unless students experience a positive and supportive culture, some may never achieve the most minimum standards or realise their full potential' (p. 69).

The extant literature indicates that leadership and culture tend to be linked in all organisations, and schools are no exception. Fullan (2002) states that school leaders, specifically principals, play a crucial role in reshaping and enhancing existing cultures for improved effectiveness. Schein (2017) points out that although every school has its own unique culture shaped by the values and beliefs of its leaders, students, and staff; the attitude and aptitude of school leaders are the most significant factors that strongly shape the school culture. Therefore, exploring the role of leadership practice in changing, developing and managing a school culture is necessary to understand how school leaders impact on their organisations. Moreover, the literature suggests that school culture plays a mediating role between leadership practices and school effectiveness. In addition to the role of leadership in developing school culture, this study also focuses on the interplay between leadership practices and school culture since it facilitates (or obstructs) the construction of an environment in which leadership practices can be initiated.

Continuing professional development is the third concept of this framework. Generally defined as activities that develop an individual's expertise, pedagogical and content knowledge, skills, and other characteristics (Desimone, 2009; Guskey, 2002), CPD is

considered as a vital opportunity for adults in schools to enhance their effectiveness (OECD, 2009a). Shields (2013) suggests that schooling has become more complex over the last few decades due to the introduction of the Knowledge Economy and New Public Management. Parents' and policymakers' expectations have increased, which makes continuing professional development of school leaders and teachers important. Moreover, educational reforms, new policies and regulations that governments implement in an ever-increasingly globalised world requires school leaders and teachers to gain special skills and knowledge to fulfil the new expectations of these changes (Fullan, 2011). Continuing professional development of school members is also significant in the Turkish context due to the need to successfully implement educational reforms for securing a space in a competitive world.

As Leithwood et al. (2008) assert, leadership plays a significant role in promoting and facilitating the CPD of school members for which the school principal is well placed. However, this study does not have a narrow focus on the role of school principals in providing the CPD of teachers. Since, as Hall and Simeral (2008) suggest, considering CPD as only the principals' responsibility may underestimate teachers' autonomy in their professional learning. This would also fall short with the researcher's broader perspective into exploring the nature of leadership. Therefore, this study aims to highlight how continuing professional development is organised in Turkish secondary schools and how leadership plays a role in facilitating the improvement of school members in their profession.

It is hoped that the three concepts together (accountability, school culture and continuing professional development) will provide new theoretical insights into contextual factors shaping leadership practice in Turkey. This framework is developed in more detail in Chapter Three.

1.6 Overview of the Methodology

The purpose of this section is to briefly highlight the methodology used in this study. A more detailed discussion is provided in Chapter 4.

To understand how leadership is practised in Turkish secondary schools, this study used an embedded mixed-method design, firmly positioned within an interpretive approach regarding epistemology and informed by a constructivist orientation regarding ontology. A case study formed the research approach of this inquiry since the study intends to explore

and understand the nature of leadership that is inevitably affected by personal, institutional and societal contexts.

The contexts of the study are two cities (Gold city and Silver City) which were selected based on the availability of the researcher in terms of time management, budget limitations and legal issues, such as restricted travelling during the pandemic. The chosen cases consisted of the two schools (Sun School and Sea School) that were recommended by the officers at the Provincial Directorates of National Education in view of their positive reputation.

Data collection methods used in this study were surveys, observations, face-to-face interviews and group interviews. Whilst the participants in the quantitative part of the study were assistant principals, group leaders and teachers, the qualitative part further included school principals in both cases. School principals, assistant principals and group leaders were interviewed separately, whilst teachers were involved in group interviews.

A total of 152 participants from two schools out of 235 responded to the surveys. Of the 152 participants who responded to the surveys, 80 were from Sun School, and 72 were from Sea School. The school principal (two in total), two assistant principals (four in total) and three group leaders (six in total) were interviewed face-to-face in each school. Six teachers were also interviewed in two groups in each school (12 in total). Due to the pandemic restrictions in school, only the principal in Sun School was observed for three days.

The quantitative data obtained from the surveys were analysed by using SPSS version 23 computer software. The analysis began with conducting descriptive statistical tests (frequency and percentages) that was followed by non-parametric statistical tests (Mann-Whitney and Kruskal Wallis). Thematic analysis was used to analyse data collected using observation, face-to-face and group interviews. The analysis followed the six stages suggested by Braun and Clarke (2013): transcription, reading and familiarization, coding, searching for themes, reviewing themes, defining and naming themes, and finalizing the analysis. During the analysis process of quantitative and qualitative data, rather than presenting each school separately, the data collected from the two participating schools were combined to represent more detailed responses to each of the study concepts.

1.7 Significance and Outcomes of the Study

The importance of exploring leadership practice in Turkish secondary schools in terms of accountability, school culture and CPD, where educational policy makers have recently introduced several school reform initiatives is associated with a number of reasons.

From a practical perspective, since leadership plays a significant role in innovation and change in schools, examining school leadership can provide practical insight into what is working well and what needs to improve in order for school leaders to respond to the ever-growing demands of educational reforms.

More specifically, based on the notion that CPD is necessary to build school leadership capacity and equip teachers with skills, confidence and insight into how they might contribute to improvements in education outcomes for pupils, this study aims to understand school leaders' and teachers' experiences and views of CPD available to them in the Turkish education system. Specifically, the research examines different forms of CPD offered and its effectiveness from the perspectives of school leaders and teachers. In addition, this aspect of the study examines the role of school leaders in supporting and providing teachers with CPD opportunities to help them respond to the changing educational landscape. This focus on CPD is therefore significant because it allows to understand how school leaders and teachers experience their CPD and to find ways to improve this experience. Outcomes from this aspect of the study will support the development of policies for CPD for school leader and teachers.

On the grounds that school culture is significant to make sense of the behaviours and values, beliefs and practices of the members of a school community and establish a sense of identity that all members can share and feel, which strongly associates with school effectiveness, teacher productivity, higher commitment, motivation and student achievement, this study aims to understand school leaders' and teachers' perceptions and experiences of school culture in Turkish education system. More specifically, the research examines the role of leadership practice in creating, managing and changing school culture, how strategies are implemented in order to form a school culture, what the barriers are in the process of culture change and what the role of leadership is in managing such barriers from the perspectives of school leaders and teachers. In addition, since this study adopts a reciprocal leadership perspective to investigating the nature of interaction between leadership practice

and school culture, this aspect of the study considers the significance of the responses of school members to their exercise of leadership in terms of vision development, leadership distribution and decision-making. This focus on school culture is significant because this can provide practitioners an awareness of how to develop a school culture where school members work collaboratively to improve student outcomes. It is anticipated that the findings will assist school leaders in planning for management of change in their schools in line with the expectations of the MoNE.

On the strength of the notion that accountability is considered as a vital mechanism that should be applied in education due to its contribution to improving the quality of education and staff performance, which in turn enhances student outcomes, this study aims to understand school leaders' and teachers' perceptions and experiences of accountability in Turkish education system. Although the Ministry of National Education intends to increase the accountability of school leaders requiring them direct their focus towards teaching and learning in their schools, the actual nature of leadership practice in response to accountability remains unclear. It is still not known what strategies are used by school leaders to enhance the quality of teaching and learning and what the factors facilitate or obstruct improvements in student outcomes in secondary schools in Turkey. Thus, this study specifically examines how school leaders and teachers respond to accountability and how leadership plays a role for quality assurance. This focus on accountability is significant in offering insights, which will be of particular interest to the Ministry of National Education that expects school leaders and teachers to generate a school culture supporting teacher learning, and improving the quality of teaching and learning. One outcome of this research will be a set of recommendations for policy and practice which may be used to inform the development of strategic priorities by the MoNE.

Empirically, one of the gaps in Turkish literature is that the nature of school leadership in Turkey has not been emphasised. Western literature has created a very rich body of knowledge about school leadership, which is only of limited help in a Turkish context due to differences in the cultural and policy environment. This study, as the first empirical, in-depth research on how leadership is practised in the Turkish secondary school context, will contribute to the very limited body of knowledge on school leadership in Turkey.

It is anticipated that the results of this study will suggest recommendations for policy and practice in terms of leadership practice in Turkish education system. More specifically, this research is intended to deepen understanding of the role of leadership practice in facilitating and enhancing the education reform, while also helping policymakers to determine the reasons that prevent its successful implementation in light of school leaders' and teachers' views and experiences, and thus to improve the processes in formulating the education reforms in Turkey. This is believed to be useful since the recent education reforms in Turkey have significant implications for school leaders in terms of accountability, school culture and CPD, but little is known regarding the barriers that affect implementing accountability practices, developing a school culture and facilitating CPD of school staff. This study will therefore extend the knowledge of policy makers about the helpfulness of the recent educational reforms from an implementation level.

From a theoretical perspective, the study aims to offer new insight into leadership practice in Turkish secondary school context according to a conceptual framework involving accountability, school culture and CPD. In addition, this study is intended to offer Western literature a new insight into leadership practice in Turkey, including its contextual and cultural factors. Regarding the Turkish education context, the research offers new insight into leadership practices, such as vision development, leadership distribution, decision-making, which have been originally introduced and applied in Western contexts. This research is therefore seen to offer very important potential contributions to both Western and Turkish contexts.

It is also evident that the local literature associates school leadership with the role of school principals, which may cause to fail in understanding how various stakeholders within the school enact leadership. This study is therefore significant since it aims to contribute to the little and scope-limited research of school leadership in Turkey as to the first in-depth, empirical study that specifically investigates the 'how' of school leaders' enactment of leadership while stressing the importance of the context being studied. It is believed that this approach will provide a more accurate understanding of leadership practice within the unique context of highly centralised Turkish education system since this study considers leadership as a dynamic process that may exist within a network instead of a rigid hierarchy (Bagwell, 2019).

Lastly, this study contributes to closing the methodological knowledge gap with its focus on gathering both quantitative and qualitative data, which is important for practitioners to gain a detailed understanding from empirical research. Since the mixed-method approach is given less importance in Turkish literature, this will set an example for researchers who are interested in this kind of enquiry. Collecting data by using a variety of data collection methods (survey, observation, face-to-face interview and group interview) and from different perspectives (school principals, assistant principals, group leaders and teachers) is largely absent from the literature on school leadership in Turkey.

It is hoped that this study will contribute to fill these gaps in the literature about school leadership in Turkey.

1.8 Structure of the Thesis

This thesis has nine chapters. The chapters are as follows:

Chapter one, the 'Introduction', presents a summary of the research by identifying the research problem, setting its aims and providing an overview of the conceptual framework and the methodology.

Chapter two, the 'Context', provides a global context of the study, discussing globalisation, neoliberalism, the knowledge economy and education reform. In addition, it gives detailed information about the study context of Turkey in terms of its education system and educational reforms, whilst providing an overview of its geography, history, social context and economy.

Chapter three, the 'Literature Review', reviews the literature in the school leadership and management field. Additionally, the conceptual framework of the study is defined and discussed within the boundaries of this study. Previous studies conducted in the field of leadership and management that are relevant to the conceptual framework of this study are also offered.

Chapter four, the 'Methodology', sheds light on the methodological approach undertaken to answer the research questions. It presents the ontological and epistemological positioning of the study and identifies the study context and data collection methods. In addition, it highlights the methods of the data analysis and discusses the ethical considerations of the study.

Chapters five, six and seven, the 'Findings and Analysis', report the analysis of the findings for the three concepts of the study, one chapter for each concept. Each of these chapters was broken down into two sections. The first sections present the findings of the quantitative part of the study, whilst the qualitative results are offered in the second sections.

Chapter eight, the 'Discussion', brings the study's findings and the literature together to interpret what was found in the research in relation to the Literature Review.

Chapter nine, the 'Conclusion', summarises the key findings of this study for each research question. In addition, it highlights original contributions to knowledge, as well as the limitations and implications of the research. The chapter concludes with some suggestions for future research.

1.9 Summary

This chapter has introduced the overall picture of the study, from identifying the problem to providing the research aims and questions, its conceptual framework, the methodology and significance of the study and its anticipated outcomes. The following chapter will discuss the international and national (Turkish) educational context.

CHAPTER 2: Contextualising the Study

2.1 Introduction

The aim of this chapter is to provide an essential background of the context in which leadership is practised as a contextually bounded phenomenon. Since it is not possible to isolate any education context from the rest of the globalising world, the discussion starts with an international educational context in which a single education system influences and is influenced by this global system. Thus, the design of this chapter starts from a broader perspective with the notion of globalisation to a more specific context, Turkey, to gain a deeper understanding of this educational context, including the changes and developments in the face of globalisation.

This chapter is divided into four sections. Section 2.2 discusses the concept of globalisation with the underlying theories; neoliberalism, world-systems analysis and world culture theory. The discussion is shifted to the relation of globalisation and education that has been increasingly associated with the economic development of countries and has become a significant subject in international discourse (Shields, 2013). In addition to the background of Turkey in terms of geographical, historical, demographical, political and economic, Section 2.3 describes the Turkish education system. More specifically, due to the significant impact of globalisation on educational systems worldwide, the educational policy in Turkey that might constrain or support the practice of leadership is analysed to provide an overview of the setting in which the educational reforms were initiated and introduced. Section 2.4 presents a summary of what was discussed in this chapter.

2.2 International Educational Context

2.2.1 Globalisation

Globalisation has been described as an ambiguous and contested term due to its complex and multifaceted nature (Shields, 2013, p. 62). The term "globalisation" has become widely used in almost all spheres of life, including academic research and private businesses, non-profit organisations, and media-related discourses (Sklair, 1999, p. 143). The uncertainty of the conceptualisation has emerged due to an individual's background, such as social status, political ideology, ethnicity and religion, and geographic location that interprets what

globalisation is. Therefore, as Scholte (2002, p. 34) argues, there is no definition of globalisation to be the last about what the term might mean.

Boskov and Lazaroski (2011, p. 1) refer to globalisation in its simplest sense to the growing interdependence of countries resulting from the increasing integration of trade, finance, people, and ideas in one global marketplace. However, Singh (2004) points out that globalisation is something further than the circulation of money and goods and the evaporation of borders.

Gulmez (2020, p. 3) underlines one of the most significant features of this phenomenon, time-space compression, which emphasises how an event that takes place in a distant part of the world becomes part of one's daily life. Singh (2004) signals three critical distinctions about the expression of time-space compression. First, it suggests the shortening of space in terms of elapsed time in travelling physically, which enables people and goods to move electronically between cross places or locales. Second, it remarks on the increasing connectivity and interaction and the expansion of social relations across geographical locations. Last, it points to the possibility of being present electronically and absent physically at the same time in specific locales (p. 1). In this respect, however, globalisation creates "distant proximities" that result in the proliferation of not only opportunities such as social movements, offshoring, supranational courts about crimes against humanity or individual freedoms, but also threats such as economic crisis, terrorism and refugee (Rosenau, 2003).

Bornman and Schoonraad (2001, p. 94) also define globalisation as an intricate process and distinguish two dimensions, horizontal and vertical. While the former that includes progressive time-space compression, makes the world a unified place, a single system, the latter involves a twofold process. On the one hand, it highlights the notions of homogeneity, uniformity, synchronisation, integration and universalisation. On the other hand, it points to a tendency to localise, diversify and particularise. Therefore, these plural forms of globalisation that can be observed and experienced in different areas and a variety of -even contradictory- ways can be understood better if its realisation is looked at in several theoretical perspectives.

Globalisation as competition: Neoliberalism

Neoliberalism is a theory of political economic practices grounded in the assumption that the competitive forces of the market are beneficial to individuals and businesses. As they compete with one another, they could adopt more efficient and innovative practices (Shields, 2013, p. 66). Rather than through the role of the state, it is argued that human prosperity can best be ranged up by liberating individual entrepreneurial freedoms and skills within an institutional framework characterised by strong private property rights, free markets, and free trade (Harvey, 2005, p. 64).

In the neoliberal perspective, the critical element of globalisation is the removal of barriers to international competition. To illustrate, through free trade agreements such as GATS, import/export taxes have been reduced. International trade has been increased; the information technology has enabled the free flow of information and communication throughout most of the world; the open global competition promotes the job opportunities of talented workers; all of which are seen as good changes that ultimately improve the lives of individuals (Shield, 2013, p. 67). Further example can be a transnational education, such as the University of Reading campus in Malaysia.

However, these changes also cause some challenges and disadvantages. As Giddens (1999) stated, multinational organisations that virtually performed in any country at the lowest cost create uncertainty in individual's employment and cause governments to be less able to rely on tax revenues. Moreover, the increased power of international corporations that further weaken the position of national governments results in the lives of individuals that are less certain and national governments that are less able to provide extensive social security. The debate between the government and the firm regarding the functioning of 'Uber Taxi' in Turkey can be an example since it has been reported to cause unfair competition as an international firm that is not party liable to tax (Euronews, 2020).

Neoliberalism is also criticised for its tendency to earn profits for rich countries. Saad Filho and Johnston (2005) argue that neoliberalism widens the income gap between poor and rich nations since it exploits the majority in favour of the economic elites. Higgins-Desbiolles (2009) adds that the cash tends to flow from developing to developed countries in return for exchanging goods since it is likely for developed countries to have more goods to export. It is suggested that this issue is not limited to the gap between developed and developing

countries. The nations also face inequalities regarding economic benefits in themselves since capital owners support the existing elites within the country to invest and gain profit whilst the poor can not choose but work as a cheap labour force (ibid.).

Globalisation as conflict: World-systems analysis

While neoliberalism argues that globalisation is an inevitable outcome of competitive market forces, conflict perspectives are more cautious and critical due to the changes stemming from globalisation that tend to benefit those who are already most powerful (Spring, 2008). In contrast to the idea of globalisation that creates a 'flat world' which is more fair and equitable (Friedman, 2006), conflict perspectives argue that globalisation is actively supported by rich and powerful individuals and institutions, namely global elites, to strengthen and sustain their advantage (Shields, 2013, p. 68). As Clayton (2004, p. 284) comments, such elites protect their economic benefits within a single world market by seeking to deflect this market for their interest by organising to wield influence on states and supranational organisations, some of which have far more power than others.

Theoretically, conflict perspective on globalisation is found in world-systems analysis inspired by Immanuel Wallerstein's work. It has been developed in a large and continually expanding body of literature since the 1970s. Although Wallerstein's 1974 analysis of globalisation argues that globalisation has become the countries more closely knit (Shields, 2013, p. 68), this world economic system is based on "the distinction between core and peripheral countries in terms of their changing roles in the international division of labour dominated by the capitalist world-system (Sklair, 2016, p. 149). This is defined as an unequal relationship by Arnove (2009) in which a relatively small number of core countries have large amounts of capital, higher incomes and can trade worldwide more advantageously while a large number of periphery countries are economically dependent on the core.

World-systems analysis also looks at the powerful effects of core countries on the peripheries while explaining to become the education systems similar around a common set of policies and practices (Shields, 2013). The agenda of power actors in the world economic system serves the interests of capital owners as 'global policy-making' enacted through an international network of aid and knowledge dissemination by international organisations such as the World Bank, IMF, United Nations (Arnove, 2009, p. 51). Although this network claims to accomplish the objectives such as poverty reduction, development and education

for all, it maintains the continuity of the dominance of the core over the periphery, which is commonly referred to as 'hegemony' (Hill, 2008).

Globalisation as culture: World culture theory

According to Shields (2013, p. 69), world culture theory views globalisation mainly as disseminating cultural values, unlike conflict and competition theories. These values involve democratic citizenship, respect for human rights, rational decision making and autonomy and freedom of expression, which come into existence in the declarations of international organisations and are imported to the countries which are also members of these organisations through their national policies (Boli and Thomas, 1997; Meyer et al., 1997). These organisations also play a significant role in education to spread the world culture values, particularly the individual's right to education. To illustrate, UNESCO and the World Bank cooperation has extended access to primary education of many children worldwide via the EFA movement. However, contrary to world-systems analysis, world culture theory asserts that these international organisations do not protect the benefits of global elites; instead, they reflect a broad agreement between member countries (Meyer et al., 1997, p. 145).

A distinctive feature of this theory is that it problematises the existence of global culture as 'a reality', 'a possibility' and 'a fantasy' (Sklair, 2016, p. 151). It has been stated that over the last few decades, there was a very rapid growth in the mass media, especially television, that exposes almost all in the world to the same images and, in turn, becomes the whole world into 'a global village' (ibid.). It is argued by Arshad-Ayaz (2008, p. 488) that through global consumerism, people's traditional lifestyles, values, and beliefs have become homogeneous. However, this homogenisation is under the one way Western influence which is named as neo-imperialism. It is claimed that this cultural homogenisation has occurred due to Europe's historical advantage that enabled the development of technology, science and industry (Von Laue, 1987, p. 7). Thus, in terms of cultural homogenisation view, it is claimed by non-Western or undeveloped countries to transform themselves culturally to be like the West in order to achieve these successes. From this perspective, however, these achievements associated with 'Westernisation' could be seen as fostering some characteristics such as individualism, breakdown of family ties, consumerism, abandonment of tradition (Higgins-Desbiolles, 2009, p. 11).

However, it can be a threatening matter in countries such as Turkey that is closely attached to its culture involving strong family ties, hospitality, deep-rooted customs and traditions, traditional cuisine, music etc. One of the famous newspapers of Turkey, Star, tackled the issue under the heading " Who has the command of our minds?" and gave a good example that explains how people in Turkey have first encountered pizza in 1989 (Ekinci, 2015). After its first broadcast of the famous cartoon "Teenage Mutant Ninja Turtles" on television, children who have watched it became its fans and started to request their mothers to cook a pizza. These mothers who did not know how to do it started to order, making a famous pizza firm richer in Turkey. The newspaper also reminds us that the first generation of those children is now in their 30s. Rather than cook our traditional meals and eat with their big families, one can hear 'Let's order a pizza' in most houses.

This section has provided an outline and discussion of the definition and underlying assumptions of globalisation. The following section assesses globalisation in relation to education.

2.2.2 Globalisation and Education

The previous section discusses the concept of globalisation in aspects of neoliberalism, world-systems analysis and world culture theory. The first argument is that there is increasing competition between countries in a global economy which become them similar in many ways, including education. According to this view, globalisation is a positive development that results in promoting economic growth, increasing business opportunity, decreasing unemployment, reducing income inequality and poverty (Li and Reuveny, 2003, p. 32). On the contrary to neoliberalism, world-system analysts attribute growing similarities to global power relations and the interests of elites. Finally, it is argued that international organisations as key agents of globalisation embody a world culture that values human rights, individualism and democracy, that also causes significant social problems such as the increasing commodification of culture, a loss of national and ideological identity and growing feelings of insecurity (Smith, 2000, p. 2).

This section discusses the impact of globalisation on education with the aim of providing a base for understanding the Turkish education system in a global context. This is important since Turkey inevitably interacts and responds to countries, organisations and trends (New

Public Management, the Knowledge Economy and International Organisations and educational reforms) in the global system.

New Public Management

During the 1970s, there was a worldwide economic slowdown in which many countries were struggling with fiscal problems, high rates of unemployment, and public debts (Boston et al., 1996; Larbi, 1999). The Republican (in the USA) and the Conservative (in the United Kingdom) governments blamed this economic stagnation on the excessive scope of governments' engagement in business, the lack of accountability, and ordinariness in the performance of administration (Tolofari, 2005, p. 88). Thus, they have attempted to renew the public sector with the new managerialist-influenced policies formalised in the conception of New Public Management (NPM) (Hood, 1991).

NPM is a philosophical corpus of managerial ideas that aims at driving public sector reform in a range of policy areas. It is characterised by managerialism, marketisation, privatisation, accountability and performance measurement (Tolofari, 2005, p. 75). As Vigoda (2003, p. 813) defined;

an approach in public administration that employs knowledge and experiences acquired in business management and other disciplines to improve efficiency, effectiveness, and general performance of public services in modern bureaucracies.

Contrary to general thought, NPM policies do not imply a retreat of the state; instead, it is a question of the state changing its functions in relation to public services (Hudson, 2007). Instead of being considered as the direct provider of services, the state is expected to strengthen its role as regulator, evaluator and distributor of incentives to providers. As Osborne and Gaebler's (1993) define, the state should focus on 'steering' rather than 'rowing' public services.

One of the most important areas in which New Public Management brought significant changes is education, as one of the significant public administration sectors with its largest budgets and number of personnel in most countries. The underlying idea is that public-sector institutions should be run like for-profit businesses and that there is nothing distinctive about managing education (Peters, 2003). In this respect, as Tolofari (2005, p. 85)

states, NPM reforms led to significant structural changes in English schools, such as equipping schools with more power, including budgeting, resource allocation, hiring and firing, evaluation and monitoring and the role of stakeholders- especially parents. It changed the flow of resources that is directly determined by the number of pupils in a school, traditional collegiality pattern of behaviour to more performance-oriented and the head teacher's role from a teacher that leads a group of teaching professionals to a manager in the business style with equipping new skills, such as finance and budgeting. NPM was, therefore, considered as one of the significant drives of the process of education decentralisation and the rise of school autonomy.

However, there are some downsides to NPM when it is applied to education. Shiller (2011, p. 170) argues that since the NPM perceives parents and students as customers buying an education service, it may affect the significant student-teacher relationship. Moreover, with the pressure on enhancing the school outcome data, rather than improving classroom practices, the curriculum and teaching activities, schools mainly focus on enhancing this data. In the end, parents may have strong data about the schools, such as pass and graduation rates which is not a true indicator of school quality (Hesapcioglu, 2003).

Knowledge-Economy

As the nations have evolved from agricultural to industrial and knowledge societies, competitiveness models and concepts also changed from classical factors of productivity such as land and labour towards the knowledge-based factors including generation, attainment and exploitation of knowledge (Koc, 2015, p. 2). This, in turn, transforms the labour market demands in economies throughout the world. As World Bank (2003, p.1) states, in industrial countries where knowledge-based industries are expanding rapidly, labour market demands are changing accordingly. As nations compete with each other in knowledge-based goods and services, knowledge and skills have played a predominant role in creating economic well-being (Little and Green, 2009, p. 168). Thus, nations can no longer gain and maintain competitiveness with better products, technologies and services, but they are required to improve quality education, skills and value systems continuously to establish strong knowledge-based economies.

In this respect, education in many countries has experienced significant changes to equip their citizens with the necessary knowledge and skills to engage in knowledge-based

economies actively (Riley, 2004). To illustrate, the United Kingdom has made an interesting case to deal with the process of globalisation. In the mid-1980s, British business leaders worked with the Thatcher government to encourage industry and higher education to work together. The aim of this collaboration was to enable more variety in subject areas in higher education, in addition to a shift toward science and technology supply. Consequently, there was a remarkable change toward career training, emphasising these subject areas in both research and the number of students (Arshad-Ayaz, 2008, p. 496).

However, the concept of the knowledge economy is criticised in some aspects. To illustrate, Dale and Robertson (2003) highlight the need to conceptualise and theorise the dynamics of the knowledge economy in the era of neoliberalism. It is argued that during the neoliberal turn from the 1980s, the demands to competition, marketisation and privatisation have become the technical side of education dominant, which pays too little attention to the school curriculum and classroom practices although they are defined as the core of student learning processes (Bush, 2014). However, for developing a transnational education space, the formulation of occupational roles for school members and changes in curricula and pedagogical practices are required.

International Organisations

As mentioned above, the expansion of information, communication and transformation technologies and the increasing competition within and among nations, directly and indirectly, affect countries' education systems. In this context, not only regional but also global international organisations are getting a more influential role in the settlement of policy agendas that shape the education politics of countries (Robertson and Dale, 2006). As Resnik (2006, p. 173) stated, international organisations such as the WTO and OECD became central actors in a globalised world that have their own structures and resources in addition to their own interests and culture.

Firstly, the World Bank is the largest development bank globally that provides financing, knowledge, and convening services to help client countries address their most important development challenges. It has a leading role to encourage and maintain prosperity, the economic and social well being mainly in underdeveloped and developing countries (World Bank, 2017). The Bank defines its major policy priorities in a wide range of fields, such as

education in general, the linkages between learning and labour market outcomes and more autonomy for schools through measures such as decentralisation, school choice, and cost-sharing and the access of girls, ethnic minorities and other disadvantaged groups. However, it has reserved a huge amount of its finance to support the decentralisation attempts in client countries since the 1990s (World Bank, 2008). To illustrate, while only about 2% of Bank-supported education projects included decentralisation strategies in their design in the early 1990s, over 50% towards the 2000s do, which makes the Bank leading man in shaping the decentralisation processes of countries around the world (Ayres, 1999, p. 76). As Carnoy (2000, p. 47) stated, while the Bank lends money for countries' development, its ideology on ideas such as decentralisation, privatisation and marketisation is permanent.

Secondly, the World Trade Organization (WTO), formed in 1995 at the Uruguay Round, is the only international organisation that establishes the rules governing trade between countries. Its main aim is to establish a multilateral framework of principles and rules for trade under conditions of transparency and progressive liberalisation. It administers 29 different trade, investment and 'trade-related' agreements, such as the General Agreement on Trade in Services (GATS). As with every other WTO agreement, the objectives of the GATS rules are to remove barriers to trade, "regulate the deregulation" of the international trading system and ensure the enforcement of the sacrosanct non-discrimination principle. Indeed, the principle of non-discrimination between national and non-national suppliers is fundamental to the WTO scheme and consists of two sub-principles: the "most-favoured-nation" and the "national treatment" rules. The WTO principle of non-discrimination is different from the non-discrimination standard of human rights law because it is trade-oriented. It aims to develop *free* trade, not *fair* trade (Devidal, 2012, p. 32). This fundamental difference is at the core of the conflict between the perspectives on education as an area of trade and as a human right.

Finally, the OECD is one of the most influential global organisations that aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students through PISA. Unlike many other international organisations, the OECD does not have legislative or economic power over its member countries. Its influential power is rather related to its expert position that stems from its vast comparative research capacity (Rautalin and Alasuutari 2009). It was first administered in 2000 and has been run every

three years. In 2018, 600.000 students, representing 32 million 15-year-olds in 79 countries that make up 90% of the world's economies, were assessed in science, mathematics, reading, collaborative problem solving and financial literacy (MoNE, 2019a; OECD, 2018b).

PISA evaluations are criticised for not being an assessment of knowledge and skills for life, but of knowledge and skills in assessment situations (Dohn, 2007) and due to mismatching between the framework and the sample items (Lau, 2009). Many methodological issues, such as sampling, cultural biases in test items, variation of grade levels of students at about 15 years of age in different countries and translation errors (Fernandez-Cano, 2016), have also raised concerns over its validity and reliability as an instrument of international comparison. Nonetheless, many countries have reformed their educational systems, appropriately or not, either based on or with reference to PISA results (Figazzolo, 2009). To illustrate, although there are some essential differences between PISA and the values underlying the traditional Danish school system, PISA has legitimised a new, 'unjustified balance between academic skills and holistic student development and has introduced a test system that deviates from traditional values in the Danish educational system' (Dolin and Krogh, 2010, 574).

This section has addressed the impact of globalisation on education. The following section will narrow the discussion to the specific context of the study, Turkey. It will discuss educational practices and reforms in Turkey as well as introduce the country for the reader.

2.3. Turkey

2.3.1 History

Although Anatolia is one of the oldest inhabited regions of the world, the history of Turkey as a national state began only with the collapse of the Ottoman Empire in 1918 as a consequence of the First World War. The War brought the end of the Empire and the birth of the new Turkish Republic. Turkey was formally proclaimed a republic in October 1923 as a secular, democratic and constitutional modern nation-state (Fitzpatrick et al., 2009). Mustafa Kemal was elected as the first president of the Republic of Turkey, and he was reelected in 1927, 1931, and 1935. In 1922, the sultanate and in 1924, the caliphate was abolished. In the same year, a constitution was promulgated that provided for a parliament

elected by universal manhood suffrage (extended to women in 1934) and a cabinet responsible to parliament (Manaz, 2006).

2.3.2 Geography

Turkey is a transcontinental Eurasian nation located between Europe and Asia; Bulgaria and Greece to the Northwest, Iran, Armenia and Azerbaijan (the exclave of Nakhchivan) to the East, Syria and Iraq to the South and Georgia border to the Northeast. Turkey is also circled by the Mediterranean Sea to the South, the Black Sea to the North and the Aegean Sea to the West. Two narrow straits in northwestern Turkey, the Bosphorus, which connects the Black Sea with the Sea of Marmara, and the Dardanelles, which connects the Aegean arm of the Mediterranean Sea with the Sea of Marmara. According to the General Command of Mapping, it has a total land size of 780.043 km². The Anatolia section covers 95%, while the 5% represents Thrace in the Balkan Peninsula located in Southeast Europe. Thrace is home to more than 10% of Turkey's inhabitants, and Istanbul is its largest city while the capital, Ankara, is in Asia. The country is divided into seven geographical regions; each region contains a number of provinces and districts; a total of 81 provinces and 921 districts cover the whole country (Mol, 2017).



Figure 2.1: The Republic of Turkey Border Countries (Maps of World, 2021)

2.3.3 Demography

In 2021 the total Turkey population amounted to 83,384,680; the average male population is 50,17%, and the female population is 49,83%. The city of Istanbul is the most populous in the country, with about 18.9% of the total population, followed by Ankara, located at the centre about 6,8%, and Izmir in the western region about 5.3%. Tunceli, located in the east part of the country, is the least populated city and is inhabited by about 0.1% of the country's total population (TUIK, 2020).

2.3.4 The Economy

According to the nominal gross domestic product (GDP), having the 20th largest economy on the world scale and the 9th largest economy compared with the EU countries, Turkey has been identified as an emerging market economy by the IMF (WEO, 2021). Through a sensible macroeconomic strategy, cautious financial policies, and major structural reforms, Turkey has achieved remarkable success with its steady growth over the past 20 years, all of which are catalysed to the adaptation of Turkey's economy into the globalised world. These reforms intensified the macroeconomic basis of the country, pushing the growth of the economy at an annual average real GDP growth rate of 5.6 per cent from 2003 to 2016 (OECD, 2017a). It was also reported that the country recovered well from the global financial crisis of 2008/09. However, Turkey has recently slowed down its economic progress due to significant external and internal factors changes.

Turkey's response to the Syrian Civil War is identified as one of the significant challenges for the country's economy. Turkey is currently hosting 3.6 million Syrian refugees, 2.5% of whom remain in camps. There has also been a slowdown in economic reforms, bringing inflation, unemployment, and the financial sector vulnerability (WEO, 2021). Since the sectors that create resources for the country's economy are predominantly based on services, such as tourism, it is expectable to be one of the most affected countries due to the pandemic. As Adiguzel (2020) stated, the Covid-19 crisis has deepened the issues in production, employment and person and business incomes, which urgently necessitates the significant changes in the production structure that is foreign-dependent and with low technology.

2.3.5 The Education

The Board of Education was established on the 2nd May 1920; this became the Ministry of Culture in 1935 and was renamed the Ministry of Education in 1960 (MoNE, 2015). The main objective of education, as stated in the educational policy, is to promote the welfare and happiness of the citizens and Turkish society, to support and accelerate economic, cultural and social development in national unity and cohesion, and finally to make the Turkish Nation a constructive, creative and distinguished partner of contemporary civilisation (MoNE, 2005, p. 17).

The education system in Turkey is divided into various levels. According to the "Law on Making Amendments on Primary Education Law" no 6287, adopted on 30 March 2012, 12 years of compulsory education consists of 4 years of schooling (age 6-9 years) in primary schools as primary education; with another four years of schooling (age 10-13 years) in middle schools as lower secondary education; and with a period of 4 years (age 14-17 years) in high schools as upper secondary education. In Turkey, pre-primary education is not mandatory and covers children aged between 36 and 65 months. Thus, children who completed 66 months are enrolled to primary education, also if their parents want, 60-66-month-old children can start primary education (MoNE, 2012a). At the primary and lower secondary levels, student-school matches are carried out through an address-based population registration system (MoNE, 2014b). At the upper secondary level, while students who want to enter prestigious high schools should enter the written exam, those who do not prefer are free to select their schools according to the school location (VTSKS, 2017). Beyond compulsory education, students can continue their education to graduate and postgraduate levels (See Figure 3.2).

Starting age	Grade	Education Level	
24/25		Higher education – Doctoral studies	
22/23		Higher education – Master's programmes	
18		Higher education – Bachelor's programmes	
18		Associate degree diplomas	
13.5	12	Upper secondary general education (Basic Proficiency Test - TYT and Field Qualification Test - AYT)	Upper secondary vocational education (Basic Proficiency Test - TYT and Field Qualification Test - AYT)
	11		
	10		
	9		
9.5	8	Lower secondary education	
	7		
	6		
	5		
5.5	4	Primary education	
	3		
	2		
	1		
3		Pre-primary education	
0		Early childhood education and care	

Figure 2.2 Levels of education offered in Turkey (MoNE, 2017a)

Education is provided through public and private institutions at all education levels; however, private education provision is very limited. According to the National Education Statistics (2021a), in the 2020-2021 academic year, the number of both public and private schools at the pre-primary, primary, lower and upper secondary level is 67.125, the number of students enrolled in these schools is 18.2 million, and the number of teachers is nearly 775.00. While public schools are free of charge, private schools are only accessible to those who can afford them. The percentage of private education institutions which are tied to the same regulations that public institutions have in terms of curriculum, work schedule, progression and diploma (EACEA, 2011) is 20% in total; 3% at the pre-primary level, 8% at the primary level and 9% at the secondary level (MoNE, 2021a).

The curricula at the pre-primary and compulsory education levels in Turkey are nationally supervised and under the control of the Board of Education of the MoNE. Although courses vary by grade, the following courses are taught at all levels of compulsory education:

Turkish, Mathematics, Science and Technology, Social Sciences, Foreign Languages, Religion and Ethics, Drawing, Music and Physical Education.

In all public schools, the English Language is taught as a foreign language. It starts to be taught in the second grade of primary education and continues until students graduate from high school. Students in the second year of high school must choose among foreign language, Turkish mathematics, scientific or social science subjects. Whilst the scientific field includes the learning of practical science, such as maths, chemistry, the social science field concentrates on the Turkish language, geography, history etc. To get into university, graduates must enter a written examination and can only apply for an appropriate department based on their high school graduation field. To illustrate, social scientist graduates can only apply for history teaching, religious studies, and Turkish teaching courses.

The Organisation

According to the *Law on Unity of Education* that was introduced in 1924, the second year of the foundation of the Republic, all educational institutions are combined and administered by the Ministry of National Education (MoNE) in Turkey. The Ministry is led by one Minister with three Deputy Ministers. Moreover, the *Law on Organization and Duties of Ministry of National Education* suggests that the organisation of the MoNE consists of three parts; Central Organization, Provincial Organization, and Foreign Organization (MoNE, 2011) (See Figure 3.3).

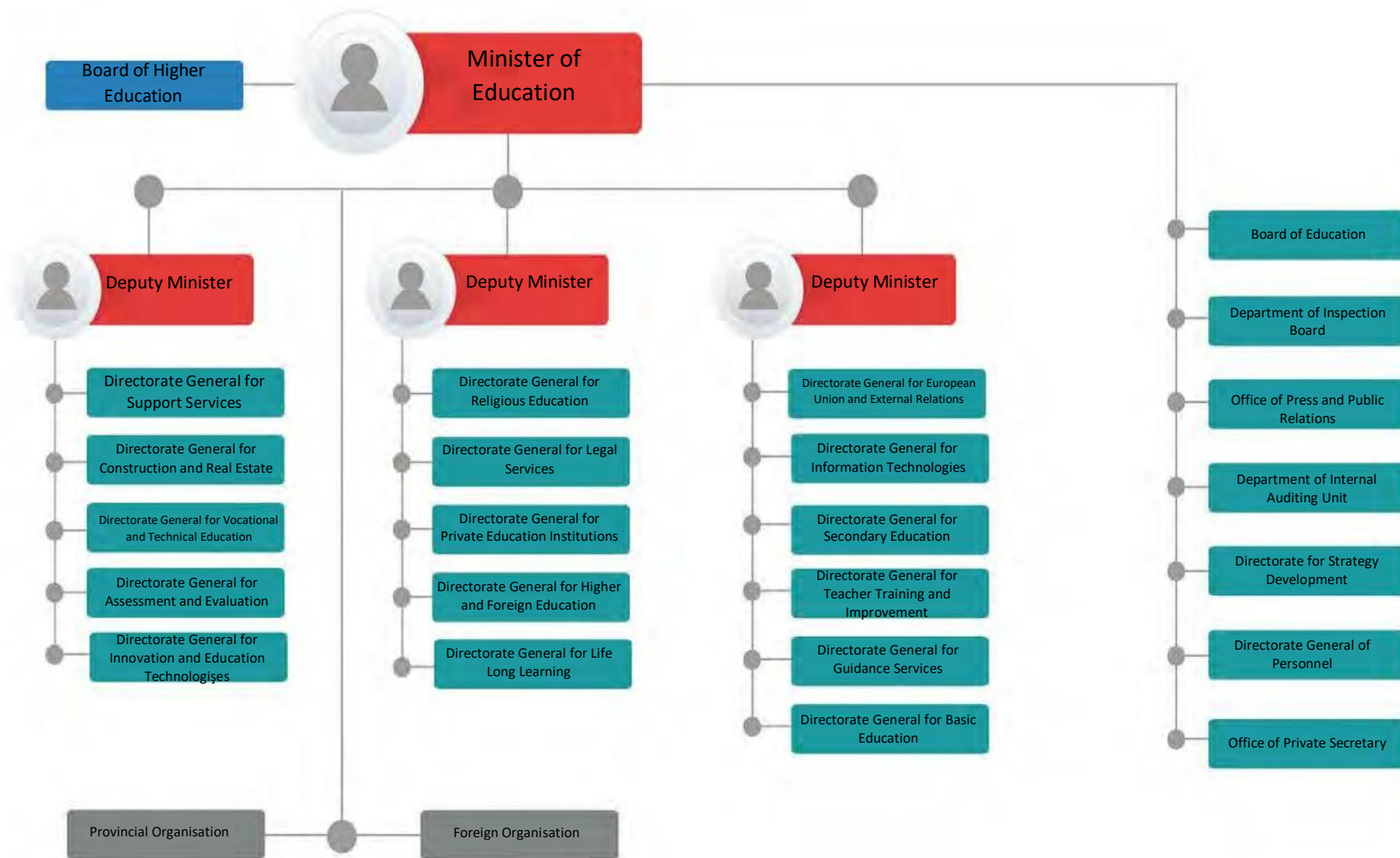


Figure 2.3 Organisational structure of the education system in Turkey (MoNE, 2021a)

<https://www.meb.gov.tr/meb/teskilat.php>

The Central Organization is located in Ankara, the capital city of Turkey, and it is responsible for producing national policies, programs, rules, and regulations relating to education and training. To illustrate, the Ministry designs, implements and updates educational plans and programs; equips schools with educational materials and textbooks; assigns and pays school personnel, including principals, assistant principals, and teachers; defines the qualifications and responsibilities of these positions (MoNE, 2011). Regarding the Provincial Organization, the Ministry functions in each province and district (each province has various districts) all over the country through its branches, each of which is responsible for implementing national educational policy in that province or district. Schools that are governed by District and Provincial Organizations on behalf of the Ministry are at the bottom of this hierarchical structure and are administered by school principals. Under the current system of organisation, there are no opportunities for schools to manage themselves. Moreover, school principals are not responsible for designing the curriculum or recruiting or dismissing teachers. This may have a significant impact on the policy implementation at schools, which will be discussed in depth in Chapter 9.

The Recruitment Policy for School Leaders and Teachers

The Ministry of National Education is the formal authority to produce and implement policies concerning the recruitment and appointment of school principals, assistant principals and teachers.

According to the current recruitment policy of the Ministry (MoNE, 2021b), school staff that have accomplished two basic criteria—a) having at least a college degree, and b) having teaching experience—are eligible for applying for principalship and assistant principalship positions. Candidates are appointed to the schools based on the final grade they gained from a combination of administrator written and oral examination results. According to the current ‘Administrator Selection and Appointment Regulations’ (MoNE, 2021), principals/assistant principals can apply for changing his/her workplace after working four years but can work in the same school no longer than eight years.

The written examination is designed to measure candidates' knowledge and competencies in the Ministry's rules and regulations (20%), general knowledge (20%), Atatürk's principles and reforms (10%), values education (10%), ethics in education (10%) and educational sciences

(30%). The current legislation also suggests that to qualify for the oral examination, the candidate must score 60 or more points in the written examination. The areas in the oral examination are defined as follows: the Ministry's rules and regulations (20%), the capability of analytical thinking and sense of proportion (20%), representational skills and merit (20%), self-confidence (20%), openness to technological innovations (20%).

According to the previous selection policy of the Ministry (MoNE, 2017b), it can be suggested that the Ministry made significant adjustments for the selection of school leaders. The criteria, to know the Ministry's rules and regulations, that occupied 40% of the total exam questions is no longer the most dominant criteria expected from the principals and assistant principals. It was understandable that in a highly centralised education system, The Ministry wanted to make sure that schools are filled with principals/assistant principals who are knowledgeable about the way that the education system operates and are capable of running the school accordingly. On the other hand, considering the oral examination criteria, it is evident that the Ministry expects school leaders equipped with significant skills, attitudes and behaviours for not just managing the school but leading an organisation that can meet the expectations of the current globalised issues. However, the rules and regulations still constitute a significant proportion of the grading. This does not mean that it is not important at all. However, it can be interpreted that in contrast to many developed countries, where educational administration is seen as a profession that requires special training, principalship is still not perceived as a profession in Turkey but rather a stage in a teacher's career (Ugur, 2012).

Regarding the recruitment of teachers in the Turkish education system, The Ministry also made some adjustments in 2018. Candidates who must hold a university qualification in teacher training was selected according to the written Public Personnel Selection Examination (PPSE) until 2018. However, according to the last changes in the Teacher Appointment and Change of Place Regulations (MoNE, 2018), teachers are selected in two stages: written and oral examinations. The PPSE is designed to measure candidates' general ability (in Turkish language and maths) and general knowledge (in History, Geography, citizenship and Turkish Culture) (30%), educational sciences (20%) and subject matter knowledge (50%). Candidates who gain at least 50 scores in this written examination can qualify to enter an oral selection examination. The oral examination board consists of three

members selected among departmental managers or their superiors working in provincial or central organisations of the Ministry. The sufficiency of candidates are examined in their knowledge of education sciences (20%), the capability of analytical thinking and sense of proportion (20%), communication skills and self-confidence (20%), openness to technological innovations (20%) and teaching qualifications (20%). Candidates who score at least 60 can apply for being assigned (MoNE, 2018). If the candidate is assigned to a school that was reported in the previous year as in need of a teacher, it is not allowed for her/him to change the workplace for four years. After completing the conscription, a teacher can apply for moving from one school to another. The criteria for this change depends on the service points he/she could collect. According to the geographic location, the economic and social facilities and the accessibility to the school, educators are recognised with service points ranging from ten to fourty each year.

As will be discussed in the following section in-depth, the Ministry is in the transformation process of the education system. The quality of teachers is considered as one of the significant areas that needs to be improved (Turker and Tok, 2019). In this regard, the Ministry claims that in addition to the areas of general knowledge and educational sciences, if candidates are selected among those who also have the qualifications of the teaching profession, the quality of teaching in the classrooms and student outcomes will inevitably improve (Independant, 2019). There is some research (e.g. Atav and Sonmez, 2013) suggesting that the oral examination is significant since the PPSE is not enough to measure professional teaching knowledge. Other studies, on the contrary, revealed the negative opinions of teacher candidates. To illustrate, Kosar et al. (2018) stated the issues in the exam questions, the duration of the examination and the objectivity of the exam commission. Each year, the examination also makes an impression on public opinion since the commission's objectivity is questioned by candidates who have the highest scores in the written exam but are eliminated in the oral examination. Thus, it can be suggested that the appointment policy of the Ministry is still open to debate among researchers and practitioners.

Education Reform

Turkey is one of the countries that have introduced educational reforms with the intention of improving education and schools and making them more effective in order to better respond to higher social and economic expectations of the globalising world (Grossman et

al., 2007; Sen and Bandyopadhyay, 2010; Aksit, 2007). During the last decade, Turkey has employed a series of projects to respond to educational quality, equity and student achievement challenges in its education system. In this respect, the country benefits from accepted assessment tools such as TIMMS, PIRLS and PISA to monitor the outcomes of its education system internationally and, more importantly, to shed light on providing an equitable distribution of learning opportunities that will dominate the country's education policy (OECD, 2004). To illustrate, due to the PISA 2003 results in which Turkey's mean combined public and private school performance was significantly lower than the average of OECD countries (OECD, 2004), the Department of Research and Development of Education (EARGED, 2005) have predicted to do educational reforms immediately.

Specifically, since the Justice and Development Party (JDP) has come to power as a single party in 2002, highly significant changes have been signed in education based on these international benchmarks, which, as Inal et al. (2014) stated, have substantially shifted the philosophy of education in Turkey. In this respect, one of the foremost effective and extensive revisions in the educational system has been done with the school curriculum reform. The curriculum change was carried into effect in 2004 and provided significant changes in teacher training, teaching methods, textbooks, etc. The JDP announced that the renewed curriculum would replace the former outmoded behaviourist approach with a constructivist approach due to complaints about supporting rote learning and teacher-centred education. The constructivist approach would put several new concepts into the educational system, such as student-centred education, multiple intelligence approach, guidance teacher, and educational duties on efficiency and performance (MoNE, 2004a, p. 227-228).

The Party program complained about the national education system for not being sufficient to respond to the requirements of the contemporary world and not being able to develop the human capital that is necessary for today's world (JDP, 2001). The MoNE also explains the reasons and targets of the curriculum reform in the 2005 published report:

Course programs were not aligned with the present conditions, and that was one of the most problematic sides of the national education system. Turkey neglects all the changes made in the education sphere so far. The curriculums were renewed 40 years ago. Students will not be like a computer disk anymore with the new

curriculum. Students will be educated as those who produce, question, think, follow scientific developments that are responsive to social life needs (p. 59).

Along with these curriculum studies, broader external reforms also took place. The twelve-year compulsory education reform that is known by the public as 4+4+4 (MoNE, 2012b) mandated the extension of the period of continuous basic education from 8 years to intermittent 12 years with the purpose of increasing the period of compulsory education in Turkey to an average of EU and OECD countries and providing a more qualified education environment to the students (Gun and Baskan, 2014, p. 229). As Omer Dincer, the Education Minister of the period, has explained the rationale behind this reform as follows:

"Eight-year continuous education disregards students' age and individual differences, and so it is not possible to equip students with necessary knowledge and skills. That's why there is a need for the new reform." (MoNE, 2012a).

Meanwhile, with Fatih Project, "Movement for Enhancing Opportunities and Improving Technology", the Ministry aimed to enhance the quality of education overall, provide equal opportunities in education, and improve technology usage in schools through benefitting from LCD interactive boards and tablets in teaching and learning processes (Akgun, Yılmaz, and Seferoglu, 2011; MoNE, 2012c).

Moreover, the President, Recep Tayyip Erdogan, and the Minister of National Education at that time, Ziya Selcuk, declared a national document, 'Turkey's Education Vision 2023' (MoNE, 2019). The document made an overwhelming impression among researchers, practitioners, and the community since, for the first time, the document addresses various educational problems with their recommended solutions in the Ministry's way. This document aims to develop education at all levels (from early childhood to lifelong learning) in seven different areas. The first area for improvement is introducing a school level data-based planning and management system for monitoring, evaluating, and developing nationwide management and learning activities. Second, a Qualification Based Evaluation System will be established to identify, monitor, and support the qualifications of our children in all courses and levels. The third is that professional development activities will be supported with postgraduate education, and a new understanding, system, and professional development model will be created. A school development budget will be allocated to each school as the fourth area to support its development according to its own capacity. The fifth

area is about the school inspection system in which the guidance function will be structured in line with the School Development Model. In the field of special education, the Ministry will provide practitioners with the necessary support for curriculum and professional development programs. The curriculum, education methodology, and measurement / evaluation approaches for English language education will be revised, taking into consideration the characteristics of children at various education levels. The final area of the document is that the technical capacities of all schools will be further enhanced.

Because the document is only recently underway, some of its aspects have been implemented, such as equipping the schools with technological infrastructure, and others have not, such as professional training for staff and new approaches in foreign language teaching (MoNE, 2019). Therefore, there is little evidence to date to measure its success. However, it can be stated that since 2002 many of the JDP's educational implementations have been realised within a huge educational market. It should be drawn attention here that the introduction of the new curriculum along with the recent amendments in education such as extended compulsory education, involving technology usage in classrooms, introducing the vision of the education for 2023; the JDP aimed at adjusting Turkey's education system into neoliberal globalisation. In this respect, the party's positive attitudes towards globalisation and its economic policies implemented to be part of the world markets played a significant role in solidifying the neoliberal ideology in Turkey's educational system.

2.4 Summary

This chapter contextualised the study in a broad, global context and a more specific, national context in Turkey. It also described some key aspects relevant to this study, mainly educational policy, reforms and recruitment of school leaders and teachers. The next chapter offers a detailed review of the literature, focusing on school leadership in three main aspects: accountability, school culture and continuing professional development.

Chapter 3: Literature Review

3.1 Introduction

Research on school leadership in the Western context has gained momentum over the past two decades with increasing attention being given to leadership practice, which in education is viewed as central to student achievement (Marzano et al., 2005; Leithwood et al., 2008; Day et al., 2011).

This study aims to provide new insight into the nature of leadership practice in Turkey. The theoretical and conceptual framework seeks to understand and analyse the leadership practice that is expressed in terms of accountability, CPD and school culture. First, school leaders play a central role in accountability by improving teaching and learning and focusing on school outcomes. That school leaders make sense of accountability is essential in this study since it shows how they put their perceptions and understandings into practice to improve student learning outcomes (Moller, 2007). Second, continuing professional development has been connected with the working conditions of school staff, and it is the responsibility of school leaders to create a school context in which staff can develop professionally in order to deliver high-quality education for student achievement (Clement and Vandenberghe, 2001; Bush et al., 2018). Lastly, school culture matters in this research since it intimately correlates with leadership. School leaders play an important role in developing, influencing and managing the school culture, which leads to increased productivity among school staff in terms of student achievement (Schein, 2017).

Accordingly, three research questions have been developed based on the conceptual framework of the study:

RSQ1. How do school leaders and teachers in secondary schools repond to accountability?

RSQ2. How do school leaders and teachers in secondary schools view and describe the role of leadership in developing a school culture?

RSQ3. How do school leaders and teachers in secondary schools view and describe the role of leadership in planning, organising, and evaluating the continuing professional development?

This chapter examines theoretical literature and empirical research relating to the theoretical and conceptual framework within the context of school leadership. More specifically, Section 3.2 defines school leadership and underlines its importance to understand how it becomes a key factor associated with school improvement and student outcomes. This is followed by exploring the changing landscape of school leadership to show its responsive nature to change. Section 3.3 focuses on the development of the conceptual framework for the research. In addition to the theoretical underpinnings of each concept, this section also discusses the relevant empirical evidence in an international context, followed by a research perspective in Turkey. Alongside the exploration in diverse educational contexts, the specific focus on Turkey helped the researcher not only to review the notion in a comprehensive manner but also to reveal the empirical gap in the national context. The chapter is then summarised in Section 3.4.

3.2 School Leadership

3.2.1 Definitions of School leadership

Though the accelerating amount of attention among scholars and practitioners regarding the importance of leadership, it becomes difficult to agree on the definition of the concept. Yukl (2002, p. 7) argues that ‘the definition of leadership is arbitrary and subjective. Some definitions are more useful than others, but there is no single ‘correct’ definition that captures the essence of leadership’. Murphy (2006) explains the reason for the lack of an all-round definition of leadership by referring to a different theory behind each definition regarding the process, source and outcome of leadership.

As a basis for developing a working definition, Earley and Weindling (2004) underlined two main factors that need to be acknowledged: the relationship between leadership, power and authority; and that leadership is about groups and the interaction of people in groups. Northouse (2021) also emphasises ‘common goals’ as a significant dimension of leadership, which corresponds with the work of Bush (2003) that conceptualises leadership by three main components:

i. Leadership as an influence process

Conceptualising leadership as a process refers that it is not a linear, one-way event but rather an interactive event that occurs between the leader(s) and the follower(s). This point

of view does not restrict leadership with the formal positions of people in a group. Instead, it emphasises that leadership can be practised by a group as well as a person (Northouse, 2021).

ii. Leadership and values

Bush and Glover (2014) link leadership with values since defining leadership as a process may fall short without explaining what goals or actions should be followed. Although Bush (2003) argues that these values are chosen, and they may be those of the government imposing on school leaders, it is significant for leaders to unify people around clear sets of personal and educational values that represent the moral purposes of the school.

iii. Leadership and vision

Vision is a significant component in defining leadership since leaders and followers need a mutual purpose that is shared and communicated in order to achieve together. Although some (Bolam et al., 1993; Hoyle and Wallace, 2005) evidenced the lack of vision specific to the school, Leithwood and Sun (2012) underlines the attention to shared goals since it reveals the ethical side of leadership stressing the need for leaders to work with followers rather than acting towards followers in a forced way (Northouse, 2021).

Based on these dimensions, this study is informed by the view that leadership is an influential process with the purpose of accomplishing the mutually agreed goals of a group or an organisation.

The comparison between the notions of leadership and management has been a subject of debate among scholars over the years. Yukl (2002) distinguishes between writers who use leadership and management as interchangeable terms and leadership as something different from management. According to the former (e.g., Bass, 1990; Coleman and Glover, 2010), the concept of leadership overlaps with management, and there is not an extreme distinction between them. Although leadership and management are seen as specific roles or processes, it is assumed that in practice, leadership and management can occur in the same person (Grace, 2005; Earley and Weindling, 2004). The latter group of scholars (e.g., Bush and Glover, 2003; Day et al., 2001) tend to differentiate leadership from management in many ways. According to these writers, management is more about providing consistency and order; and concerned about how things get done. The primary functions are planning,

controlling, organising and staffing. Besides, leadership values flexibility and innovation; and is concerned with what things mean to people. The primary functions are problem-solving and dealing with vision, mission and values (Thrupp and Willmott, 2003; Earley and Weidling, 2004). As Bennis and Nanus (1985, p. 21) argue, 'managers are people who do things right, and leaders are people who do the right thing'.

However, beyond these discussions that scholars have emphasised, it is agreed that both leadership and management are necessary for organisational achievement. Yukl (2002) remarks that the balance between these two roles should be maintained, which may otherwise cause problems to occur. While too much emphasis on management may bring strong bureaucracy and hesitation about risk-taking, overemphasising leadership may hinder order and create an unfavourable change (Bush 2003; Thrupp and Willmott, 2003). As Bush and Glover (2003) argue, 'in the current policy climate, schools require both visionary leadership and effective management' (p. 10).

3.2.2 The Changing Landscape of School leadership

Historically, research in education has focused on school leadership and how it has been influenced by external forces shaping educational systems. As a consequence of globalisation, increasing accountability and changing public expectations, school leaders have been described in terms such as 'the principal as a programme manager', 'the principal as an instructional leader' and 'the leader as a change agent' at various points in time (Sergiovanni, 1991; Yukl, 2002).

Hallinger (1992) explains that the role of school principals from the 1920s to 1970s was as administrative managers, which was limited to managing the implementation of an externally imposed solution to a social or educational problem. From a managerial point of view, leadership ought to focus on tasks, behaviours and functions to facilitate the work of others. The managerial leadership approach assumes that the power of a leader is based upon the formal position, and influence occurs because of the formal authority of the leader (Bush, 2003). Although managerial leadership was considered as a significant component of successful schools, the approach was criticised due to inattention to the humanitarian side of management (Bush and Glover, 2014). Bush (2007) argues that since the approach focuses on the school as an entity, it ignores the professional role of individuals, which causes people to accept managerial decisions without questioning and implement externally

imposed changes without enthusiasm. Externally designed programmes were oriented towards organisational effectiveness; however, meeting the compliance with a programme became an increasing concern of principals rather than student outcomes (Hallinger, 1992). Thus, the lack of an improvement orientation in the implementation practices of many principals challenged the notion of heroic leadership as 'The Man in the Principal's Office' and the functioning of the schools as implementation agents (Hart, 1995, p. 9).

During the 1960s and 1970s, researchers have directed their focus towards understanding the characteristics of instructionally effective schools and identified 'instructional leadership by the principal' that focuses on improving the instructional competencies of teachers and is concerned with curriculum and instructional matters of school as a critical feature of effective schools (Lipham, 1961; Bridges, 1967; Edmonds, 1979). In contrast to the programme manager, school principals as instructional leaders were expected to be knowledgeable about curricular issues. According to the retrospective assessment of instructional leadership, Hallinger (2005, p. 223) stated that since the 1980s, effective instructional leaders were conceived as *strong, directive leaders* who successfully reversed their schools towards more favourable outcomes. Moreover, instructional leaders as *culture builders* create an 'academic press' by developing high expectations and standards for students and teachers. *Finally, the goal-oriented* nature of instructional leadership also focused primarily on improving pupils' academic achievement, all of which regarded a principal as a unique figure responsible for coordinating and controlling comprehensive tasks relevant to instruction and curriculum.

However, this heroic view of school principalship has raised criticism due to the extent of expertise required, the scope of work involved, the need to develop capacity for future leadership in the school, and the time available to the principal (Marks & Printy, 2003; Spillane, 2009; Lee et al., 2012). As Lambert (2002, p. 37) asserted, '*The days of the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for the entire school without the substantial participation of other educators*'. These criticisms, therefore, have led to the role of school principals as instructional leadership being de-emphasised and tended towards a transformational, and subsequently, a distributed approach.

The recognition that the current education system could not prepare students adequately became more of an issue around the mid-1990s. Schools began to be considered responsible for initiating change rather than simply implementing externally imposed policies. The notion of transformational leadership (a new role for principals) emerged alongside the recognition that decentralisation of authority over curricular decisions should flow from the school district to the school site, and leaders were in the best position to make necessary judgements about changes in the educational provision of the school (Hallinger, 1992; Bush and Glover, 2014). The main expectation from school leaders was enhancing the commitments and capacities of organisational members with the underlying assumption that higher levels of personal commitment to organisational goals and increased capabilities would enable members of an organisation to enhance their effort and productivity (Leithwood et al., 1999). Bush and Glover (2014) define the distinction in transformational leadership as a process by which leaders can influence school success rather than the direction of those outcomes that instructional leadership offers.

Despite the popularity of transformational leadership among scholars, practitioners and policy-makers, this approach has been criticised on three grounds. According to Yukl (1999), the first criticism was the emphasis on the heroic view of school leadership. It was argued that since the theory includes some form of charisma, it represents the leader as a 'great man' and ignores that leadership is attributed to a person with his/her characteristics. Accordingly, the effectiveness of the organisation is considered as the result of the leadership of one person. Since transformational leadership requires adherence to the leader's beliefs, values and vision, it was also criticised as being a form of control over teachers and more likely being accepted by the leader rather than the followers (Bush, 2011a). The last criticism concerned the validity of the theory which questions the source of values. Hoyle and Wallace (2005) argue that if transformation is for implementing externally determined policies of central government or the values of a school principal who represents the government at the school level, then the process makes political sense and ignores the educational values of the school staff. These discussions took the approach in leadership to a more distributed perspective since it was still ambiguous to what extent leadership is actually distributed in the transformational leadership approach, although it is

widely accepted that schools are complex organisations that are difficult to be lead and managed by an individual person.

A distributed leadership approach has, therefore, become significant in the educational leadership field and has received more attention from researchers and policy-makers since the turn of the new millennium (Gronn, 2010; Bush and Glover, 2014; Tian et al., 2016). Harris and Spillane (2008) summarised the three main reasons for a more distributed leadership perspective in schools. First, it was suggested that distributed leadership has normative power through which the actively and purposively leadership distribution within the school can correspond to the increasing tasks and responsibilities involved in school leadership. Second, the term has representational power which is about the inclusion of the alternative approaches to leadership that have arisen because of increasing pressure and expectations on schools to perform successfully (Bolden et al., 2009). The last reason comes from the empirical power of the model. Though a relatively new evidence base, increasing empirical research suggests that distributed leadership functions successfully in order to enhance the school outcomes, which makes the model not only a fashion but also a preferred way of leading (Leithwood et al., 2004; Lumby, 2016).

Even so, distributed leadership is not beyond the criticism which derives from the interchangeable definitions referred to the approach and the tension between the theoretical and practical interpretations. Leithwood et al. (2006) stated that the term overlaps fundamentally with participative, shared or democratic leadership terms. Although there is a common idea behind these related concepts that sees leadership as not the responsibility of just one person, some (e.g. Harris and Spillane, 2008; Bolden, 2011) argue that this co-occurrence threatens distributed leadership as a term simply used to define any form of shared leadership practice and stifles any contribution to any ongoing discussions of gaps in the field.

Moreover, distributed leadership views leadership practice as 'a product of the interactions of school leaders, followers and their situation' (Spillane, 2005, p. 10). However, how, by whom, and to what extent leadership is distributed for sustained organisational improvement is still an issue. As a concept that has been rooted in the Western context, the manner of leadership distribution may also raise more concern in Turkey where unequal

power distribution is expected and accepted by the members of the organisation (Hofstede, 2009).

This section has discussed how school leadership theory and practice have changed over the years and examined managerial, instructional, transformational and distributed leadership, respectively. Although they all provide essential insights into school leadership, there is still contention and critical debate over each of these leadership theories, much of which goes beyond the scope of this review. However, it is worth noting that since there is no 'one size fits all' stance on leadership theory (Leithwood et al., 1999, p. 15), situating school leadership at an intersection of leadership theories that involve formal objectives (managerial leadership), quality assurance (instructional leadership), capacity enhancement (transformational leadership) and leadership participation (distributed leadership) provided covering different dimensions of a school and underpinned a new theoretical understanding of school leadership with three main concepts, accountability, school culture and CPD.

3.2.3 The Significance of School Leadership

DeVita et al. (2007) emphasise that school leadership matters since it bridges educational policy and practice through its prominent role in education reform. While higher levels of the educational system can provide strategies for school improvement, their success mainly depends on the motivations and actions of leaders at the school level, rather than the direction (e.g. top-down versus bottom-up) (Huber and Muijs, 2010). Successful implementation and institutionalisation of education reform require effective leadership at the school level to foster adaptations of school processes and systems, attitudes and behaviours of school members and organisational cultures. This is considered by international research (OECD, 2017b) as the main reason for calling on policy-makers to involve school leaders in the development of educational policies since it is well known that a sense of ownership of reform is the keystone for school leaders to actively engage their staff and students in externally developed policy objectives (Mulford, 2003; Bates, 2013; Tong et al., 2020).

The significance of school leadership also becomes prominent since it mediates between the school and the environment. Fullan (2001a) states that school leaders play a significant role in strengthening the relations between school staff and the communities surrounding them. The widely cited report (Day et al., 2016) has found that while school leaders employ various

leadership strategies, especially those of transformational and instructional leadership, they achieve and sustain organisational improvement when formal and informal relations with the school community are established. In a comprehensive literature review, Boethel (2004) also supported the importance of school leadership in enhancing organisational effectiveness by developing strong relationships with the community. The study considers that there is a positive relationship between community involvement and school outcomes, and successful school leaders are those who are in charge of engaging with the school community, such as families, local authorities, community organisations and local businesses.

A large and growing body of literature has also investigated the contribution of school leadership to student achievement. It is widely recognised that school leadership is second only to classroom teaching as an influence on student learning and that such influence is mostly indirect (Hallinger and Heck, 1996; Sammons et al., 2011; Bush, 2013; 2018). The widely cited Leithwood et al. (2008) study reported that 'leadership acts as a catalyst' for beneficial effects, including pupil learning. The meta-analysis report of Marzano et al. (2005) also shows that school leaders' direct involvement in coordinating the curriculum and developing the continuing professional development of teachers is associated with moderate or considerable leadership effects.

However, the significant impact of school leadership on student success has been come in for criticism. Though limited, some research questions whether school leaders make a difference and, even if they do, how important these effects are. In early large-scale studies of school effects on pupil outcomes, while Coleman et al. (1966) suggest that student achievement is mainly determined by family background, Leitner (1994) investigates 27 US elementary schools and concludes that there is not a significant and positive relationship between school leadership and increased student learning. Although the relationship between leadership and student achievement was in a positive direction, it was not statistically significant. This suggestion is also supported by a qualitative case study (Barker, 2007) that explains the improvement in student achievement by background variables such as SES of students more than the organisational factors characterised by the principal. It was revealed that although principals had a pervasive effect on organisational culture and

climate, this effect produced a relatively small gain in organisational effectiveness, as measured by academic outcomes.

However, it is essential to note that the research summarised above has never claimed that leadership is not an important variable on pupil achievement. Instead, it has been widely acknowledged that educators are required to create synergy across school variables for the quality and development of schools, and among teachers, parents and policy-makers, school leaders are well-positioned to ensure the necessary synergy (Seashore Louis et al., 2010). As Leithwood et al. (2006) concluded, *'there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership'* (p. 29).

The previous sections offer the definition of school leadership and its importance in many aspects. Moreover, the key issues that have affected school leadership theory, research and practice are discussed. In the following section, the conceptual framework of the study is identified to achieve a comprehensive understanding of school leadership in Turkey.

3.3 Conceptual Framework

This section of the chapter outlines the conceptual framework that guides this study. By developing a framework, the researcher aimed to highlight the importance of the key concepts of the study and their relationship to leadership practice. As Spillane et al. (2004) underlined:

'to study leadership activity, it is insufficient to generate thick descriptions based on observations of what school leaders do. We need to observe from within a conceptual framework if we are to understand the internal dynamics of leadership practice' (p. 4).

Three main concepts have been identified to achieve a new theoretical understanding of the leadership practice in Turkish secondary schools: accountability, school culture and continuing professional development.

Globalisation has put education systems in a competitive economy and has increased the expectations of school outcomes in recent decades. Schools are dictated by policy and procedures of accountability to ensure that specific criteria are met. School leaders play a significant role in accountability by directing their focus towards teaching and learning to

attain better school outcomes (Firestone & Shipps, 2005). In the prevailing dominance of accountability, school leaders and teachers have become more responsible for meeting the increasing expectations of the 21st century, and professional development is one of the significant ways educators can learn (O’Sullivan and West-Burnham, 2011). School leaders are expected to promote and facilitate professional learning and development in their schools so that they can improve their performance and increase pupil achievement (West-Burnham, 2009). It has also been argued that school leaders have a significant influence on school culture, and it is the role of leadership to develop, change and maintain a functional culture where leaders, teachers and students can reach their potential for school effectiveness (Deal and Peterson, 1999).



Figure 3.1 Conceptual framework for the leadership practice in Turkish secondary schools

As shown in Figure 3.1, the three circles represent each of the three concepts. As the framework proposes, each of the concepts overlaps with each other. The conceptual framework is also encompassed by an outsider ring that serves as a context within which

leadership is practised. The context matters in this study since rather than focusing on what school leaders do for the school effectiveness, the researcher aimed to understand the way of leadership practice in responding to accountability, developing school culture, and promoting continuing professional development. It was considered that this approach (“how” of school leadership) provides a more accurate understanding of leadership practice in a non-Western context, namely in Turkish secondary schools. As Hallinger and Leithwood (1996) asserted, a contextual lens is imperative if research is to understand and analyse leadership practice.

The three concepts were discussed and analysed in separate sections. Each section is divided into two parts. The first parts begin with definitions and theoretical perspectives of each concept and offer interconnections with school leadership. The second parts review the previous studies relating to the concept in international and national education contexts.

3.3.1 Accountability

This section aims to address the first core concept of the study, accountability. The review starts by examining the definition and various forms of accountability and its relationship with school leadership. The previous studies concerned with accountability and leadership role in responding to accountability were further reviewed in both international and national contexts.

Definition of accountability

Although accountability has become an integral part of school reform initiatives in education, it is a multi-faceted concept that researchers have showed different approaches to defining (Leithwood, 2005; Bush, 2005). According to Møller (2007), the term accountability entails ‘*having to answer for one’s actions, particularly the results of those actions*’, which defines a relationship of control between different parties and has a connection to trust (p. 2). However, by this definition, it would not be possible to understand who is accountable without determining the nature of the organisation’s work and the type of service provided. In this regard, Rothman (1995) provides a comprehensive definition and explains accountability as ‘*the processes by which school districts and states attempt to ensure that schools and school systems meet their goals*’ (p. 189). This definition has been accepted by many researchers such as Leithwood and Earl (2000) due to the focus of the

definition on both processes and goals. While processes focus on the stimulants, accountability tools and mechanisms set on, goals indicate criteria that influence schools and districts toward the accomplishment of their goals as well as the values that judge their success. Beyond these definitions of the term, researchers (e.g. Adams and Kirst, 1999; Anderson, 2005 and Leithwood, 2005) framed the conceptualisation of accountability as a response to 'who will be accountable to whom, for what, with which criteria and what consequences' to determine main components of accountability.

The term accountability is associated with transparency, responsiveness and answerability, and is often used interchangeably with responsibility (Perry and McWilliam, 2007). Although Møller (2007) states that both accountability and responsibility refer to the same meaning in the Norwegian context, this may be due to the Norwegian language which does not let to distinguish between two terms lexically. On the contrary, many researchers (e.g. Frink and Klimoski, 1998; Bracci, 2009) explain the different meanings and perspectives between accountability and responsibility. According to Lindkvist and Llewellyn (2003), although accountability to some extent has involved responsibility, it is more related to role specialisation and necessities the implementation of assigned duties in the organisation. However, responsibility, as compared to accountability, is more closely linked with the idea of morality. Bracci (2009) exemplifies that a person can be held accountable to a principal in the school context, which does not mean that he/she feels responsible for the good or bad consequences of his/her decisions and actions. Thus, it is possible to conclude that responsibility tends to mean internal control which needs to be accepted by him/her, whereas accountability is to a greater extent related to the external processes.

The concept of accountability can be viewed as a significant approach in education for two main reasons. O'Day (2002) explains the first rationale for accountability as improving the quality of education and staff performance, which in turn enhances student outcomes. Elmore (2000) argues that holding schools accountable for performance standards necessitates leading students' learning in the school, which troubles the existing position of teachers and leaders working in isolated classrooms under highly uncertain conditions. The author also pointed to the reason behind the achievement gap between students. It was argued that accountability establishes a relation between school activities and students' learning which is, otherwise, explained by student-related reasons such as the socio-

economic status of families (p.6). The second rationale is clarified by Moe (2002) that derives from people's right to evaluate the service they receive. It is suggested that schools are the institutions responsible for the students in terms of how they gain specific knowledge, skills, and attitudes that will help them meet society's needs. Therefore, schools should be answerable to society for performing tasks as expected and held responsible for failing to fulfil expectations. As Anderson (2005, p. 23) states, the accountability system accordingly meets not only the current requirements but also the needs of the future.

Researchers have distinguished different forms of accountability. According to Abelmann et al. (1999), it may be divided into formal and informal types by which school members account for their actions to the person in a formal position of authority, inside or outside the school, while the consequences for success or failure may also define accountability as low stakes or high stakes. However, many researchers (e.g. Graham, 1995; Knapp and Feldman, 2012) categorised accountability according to the source of the pressure, external and internal. While internal accountability is exemplified as a school's capacity to meet external expectations, external accountability is more concerned about how a school meets standards and objectives set by external stakeholders who are in a position to reward and punish schools and require reporting to external interests to affect practices inside schools (West et al., 2011).

Anderson (2005) specifies further distinctions of accountability (while referring to external accountability) as market, professional, and bureaucratic. Market accountability refers to competition among schools for students allowing school choice by charter schools, school privatisation plans and voucher programs (Leithwood, 2001). Professional accountability encompasses mainly informal demands that come from the peers of educators. Within professional accountability, teachers are central actors who adhere to the standards of the profession by applying the knowledge and skills required for school practice, putting the needs of the students at the centre of their work, collaborating and sharing knowledge, and being committed to the improvement of practice (Møller, 2009). Bureaucratic accountability refers to the obligations schools have to the higher levels of the educational system for several aspects of their functioning. Simply put, it involves clearly stated rules and regulations and a legitimate relationship between a superior and a subordinate (Leithwood and Earl, 2000).

As a much less researched aspect of accountability, Elmore (2006, p.9) refers to internal accountability as *'agreement and coherence around expectations for student learning and the means to influence instructional practice in classrooms in ways that lead to student learning'*. According to Firestone et al. (2004), internal accountability can be replaced within the school culture rather than defined as a formal set of measures and standards. Elmore (2006) argues that reasons for the enactment of internal accountability mechanisms, therefore, can come from one's colleague or his/her conscience. In schools with 'atomistic' internal accountability mechanisms, professional expectations are personally derived, and individual teachers are left to hold themselves accountable for the success of their students in charge (Knapp and Feldman, 2012, p. 674). On the contrary, schools with 'collective' internal accountability are dominated by a high degree of alignment about values underlying student academic achievement. School staff are considered experts in their fields by their colleagues. They share a common view of teaching and learning and develop strong expectations of each other (Abelmann et al., 1999, p. 17). Knapp and Feldman (2012) suggest that responding to these multiple accountabilities requires the redefinition of school leadership and classroom teaching, which is further discussed in the following section.

Leadership in the context of accountability

Educational accountability and leadership are key factors commonly associated with school effectiveness. Pont and Hopkins (2008) argue that the success of the accountability mechanism depends on the leadership practices for school improvement. Spillane et al. (2002) argue that schools form various conceptions of practice in response to external accountability demands which derive from school leaders' and teachers' beliefs about teaching and learning, the expectations of stakeholders and agencies to whom they are accountable and the formal accountability system as expressed in organisational rules and policies. First, Leithwood et al. (2012) argue that school leaders judge the accountability policies that may have a consequence for acceptance or rejection based upon the meaningfulness of the outcomes. If a policy conforms to school leaders' values and beliefs, implementation is likely. Second, the context that school leaders experience can also influence their response to accountability. According to Spillane et al. (2002), leadership practice in responding to accountability results from their status as intermediaries among the stakeholders of schools, such as their colleagues, students, parents and superiors. Third,

Gonzalez and Firestone (2013) suggest that in addition to informal professional networks, school leaders' responses to accountability mechanisms are influenced by formal relations between their superiors and subordinates through the rewards or punishments depending on their compliance with the rules.

Despite different kinds and sources of accountability outlined earlier, outcomes-based accountability is the type most often studied which addresses the need to improve the quality of teaching and learning (Elmore, 2008). According to Knapp and Feldman (2012), standards, assessment, and public reporting transform school leaders' role from assessing individual teachers as the school's productivity benchmark to themselves as being evaluated based on the assessed academic productivity of their students and teachers. Under the conditions of high-stakes expectations, school leadership requires aligning classroom activity to national standards and assessments (Day, 2007). Once standards and the associated assessments are established, school leaders should evaluate their success, leading to solutions or strategies that improve teaching and learning. Bush and Glover (2003) reported that monitoring and evaluating teaching and learning and implementing strategies such as conducting classroom observation and providing suggestions on improving teaching practice are among the effective strategies to improve the quality of education and thus enhance academic performance achievement. Day (2007) also suggests that school leaders should analyse and evaluate students' results to monitor their progress and develop intervention strategies. School leaders should also invest in human capital by providing opportunities for continuing professional development and allocating required resources, support and assistance to meet the external expectations (Elmore, 2008; Leithwood et al., 2008). Time allocation is also offered as a significant way school leaders respond to the demands placed upon them, which develops stronger outcomes for teaching and learning (Liu and Hallinger, 2018). Elmore (2008) emphasises that the strategies used to respond to the standards-based accountability policies require the collective effort of the schools' stakeholders, which corresponds well with the current study's consideration of leadership from a distributed perspective.

Key questions raised by this review of accountability are as follows:

- What is the view of school staff regarding the current accountability in the Turkish education system?

- To whom is school staff held accountable?
- For what is school staff held accountable?
- What is the place of academic achievement among the expectations from school staff?
- How is the fulfilment of these expectations assessed?
- What actions are taken as a result of the assessment?
- What is the school's strategy to ensure quality in teaching and learning?
- How does accountability impact leadership practices in ensuring the quality of teaching and learning?

Empirical research on accountability

Accountability in education has attracted substantial attention among scholars, especially over the past two decades. One of the main reasons may be the interest in the influence of Neoliberalism on the policy development of education systems (Dubnick, 2012). Although the review identified studies exploring the concept of accountability in various educational contexts (e.g. Paletta et al., 2020 in Italy; de Wolf and Janssens, 2007 in the Netherlands; Fleish, 2006 in South Africa), there has been much interest in Western countries such as the UK (e.g. Roberts-Holmes and Bradbury, 2016) and the USA (e.g. Hursh, 2005). Moreover, the focus of this attention varies, such as the impact of accountability on school performance (e.g. Jackson and Lunenburg, 2010), on teachers' job engagement (e.g. Berryhill et al., 2009) and school choice (e.g. Jennings, 2010). Alongside the reveal of conflicting ideas regarding the role of accountability on school-level factors, the review also highlighted the role of leadership in response to accountability which constitutes the key topic explored, as indicated in the first research question of this study.

To illustrate, McGinley (2015) explored how state and federal accountability movements in the USA have affected principal leadership practices. A qualitative case study methodology was used, and data were collected by document review, interviews and observations. His analysis of 4 school principals suggests that the reform policies promoted the standardisation of all principals' leadership practices that are explicitly focused on school improvement, such as coordinating, controlling, and supervising curricular issues in the school through conducting classroom visits, providing feedback to teachers, and analysing student academic data through multiple measures. Although this study is important as it

allows for evidence about how principals' individual experiences deal with external forces and the context in which they are working, the main weakness of the study is a small number of participants, which generated potential problems of selection bias and reduced the generalisability of the findings.

In another study, Hallinger and Ko (2015) sought to address how school leadership practices are perceived and shaped in the high accountability context of Hong Kong school education. As a 2-year longitudinal study of 32 primary schools, data was collected through surveys from 411 school leaders and teachers and Maths test scores of 2924 students. It was suggested that the principals in these Hong Kong primary schools find it challenging to manage expectations from above and below. Complex expectations from bureaucratic and market channels cause principals to focus on survival and compliance more than proactive support for teaching and learning to achieve the mission and central requirements successfully. Although the aim of this research corresponds well with the current study, its quantitative nature fails to provide a deeper understanding regarding the response of leadership to the accountability system. Moreover, it was conducted in Hong Kong, where the system is decentralised, in contrast to the current study, which refers to the centralised Turkish education system. It also considers leadership practice limited to school principals, which falls short in a broader leadership perspective.

The review of literature in the Turkish education context revealed that despite some focussing on the effect of accountability on school improvement (e.g. Ozen, 2011; Gunal and Demirtasli, 2014), much has been accumulated on the studies exploring the perceptions of school members regarding the accountability system they are experiencing. To illustrate, Erdag and Karadag (2017a) aimed to evaluate the views of leading and teaching staff on accountability policies for higher academic achievement. The authors conducted a causal-comparative design based on survey data collected from 357 teachers and 154 principals and assistant principals from both private and public primary, elementary and high schools. The data revealed that the administrators and teachers mostly agree with the need for teacher autonomy, CPD practices, the generation of information about performance and holding teachers accountable for school improvement. Although the teaching staff did not support the parents' participation in decision making regarding teaching and learning issues, they underlined the significance of professional accountability policies for the schools'

academic performance. Given the generalisable nature of the study, the methodological stance that the authors followed constituted the main limitation since it did not give voice to participants regarding the accountability they experienced.

In a recent study, Calmasur and Ugurlu (2021) explored the perceptions of secondary school teachers and administrators of the level of application of accountability as a school development tool in education. Their analysis of survey data from 614 teachers and 50 school administrators and interview data from 20 teachers and 10 administrators in 31 secondary schools showed that the application of accountability in schools is mainly found at the moderate level. For students' academic achievement, accountability to the Ministry of Education is the least prominent source of accountability, while school staff are predominantly accountable to parents. Moreover, school administrators and teachers declared their schools accountable for collaboration, effective communication, problem-solving and justice rather than academic performance. Regarding the scope of the study, it is possible to mention that the authors not only studied test-based type of accountability but also explored other sources of accountability such as parents, teachers and colleagues. Moreover, conducting mixed-method research, they provided a broader understanding regarding the implementation of accountability from the perspectives of teachers and administrators. However, the study failed to explore the role of leadership in responding to accountability, which is missing in the Turkish context.

3.3.2 School Culture

This section aims to explore the concept of school culture. The review starts by defining the school culture, explaining its importance and discussing its levels of observance. It is followed by assessing the role of leadership in building, managing and changing the school culture, which is for the core purpose of this study.

Definition of school culture

School culture is one of the most significant and complex concepts in education, which is why it is defined and interpreted in a number of ways. According to Fullan (2002), school culture can be explained in terms of the guiding beliefs and values evident in the way a school operates. Similarly, Maslowski (2006) has referred to school culture as shared beliefs about how a school runs, the core values regarding a school's goals for its students, and the

behavioural norms exhibited by teachers. Simply put, school culture can be used to encompass all the basic assumptions, behaviours and values, beliefs and practices that are shared by the members of a school community and that shape interactions, decision-making, and daily routines within a school (Deal and Patterson, 1999).

A substantial literature shows that there is a significant effect of school culture on many areas and people within schools. Van den Berg and Wilderom (2004) believe that school culture holds diverse people together, establishes a sense of identity they can feel and share, and provides the common values, beliefs, assumptions, and artefacts that help them commit to the school. Kelley et al. (2005, p. 2) suggest that positive school culture can enhance staff performance, contribute to higher morale for teachers, and eventually enhance school achievement. Marshall et al. (2004, p. 3) also state that positive school culture can decrease behavioural and emotional problems of students, shape the level of academic success of students in even disadvantaged areas, help all school members to teach and learn at optimal levels, and also prevent antisocial behaviours in schools. As Urban (1999) stated, 'Unless students experience a positive and supportive culture, some may never achieve the most minimum standards or realise their full potential' (p. 69).

Research on organisational culture has revealed many cultural typologies (e.g. Cameron and Quinn, 2011; Reigle, 2001). However, when looking at the schools, there is also a need to understand the form of the culture, the relationships between individuals and groups within the school if the role of leadership in terms of the culture of the schools is to be researched (Brown, 1993). The widely cited Schein (2017) work developed a framework for understanding the culture of organisations, including schools, by dividing into three distinct levels: artefacts, espoused beliefs and values, and basic underlying assumptions. The term '*level*' refers to the degree to which the cultural phenomenon is observable.

The artefacts level, the most visible of the three, includes the visible structures and processes of the school that an observer can see, hear and feel, such as the architecture of the physical environment, technology, clothing, observable rituals and ceremonies. Schein (ibid) also underlines that although this level of the culture is easy to observe, it is very difficult to interpret. To illustrate, while observers can describe the pyramids of Egyptians, they can not explain what these things mean, which requires observers to stay in the

organisation long enough or talk to insiders to make sense of espoused values, norms, and rules.

Regarding the second level, Schein (ibid) underlines the adaptation of espoused beliefs and values by the members of the organisation over time by taking joint actions, observing the outcome of that action and finding them as useful. The most crucial point about this level of culture is that since these beliefs and values may or may not be congruent with behaviour and other artefacts, positive or negative sub-cultures may emerge in the organisation within which some group members share the same values and beliefs. This may cause conflict in the organisation, which necessitates bringing people together to manage, solve and prevent conflict (Behfar et al., 2008).

The least observable of the three levels, underlying assumptions, include the hidden dimensions of the culture and taken-for-granted values and beliefs. There is a slight variation within groups that comes from repeated success in implementing certain beliefs and values, and members find behaviour based on other premises incomprehensible (Schein, 2017). An example of these could be the behaviours of managers. While workers, especially women, can be ignored by managers due to their unproductive behaviours, such as being late to the workplace in Eastern cultures, it is a taken-for-granted assumption for managers that things should be profitable in a capitalist country.

Leadership in the context of school culture

Research indicates that leadership and culture are linked to each other in all organisations, including schools, as *'two sides of the same coin'* (Schein, 2017, p. 1). Hallinger and Heck (1996) conceptualise the relationship between school culture and leadership as a *mutual influence process* rather than a one-way process in which leaders influence others. According to the comprehensive review of literature on the role of culture in a theory of educational leadership, Hallinger and Leithwood (1996) state that while the principal leadership acts as an independent variable that affects the school culture, it should also be noted that the school culture is likely to influence the leadership enactment as well.

The role of school leadership in creating, managing and changing the school culture has been widely cited. Schein (2017) states that although every school has its situationally unique culture shaped by the values and beliefs of leaders, students and staff, the attitude and

aptitude of school leaders among numerous factors are the most significant ones that strongly shape the culture of schools. Fullan (2002, p. 18) referred to school leaders, specifically principals, as 'change agents' and stated that they affect the school outcomes through transforming the school culture. Barth (2002, p. 6) considers the change of existing school culture as the most significant and difficult issue of a school leader and views its effects on learning stronger than the effect of the president on the country or even the effect of the state department of education.

Research suggests the crucial steps that school leaders should follow in shaping the school culture. According to Gruenert (2000), leaders should first examine the school's current culture, which helps them understand the process of change, including past, present and future realities. Barth (2002) suggests that the transparency of vision, communication among school members, their relationships outside the school community, power emphasis, decision-making processes and the level of collaboration within the school are key features school leaders should assess in order to determine whether the culture is toxic, undistinguished or focused on improvement (Cameron and Quinn, 2011; Dinsdale, 2017). Schein (2017) also underlines the significance of understanding people's tolerance towards a change since leaders are likely to face dissent and resistance where there is a change in the culture. In addition, leaders need to have a clear vision (Deal and Peterson, 1999) and create a shared leadership through communicating their vision, beliefs and values (Spillane, 2005), involving the stakeholders of the school in decision-making (Lunenburg, 2010a) and providing opportunities for collaboration (Fullan and Hargreaves, 1996), which enables school staff to learn about the direction of the school as well as promotes greater engagement and ownership of the change. As Barth (2002) stated, 'it is impossible to change a school culture for leaders on their own; thus they can invite others to join as observers of the old and architects of the new' (p. 6). Lastly, since the change needs to be considered as a continual process, it is crucial for leaders to assess and measure its success and specify supplemental changes if required (Gruenert, 2000; Schein, 2017).

Key questions raised by this review of school culture are as follows:

- How do school staff perceive school culture?
- What is the connection between school culture and school success?
- What is the role of leadership in building, managing and changing school culture?

- What kind of barriers are there in shaping the school culture?
- What is the role of leadership in overcoming the barriers?
- How is the school vision developed?
- How are roles and responsibilities distributed?
- What strategies are followed in decision-making?

Empirical research on school culture

Existing research on building, establishing and managing school culture provides many examples of effective leadership as well as the perceptions and beliefs of stakeholders of schools (staff, students and parents) regarding the strategies taken to build school culture. In one of the recent studies exploring the implementation of leadership strategies in establishing a positive school culture, Morris et al. (2020) conducted a case study in an Australian secondary school. According to the questionnaire data collected from 28 leadership, school support and teaching staff and focus group data from 15 leadership team members, it was concluded that there is a visible leadership in the school strengthened by the principal's open-door policy, which in turn results in improving the level of participation in decision-making. Contributing to the professional growth of school members, creating a shared school vision, implementing interventions and recognising staff morale both professionally and socially are found as key strategies of the principal in establishing a school culture.

Although it is evident from the study of Morris et al. (2020) that principal leadership plays a significant role in the development of school culture, it has failed to address the role of the principal in managing and changing the dysfunctional school culture: how he/she can manage change in the school culture and what the effects of school culture on the principals' leadership practices are. Moreover, since this study deals with the role of leadership within a limited approach of school principals, it does not discuss the critical leadership role of other members, such as assistant principals and teachers.

Another study explored the leadership behaviours of successful school leaders implementing the necessary efforts for culture change (Lopez, 2017). The study was conducted in a South California Middle School deemed a toxic school culture based on teachers', students' and parents' experiences. Data collection and analysis of interviews (with a principal, 8 teachers, 3 parents and 6 students), observation (of a school principal) and document reviews (of

yearly school culture surveys from 2008 to 2013) revealed that a principal familiarised and navigated the existing school culture in two ways: by creating a positive environment for teachers' and students' learning and social growth; and secondly, providing an equitable learning space for students regardless of their genders, races or backgrounds. It was concluded that a principal started to support, listen and care about teachers, parents and students when appointed to the school. He also integrated positive rituals, which formed new beliefs and values in addition to united school stakeholders. Moreover, as a principal involved in building connections with students, their behaviours became more positive inside and outside the classrooms, reflecting the decrease in their dropout rate and the increase in their academic achievement. This study also underlines that the principal's leadership was not the sole responsibility in transforming school culture. The role of teachers, parents, students and subcultures are contributing factors for culture change. The partnership between parents and school staff in building and supporting social, emotional and academic improvement for students has an impact on the school culture.

Much has also been written about the school culture based on the perspectives of various school stakeholders, including leaders, teachers, students, parents and inspectors in the Turkish literature. Although the research mainly explores the relationship between the school culture and organisational variables such as organisational health (Ozdemir, 2012), teachers' motivation (Cevik and Kose, 2017), organisational cynicism (Balay et al., 2013), organisational commitment (Sezgin, 2010) and the school success (Demirtas, 2010), the dominant approach scholars have followed is exploring the cultural structures of schools (e.g. Terzi, 2005; Firat, 2007).

Turan and Bektas (2013) aimed to determine the relationship between school principals' leadership practices and school culture through conducting the '*Leadership Practices Inventory*' developed by Kouzes and Posner (2003) and '*School Culture Inventory*' developed by Gruenert and Valentine (2000). According to the survey responses of 349 teachers working in 15 Turkish primary schools, there is a positive and significant relationship between the scores of principals' leadership practices and school culture. The regression analysis also indicates that sub-dimensions of leadership practices such as creating a vision, encouraging the staff and guiding leadership practices explains 28% of the variance of school culture scores.

The literature review has revealed some scholars exploring the relationship between different types of school leadership and culture. More specifically, while Sahin (2004) investigated the relationship between school culture and transformational and transactional leadership styles of school principals, it was also determined whether instructional leadership explains the school culture (ibid, 2011). In a more current study, Yuzer (2019) studies the relationship between school principals' charismatic leadership and the school culture based on the perceptions of 310 pre-school teachers. Similar to the research of Sahin (2004; 2011), Yuzer (2019) found that charismatic leadership positively affects the school culture. Although these quantitative studies strengthen the theoretical understanding of the importance of school leadership on school culture, the major drawback is that they have given little attention to covering multiple perspectives (e.g. school leaders, teachers, students and parents) to gain a deeper understanding of leadership practice in shaping school culture.

However, the literature review has identified two studies regarding the role of school principals in shaping the school culture. While Celikten (2003) has provided theoretical understanding regarding the responsibilities of principals, such as working with staff and students to create the shared and collaborative vision and ensuring teacher motivation and satisfaction, Ozdemir (2006), as the second study, determines the expected and observed behaviours of school principals to form a school culture and explores whether there is a meaningful difference between the expected and observed behaviours. The data were collected by a survey administered to 251 Ministry of Education Inspectors and showed a significant difference between the expected and the observed behaviours of school principals. The author explains this difference in two ways. First, he stresses that the formation of culture is complex in organisations such as schools that are affected by cultural, organisational and political factors. Secondly, there may be psychological and attitudinal barriers, such as resistance to change among school members. When considering the key role of school leadership in the formation of school culture, it is possible to state that this study offers significant implications for school principals regarding the expected leadership behaviours in shaping school culture. Due to its methodological stance, although Ozdemir (2006) study has a generalisable nature, what and how strategies were implemented to shape the school culture are still not clearly drawn out.

3.3.3 Continuing Professional Development

In the last two sections, accountability and school culture were presented in general (definitions, types and importance), as well as their interconnections with school leadership in particular. Finally, this section reviews continuing professional development of school leaders and teachers concerning its importance and different forms, and discusses the role of leadership in facilitating continuing development in effective schools.

Continuing professional development of school leaders

Globalisation and increased accountability in education have affected the role of school leaders, especially principals (Shields, 2013), resulting in greater emphasis being placed on continuing professional development (CPD). The professional growth of school leaders is significant not only for their job performance but also for student learning through its positive effects on teacher development and school culture (Day et al., 2016).

Although there is broad international agreement about the CPD needs for school leaders, what constitutes effective CPD is still a matter of debate. Bush (2008) argues that the governments should approach CPD not only as a strategy to update the professional knowledge of school members but also as a means for change in their values, skills and attitudes. A better combination provides the transfer from knowing knowledge to the real world of leaders, from CPD activities to day-to-day practice, which subsequently supports a better and continuous mechanism for school effectiveness (Huber, 2013). Though a variety of research that conceptualises frameworks for leaders' CPD (e.g. Davis et al., 2005; Lawrence et al., 2008; Desimone, 2009), the common elements of high-quality CPD for school leaders can be summarised in three aspects: content, methods and structure.

According to Leithwood et al. (2004), if school leaders are to maximise the development of new knowledge, leadership skills and attitudes, the CPD programme should be designed using standards or research-based knowledge and have curricular coherence aligned with the intended outcomes of schools. In addition, the programme should include a job-embedded curriculum that enables leaders to transfer to their daily leadership actions (Lawrence et al., 2008). The content of the CPD program should also be delivered through a variety of methods to provide school leaders with different opportunities in sample settings requiring the application of acquired skills, knowledge, and problem-solving strategies as

well as working in cohort grouping and strong internship models under the provision of an expert mentor (Davis et al. 2005). Furthermore, there should be strong collaboration between university programmes (or ministries of education) and school districts. Both organisations need to play a role in structuring the CPD programmes for school leaders to fully benefit from potential outside resources (Grogan and Andrews, 2002). However, it is argued that since these recommendations are still new, it needs some time to have confidence regarding effective leadership programme characteristics.

CPD varies across countries and can include wide-ranging activities, such as workshops, pre-service and in-service seminars and conferences, coaching, mentoring and shadowing (Goldring et al., 2012). According to Bush (2008), the reason for such variety can be explained by qualification expectations of different countries. To illustrate, since increased accountability became school leaders in English schools more responsive to the expectations of political, social and economic shifts (O'Sullivan and West-Burnham, 2011), while pre-service qualification is required for being recruited, varying in-service opportunities also take an important place in the professional growth of leaders. However, research indicates that CPD of school leaders in Turkey is mainly provided by the in-service training opportunities organised in the form of conferences and seminars by the MoNE, while pre-service training for the development of leadership skills and knowledge does not exist (Polat et al., 2018). The possible explanation may be that having teaching experience is considered as a prevailing criterion for applying to school leadership positions in Turkey (see Chapter 2 for details).

Continuing professional development of teachers

The relationship between the quality of teaching and student achievement has been a substantial focus of research on school improvement in the last decades (Hallinger and Heck, 1998). Extant research has reached a conclusion that teachers play an important role through their direct effects on student learning in their classrooms. (Hallinger and Heck, 1996; Leithwood et al., 2006; Bush, 2013). With the increasing significance of evaluative and accountability frameworks, the requirement for effective usage of information and communication technologies for teaching and the spread of educational reform initiatives in recent years, policy-makers have started to place greater emphasis on the quality of teachers all over the world (OECD, 2009b). Villegas-Reimers (2003) considers that teachers'

CPD is one of the critical components in most of the educational reforms and emphasises their relationship as:

Currently, in the world, most societies are engaged in some form of educational reform ... Regardless of the scope of the reform, the relationship between educational reform and teachers' professional development is a two way, or reciprocal, relationship ... educational reforms that do not include teachers and their professional development have not been successful (p. 24).

CPD for teachers can be classified as informal or formal based on its nature, purpose and contexts in which it takes place (Fraser et al., 2007). Formal CPD for teachers refers to the structured and systematic activities, which can occur inside or outside the school but are often led by an instructor or trainer. Regarding the latter, Lieberman and Miller(2001) states that these non-school-based activities can be in the form of seminars, courses, workshops and conferences, which offers a capacity improvement in teachers' practice, provides different perspectives in education in general and in their subject area in particular and helps to follow the latest development in research. However, as Desimone (2009) underlined, this traditional form of CPD can not provide content focus, effective practices and sufficient time to improve the content of their instruction and their approach to pedagogy for better learning outcomes. Regarding the former, varied opportunities, such as peer coaching, mentoring, support meetings and action research, offer job-embedded learning experiences and help teachers affiliate with their teaching practices and adapt to their own context compared with traditional forms. However, since such learning requires specified school time, it may prevent teachers from giving due importance to their job if it is not well-organised.

On the other hand, informal CPD includes a wide range of activities, from browsing the internet to discussing school-related issues with colleagues (Kyndt et al., 2016). Therefore, it can be claimed that teachers can engage in informal forms of CPD inside and outside the school, with or in the absence of their awareness.

Considerable research underlines the significance of informal CPD for enhancing teachers' practice due to the convenience of integrating the informally learned competencies to their subject content knowledge and technology usage for classroom teaching (Hara, 2001; Burns, 2008). Although the old-fashioned traditional types of CPD activities are highly criticised,

Kyndt et al. (2016) state that informal CPD is still not on the agenda of many governments. Teachers are generally expected to attend mandatory CPD activities such as courses and seminars, which provides little support for their development in the workplace.

Besides the provision of conventional pathways, leadership plays a significant role in promoting and facilitating the CPD of teachers for which the school principal is well placed (Leithwood et al., 2008). Bredeson (2000) identifies four areas that school leaders have the opportunity to have a substantial impact on teacher CPD: being a learner, creating a learning environment; involving in the design, delivery and content of CPD and evaluating the CPD outcomes.

First, school leaders, specifically principals, can establish learning as the core of their practice and form the direction and expectations for learning through what they do and what they reward since they have a significant influence on the beliefs and practices of teachers as models of life-long learning (Bredeson, 2000). Second, school principals can build and strengthen a positive learning environment for everyone in the school, including teachers, by providing support (e.g. financial and emotional) for their growth, creating high expectations for learning, fostering meaningful dialogue with teachers and students and empowering them for taking risks and discussing new ideas and practices (Barnett Kesner, 2005; Sheppard and Dibbon, 2011; Day et al., 2016). Moreover, Luneta (2012) underlines the importance of teachers' voice in determining their CPD needs. It has been highly reported that as teachers engage in the design, delivery and content of CPD activities, the reflection on their teaching practices is paramount (Darling-Hammond et al., 2017). Aligning CPD with teachers' needs, involving them in decision-making, providing a variety of learning opportunities, and staying focused on student learning are the key responsibilities school leaders should take. Lastly, Bredeson (2000) equates most evaluations of CPD with traditional participant satisfaction surveys which do not provide systematic and rich data regarding the impact of CPD activity on teacher knowledge and skills, teaching practices and pupil achievement. It is significant for effective school leaders to regularly supervise and evaluate teaching, provide feedback and subsequently develop professional learning goals collaboratively based on the assessments so that they can continue to refine the CPD for teachers (Desimone, 2009).

The review of the literature clearly highlights the influence of school leadership in enabling the continuing professional development of teachers. However, Hall and Simeral (2008) warn that considering CPD as only the principals' responsibility may underestimate teachers' autonomy in their own professional learning. Instead, CPD should be seen as an in-built part of teachers' professional lives, and leaders should build leadership capacity among staff since where teachers are encouraged to develop as reflective leaders, a self-replicating and genuine learning community is created (Mullen and Jones, 2008).

O'Sullivan and West-Burnham (2011) refer to the importance of professional learning communities in schools. Regarding the primary function of schools, school leaders and teachers who are responsible for promoting students' learning are required to contribute individual as well as collective capacity and thus develop a culture of continuing professional development in schools. According to Stoll et al. (2006), learning in a profession is a complex and endless process. CPD is a means that strengthen individuals, groups and whole school communities to get involved in and sustain learning over time.

Regarding the approach to CPD, England can be seen as one of the successful examples among countries where government priorities create professional learning communities in schools. Bush et al. (2006) stated that the national strategy for CPD underlines the significance of teachers learning with and from their colleagues, and therefore, England has experienced a significant number of CPD strategies for teachers, which shifts from the traditional types of teacher professionalism to the view that becomes schools professional learning communities. Being seen as a crucial means in enhancing the standards and attainment in schools, Rhodes and Beneicke (2002) similarly state that through the mutual support offered by other teachers, enhanced self regarding and trust are well experienced. Supporting teachers through coaching, mentoring, and peer-networking mechanisms transmits the learning from teachers to students, bringing about a greater effect in students' classroom experience. If teachers are allowed to have greater ownership of CPD rather than being imposed by others, they can benefit from CPD activities more efficiently. Moreover, if collaboration is established between teachers, the adoption of CPD activities cause fewer problems for them. Thus, as Harris (2001) stated, due to the lack of collaboration between teachers and the lack of management intervention for teacher support in many schools,

management teams should take into consideration how productive collaboration is established within their school contexts.

Key questions raised by this review of continuing professional development are as follows:

- What is the school's approach to the continuing professional development of school staff?
- How is continuing professional development for staff organised?
- What kind of CPD opportunities do school leaders have?
- What kind of CPD opportunities do teachers have?
- What is the role of leadership for school staff's development?
- What kind of support is there regarding the CPD of school staff?
- What kind of barriers are there regarding the CPD of school staff?
- What is the role of leadership in overcoming such barriers?

Empirical research on continuing professional development

Theoretically, the leadership role in CPD, as mentioned earlier, is significant for school improvement; this was proved in studies on successful schools. In developing a Model of Successful School Leadership from the International Successful School Principalship Project (ISSPP), Gurr (2017) described the work of school leaders in enhancing pupil achievement. According to the multi-site case studies across different contexts based on the perspectives of headteachers, deputy heads, governors, teachers, parents and students, it was concluded that school leaders in successful schools are people-centred: this forms their core interest in building the capacity of teachers, organisations and communities for better school outcomes.

Using mixed methods to understand school leadership in effective and improving primary and secondary schools in England, Day et al. (2016) collected empirical data from a 3-year study by national surveys with 440 heads and 2887 SLT members and middle managers, which was complemented by interviews with school leaders and teachers (numbers were not specified) in 20 primary and secondary schools. The study provides new empirical evidence of how successful principals, directly and indirectly, achieve and sustain improvement over time. The findings show that though its importance, explaining schools' improvement and sustainment of effectiveness by only the principals' leadership style falls

short if we ignore their layered and progressive strategies in building leadership capacities of school staff through distributing leadership responsibilities and building trust, defining the strengths and weaknesses of school staff, providing a range of learning and development opportunities for staff and developing a school learning culture in which there are high expectations for students' learning.

There is also a growing body of research regarding the role of school leadership for the CPD of school staff in the Turkish context. However, rather than examining the issue from a broader perspective, it can be stated that research is limited by the role of school principals in terms of teachers' CPD, which have mostly been confined to survey questionnaires, giving little attention to qualitative approaches in order to obtain rich descriptions of perceptions, experiences and the needs of school principals and teachers.

In a widely cited study, Gozler (2008) examined school principals' roles in motivating secondary school teachers to improve their professional growth. Based on the survey data collected from 17 school principals and 646 teachers working in private and public secondary schools, it was concluded that the views of participants in both types of school regarding the motivational role of school principals in teachers' CPD are at the low or moderate level though a slight difference to the detriment of those in public schools. The authors underlined the necessity of varied CPD opportunities at the schools and of principals' roles in supporting and rewarding the school staff and developing learning environments, which requires school principals to develop themselves to gain new knowledge and skills. Regarding the difference between the two types of schools, the authors also underlined the accountability issues in private schools. It was interpreted as that school principals may feel more responsible for the success of students. Thus they may give more importance to the CPD of teachers, which requires policy-makers to assess the accountability in the Turkish education system.

In one of the most recent studies, Bilge and Arslanargun (2018) reached similar findings with Gozler and Ozmen (2008) study, while Ozturk and Ozan (2020) extended our understanding by examining the factors that prevent the CPD of teachers in phenomenological research conducted with 40 school principals in public and private schools. The authors determined teachers' resistance to change, closeness for communication, economic factors and individual deficiencies as reasons to limit school principals' role in teachers' CPD. According

to the perspectives of school administrators, personal characteristics such as age and gender, in addition to societal factors, cause teachers, especially females, to fall behind in their CPD.

Although the importance of teachers' CPD is well emphasised in school improvement literature, there has also been some criticism that mainly focuses on the traditional kind of CPD activities such as not providing job-embedded learning opportunities, being conducted in a short time, lack of coherent planning and local needs (Gumus and Bellibas, 2016). These issues have been widely discussed in Turkey, where teachers' continuing professional development activities are centrally organised by the Ministry of National Education (e.g. Demirel and Budak, 2003; Daloglu, 2004; Erisen et al., 2009). To demonstrate the necessary components of effective CPD activities, Bayar (2014) conducted a qualitative study with 16 elementary school teachers, which comprised of interviews over a year. It is concluded that the CPD activities in Turkey offer little or no impact on teachers' skills. Moreover, the authors suggest that CPD activities should be conducted based on existing teacher and school needs. Teachers should be involved in the planning process of CPD activities, and these should be conducted over a long term period by a high-quality instructor.

Regarding the CPD opportunities for school principals in the Turkish education system, recent qualitative research (Gumus and Ada, 2017) examined the CPD opportunities for school principals by conducting semi-structured interviews, which offers similar results with a significant number of other studies (e.g. Memduhoglu, 2007; Recepoglu and Kilinc, 2014). According to the perspectives of 31 elementary school principals, it was emphasised that since school administration has not seen a profession in Turkey, CPD has not been focused on leadership skills. Nevertheless, the study determined four different types of CPD activity according to the participants' experiences: the guidance of school inspectors, qualification programmes (e.g. Masters and PhD), meeting with colleagues and in-service training offered by the Ministry. Though such activities, principals shared their dissatisfaction with being inspected in limited-time periods which does not provide space for adequately benefitting from inspection, the lack of incentives for getting a postgraduate degree and not being able to go beyond discussing the requirements of the schools in meeting with colleagues due to their lack of power and autonomy and the lack of quality in-service training.

3.4 Summary

This chapter has presented theories and previous research on accountability, school culture and continuing professional development within the field of school leadership. The available literature has provided a theoretical and empirical understanding of leadership practice through the lens of the three key concepts and identified a gap in the literature that shaped the three research questions of the study.

The review of the literature highlighted that:

- The concept of accountability is explored from a variety of perspectives in education; however, much of the research was conducted in Western contexts focusing on test-based accountability systems. Therefore, there is a wealth of information regarding the benefits and problems associated with accountability, managing the conflicts between internal and accountability demands in addition to the role of leadership in response to accountability. However, the empirical research in the Turkish context is comparably less, which may be because accountability has not been put on the reform agenda of a highly centralised education system. The existing research focuses on the school leaders' and teachers' views about the accountability system they are experiencing. However, the perspective of leadership responses to accountability is largely absent from the literature. This study is important since it aims to propose an accountability model for Turkish secondary schools in which school leadership is successfully practised to improve the effectiveness of the school.
- The literature review reveals that attention has been given to understanding the cultural structures of schools in Turkey and the relationship between the leadership practice of school principals and school culture. Although there is a steady increase in articles published on the topic of school leadership and culture, especially in the last decade, the dominance of associating leadership with school principals continues, ignoring the distributed perspective of leadership. Moreover, these studies have not explored the role of principals in shaping school culture. Instead, the focus is investigating to what extent school principals enact specific leadership behaviours such as developing a school vision and contributing professional growth of teachers, which derives from the quantitative-based methods of these studies showing statistical results. This study, therefore, has significant implications since there is still

a gap in leadership research in the field of school culture exploring how leadership is practised in developing, managing and changing school culture, how strategies are implemented in order to form a school culture, what the barriers are in the process of culture change and what the role of leadership is in managing such barriers.

- Though a substantial amount of research regarding the CPD of school principals and teachers in the Turkish education system, the literature have mainly been related to the quality, content and structure of CPD activities. While there is some research examining the role of school principals in teachers' CPD, how leadership plays a role in facilitating the CPD of school staff is still missing. This broader examination matters in this study since leadership is not interpreted as the responsibility of the school principal. Instead, it is defined as an influence process between individuals, groups and organisations, which form a basis for formal and informal leadership practices.

Therefore, it is hoped that this thesis will add to the growing literature on accountability, school culture and continuing professional development in the field of school leadership. These areas will be investigated through the perceptions of both leading and teaching staff in the sampled schools. This will, therefore, shed light on how leadership is practised in Turkish secondary schools. The next chapter discusses the methodology and methods adopted for this study.

Chapter 4: Research Design and Methodology

4.1 Introduction

This research aims to gain a comprehensive understanding of how leadership is being practised and experienced in Turkish secondary schools.

Within this framework, the following three sub-research questions were formulated to investigate the problem and answer the research question:

RSQ1. How do school leaders and teachers in secondary schools respond to accountability?

RSQ2. How do school leaders and teachers in secondary schools view and describe the role of leadership in developing a school culture?

RSQ3. How do school leaders and teachers in secondary schools view and describe the role of leadership in planning, organising, and evaluating continuing professional development?

This chapter explains the methodological considerations that underpin the present study. More specifically, Section 4.2 presents the philosophical background of the study, discusses the ontological (Section 4.2.1), epistemological (Section 4.2.2) and methodological positions (Section 4.2.3). Section 4.3 justifies why a case study approach was chosen for answering the research questions. Whereas the background to the cases is described in Section 4.4, Section 4.5 offers the case study selection process. Section 4.6 explains how and why the participants were chosen as well as their personal details. The resources, methods and instruments used to collect data are clarified in Section 4.7. Section 4.8 is split into separate sections to explain the quantitative (Section 4.8.1) and qualitative (Section 4.8.2) data analysis phases. The chapter concludes with a discussion of quality criteria (Section 4.9) and ethical issues (Section 4.10).

4.2 Paradigm Rationale

According to Easterby-Smith et al. (2012), three main reasons underlie the usefulness of understanding the philosophy of research methodology. Firstly, it enables the researcher to refine the overall research strategy used in research. This is composed of the type of data collected, how data is interpreted and how it helps to respond to the research questions being investigated. Secondly, it allows the researcher to assess different methodologies and

methods. Thus, it prevents unnecessary work and inexact use by displaying the constraints of particular research approaches at an early stage. Thirdly, knowledge of research philosophy enables the researcher to be open-minded during the selection and adaptation of methods of which he/she has not any previous experience (p. 17). Pring (2010) adds that conducting the research without considering philosophical viewpoints can seriously affect the researcher's commitment to the study and deep understanding of the results.

Traditionally, there are three elements of research paradigms overarching educational research; ontology (how to view reality), epistemology (how to construct reality) and methodology (quantitative/qualitative) (Lincoln & Guba, 1985). According to Cohen et al. (2011, p. 5), ontological assumptions give rise to epistemological assumptions that allow methodological issues and the right decision of instrumentation and data collection.

The following sections discuss such links that underpin the current study.

4.2.1 Ontology

Ontology refers to questions dealing with what exists or can be said to exist in the social world and, therefore, assumptions about the nature and structure of that social reality (Goertz and Mahoney, 2012; Crotty, 2003). According to Cohen et al. (2011), it is concerned with the existence of social reality in terms of whether being independent of human understanding and interpretation or being context-specific.

In general, there are two contrasting ontological positions; objectivism and constructivism. According to Bell et al. (2018), objectivism, often associated with quantitative research, is an ontological position that asserts that *social phenomenon and their meanings have an existence that is independent of social actors* (p. 21). On the other hand, according to constructivism, the reality is constructed based on individuals' consciousness, interpretations, perceptions and cognition (Bryman, 2008, p. 19).

This study focuses on the perspectives and lived experiences of school leaders and teachers regarding the practice of leadership in Turkish secondary schools. According to many researchers (Murphy et al., 2007; Day and Leithwood, 2007; Leithwood et al., 1999), leadership is a complex and multidimensional phenomenon that embraces the study of values, skills and qualities of leaders as well as the strategies, the plans and the methods they use. It is significant to view the practice of leadership as a product of their

consciousness that is affected but not entirely restricted by external factors. Thus, in the constructivist approach, the researcher set out to interact with the school settings to understand the whole context and its various dimensions.

Another reason for the researcher employing a constructivist approach is that emphasising the ineluctable role of context in educational leadership was the main focus of this research to explore and understand leadership practice in a centralised educational context. Because leadership is a contextually bounded phenomenon affected by the community, school and institutional contexts (Leithwood et al., 2010), the researcher sought to understand the phenomenon under investigation in detail, both holistically and contextually.

4.2.2 Epistemology

Crotty (2003) defines epistemology as '*a way of understanding and explaining how we know what we know*' (p. 3). Cohen et al. (2011) state that researchers may identify their epistemological position with the following question: What is the relationship between me and what I research?.

There are two broad epistemological assumptions; positivism and interpretivism. According to Creswell (2014), if the researcher seeks knowledge while setting her/himself aside, then the study may be named positivistic in terms of the epistemological path. However, from an interpretive perspective, researchers seek to understand the context or setting of the participants by personally visiting this context and gathering information.

The positivist paradigm claims that to be meaningful, phenomena are required to be observable and provable (Hartas, 2010; Cohen et al., 2011). Such a paradigm is intrinsically quantitative, underlying measurement of behaviour and estimate of future measurements. Quantitative researchers, therefore, analyse datasets using statistical research methods that are likely to attain generalisable and reproducible conclusions (Maykut and Morehouse, 1996; Bell, 2010; Newby, 2010). However, the positivist paradigm has been criticised by many theorists and researchers since it neglects the complexity of human experience and has regarded human development and learning from a mechanistic perspective while ignoring individual values, comments, moral principles, and expressions of ambiguity and uncertainty (Anderson, 1998; Hartas, 2010).

In contrast, the interpretive paradigm uses values and perspectives as the essential base on which sense can be made of the world. In short, the interpretive approach asserts that because social reality has a political and historical basis, shaped by our actions, experiences, and construction of meanings, we create the subjective meanings of our experiences through interactions with others and particular situations and environments that surround our lives (Hartas, 2010). This approach also depends on the researcher rather than using specific measurement tools as the primary means of collecting data. Rather than quantitative measurement, interpretivism is associated with the use of qualitative approaches where patterns emerge from the data, and those studied are provided with a voice in interpreting the data (Anderson, 1998). Thus, according to Cohen et al. (2011), the contexts of the classroom and schools are the most apparent settings where problems related to teaching, learning and human interaction significantly challenge positivistic researchers (Cohen et al., 2011).

Although there are some quantifiable aspects of this study, the present study aims to obtain a deeper understanding of the leadership practice in Turkish secondary schools rather than generalising to other situations. By taking into account the perceptions of school principals, assistant principals, group leaders and teachers, the researcher aims to display the complexity of leadership practice. It is assumed that all participants could provide detailed and meaningful information about their perceptions as part of a social and cultural phenomenon, which could not be obtained through a positivist approach.

Another reason for the researcher to use the interpretive approach was the researcher as the main instrument for data collection and analysis. Because individuals' interpretations of their reality are significant according to interpretivism, the researcher got inside and explored within, made interaction with others, and was involved in particular situations to get a detailed understanding of leadership practice (Cohen et al., 2011).

4.2.3 Research Methodology

The literature defines two primary research methodologies, *qualitative* and *quantitative*, and *mixed methods* between the two (Creswell and Creswell, 2017; Cohen et al., 2011). Each of the three approaches has its own ontological and epistemological assumptions. Traditionally, a quantitative methodology is grounded in the positivist paradigm, while a qualitative

methodology is described as belonging to the interpretive paradigm (Lincoln and Guba, 1985).

However, classifying an approach as either quantitative or qualitative does not mean that one approach is inherently better or worse than the other. Each approach brings a range of strengths and weaknesses, and each is particularly suitable for particular contexts. This study adopts a mixed-methods approach since it is considered that the combination of qualitative and quantitative approaches provide a more complete understanding of a research phenomenon, namely school leadership, than either of the approaches alone (Creswell and Clark, 2007). As Teddlie (2005, p. 223) argues, if the study aims to explore educational leadership in school effectiveness, the most practical design in this area will probably be mixed-methods due to the complex and highly contextualised nature of relationships between educational leadership and school outcomes.

Creswell and Clark (2007) present the four major mixed methods design; *triangulation*, *embedded*, *explanatory* and *exploratory*, categorised with variants, timing, weighting and mix, as Figure 4.1 shows.

	Timing	Mix	Weigtining
Triangulation	Concurrent	Merge the data	QUAN+QUAL
Embedded	Concurrent and sequential	Embed one type of data	QUAN(qual) or QUAL(quan)
Explanatory	Sequential Quan → Qual	Connect quan and qual data	QUAN → qual
Exploratory	Sequential Qual → Quan	Connect qual and quan data	QUAL → quan

Figure 4.1 Types of mixed method design (Adapted from Creswell and Clark, 2007)

In this study, the researcher does not aim to compare or contrast one kind of data with the other as in the triangulation design. Moreover, due to the lack of time and resources (e.g. the pandemic and the Ministry's restrictions for travelling to Turkey), she did not intend to explore a phenomenon within two data collection and analysis phases as in the exploratory and explanatory designs. Therefore, based on the study's research questions, an embedded design was adopted. To understand the general pattern among school members regarding the leadership practices in the cases studied, the quantitative approach with particular statistics is used. The qualitative approach played a supportive role in the quantitative data to enhance the overall study with a specific focus on the way of leadership practice. The questionnaire collected quantitative data, whereas qualitative data was collected by observation, interviews and group interviews, which gave a voice to participants with different perspectives (ibid.).

As Cameron (2009) stated, researchers who adopt an embedded mixed-methods design collect their data procedures simultaneously or sequentially. According to Morse (1991), simultaneous triangulation represents the simultaneous use of qualitative and quantitative methods in which there is limited interaction between the two sources of data during the data collection stage. Considering the limited time and resources during the data collection process, the researcher collected the data simultaneously. However, the findings complement one another at the data interpretation stage. Figure 4.2 summarises the research paradigm and embedded design.

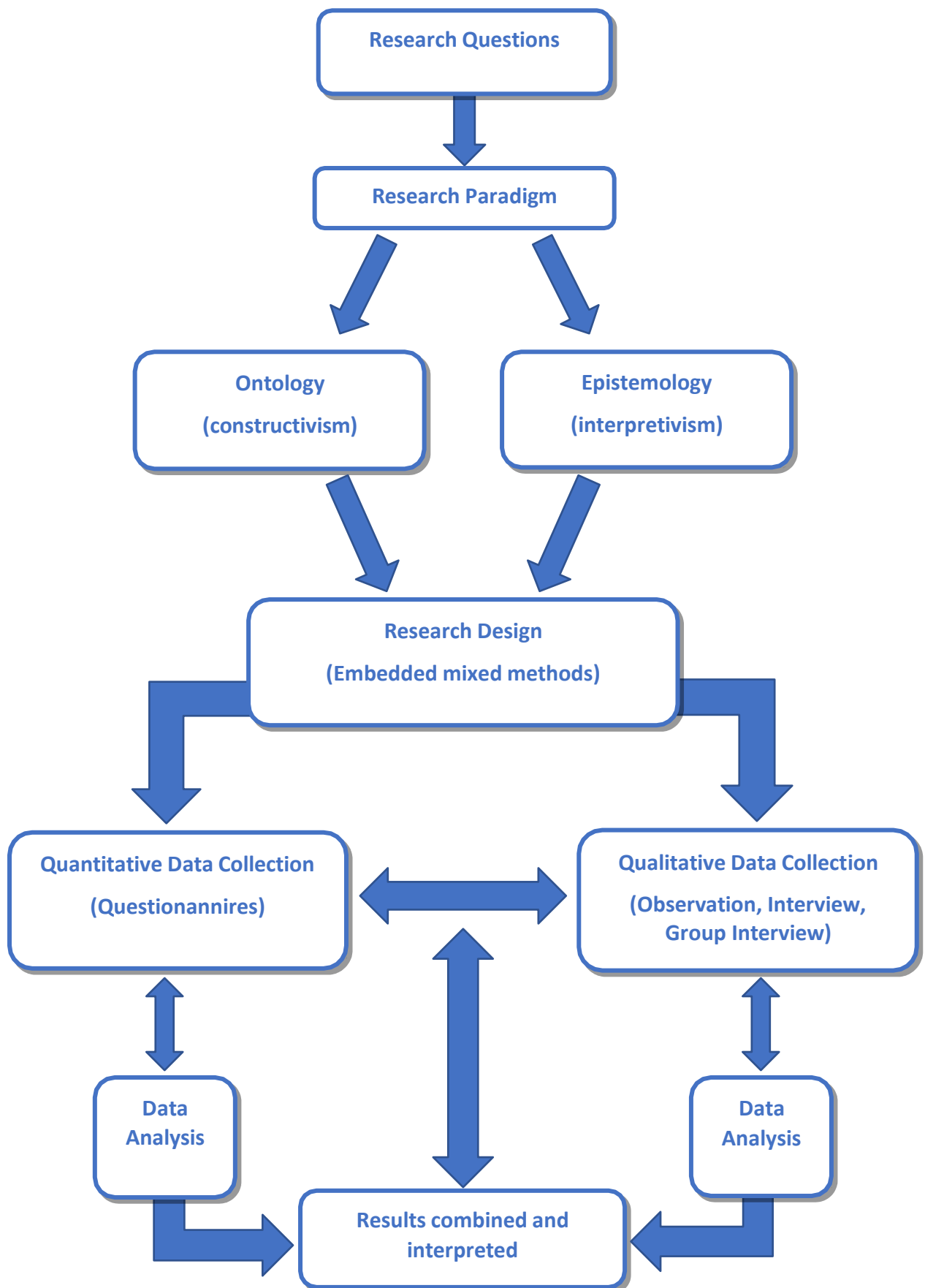


Figure 4.2 Overview of the research paradigm and embedded mixed methods design

4.3 Research Approach

Anderson (1998, p. 120) lists five types of qualitative research approaches that are generally employed in educational research: narrative inquiry, phenomenological research, grounded theory approach, ethnography and case study research. Most commentators consider that the research approach adopted primarily depends on the nature of the inquiry itself as well as the research questions (Newby, 2010; Bell, 2010).

The present study intends to explore and understand the nature of leadership that is inevitably affected by personal, institutional and societal contexts. As Burns (2000, p. 460) points out, given that case studies are the most appropriate research approaches that provide an opportunity to gain in-depth information about real people within their real-life contexts, a case study was used as the research approach of this inquiry.

Burns (2000) argues that, either simple and specific or complex and abstract, to determine the phenomenon that the researcher is interested in studying as a case, it must be bounded. As Merriam Sharan (2009, p. 40) highlights, the case may refer to an individual, a group, a program, a community, an institution, or a specific policy. In the present study, rather than individual school members, the cases were Turkish secondary schools, with leadership investigated as the phenomena of interest. This is because the researcher regarded the issue of educational leadership as an interactive influence process.

According to Yin (2009), there are three different case studies: exploratory, explanatory and descriptive. Exploratory case studies are defined as initial research conducted to explore aspects of phenomena that we have no clear understanding of beforehand (Newby, 2010). While this type of case study mainly focuses on answering research questions dealing with 'what', explanatory case studies explain the causal links between too complex events for experimental or questionnaire designs. Finally, descriptive case studies describe a phenomenon, offering a revealing and profound understanding of the real-life context in which it occurs (Yin, 2009; Zainal, 2007). Since the purpose of the current study is to gain a deeper understanding of leadership practice in secondary schools nominated or suggested by the Ministry according to the perceptions and experiences of leading and teaching staff, this is a descriptive case study.

Another issue comes from the selection of either single or multiple case studies. In the simplest terms, while a single case study examines a single subject in-depth, several cases or events are studied in a multiple case study design (Campbell and Ahrens, 1998, p. 541). The single-case design is defined by its focus on a critical case, an extreme case, a unique case, a representative or typical case; however, a multiple case study design is based on investigating phenomena both within and across each setting to understand the differences and similarities between cases. That is, the use of multiple case studies is determined as a prediction of similar results (a literal replication) or a prediction of contrasting results but for predictable reasons (a theoretical replication) (Yin, 2009, p. 47). Although multiple-case studies have been strongly criticised for being expensive and time-consuming (Gustafsson, 2017), it allows researchers to analyse several cases in terms of their unique features in their contexts. It also prevents researchers from falling foul of the criticism of 'putting all the eggs in one basket' (Yin, 2009, p. 58). Therefore, this study used a multi-case design (two schools) that enabled the researcher to study selected cases with their unique features without losing the standpoint of the interpretive approach.

It is worth mentioning that the researcher initially aimed to conduct the study in two different educational contexts, namely Turkey and England. The original plan was collecting data in two Turkish and two English secondary schools. However, since the data collection process coincided with the pandemic, the researcher was not able to sample schools in England. Nearly 300 schools around the UK were approached, none of whom were able to take part in the study. Thus, the focus of the study depended on data collected in Turkey. After discussions with the supervisory team and MoNE, it was agreed that the study would be conducted with 2 or 3 secondary schools in Turkey. However, Covid-19 restrictions led to school closures and delays to data collection, resulting in study centering on two schools. Although this is a small sample of schools, this in-depth mixed method study involved school principals, deputy principals and teachers, generating a rich dataset.

Critics of the case study approach have drawn attention to some disadvantages. To illustrate, as an inherent characteristic of the approach, a case study is involved in studying an aspect of a single event in-depth, which raises concern about the generalisation of research findings (Anderson, 1998). However, as Cohen et al. (2011) state, although having limited generalisability can be an issue from single experiments, they can be extended by replication

and multiple cases (p. 295). However, the authors emphasise that case studies offer 'analytic' generalisation rather than 'statistical' generalisation, which is also consistent with Bassey's (1999, p. 12) notion of 'fuzzy generalisation' that questions whether the significant concern should be 'reliability' or 'generalisability'. Since this study examined two schools as cases with deep investigation in their contexts, the results can not be generalised to a broader population, but still this study offers valuable insights. These limitations are explained in detail in Chapter 9.

4.4 Context

The context of Sun School is the Gold city which is located in the Central Anatolia Region. According to the statistics of MoNE (2020b), the number of primary schools in the city is over 600, while there are 579 secondary schools and 429 high schools. The reason for the samples' selection among secondary schools located in the province of Gold is that it is one of the most populated and diverse cities in Turkey, which provides the researcher with an opportunity to select the most appropriate sample. The researcher's professional experience as a teacher for more than six years in one of the secondary schools in the city also enabled her to gain relatively straightforward access to the schools and efficiently use time, money, and resources.

The context of Sea School is the Silver city located in the Mediterranean Region. The city hosts 1261 schools, including 479 primary schools, 396 secondary schools and 386 high schools (ibid.). The reason for the researcher's data collection in Silver city comes from the practical access to the schools. When the data collection process of the second school started, the restrictions of the pandemic limited the researcher to staying with her parents living in Silver city. The participants in another school of Gold city who had already agreed to participate in the study became unwilling to complete online questionnaires, and their uneasiness deriving from the pandemic prevented the researcher from scheduling individual and group meetings. Then, it was decided to focus on the second sampling school in Silver city.

4.5 Case Study Selection

The purposive sampling technique was used to identify and select the cases for this study, which enabled the researcher to reach cases knowledgeable about or experienced with a

leadership phenomenon (Creswell and Clark, 2007). This study was conducted in two schools with high performance based on the argument that effective leadership is more evident in schools that have been determined as high performing (Murphy et al., 2007). Since the educational staff in successful schools are more likely to have some level of knowledge and practice related to CPD, school culture and accountability, the researcher chose to employ research methods based on meaningful communication with principals, assistant principals, group leaders and teachers in successful schools to investigate the present study's research questions. Therefore, the researcher was able to gain in-depth knowledge from the participants as '*knowledgeable people*' according to their experience and expertise (Cohen et al., 2011, p. 157) since it was essential to reveal how they perceive, create and change the school culture, what the available opportunities the school staff are offered for their professional development, whether and how the accountability can be achieved and how it affects the teaching and learning processes in schools.

Previous studies implemented different techniques to determine successful schools in their contexts, such as school inspection data (Ghani et al., 2011), students' national exams performance (Dinham, 2005) and authorities' school ratings (Bush et al., 2012). Although this study was conducted in successful secondary schools, the researcher could not access any details about the academic success of the schools in Turkey that might provide objective criteria for determining them as successful. Thus, the District Directorates of National Education officers were contacted to identify schools considered 'successful' in both cities. They directed the researcher to the *Sahra* district directorate of national education in Gold city and the River district directorate in Silver city where the most successful schools are considered to be located. Based on the officers' suggestions in the district directorates, the researcher created a pool of 10 schools in each city. After contacting school principals of these schools through email, two principals were approached (one in Gold city and one in Silver city) who were willing to contribute to the study. The schools selected were similar in terms of type, size, location, and gender composition, which avoided the possible effects of other demographic variations on the leadership practices.

4.6 Participants

According to Cohen et al. (2011), researchers follow different procedures to identify the research samples in quantitative and qualitative studies. In quantitative studies, researchers

use a random sampling strategy to generalise research findings to the broader population under investigation. However, there may be difficulties in gaining a list or record of an entire population, especially if it is composed of many individuals. Nonetheless, if the population can be identified (it is more likely if the number of individuals is small), the researcher may select an entire population as a research sample. Since this study was conducted in two secondary schools in Turkey, there was no difficulty in identifying and reaching out to the entire population. The researcher gained lists of names and accessed information about the individuals in question. Thus, the entire population (all assistant principals, group leaders and teachers) was the target sample for the questionnaires. However, since this study was an embedded mixed-methods research design, statistical generalisability was not an objective.

In contrast, in the qualitative part of the study, the researcher selected participants via purposive sampling. Three critical issues have shaped participant selection: the nature of the inquiry, triangulating the participants' data, and the samples' representativeness to the general population.

Regarding the first aspect, since in-depth information is fundamental to informing the present study, the researcher selected two secondary schools in Turkey and school staff members in each school who were readily available to contribute.

In terms of participants' triangulation, in addition to involving school principals whose practices are of singular importance in studying school leadership, assistant principals, group leaders and teachers were also included to provide a more complete understanding of school leadership. This not only enriches the present study's potential to gain a more accurate understanding of leadership practice but also enhances the credibility of the collected data by triangulating it from a range of different perspectives (Bogdan and Biklen, 2007).

Lastly, although qualitative research does not explicitly set out to produce generalisable findings, the sample's representativeness remains a crucial issue in qualitative studies. Thus, the researcher aimed to reach a sample size large enough to generate rich data while avoiding data overload in total (Cohen et al., 2011, p. 161). According to many empirical studies, saturation in interview data was largely achieved after 12 interviews (Galvin, 2015; Guest et al., 2006). Moreover, the researcher planned to have an equal number of leading

and teaching staff to avoid dealing with the investigated phenomenon mostly from one perspective. Thus, the researcher included a principal, two assistant principals, three group leaders specialising in Maths, Science and Turkish language and six teachers from each school specialising in these subjects. The rationale for selecting these specific subjects is that Maths, Science and Turkish Language are compulsory for students in their last year of secondary education for enrolment in prestigious high schools in Turkey. This is in line with the perspective of Kumar (2014, p. 248); contrary to quantitative research where random samples are selected that best represent the whole population, qualitative studies are often guided by the researcher's judgement concerning which cohorts are likely to be able to provide the most informative data.

4.7 Data Collection

In addition to collecting data from a range of different participants, it was also crucial to gain evidence through various methods. Such triangulation ensures more valid and reliable data regarding how people do what they say they do (Golafshani, 2003, p. 604). Moreover, since the present study is grounded on interpretivism as its epistemological orientation, and thus concerns understanding the practice of leadership through both principals' interpretations and that of the staff they lead, observation and interview were used besides questionnaire to achieve this goal.

The questionnaires with all assistant principals, group leaders and teachers were conducted as the first data collection method to explore the participants' general views on leadership practice through the lens of three main concepts: school culture, CPD and accountability. Moreover, observation of the principal in Sun School was conducted, allowing the researcher to generate relevant questions to ask in the following interviews. To complete the interview process, school principals, assistant principals and group leaders were interviewed face-to-face, followed by group interviews with subject teachers to determine their perceptions of the leadership practice.

Figure 4.3 summarises the process of data collection stating data collection methods in sequence, the participants involved, and the aims, which were discussed in-depth in the following sections.

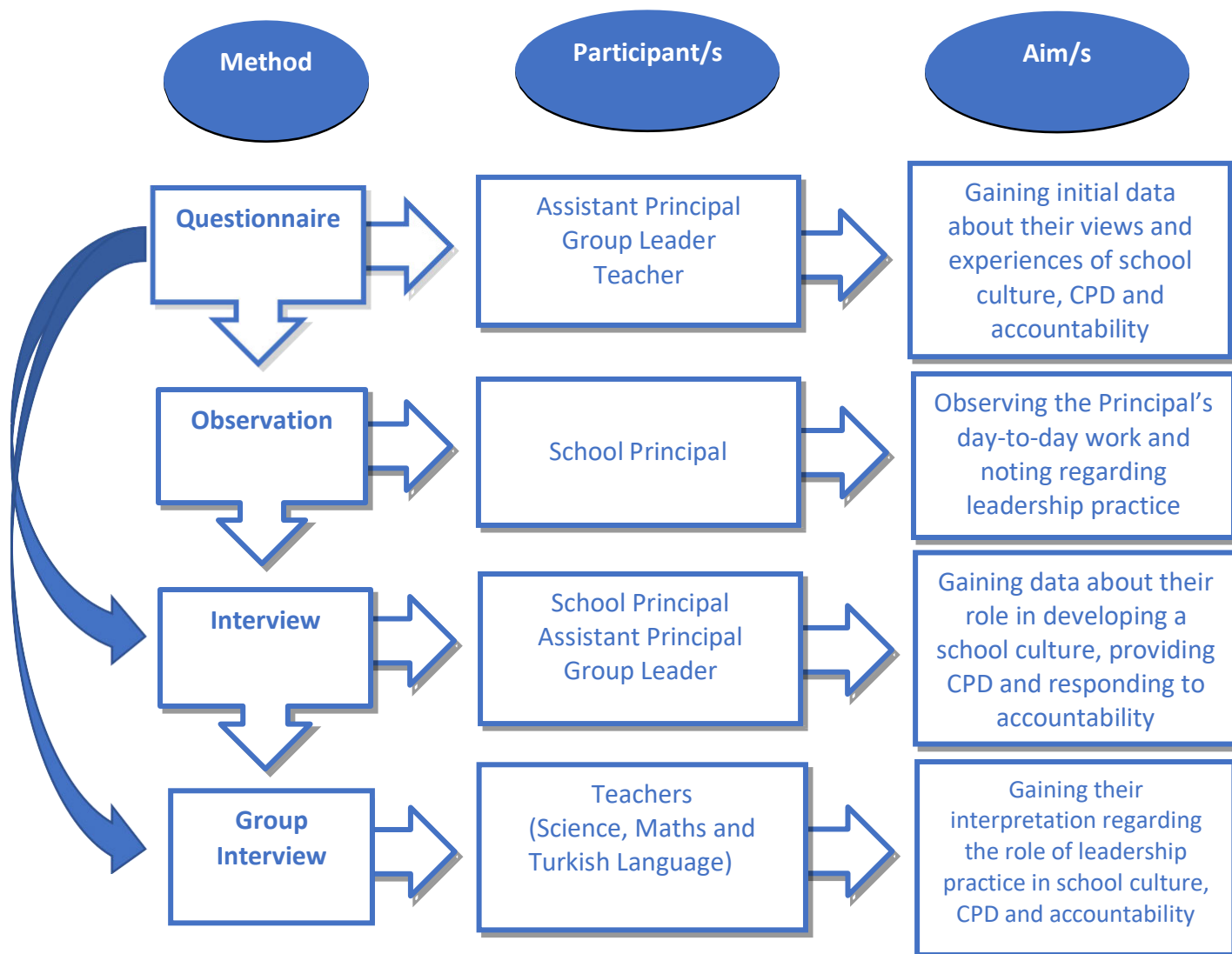


Figure 4.3 Research Process of data collection

The researcher collected the data individually, beginning with Sun School, followed by Sea School, for travelling restrictions. The data collection process took six months, including getting official permission from the Ministry to conduct research in public schools.

4.7.1 Questionnaire

The questionnaire design was appropriate for this study since the researcher intends to enable a larger number of participants to answer detailed questions in a short time compared with interviews and to prevent any information that may be neglected in observations (Cohen et al., 2011; Glasow, 2005). Another reason was that it helped the researcher reach a more significant number of participants (24 in total) to take part in the

interviews more easily because, in the last part of the questionnaire, the researcher asked whether they would like to be involved in further research (interview).

The questionnaire was designed and planned to be distributed to the participants via the JISC Online Surveys Service. The reason behind the researcher's choice was that the University of Reading has a licence that enabled the researcher to gain easy access. The availability of the University support service also encouraged the researcher to develop and analyse the survey on the web. The platform also covers the UK General Data Protection Regulation (UK GDPR), tailored by the Data Protection Act 2018. It is also certified to ISO 27001 standard, which provides security for any digital information. Thus, the researcher designed and distributed online questionnaires for the pilot study. This enabled the researcher to save time and effort, both in distribution and data analysis. Moreover, it provided a high response rate which was vital for the validity and reliability of the questionnaire (Cohen et al., 2011). After getting the official permission from the Ministry to conduct a study, the researcher visited Sun School to meet with the staff, explain the study and have the consent forms signed. However, the participants' views regarding the online questionnaires caused the researcher to employ traditional paper and pencil questionnaires in the main study. It was understandable in terms of the age of school staff and their limited understanding of technology.

The researcher designed the questionnaire by adopting the guidelines of Gehlbach and Brinkworth (2011) that consists of a six steps approach. In Step 1, the researcher highlighted issues relating to leadership practices as well as the challenges and difficulties that might affect the enactment of leadership practices in school settings in her examination of the related literature. In Step 2, the researcher turned her attention to the population of interest, assistant principals, group leaders and teachers. Through her previous experience as a teacher in Turkey, the researcher consulted on Skype with an assistant principal and a group leader individually and a group interview with three teachers to ensure whether her conceptualisation of the leadership (with three main concepts; school culture, CPD and accountability) matched the way her intended respondents thought about it (p. 381). Gaining the respondents' critical views helped the researcher check whether the participants concurred with the perspectives in the reviewed literature. In Step 3, the researcher synthesised the literature review with the interview and focus group data. In this step, the

researcher aims to provide a complete conceptualisation of leadership that both parties are likely to agree on (p. 382). Although they agree conceptually, the respondents in Turkey describe the concept of accountability differently, associating it with responsibility. Their unfamiliarity may come from the lack of accountability practices in the Turkish education system. Thus, the researcher decided to use the term responsibility rather than accountability in the Turkish version of the questionnaire. In Step 4, the researcher started to write preliminary questionnaire items. The researcher's goal in this step is to create items that adequately represent the respondents' understanding from Step 3 and use meaningful terminology to potential participants (from Step 2) (p. 383).

In order to decide the type of question, the researcher considered three main issues: the advantages and limitations of each question type, asking the information she needs and producing analysable responses (Bell, 2010, p. 141). While in the first part of the questionnaire, the researcher replaced the category questions that ask demographic features of participants; in the other parts, a variety of question types are used, each of which serves for a specific reason. To illustrate, Likert scale type questions on a 5-point range were used to discover the strength of participants' feelings and attitudes about the leadership practices in their schools (ibid, p. 225). Moreover, a list question was thought as applicable to learn what kind of professional development opportunity the participants attended. Moreover, at the end of each section, it was asked for any additional comments to cover all the issues about CPD, school culture and accountability that take place in their contexts.

In terms of its appearance, the questionnaire was developed in four parts. In addition to the first part, which consists of demographic questions, the researcher chose to ask critical issues related to the main research questions, the perceptions and experiences of participants on CPD, school culture and accountability, in part two, three and four separately. Moreover, to overcome the issues about wording the items, the researcher also asked four additional questions at the end of the questionnaire (Section D) about the length, clarity and easiness to complete.

In Step 5, the researcher focused on each question (and each statement in each question), to ensure that every point served a purpose with regard to the research questions and analytic framework. The researcher also consulted experts (two colleagues, one of them is a PhD

student in the Institute of Education at the University of Reading, and the other is an academic staff at a university in Turkey) who could provide feedback on concerns the researcher had, such as item clarity, layout, sensitiveness and language complexity, defined as *expert validation* (Anderson, 1998). Thus, the researcher reduced the number of questions, divided all the statements and created separate questions for specific purposes. Moreover, '*others (please specify)*' option was added to enable participants to give their views, thus avoiding the limitations of pre-set categories of responses (Cohen et al., 2011, p. 31). The researcher also became more aware that at the end of each category (CPD, school culture and accountability), there should be a separate question for any additional comments about issues that have not been covered in the questionnaire. It is also noteworthy that to overcome the language barriers (as most of the participants were not proficient in English), the questions were initially designed in English and translated into Turkish by the researcher for the pilot and main study. The questions were then checked by two bilingual experts mentioned before to test the instrument regarding whether the questions were understood in the same way by Turkish participants.

Pilot study

In Step 6, according to the view of a broad number of researchers about the sample size for pilots in survey research (Johanson and Brooks, 2010; Hertzog, 2008; Isaac and Michael, 1995), the researcher sent the link of the questionnaire to ten school staff (five leadership team members and five teachers) in a secondary school in Turkey and England (twenty in total) via JISC Online Survey Service. (See Appendix 7 for the initial questionnaire). The researcher's aim for conducting a pilot study was to check whether each question measures what it was supposed to measure, and all participants interpreted the questions and instructions in the same way (Cohen et al., 2011). This also helped the researcher obtain significant comments and feedback to refine further the questionnaire, such as adding, amending and deleting irrelevant or redundant questions. Moreover, how long it took to complete was tested and the whole questionnaire's flow and logic were checked (Buyukozturk, 2005). According to the respondents' feedback, it became clear that there are some issues about the length, clarity and easiness to complete the questionnaire, which required the researcher to make some amendments, including:

- Deleting some questions:

- Question 10: Superior support was also included in Question 11.
- Question 18, Statement 4: Schools do not have authority for staffing personnel.
- Adding statements:
 - Question 18: This school addresses individual student needs.
 - Question 18: This school provides school staff with required resources/materials, support and assistance.
- Redrafting a statement:
 - Question 8: The frequency of participants' involvement in CPD activities gives more detailed answers to understand how CPD is provided.
 - Question 17: To prevent confusion among participants, "Please take the higher institutions (e.g. MoNE/provincial directorate of national education) into consideration" was added.
 - Question 18, Statement 1: This school gives importance to making curricular decisions based on students' examination results, statistics or attendance rate.
 - Question 18, Statement 2: Teaching is observed regularly through classroom visits carried out by the headteacher, leadership team members and/or teachers.
 - Question 18, Statement 5: Students' progress is monitored regularly by the headteacher, leadership team members and/or teachers.
- Splitting a question:
 - Question 14: the statements regarding decision making and leadership distribution were split since it may cause participants to approach leadership distribution as limited with participating in decision making.

After revising the questionnaire and gaining access to the studied schools, the researcher conducted questionnaires with all assistant principals, group leaders, and teachers in Turkey (the total number of participants is 152). Demographic information of participants is provided.

4.7.2 Observation

Observation was considered highly suitable for use in the present study since this method enabled the researcher to gain first-hand data about principals and their social interactions in the contexts within which their leadership is practised. It was believed that observation ensures a more complete understanding of principals' leadership practices which may be talked about by the participants assertively or modestly during interviews. Thus, observation, as a research method, represented a complementary method to interviews in this study (Cohen et al., 2011, p. 456).

Cohen et al. (2011, p. 457) determine three kinds of observation regarding being sensitive to pre-ordination: unstructured, semi-structured and structured observations. Contrary to the structured observation that involves the researcher who knows in advance what he/she is looking for and unstructured observation that involves the researcher observing and recording any phenomena that take place without considering how it serves the research purpose, the present study is best served by adopting semi-structured observations for data collection as this allows the researcher to examine the themes and issues related to leadership which emerge from the research questions created by a thorough review of the literature, and related to the study's conceptual framework including CPD, school culture, and accountability.

Regarding the researcher's participation in the observed community, Darlington and Scott (2002, p. 77) characterised two types of observation: mainly participant and mainly observer. The participant role of the researcher was not appropriate for this study due to the time limitations, legal issues and main aim of the research. When considering the scope of the research conducted in Turkey, practically it was time-consuming to be a member of two schools since this type of observation ideally requires researchers to spend a substantial amount of time in the setting out to learn about daily life there (Marshall and Rossman, 2014, p. 100). Moreover, it was not possible for the researcher to be recruited as a temporary staff member without authorisation in Turkish secondary schools. Even if that happens, since the main purpose of the observation was to investigate principals' leadership practices, it was particularly difficult for the researcher with any position in the school to observe principal's day-to-day work and to note issues regarding CPD, school culture and accountability since they spend their time in different places of school such as offices,

corridors or classrooms. Since interviews followed observations, the researcher avoided influencing the principals' daily work practices by asking questions until the interview stage. Thus, the observer-as-non-participant role was considered a sound approach that enabled her to be present in the place of action, remain as a researcher, but not to interact with participants (Cohen et al., 2011; Kumar, 2014).

However, observation as a research tool has been criticised for many reasons that must be borne in mind for their inclusion in the present study. First, as Kumar (2014, p. 174) points out, the interpretation of observed phenomena may vary from observer to observer, which may cause observer bias. Moreover, there may be *"a change in the subject's normal behaviour, attributed to the knowledge that their behaviour is being watched or studied"* (Oswald et al., 2014, p. 57). This was particularly important for this research in which the role of the researcher is a non-participant observer. To overcome any unfavourable effects from the possibility of researcher bias, the researcher triangulated the data (Bryman, 2008). This is the main reason observation was combined with interviews. It is believed that this process is highly useful for the researcher to cross-check, compare and test the quality of information before it becomes a foundation of a knowledge base (Fetterman, 2010).

Pilot study

Prior to conducting an observation, the researcher observed a school principal for a day (approximately 5 hours) in Turkish and English secondary schools (two principals in total) to ensure the effectiveness of the data collection instrument and administration process. (See Appendix 9 for the initial principal's observation schedule). According to the sequence of this study, it was planned to do observations before interviews. Although the researcher could observe the principal in an English secondary school by sticking to the original plan in June 2019, the observation in Turkey was conducted after completing interviews for practical reasons. While piloting the study in Turkey in July 2019, the schools had already closed in June. Thus, conducting the observation as a pilot study was postponed to the next academic year beginning in September. However, it provided advantages, such as avoiding the observer bias because the researcher had already met all the staff, kept in touch with the principal for a long time and spent a considerable amount of time in the school. After completing the pilot study, the researcher asked the principal to comment on her

observation skills such as behaviours, note-taking, avoiding being intrusive, and they expressed his satisfaction.

Some amendments to the initial observation schedule were made, including (Compare Appendix 9 and Appendix 10):

- Adding a general field notes section
- Reorganising and restructuring:
 - Dealing with leaders' and teachers' professional development separately
 - Dealing with decision making and leadership distribution separately
 - Dealing with the elements of accountability as internally and externally
- Redrafting observation points:
 - Principal role in teachers' professional development
 - Vision development and communication
- Adding to observation points:
 - Leaders' PD (Journey, Support and Obstacles)
 - Establishing culture

The researcher also faced difficulties in observing school principals in the main study. The pandemic prevented the researcher from observing the principal in Sea School since the schools were closed for a year. Thus, the implementation of observation remained limited to the principal of Sun School.

To overcome any unfavourable effects of the observation, such as not being intrusive, the researcher tried to take measures both inside and outside the school to cause her presence to be as low-key as possible. While shadowing the principal inside the school, such as in his office, the researcher hesitated to make eye contact and tried to stay at the back of the room. Regarding outside the school, since there was more space in which the specific action or behaviour took place, the researcher stayed at a distance that enabled her to observe these actions/behaviours without being intrusive. Moreover, it was always kept in mind not to disturb the principal by writing many notes. Thus, the researcher wrote the terms, words and symbols that would remind her later of the whole action. These field notes were completed in more detail as soon as leaving the school for three days.

During observations, the researcher focused her attention on the principal's approach, activities and decisions, such as what strategies he employed to support teachers' PD and what his practices were in developing effective school culture. The researcher wrote down what the principal did, what he discussed with other people, who he met and where he went regarding CPD, school culture and accountability. This process also allowed the researcher to observe and understand the principal's interaction with stakeholders such as assistant principals, teachers, students and parents, his way of decision making, the problems he faced and how he managed, and thus, to gain a detailed picture of his leadership practices.

4.7.3 Interviews

Interviews were selected as the third data collection method in this research as it is closely aligned with this study's ontological and epistemological orientation. As Cohen et al. (2011, p.409) underline, it allows participants (both interviewers and interviewees) to explain their feelings and interpretations of the world in which they live and state how they regard these situations from their point of view. Moreover, as Bell (2010) states, interviews also provide researchers with an opportunity to clarify any unclear data from observations, for example, which is particularly significant in terms of the present study's research agenda.

Burns (2000, p. 423) defines three kinds of an interview; unstructured, semi-structured and structured. Rather than setting out a specific list of questions (as in structured interviews that provide no scope to investigate participants' perceptions, beliefs, and feelings) or no question rationale (as in unstructured interviews that suffer from validity) (Burns, 2000; Hartas, 2010), the researcher employed a standardised interview schedule in which the wording and order of the interview questions remain unchanged for each participant. Thus, the use of semi-structured interviews provided the researcher with the flexibility to ask (and if necessary modify) open-ended questions to gather in-depth information and to ensure that the interviews' content focused on leadership practices in secondary schools. Also, the semi-structured interview is well suited to the nature of this study conducted within Turkish education contexts because its inherent flexibility and adaptability hopefully ensure that the interviewee's contextual interpretations of leadership are identified (Hartas, 2010, p. 231).

The interviews were standardised and featured the same set of questions, prepared firstly in English and later translated to Turkish. In creating the interviews, the researcher enlisted the help of two experienced researchers: one got her undergraduate degree from the

Department of English Teaching in Turkey and is also currently doing her PhD at the Institute of Education in the University of Reading, and the other got a PhD from the UK and is now working as an associate professor in a Turkish university. This enabled the researcher to test the instruments in terms of whether the questions were understood in the same way by the Turkish participants and revise the questions if necessary.

Pilot study

The researcher interviewed a principal, an assistant principal and a group leader in Turkey, in addition to a headteacher and a deputy headteacher in England, as pilot studies. Since the pilot study in England was conducted in June 2019, the researcher could not conduct an interview with the head of department due to his busy schedule at the end of the academic year. In addition to testing whether the questions are workable in each context, the pilot studies benefitted the researcher in improving her skills and experience in conducting interviews and improving her confidence. Interviews with an assistant principal and a group leader in Turkey and a deputy headteacher in England took approximately 50 minutes, which was sufficient to cover the interview themes and not disturb the school routine. However, an interview with a principal in England and Turkey took an hour. Because of the principals' busy schedule and the comprehensive nature of research concepts (cpd, school culture and accountability), the researcher decided to do interviews for the main study with the principals in 2 different time slots to avoid unwillingness or inability to answer all the questions (Cohen et al., 2011, p. 364). In addition, it was preferred to ask all the participants to fill in a background information sheet before starting interviews to use the time more effectively while gaining all the required demographic data (See Appendix 6). In terms of the wording and ambiguity of questions, the researcher decided to ask the questions to fit the role of each respondent.

Some amendments to the initial interview schedule were made, including (Compare Appendix 11 and Appendix 12):

- Adding questions:
 - What kind of support is there in this school regarding the professional development of staff?

- Redrafting some questions:
 - How would you describe your school culture regarding motivation, collaboration, communication and relationship with the wider community?
 - Have you faced difficulties in developing a school culture?
 - If yes, what are these difficulties, and how do you overcome them?
 - Do teachers, students and families have a role in decision-making? How and why?
 - What is your view of the current accountability to the Ministry?
 - Do you think that this system impacts your leadership practices in this school? If yes, how? If no, why?

At the end of each interview, the researcher asked interviewees about her interviewing skills such as communication style, behaviours, type of questions, and they were all positive.

In practical terms, the researcher conducted semi-structured interviews with a school principal (2 in total), two assistant principals (4 in total) and 3 group leaders (6 in total) in each of the schools, demographic information of whom is presented. To ensure participants' comfort, interviews were performed in a place of the interviewees' choosing. Since the participants were not competent in spoken English, the researcher conducted interviews in Turkish. Each of the interviews took approximately an hour. Moreover, with the interviewees' permission, the interviews were audio-recorded and later transcribed to allow the researcher to analyse each response in detail rather than taking notes at the time.

4.7.4 Group Interviews

As one part of this study is to better understand the leadership practice in secondary schools by exploring the perceptions and experiences of teachers, group interviews were considered as a useful data collection tool in this study since the multiple perspectives in a group-interview context are likely to complement each other with additional points, which leads to a more comprehensive and accurate understanding of leadership practice (Bogdan and Biklen, 2007). Moreover, group interviews allowed the researcher to collect a considerable amount of data in a short time (Cohen et al., 2011, p. 432) which was extremely useful in this study considering the restrictions of the pandemic.

However, group interviews are also subject to some disadvantages: individuals may be reluctant to share their experiences in a group, particularly if their peers are present. Group

interviews also mean less time is dedicated to each participant's views. Moreover, particular individuals may monopolise the discussions to the detriment of others who may benefit from one-to-one interviews (Wellington, 2015; Cohen et al., 2011). To overcome these disadvantages, the researchers adopted the role of moderator, which ensured the interactive communication among the participants, keeping dominant individuals in line, giving the floor to more reticent members and keeping the discussion on the topic (Gaskell, 2000; Bogdan and Biklen, 2007; Wellington, 2015).

Pilot study

Prior to conducting the main study, the researcher piloted a group interview with three teachers who specialised in Maths, Science and first language in each country (six teachers in total). This was important for the researcher due to the credibility issues of the data and her lack of experience in conducting a group interview. Thus, the pilot study benefitted the researcher in improving her skills, experience and confidence.

Some amendments to the initial interview schedule were made, including (Compare Appendix 13 and Appendix 14):

- Adding questions:

- What kind of support is there in this school regarding the professional development of staff?
- As a teacher, do you think that you have a role in supporting the professional development of your colleagues? If yes, how? If no, why?
- As a teacher, do you think that you have a role in decision-making at this school? How and why?

- Redrafting some questions:

- How would you describe your school culture regarding motivation, collaboration, communication and relationship with the wider community?
- Do you think that you have a role in building, managing, and changing your school culture? If yes, how? If no, why?
- What is your view of the current accountability to the Ministry?

- Do you think that this system impacts your teaching practices in this school? If yes, how? If no, why?

Although it has been suggested that a typical group interview should involve approximately eight members as an optimal number of participants for an interactive discussion, the number of participants in such a group also depends on the study's specific research conditions and available resources (May, 2011; Bogdan and Biklen, 2007). In the present study, when considering teachers' availability to take part in group interviews and the disadvantages of group interviewing mentioned above, the researcher decided to reduce the number of participants to approximately 3. Thus, the researcher aimed to conduct two group interviews (approximately six teachers) in each school (twelve teachers in total) by involving teachers specialised in each subject within the bounds of possibility. Interviewing teachers as a homogeneous group across a heterogeneous range of subjects enabled the researcher, as Kitzinger (1995, p. 300) posits, to take advantage of the interviewee's shared experiences, on the one hand, while maximising the exploration of interviewee's different perspectives within each group.

The interview questions were developed based on the discussion in the literature review and were consistent with those used in face-to-face interviews. Each session took approximately an hour. At the start of each interview, the interviewer provided a thorough explanation of the general research procedures to participants and clarified what precautions were taken to ensure that their participation was confidential and anonymous. This provided an opportunity for participants to express any concerns they may have about the study and remove themselves if they so wish.

4.8 Data Analysis

As outlined in section 4.7, this study follows a mixed-methods approach for data collection while it is essentially qualitative in nature. The following sections, 4.8.1 and 4.8.2, explain the analysis of quantitative and qualitative data, respectively.

4.8.1 Quantitative Data Analysis

The researcher followed different stages of the analysis process to evaluate the data obtained from the questionnaires. When the participants returned their completed questionnaires, the researcher checked them for completion and errors. The first stage was

giving identification numbers for each school in preparation for data analysis. Then, the researcher defined and coded the data variables, which reflected the number of questions, including statements. To illustrate, the first statement in question one was coded Q1.a while the second was Q1.b. This was followed by transforming the data into a numerical format to enter into SPSS quantitative analysis programme. Each option was given a number from 1 to 5 since all the questions used a 5-point scale. To illustrate, the answers were coded as 1=Very often, 2=Often, 3=Sometimes, 4=Rarely and 5=Never in Q1.a. Following entering the data into SPSS, the researcher also checked the whole SPSS file not to miss any mistakes in the entering process. Figure 4.4 summarises the analysis process of quantitative data.

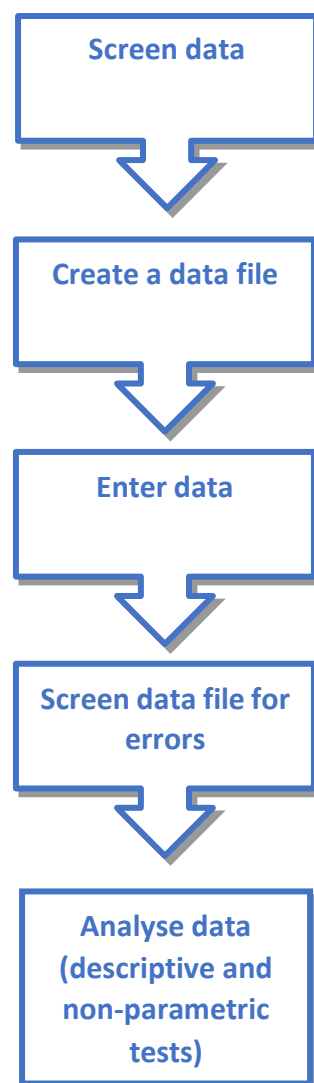


Figure 4.4 Statistical analysis process of quantitative data, adapted from Pallant (2016)

The quantitative analysis began with conducting descriptive statistical tests (frequency and percentages) which produced simple arithmetic data about the participants' views of the

leadership practices in Turkish secondary school context. The aim was to capture the general trends in participants' responses. This was followed by non-parametric statistical tests (Mann-Whitney and Kruskal Wallis) to present any statistically significant differences across groups. Only significant differences are presented and discussed in Chapters 5, 6 and 7, as only these were used to guide the next stage of the investigation, the interviews.

Table 4.1 summarises the tests used to analyse the quantitative data, bringing together how the aspects of each test link with the present study intentions (See Appendix 19 for the statistical tests).

Test	Aspect	Research Intention
Frequency and Percentages	to provide a brief summary of the samples and the measures done on a particular study.	The researcher aimed to present the background information of participants and their responses to all questions. This produced a detailed picture of the trends in the responses and identified the main issues regarding the role of leadership practice in accountability, school culture and CPD.
Mann-Whitney U Test	to compare responses from two independent groups to identify any statistically significant differences.	The researcher aimed to test for differences in participants' responses between two schools, and males and females regarding the role of leadership practice in accountability, school culture and CPD. Then, it was evaluated whether the difference was statistically significant.
Kruskal Wallis Test	to compare responses from more than two independent groups to identify any statistically significant differences.	The researcher aimed to compare the scores on participants' responses for groups that are categorised according to age, job title, experience (total, in the same school, with the current principal) and education level and to assess whether the scores differ significantly.

Table 4.1 Tests used to analyse the quantitative data, adapted from Field (2013)

4.8.2 Qualitative Data Analysis

Two main approaches to qualitative data analysis exist, deductive and inductive (Braun and Clarke, 2006). Given that a deductive approach involves using a framework decided in advance, it has been criticised for being overly inflexible and capable of introducing bias into the data analysis process, restricting the development of theory to explain results and obscuring any themes which may have otherwise been evident. On the contrary, the inductive approach involves analysing the data with little or no predetermined framework or theory, and, although it is time-consuming, it allows themes that may not have been previously identified to come to light, especially in the case that the researcher has no or little knowledge about the phenomenon under investigation (Burnard et al., 2008). Indeed, the inductive approach closely aligns with the present study's ontological orientation, where individuals are seen as active actors responsible for creating their reality, and also the study's epistemological stance where knowledge is considered as best understood through the interpretations of the individuals who are involved in leadership themselves. However, it should be noted that although this research has an inductive orientation to theory, the act of data reduction and analysis process followed an iterative approach moving between the data, research questions and analytic framework for modification and further examination of concepts emerging from data, while ensuring the voice of the participants continued to emerge (Mile et al., 2014).

While there are various inductive approaches to analysing qualitative data, one of the most useful is thematic analysis, which involves identifying, categorising, connecting and reporting themes to make sense of the data (Braun and Clarke, 2006). As Pope et al. (2006) state, qualitative research coupled with thematic analysis has a considerable potential to provide incisive insights into complex phenomena, as it allows a mass of data to be filtered and refined into specific themes which a researcher would otherwise have difficulty achieving via simply reading through verbatim notes, transcribed interview recordings or detailed observational field notes. Moreover, since in qualitative research, participants' subjective interpretations are significant in making sense of their actions, behaviours, and thoughts, thematic analysis is ideally suited to the present study's research aims by involving these interpretations in the process of data analysis (Alhojailan, 2012). Another rationale for the chosen of thematic analysis was that it allows the researcher to extract themes from data

without taking them out of context. This is particularly significant to this research since the main aim of this study is to understand the nature of leadership practice in a highly centralised Turkish education system.

The researcher analysed the qualitative data by following the six steps approach of Braun and Clarke (2013) that is shown in Figure 4.5.

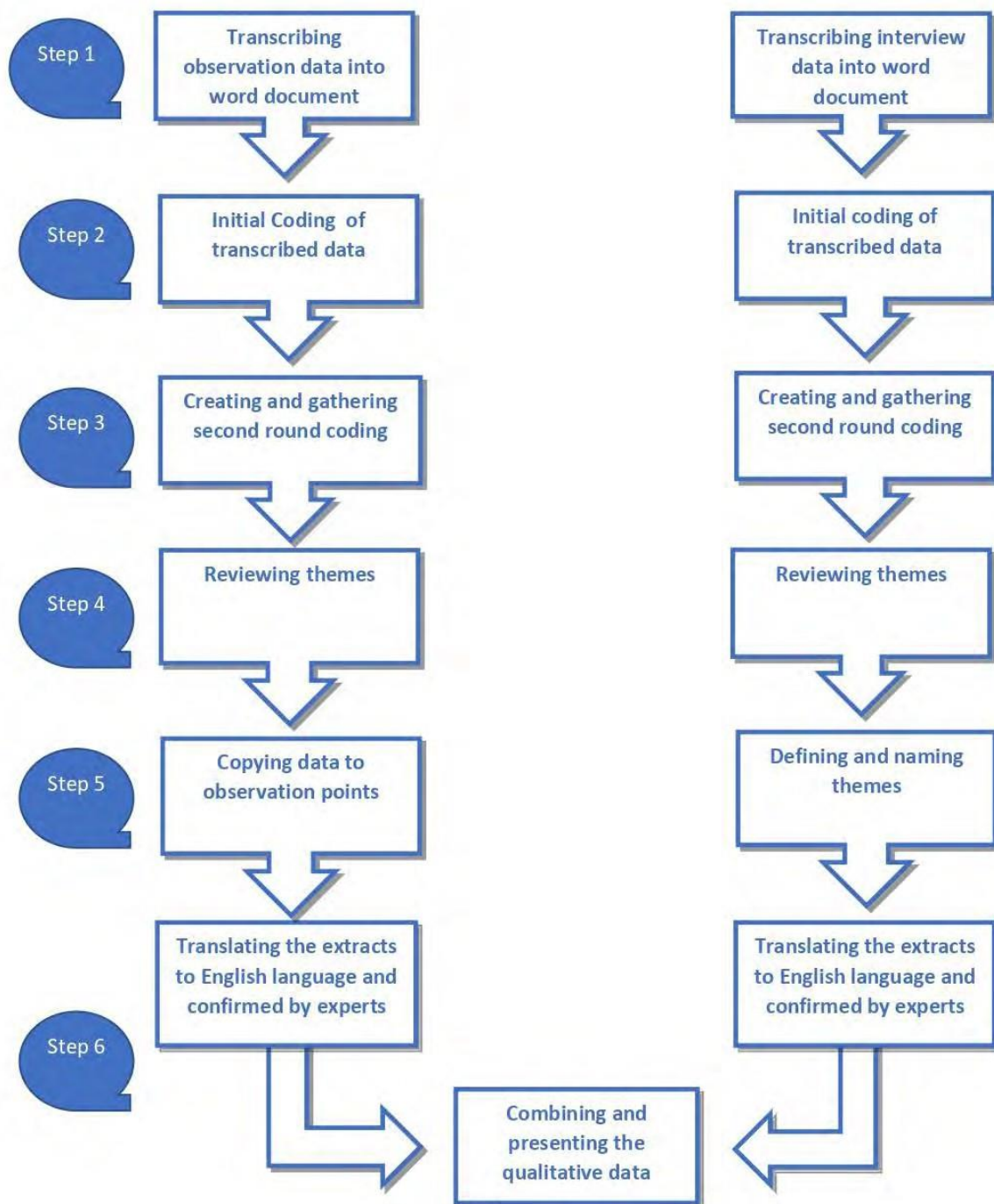


Figure 4.5 Thematic analysis process of qualitative data, adapted from Braun and Clarke (2013)

The researcher began data analysis immediately after the data from each case was collected, making data analysis more accurate as the interviews and observation were fresh in the researcher's mind. (The analysis stages of interview data is exemplified in the following pages. Please see Appendix 17 for the analysis stages of observation data.) This involved the researcher reading and re-reading the transcripts and observation notes to 'open code' the data initially, rather than seeking to identify specific patterns to become familiar with the entire body of data (Step 1) (Burnard et al., 2008). Next, the formal coding process began to generate initial codes by identifying common themes and organising the data into meaningful categories (Step 2). See Figure 4.6 for an example of the initial coding process.

<p>Me: Coaching, mentoring? She: Actually, teachers learn from each other more informally. We don't have an official coaching system. But I see that teachers are getting ideas from each other.</p>	<p>MS Meliha Sakin Informal learning among teachers</p>
<p>Me: Do you think the training match up with your own needs?</p>	<p>MS Meliha Sakin Training in the school matches with their actual needs</p>
<p>She: I think that the training given in our school through the efforts of the principal match up with our needs. Because we're already being asked what the topics of these training should be. We know the areas of expertise of academicians who have good bilateral relations with the principal. Let's call the professor from the university if you like and organize an education that will be like a conversation with both students and teachers," the principal asks. And that makes us happy. However, I certainly do not think that the training provided by the ministry meet our needs. This training should be given by taking into consideration the current conditions of the school. For example, our school has 40 students in classrooms, but there are also schools with 50 to 60 students or 20 students in their classes. Teachers are trained on how to provide project-based education. However, this training is for classes of 15-20 students. It's about how to do it, how to apply it in class. However, a teacher with 60 students in his class can't imagine how he's going to teach this. And me, too. A teacher who teaches 20 students can provide this training, while the teacher is reluctant who has a large number of students in the classroom. Maybe he's a very qualified and knowledgeable teacher, but it's impossible to give this training to 60 people. He thinks he can't give this training anyway, so he gives up in the first place. The results will be different if this teacher is told how this training can be given in classes of 60 people. In this way, teachers won't lose their enthusiasm, and students can take this education. However, this is not applied because the current conditions of the schools are not taken into account. I think that's the biggest problem in Turkey. The curriculum is changing, or life-based training is on the agenda, like stem, like Montessori. However, to be able to provide this training, both the number of students in the class must be small, and the necessary materials must be in school. For example, you're going to teach the subject force, but there's no dynamometer in the lab. It's not enough to be told at the seminar. First, the current conditions of schools need to be improved. Then the education should be given one-on-one in schools. We can only wait for this training to be implemented after these conditions have been met.</p>	<p>MS Meliha Sakin The role of the principal in meeting the specific needs</p>
	<p>MS Meliha Sakin Crowded classes</p>
	<p>MS Meliha Sakin Gap between the content and the implementation in the class</p>
	<p>MS Meliha Sakin Teachers' reluctance due to school facilities</p>
	<p>MS Meliha Sakin Problems in the planning of CPD opportunities</p>
	<p>MS Meliha Sakin Lack of support facilities</p>

Figure 4.6 Example of Initial Coding

Next, these initial themes were organised into broader themes according to their similarities, which Braun and Clarke (2006) define as *searching for themes* (Step 3). At this stage, the researcher sorted the different codes into potential themes and collated all the relevant coded data extracts within the identified themes. See Figure 4.7 for an example of searching for themes stage.

Quotation	First Round Coding	Second Round Coding
The Ministry holds many theoretical courses and seminars. For example, a hygiene course. It is held just for the sake of doing. There is no quality.	Theory oriented courses	Ineffectiveness of CPD opportunities
There have been seminars that I protested and left. Who's giving me the seminar?	Lack of qualified trainers.	
I took the exam to be an assistant principal, but questions are asked only about legislation and general culture. However, no questions are asked about school management.	Absence of school management in CPD for school leaders	
First, they don't have a financial possibility. As you know, the Ministry doesn't subsidise secondary schools. We think about how to replace the broken soap dispenser in the toilets.	School budget, physical infrastructure, school equipment	Lack of School Facilitates
So, to say, when they say, "Sit down!" we sit and when they say "Stand up!", we do. I am of no use. In that case, what can I do? What can I say to a teacher who doesn't improve himself?	Limited authority of school leadership	Centralised Nature of Education System
The main responsibility of principal is even to find the money for the school. He is very busy with external affairs. Contact with the district directorate, with businessmen...	Lack of time	
If principal says "Do you want to attend this course? It will be highly useful for you." I am sure the teacher feels as down for the count.	Being unopen to criticism	Cultural Influences
Otherwise, I'd appreciate it if a friend of mine would come and listen to my lesson. Imagine the last time I listened to a teacher was 23 years ago, I was doing an internship.	Lack of school learning culture	
To be helpful for others' CPD, they should want it from me. But almost all teachers here are highly experienced. So, such an interaction doesn't exist.	Lack of consideration of CPD needs among experienced teachers	Contextual Factors

Figure 4.7 Example of Searching for Themes



Figure 4.8 Mind Map at Searching for Themes Stage

The process continued by reviewing the themes and was followed by the final refinement of each theme and the themes overall to identify the essence of what they are about (Step 4) (Maguire and Delahunt, 2017). This stage was important for the researcher because it became evident that some initial themes were not really themes and should collapse into each other. To illustrate, since the theory-oriented nature of CPD activities and the lack of qualified trainers were shared by almost all participants, the researcher generated a separate theme, the *ineffectiveness of CPD opportunities* in Step 3. However, while reviewing the themes stage, the researcher decided to form a new theme, *teachers' reluctance to change* (which was derived from the ineffective CPD activities and the centralised nature of the education system) and considered as one of the challenges to CPD. See Figure 4.8 for an example of reviewing themes stage.



Figure 4.9 Mind Map at Reviewing Themes Stage

In Step 5, the themes were defined and further refined. This process was completed by going back to collated data extracts for each theme and organising them into a coherent and internally consistent account. To illustrate, since this process is for identifying the essence of what each theme is about (as well as the themes overall), the researcher organised the existing CPD opportunities according to their level of occurrence. Opportunities at the school level, therefore, involved academicians' visits and informal learning opportunities among school members rather than limiting it as opportunities provided by school principals. Moreover, as Braun and Clarke (2013) underlined, it is significant to consider how the idea that each theme tells gets into the broader overall idea that researchers are telling about their data regarding the research question. Since the researcher's aim was to understand the role of leadership practice in CPD, she focused on the challenges to leading a role in CPD rather than simply explaining the challenges for the participation of CPD activities.

The data analysis process (generating initial codes and themes) was undertaken in the Turkish language. The translation process began when the researcher identified themes and excerpts of data to include in the thesis. Relevant extracts (i.e. quotations) highlighting the final themes were translated from Turkish to English by the researcher. This was more appropriate than translating whole interview transcripts and observation notes for two main reasons. First, due to significant delays caused by the pandemic it was necessary to start analysing the data as soon as possible to complete the study on Schedule. Second, since translation is also an interpretive act, coding all interviews in their original language (Turkish) without translation enabled the researcher not to lose the original meaning, and thus to enhance the validity of the study. The two bilingual experts then confirmed the accuracy of these translated extracts to avoid any semantic distortion of participants' actual words and ensure the quality of the study. Rare mistakes were corrected, and words were added to produce the report (Step 6). To illustrate, interviewees' use of short-form *District* was clarified as 'District Directorate of National Education'. Figure 4.9 presents an example of the final themes for the study concept, CPD. (Please see Appendix 18 for the coding process of each concept).



Figure 4.10 Final thematic map, showing final two main themes for CPD

As illustrated in Appendix 17, the six steps approach of Braun and Clarke (2013) was used to analyse the observation data. Following the analysis of interview and observation data separately, the researcher integrated the analysis results with the aim of analysing both data as a complete body of material (Strøm and Fagermoen, 2012). This combined analysis enabled her to choose quotations from both types of texts depending on which best exemplifies and emphasises the findings rather than prioritising the interview transcriptions for the choice of quotations. Since the present study followed the inductive approach in

analysing the data, the researcher considered that the themes would emerge from the data. However, the thorough review of literature enabled the researcher to determine the themes for developing an observation schedule that covered all issues related to the conceptual framework, including accountability, school culture and CPD and led the researcher to link to the themes arrived in reporting the results stage.

4.9 Research Quality

Researchers use different quality criteria when obtaining qualitative and quantitative data in educational research. While the validity and reliability are two leading indicators of the quality of quantitative research, the quality of an inquiry within the constructivist paradigm can be judged by its trustworthiness in terms of credibility, transferability, dependability and confirmability that are closely related to reliability and validity (Cohen et al., 2011; Golafshani, 2003; Kumar, 2014).

The following paragraphs describe each of these criteria in turn and illustrate how the researcher employed them to assure the quality for both quantitative and qualitative data.

In dealing with quality criterias for quantitative data, several measures were taken to ensure the quality of the research design and to minimise the threats to its validity which determines whether the research truly measures that which it was intended to measure or how truthful the research results are (Neuman, 2014). In this regard, the translation from English to Turkish language was reviewed by an academician in Turkey who is familiar with academic language and a PhD student who is a native Turkish speaker to ensure that the translation met academic standards. Additionally, the questionnaires were piloted to check the clarity of statements and any ambiguous wording was changed (See Section 4.7.1). Based on the comments and feedback the researcher received from the pilot study participants and translators, the final version of the questionnaire was produced to ensure that participants were able to understand the questionnaire without ambiguity or uncertainty. Moreover, Bush (2012) underlines the importance greater response rate in order to enhance the internal validity of the questionnaire data. Although the researcher could not have follow-up contact with non-respondents due to time limitations and ethical issues, to enhance the response rate, the aim of conducting the questionnaires was clarified: the expectations from the participants; and the anonymity and confidentiality of all information gathered. This provided a space for the researcher to explain any detail of the

research, while answering any question that may arise in participants' minds and gaining their trust.

The external validity of the quantitative data which refers the degree to what extent the generalisation of research findings is possible (Cohen et al., 2011) were not an issue in this study, since the intention was not to generalise the findings to other contexts (Burns, 2003). However, the findings can still be transferrable to cases with similar contexts, such as secondary schools in other districts in Turkey.

Another measure of quality in a quantitative study is reliability, which considers the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions (Golafshani, 2003). To examine the reliability of the questionnaire data, the researcher applied Cronbach's alpha in a pilot study which is considered acceptable in most social science research if it is .70 or higher (Peterson, 1994). The α coefficient for the entire questionnaire was 0.812, while the values for the items ranged from 0.806 to 0.825, indicating the acceptable reliability of questionnaire items.

In regards to quality criteria for qualitative data, credibility is the equivalent of internal validity in quantitative research that is concerned with the aspect of truth-value, whereas trustworthiness is a term that is tied to credibility. It involves establishing that the data derived from qualitative research are appropriate and accurate (Lincoln and Guba, 1985). To address the issue of credibility, conducting the pilot study allowed the researcher to check the questions regarding whether they were understood by the participants and helped answer the main research question (Poggenpoel & Myburgh, 2003). Moreover, respondent validation was sought since no one can judge whether a set of findings reflects participants' opinions and feelings better than the participants themselves (Kumar, 2014; Denscombe, 2014). The researcher returned to those who participated in this study with the transcripts of observations, interviews and group interviews to provide them with the opportunity of confirmation, approval, validation, congruence, or amendment (Cohen et al., 2011). Another technique that further enriched the study's credibility was using methodological (observation, one-to-one interviews and group interviews) and respondent (principals, assistant principals, group leaders and teachers) triangulation (Denscombe, 2014) to gain a well-rounded and comprehensive understanding of leadership practice from different perspectives.

Moreover, trustworthiness began early in the research process, which involves building trust with the participants (ibid). In this regard, participants were encouraged to feel part of the data collection process by developing a collaborative relationship, based on the researcher's and participants' joint interest in achieving the research aims (Creswell & Creswell, 2017). Since the researcher has previously worked as a Maths teacher in secondary schools in Turkey, she preferred to refer to her previous experience and activities when communicating with the participants. This has helped to build trustworthiness and credibility in this study in the early stages of research process since an emotional connection and common ground for discussion were established, through which participants could speak freely.

According to Goldberg and Allen (2015), trustworthiness can also be achieved through transparency. In this regard, the researcher has provided information about the research tools, techniques and purpose of the research, which began with talking to the participants about the goal of contributing to education research in Turkey through this study; in particular by enriching it with information about leadership practice in Turkish secondary schools. Moreover, all participants were provided with information letters and consent forms, which explained the purpose of the research and how the data would be used. This provided them an opportunity to ask questions or seek clarification, if necessary. Thus, they participated willingly and productively, because of their joint interest in the goals of this research, and subsequently improving Turkish education.

Next, Kumar (2014) refers to transferability (external validity of quantitative data) to the degree to which the research findings can be generalised to a broader population. However, since only two cases were selected to be studied to gain in-depth information about leadership practice, the research findings were unlikely to be generalised to broader educational contexts. Indeed, generalisability fell outside the scope of the present study, and this limitation was entirely accepted and acknowledged.

However, according to Lincoln and Guba (1985), as their responsibility, researchers should provide thick information about the study to allow other researchers to determine whether transferability can, in fact, be achieved or not (Cohen et al., 2011). This enables readers and users to apply one's research findings to similar situations, which has parallels Bassey's (1999) notion of *fuzzy generalisation*. Therefore, to the extent permitted by ethical issues (i.e. participant confidentiality), as comprehensive as possible information was provided

regarding data collection methods, contexts, case selection, participants (including numbers and any confidentiality restrictions which may apply), the period over which the data was collected, data analysis procedures, and the limitations of the study. Moreover, as Shenton (2004) underlines, a sufficient description of the phenomenon under investigation and the context(s) in which it occurred are necessary to allow readers to gain a proper understanding of the research findings. Thus, substantial information about leadership and the contexts in which it was examined in this thesis were provided to enable readers to draw comparisons with their educational contexts or other educational contexts they may wish to compare.

In terms of dependability, according to Kumar (2014), in qualitative studies, researchers may fail to achieve by involving freedom and flexibility if they do not provide access for their research process to be audited. Denscombe (2014, p. 298) defines this audit process as:

...the demonstration that their research reflects procedures and decisions that other researchers can see and evaluate in terms of how far they constitute reputable procedures and reasonable decisions. This acts as a proxy for being able to replicate research.

In this respect, the researcher kept a detailed and comprehensive record of each step of the research process undertaken including planning, designing, implementing, analysing and reporting, in order to provide accountability and transparency that proper and valid research practices have been followed (Shenton, 2004). This chapter has illustrated and justified the proposed research approach, the context, the sampling strategy, the research process, the data collection methods, and the data analysis techniques. Moreover, for transparency, copies of the research instruments, participant information sheets, and consent forms were supplied in the appendices.

Confirmability is the final criteria upon which the trustworthiness of qualitative research can be assessed. According to Denscombe (2014), confirmability refers to how an inquiry can produce findings free from researcher bias. Although researcher bias is inevitable in qualitative research, some options are available to establish confirmability (Shenton, 2004). In addition to the use of methodological and respondent triangulation, the current study incorporated a record-based audit of every step taken throughout the study, from identifying the research questions to analysing the data strategy. Specifically, examples of original quotations from each case were included as raw data in addition to example figures

of the initial and final categorisation of the data as process notes. The original and amended observation and interview schedules were also included in the appendices and information about the modifications mentioned in this chapter to inform readers of the research instruments' development processes.

Reflexivity is another important quality criterion for qualitative research, which requires the researcher to acknowledge the importance of being self-aware and reflexive about his/her own role in the process of collecting, analysing and interpreting the data, and in the pre-conceived assumptions, he/she brings to the research (Mauthner and Doucet, 2003). Barrett et al. (2020) state that research is always influenced by a number of factors, including those related to the research process as a whole and the researcher's position and influence in this context. Researchers are required to explicitly describe these influences along with the intended and unintended consequences which is the mark of a reflexive approach to the research process. In this study, this has been done by clearly articulating the researcher's position (insider/outsider) to the study context. Moreover, the ontological and epistemological position of the researcher was explained, the reasons for the choice of the particular research question, research design and data collection tools were elaborated, and how interpretations were formed and how the reflections on the field notes have influenced the write-up of the study, all of which provides the information about what has been done, how and why (Silverman, 2013).

4.10 Research Ethics

Along with underlining the researcher's responsibility to participants, ethics are also defined as *'principles of right and wrong that a particular group accepts at a particular time'* (Bogdan and Biklen, 2007, p. 48). Such ethical considerations aim to ensure that research does not cause any harm to participants by identifying any potential risks posed by carrying out a proposed piece of research and taking adequate precautions to minimise the risks (Denscombe, 2014). Several documents are instrumental to this process, including the University of Reading's Research Ethics Committee's guidelines for research (University of Reading, 2012) (See Appendix 1) and BERA (2018) guidelines.

According to the above-mentioned documents, educational research must be conducted in an ethical manner. Therefore, it is vital for all researchers to understand what is meant by ethical considerations. This study examines mature people, who are school leaders and

teachers in secondary schools in Turkey, which may cause a risk of reputational damage, even risk to their job. Thus, I initiated this process by meeting the requirements of the Ministry's Ethics Committee to conduct a study in Turkish secondary schools and to collect the required data (See Appendix 3 for the Ministry's permission letter). For this purpose, I sent a letter containing information about the study and asked the Ministry of National Education for permission to conduct the research.

Moreover, information sheets were sent to the intended participants providing detailed information about the nature of the study, why their participation is necessary and stating that all information gathered would remain confidential. (See Appendix 4 for information sheets). Their right to refuse to participate and withdraw from the study within the specified time frame without citing a reason were also clearly stated. Moreover, consent forms were sent to the intended participants to confirm their agreement to be observed, interviewed, and audio-recorded. (See Appendix 5 for consent forms). In order to gain the respondents' consent to answer the questionnaire, the researcher explained the goals and the significance of the study, the rights of the participants and the anonymity and confidentiality of their responses on the introduction page of the questionnaire. It was underlined that by completing the questionnaire, participants indicated their consent for their responses to be used for the purposes of this research.

Any information provided by the participants would be held in strict confidence and no real names would be used in this study or any subsequent publications. The records of this study would be kept private and only be seen by the researcher and the supervisors. No identifiers linking the participants (e.g. the school principal and teachers) or the school to the study would be included in any sort of published report resulting from this research. Moreover, no information about participants would be shared with the school, and the records of this study would be kept private, with no identifiers linking the participants or schools to the study being included in any sort of report that might be published. Participants would be assigned pseudonyms and referred to by that name in this study and any subsequent publications. The research records would be securely stored in a locked filing cabinet and on a password-protected computer, and only the researcher and the supervisors would have access to them. The results of the study would be reported in the researcher's doctoral

thesis and presented at national and international conferences and in written reports and articles.

4.11 The Role of the Researcher

It is important to understand the dual role of the researcher as a teacher (insider) in Turkish secondary schools and a Ministry sponsored student (outsider) in order to be aware of the potential bias that may occur as well as its contribution to the research.

Dwyer and Buckle (2009) state that there is an ongoing debate within an interpretive research literature regarding whether being an insider or outsider in relation to the chosen population is beneficial for the researcher and study in general. One side of the argument is that the insider researcher can access information more easily as their chosen population is more accepting and open due to their similar status. Bonner and Tolhurst (2002) add that the insider researcher is well aware of aspects of the topic (e.g. cultural issues) which can be highly beneficial as it can help uncover hidden elements of the problem that are not obvious to outsider researchers. Other advantages of being an insider-researcher can be having easier access to conduct the research, establishing intimacy which enhances both the telling and the judging of truth and having better knowledge of institution politics compared to an outsider who would require longer time to achieve this.

In this regard, the researcher's experience as an insider-researcher is similar to what above mentioned researchers discuss since her role as a teacher was an important element in contacting the study participants, school leaders and teachers. Her teaching experience allowed her to get the permission from the Ministry easily, reach the study participants quickly and be accepted by them. This was significant since it allowed her to gain time in conducting this research in a limited time frame. Moreover, it is believed that comprehensive data and in-depth information were obtained since they saw her as a colleague and as a teacher. Moreover, as Bonner and Tolhurst (2002) state, since the context is familiar and known to her, being an insider researcher provided the advantage of better understanding the issues under investigation.

Although there are various advantages of being an insider-researcher, problems associated with being an insider may also arise, such as role duality, missing routine behaviours, a lack of seeking clarification because of the researcher's prior knowledge and a loss of objectivity

or presence of bias (Hewitt-Taylor, 2002). Smyth and Holian, 2008 suggest that to conduct credible research, insider-researchers must constitute an explicit awareness of the possible effects of perceived bias on data collection and analysis, respect the ethical issues related to the anonymity of the institution and participants and consider and address the issues about the influencing researcher's insider role on coercion, compliance and access to privileged information, at each and every stage of the research. In this regard, the researcher was aware of the potential indirect influence of her role as a sponsored student of the Ministry and her expected employment in the Ministry on the participants and the information they might share. Such an influence was minimised by sharing the researcher's teaching experience in secondary schools and attending daily conversations in teachers' room with participants as much as possible. The notion of trust was carefully considered to understand how the act of collecting data of individual experiences regarding leadership practice, could affect the participants. Thus, the researcher explained the purpose of the research and emphasised her desire to reach participants' voices for conducting the current study and providing recommendations to the Ministry regarding the leadership practice in Turkish schools. As indicated in section 4.10, the researcher ensured that participants willingly agreed to take part in the research. They were also kept informed at all stages of the data collection process, including sharing the three concepts around which the interview questions would be, as well as sending the interview transcripts, once completed. Therefore, the participants could, if they felt uncomfortable, withdraw from the process within the specified time frame without citing a reason. Moreover, it was underlined that she abstained from reporting any data or evidence referring to the participants' identities and this information would be used only for academic reasons. Finally, the researcher was meticulous in respecting the views of participants. She strived for remaining objective in the process of data analysis, which includes presenting both positive and negative views of participants rather than overestimating or underestimating their leadership practice. It was believed to facilitate participants' cooperation with the researcher and enhance their contribution without concern regarding their participation.

Since the Provincial Directorate of National Education in both cities were contacted to find sampling schools in Turkey, the researcher as a Ministry sponsored student was also aware of the reputational risks to the schools. However, such contact was in informal way (via phone call) with stating general details about the study. The aim was not to ask officers to

determine or select the participating schools. Rather, the researcher asked them to recommend specific schools as much as possible, stressing the importance of anonymity. She intended to create a pool of schools in which she can reach the cases easier and quicker. Moreover, she applied to the Ministry's Ethics Committee by stating the name of the cities rather than the name (or specific features) of the schools. This would help the researcher to maintain confidentiality because it was expected that a copy of the thesis would be sent to the Ministry on completion. Moreover, she could ensure that the study is independent, not a Ministry's study.

4.12 Summary

This chapter offers the rationale and justification of the methodology adopted for this mixed-methods case study, where questionnaires were firstly conducted and followed by observation, interview and group interviews within an interpretive paradigm. It also discussed the selection of the schools, data collection methods and analysis strategies adopted. Lastly, it outlined the process ensuring the quality of the data and the ethical issues underpinning this study. The next chapter presents the background information of participants and the profile of the schools.

FINDINGS AND ANALYSIS: Introductory Page

As outlined in section 4.3, this study follows an embedded mixed-method design in which the use of quantitative data was complemented by the qualitative data to collect a richer array of evidence in two participating schools. The quantitative data were collected using surveys with a total sample of 152 participants, including teachers, group leaders and assistant principals, then analysed using SPSS. The analysis of the quantitative data was based on descriptive statistics, mainly percentages and frequencies. The multivariate statistics, Kruskal-Wallis and Mann-Whitney tests, were also used to understand whether variations between groups were statistically significant. The tables for the independent variables that served the main aim of this study, leadership practice, are presented in the following chapters, while other tables that were significantly associated with the survey items were provided in the Appendix 19 to show any difference between variables. Moreover, the thematic analysis process (see Appendices 17 and 18 for supplementary information) was followed to analyse the qualitative data that were collected in individual semi-structured interviews with six group leaders, four assistant principals, two principals; group interviews with 12 teachers in addition to observation of the school principal in Sun School (the pandemic prevented the observation of the school principal in Sea School, as explained in section 4.7.2). Figure 5.1 illustrates the combining of the findings from the complementary phases of the study.



Figure 5.1 Research Findings

This study aims to explore and understand the practice of leadership in the secondary school context in Turkey from three main perspectives: accountability, CPD and school culture. Following the presentation of background information of study participants in this section, Chapter 5, 6 and 7 report results and findings based on the following research sub-questions, respectively:

RSQ1. How do school leaders and teachers in secondary schools respond to accountability?

RSQ2. How do school leaders and teachers in secondary schools view and describe the role of leadership in developing a school culture?

RSQ3. How do school leaders and teachers in secondary schools view and describe the role of leadership in planning, organising and evaluating continuing professional development?

Each of these chapters is organised into two parts; the first parts involve the analysis of the quantitative results while the second parts are composed of the qualitative data analysis. During the analysis process of quantitative and qualitative data, rather than presenting each school separately, the data collected from the two participating schools were combined to represent more detailed responses to each of the study concepts in the subsequent chapters.

Demographic Information of Survey Respondents

This section presents the background information of study participants in two parts, as follows: demographic information of survey respondents, including profiles of their schools, and qualitative study participants.

Demographic Information of Survey Respondents

The first part of the survey (Appendix 9) asked participants to provide demographic information about themselves including gender, age group, job title, most advanced qualification, experience in the participating school and experience with the current school principal, as presented in Table 5.1.

Characteristics	Category	Frequency	Percentage (%)
School	Sun School	80	52.6
	Sea School	72	47.4
Gender	Male	61	40.1
	Female	91	59.9
Age	21-30	1	0.7
	31-40	43	28.3
	41-50	58	38.2
	51-60	35	23
	61-65	15	9.9
Job Title	Teacher	128	84.2
	Group Leader	19	12.5
	Assistant Principal	5	3.3
Most Advanced Qualification	Bachelor	144	94.7
	Master	6	3.9
	PhD	1	0.7
Experience in the School	Less than 1 year	13	8.6
	1-2 years	13	8.6
	3-5 years	38	25
	More than 5 years	88	57.9
Experience with the Principal	Less than 1 year	16	10.5
	1-2 years	12	7.9
	3-5 years	84	55.3
	More than 5 years	40	26.3

Table 5.1 Distribution of respondents over the independent variables

In regards to the quantitative part of the study, a total of 152 participants from two schools out of 235 (64.7%) responded to the surveys. As shown in Table 5.1, of the 152 participants who responded the surveys, eighty (52.6 %) were from Sun School and seventy-two (47.4 %) were from Sea School. This is indicative of fair distribution between Sun School and Sea School.

More specifically, of the 152 survey respondents, 61 (40.1%) were male and 91 (59.9%) were female. Though the majority of females typifies educators who participated in this study, the number of female respondents compared to their male counterparts is decreasing as their positions are getting higher in their school contexts. While of the 127 teachers, 79 (62.2%) were female; out of the total of 19 group leaders, 10 (52.6%) were female. 2 (40%) female assistant principals out of 5 can be explained as reflecting the regulation of the Ministry that makes the appointment of at least one female assistant principal in each public schools obligatory (MoNE, 2018).

The participants were spread across a range from 21 to 65 years old and that most of them (89.5%) were aged between 31 and 60 years. The low percentage of younger teachers can be attributed to the fact that newly employed teachers are usually appointed to rural areas for carrying out their obligatory service, or probationary period, before being transferred to schools located in urban areas, as explained in section 2.7.

From the output shown above, among a total of 152 respondents, the majority was composed of teachers (84.2%) while 19 respondents (12.5%) were group leaders and five respondents (3.3%) were assistant principals. This shows that in addition to more than half of the teachers in participating schools (128 out of 202), the responses also covered most of the group leaders (19 out of 22) who were responsible for leading a group of teachers teaching the same subject and all assistant principals (5 out of 5) each of whom was appointed according to the number of students (1 assistant principal for every 500 students) as determined by the related regulations (MoNE, 2014).

Regarding the most advanced qualification, 144 respondents (94.7%) were qualified at the undergraduate level, whereas only six respondents (3.9%) had a Master's degree and only one respondent had a PhD. This can be explained as a mandatory condition of the Ministry that requires educators to have at least a bachelor's degree to be appointed to public schools in Turkey, whereas a postgraduate degree is optional.

Although the participants had experience in their current position varying from less than five years to more than 25 years, 40.1% of the respondents had been working in their current position for more than 25 years while the majority of them (94.8%) had at least 11 years experience. The minority of participants who had less than ten years experience can be explained by the location of the participating schools making the appointment of educators to these schools difficult, as explained in section 2.5.

Moreover, the participants were spread across a range of experience in the participating schools, while more than half of them (57.9 %) had been working for more than five years. This is important for this study since they were able to describe any changes in their continuing professional development, school culture and/or accountability that they had experienced after the appointments of school principals (five years before in Sun School and three years before in Sea School).

As shown in Table 5.1, the participants were spread across a range of experience with their current school principals, while the majority of them (81.6 %) had at least three years experience. This is important for this study since the participants were able to share their perceptions and experiences regarding leadership practice in their contexts which was generally attributed to the school principals as discussed in detail in the second parts of Chapters 5, 6 and 7.

Profile of Schools and Qualitative Study Participants

Following the context of the schools by providing some background information, this section offers the list of the participants involved in the qualitative part of the study and provides details of their age, experience and qualifications. The cities where the schools are located, the schools' and the participants' names will not be revealed (nominal names were chosen as below).

Demographic information of the two case study schools

Schools	Type	Number of school Staff	Number of students	Number of classes	Area	Socio-economic status
Sun	Public	125	1307	39	Urban	Middle
Sea	Public	110	1023	30	Urban	Middle

Table 5.2 Demographic information of the schools

Sun School

Sun School is located in the city, Gold, within Sahra district. It is a well-known secondary school in the district which was established in 1945 as a primary school with five classes and transformed into a secondary school in 1960. In addition to expanding the initial school building which is currently named as Block A due to the increasing number of students, the school was also enlarged by building Block B in 1993 and Block C in 2013. Since 2013, it has been carrying its education activities with 39 classrooms, a library, a science laboratory and a technology class. It is relatively large in terms of the number of students, school staff and classrooms. In 2019, the school had 1307 students, three assistant principals, three school counsellors, 11 group leaders and 107 teachers. Most of the students come from middle-class families and a small percentage come from a low socioeconomic class. The pseudonyms which the participants were assigned and their demographic information, including age, experience and qualification are shown in Table 5.3 below:

Participants	Post/ Number	Age	Experience	Qualifications
Hakki	Principal	46	Teacher at another schools (8 years) Assistant principal at another schools (5 years) School principal at another school (5 years) School principal in this school (5 years)	Bachelor's Degree in Department of Turkish Language and Literature Master's Degree in Educational Administration and Supervision
Serkan	Assistant Principal	47	Teacher at another schools (16 years) Teacher in this school (6 years) Assistant principal in this school (2 years)	Bachelor's Degree in Science Education
Ozlem	Assistant Principal	47	Teacher at another schools (17 years) Assistant principal at another school (3 years) Assistant principal in this school (1 year)	Bachelor's Degree in Technology Design Course
Ozge	Group Leader (Science)	61	Teacher at another schools (24 years) Teacher in this school (14 years)	Bachelor's Degree in Science education
Banu	Group Leader (Turkish language)	42	Teacher at another schools (13 years) Teacher in this school (5 years)	Bachelor's degree in Turkish Language and Literature Master's degree in Turkish Language and Literature
Adem	Group Leader (Maths)	45	Teacher at another schools (10 years) Teacher in this school (10 years)	Bachelor's degree in Arts and Science Faculty
Teachers' Group 1	3	32-48	Teaching experience at another and in this school	Bachelor's degree in their subject areas
Teachers' Group 2	3	32-43	Teaching experience at another and in this school	Bachelor's degree in their subject areas

Table 5.3 Distribution of participants by age, experience and qualification

Sea School

Sea School lies within River district of the city, Silver. After the education reform known 4+4+4 (see section 2.4 for details) that requires primary, secondary and high schools to provide their education in separate buildings (MoNE, 2012d), the school was separated from a primary school in the same district and moved to the current building in 2016 with its new name, Sea School. The building that was previously used for special education needs children was absorbed into the secondary school over the course of a year with the limited school

budget as shared by the principal as the biggest challenge. It is a relatively large school in terms of the number of students and school staff. In 2020, the school had 1023 students, two assistant principals, one school counsellor, 11 group leaders and 95 teachers and has maintained its educational activities as double-shift schooling with 30 classes. Most of the students are of middle-class socio-economic status, although there are also some from low and high socioeconomic classes. The nominal names by which the participants were identified and their demographic information including age, experience and qualification are shown in Table 5.4 below:

Participants	Post/ Number	Age	Experience	Qualifications
Bestami	Principal	44	Primary teacher at another schools (10 years) PE teacher at another schools (3 years) Assistant principal at another schools (5 years) School principal in this school (3 years)	Bachelor's Degree in Primary School Teaching Education Being certificated as a physical education teacher after the law 4+4+4
Furkan	Assistant Principal	38	Teacher at another schools (12 years) Assistant principal in this school (3 years)	Bachelor's Degree in Social Sciences Faculty
Yıldız	Assistant Principal	37	Teacher at another schools (7 years) Teacher in this school (2 years) Assistant principal in this school (3 years)	Bachelor's Degree in Department of Turkish Language and Literature
Neval	Group Leader (Science)	54	Teacher at another schools (20 years) Teacher in this school (11 years)	Bachelor's Degree in Science education
Naz	Group Leader (Turkish language)	40	Assistant principal at another school (2 years) Teacher at another schools (11 years) Teacher in this school (5 years)	Bachelor's degree in Turkish Language and Literature
Sena	Group Leader (Maths)	44	Teacher at another schools (18 years) Teacher in this school (4 years)	Bachelor's degree in Mathematics Teaching
Teachers' Group 1	3	36-48	Teaching experience at another and in this school	Bachelor's degree in their subject areas
Teachers' Group 2	3	32-40	Teaching experience at another and in this school	Bachelor's degree in their subject areas

Table 5.4 Distribution of participants by age, experience and qualification

Chapter 5: Accountability

This chapter shows data collected from the two participating schools through surveys, individual interviews, group interviews and observation of the school principal in Sun School regarding their perceptions and experiences about accountability. Since the underlying aim of this chapter is to understand how leadership is practised in responding to the accountability they are experiencing, views on different aspects of accountability are explored. While the survey questions 15, 16 and 17 asked participants to rank their views about accountability issues, the data were enriched through observation, interviews and group interviews.

5.1 Quantitative Findings: Participants' Views on Accountability

In line with the purpose of exploring leadership practice in response to accountability, it was necessary to understand the nature of accountability participants were experiencing as stakeholders of the sampled schools (Survey question 15). The focus on strategies used for school improvement also provided insights into how external and internal factors influence the response of school leaders to these factors (Survey question 16). Lastly, participants' views of what makes the strategies used to improve teaching and learning (non)effective serve to understand the challenges involved in enhancing school success (Survey question 17).

5.1.1 The Elements of Accountability

The items included in survey question 15 involved the elements of accountability (expectation, evaluation and consequence) participants demonstrated in the schools, as presented and discussed in Chapter 3 (Section 3.5). However, it should be noted here that this question focussed on the external accountability participants experienced and they were asked to answer while taking the higher institutions (e.g. MoNE/provincial directorate of national education) into consideration. Since the aim of this chapter was to explore the leadership practice in responding to accountability, it proved necessary to understand the external accountability participants were experiencing. Another reason for limiting the question was that the pilot study in a Turkish secondary school revealed that participants might be confused when asked to share their opinions regarding the academic expectations

from themselves, the evaluation and the consequences of these expectations unless they consider the source of accountability.

The results, as shown in Table 5.5, indicate that there was a general agreement among participants regarding each element of accountability they were experiencing.

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The academic success of students is linked to school success.	11	7.2	15	9.9	50	32.9	33	21.7	43	28.3
The academic success of students is monitored regularly.	7	4.6	22	14.5	37	24.3	43	28.3	43	28.3
The approach/system used to measure the school's academic success is sufficient.	5	3.3	9	5.9	38	25.0	54	35.5	46	30.0
Rewards/incentives are linked to students' academic success.	3	2.0	9	5.9	30	19.7	40	26.3	70	46.1
Sanctions/punishments are linked to students' academic failure.	2	1.3	5	3.3	31	20.4	37	24.3	77	50.7

Table 5.5 Participants views on accountability

While half of the participants (N=76, 50%) either disagreed or strongly disagreed that the success of the schools is associated with the academic success of their students, 50 of the participants (32.9%) expressed their views regarding the place of academic achievement as an achievement indicator of the schools as neutral.

This low or unclear relation between the higher authorities and the schools regarding academic achievement indicates the need for further investigation to understand two significant points. First, such negative responses to the replacement of academic achievement as a success indicator of schools begged the question of what schools were held accountable for if not academic achievement. Second, the rate of participants sharing

their views as neutral was genuine, or it could be attributed to participants' feeling caught in the middle of their role consideration as educators and the low academic achievement expectation of higher authorities from schools.

Moreover, when eliciting participants' views regarding the approach used to measure academic success in the participating schools, the majority of participants (N=86, 56.6%) disagreed on the regular monitoring of student academic progress while more respondents (N=100, 65.8%) placed emphasis on the insufficiency of the system used to measure school academic achievement.

This might be due to the last regulations on the school inspection system of the MoNE (See section 2.6 for details) which leaves the supervision of teaching to school principals. However, while the rating of monitoring the student academic progress in the participating schools was analysed in the following sub-section 5.1.2, how school leaders and teachers use this strategy is further examined in the second part of this chapter. Another possible explanation of participants' disagreement might be the lack of a process-oriented approach within the education system to interpret the success of schools. In this regard, how the information regarding the academic achievement of schools is obtained and evaluated required further examination.

In terms of interventions and sanctions as a result of the school achievement assessment, the majority of participants (N=110, 72.4%) either disagreed or strongly disagreed that rewards are linked to their students' academic achievement. Similarly, 114 of the respondents (75%) shared that they were not sanctioned for their students' academic failure. These findings correspond well with the findings of the placement of academic achievement among the expectations from schools and the insufficiency of the approach used to measure students' achievement. This suggests that since there was a low relation between schools and the higher authorities academically and the achievement status of the schools were not monitored regularly, participants did not encounter any sanctions for their failure or any interventions for their success.

Differences according to job title

The Kruskal-Wallis test revealed some statistically significant differences among groups related to their job titles (Gp1, $n=128$: teacher, Gp2, $n=19$: group leader, Gp3, $n=5$: assistant principal) in rating to being held accountable for the academic success of students, $\chi^2 (2, n=152) = 8.334, p=.016$ and monitoring the academic success that students possess, $\chi^2 (2, n=152) = 8.686, p=.013$.

Job title		Teacher	Group leader	Assistant principal
Strongly agree	N	9	1	1
	%	7.0	5.3	20.0
Agree	N	10	2	3
	%	7.8	10.5	60.0
Neutral	N	43	6	1
	%	33.6	31.6	20.0
Disagree	N	27	6	0
	%	21.1	31.6	0.0
Strongly disagree	N	39	4	0
	%	30.5	21.1	0.0
Total		128	19	5

Table 5.6 Being held accountable for student success: Participants' views by job title (0.016, $p < .05$)

As shown in Table 5.6, assistant principals ($Md=2$) offered more agreement on being held accountable for student success than the other two groups, which both recorded median values of 4.

Job title		Teacher	Group leader	Assistant principal
Strongly agree	N	5	1	1
	%	3.9	5.3	20.0
Agree	N	18	1	3
	%	14.1	5.3	60.0
Neutral	N	30	6	1
	%	23.4	31.6	20.0
Disagree	N	38	5	0
	%	29.7	26.3	0.0
Strongly disagree	N	37	6	0
	%	28.9	31.6	0.0
Total		128	19	5

Table 5.7 Monitoring the academic success of students: Participants' views by job title (0.013, $p < .05$)

A closer analysis of median scores suggests that while assistant principals ($Md=2$) showed more agreement on that the academic achievement of students is monitored regularly, group leaders and teachers are less likely to agree on this statement where both recorded the median values of 4.

These variations between groups may be due to the centralised education system in Turkey which holds school leaders (principals and assistant principals) mainly responsible for all educational affairs, including school success, while the expectations from teaching staff remained limited with fulfilling formal tasks. This may be the reason for assistant principals' responses regarding that they felt themselves more responsible for school outcomes, and thus they monitored the success of students regularly, which was further investigated in the qualitative data analysis part.

5.1.2 Strategies Used to Enhance the Quality of Teaching and Learning

Participants were also asked to share their views regarding the strategies used in their schools to enhance the quality of teaching and learning. The list of items under the sixteenth question of the survey involved a mix of direct (e.g. conducting classroom observations) and indirect (e.g. providing teaching resources/materials and support) strategies, as presented and discussed in Chapter 3 (See Section 3.3.1). However, the responses to the question showed that the participants' views varied regarding the different kinds of strategies used for the quality of teaching and learning in sampling schools.

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Making curricular decisions based on students' examination results	5	3.3	7	4.6	25	16.4	45	29.6	70	46.1
Observing classroom teaching	7	4.6	11	7.2	34	15.1	40	26.3	71	46.7
Giving suggestions to teachers after each observation	9	5.9	6	3.9	30	19.7	31	20.4	75	49.3
Monitoring student academic progress	21	13.8	51	33.6	42	27.6	30	19.7	8	5.3
Addressing individual student needs	22	14.5	38	25.0	48	31.6	24	15.8	20	13.2
Providing staff with required resources	17	11.2	27	17.8	80	52.6	18	11.8	10	6.6
Protecting teaching time	43	28.3	62	40.8	39	25.7	6	3.9	2	1.3

Table 5.8 Strategies to improve teaching and learning

As Table 5.8 above shows, it was strongly agreed or agreed that protecting teaching time among the listed strategies was the most common strategy to ensure the quality of teaching and learning and a substantial number of respondents (N=105, 69.1%) shared that at participating schools, protecting teaching time was of high importance.

In contrast, a substantial number of respondents rated their experiences regarding making curricular decisions based on students' examination results and statistics, giving suggestions to teachers to improve their teaching and observing teachers in classrooms as disagree or strongly disagree in enhancing the quality of teaching and learning at all (N=12, 7.9%; N=15, 9.8%; N=18, 11.8%, respectively).

In this context, school leaders' more frequent involvement in protecting teaching time than conducting classroom observations, giving feedback to teachers regarding their teaching or taking students' exam results into account to make curricular decisions might be due to two main reasons: external and internal accountability. According to the majority of survey respondents, as analysed above, participating schools were surrounded by external accountability characterised by low academic expectations from schools and rareness of rewards and sanctions according to their achievement status. These might cause school leaders to prioritise their school management roles, such as disciplining and protecting the security of students, whilst pushing the practices related to the core of teaching and learning, such as direct supervision of classroom teaching into the background. While school leaders' shortage of time, lack of pedagogical knowledge and/or lack of autonomy to make curricular decisions at the school level could also be reasons about which participants were asked to express their views via survey and explored in-depth during interviews, how accountability shape our practices and experiences of leadership will be centred on the qualitative part of this study.

Moreover, while most participants placed slightly less importance on the strategies, monitoring student progress and addressing individual student needs (N= 72, 47.4%, N=60, 39.5%, respectively), what is interesting about the data in Table 5.8 is that more than half of the respondents (N=80, 52.6%) were neither agreed nor disagreed that they were provided with required resources, materials, support and assistance to enhance the teaching and learning quality. This expression of participants on the provision of necessary resources may be due to the centrally distributed school budget, physical infrastructure or teaching materials (analysed in the following sub-section 5.1.3), which was further investigated in the second part of this chapter.

5.1.3 Barriers to Schools' Capacity in Providing Teaching and Learning Quality

In the seventeenth question of the survey, participants were asked about their agreement regarding the effect of listed barriers to their schools' capacity in improving the quality of teaching and learning. As shown in Table 5.9, all of the listed items were expressed by the majority of respondents as obstacles to improving the quality of teaching and learning.

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Shortage or inadequacy of teaching materials	26	17.1	32	21.1	44	28.9	30	19.7	20	13.2
Shortage or inadequacy of physical infrastructure	49	32.2	42	27.6	31	20.4	19	12.5	11	7.2
Shortage or inadequacy of time	33	21.7	33	21.7	43	28.3	33	21.7	10	6.6
Government regulation and policy	49	32.2	28	18.4	35	23.0	21	13.8	18	11.8
Shortage of qualified staff	16	10.6	12	7.9	26	17.2	37	24.3	60	39.7
Shortage of school budget	63	41.4	29	19.1	33	21.7	20	13.2	6	3.9

Table 5.9 Barriers to the improvement of the quality of teaching and learning

However, the most interesting aspect of this table is that while more than half of the respondents strongly agreed or agreed that shortage of school budget (N=92, 60.5%), the inadequacy of physical infrastructure (N= 91, 59.8%) and government regulation and policy (N=77, 50.6%) hindered their schools' capacity in enhancing the quality of teaching and learning, views regarding the shortage of qualified staff as a barrier were less evident (N=28, 18.5%).

This might be due to the nature of atomised school-based accountability in which the stakeholders of the participating schools explain the issues in enhancing the quality of teaching and learning through referring the external factors such as the external accountability pressure (e.g. the government policy and regulations) or the lack of resources (e.g. teaching materials and school budget). This result needs further investigation to

understand how these external and internal factors determine leadership practices in improving school effectiveness.

Differences according to total experience in participating school

The Kruskal-Wallis test revealed a statistically significant difference among participants having different total experience in participating schools (Gp1, $n=13$: less than a year, Gp2, $n=13$: 1-2 years, Gp3, $n=38$: 3-5 years, Gp4, $n=88$: more than 5 years) in rating their agreement on a shortage of time as a barrier for enhancing the quality of teaching and learning, $\chi^2(3, n=152) = 8.428, p = .038$.

Experience in the school		Less than a year	1-2 years	3-5 years	More than 5 years
Strongly agree	N	4	5	10	14
	%	30.8	38.5	26.3	15.9
Agree	N	3	5	6	19
	%	23.1	38.5	15.8	21.6
Neutral	N	3	2	12	26
	%	23.1	15.4	31.6	29.5
Disagree	N	3	1	9	20
	%	23.1	7.7	23.7	22.7
Strongly disagree	N	0	0	1	9
	%	0.0	0.0	2.6	10.2
Total		13	13	38	88

Table 5.10 Shortage of time: Participants' views by total experience in participating school (0.038, $p < .05$)

The responses to the statement showed that the participants with an experience of less than a year ($Md=2$) and 1-2 years ($Md=2$) in participating schools were more likely to agree that their shortage of time inhibited improving the quality of teaching and learning than the

other two groups with different experiences, which both recorded median values of 3. This may indicate a lack of collaborative school culture in which there is a reluctance among experienced school staff to actively participate in enhancing the quality of teaching and learning that may derive from being tenure, while school staff with less experience in the schools were more willing to take responsibility for the quality of education.

5.2 Qualitative Findings: Participants' Experiences of Leadership Practice in Accountability

In addition to the three questions of Section (D) in the survey, the data was collected from the two participating schools through observation, interviews and group interviews regarding how school leaders and teachers at Turkish secondary schools view and describe the leadership practice concerning accountability they are experiencing. Views on different aspects of accountability have been explored. Two main themes emerged from the evidence: externally bureaucratic, internally atomised and the strategies to ensure the quality of teaching. Each theme is discussed in a separate subsection.

5.2.1 Externally Bureaucratic, Internally Atomised

This subsection emerged from the following responses: 'to whom participants consider themselves accountable, what the expectations are from themselves, how the fulfilment of these expectations is evaluated and what the interventions and consequences are in the case of (not)fulfilment', which constitutes the main elements of both external and internal accountability they work in.

Accountable to whom

The interview data revealed that there was bureaucratic accountability surrounding the participating schools externally which was determined by the existence of the MoNE as the top authority. During the interviews, while most teachers referred to the Ministry as *a boss, an employer (Teacher, Group 2, Sea School, group interview)* holding them accountable, it was shared by all school principals and two assistant principals that the formal top-down structure of the MoNE simply placed schools in a subordinate role:

Of course, we are held accountable to the Ministry. They are the last link of the chain. They are followed by the Provincial Directorate (of the National Education) and the District (Directorate of the National Education). The Ministry holds the

Provincial and the District accountable, and the District holds us, accordingly (Yıldız, Assistant Principal, Sea School, interview).

Accountable for what

While confirming the survey findings, the evidence revealed a weak relationship between the upper authorities and the schools in terms of students' academic achievement. Most of the participants highlighted that the main expectation of the Ministry from the schools was being 'problem-free school' defined as 'not asking for money from the District Directorate of National Education and not having a complaint about ourselves' (Hakki, School Principal, Sun School, interview), while the majority of the expectations from the school staff constituted obeying the rules decided by the laws and legislations such as entering the class, implementing the curriculum, completing paperwork and reporting to the higher authorities. In this regard, the majority of school staff shared that the Ministry's expectations emphasising formalisation creates an understanding that obeying the formal rules is the main responsibility they must meet:

There is no accountability. Teachers deliver their lessons and go out of class. As long as you follow the curriculum, as long as you work within the civil servants laws, you don't have to answer to anyone. For example, a teacher must prepare a daily plan. If he/she has, this means there is no problem. It is not questioned whether the topics written in the daily plan are taught in the classroom or whether students learn about these subjects (Ozlem, Assistant Principal, Sun School, interview).

The evidence also suggests that there is a risk of ambiguity among educators about the achievement indicators of the schools, as explained below:

Unfortunately, in such a system, there is an understanding that a teacher who has the thickest file is the best teacher and the school which keeps up with these papers well is the best school (Teacher, Group 1, Sea School, Group interview).

Evaluation of the expectations

The focus on paperwork to express what the schools were accountable for was also reinforced by the school inspection system. While most of the teachers underlined their lack of individual inspection by the inspectors according to the relevant regulations, both

principals shared that their schools were not inspected during their principalship, although it was officially required to be carried out every three years. Moreover, based on their previous experience, it was said that a school inspection is completed by checking the documents without any interventions for their deficiency:

In the inspections carried out by the ministry inspectors, they inspect the school through forms and if they detect deficiencies, they want us to correct this deficiency and send them the reports. When the report is submitted that means the deficiency is corrected. But it's not being examined why that deficiency arises. Since the inspections are conducted through the paperwork, they check whether the branch teachers' board minutes, the disciplinary board minutes, the celebration program for special occasions are prepared. But they don't check whether they're implemented or what's being done in practice (Hakki, School Principal, Sun School, interview).

In addition to creating unclear academic expectations, the role of the Ministry was also revealed with its output-oriented approach following for the evaluation of school success. In this regard, only the principal of Sea School mentioned that the LGS scores of their student were requested to be shared by the District Director in meetings conducted with the participation of other school principals. Moreover, almost all teachers exemplified that the 'Tubitak Projects' encouraged by the District Directors for applying to the national competition organised nation-wide was considered as an achievement indicator of schools by their superiors:

No one is interested in the process. They look at the outcomes. Where were these children? Where are they now? They don't care about it. Numbers are important for us. Every year, the District sends a letter to schools. You are required to take part in a competition with 50 projects. How can students prepare 50 projects? So, we repeat the same projects done before (Naz, Group Leader, Sea School, interview).

Interventions and consequences

The interview data revealed that educators were not rewarded for their students' academic success or punished in the case of their failure as long as they fulfilled their official duties,

which inevitably caused a decrease in their motivation through witnessing the difference among their and others' efforts for student success:

We were congratulated for our LGS success, but there were no sanctions for those who did not succeed. What's those kids' fault? I'm opening a course, which is an extra workload for us. There's no financial return. The janitor makes more money than I do when he comes to the course [...] If I didn't open this course, no one would tell me why you're not opening it. And I don't get punished. I don't bother doing a syllabus or finding teachers [...]. We even have an education system where the working ones are punished. I take additional tuition for opening a course here. The money deducted in July as a tax is more than I got from the course. And because I was considered rich, my son couldn't take the scholarship exam (Hakki, School Principal, Sun School, interview).

Regarding the implementation of accountability in the real life of the school, the evidence also revealed the echo of formal procedures, conscience as a source of accountability, lack of collective expectations among school staff, the lack of intervention mechanisms in the routine activities of the schools and varying reasons for academic failure, which caused them to take the form of atomised accountability internally.

Echo of formal procedures

In this regard, the data revealed how the administrative expectations of the Ministry affected the attitudes and behaviours of school principals with teachers in the school routine. In the following quotation, Hakki exemplified how he considers his responsibility to the school staff as maintaining the flow of information with the higher authorities of the education system:

Definitely! We have to be more bureaucratic, and sometimes it can lead to conflict. This year, for example, I asked teachers to prepare daily lesson plans. But they see the daily plan as a workload [...]. In that case, this time I have to order what I'm asking for before. After all, the higher authority is asking me if these plans are being prepared or not. I'm saying that I can't give anyone any privileges. So, we have to draw a line between the administration and the teachers (School Principal, Sun School, interview).

The above statement was also supported by most of the teachers. Through defining their excessive workload derives from completing the paperwork as *"Paperwork is big-time at this school. We do everything in detail as required by regulation on primary education institutions, as the principal wants"* (Banu, Group Leader, Sun School, interview), all teachers underlined how the intense paperwork expectations of school principals from themselves became invisible targets for teachers to achieve in the process:

We ask, 'Can we leave our daily plans, annual plans in our flash memories?' He says, 'You should give me as documents. If inspectors come, what will I show them? What happens if electricity is cut.' Then, we drop everything and prepare the documents night and day (Teacher, Group 2, Sea School, Group interview).

The observation data also supported how meeting the mandated paperwork expectations of the Ministry took most of the administrators' time in their school routine. During the shadowing of the principal for three days, it became clear that checking his emails in the DMS (Document Management System), forwarding the papers to the relevant staff and replying to them as soon as he arrives at the school, after lunch breaks and before leaving the school constitutes the majority of his daily routine. When asked about whether he followed this routine every day, the principal replied:

Especially in this district, most of the school principals are over 65. They give their passwords to the assistant principals and they just spend some time in the school. But, I'm not doing so. In fact, it isn't an easy job. I mean reading these papers one by one. But, I'm reading although it takes ages (Principal Office, Day 3, observation).

Lack of collective expectations

In addition to the principal of Sea School who mentioned the LGS scores of their students as his main responsibility to meet, the data revealed the varying results school staff feel accountable for, such as the security of the students, their moral education, implementing the curriculum and attending the classes, which indicates the lack of collective academic expectations among school staff:

We're the ones who raise a good-moral doctor and a thief. If we educate our students as righteous and honest individuals, we will have an ethical society. That's why I feel responsible for the human values that children have. For me,

academic achievement comes after human values. What are human values? Morality, integrity, honesty, goodwill, kindness, love of homeland... It is unlikely that a student with these values will not study or perform academically. To me, the really dangerous people are the people who are academically successful but do not have these values. Can a doctor say, "If I don't get enough money, I won't operate"? Did we train this doctor to treat like this (Sena, Group Leader, Sea School, interview)?

Lack of intervention mechanism

The lack of intervention mechanism derives from the principals' lack of power to hold teachers accountable for student success also reinforced the point of view in the school, obeying the formal rules and completing the official tasks are adequate for pursuing their careers:

Unfortunately, there's no sanction we can impose against a person who's just thinking about coming to the school. Only the principal can make determinations within the limits of the law and warn them. What happens as a result? These people either don't get any punishment or warning. [...] Even if he does not do his job diligently, no one says anything to the teacher who gives his lesson, prepares the exams, fills the notebook, and works following the curriculum (Ozlem, Assistant Principal, Sun School, interview).

Conscience as a source of accountability

The participants' determination of their source of accountability also strengthened the atomised character of their schools. In addition to a few participants who underlined their students and the parents to whom they feel accountable, the most salient source of accountability shared by all participants (all teachers and school leaders) was their conscience. It was stated during all interviews that they consider themselves accountable to their selves as isolated teachers in their classrooms:

I feel responsible for my conscience first. When I put my head on the pillow and think about it before I go to sleep at night if I think I'm doing what I have to do for the students, I take care of them, my conscience is clear. I was in that opinion throughout all my professional life. Because administrators don't know what's going on in the classroom, but the teachers' consciences are aware of what's going

on. Did I teach the kids anything? I believe I've always tried to do my job in the best way (Banu, Group Leader, Sun School, interview).

Reasons for the academic failure

Attributing varying reasons for the academic failure of their students can be considered as another feature of the atomised accountability character of the school. The interview data revealed that rather than their responsibility, most participants explained the nonachievement of their students as resulting from school and family-related issues such as the lack of family support, the student's readiness level or the lack of school facilities:

There's Polis Amca Elementary School in Cincin district, so what can the principal and teachers who work there do? Analphabetic people should not be judged according to the same criteria. You need to change the whole sociological structure there to expect success from the child. Success should not be measured only by a quantitative situation, by the number of people who have won the exam. The school may not have many contributions to exam success. The student's parents hire tutors. Who helped him win the exam? The school or the tutor? Who is more successful, a principal working hard in a provincial school, or a principal who succeeds in doing nothing in a school where the socio-economic situation is good (Hakki, School Principal, Sun School, interview)?

In such a school context defined by the focus on formalisation and the lack of tight academic achievement expectations and intervention mechanisms, how leadership responds to accountability for the quality of teaching and learning was explained in detail in the next section.

5.2.2 The Strategies to Ensure the Quality of Teaching and Learning

This section outlines the strategies used in sampling schools for ensuring the quality of teaching and learning. The researcher also embedded the challenges schools faced in each strategy according to their relevance. In line with the survey findings, these strategies were categorised under the six sub-headings; protecting teaching time, tracking student progress, supervising and evaluating classroom teaching, providing support to school staff and coordinating the curriculum which is explained in the following paragraphs, respectively.

Protecting teaching time

Protecting teaching time was the most mentioned strategy used in both participating schools to ensure the quality of students' learning, which corresponds well with the survey findings. However, the principal and teachers possessed a more collaborative approach in Sea School while the practices in Sun School remained limited with the official responsibilities of assistant principal in charge and hall monitors in dealing with students' and teachers' being late or absent. The assistant principal, Serkan, shared that while late students are required to take a permission letter from him before entering the lesson, he was also assigned by the principal to track students' absence and ensure that teachers fill the required forms and send them to their families in the case of a transgression, as expected by the Ministry. Underlying the necessity of more immediate intervention in contacting parents due to the considerable number of students, Hakkı also added his high level of expectation from teachers for not being late to the lessons to protect teaching time:

Some teachers may sometimes be in the habit of going to class late. To prevent this situation, I frequently stress that this issue should be considered in meetings. Fortunately, teachers are aware of my sensitivity and they pay attention to this issue. Because if the teacher enters the class five minutes late, it means that each student loses 5 minutes; that's 200 minutes. We can't allow 200 minutes of learning right to be taken away from students. First of all, it isn't legal (School Principal, Sun School, interview).

Another precaution to protect the teaching time emerged during the observation session. While all students and school staff were singing the Turkish national anthem (which is mandatory in all schools every Monday morning and every Friday afternoons), the hall monitors moved the students who were late to the ceremony together and asked the principal whether they needed to sing again. The principal replied:

No. We need to decide according to the present conditions. They aren't late intentionally. It is because of the school buses (School Garden, Day 1, observation).

Then, he went to the security point and checked the notebook in which the security staff recorded the arrival time of each bus and said to the driver:

Please, try to be more careful about coming on time. Especially, on Mondays. You should know! Next week, someone will come from the Provincial Directorate to inspect school buses (School Entrance, Day 1, observation).

In the case of teachers' absenteeism, almost all teachers indicated that the responsibility was carried out by the assistant principal in charge through assigning the hall monitors for substituting the absent teacher. In the following quotation, a teacher clearly explained the process which primarily aimed to keep a safe and orderly school environment:

Our principal always says that teachers should inform management about their excuses the day before or early in the morning. Because this is a very large school, many teachers may be absent during the day. In this case, the assistant principal prepares a cover list on the morning of that day, which is shared in the WhatsApp group and also he hangs the list on the clipboard in the teachers' room. Thus, when the teacher comes to school, he finds out which lessons he is covering. That's how we keep order (Teacher, Group 1, Sun School, group interview).

Regarding the taken actions in Sea School, the principal turned the crisis into an opportunity by charging volunteer teachers in lessons whose teachers are absent due to some reasons such as health problems. In this regard, he defined the positive side of double-shift schooling as a contribution to the prevention of teaching time. In the following quotation, he exemplified how they deal with teacher absenteeism to enable students not to be left behind:

At our meeting at the beginning of the year, I said, "Of course, there will be times when we are sick, but I don't want the classes with no teacher. Therefore, if there is an absent teacher in the morning shift, for example, I will replace him with the teacher who is attending school in the afternoon shift." Let's say I want math studied; If teacher X has entered that class before, the next time teacher Y is assigned. In my first year at this school, there were too many blank lessons. No one, especially parents, welcomes this situation. We had complaints. We are considering how to find a solution to this situation (Bestami, School Principal, Sea School, interview).

Tracking students' progress

Tracking students' progress was also revealed as a strategy used in both participating schools to identify the learning needs of students and to drive their improvement. The interview data showed that one of the most common ways in monitoring the success of students was to check their standardised test scores and compare them with those of previous years. Although they do not have an official responsibility to do a systematic and thorough review of student progress, almost all participants mentioned that school principals share LGS scores, an average score of students overall and in each subject generally, and the number of students who enrolled in Science and Anatolian High Schools. This occurs in the meetings held at the beginning of each academic year. It was also referred to as being on the right way if the number of students is simply a bit more compared to the last year. The comment of a group leader below was supported by most of the interview respondents:

At the meeting held at the beginning of the year, the principal shares the slides he has prepared with us and the school success is shown statistically on these slides. How many students took the exam? How many people won qualified schools? What were the numbers of last year and what are they this year? He doesn't say, 'I want this, I want that'. But we can see where we are (Adem, Group Leader, Sun School, interview).

According to the participants' responses, it was revealed that there were two other informal methods to monitor and evaluate students' progress in the school which were *conducting a coaching system* and *holding trial tests*. Preparing students for the national examination held at the end of secondary education was tried to be undertaken by school staff, although they are not officially obliged to do so. In this regard, while the school principals provide trial exams from private tuition institutions to prepare students for the national examination (more mentioned in Sea School), some volunteer teachers track the change in the success levels of students in these tests through sharing students among themselves, which was defined as a *coaching system* in the schools. In the following quotation, a group leader explained how monitoring the progress of students in these trial exams through coaching affected the quality of students' learning:

We hold as many trial exams as we can in this school. We open courses. This semester, r teachers who taught 8th grades shared the students among

themselves, with 3-5 students per teacher and prepared them for the exam. They monitored their scores when they dropped or raised, so they understood the subjects that students needed to study more. This was a good way of working. Thanks to this study, we know how the student prepared for LGS (High School Entrance Exam) for a year and what the test result will be. We can guess the number of students who can go to science high school if they do not have any problems during the exam (Naz, Group Leader, Sea School, interview).

The data also revealed that there is an incentive programme for students who possess achievement in these trial exams in both participating schools. It was shared by some participants that in addition to their social and sports achievements, students were awarded depending on their trial exam scores, generally in the form of a novel or watch though the limited budget schools could offer. In this regard, while both school principals stated that they should have searched alternative resources to provide these gifts, almost all participants shared how it motivates rewarded students for sustaining their success and how it inspires others by witnessing their progress:

Our principal pays close attention to the success of each student. When the time comes, those students are awarded at the ceremonies. The reward may be small, but the effect of it is great. Imagine you're 13 years old and your name is read out in front of 1,000 people and the principal congratulates you. This encourages other students; they applaud their friends and work hard to get a degree in the next test (Yıldız, Assistant Principal, Sea School, interview).

However, in implementing the coaching system and trial exams, the data revealed some issues such as providing limited data for tracking the progress of students and the lack of intervention when any problems were realised in students' success, which explains the uneven responses of survey participants.

In a highly centralised Turkish education system that provides limited power and authority to the school staff to take their decisions at the school level, it is forbidden by the Ministry to hold trial tests of private institutions and/or ask students to purchase any test books except school books provided by the Ministry in public schools. While the majority of teachers questioned the effectiveness of teaching and learning materials provided centrally to prepare students for the national examination as:

TEOG was a gain-oriented exam, and almost all students could succeed in it. As teachers, we were able to teach students those gains. Now there's a different question style in LGS, and logical reasoning is placed in the problem. Textbooks don't have logical reasoning questions, but these questions are asked in the exam. Why? The Ministry publishes ten questions every month, expects students to work on those ten questions and succeed. It's also unacceptable to buy subsidiary books (Adem, Group Leader, Sun School, interview).

It was complained by most participants that being limited in the decision making processes in terms of the teaching and learning issues caused them to be demotivated and reluctant to make any effort for the school success:

Teachers are in a difficult situation both financially and spiritually in Turkey. No matter how much you love your profession, you're nervous about a lot of missing things. This is because we are tired of teaching students using the same method, but we can't do anything to change that. After a while, coming to school just means coming and going to work. [...] Both many other teachers and I went to the District Directorate of National Education and were asked if we were using sourcebooks. It unavoidably took us a day to do that and we stressed out. "I wish the students had never taken this book, not brought it to school," we think. "Just teach, do what you're told," we think. I asked the inspector who was inspecting my course if that was the right method. So I asked him if his child had a sourcebook. He said "yes". Then why do you keep us within limits (Neval, Group Leader, Sea School, interview)?

In this regard, while the school principal, Bestami, shared his desire to take their own decisions that meet the needs of teachers and students as; *"I wish to ask my teachers in choosing our textbooks at the beginning of the year, 'Which book is convenient for us?' "*, he also added finding himself in camouflaging their practices to contribute to the school improvement:

If the principal isn't taking risks, only doing the work specified in the regulations, he can't provide a perfect environment in the school in terms of ensuring student development and he can't make a difference. For example, many school principals don't hold trial exams done, but I do. But I'm trying to make sure I didn't do anything wrong. I find out what the issues that are not specified in the regulations

are. I'm doing this for the students. If there is an exam, LGS, and if you want to prepare your students for it, you should take these risks (Bestami, School Principal, Sea School, interview).

However, considering the high number of students in both schools and the limited school budget provided by the Ministry strengthened by being forbidden of gathering money from students, the data revealed that coaching to students and holding trial tests of private institutions inevitably remained limited as strategies implemented only to students at 8th grades, which in turn prevented schools from tracking student progress on a consistent basis.

The other issue that emerged from the collected data was the lack of intervention mechanisms school staff employed to provide constant support for the success of students about their underachieving performance. The interview findings revealed that within Turkish public schools where there is a lack of official intervention processes to ensure that underperforming students were monitored to make progress, any effort of teachers for maximising student outcomes depends on their individual initiatives whilst the practice of principals is in an advisory driven direction due to his lack of power to hold them accountable for any underachievement:

When the principal asks why success has fallen in the meetings, you can tell him the reasons in writing or verbally. For example, you can explain that the success level has decreased because students did not attend classes or there was a lack of family support. In this case, the principal can only ask, "Then, what will we do to improve success this year?" (Ozge, Group Leader, Sun School, interview).

In this regard, while a maths teacher in Sun School was the only participant devoting her free time to students who need additional academic support during schooltime, most participants stated that due to their excessive workload, they try to provide their personalised approach in Supporting and Training Courses (STK) after school in Sun School and at weekends in Sea School. However, due to the large number of students in each class, it was emphasised that rather than providing personalised learning for all students who under-perform, teachers were in the position of considering the urgent learning needs of the whole class:

The results of trial tests are even sent by the publishing house as analysed. We can see the average score of the class and each student compared to that. Each gain was shown individually. Let's say the majority of the class wasn't well at dividing three-digit numbers. Then, I try to teach the topic again and solve more example questions in the courses. But, satisfying the needs of each student is impossible. Here, the average of the whole class is important (Teacher, Group 2, Sea School, group interview).

Supervising and evaluating the classroom teaching

According to the interview data, it was revealed that supervising and evaluating the classroom teaching was another strategy used to improve the quality of teaching and learning mentioned in Sun School which corresponds well with the survey findings as one of the least common strategies. Although classroom observation was a tool used by the principal in Sun School to contribute to the improvement of teaching and learning at the classroom level, all participants stated that monitoring the classroom teaching, assessing teachers' performance and giving necessary feedback were not practised in Sea School despite the regulations of the MoNE that mandate school principals to carry out lesson supervision at least once in a semester for each teacher.

In this regard, while Bestami shared his daily walks around the school which he believes as adequate to gain an idea about the quality of teaching and learning, most of the participants added that classroom observation was not even a practice carried out as required by the Ministry in Turkish public schools based on their experiences. In the following quotation, a group leader supported the comment of participants in Sea School in sharing his view in terms of the significance given to the lesson observations by the principal as compared to her previous experience in other schools in different regions of the country:

I have been teaching all these years, I have worked all over Turkey, but I have witnessed a planned and scheduled inspection at this school for the first time. The principal is trying to do a good job (Banu, Group Leader, Sun School, interview).

However, some concerns were raised according to the respondents' views. Many of the participants believe that these observations remain limited with the pedagogical knowledge of the principal, which was supported by most of the comments underlying their lack of feedback from the principals following observations regarding the strengths or weaknesses

in their teaching. In the following quotation, it was indicated how it caused school staff to perceive these observations as a pure formality:

But there may be a deficiency in this regard: the principal can comment such as 'Please recognise students more' or 'Try to abandon the traditional approach'. But what about my teaching? I mean, how am I conveying that knowledge? I am a science lesson teacher, but he teaches the Turkish language and literature. So he may not be able to be aware of lesson content. There may be a lack of subject matter knowledge. Or I may be teaching the secondary school students as if they are at the high school. So, I don't believe these observations can give actual data (Neval, Group Leader, Sea School, interview).

The principal also admitted that due to the number of teachers in the school and his limited time derived from his other managerial and teaching responsibilities, he was in the position of conducting observations in classrooms once in a year contrary to the expectation of the Ministry and giving priority to some subjects about which students are expected to succeed in the national examination:

There were 120 teachers at this school last year. It's 240 days for me to go to 120 teachers twice; I mean, it's hard. It's hard at this school. Now, the number is a little lower, but here's what I'm doing: I'm not going to the gym, music, or art classes if there's no problem. I definitely go to Turkish, mathematics, sciences, social sciences and English classes. You know, in exams, questions are asked about them (Hakki, School principal, Sun School, interview).

Moreover, both principals criticised the regulation of the Ministry, leaving the lesson observations to the principals without any training of teaching supervision and without determining any criteria to discharge this responsibility. In the following quotation, Hakki drew attention to the non-systematic evaluation system which caused lesson observations to remain inconclusive and thus, conventional:

But the Ministry left it at the principal's discretion. The files, the charts that I showed you, I'm doing them myself. There's really nothing standard there. What's he going to supervise? How is he going to do it? The principal doesn't know what to do [...]. Some principals buy a notebook. Any publishing house publishes something called a course audit book. He takes the book and supervises the

teacher accordingly. Meanwhile, the publishing house makes good money (School Principal, Sun School, interview).

The assistant principal shared his agreement that the contribution of school principals to the teaching processes is advisory due to their limited authority in case of experiencing a teacher who is not performing as expected in the class or receiving any complaints about his/her performance from the stakeholders of schools:

They took the responsibility of lesson inspections from inspectors and left to the principals. But they don't have any power. What they can only do is to enter and control the lesson. He may say, 'If you do this, it's better'. That's all. He can't do anything if he faces any favourableness. For example, both students and parents complain about a teacher. We are aware, as well. But, there's nothing to do. The principal only fills up a form and puts it into an archive (Furkan, Assistant Principal, Sea School, interview).

Both principals also emphasised that their lack of authority exists in recognising teachers' accomplishments. The data revealed that principals prefer rewarding teachers verbally through conveying their thanks in meetings or ceremonies for their success rather than awarding with official achievement certificates which requires to lay certificate of achievements to district governors due to the ambiguity in the procedure. In the following quotation, he exemplified the lack of objectivity in the criteria for rewarding teachers officially, which strengthens their reluctance in their profession:

For example, I would like to give a certificate of appreciation to some teachers. But it has to be approved by the higher authorities. However, sometimes it's rejected. [...]. In fact, if the system trusts itself, there will be no problems. The reason for this lack of confidence is the lack of objective criteria. To me, if something is objective, that means it's the same everywhere. However, we see that a criterion that is important for our district is not a criterion for another district. For example, when a school is painted, that school is given a certificate, but when the same thing is done in the other district, it's said, "it's your job." (Hakki, School principal, Sun School, interview).

Providing support to school staff and students

The evidence also indicated that school principals played a significant role in supporting school staff and students with the required materials and assistance within the bounds of possibility to contribute to the quality of teaching and learning. In this regard, there is a general agreement among participants in both schools regarding the support they could receive for the success of students which can be in the form of motivational or material support depending on their needs:

Two science teachers came into the room the other day when I was in the principal's room. They said they wanted to display models from cell samples in the science corridor. That wasn't something that the principal demanded. "We're at your service. That corridor belongs to you. You can put the models where you want," he said. Not every teacher wants to do that. Not every principal agrees. I've worked with principals who say, "What's the point?" (Ozlem, Assistant Principal, Sun School, interview).

It was also shared that the support of the principals was not limited to those practised during school times. Most participants shared the implementation in Sun School introduced by the principal as the *fourth meal* with the underlying reason of being the cornerstone of reading comprehension to academic success:

We also think that the biggest problem for both students and adults is not reading books. The principal goes to all classes and chats with students about reading books. He gives them books as a gift. "You should have fourth meals at home," he says. He talked about it at the parent's meeting. "Instead of watching TV after dinner, read a book for a half-hour or an hour altogether," he told parents; because when the understanding of reading does not develop, success cannot be achieved in any course. Parents sometimes say that their children solve 500 questions. How can that kid solve 500 questions? It's different to solve questions by really understanding what they ask (Ozlem, Assistant Principal, Sun School interview).

During an observation session, the researcher accompanied the principal on his visit to a class. In addition to talking with the students about the importance of gaining reading habits,

he tried to underline the requirement of adapting what is read to what is done in our daily lives:

The principal read a poem which was about the aggrievement. The students hanged on the principal's every word. However, the principal suddenly shouted to one of the students "Leave the class. You aren't listening to me". All other students remained unresponsive. Then, the principal asked the students "Why didn't you challenge the injustice although a few minutes ago we talked about aggrievement?". He stopped the student, apologised and presented the poem book to him" (5-H Class, Day 3, observation).

After leaving the class, he turned to the researcher and said:

Every year, I'm doing this in some classes. They all said, "we can't tolerate unfairness. We help if we witness someone aggrieved". But, they don't. When I ask the reason for their unresponsiveness, they say "But, you are our principal". They are right. Unfortunately, we are used to living with people who always use their authority in our country. We can't cross this line (School Corridor, Day 3, observation).

However, the data revealed the limited role of school staff for effective school improvement due to the deficiency of physical conditions of schools, the lack of teaching resources and school budget. In the following quotation, it was exemplified how double-shift schooling caused the efforts of school staff to remain inefficient:

Students who wake up at 6:00 a.m. to come to school sleep in the first lesson. It's a tough situation, especially for fifth grades. They're too young. In the evening after school, there is chaos. Therefore, I do not believe that students can learn anything in the first or the last lessons. No matter how hard the teacher works, it doesn't work. (Sena, Group Leader, Sea School, interview).

While all science and maths teachers shared the challenges they faced in implementing the curriculum as expected by the Ministry through signifying the inconvenience of labs where the interviews were conducted:

The only government support as the teacher's material is the book. For example, we want a math set, but they don't send it. Or we have a lab, look! But we don't have a microscope. How can we buy it? All we can see is an onion membrane or a

blood cell. This is old-fashioned information. You have to catch the age. They ask us to set up design and skill workshops, but how can we do it? It's forbidden to ask the parents for money. The parent can only give it to us if he wants (Teacher, Group 1, Sun School, interview).

During an observation, the principal also shared the lack of school budget in providing the school with the required materials for the success of students while introducing the school to the researcher:

These bookshelves or the library and the chess corner I showed you on the second floor are provided in our own right. We want to do more but it isn't easy. Sometimes I tried to find rich businessmen or asked parents to help us. I also found a carpenter to cut corners for the chest boards (School corridors, Day 1, observation).

Coordinating the curriculum

Coordinating the curriculum is the last strategy revealed from the evidence to enhance the quality of teaching and learning in the schools. However, due to the highly centralised education system and the reluctance of teachers, rare actions emerged from the evidence, which was confirmed by the survey findings reported as the least common strategy. The data revealed the limited role of the school principal in coordinating the curriculum except tracking curriculum delivery through checking class books during his classroom visits (in Sun School). While some teachers defined the primary aim of school principal's classroom observations as '*monitoring the alignment between the curriculum provided by the Ministry and teachers' report on the related page of class books*' (Teacher, Group 2, Sun School, group interview), they also defined his role as advisory if any issue was realised. While it was indicated that all teachers must deliver the curriculum completion report to the school administration at the end of each academic year, the school principal, Hakki, below clearly exemplified how inconclusive the formal expectations of the Ministry from teachers remain in an education system that gives no voice for schools in planning, implementing and/or evaluating the curriculum:

I don't like being told that 'the curriculum has been successfully implemented'. What happens if not? What is the return of successfully applying the curriculum to the teacher? To me, it's important to teach the lessons in the best way possible.

Two out of ten subjects are missing, but eight of them are well understood. It's better than missing all the subjects (School Principal, Sun School, interview).

The role of group leaders in coordinating the curriculum also emerged from the data. They hold subject teachers committee meetings with their department in their school. Beyond this, they meet with their counterparts in the local district. In this regard, the majority of group leaders and teachers agreed that the Ministry obliged them to attend to enhance the communication among teachers of the same subject within and across the schools with the purpose of providing an opportunity to discuss teaching and learning issues and to coordinate the curriculum (e.g. materials and assessment). However, participants in these meetings attach greater importance to filling their official duties and delivering their reports to the school administration than contributing to the effectiveness of teaching and learning, which leaves their discussions in these meetings as superficial. In this regard, while Naz expressed their involvement through informal dialogues among teachers as; *'We try to align the curriculum through our discussions during a year: Which topic are you teaching this week? What kinds of questions are you asking? Which are better?'* (Group leader, Sea School, interview), the group leader below exemplified why they think that they were completely ignored by the higher authorities:

As math teachers, we're having a meeting among ourselves, discussing and talking. But I wonder how seriously our opinions are taken by senior management. Do the district and the province reflect the issue to the Ministry? I'll give you the answer: Nothing is done about the problems we're talking about, the papers we sent are kept in the depot for three years and after three years, they are burned on the stove. A teacher mentioned it years ago, and I found what he said was reasonable. These issues are demotivating me. [...] In that case, there's no point in having a meeting. No one cares what we say. That's why we're not taking the meetings seriously anymore. Can you imagine some teachers saying, "Guys, I've written for you in advance", and we're signing (Adem, Sun School, interview)?

The standardisation in coordinating the curriculum derives from the centralised education system also evidenced during an observation session. A parent came to the principal's office and asked about the possibility of their child's enrolment in this school, although they were not living in the catchment area. Despite his not being obliged to do so, the principal

accepted their request due to the interest of the parents in their child's education. However, he added that:

But, he can't start next week because you know we are in exam weeks. Either this week or next week he will have taken all his exams. Because these periods are the same in all schools (Principal's Office, Day 2, observation).

Despite the lack of having a voice in coordinating the curriculum in a highly centralised education system, the principal, Hakkı, shared his effort to create a more flexible space for the teachers' effort for the success of students. In the following quotation, he explained his point of view about curriculum management to provide various learning opportunities to students which was, however, limited by the extent of teachers' reluctance:

I don't see the curriculum as restrictive but as a guide. Depending on the circumstances you are in, depending on your student's readiness level, I allow them. But how much do we use it? As a teacher, you need to analyse the environment, conditions, and your students' level. For example, the social studies teacher knows that at the 6th-grade curriculum, there is museum week. There's a museum near the school. He can plan a museum visit at the beginning of the year. We approve if he contacts the museum and adds it to his annual plan. I tell the teachers, "Ask me what you want, whatever you want about education, teaching," I give them a blank check (School Principal, Sun School, interview).

5.3 Summary

This chapter discussed and analysed the findings of accountability gathered from the two participating schools. The elements of accountability, the strategies used to improve the quality of teaching and learning and the barriers to schools' capacity in providing teaching and learning quality were analysed. The main themes into which data was emerged were: externally bureaucratic, internally atomised and the strategies to ensure the quality of teaching and learning, with each theme having sub-themes in itself.

The next chapter presents the findings regarding the leadership practice in developing a school culture.

Chapter 6: School Culture

This chapter shows data collected from the participants through surveys, interviews and group interviews in two schools in addition to an observation of school principal in Sun School regarding their perceptions and experiences about the development of school culture. Since the underlying aim of this chapter is to understand the role of school leadership in building and managing the school culture, views on different aspects of school culture are explored. While the survey questions from 11 to 14 asked participants to rank their views about the leadership practices in relation to developing a school culture, the data were further enriched through observation, individual and group interviews.

6.1 Quantitative Findings: Participants' views on School Culture

To understand the views of participants regarding the leadership practice in developing a school culture, it was necessary to learn about developing a school vision that forms the direction of the organisation (Survey question 11). Moreover, leadership distribution (Survey question 12) became significant since it develops a school culture that promotes greater staff engagement and ownership and greater opportunities for student learning. The form of decision making (Survey question 13) was also required to investigate since involving the stakeholders inside and outside the school in the decision-making process plays a key role in motivating the collective efforts of participants and creating an encouraging school culture, which subsequently promotes improvement in student achievement. Lastly, Survey question 14 focussed on designing the organisational structure (e.g. close relations within and outside the school, effective communication with school staff) that school leaders are required to include in their repertoire to create an effective organisation that supports and sustains the performance of school leaders and teachers.

6.1.1 School Vision

The items of survey question 11 involve the learning focus of a school vision, creating shared school goals, and sharing it with the stakeholders in and around the school, which serve the study's primary aim, understanding the practice of leadership.

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The school has a vision that focuses on learning.	26	17.1	66	43.4	30	19.7	26	17.1	4	2.6
The school has a set of shared values that guide school improvement efforts.	6	3.9	28	18.4	32	21.1	57	37.5	29	19.1
The staff works collaboratively to develop the school's vision.	10	6.6	30	19.7	39	25.7	49	32.2	24	15.8
The school's vision statement is publicly and clearly shared among school stakeholders.	12	7.9	29	19.1	30	19.7	28	18.4	53	34.9

Table 6.1 Participants views on school vision

As shown in Table 6.1, the majority of participants (N=92, 60.5%) strongly agreed or agreed that there is a school vision that focuses on learning which may indicate an influential mechanism in the school that sustains and improves learning. However, what is interesting about the data in this table is that on the contrary to the existence of school vision, more than half of the participants disagreed or strongly disagreed that they have a sense of shared values that guide school improvement efforts (N=86, 56.6%), work collaboratively to develop the school vision (N=73, 48%) and share it inside and outside the schools (N=81, 53.3%). These findings may refer to the lack of common vision with shared ownership and a clear sense of direction which cause varying expectations and disagreements among stakeholders of the school on how to improve school effectiveness. There are two possible explanations for this result: the nature of the highly centralised education system and the lack of building collaborative leadership capacity in the schools. Since the MoNE is the main institution in the Turkish education system that is responsible for all aspects of education

and schools function as subsidiaries, school leaders may be inclined to implement the vision of the Ministry in the school context. This may be reinforced by the lack of collaborative leadership in the schools to create a shared vision that is relevant to their school contexts due to reasons, such as the lack of qualified school staff and their reluctance to play a role in school leadership, as will be examined in-detailed in the qualitative part of this chapter.

Differences between schools

The Mann-Whitney test revealed a statistically significant difference in participants' views regarding the collaborative work for developing a school vision that was attributed to the participating schools.

School		Sun School	Sea School
Strongly agree	N	10	0
	%	12.5	0.0
Agree	N	18	12
	%	22.5	16.7
Neutral	N	26	13
	%	32.5	18.1
Disagree	N	17	32
	%	21.3	44.4
Strongly disagree	N	9	15
	%	11.3	20.8
Total		80	72

Table 6.2 Collaborative work for developing a school vision: Participants' views by school (0.000, $p < .05$)

As shown in Table 6.2, participants in Sun School ($Md=3$, $n=80$) suggested that school staff work more collaboratively to develop a school vision than did respondents in Sea School ($Md=4$, $n=72$) $U=3893$, $z=3.862$, $p=.000$, $r=.031$. This variation between schools may be due to a more collaborative school culture in Sun School that calls on school staff to offer their insight into the school's unique strengths, needs and efforts of the entire school community to develop a shared belief and common language regarding the teaching and learning processes.

Differences according to job title

The Kruskal-Wallis test revealed a statistically significant difference among groups related to their job titles (Gp1, $n=128$: teacher, Gp2, $n=19$: group leader, Gp3, $n=5$: assistant principal) in rating that the school has a vision that focuses on learning, $\chi^2(2, n=152) = 7.875, p = .020$.

Job title		Teacher	Group leader	Assistant principal
Strongly agree	N	21	2	3
	%	16.4	10.5	60.0
Agree	N	58	6	2
	%	45.3	31.6	40.0
Neutral	N	24	6	0
	%	18.8	31.6	0.0
Disagree	N	22	4	0
	%	17.2	21.1	0.0
Strongly disagree	N	3	1	0
	%	2.3	5.3	0.0
Total		128	19	5

Table 6.3 School vision that focuses on learning: Participants' views by job title ($0.020, p < .05$)

A closer look at the median scores suggested that while assistant principals ($Md=1$) showed more agreement in this statement, group leaders ($Md=3$) were less likely to agree that the school has a vision that focuses on learning in addition to teachers who recorded median value of 2. This may indicate that rather than teachers, school leaders especially assistant principals (the quantitative part of this study does not include school principals) played a role in developing a school vision that prioritised students' learning, such as defining the obstacles to their learning, developing strategies to overcome them and providing opportunities to meet their learning needs.

6.1.2 Leadership Distribution

The four items of the survey question 12 focused on the distribution of leadership responsibility, autonomy and power to understand how the organisation is structured. However, the responses to the question showed that the majority of participants indicated their disagreement with the listed items.

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
At this school, the responsibilities for leadership are widely distributed among school staff.	20	13.2	13	8.6	35	23.0	35	23.0	49	32.2
The school takes collective responsibility for school practices and outcomes.	16	10.5	24	15.8	40	26.3	30	19.7	42	27.6
The school staff is empowered to make decisions rather than waiting for superiors to tell them what to do.	14	9.2	21	13.8	40	26.3	41	27.0	36	23.6
At this school, power is emphasized through people rather than over people.	12	7.9	20	13.2	35	23.0	39	25.7	46	30.3

Table 6.4 Participants views on leadership distribution

As shown in Table 6.4 above, regarding the provision of leadership practice, the majority of the participants (N=84, 55.2%) reported that leadership tasks and responsibilities were not distributed among school staff in participating schools. In addition, 72 (47.3%) out of the respondents shared that there is a lack of collective responsibility among school staff for school practices and outcomes.

Although nearly one-fourth of the respondents neither agreed nor disagreed regarding the autonomy (N=40, 26.3%) and power (N=35, 23%) they have to lead across the school, 85 (56%) out of the participants stated that power is emphasised over staff in their school contexts. Moreover, more than half of the participants (N=77, 50.6%) expressed that school staff was not empowered to make decisions related to school-wide learning and teaching processes. Rather, they were expected to follow what their superiors (e.g. school principals, inspectors) tell them to do.

These findings can be explained by a lack of a broader conception of leadership and collective management structure in participating schools. According to the participants' responses, it can be interpreted that there is a clear trend towards a role of one person

rather than a collective leadership in school development. When considering the centralised nature of the Turkish education system, the lack of power and autonomy delegation among school staff may also indicate a school leadership concept formalised in a legislative framework that tends to combine the leadership and management responsibilities in a single individual, school principal. This may become school principals dependent on their superiors (e.g. Provincial Directorate of National Education/MoNE) and solely responsible for implementing the regulations defined by the higher authorities at the school level, which may cause them to hesitate to distribute tasks and responsibilities among staff in the school. School principalship as bureaucratic administration may also duplicate the job realities of other school members (teachers, group leaders and assistant principals) and affect their willingness to play a leadership role in the school. Since school staff in the Turkish education system are protected by strong legal rights, they may show a tendency to perform their formal duties but not to take leadership responsibility in their school contexts.

Differences between schools

The Mann-Whitney test revealed some statistically significant differences between groups in responding to the statements about the distribution of leadership responsibilities and power, related to the participating schools.

School		Sun School	Sea School
Strongly agree	N	11	9
	%	13.8	12.5
Agree	N	13	0
	%	16.3	0.0
Neutral	N	20	15
	%	25.0	20.8
Disagree	N	12	23
	%	15.0	31.9
Strongly disagree	N	24	25
	%	30.0	34.7
Total		80	72

Table 6.5 Distribution of leadership responsibilities: Participants' views by school (0.044, $p < .05$)

Table 6.5 shows that there was a significant variation between schools in rating that the responsibilities of leadership are distributed among school staff. Participants in Sun School

($Md=3$, $n=80$) were more likely to agree on the statement than did respondents in Sea School ($Md=4$, $n=72$) $U=3409$, $z=2.016$, $p=.044$, $r=.163$.

School		Sun School	Sea School
Strongly agree	N	8	4
	%	10.0	5.6
Agree	N	6	14
	%	7.5	19.4
Neutral	N	14	21
	%	17.5	29.2
Disagree	N	19	20
	%	23.8	27.8
Strongly disagree	N	33	13
	%	41.3	18.1
Total		80	72

Table 6.6 Distribution of power among school staff: Participants' views by school (0.008, $p < .05$)

As shown in Table 6.6, participants in Sun School ($Md=4$, $n=80$) showed less agreement on that power is emphasised through people than did respondents in Sea School ($Md=3$, $n=72$) $U=2186$, $z=-2.639$, $p=.008$, $r=.214$.

While responses to the statement regarding the distribution of leadership responsibilities may indicate a more autocratic leadership practice in Sun School, it is difficult to interpret the participants' views regarding more emphasis on power through people in Sea School. This is discussed in the second part of this chapter to understand whether the participants were completely frank in their responses when they had to evaluate the distribution of power, or they wanted to give the impression of holding the power in their school contexts.

Differences according to age

The Kruskal-Wallis test revealed some statistically significant differences among participants in different age groups (Gp1, $n=1$: 21-30yrs, Gp2, $n=43$: 31-40yrs, Gp3, $n=58$: 41-50yrs, Gp4, $n=35$: 51-60yrs, Gp5, $n=15$: 61+yrs) in rating taking collective responsibility for school practices and outcomes, $\chi^2(4, n=152) = 11.828$, $p=.019$ and being empowered to make decisions rather than waiting for supervisors to tell what to do, $\chi^2(4, n=152) = 10.268$, $p=.036$.

Age range		21-30	31-40	41-50	51-60	61+
Strongly agree	N	1	5	5	3	2
	%	100.0	11.6	8.6	8.6	13.3
Agree	N	0	8	6	5	5
	%	0.0	18.6	10.3	14.3	33.3
Neutral	N	0	17	17	5	1
	%	0.0	39.5	29.3	14.3	6.7
Disagree	N	0	8	12	6	4
	%	0.0	18.6	20.7	17.1	26.7
Strongly disagree	N	0	5	18	16	3
	%	0.0	11.6	31.0	45.7	20.0
Total		1	43	58	35	15

Table 6.7 Taking collective responsibility: Participants' views by age (0.019, $p < .05$)

As shown in Table 6.7, the two age groups (41-50 years and 51-60 years) were less likely to agree that school staff takes collective responsibility for school practices and outcomes ($Md=4$) than the other three age groups. While the youngest group (21-30 years) offered the highest rating to the statement ($Md=1$), the median values of the groups having 31-40 years and more than 61 years are 3. This variation may indicate that the younger participants were more eager to take responsibility for school outcomes, which requires approaching the leadership responsibility in the qualitative part of this chapter as a distributed and taken concept. However, as educators gain experience in their profession, which protects themselves through strong legal rights, they may lose their motivation in the process of time and hesitate to take more responsibility than their formal duties.

Age range		21-30	31-40	41-50	51-60	61+
Strongly agree	N	1	5	3	3	2
	%	100.0	11.6	5.2	8.6	13.3
Agree	N	0	6	12	1	2
	%	0.0	14.0	20.7	2.9	13.3
Neutral	N	0	13	14	7	6
	%	0.0	30.2	24.1	20.0	40.0
Disagree	N	0	11	15	11	4
	%	0.0	25.6	25.9	31.4	26.7
Strongly disagree	N	0	8	14	13	1
	%	0.0	18.6	24.1	37.1	6.7
Total		1	43	58	35	15

Table 6.8 Being empowered to make decisions: Participants' views by age (0.036, $p < .05$)

An inspection of the median scores for the age groups suggested that the youngest group ($Md=1$) were more likely to agree that school staff is empowered to make decisions rather than waiting for their superiors to tell them what to do than other four age groups, which recorded median values of 3 (31-40 years), 3.5 (41-50 years), 4 (51-60 years) and 3 (more than 61 years), respectively. A possible explanation of this variation may be that school leaders, especially principals, preferred to empower the young educators in the belief that they can contribute to the school effectiveness more than their older colleagues. The elders may be considered as adapting to the work routine of being a civil servant in the Turkish education system that causes them to be reluctant to involve in decision-making processes due to lack of providing any career progression, enhancement of income and/or prestige in the society.

Differences according to job title

The Kruskal-Wallis test revealed a statistically significant difference among groups related to their job titles (Gp1, $n=128$: teacher, Gp2, $n=19$: group leader, Gp3, $n=5$: assistant principal) in rating that the responsibilities of leadership are distributed among school staff, $\chi^2 (2, n=152) = 7.552, p = .023$.

Job title		Teacher	Group leader	Assistant principal
Strongly agree	N	13	5	2
	%	10.2	26.3	40.0
Agree	N	11	0	2
	%	8.6	0.0	40.0
Neutral	N	32	2	1
	%	25.0	10.5	20.0
Disagree	N	29	6	0
	%	22.7	31.6	0.0
Strongly disagree	N	43	6	0
	%	33.6	31.6	0.0
Total		128	19	5

Table 6.9 Distribution of leadership responsibilities: Participants' views by job title (0.023, $p < .05$)

A closer investigation to median scores suggested that while assistant principals ($Md=2$) showed more agreement on the distribution of leadership responsibilities, group leaders and teachers were less likely to agree on this statement, which both recorded the median values of 4. This may be due to the lack of collective leadership understanding and practice derived from the centralised education system, which caused school principals to limit the distribution of leadership responsibilities with assistant principals rather than sharing with the school staff.

6.1.3 Decision Making

In the thirteenth question of the survey, participants were asked to rank their views on the participation of teachers, parents and students to decision making in their school contexts, respectively.

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
This school provides teachers with opportunities to participate in decision-making.	21	13.8	35	23	66	43.4	20	13.2	8	5.3
This school provides students with opportunities to actively participate in decision-making.	11	7.2	24	15.8	36	23.7	58	38.2	21	13.8
This school provides parents or guardians with opportunities to participate actively in decision-making.	17	11.2	27	17.8	38	25.0	53	34.9	15	9.9

Table 6.10 Participants views on decision making

As shown in table 6.10, there is a general disagreement among survey respondents regarding the participation of students and parents in decision-making processes. 79 of the participants (52%) disagreed or strongly disagreed that there are opportunities for students to actively participate in decision making, while close to half of the respondents (N=68, 44.8%) shared the same view for the participation of parents. These results may be explained through the stage of the sampled schools, societal factors and the lack of leadership practice in establishing relationships outside the school community. Firstly, this study was conducted in secondary schools which is for students aged between 11 to 14 and they may be seen as inexperienced for participation in decision-making. Secondly, societal culture may expect the subordinates or less powerful people (e.g. students) in a school to do what to be told rather than to involve in a decision-making process. Lastly, there may be a lack of strong relationships between school members and families though its contribution to school effectiveness, the reasons of which (e.g. lack of school leaders' ability, the marginalisation of the organisation) require further investigation.

Although the participants rated the opportunities for the participation of teachers in decision-making processes slightly more positive, the majority (N= 66, 43.4%) reported that

teachers' involvement remains at a moderate level. These findings may be explained by personal, institutional and contextual factors. In a highly centralised education system, teachers are protected with legal rights, which may cause them to be reluctant in taking responsibility in their school context. This may be reinforced by the behaviours of school leaders, such as hesitating to empower teachers to make school-related decisions that correspond well with the responses to the previous question. Moreover, the nature of such decisions may play a role in teachers' reluctance and leaders' empowerment. If the decision taken brings with a considerable responsibility for teachers, they may not want to bear it. Similarly, school leaders, especially principals, may hesitate to share the responsibility of decision-making among school staff in a centralised education system that regards school principals as representatives of the Ministry at the school level and the unique responsible for all educational affairs in the school.

Differences between schools

The Mann-Whitney test showed a statistically significant difference between the participating schools in responding to the involvement of parents in decision-making processes.

School		Sun School	Sea School
Strongly agree	N	3	8
	%	3.8	11.3
Agree	N	6	18
	%	7.6	25.4
Neutral	N	16	20
	%	20.3	28.2
Disagree	N	37	21
	%	46.8	29.6
Strongly disagree	N	17	4
	%	21.5	5.6
Total		79	71
Missing data		1	1

Table 6.11 Participation of parents or guardians in decision making: Participants' views by school (0.000, $p < .05$)

Table 6.11 shows that there was a significant variation between schools in rating the involvement of parents in decision-making processes. Participants in Sun School ($Md=4$,

$n=79$) were less likely to agree that the school provides opportunities for families to actively participate in decision making than did respondents in Sea School ($Md=3, n=71$) $U=1655, z=-4.506, p=.000, r=.366$. This variation may indicate a more autocratic leadership practice in Sun School that inhibits a collaborative decision-making process. However, it may also indicate the reluctance of parents to be involved in the decision-making process which was due to the societal culture that regards the schools as the sole responsible for the education of children.

6.1.4 Designing the Organisational Structure

To understand the practice of leadership in the formation of a school culture, participants were also asked to rank their views regarding building strong relationships outside the school, enhancing the motivation of school staff for their effectiveness, supporting opportunities for their collaboration, enabling an open communication and enhancing their commitment to their workplace, respectively.

However, the responses of participants were not decisive in evaluating the leadership practices in designing the organisational structure: their responses to the listed five statements show an uneven distribution ranging from strongly agree to strongly disagree, with many selected 'neutral'.

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The school has a close connection with the wider community that provides some kind of support regarding educational processes.	16	10.5	34	22.4	52	34.2	20	13.2	30	19.7
At this school, the staff is motivated to work effectively.	15	9.9	30	19.7	50	32.9	22	14.5	34	22.4
This school provides staff with opportunities to strengthen communication among staff.	16	10.5	41	27.0	49	32.2	19	12.5	27	17.8
This school reflects a sense of commitment of school staff to their workplace.	11	7.2	64	42.1	38	25.0	25	16.4	14	9.2
This school provides staff with opportunities to work together collaboratively.	7	4.6	14	9.2	52	34.2	20	13.2	59	38.8

Table 6.12 Participants views on designing organisational structures

As shown in Table 6.12, 50 out of 152 (32.9%) participants strongly agreed or agreed that the schools have close relations with the wider community such as parents, local authorities and companies that provide some kind of support to enhance the school improvement. However, nearly one-third of the participants (N=50, 32.9%) shared their disagreement regarding this relationship in addition to those (N=52, 34.2%) who stayed neutral. What also stands out in the table is that this distribution is also prevailing in regards to motivating school staff to work effectively, providing opportunities to carry out collaborative work and to strengthen communication. To illustrate, while 29.6% (N=45) of the participants agreed or strongly agreed that there is an effort to motivate school staff for their effectiveness in the school, 56 out of the respondents (36.9%) did not agree with this statement. The lack of clear indication may be explained through the efforts of school leaders that fell short due to reasons such as the lack of school leaders' ability to prevent the isolation of the organisation from the surrounding community, their shortage of time to create opportunities for better communication in the school or the reluctance among school staff to participate in a collaborative work, which needs further investigation to understand the barriers in developing a school culture.

However, what is interesting about the data in this table is that nearly half of the participants (N=75, 49.3%) strongly agreed or agreed that there is a sense of commitment among school staff to their workplace, which does not correspond with the previous findings. To illustrate, the participants' responses indicated some issues concerning leadership distribution, decision-making participation, collaborative work in creating a school vision and providing opportunities for school effectiveness, which is expected to result in a low level of commitment among school staff to their workplaces. As a consequence, this finding needs further investigation to understand whether participants were completely frank in their responses when they have to evaluate their commitment to their workplace as a stakeholder of the school or there are other strategies school leaders performed to enhance the commitment of school staff which are not included in the survey questions.

6.2 Qualitative Findings: Participants' Experiences of Leadership Practice in School Culture

In addition to the four questions of Section (C) in the survey, the data was enriched through observation, interviews and group interviews regarding how school leaders and teachers

view and describe the leadership practice in developing a school culture. Views on different aspects of school culture were explored. Three main themes emerged from the evidence: the principal as a change agent and the school as a bureaucratic structure. Each theme was discussed in a separate subsection.

6.2.1 The Principal as a Change Agent

According to the interview data, there is an agreement among participants that the school principals played a catalytic role in rebuilding the school culture. Although both principals mentioned the difficulty of bringing different people together in such crowded schools, with different backgrounds, expectations and experiences, as defined by a group leader, "*a destiny of school principals in Turkey without the power of hiring their staff*" (Ahmet, Sea School, interview); the participants agreed that the created school culture gave a new identity to the school that reflects a more positive environment. The school culture, deemed negative in many aspects, exposed significant changes with the arrival of the principals to the schools in many areas from the professional development of teachers to the physical infrastructure of the schools:

With the principal starting to work here, the school was almost recreated in every aspect. Physically, morally, academically... You know how they say, "As your mother did." (Ozge, Group Leader, Sun School, interview).

The data revealed that participating schools experienced changes on different levels. While Sun School presented a deeper change that tailored the daily functioning of the school, the human dimension of the leadership enterprise was more emphasised in Sea School due to the particular needs of the schools. It was revealed that the change of a school culture was through bringing order to the schools to create a disciplined climate (more mentioned in Sun School), supporting teachers, students and families to contribute the school improvement and showing a strong sense of care to stakeholders of the school to emphasise ethical values in the school (more mentioned in Sea School) which were explained, respectively.

Bringing order to the schools

All participants in Sun School stated that before the inauguration of the principal, the school was struggling with the lack of control regarding even official duties incumbent on school staff and with the safety problems inside and outside the school. According to the interview

data, there was a lack of taking security measures causing the school to be recognised by the public as a common area they could use. Some experienced staff defined their memories as *“shocking when they saw some people using the toilets of the school and crossing the garden to take a shortcut”* (Ozlem, Assistant Principal, interview). Regarding the atmosphere teachers feel in the school, most of the participants stated that there is a lack of unity among school staff including leaders which made the school a stray place in which there are issues in obeying the school rules. The interview data revealed that the principal executed a comprehensive approach to create a school culture that reflects order, safety and consistency:

At that time, the teachers were coming to school whenever they wanted. There was no student discipline, as well. It wasn't clear whether teachers entered the class, or not. Even if you went out in the garden with the students and had a chat, no one intervened. I mean, it was very relaxed. After such a relaxed environment, we had a hard time when this principal arrived. But everything's fine right now. Things are working because a system is created (Banu, Group Leader, interview).

To bring order to the school and enable discipline in school functioning, it was stated that *“the principal has a guide which is laws and regulations”* (Teacher, Group 2, interview). Almost all participants underlined the role of the principal as a rule maker because there was a clear expectation from all school staff by the principal which was doing their share of a task as should be to run the school effectively. It was shared that the principal emphasised the importance of obeying the rules on all occasions through his expressions in the meetings and his behaviours in the school routine. While a group of teachers mentioned that they started to believe in their contribution to school improvement as they witnessed the accomplished ideas and their positive consequences in the school following this change in the school culture, a group leader below explained the command and control mechanism the principal used as the main strategy to have school staff fulfil each duty:

If you, as a manager, effectively form and oversee committees, it means you can accomplish many things. This is what the principal did after coming here. You know there's a group of teachers who don't want to get involved in anything. You can see them in every school. But our principal is highly disciplined and he's been in school the whole time. He is in the garden and the toilets during recess. And when he has a job to do in the provincial directorate (of national education), he

finishes his job in 15 minutes and goes back to school. He's not planning on going home after he finishes his job. He does not give up and he tries to get things done. For example, when the canteen and services are checked, these checks are done and reported on time. Our principal himself is always in charge during the inspections. He doesn't say, "Let's leave this as it is, or no matter who does it." He always checks the work done. He wants committees to do their job properly (Adem, interview).

It was also revealed that to transform the school culture, the principal did focus not only on changing the invisible features of the culture but also on bringing order to the school's physical appearance. The principal believes the influence of the outer view of the school on all stakeholders to represent the harmony between how it is looked and how it is felt. The data revealed that the neatness and tidiness of the interior and exterior of school buildings reflect a more disciplined environment after the effort of the principal. A teacher below shared that she had felt discomfort with the physical conditions of the school before which inevitably affected the quality of her teaching:

There was a disorder in the school and it was highly disturbing me. It wasn't clean. It wasn't regular. There was chaos, ruction. Lots of deficiencies. Even some lamps were not working. That is, there was an aimlessness. I didn't want to teach in such an environment (Teacher, Group 2, Sun School, interview).

The importance given to the physical appearance of the school buildings was also supported in an observed occasion in which the principal showed a file to the researcher including so many photos of the school's previous appearance from the toilets to the garden walls:

When I first came to the school after promoted to this position, I was shocked. You should see the walls, toilets, desks, lamps... There is a confined space in the garden, I don't know for what it is used. To start with, I had it demolished and I recorded everything I did. Please look at these. In such an environment, how could the education be maintained (Principal's Office, Day 2, observation)?

Supporting teachers, students and families

In both participating schools, most participants also mentioned the role of their principals as support providers who contributed to changing the school culture. During interviews, it was criticised that rather than trying to regard as a contribution to the learning of teachers and

students, there had been a point of view to any request of the teachers from the previous principals as an unnecessary burden for the school. However, the data revealed that their principals emphasised one common purpose of their existence in the school which was to do their best to educate all students regardless of their differences and to support each other as best as they can. As Bestami (School Principal, Sun School, interview) shared, *“We take our special education students to a ceremony, which you don't see much in other schools. It's becoming a culture in our school. Why? We don't want anyone to feel left out. If the child can express himself, this opportunity should be given to him”*, which resulted in an increase in the number of students, even of those with special education needs. There was a belief among school staff that any attempts for the sake of the students were supported by the principal which enhanced their motivation and the success of the school, subsequently. In the following quotation, a group leader shared the difference of the provided support in the school culture of the past and present:

In my career, I've encountered many obstacles like, "Why to bother, now the class's going to be empty, you can't take the student there." Then, you don't want to do anything. But after the principal, as long as you want to join something, this school will support you to the end. You won't have any trouble (Banu, Sun School, interview).

It was also highlighted that support of the principal took many forms in this school, the most remarkable of which was support for equipping the school staff with the required materials, which was one of the significant factors for developing the school outcomes in the process. The interview data revealed that supporting the school staff with the required materials was an effective way to support them morally. While Adem (Group leader, Sun School, interview) depicts the school principal as *“a magician”* in a context with no official support of school budget, in the following quotation, it was shared how important mutual support is in increasing the efficiency of the school:

In the previous school, we were busy with the paperwork of course; we were photocopying the tests prepared for the students. But, we are better here. Because there was a photocopier there and my hands were shaking when using it. We had a card and we loaded money on that card, 20-30 Liras. If it was broken, the principal said, 'Again branch teachers broke it'. He even tells our names in the meetings. I mean, he'd offend us. It was as if he was looking for an opportunity to

rebuke us. But here, we know the principal is doing his best for our comfort, for the success of the students. As you see his support, you start to do your best, instead (Neval, Group leader, Sea School, interview).

An observed occasion also revealed that the principal showed emotional support and care to the teachers in the school when a parent came to complain about a teacher's behaviours towards students during the lessons:

After the principal carefully listened to the parent, he repeatedly underlined the professional profile of the teacher subject to the discussion and his success in the work he has done until now. He shared with the parent that the teacher has a wife who stays in the hospital for a long time, so we need to understand him while making the parent sure that he will talk with the teacher about the compliant and advise to be more careful in his behaviours to the students (Principal's Office, Day 2, observation).

Showing a strong sense of care to stakeholders of the school

Moreover, the data revealed the role of the principal as expressing care to all stakeholders of the schools. It was shared that in changing a school culture, the principal gave great importance to connecting the school to the wider community, especially to parents. The principal's belief which was also shared by most of the participants was that school success could not be achieved without the support of parents. The school's motto was that the more the school cares about parents, the more they feel valued and the more they become disposed to collaborate with the school. The function of parents as a bridge consequently helps school staff to engage with the students easily and enhance their academic achievement, as exemplified by the principal:

In my opinion, the success of this school depends primarily on the culture of the institution, then on the traditions of the institution. We do a lot of activities here in terms of appealing to the public as well. It's Ashura day, for example. We call the parents. Teachers, students are here. It's our culture and it helps us make the parents come to school. Because the parent shouldn't think about school: they're going to ask for money, and I'm going to get scolded when I'm gone, and they only call when there's a problem. We said, on the contrary, be with us, we would be happy, and started to invite them to all events. I can't say they all attend, but they started taking care of the activities at the school (Hakki, Sun School, interview).

It was also found that the principals in participating schools showed a strong sense of care not only to parents and students but also to teachers and other school personnel, which was one of their strategies to enable the commitment of teachers to their schools. In this regard, most of the participants shared that the principals tried to establish customs and traditions at the schools. Some effective strategies of them were organising dinners on Teachers' Day, hosting a fast-breaking meal in Ramadan or doing home visits to celebrate their happiness due to their marriage or being a parent and to share their sadness due to their funeral. Some participants shared that these organisations gained importance after the inauguration of their principals. It was also believed that these events were an opportunity to be closely acquainted with their colleagues and strengthen their communication, especially in such crowded schools, but the attendance of school members is still limited. A group of teachers underlined the role of the principal in changing a school culture through caring for themselves:

There's been a big change in the last five years. The principal's possessive attitude is highly dominant. Let's do something, organise an event for teacher's day or arrange a farewell dinner for those who retire... In his early years, participation in these events was very limited, then increased gradually over the years (Teacher, Group 2, Sun School, group interview).

The principal's care about the school staff was also confirmed during an observation session. He possessed his sensitivity towards the health of school personnel when one of the staff members with an injection mark on his hand entered his office and asked him to sign some papers. After the staff left the room, the principal said:

Mustafa was assigned to our school as a janitor by the Ministry, but he has a serious blood illness. How can I ask him to do the cleaning? If he is injured, it might be hard to stop the bleeding. Then, I want him to work as an officer, such as photocopying (Principal's Office, Day 1, observation).

The interview data in Sea School also revealed the role of the principal as a trust builder among school members through treating the staff equally. Some participants complained that there was a highly autocratic management style in the school previously which even prevented teachers from "knocking the door of the principal's room" (Yıldız, Assistant Principal, interview). In an environment where bilateral relations came into prominence, it

was stated that the sense of justice disappeared, and the commitment of teachers to their profession was affected. In this regard, the following quotation explained how the principal tried to create a belief, 'everyone is equal', in the school in time through his fair behaviours:

I've heard there's been a conflict between teachers, groupings between teachers, and that's because of the administration. Even I heard some of their names; I was told to be careful with some teachers, to protect some teachers. But I didn't listen to them. I said okay but ignored it. When I did my first meeting, I said: This is my understanding. Everyone can say words of wisdom, but we will understand each other in time. I don't care about your religion, race, or political view. To me, everyone is equal. And as they saw how I treated them, they understood me (Bestami, Sea School, interview).

Another strategy the school principal used to show his care about the school staff is being a good listener. All teachers emphasised that having a feeling of being listened to without concern of being misunderstood brought a sense of respect and value to themselves. However, when compared with the current administration, the majority of participants shared that rather than being given a chance to explain what was happening, they could find themselves being criticised uncomprehendingly by their previous principal. A group leader below clearly explained their uncomfortableness with working in such an authoritative climate where the opinions and the feelings of individuals were neglected:

We are more comfortable here and more supported by our principal. When a teacher filed a complaint, the previous principal would ask, "Why did you do this?". Our principal at this school listens to us. "There is a complaint, the parents of the students are talking about such a situation, and I would like to hear from you about it," he says. It's very important (Neval, Sea School, interview).

6.2.2 The School as a Bureaucratic Structure

As mentioned in the previous section, the school culture in both participating schools became more positive under the leading of new principals. The interview data revealed that the principals made a great effort to have shared values in the culture which were determined as a higher level of trust, respect and care among school staff, commitment to their profession and working places and close relations with all stakeholders of their schools. Participants also agreed that these core values felt in the school culture enabled school staff

to work more effectively and enhance the outcomes of the schools. In the following quotation, an assistant principal underlined how the success of their students increased through creating a more positive culture in the school:

These values are very important for teachers. Moral, motivation... No matter how an idealist teacher you are. If you're not happy, you can't devote yourself to your profession. The profile of students in other school was better than here. Anyhow, the success was not as high as here. It came into prominence when we moved here. That is, the raw material was good, but we couldn't process it there. Because although the teachers were good, they weren't given a voice, their efforts weren't appreciated. They are more active here (Furkan, Sea School, Interview).

However, as most of the participants confirmed, these shared values internalised by school staff could not overcome the bureaucratic nature of school culture that is characterised by the formalisation, certain rules and procedures in the top-down communication, power sources used by the principals, the lack of collaboration in developing a school vision, the limited participation of school stakeholders in decision making and the lack of leadership distribution among school members. This section, therefore, explains these key leadership practices, respectively.

Top-down communication in the school routine

The interview data that was confirmed by the survey findings also stressed that the formal procedures and hierarchical structures reflected in the leaders' and teachers' behaviours draw attention in many respects. Regarding the communication among staff, Ozlem admitted that *“Rather than communicating with the principal directly, teachers generally prefer coming to my room and say: Can you please ask this issue to the principal for us?”* (Assistant Principal, Sun School, interview). Moreover, a group leader questioned using the mobile-based application, Whatsapp, *“for sharing the official letters more quickly, but in which there is a one-way communication allowed, from the principal to the school staff”* (Banu, Sea School, interview).

In a similar vein, the observed instance showed the formality in the relation between the principal and the school staff:

After becoming aware of a student spending his day in the counselling service rather than entering the lessons, the principal visited the counselling service to

meet with the student and to discuss the issue with the counsellor. After he entered the room, the discussion could not start for a few minutes due to the insistency of the teacher to offer her chair and table to the principal (Counselling Service, Day 1, observation).

Power sources used by the principals

The interview data also extended the existence of formality in the school through underlying the power sources used by the principals in their school routines, especially when solving the conflicts and breaking the resistance among the school staff. According to the participants' responses in both participating schools, it was understood that principals faced resistance in changing the school culture and they used their legitimate power to overcome this significant barrier which would otherwise prevent its positive effects on the success of the school. It was understood that the change in the school culture was perceived by some teachers as a threat to their established order. Since they believed that this change did more harm than good, they were in a tendency to continue their work habits. In the following quotation, a group leader exemplified the response of the principal in exchange for her resistance:

When I started at this school, the principal had just started his job. He was trying to change some of the issues going on because of his predecessor. At first, we couldn't communicate, and his style was pretty unkind for me. He said an academic from X University wanted to observe my lesson for six months. And I said, "What does it mean?". We argued when I said that. "This school is such a school. You will accept," he said. And I said, "Okay, it's okay." That's how we started (Banu, Sun School, interview).

The group leader also explained that the principal's authority coming from his formal position was accepted by most of the staff in deciding their behaviours in the school:

Our principal is very hardworking. He wants everyone to work...[..]... You should know how to apply some techniques. People who couldn't adapt to it retired and left the school. They said, "I can't learn, I can't deal with things like that," and they retired. But if we had our previous principal, they wouldn't have retired (Ozge, Sun School, interview).

School Vision

In participating schools, there is a general agreement among school staff regarding the gap between what the school vision is and to what extent it is achieved in school settings. Though some teachers who did not have an idea about their school vision, most participants defined it by highlighting the bindingness of the Ministry of Education. It was stressed that the vision in both participating schools was linked to the development of their students in all aspects; physically, spiritually and mentally, which also composed of the basic aims of national education determined by the Ministry, as the principal stated below:

It is not possible to make a definition of vision other than the basic objectives and general principles of the Ministry. If I summarise this in one sentence, we aim to educate our students in line with the general purposes of Turkish national education, and we aim to raise them as responsible, thinking individuals who are developed in every aspect; social, psychological and physical (Hakki, Sun School, interview).

Regarding the creation of school vision, both principals stated that there is a strategic planning committee at the schools which is officially required to be created for the development of the school vision. It was stated that the expectation by the committee members (teachers in charge) under the leading of either principals or assistant principals was to gather every five years to revise their school vision by defining the schools' strengths and weaknesses and framing their targets to reach this vision. However, due to the workload of school staff arising from their teaching and administrative tasks and their reluctance to spend time in schools out of working hours, the schools' strategic planning was seen as drudgery by school staff, which ends with leaving on paper and repeating itself. The principal below clearly explains how the school vision was shaped by the effort of principals based on the Ministry's vision:

I think I am taking the lead here. Normally, we have a strategic planning committee for developing the vision, but it doesn't function effectively. I asked the opinions of teachers in the meeting, but they generally preferred to nod to support me. They say, 'If we had created together, some sentences would have emerged.' Because the committee should gather after school. But they don't want to stay. So, the vision is something I created. How am I doing? The Ministry released its vision

and all provincial directorates create their vision according to the Ministry. And all district directorates do according to their provincial directorate. And then all schools create according to them. The sentences may be different, but the meaning is the same (Bestami, Sea School, interview).

Decision-making Process

Regarding the decision-making process, the interview data revealed the full power of the principals as a decision-maker and the limited voice of school staff as decision-implementor at both participating schools, which corresponds well with survey findings indicating the involvement of teachers at a moderate level. The interview data revealed that the limited participation of school staff in decision making derived from the nature of the decision in addition to the contextual (accountability demands) and personal factors (autocratic behaviours of school leaders and reluctance of teachers), as explained below.

The interview data revealed that school leaders underlined the importance of teachers' participation in decision-making, which was believed to be a sound way to run the school more effectively and motivate teachers to do their best when responsibility was shared. In this regard, school meetings were considered as an opportunity for staff to share their opinions. However, due to the accountability issues, it was also stated that the leaders were not willing to give responsibilities to school staff for making decisions about important duties and empower them in deciding how to perform these tasks. It was stated that although the principals asked their staff's opinions in the decision-making process, this does not mean that the shared ideas were properly implemented. The principal below explained how accountability demands made him a final decision maker in the school:

Paperwork is the assistant principal's duty, but the responsibility is entirely mine. So, if he makes a mistake, it's not just his responsibility. Because you're the one who is last to sign the paper. That's our system. The principal signs the paper and sends it. If there's anything missing, you'll have to see it when signing. They'll ask me about documents that aren't sent on time. I can't say the assistant principal didn't send it (Hakki, Sun School, interview).

Another source of data shows the limited role of school staff in the decision-making process in the school. After the principal accidentally realised a parent in the school toilet and her child in a counselling service while showing the school buildings to the researcher, he

arranged a quick meeting with the teachers and school counsellor to handle the student's behavioural problem and his parent's presence in the school without permission of the school administration:

Though he discussed the particular problem with the members of the meeting first and with the parent later by asking, "when the student sits in the counselling service all day, does it mean he is coming to school?", it was obvious that the principal had the power to decide by himself. He delegated what each needed to do to solve the issue "We must help this child. The security won't let the mother come in again. Art teacher, you will ask him to draw his favourite character. Turkish language teacher, you will ask him to write about his favourite film. Counsellor, you need to write a detailed report on what the parents need to do and get it signed (Principal's Office, Day 1, observation).

Regarding the contribution of parents in decision-making processes, school staff agreed on the importance of parents' involvement to achieve the schools' goals and enhance the success of the students, defined as '3 gear wheels; school, parents and students' (Adem, Group leader, Sun School, interview). In this regard, parent-teacher meetings held twice a year matter as in these meetings staff, specifically the principals, share their goals and underline the importance of being supported by parents to achieve these goals while parents could explain their expectations from the school for the success of their children. Through these meetings, the school could build strong relationships with parents to gain and sustain support for school continuing development.

The data revealed that the involvement of parents in decision making came into existence through the formation of the parent-teacher association, members of which were selected democratically among volunteer parents. Although this association is one of the mandatory implementations of the Ministry in all schools, it was shared that its contribution remained limited with only economic concerns, which does not attain its founding purpose. Given a relatively low level of budget funding to secondary schools in Turkey, the parent-teacher association could gain financial support from parents easier than the school staff through the members' effective communication with them. As an assistant principal stated, this association contributed to the effective management of the schools where both the leading and teaching staff struggled with financial and professional issues:

In many ways, parent-teacher association lightens our burden. We can't afford everything. We can't keep up with everything. Let's say, we are planning to organise a trip to a museum. They find coaches for students. They announce to all parents and sell tickets. If we need money as a school, the principal wants the president to visit the classes and reminds them to pay their dues. I mean they are highly effective (Yıldız, Sea School, interview).

Another advantage of this formation was that it provided evidence in terms of using the financial sources of the schools legally. In this regard, it was revealed that teacher-parent association played a role as a control mechanism in schools through which the school budget could be spent lawfully:

We also have a system of financial resources of the school, which we call TEFBIS, a system that is more about the parent-teacher association and the school's financial inputs. You're expected to save everything financial that comes to school like materials into the system. If the expenditure was made, these expenditures should also be described. If the amount that enters the school, that exits in the school and that exists in the bank is not consistent at the end of the year, then there is a problem (Serkan, Assistant Principal, Sun School, interview).

In terms of the students' involvement in the decision-making process at the schools, the data revealed the implementation of student councils in both schools. Almost all participants stated how the selection of student representatives was completed among volunteer students through voting as determined in the related regulations by the Ministry. Although most of the participants shared the convenience of the selection process, the data revealed that the implementation was limited. In this regard, some participants attributed to the societal Turkish culture that limits their contribution in the decision making processes of the schools, which explains the survey findings:

'I think there isn't such a kind of understanding in Turkey. We regard them as children rather than individuals' (Yıldız, Assistant principal, Sea School, interview).

Leadership Distribution

In a context without not being able to share responsibilities, all participants rather determined the distribution of formal duties among school staff as expected by the Ministry. It was stated that these duties were issued as written and required to be signed by the

principal and the staff in charge, requiring an obligation of fulfilment. Although all teachers shared their enthusiasm in leading a role and expressing their ideas more freely among their counterparts in small group settings, it was underlined that it is a must to grant approval by the principal before implementing the taken decisions. In this regard, the celebration committees of national days were the most stated example by school staff to express their lack of authority even in the duties imposed:

All our duties were shared by the principal in a school meeting at the beginning of the academic year. Let's say the principal charged me for the Children's Day. What I want is if he holds me for this duty, he should give me authority. But without asking him, you can't do anything in this school. You can do it in none of the schools in Turkey. That is, you can't say; I decided, and I took the initiative. You can discuss the details and organise the event with other teachers, but at least two days before the ceremony, the principal must see even the poems and the songs because a song can be misunderstood by district directorates visiting the school for a ceremony (Neval, Group leader, Sea School, interview).

However, concerning these formal duties, almost all group leaders and teachers shared their complaints about the unfair distribution among school staff by the principals. It was underlined that the main concern of school leaders was managing their schools smoothly by enabling the accomplishment of formal duties of staff as expected by the higher authorities and the flow of knowledge with the Ministry by replying to the required paperwork on time and contributing to keeping the statistics at the Ministry level. However, there is a tendency among some teachers to draw their formal duty lines and to fulfil their professional duties such as attending their class and taking exams, but not getting beyond these limits in an education system with no sanctions for their failure or no rewards for their success.

In such a context where teachers are surrounded by the powerful rights of tenure, the leaders were in the position of giving the formal duties to those more who are believed to fulfil them. It was defined by a group of teachers as a reason for the decrease in their motivation due to '*playing into the hands of others*' (Teacher, Group 2, Sun School, group interview), which caused some conflicts among school staff. While in the following quotation, the assistant principal underlined their lack of choices due to being stuck between school staff and their authorities:

This is a crowded school. Of course, we are putting the teacher who can do the job in the foreground here. For example, a form will be prepared and Teacher X can prepare it. He's given the priority. Why? Because you need to continue to work. That's what I say as an administrator. If the administration does not get the data, the administrators can't work. The data should be prepared well—for example, absence letters. The guidance counsellor must take the necessary steps and complete the interviews and inform the administration so that the administration continues the process accordingly. But if data doesn't come, the administration can't work and many things are done indiscriminately (Serkan, Sun School, interview).

Teachers' reluctance in their profession also emerged in an observed instance. During break time, a hall monitor came into the principal's office and shared that a parent asked for a permission letter to take his child to the hospital. After receiving the letter, he asked the principal about the possibility of giving the authority of signing the permission letter when necessary to the hall monitors. The principal replied:

You say you want this responsibility in addition to your current duty. But do you think all teachers will volunteer to do this (Principal's Office, Day 3, observation)?

The lack of authorisation the principal granted for teachers who did not go beyond their routine was shared by most of the participants as a reason that strengthened the reluctance of teachers in the Turkish education system:

There's no sanction we can impose against a person who's just thinking about coming to the school. Only the principal can make determinations within the limits of the law and warn them. What happens as a result of these warnings? These people either don't get any punishment or warning. This warning requires a very serious problem. Other than that, even if he does not do his job very diligently, no one says anything to the teacher who gives his lesson, prepares the exams, fills the notebook, and works following the curriculum. However, it is not questioned whether he creates any awareness in children (Ozlem, Assistant Principal, Sun School, interview).

As can be defined as the main obstacle for teachers in involving in the decision-making process, the data revealed that their reluctance was also affected by their lack of internal motivation rooted in their low status in the eyes of society and their low income:

Motivating teachers is beyond the principal's power. Not enough. Most of our teachers are struggling with financial difficulties. It is a very serious problem. The music lesson teacher takes the stage every night at the pub. He is sleepless every day. On the other hand, there are lots of problems in the country: society's perspective on teachers, on our salaries, etc. Teachers have no work to do. That's what people think about us. An old man on the bus gave a newspaper to my friend and said, "Here, girl, take this newspaper, you can read it in class". Because of this point of view, our motivation decreases day by day. You can sometimes find yourself asking, 'What am I doing now?' (Banu, Group leader, Sun School, interview).

A group leader also stated how school staff could hesitate to share their opinions and take the leading role in any significant school activities due to their family commitments, excessive workload and financial problems:

In meetings, people generally don't want to say anything and I think they're right. Why? Because everybody knows that if you intend to do anything, like a project, you can't do it during school time. You need to stay here after lessons. Everybody has families, children. Most probably you can be alone if others don't support you and you must pay everything for the project because there is always no money (Ozge, Sun School, interview).

It was also revealed that teachers were reluctant to share their opinions in the decision-making process because the principals expected teachers to accept their decisions without questioning even if they did not totally agree with them. It was clear from the participants' responses that challenging the principals' decisions was not common among teachers, which was more emerged in Sun School. They generally preferred to obey and carry out their principals' decisions strictly and avoided dispute with them, specifically if the decision brought prestige to the schools in the wider community. A group of teachers stated:

You know 8th class students take the exam at the end of the year, and the principal assigned a lot more importance to that exam. For two years, I teach the 5th grade to get out of it. Plain and simple... Why? Because he never listens to your explanations when something happens. He raises his voice. When he raises his voice, you decide not to say something anymore. (Teacher, Group 1, Sun School, Group interview).

6.3 Summary

This chapter discussed and analysed the findings of school culture gathered from the two participating schools. The development of school vision, leadership distribution, decision-making processes and leadership practices for designing the organisation were examined. The main themes into which data was emerged were: school principal as a change agent and the school as a bureaucratic structure.

The next chapter reports the findings regarding the leadership practice in improving the CPD of school staff.

Chapter 7: Continuing Professional Development

This chapter presents data collected from the participants through surveys, interviews and group interviews in two sampling schools in addition to the observation of the school principal in Sun School, regarding their perceptions and experiences concerning the provision of CPD in their school contexts. Since the underlying aim of this chapter is to understand how leadership is practised and experienced in relation to the planning, organising and evaluating continuing professional development of school staff, views on different aspects of CPD are explored. While the survey questions 8, 9 and 10 asked participants to rank their views of CPD, the data were enriched through observation, interviews and group interviews.

7.1 Quantitative Findings: Participants' Views on CPD

To ascertain the views of participants regarding how continuing professional development of school staff was supported, it was necessary to find out what kinds of CPD activities were offered during their time in the sampling schools (Survey question 8). Moreover, the role of the stakeholders of the schools in the continuing professional development of the school staff is the cornerstone of this study as it exemplifies how leadership is being practised in the study cases (Survey question 9). Lastly, participants' views of what makes the current CPD activities (non)effective in general and to what extent the (non)effectiveness of these activities meet their CPD needs in particular provide a basis to understand the challenges to leading a role in the PD of staff (Survey question 10).

7.1.1 CPD Activities School Staff Participated in

The list of CPD activities involved a mix of formal and informal, mandatory and self-directed professional learning approaches, as presented and discussed in Chapter 3 (See Section 3.6). However, the responses to the question showed that the participants' views varied regarding the frequency of the different kinds of CPD activities they engaged in during their time in the sample schools.

	Very Often		Often		Sometimes		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Courses/workshops/seminars attended in person	13	8.6	31	20.4	45	29.6	39	25.7	24	15.8
Education conferences or seminars	61	40.1	40	26.3	36	23.7	10	6.6	5	3.3
Formal qualification programme	3	2.0	6	3.9	20	13.2	18	11.8	105	69.1
Observation of other schools	1	0.7	2	1.3	12	7.9	29	19.1	108	71.1
Mentoring/peer observation/coaching	3	2.0	6	3.9	25	16.4	32	21.1	86	56.6
CPD opportunities provided by in-house specialists/guest speakers	9	5.9	11	7.2	10	6.6	45	29.6	77	50.7
Discussion with colleagues on teaching and learning issues	23	15.1	28	18.4	37	24.3	25	16.4	38	25.0

Table 7.1 CPD activities school staff participated in

As Table 7.1 above shows, education conferences/seminars among the listed CPD activities were attended very frequently and a substantial number of respondents (N=101, 66.4%) reported that they very often or often had participated in education conferences/seminars.

In contrast, a substantial number of respondents rated observation of other schools and formal qualification programme as rare or not available for their continuing professional development at all (N=137, 90.2%; N=123, 80.9%, respectively). While the lack of observing other schools may be due to the huge workload of participants or the lack of communication between schools, respondents' rare participation in formal qualification programmes, such as a Master's degree, requires the career development of educators in Turkey to be recognised.

Furthermore, although mentoring, peer observation and coaching were undertaken more frequently, the majority of the participants (N=118, 77.7%) reported that they had never experienced these kinds of CPD opportunities. Since the formal coaching approach is implemented for newly appointed educators in Turkish education system, participants' limited participation might be due to the age average of the survey respondents in sampled

schools. The reason for almost half of the participants' lack of attendance in CPD opportunities provided by in-house specialists or guest speakers may reflect a lack of school staff that can conduct a continuing professional development activity in the school, a shortage of school funds for inviting a specialist or a lack of school leaders' ability to plan and organise this kind of activity.

Table 7.1 also attracts the attention of variation in the respondents' volunteer involvement in courses/workshops/seminars and their discussion with colleagues. The limited implementation of informal dialogues may be due to the lack of mutual trust and support among school staff, which was investigated in the second part of this chapter to understand the leadership practice in sampling schools. Regarding their attendance in courses/workshops/seminars, this requires examining the personal (e.g. reluctance to attend), organisational (e.g. lack of support), contextual (e.g. lack of incentives) factors and the quality of activities, as considered in the tenth question of the survey.

Differences between schools

The Mann-Whitney test revealed some statistically significant differences in participants' views of the availability of two CPD opportunities, observation of other schools and CPD opportunities provided by in-house specialist/guest speakers, which were attributed to the participating schools, as Tables 7.2 and 7.3 show.

School		Sun School	Sea School
Very often	n	1	0
	%	1.3	0
Often	n	1	1
	%	1.3	1.4
Sometimes	n	2	10
	%	2.5	13.9
Rarely	n	12	17
	%	15.0	23.6
Never	n	64	44
	%	80.0	61.1
Total		80	72

Table 7.2 Observation of other schools: participants' views by school (0.009, $p < .05$)

Responses to the statement show that participants in Sun School ($Md=5$, $n=80$) were less likely than those in Sea School ($Md=5$, $n=72$) to have opportunities for observing other schools to improve themselves in their profession: 64 (80.0%) participants stated that they have never observed other schools during their time in Sun School, $U= 2313.5$, $z=-2.63$, $p= .009$, $r= .21$. This result may be attributed to their reluctance to improve themselves professionally through observation in other schools due to their lack of time, family commitments and/or lack of close relations with other schools. They may also expect school leaders to play a role in planning and organising visits to other schools rather than regarding it as an individual responsibility. However, school leaders may lack the ability to develop close relations with other schools in order to organise such activities. Since the role of school leadership in the CPD of school staff is the main aim of this chapter, further investigation is provided in the second sub-section.

School		Sun School	Sea School
Very often	n	9	0
	%	11.3	0.0
Often	n	9	2
	%	11.3	2.8
Sometimes	n	10	0
	%	12.5	0.0
Rarely	n	19	26
	%	23.8	36.1
Never	N	33	44
	%	41.3	61.1
Total		80	72

Table 7.3 CPD opportunities provided by in-house specialists/guest speakers: participants' views by school (0.000, $p < .05$)

Moreover, as table 7.3 shows, participants in Sea School ($Md=5.0$, $n=72$) attended CPD opportunities provided by guest speakers and/or in-house specialists less than those in Sun School ($Md=4.0$, $n=80$): 44 participants rated their participation to this CPD opportunity as never, $U= 1964.0$, $z=-3.68$, $p= .00$, $r= .29$. This result may be explained as the lack of school leader's ability in planning and organising these activities, the lack of school facilities (e.g. school budget, physical infrastructure) and the school culture in which school staff is unwilling to participate in this activity either as a provider or as a listener in Sea School. A closer investigation of the provision and barriers to CPD opportunities provided by guest speakers/in-house specialists in the next phase might help in understanding such variation between schools.

Differences according to experience in participating school

The Kruskal-Wallis test revealed some statistically significant differences among participants having different total experience in participating schools (Gp1, $n=13$: less than a year, Gp2, $n=13$: 1-2 years, Gp3, $n=38$: 3-5 years, Gp4, $n=88$: more than five years) in rating their participation to courses/workshops/seminars attended in person $\chi^2 (3, n=152) =10.885, p=.012$ and discussion with their colleagues on teaching and learning issues $\chi^2 (3, n=152) =9.952, p=.019$.

Experience in the school		Less than a year	1-2 years	3-5 years	More than 5 years
Very often	N	0	2	3	8
	%	0.0	15.4	7.9	9.1
Often	N	1	3	11	16
	%	7.7	23.1	28.9	18.2
Sometimes	N	3	2	11	29
	%	23.1	15.4	28.9	33.0
Rarely	N	1	2	10	26
	%	7.7	15.4	26.3	29.5
Never	N	8	4	3	9
	%	61.5	30.8	7.9	10.2
Total		13	13	38	88

Table 7.4 Courses/workshops/seminars attended in person: participants' views by total experience in participating school (0.012, $p < .05$).

An inspection of the median scores for the groups related to the total experience in the participating school suggests that the participants with an experience of less than a year have the lower participation in courses/workshops/seminars attended in person ($Md=5$)

than the other three groups with different experiences in participating schools, all of which recorded median values of 3.

Experience in the school		Less than a year	1-2 years	3-5 years	More than 5 years
Very often	N	0	1	4	4
	%	0.0	7.7	10.5	4.5
Often	N	0	3	3	5
	%	0.0	23.1	7.9	5.7
Sometimes	N	1	1	2	6
	%	7.7	7.7	5.3	6.8
Rarely	N	0	3	12	30
	%	0.0	23.1	31.6	34.1
Never	N	12	5	17	43
	%	92.3	38.5	44.7	48.9
Total		13	13	38	88

Table 7.5 Discussion with colleagues on teaching and learning issues: participants' views by total experience in participating school (0.019, $p < .05$)

As shown in Table 7.5, participants with the least experience in the participating schools (less than a year) had the least involvement in discussion with their colleagues on teaching and learning issues ($Md=5$) compared to the other three groups with different experiences in participating schools, all of which recorded median values of 4.

These two variations may be related to the school culture in which supportive interactions and collaboration are held among school staff where they inform each other about the availability of various CPD opportunities such as courses, seminars and motivate them to attend these activities. While such a school culture may enable school staff having experience for more than a year in the participating schools to benefit from various CPD

opportunities such as formal courses/workshops/seminars and informal discussion among themselves, those with less experience in the participating schools may still require some time to adapt to existing school culture and play a role in the CPD of their colleagues.

7.1.2 The role of stakeholders in CPD

The ninth question of the survey aimed to uncover the perceptions of participants regarding the degree of stakeholders' (school principal, members of school management, teachers and external institutions) involvement in their continuing professional development.

As shown in Table 7.6, the majority of survey respondents rated the contribution of external institutions to their CPD as very often or often (N=95, 62.5%). However, since participants were asked to look from a broader perspective while answering this question, what form this contribution took (e.g. practically, monetary or morally) was further examined in the qualitative data analysis part of this chapter. It matters in this study to gain an understanding regarding the practice of leadership.

	Very Often		Often		Sometimes		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Principal	20	13.2	24	15.8	54	35.5	35	23.0	19	12.5
Other members of the school management team	9	5.9	18	11.8	38	25.0	40	26.3	44	28.9
Teachers	25	16.4	33	21.7	50	32.9	26	17.1	17	11.2
External individuals or bodies	41	27.0	54	35.5	37	24.3	9	5.9	10	6.6

Table 7.6 The role of stakeholders in CPD

The dominant role of external individuals/bodies corresponds well with the responses of participants indicating educational conferences/seminars as the most common CPD activity they are engaging in, which strengthened the dominance of official central professional development provision in a highly centralised education system.

What also stands out in Table 7.6 is that more than half of the participants (N=84, 55.2%) held a very negative opinion about the contribution of other members of the school management team which required further investigation of the barriers they experienced in the CPD of school staff in the second phase of this chapter.

Although one-third of the respondents placed less value on the contribution of school principals and teachers (35.5% and 32.9%, respectively) compared with the external institutions, the participants expressed a relatively positive opinion regarding the degree of their contribution to the CPD of school members. However, such positive responses to school principals' and teachers' contributions might be an actual rating, or it might be due to the societal culture in Turkey, where school members might avoid criticising their counterparts, especially their school principal due to his/her position in the hierarchy.

Differences between schools

Comparing the responses from two participating schools revealed some statistically significant differences, as showed by the Mann-Whitney tests, in participants' reports of the contribution of teachers and external institutions to their CPD.

School		Sun School	Sea School
Very often	N	8	17
	%	10.1	23.6
Often	N	16	17
	%	20.3	23.6
Sometimes	N	30	20
	%	38.0	27.8
Rarely	N	15	11
	%	19.0	15.3
Never	N	10	7
	%	12.7	9.7
Total		79	72
Missing data		1	

Table 7.7 The role of teachers in CPD: participants views by school (0.042, $p < .05$)

As shown in Table 7.7, participants in Sea School ($Md=3, n=72$) rated the contribution of teachers in the CPD of school staff more than did respondents in Sun School ($Md=3, n=79$), $U=2314, z=-2.032, p=.042, r=.016$.

School		Sun School	Sea School
Very often	N	27	14
	%	34.2	19.4
Often	N	28	26
	%	35.4	36.1
Sometimes	N	16	21
	%	20.3	29.2
Rarely	N	4	5
	%	5.1	6.9
Never	N	4	6
	%	5.1	8.3
Total		79	72
Missing data		1	

Table 7.8 The role of external bodies or individuals in CPD: participants views by school (0.029, $p < .05$)

Table 7.8 shows that participants in Sea School ($Md=3, n=72$) rated the contribution of external individuals or bodies in the CPD of school staff more than did respondents in Sun School ($Md=3, n=79$), $U=3405, z=2.180, p=.029, r=.017$.

These variations suggest that the context and the organisational culture of the schools might have affected how teachers engaged in improving the CPD of their colleagues. Moreover, the higher rating of participants in Sea School in regards to the contribution of external bodies or individuals to their CPD may indicate the role of school leaders in enabling the

engagement and interaction of these bodies such as the MoNE in improving the CPD of school staff, which is further investigated in the second part of this chapter.

7.1.3 Barriers to the Participation in CPD

In the tenth question of the survey, participants were asked about their perceptions of barriers that affect their participation in CPD. As shown in Table 7.9, all of the listed items were expressed by the majority of respondents as obstacles in their CPD, although concerns regarding the lack of having prerequisites were less widespread. This result may indicate two reasons: internal accountability and the requirements for the participation of CPD opportunities. Due to the atomised accountability participants were experiencing internally, they might refer to the external factors (e.g. quality of CPD activities) as a barrier to improve themselves in their profession rather than acknowledging their deficiencies and criticising themselves for the participation in CPD (see section 7.4 for details). Moreover, it is of significance here to know what kinds of CPD opportunities were offered to the participants and what they were required to have to participate, which is further examined in the second part of this chapter.

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
I do not have the prerequisites.	7	4.6	9	5.9	24	15.8	45	29.6	66	43.5
PD is too expensive/unaffordable.	22	14.5	35	23.0	23	15.1	48	31.6	24	15.8
There is a lack of employer support.	42	27.6	52	34.2	22	14.5	28	18.4	7	4.6
PD conflicts with my work schedule.	30	19.7	55	36.2	37	24.3	24	15.8	6	3.9
I do not have time because of family responsibilities.	52	34.2	38	25.0	38	25.0	19	12.5	5	3.3
There are no incentives for participating in such activities.	37	24.3	57	37.5	32	21.1	19	12.5	6	3.9
There is a lack of high-quality professional development activities.	44	28.9	49	32.2	28	18.4	26	17.1	5	3.3

Table 7.9 Barriers to the participation in CPD

Closer inspection of the data shows that the lack of support and incentives were reported by the majority of respondents (N=94, 61.8%) as the most common obstacles in participating in CPD activities. There may be two explanations for this rating: leadership style in the school and the national approach to CPD in Turkey. In the case of this study, school leaders may have used the traditional leadership style such that maintaining the status quo was given priority rather than supporting the CPD of the school staff. Moreover, CPD may not be driven by the national policy of the country, which may cause the lack of incentives to educators for developing themselves in their profession. Thus, both of these possible reasons need more detailed examination that may explain educators' reluctance to improve themselves in their profession.

A substantial number of participants also agreed on the lack of high-quality CPD activities (N=93, 61.1%), which corresponds with the low number of participants attending CPD opportunities voluntarily, except the mandatory education conferences/seminars (see Table 7.1), who may have found such activities outmoded or not meeting their needs. This result also matters in this study since it may explain the reluctance of participants to improve themselves professionally and thus, may limit school leaders in inspiring school staff to enhance their potential.

While participants placed less emphasis on the expense of CPD activities, which may echo the dominance of official central professional development provision; family responsibilities and timing issues were broadly shared (N=90, 59.2%; N=85, 55.9%) as factors that hindered their CPD. When considering the dominance of female participants overall (see Table 5.1), the high rating of the item regarding family commitments was not a surprise, while timing issues that were revealed needs further investigation in the second part of this chapter to understand how CPD is planned at school, local and national level.

7.2 Qualitative Findings: Participants' Experiences of Leadership Practice in CPD

In addition to the above three questions of Section (B) in the survey, the school principal of Sun School was observed and interviewees were asked about their experiences regarding CPD to understand how leadership is practised in their CPD. Two themes emerged from the evidence: existing CPD opportunities and obstacles to leading a role in continuing professional development. Each theme is discussed in a separate subsection, as follows.

7.2.1 Existing CPD Opportunities

This subsection reveals data about continuing professional development opportunities school staff could benefit from while their duration in the sampled schools to understand how leadership is practised in these existing opportunities.

The interview data revealed mainly formal and partly informal professional development opportunities for school staff, which confirms the survey findings regarding the kinds of continuing professional development opportunities in which school staff engaged. These opportunities can be defined as occurring at three main levels, as a group of teachers commented; *"Generally, there are seminars held nationwide and there are some held province-wide. There are also some activities for teachers at the school"* (Teacher, Group 1, Sea School, group interview). Accordingly, such opportunities were explored in the following paragraphs according to their provision: those provided at the central level, those provided at the province level and those provided at the school level.

Opportunities at the central level

The interviews show general agreement about the provision of formal CPD opportunities for school leaders and teachers by the MoNE at the central level. According to the participants' responses, these opportunities were in the form of seminars conducted at the limited number of in-service training institutes of the MoNE. The Ministry was defined as the main responsible institution for planning, organising, and delivering nationwide seminars and courses, which does not give any space for school leaders to provide the continuing professional development of their staff. These seminars were on a volunteer basis, rewarded with official certificates at the end and also available for the application of all school leaders and teachers. In the following quotation, Furkan explained the decision-maker status of the Ministry for the design, delivery and content of the CPD at the central level:

The Ministry organises central seminars in their in-service training institutes. To be honest, they are in very touristic places. Yalova, Antalya, İzmir... If you want to attend, you can apply online with your password when they announce where it will be and what it will be about. If your application is accepted, you can attend (Assistant Principal, Sea School, interview).

However, almost all participants shared some criticism about the centrally organised seminars as providing limited opportunities for their participation. Among all school leaders and teachers, Banu was the only participant that mentioned her attendance in centrally organised seminars once in her experience:

In fact, I am very interested in professional development, but there are in-service training in Turkey. But you can't find a place because of district directors of national education or principals of training colleges. This is how professional development works in Turkey. Thus, I have attended only once (Banu, Group Leader, Sun School, interview).

In addition to giving priority to the superiors, as Banu commented, a group of teachers mentioned that the Ministry conducts these seminars for a limited number of participants:

I've never been able to attend the central seminars. All my applications were rejected somehow. These seminars are held nationwide, and the number of quotas is 20 or 50 (Teacher, Group 2, Sun School, group interview).

It was also stated that the Ministry follows a problematic application and approval process. For example, Adem, a group leader, explained that to find a place in these seminars, applications need to be approved by many authorities from bottom to top which may sometimes end up with refusal, but without explaining the reason:

Seminars are organised by the MoNE and teachers apply to participate in these seminars. Although the school, district and provincial directorate of national education approve our participation in these seminars, it may not be approved by the Ministry. Unfortunately, we have a system like this, and that's the weird part. Why? Is the teacher incompetent? Do I have blackwork on my employment record? No, that's not the case. Then, let me attend. (Sun School, interview).

Opportunities at the province level

The participants' responses also revealed the dominant role of the Ministry in participants' continuing professional development at the province level. CPD activities at this level are run by the Provincial Directorate of National Education by following the guidelines of the Ministry. This makes the provincial directorate the representative of the Ministry at the province level that is responsible for planning, organising and delivering the activities, but requiring approval at each stage by the Ministry. The data analysis reported that the

Ministry follows the traditional approach of CPD through in-service training, generally in the form of seminars showing the same characteristics as those at the central level. These seminars are organised outside the school with the participation of many school leaders and teachers from different schools in the province. Participation in these seminars could be on a voluntary or nonvoluntary basis but leads to formal certification in both cases. Although some issues were revealed regarding the continuing professional development approach of the Ministry, such as being theory-oriented, mandatory, outmoded and served by unqualified trainers (see more details in the following subsection), all participants shared their participation in these seminars to some extent. However, due to the lack of different kinds of opportunities they could benefit from, the situation is defined as being constrained in some way (Teacher, Group 1, Sun School, group interview).

The interview data also revealed the school principals' role in announcing and approving the application to the local seminars at the school level, as expected by the higher authorities. A group of teachers mentioned that the principal submits the compulsory seminars for the school staff's information as one of his legal duties determined by the Ministry through the related laws and regulations:

To be informed about the professional development activities, we should log in to the MEBBIS portal and check the announcements from time to time. But if they are compulsory, our principal already shares with us right away. These are shared on the WhatsApp group and as written. So, I think he can discharge his part (Teacher, Group 2, Sea School, Group interview).

Regarding the volunteer seminars hold at the provincial level, since the school staff needs to follow the bottom-up approval procedure to attend as mentioned above, the interview data displayed the role of the principal, yet as a legislation officer, as most of the participants commented. The shared opinion among assistant principals and teachers during interviews was that since the most important issue school principals need to address in the school routine is preventing all teachers from being absent during school time due to discipline issues that may emerge at the school, they hesitate to give them permission to attend any CPD activities held outside the school. In the following quotation, the group leader drew an analogy to show her agreement with the principal:

You should see here if teachers go to seminars, theatre of war. So, first of all, the principal should think about whether a teacher is in the class, or not. He's got the point. Because the absence of 3 teachers means 120 students rampant. They may damage the desks, tear the map in the class or most importantly, injure themselves. If it happens, we can't explain it to anyone. (Sena, Sea School, interview).

To prevent this disorder in the school, the strategy used by the principals was following the related law and legislation made by the Ministry rather than trying to create the school conditions for the CPD of staff. The quotation below expressed the rationale for his lack of support for teachers to attend any CPD activities held outside:

I don't generally approve the applications to the optional in-service training programs if they are held during school time. Because it is even stated in the law and legislation that participants are advised to attend them after school or on holidays. For example, last year one of our teachers applied to the seminar which was organised on weekdays. I refused and canceled it. Otherwise, he wouldn't come to school every day. I can't allow such a thing (Hakki, School principal, Sun School, interview).

Opportunities at the school level

According to the interview data, there are also formal and informal professional development opportunities at the school level. In regards to the former, participants defined two time intervals, at the beginning and the end of the school year, each of which takes approximately two weeks. According to the revealed data, every year at these pre-scheduled seminar weeks when students do not come to school, the Ministry expects school leaders and teachers to engage in some CPD activities at the school such as holding formal meetings, organising workshops, doing presentations about a wide range of topics and exchanging their ideas. In this regard, while the Ministry plays an active role in the planning process of the CPD in schools through deciding the time intervals, the activities school staff are required to do and the topics to discuss, the organisation of the activities is left to the schools' preference. When considering the lack of facilities such as the qualified trainer, the school equipment and the school budget, it is evident that seminars expected at the school level are not always effective for continuing professional improvement:

The Ministry sends a template during in-service training periods, says work on the following subjects. The subject is determined, but the Ministry is not interested in which school will do it and how. They don't send an educator, don't set up a place. It's entirely up to the personal initiative at school. So it would not be right to say that the Ministry is doing something one-on-one effective about the teacher's development process (Hakki, School Principal, Sun School, interview).

The interview data also revealed that within this scope of leaving the implementation of the CPD activities to the schools' preference, the school principal distributed the tasks without taking any initiative in determining what suited their school environment best. In the following quotation, a group of teachers also complained about the lack of their voice in shaping their actual needs in their school contexts which caused these activities to become ineffective paperwork:

We don't do anything useful during 15-day seminar periods. We have already learnt the subjects in the university which they want us to get. The Ministry sends the same list again and again. Our principal distributes them. Let's say he asked me the topic, classroom management. I download the related papers, put them in my file and deliver to the administration. Even it requires doing a presentation to other teachers and we sometimes do. But, everyone already knows them (Teacher, Group 2, Sea School, group interview).

However, most of the participants underlined their satisfaction in CPD activities at the school level carried out last year. The participants' responses revealed that when compared with the previous ones, due to the significant changes in the content of the activities, the Ministry enabled school staff to spend more quality time during seminar weeks:

For the last year, the Ministry has been asking: go to picnic, have breakfast. Two years ago, it was forbidden. When we went out for breakfast earlier, the inspectors would come and ask who told you that? Now we've destroyed it. We went to Altinpark, had breakfast with our friends, and also had a nature seminar there. Then on the second day, they said to go to the museums. Can you believe that most of our teachers have not visited these museums yet? [...] These things contribute to development. It's been a little better for the last year (Hakki, School Principal, Sun School, interview).

In addition to formal seminar programmes at the school level, the study revealed additional CPD opportunities that were offered to all staff in participating schools, which was more evident in Sun School. According to the revealed data, at the beginning of the school year, namely in seminar weeks, some activities were conducted by the academics through their visits to the school, generally in the form of seminars, but were not accredited with certificates.

All participants of Sun School emphasised that due to his tight bilateral relations with the academicians, even with the Minister of National eEducation, the principal was trying to create CPD opportunities for school staff. The main aim of the principal was to introduce all school staff to new experiences apart from the traditional seminars held by the Ministry; thus, he transforms the ineffective seminar weeks into productive ones from which each staff benefits as much as possible. It was stated that within the bounds of possibility, specifically with the lack of school budget for continuing professional development, the principal planned and organised these seminars by deciding on the topics which may attract the attention of school staff that would match with the area of expertise and the availability of academics. The principal clearly explained the point of his view in this regard:

There was an opinion here that no one would come to school during the in-service training period. Now I've organised it from the top, but I didn't do it as an imposition. The first year I came in, I thought we should have a seminar and academicians should come to this school. We're going on summer vacation, so I thought we'd do stress training. How does one manage stress? When I announced it, I was worried that no one would come, that it would be a shame for the academician. But, the people, who pouted when the seminar first started, began to listen carefully towards the middle of the seminar. Then they started asking him, 'stress man', to come back (Hakkı, School Principal, Sun School, interview).

Although all participants agreed that seminars held by the academics from outside the school were more effective than those held by the Ministry, there are different views among teachers regarding the contribution of these seminars to their CPD. Some interviewees indicated that since these seminars are conducted in the school to a limited number of participants, a better listening environment occurs. It was also stated that they felt more comfortable at the school and could ask questions freely to discuss their concerns with the

academics. Thus, it was reported by some participants that these seminars are highly beneficial to improve themselves:

The principal is doing his master's degree at university and knows some professors there. Sometimes, they visit our school and give some lectures. I find these lectures so helpful, especially when comparing with seminars conducted by the Ministry. We can meet new people and have knowledge of different subjects. They are very effective, especially for my personal growth (Teacher, Group 1, Sun School, group interview).

However, others stated that since there are a limited number of topics discussed, such as effective communication and self-reliance, these seminars could not go beyond self-development and were not enough to improve the quality of teaching and learning at the school. Moreover, since such external opportunity in their CPD was organised only once at the first week of the school year, it was defined as very limited and rare:

We don't have professional development opportunities at school. Only during seminar periods, some academics come to our school and teach for 40 minutes or an hour, but these are not too much (Ozlem, Assistant Principal, Sun School, interview).

Similarly, the limited number of internally organised CPD opportunities for which an external trainer is invited were mentioned in Sea School. According to the participants' responses, the inadequacy of physical infrastructure was the main barrier to organise these activities. In the following quotation, the principal explained his intention to provide various learning opportunities for the CPD of school staff, such as finding an external specialist, but added that he had to give priority to some specific needs of school staff due to the insufficient resources:

The biggest problem for the development of teachers is that there isn't a meeting room in the school. This is why I was so excited about the new building [...]. Have we done so far? Yes, once or twice. Especially for overseas projects, K1 and K2, the point we lack in most. I found someone who did those projects before. They were experts working in the research and development department of the district directorate. But, we remained limited with that because of physical conditions (Bestami, Sea School, interview).

The data also emphasised informal professional dialogue which was more evident among some teachers in the same or across different subject fields. Most teacher participants agreed on the value of this exchanging information at the school coming mainly from their experience and rarely from self-directed learning (mentioned only by an assistant principal and a teacher in Sun School) to improve their subject and pedagogical knowledge and deal with student-related issues, as a group leader stated:

If I talk for my group, we always share our knowledge. For example, my field is biology and they can ask me how to teach DNA. Everyone knows how to teach, but how can we teach better? Or if there is a student in the class with whom I struggled to cope, I can ask, 'What are you doing with that student?'. But, I can't speak about all teachers because some can be tight-lipped. They don't want to share knowledge, or they don't want to show any paper prepared (Neval, Sea School, interview).

This informal professional dialogue was also mentioned by school principals and assistant principals. They stated that learning from experienced leaders inside and outside the school through reflecting this experience and knowledge on their practice substitutes for the lack of any in-service CPD opportunity they could benefit from and help improve their management skills and knowledge. The school principal pointed out:

I took an exam in 2013 and was appointed as an assistant principal. The principal has just been appointed, as well. We both don't know anything. For example, the principal was asking me to prepare additional course fee documents, but I didn't know how to do. I was calling my previous principal or sometimes going to that school to ask and learn. It was like an internship. As I learned how to do something, I started to share it with my friends. Now, I am a principal of this school and I am still sharing my knowledge with my assistants here (Bestami, Sea School, interview).

The observation data also shows the informal dialogue between the principal of Sun School and the principal of another secondary school in the same district:

While the Principal and the assistant principals were eating their lunch during break time, a man came into the room. All shared how surprised and glad they are to see him. The Principal introduced the visitor to me as: "Dear Ahmet has been the assistant principal here for two years and now he is working as a principal in

School X". The previous assistant principal explained the reason for his sudden visit as: "Principal, I am in a very difficult situation. I received the fixture from the previous principal as it is. But now I realised that the list isn't factually accurate. What will I do if the District Directors want to see them? I didn't know they inspect it". During the lunch, the Principal gave examples based on his experience and called other principals and officers in the District Directorate to solve the issue (Lunchroom, Day 3, observation).

7.2.2 Challenges to Leading a Role in CPD

As outlined in section 7.2.1, there were different CPD opportunities for staff in both participating schools, which emphasised the dominance of external provision of CPD and the limited role of school leaders and teachers in the CPD of school staff. The following paragraphs explain the challenges to leading a leadership role deriving from various contextual and personal factors: the limited authority of school leadership, teachers' reluctance to change, the lack of the ability and knowledge, the lack of school facilities, the lack of time and the influence of the context and culture, which confirms the survey findings as the main reasons for improving their continuing professional development.

Limited authority of school leadership

There is a general agreement among all participants that the challenges they face for their contribution to continuing professional development mainly originated from the highly centralised nature of the Turkish education system. The MoNE is the main institution that carries out all operations regarding education and schools in Turkey (See Section 2.7), including planning and implementing formal CPD activities. The centralisation of authority at the Ministry level gives limited space for school leaders in contributing to the CPD of staff at the school. All school leaders shared their dissatisfaction with the restricted authority the Ministry gave them to hold school staff accountable for developing themselves in their profession:

Professional development is usually provided by the Ministry because everything is decided from the top. So to say, when they say 'Sit down!', we sit and when they say 'Stand up!', we do. I am of no use. In that case, what can I do? What can I say to a teacher who doesn't improve himself (Bestami, School Principal, Sea School, interview)?

Teachers' reluctance to change

Within the lack of authority schools are granted, teachers' reluctance to change also reduced leaders' potential in creating the awareness among them of the importance of CPD and of engaging them in any CPD activities inside and outside the school. The following paragraphs explained the reasons for teachers' reluctance that derives from their tenure in public schools, family responsibilities, financial problems and their disbelief in the contribution of the activities to their teaching, respectively.

During interviews, almost all group leaders and teachers expressed the lack of their internal motivation and aspiration to change resulting from their being state employees in a highly centralised education system. They reflected that there is no difference between teachers who give importance to their continuing professional development and those who do not. There is a common view among participants that the education system generally expects teachers to attend and teach their lessons by following the national curriculum provided by the Ministry. This environment with no incentives and sanctions prevents participants to attach great importance to CPD activities. Thus, they are reluctant to develop themselves professionally:

The Turkish education system is not a system that encourages teachers to improve themselves. Teachers are civil servants, and since they have job guarantees, they just teach their classes and do their jobs. In any case, they get paid. In fact, teachers need to be directed towards professional development, but they are not encouraged to do so. Giving a certificate of success or awarding or raising the salary are not on our agenda. There is nothing for some who don't improve themselves, as well. That's why we can't make progress (Ozge, Group Leader, Sun School, interview).

Many teachers also reported that parental responsibilities affected their commitment to improving themselves in their profession. It was often mentioned that family commitments resulted in having limited time to attend the activities and viewing them as drudgery, which was unsurprising when considering the majority of female teachers in the participating schools. In this regard, Sena shared the difficulties she faced in attending any formal CPD activities which were expected to do after school by the Ministry:

I am a mum with two children. To be honest, I can't attend all activities I want. Time is a big problem. Because I need to spend my remaining time with them. Also, we must attend these professional development seminars after school. So, I suffer from their age. Otherwise, we don't have transportation problems. They are organised in easily accessible places (Group Leader, Sea School, interview).

Bestami, the school principal, also emphasised the relationship between the reluctance of teachers in developing themselves and their socio-economic status. When considering the lack of accountability teachers feel to improve themselves (as analysed in Chapter 5), their priorities might change between developing themselves and thinking about their in-come due to their dissatisfaction with their pay. In the following quotation, it was clearly explained how teachers ignored their continuing professional development and attached importance to generate an income:

There are lots of seminars, but teachers find them drudgery. The rate of attendance doesn't get ahead of 10%. There is an economic reality in Turkey. They want to earn more. Last year, I said Furkan (assistant principal), 'Look, a teacher who comes on additional courses at weekends is the only person salaried in his/her family.' Teachers whose partners are also salaried don't come to school at weekends. Are they right? Yes. They have partners, children. They should earn more. So, I am not sure whether they think about professional development (Sea School, interview).

The interview data also revealed other reasons causing the reluctance of teachers in continuing professional development, the most underlined of which came from their previous experiences in attending formal CPD seminars organised by the Ministry. Almost all teachers underlined their disbelief in the contribution of these seminars to their teaching as being ineffective, so they do not prefer to attend them. Attending these seminars was defined as a waste of time by most of the participants. In the following quotation, a group leader shared the importance of belief in teachers' practices through his memory with the students:

If these seminars are well-organised, people may want to attend. But when you don't face the quality ones, you start to lose your belief. There was a reading text we looked at with students. If we give 10 Liras to a worker to dig here, he digs. If we give 10 Liras more to fill the hole, he does. But if we give 10 Liras to dig it

again, he doesn't do it although his aim is to earn money. Why? The text explains; because if he believes it isn't necessary, he doesn't want to do it. He may ask, 'Will I dig and fill the hole again and again?' That is, first of all, the person should believe it requires to do. We must change this point of view. How? By making these seminars effective. (Furkan, Sea School, interview).

However, contrary to the expectations of participants, the data analysis revealed that most of these seminars are conducted through presentations during which participants were expected to sit and listen to the trainer without interaction. They described this theory-oriented training as perfunctory and, thus, ineffective.

The Ministry holds many theoretical courses and seminars. For example, a hygiene course. It is held just for the sake of doing. There is no quality. We have taken many courses but none of them are satisfying enough or the ones we really benefit from. Theoretically, all the procedure is fine, but they are not practical enough. It is boring to explain didactically and wait for someone to listen to you continually. It would be better if we have more opportunities to discover new things and practise them (Teacher, Group 2, Sun School, group interview).

The qualification of the trainers in course delivery was also criticised by the participants. Almost all of the participants emphasised that the seminars organised by the MoNE are mostly delivered by teachers working at other public schools. In this regard, the participants questioned the required professional expertise of these teachers because they were not experts in their fields. The following quotation emphasised the lack of qualification of teacher trainers:

I don't find those seminars very effective. There have been seminars that I protested and left. Who's giving me the seminar? My friend next to me. He was also assigned by the Ministry. He found a presentation online. He didn't bother to read it. He's trying to read it there stutteringly. It's not good for just me; it's not good for anyone. What do I want? I want someone more competent than me tells me something that I don't see, something I don't know. Of course, I expect him to have good articulation. I'm against trying to spend time telling each other things at seminars, going back to a museum I visited before (Banu, Group Leader, Sun School, interview).

Most teachers also mentioned the gap between the content presented in CPD activities and the possibility of its implementation in classrooms. It was stated that the Ministry does not meet the immediate teaching needs of the teachers due to not being involved in decision making regarding the planning, organising or evaluating of continuing professional development. While a group of teachers questioned *"How and according to what the Ministry organises these kinds of seminars (Teacher, Group 1, Sun School, group interview)"*, the main consequence of this situation is reflected as the problem in participants' beliefs about the contribution of these activities in their CPD:

Our school has 40 students in classrooms. Teachers are trained on how to provide project-based education, for example. However, this training is for classes of 15-20 students. However, a teacher with 40 or 60 students in his class can't imagine how he's going to teach this. And me, too. A teacher who teaches 20 students can provide this training, while the teacher with many students is reluctant. He thinks he can't give this training anyway, so he gives up in the first place (Ozge, Group Leader, Sun School, interview).

A considerable number of participants also underlined that the obligatory nature and the outmoded content of CPD seminars provided by the Ministry ignore the specific needs of teachers and the context of the school. This situation reflects the need for more autonomy and freedom for the school staff in choosing their CPD events and in deciding the content of the activities that match with their specific needs and the nature of their school, which in turn may enhance their belief in the quality of the training and strength their commitment to change in their profession:

As teachers, we always criticise the students, 'They don't listen to us during the lessons'. It is the same for teachers in the seminars. Uninterested atmosphere. They attend mandatorily. There is no function, no effectiveness. Participants don't feel the opposite. On the other hand, they don't respect. There should be an invitation to the training on a volunteer basis. Because when they attend, they don't listen. When they come to school, they don't implement. If I don't need it, I don't want to listen to the subject, as well—for example, occupational health and safety training. We attended two years ago and this year we did again. Reluctantly. I dragged my feet (Teacher, Group 2, Sun School, group interview).

Lack of ability and knowledge

Another significant barrier revealed was the lack of ability and knowledge school leaders had to provide the continuing professional development of school staff. Since they were appointed among teachers without any pre-service training about school management, the school principals defined the recruitment policy of school leaders in the Turkish education system as the main problem they were facing in their profession. In the below quotation, the assistant principal clearly explained how knowing the rules and regulations of the Ministry that constitutes the dominance of criteria in the principal selection policy caused school leaders to lose a lot of time in developing themselves in leadership positions and prevented them from giving due importance to the development of the staff:

I took the exam to be an assistant principal, but questions are asked only about legislation and general culture. Then there's the interview. During the interview, they ask questions about the history of revolution and the legislation. However, no questions are asked about school management. You start to work without learning anything, and it takes months to learn the job on your own. Some things don't go well at school in those times, but no one knows about it. (Ozlem, Sun School, interview).

While the school principal, Hakkı, clearly explained that due to the lack of pre-service and in-service CPD opportunities they could apply to improve their leadership skills and knowledge, they become helpless in planning, organising and evaluating the continuing professional development at the school level in regards to developing strategies to improve teachers' learning:

In Turkey, school management is performed in the way that teachers see from their principals. Let's just say the teacher isn't happy with the way the principal behaves him. He's even blocked by him, criticising him, but one day, when he becomes principal, he starts doing what his principal did. Why is this happening? Because of desperation. Since he didn't get this training, he didn't have very good examples, so he behaved the way his principal behaved. Because that's what he remembers. If he's never studied management, if he hasn't improved himself, he's doing the same. In summary, significant responsibilities have been placed on the shoulders of principals in Turkey, and to lift this burden, they have not been taught which technique, what strategy and what method to apply (Sun School, interview).

Lack of time

The limited-time school leaders have in their school routines was mentioned as another obstacle that prevents their contribution to teachers' CPD. As could be understood in the recruitment policy of the Ministry, school principals are expected to implement the centrally produced policies, programmes, rules and regulations at the school level with limited power and authority, while assistant principals became responsible for providing the flow of information between the school and the Ministry. In the following quotation, the assistant principal showed how this workload coming from administrative and non-administrative tasks caused them to run out of time for playing a role in the continuing professional development of staff:

Concerning professional development, we should create awareness among teachers, but we can't. Since we have our hands full, we can't think about it. The main responsibility of the principal is even to find the money for the school. He is very busy with external affairs. Contact with the district directorate, with businessmen. Moreover, he needs to think about the cleaning or heating of the school. There should be a unit responsible for them. But due to concern with soap, gas, the principal has neither energy nor time for professional development. As to me, I can't leave my room anyway. Sometimes I can't eat my lunch to reply to the paper come from the Ministry. That is, the facts of the country and professional development don't overlap (Yıldız, Sea School, interview).

Lack of school facilities

Most of the participants also defined the lack of school facilities such as physical infrastructure, school equipment and specifically the school budget as a limitation for school leaders in organising any CPD activities for the staff at the school:

I don't think school principals even have the opportunity to professional development. In public schools, we muddle on with limited facilities. They can only inform us, announce the seminars. I don't think there is something they can do further than that. First of all, they don't have a financial possibility. As you know, the Ministry doesn't subsidise secondary schools. We think about how to replace the broken soap dispenser in the toilets. Our physical situation is a barrier, too. We don't have a meeting room, computers, interactive whiteboards. Thus, the

principal neither provides opportunities outside nor organises anything inside the school (Sena, Group leader, Sea School, interview).

Cultural influences

Another point shared by some group leaders and teachers as their limited role in the continuing professional development of their counterparts was about the cultural influences which can be explained at a societal and organisational level. In regards to the former, Sena, for example, pointed out that the cultural structure of Turkish society regards the informal face to face discussion about the work of others as an unpleasant criticism rather than a constructive initiative for improvement:

I think it is a societal issue, not a professional one. I can't say we as a society are open to criticism. If the principal says, 'Do you want to attend this course? It will be highly beneficial for you.', I am sure the teacher feels as down for the count. European societies may be different, but we aren't open to that (Group Leader, Sea School, interview).

Some participants stressed the lack of supportive learning culture in which there were social interaction, cooperation and attractive informal learning opportunities among staff as a barrier that prevented their role in providing CPD at the school. In this regard, Banu shared the idea of lesson observations among teachers in the same field to be role models of their teaching, although this was seen by the majority of teachers as exposing their deficiencies at the school:

We don't have that kind of role, but of course, anyone can. For example, there was a teacher who retired last year, and I consulted him all the time. But we don't go to a class to listen to each other's lesson, for example. I think the reason for this is that there isn't such a culture here. It is understood as uncovering one's fraud. Otherwise, I'd appreciate it if a friend of mine would come and listen to my lesson. Imagine the last time I listened to a teacher was 23 years ago when I was doing an internship (Group leader, Sun School, interview).

Contextual factors

Most of the participants defined another reason for the limited role of school leaders and teachers in the continuing professional development of their counterparts as that dependent on their position of the school. Since the participating schools are located in

urban areas, it becomes attractive for educators to work with easy access to school and the facilities they can benefit from around the school and the prestige it brings. The appointment of teachers in Turkey is based on scoring points according to their years of experience (See Chapter 2 for details), which causes a high average age among staff and prevents the inauguration of newly graduates to Sun School. As a group of teachers observed:

To be helpful for others' professional development, they should want it from me.

But, almost all teachers here are highly experienced. So, such an interaction doesn't exist (Teacher, Group 2, Sea School, Group interview).

7.3 Summary

This chapter has discussed and analysed the findings of continuing professional development gathered from the two participating schools. The kinds of CPD activities, the role of stakeholders and the barriers to their participation were examined. The main themes into which data was emerged were: existing CPD opportunities and challenges in leading a role in continuing professional development.

The next chapter discusses the results presented in Chapters 6, 7 and 8; and relates them to the literature and the theoretical ideas outlined in Chapter 3.

Chapter 8: Discussion

8.1 Introduction

This study sought to examine the leadership practice in two secondary schools in Turkey. The embedded multiple case-study method (as outlined in Chapter 4) provided the exploration of the role of leadership practice in the light of three main concepts: accountability, school culture and CPD. While the previous chapters (5, 6 and 7) present the study findings that emerged from the analysis of the data, the aim of this chapter is to discuss these findings by linking to the literature and research on educational leadership and development in relation to the theoretical and conceptual framework identified in Chapter 3.

This chapter is arranged into four sections. The first three sections (See sections 8.2, 8.3 and 8.4) address each research question in turn. Since the data in Chapters 5 (accountability), 6 (school culture) and 7 (continuing professional development) were themed to explore and relate the findings to research sub-questions 1,2 and 3, respectively, the organisation of this chapter follows this structure that is based on the research questions guiding the study. The final section of this chapter (See section 8.5) then extends the theoretical contribution of this study on the leadership practice in Turkish secondary schools.

8.2 How do school leaders and teachers in secondary schools respond to accountability? (Sub-question 1)

One of the primary purposes of this study was to investigate the role of leadership practice in responding to the accountability school leaders and teachers are experiencing as stakeholders of schools in Turkey. The participants' responses to this research sub-question revealed two main issues for debate regarding the nature of accountability and the strategies for quality improvement. Each of these two issues is discussed in turn in the following subsections.

8.2.1 The Perceptions of Accountability

As mentioned in the literature review, although accountability has become more evident in the political and academic discourse surrounding the topic of school reform, it is not easy to have a common understanding of the concept (Ozga, 2020). However, what scholars agree is that accountability systems should include such components: the relationship between those of whom performance is expected and those to whom accountability is owed, the

nature of the expectations and incentives, which determine the form of accountability in which schools operate (Anderson, 2005).

Concerning the nature of accountability, this study found that the form of external accountability has the feature of bureaucracy predominantly that makes schools (as a subordinate) accountable to the Ministry (as a superior) for compliance with rules in a structure whose boundary and content are determined by Basic Law of National Education (MoNE, 1973). Participants' comments suggest that the bureaucratic nature largely results from responsibilities undertaken by the MoNE in all areas of education, including designing curriculum, hiring educators and paying their salaries since it is the largest source of authority and control in the education field.

Regarding the expectations of the Ministry schools are held accountable, the general opinion of participants was that schools did not receive the message that academic achievement was something to account for. Instead, legal duties come to the forefront. Expectations are determined by school leaders as performing administrative tasks, fulfilling official texts, and reporting to the higher authorities while teachers believe that they are held accountable not for students' learning but for attending the lesson, implementing the curriculum and making the students pass the classes. They are not responsible for being a skilled professional but for being a civil servant, contrary to what professional accountability offers (Gilbert, 2012). This finding was also reported by Kardas (2019), pointing out that if it is a legal expectation to attend the classroom, what should be done for the course to be successful is interpreted as a conscientious choice.

Another most noteworthy point is that superiors give the message that successful schools are considered those about which the Ministry or its local branches receive no complaints. In this regard, it is possible to mention that this study includes some features of the market-driven accountability, which is mainly dominant in Western countries (e.g. Fitz, 2003 in England and Wales). A possible explanation for this might be the political side of the education system. Since parents are the potential voters for the desired political outcome, superiors may act as political actors who give greater importance to parents' satisfaction.

These findings, however, raise an intriguing question regarding the problem-free image of the schools. If this concern occurs not only at the school level but also at the upper bureaucratic layers, this may lead superiors at the local branches to avoid reporting the

fundamental problems of the schools to the Ministry. Absorbing the complaints at each layer might promote maintaining the status quo; however, it may cause the Ministry to give up helping schools resolve their problems. Such far from reality image might marginalise schools through the message, keep muddling along, which weakens the opportunity that can be used to improve school functioning and, as a result, enhance student achievement.

Another important finding of this study is about the achievement indicator of the schools. It was found that the success indicators of the schools are weak, quantity obsessed and even uncertain since the areas where school success is to be evaluated are the national examination results (mentioned in Sea School) and the participation in national and international project competitions. Bureaucratic superiors at the district level obtain information regarding the success of the schools through informal ways such as meetings with school principals, which raises a question regarding how accurate the collected data is.

This study also revealed that school inspections are conducted by the Ministry inspectors by checking official documents in school files but not ensuring the implementation of the practices in the reports, such as those prepared on students in need of grade repetition. This inefficiency is supported by several studies (e.g. Beycioglu et al., 2014; Akin, 2015), which emphasise that the expectations of the Ministry from schools remain at the reporting level. This finding can also be interpreted as the Ministry's quantity focus on the official texts and reports does not contribute to school improvement but creates a sense of schools' seeming to be good rather than being good.

The bureaucratic nature of accountability is also echoed in the consequences of providing an account. This study found that educators are not rewarded for their students' academic success or sanctioned in the case of their failure as long as the compliance with the rules is maintained and the directives coming from superiors are fulfilled. These results are consistent with data obtained by Erdag and Karadag (2017b) that highlight the lack of pressure educators feel from their stakeholders, upper bureaucracy, and parents regarding students' academic achievement, suggesting establishing a strong accountability mechanism by empowering them the school stakeholders and local community.

As Firestone and Shipps (2005) suggest, the compliance between external and internal accountability is fundamental if the organisational goal is to be successful. In this regard, it is possible to mention an alignment since the nature of internal accountability of the

participating schools is atomised (Elmore, 2008) that stands out with the focus on formalisation, conscience as a source of accountability, lack of collective expectations among school staff and the lack of intervention mechanisms. However, though this conformity, it is required to question to what extent the organisational goals are achieved and even what the organisational goals are in Turkish schools due to the weak spot of academic achievement in the current structure.

The study found that the practice of school leaders that is expected by the MoNE to focus on managerial duties reflects in the daily routine of school functioning. Participants mentioned the areas they feel responsible for as formal procedures such as being in the class on time or timely curriculum implementation. School leaders' paperwork expectations from teachers are also reported, which inevitably becomes the most fundamental target. This is exemplified by the fact that educators are more likely to check committee meeting reports for curricular issues, rather than creating high academic expectations from teachers and students for developing teaching and learning. In this way, school leaders may consider themselves to do their jobs sufficiently in superiors' eyes. However, the issues regarding professionalism that may lead schools to more academic achievement endures among educators. This finding is also supported by Acikalin et al. (2007, p. 90), highlighting the view that 'the best school principals in Turkey are considered as those who handle their schools smoothly'.

The lack of collective expectations regarding student achievement was revealed as a significant feature of atomised internal accountability. Participants emphasise varying expectations they feel responsible for, such as implementing the curriculum, providing students' security or enhancing moral development. As indicated in the previous studies (e.g. Karakaya, 2005), it is not unexpected that the curriculum is something for which teachers feel responsible. However, this data must be interpreted with caution since how teachers consider curriculum is significant. This study differs from the existing research since the data revealed that implementing the curriculum as required by the Ministry timely is the primary concern among teachers, but there is no evidence regarding curriculum planning that fosters student learning. Likewise, mentioning the security or moral development of students is anticipated. However, the fact that school leaders' bureaucratic responsibilities dominate the discipline issues on the school agenda may weaken the focus of educators for school improvement, which poses a risk for academic achievement.

The study also found that participants tend to blame the external factors for students' underachievement, such as the personal characteristics of their students and the socio-economic status of the schools, rather than the internal factors, such as the quality of teaching. This data may indicate a school culture in which individual beliefs and motives dominate. This can be explained by the notion of 'agency', as Elmore (2005, p. 136) refers to as the leading cause for taking responsibility for student achievement. It can be suggested that the collective exercise of agency is fundamental in these schools that might transform a culture in which an organisation's work is referred to as the work of individuals to a culture in which collective expectations, values, and commitments shape individuals' work. Therefore, this data has important implications for school leaders to focus on modelling common values through engagement in instructional practice.

The weakness of interventions for academic improvement was also revealed as an accountability characteristic in the researched schools, which can be explained by two issues: autonomy and professionalism. School leaders criticised the centrally organised education system for not giving adequate authority and power over teachers who they think do not fulfil their duties. Along with the messages school receive from the higher authorities that focus on formalisation, the lack of authority that school leaders have hinders the creation of academic expectations in schools since legal rights and social security protect educators under any circumstances in the Turkish education system. Therefore, it is possible to mention that such functioning of schools become teachers relatively isolated and independent actors working in their classrooms with their conscience as a source of accountability while reinforcing the view that fulfilling the legal duties is sufficient for pursuing their career.

8.2.2 The Perceptions of Strategies for the Quality of Teaching and Learning

Prior studies (e.g. Diamond and Spillane, 2004) have noted that responses to accountability can vary depending on the focus of school leaders. In some examples, the response may be narrowly focused on a specific task such as enhancing students' performance on standardised tests, whilst other instances may reveal a more comprehensive approach to dealing with an issue such as improving teacher instruction and student learning (Volante, 2005).

As discussed in the previous sub-section, the form of external and internal accountability that participants reveal primarily expects them to comply with the requirements of the law and implement what legislators intend. This causes school leaders and teachers to implement strategies for enhancing academic achievement as their conscientious choice. Some instances can exemplify, such as school leaders' practices in providing material and motivational support to their teachers and students, conducting coaching system and implementing trial exams in the schools as well as teachers' being proactive in Sea School to take classes whose teachers are absent although they are not obliged to do so. This confirms the findings of previous studies regarding the importance of teachers' motivation (e.g. Spinath et al., 2006) in contributing to school effectiveness.

However, these results need to be interpreted with caution. Although the external and internal accountability that participants are experiencing encourage school leaders and teachers to work as civil servants in a centralised education system, this may come short of explaining their conscientious choices through internal motivation for school effectiveness. As Leithwood et al. (2002) highlight, the external forces that reside in a context, such as a school or societal culture, may influence their accountability practices as educators. In this regard, the informal meetings of school principals with the District Directorate can be cited. Although the Turkish education system does not provide autonomy to even middle-level leaders to hold their subordinates accountable for academic achievement, these informal meetings might create an invisible target school leaders need to reach. As mentioned in Chapter 2 (Section 2.6), school principals are assigned depending on their scores in written and oral exams, and it is a must to change their workplace after completing four or eight years in the same school. Considering as successful by higher authorities, school leaders may take some advantages, such as being appointed to a more prestigious school in the next assignment period or gaining easy access to the Ministry's material aid, which is significant when considering the limited school budget. That is, school leaders' internal motivation may be driven by comfort requests in the workplace.

Beyond these discussions, one interesting finding of this study is that centralisation (formalisation, obeying the rules) dominates as a strong feature in the strategies for school improvement, which was evidenced in coordinating the curriculum, supervising and evaluating classroom teaching, tracking student progress and protecting teaching time.

This study evidenced that school leaders' and teachers' participation are limited in curriculum planning, implementing, and evaluating in the participating schools due to the highly centralised education system. It was found that school principals' role is primarily one of tracking curriculum delivery in classrooms through checking the alignment between the curriculum schedule and teachers' reporting on the class books during their classroom visits, which is one of the legal requirements of the Ministry from school leaders during their classroom observations. However, despite the centralised national curriculum, the data revealed a move towards developing a more decentralised strategy in Sun School through extending extra curricula provision (Day et al., 2007). The principal tends to organise social activities, such as museum trips, which needs to be planned by teachers and approved by the principal at the beginning of the academic year. However, due to the Ministry's predominant formal expectations, there is no scope for cooperative curriculum planning that may develop teachers' professionalism through empowering, as in English schools (Pomphrey, 2004). This finding is evident in teachers' participation in committee meetings within and across their departments, in which signing the meeting reports is given more importance. Therefore, it is possible to suggest that the curriculum execution role dominates among teachers, whilst the school principals adopt mainly administrative and curriculum processor roles, which confirms the findings of previous studies (e.g. Bellibas, 2015; Aksoy and Isik, 2008).

Whilst the international literature highlights the importance of evaluating student learning in successful schools as one of the key leadership dimensions (e.g. Murphy et al., 2007), aspects of a centralised Turkish education system are evident in tracking student progress in the researched schools. The data revealed that evaluating students' results is considered as the responsibility of school principals who assess the standardised national test scores and compare with those of previous years in the yearly school meetings held at the beginning of each academic year, whilst a limited number of teachers participate in conducting coaching system through which they can monitor the student progress. However, individual student tracking is not widely discussed between school leaders and teachers, indicating the need for the foundation of an ongoing, systematic monitoring approach to performance analysis (Lynch et al., 2016). As Day et al. (2007) suggest, school leaders can encourage teachers to

use student results for personalised student learning and quality teacher instruction for better school outcomes.

Another interesting finding of this study is the lack of intervention provision in both schools that may match the specific needs of students in the case of under-achievement. It was revealed that rather than offering extra individualised support, teachers provide supportive after-school tutorials for the whole class that are organised and salaried by the Ministry. At the same time, the participation of school principals remains at the advisory level when they realise any problems in students' success, which can be due to the lack of autonomy they have. This outcome indicates that monitoring student performance towards students' personalised support is not the priority for school leaders and teachers, contrary to Macfarlane and Woods (2011), who found that extra-curricular practices are essential to drive student improvement. What is surprising is that only a Maths teacher in Sun School indicates her extra-curricular support for students, which may be a consequence of her low-level teaching schedule in the school.

These results may be explained by the centralisation of the education system, which is apparent in that school principals do not prefer to implement trial exams for students. Since the Turkish education system does not provide any autonomy and power to schools, making decisions at the school level that may meet students' academic needs is not acceptable. School principals who hold trial exams and teachers who ask students to buy test books need to offer official explanations to the Ministry. This strengthens the view that there is no need to provide extra support to students in schools. Rather, complying with the official expectations of the Ministry and implementing the curriculum without interventions for students who perform under-achieving are still considered enough in the accountability system in which the bureaucratic expectations dominate against the weakness of academic relationship between the schools and upper authorities.

The importance of supervising and evaluating teaching is also highlighted by Earley et al. (2002) as one of the leadership practices distributed among staff for better teaching, and consequently, outstanding student results in English schools. However, this study found that monitoring teaching performance is conducted by the school principal (only in Sun School) as a legal responsibility assigned by the Ministry. There is no evidence regarding the role of school staff in monitoring their colleagues' teaching formally or informally, contrary to

previous studies (e.g. Donaldson, 2015) indicating the contribution of peer observation to the quality of teaching and learning. This data is confirmed by previous studies (e.g. Irban, 2020) indicating some issues regarding trust to their colleagues who tend to monitor classroom teaching, which suggests developing a collaborative school culture in which the idea of monitoring colleagues' work is considered insightful and productive.

In regards to supervising and evaluating teaching in Sun School, it is found that due to the substantial administrative workload of the principal, observations are limited with the subjects that students are in charge of in national examinations. Though the lack of clear academic expectations in the accountability system in which schools operate, the principal's focus on specific subjects might be due to the invisible target discussed in unofficial meetings with the District Director. Along with the lack of providing any training of teaching supervision, the lack of clear criteria in evaluating teaching echoes something that is done on the reporting level or for not causing any complaints.

Likewise, teachers' experiences regarding classroom observations indicates the lack of autonomy school principals have. Since the centralised education system does not provide any power to schools, principals contribution to teaching remains at the advisory level in the case of any failure or success.

8.3 How do school leaders and teachers in secondary schools view and describe the role of leadership in developing a school culture? (Sub-question 2)

Another purpose of this study was to investigate the role of leadership practice in building and managing a school culture in Turkish secondary schools. The participants' responses to this research sub-question revealed two main issues regarding the role of school principals as change agents and the nature of the interplay between leadership practices and school culture. Each of these two issues is discussed in turn in the following subsections.

8.3.1 The Perceptions of the Transformation of a School Culture

As mentioned in the literature review, school leaders, specifically principals, play a crucial role in reshaping and enhancing existing cultures for improved effectiveness. This study is in agreement with the findings of previous studies (e.g. Leithwood et al., 2006) concerning the importance of the principal's role in the formation of school culture. The two school communities believe that the principals are key actors in creating and managing school

culture, while there is no evidence regarding the role of teachers in such transformation. The data show that the two schools had intrinsically different cultures. Therefore, the principals used several leadership strategies to affect the nature and effectiveness of the previous cultures. While the principal mainly focus on changing the daily functioning of Sun School, the human dimension of the organisation was more emphasised by the principal in Sea School.

This study revealed that the two schools generally showed a negative environment before they were turned around by the principals following their recruitment. Although the schools shared some characteristics before the inauguration of the principals, such as poor communication, weak relationships, ideologically-based division and the lack of collaboration and teamwork, the data indicates that the previous school cultures are like opposite poles; one is struggling with the lack of control while the autocratic school management ignores the human values in the other. Therefore, the principals had different attitudes when they came to the post.

Among several practices, for example, bringing order to create a disciplined environment was the primary strategy the principal used in Sun School. Participants highlighted that the school was struggling with safety and discipline issues before the principal came to the post. However, the data revealed that through the command and control mechanism, the principal emphasised the importance of obeying the formal rules in school functioning, indicating that he was policy-driven working on administrative duties and attempted to meet the letter of the law.

Along with supporting school stakeholders, showing a strong sense of care was more mentioned as leadership practices in Sea School. The data revealed that the principal gave importance to developing strong relationships within the school. In this regard, participants value the role of the principal as a trust builder and good listener, which strengthens the communication between the principal and teachers. Similarly, the established customs and traditions by the principal of Sun School, such as organising a fair in the school or visiting teachers for their funeral, helped to develop strong relationships within the school and with the broader community, which in turn prevented behavioural disorders of students and allowed teachers to interfere student-related issues quicker when needed.

Regarding the importance of school culture for school effectiveness, the current study also supports previous studies (e.g. Day et al., 2011; Simkins et al., 2009), indicating that effective schools are associated with positive cultures, in which culture serves as a mediating factor that allows the school members to work effectively. The participating schools seem to be in agreement over the influence of school culture on school effectiveness. For example, participants in Sun School highlights the equality among students and the protection of special education needs students, which subsequently attracts the attention of families and increase the number of students since they ensure that their children are valued and looked after well. Moreover, Sea School argues that bringing a sense of respect and value and supporting school members morally are important factors since a more relaxed atmosphere (compared with the previous school culture) would facilitate creativity and productivity and enhance commitment and motivation among school members.

According to the study, it is revealed that school principals implemented effective practices to stimulate and reinforce cultural change, such as using bureaucratic mechanisms and creating a supportive environment where teachers feel valued and supported. Although the data indicate a more positive culture in both schools, which is determined by a higher level of trust, commitment, and care, participants highlight that the bureaucratic functioning predominates in school cultures where obeying the formal rules and procedures comes to the forefront expectations from teachers. This finding may be explained by the fact that the motivation, collaboration and commitment among school members are affected by various factors, such as societal culture, the accountability system and their financial status. Along with following the law to permit teachers for attending CPD activities held during schooltime (as discussed in Section 8.4.1), the data indicates the managerial role of school leaders at many points, such as holding school staff primarily responsible for fulfilling the official duties (as discussed in Section 8.2.1) and using the strategy 'protecting teaching time' most commonly (see Table 5.8). In addition to the teachers' hesitation in communicating with the principals directly, the legitimate power they used in the case of resistance, the limited participation of stakeholders in decision-making, and the lack of leadership distribution may be exemplified as the strong authority school members feel in the school routine.

As Schein and Schein (2017) highlights, leaders are likely to face dissent and resistance where there is a change in the school culture. Likewise, this study revealed 'saboteurs' (Deal

and Peterson, 2016, p. 140) who tried to hinder or undermine the new ideas and activities that principals tried to implement. However, the data indicates that principals use the formal and informal legitimate power that comes from their formal position (Meyer et al., 2011). This finding is consistent with that of Deviren and Okcu (2020), revealing that school principals in Turkey generally use their legitimate power in managing the schools. It was also found that to move ahead with change initiatives after encountering teachers' resistance, the principal resorted to applying to a court for teachers who do not keep on the right side of the law while simultaneously waiting out some teachers who found working in a new school environment difficult voluntarily leave or retire in time.

However, what is interesting here is about the remained school members who supported the change initiatives of principals. In a centralised education system where principals do not have any power to fire or hire school staff, teachers who have already been aware of their official responsibilities started to implement with the inauguration of the new principal in Sun School. This data may show that in Turkey, the effectiveness of schools mainly depends on the formal leader, the principal, indicating the lack of a strong education mechanism.

Therefore, it can be suggested that principals' managerial leadership enables positive impacts, especially on school conditions such as school environment and culture, and on intermediate student outcomes such as student behaviour. However, a preference for this approach to school leadership may hinder the development of a teacher collaborative culture, which is evident in vision development, leadership distribution, and decision making processes.

8.3.2 The Perceptions of Vision Development, Decision Making and Leadership Distribution

Several reports (e.g. Schein, 2017) have shown that vision and vision building play central roles in the construction of school culture since it captures the goals organisation wants to achieve and reflects an understanding of the organisation's future. Regarding the patterns of developing a school vision, high levels of similarity were found across the two schools, which is determined by the lack of context-focused school visions. Along with that the vision statement of their schools could not be expressed by all participants, the current study revealed that there is a formal vision building as a legal requirement by the Ministry for the quality of teaching and learning (MoNE, 2010). The study found that school visions echo the predetermined government education policy that aims to raise children equipped with moral

values, as indicated in the Basic Law of National Education (MoNE, 1973). This result is consistent with those of previous studies (e.g. Gumus et al., 2021), emphasising the national goals in the development of school visions in centralised education systems, which is practised quite differently from descriptions often reported in Anglo-American societies.

Another interesting finding is about the participation of school members in creating a school vision. The current study also found that the development of the schools' vision is limited by the contribution of school principals without having any participation of teachers in its formulation, which is through following the vision of the higher authorities rather than enabling an extensive discussion among stakeholders on the nature of the vision, as Day et al. (2011) suggests. Along with its context-free nature, the lack of shared vision in the researched schools might be explained by three factors: the centralised education system, the lack of school accountability and principal recruitment policy. As the outcome of a highly centralised system in which schools operate with the lack of autonomy, it is not surprising that principals attempt to be bureaucratically correct by including the Ministry's goals within the school vision. Moreover, since principals are recruited among teachers without any pre-service or in-service professional development support, they may find the echo of the upper authorities vision to that at the school level more manageable. Regarding the lack of collaboration among school members, it may be suggested that since the accountability system in which schools operate (as discussed in Section 8.2) does not include any sanctions or rewards for educators as long as they fulfil their official responsibilities, teachers may attend the strategic planning committees for the development of school vision as legally required, but without being proactive in their workplace that stands out with bureaucratic school culture.

Prior studies (e.g. Lunenburg, 2010b) have noted the importance of shared decision making since it promotes collaboration among school members, which in turn enables the development of school culture with greater engagement and ownership of the school. Regarding the decision making processes in the researched schools, the study revealed the limited participation of teachers, parents and students. In contrast, school principals play a major role in making school-level decisions. Although principals value the involvement of teachers in both schools for the motivation of teachers, which may subsequently affect the school outcomes, it was found that the hierarchy of the centralised education system is

reflected in school leaders' and teachers' practices, which cause school principals to consider themselves as decision-makers while teachers become decision implementors. This also accords with the findings of previous studies (e.g. Ozmusul, 2018) revealing various obstacles deriving from the classic management paradigm to implementing shared leadership at the schools, such as unconsciousness, unwillingness and prejudices. The possible explanation for the limited participation of teachers in decision making might also be explained by the nature of the accountability system in Turkey. In a bureaucratic accountability system in which schools operate as the base in the hierarchic pyramid, school leaders, particularly principals, are held solely accountable to the higher authorities for all school issues. This may cause them to avoid taking risks by sharing responsibilities among staff for making significant decisions even though they are thought to be experienced or competent.

School principal as a solely accountable figure in running the school is also evidenced in distributing the leadership practices. This study shows that rather than sharing school-related responsibilities among staff, the principals prefer delegating the formal duties according to the consistency between the expertise area or the ability of school staff and the task required to do, through which they fulfil the official duties. However, power relations remain undisturbed. It was revealed that contrary to international research (e.g. Harris, 2010), the leadership roles are held in formal leadership/administrative posts, stressing the centrally constructed nature of school leadership in the researched schools (Bush and Glover, 2014), which Murphy et al. (2009, p. 189) exemplified: 'the principal tapped someone to act as the informal leader for the various groups'.

However, this study revealed that the accountability-driven reasons are not limited to school principals' managerial responsibilities. Moreover, the remit of teachers' job plays a significant role in their participation in school-level decision-making. This finding is not surprising when considering the accountability system in which teachers work as civil servants, as discussed in Section 8.2.1. However, what is interesting is the interplay between the principals' leadership practices and school culture. As discussed in the previous subsection, both principals transformed the school cultures through applying different leadership strategies according to the specific needs of their schools; however, what is common is that the existing school cultures have bureaucratic nature determined by high expectations from teachers of obeying the formal rules and procedures very strictly, which

may affect the leadership behaviours of teachers negatively. Along with the teachers' tenure, the focus on formal rules and procedures in school culture may, in turn, cause non-functional situations in the school. This finding is also highlighted by national (e.g. Parlar and Cansoy, 2017) and international research (e.g. Hoy and Sweetland, 2001), suggesting a need for developing a collaborative school culture in which school members show higher commitment to their profession and workplace, have close relations with school stakeholders and have shared values determined as a higher level of trust, respect and care among school staff.

Parents' involvement in decision-making processes is also highlighted by participants as one of the significant factors in effective school functioning. In this regard, although parent-teacher meetings held twice a year are exemplified as an important opportunity for discussing school-related issues with parents, the study does not show any evidence regarding the participation of parents in school-level decisions. Instead, it is revealed that parents' involvement is limited with the parent-teacher association which is officially required to be formed in all public schools by the Ministry. However, contrary to the Ministry's regulation of parent-teacher association (MoNE, 2005) which sorts a variety of duties from educational issues to maintenance and repair services, the study revealed that parents' limited role is only for the economic concerns, which is consistent with the findings of Bayrakci and Dizbay (2013). When comparing with the efforts of school leaders and teachers in a school that is provided with very limited financial support by the Ministry, it may be suggested that the association can contribute to the school budget on easier terms because the members as parents can conduct a more open and trustworthy communication with other parents.

However, a note of caution is due here since the limited role of the association is a questionable issue contrary to a wide range of official duties determined by the Ministry. The researcher is aware that the way of leadership practice (formally or informally) is substantially affected by the institutional context. However, referring to the centralised nature of the education system might not be necessary if not looking at leadership from the personal and/or societal perspective. One possible explanation of this confusing finding might be the accountability system. As discussed in Section 8.2.2, educators in Turkey who work as civil servants do not face the fear of job loss unless they commit disciplinary action.

However, the current accountability makes an exception for monetary issues such as misconduct or corruption. Therefore, principals might limit the participation of parents' involvement in decision making processes through which they could protect their status as school leaders under the principle of transparency.

Similarly, it was found that the participation of students in decision-making processes is determined with the legal requirements of the Ministry. Participants shared that a school representative is elected among candidates democratically, as the corresponding law (MoNE, 2004b) predicts for developing democratic environments in schools. However, there is no evidence regarding the participation of representatives in decision making processes at both schools, which may indicate that these selections in schools are implemented and remained at the reporting level, rather than encouraging students to participate in school-related issues. This finding is consistent with that of Uzum and Kurt (2019), suggesting the need to develop a collaborative school culture, which may enable more effective schools. However, the more interesting finding is that participants did not express that they valued students' participation in decision making, which might indicate how the societal culture affects the participation of students in decision making processes.

8.4 How do school leaders and teachers in Turkish secondary schools view and describe the role of leadership in planning, organising, and evaluating continuing professional development? (Sub-question 3)

The last purpose of this study was to investigate the role of leadership practice in planning, organising, and evaluating the continuing professional development of school leaders and teachers in Turkish secondary schools. Regarding the way of promoting the CPD of school staff in the Turkish context, participants' responses to this research sub-question revealed two main issues for debate: The dominance of the Ministry in the provision of CPD and the interrelated factors that limit the practice of leadership. Each of these two issues is discussed in turn in the following subsections.

8.4.1 The Perceptions of CPD Provision

Previous studies (e.g. Powell et al., 2003; Bell and Bolam, 2010; Kennedy, 2011) have noted the need for a wide range of CPD opportunities for school leaders and teachers since it is essential for conceptualising performance within teaching and enhancing the quality of

school leadership. Concerning how the CPD of school staff was organised across the two schools, this study found that teachers' CPD is mainly provided by the MoNE through formal seminars at the central and provincial levels. In contrast, they are required to attend seminar weeks organised at the school level at the beginning and the end of each academic year. However, there are no opportunities available for school leaders to attend to enhance their leadership and management knowledge and skills.

CPD provision at the central level indicates that the MoNE is the main responsible body in the Turkish education system for planning, organising and evaluating the CPD for school leaders and teachers, which provides limited space for enacting leadership practice. The training is conducted at in-service training institutes of the MoNE, designed on a volunteer basis and rewarded with official certificates in the sequel of attendance. Participants valued the effectiveness of nationwide seminars regarding the quality of trainers, the fashionable content discussed, and the materials used. However, one unanticipated finding is that only one participant (Banu, Group Leader, Sun School) shared her attendance at this kind of CPD opportunity among members of the researched schools. Low numbers of teachers attending nationwide seminars were also reported by Ayvaci et al. (2014) that 'since centrally organised training opportunities are provided to a limited number of participants and in a limited number of training institutes, it is not possible for teachers to attend who work in physically and socially different schools located in other areas of the country' (p. 370).

The current study also aligns with other previous studies (e.g. Kaya et al., 2004) on the limited participation of teachers; however, this study highlighted some of the drawbacks, which is missing from Ayvaci et al.'s (2014) and Kaya et al.'s (2004) research. Participants in this research reported the complex application and approval process for attendance to these formal seminars. It was found that the attendance of school leaders and teachers depends on a bottom-up application and approval process, which mostly results in the rejection of their application without the authorities' making any statement. It can therefore be suggested that the lack of principle of transparency in the Ministry's in-service training policy favours the attendance of superiors to the centrally organised seminars. A possible explanation for this might be the advantages of participation in this type of opportunity. First, the training institutes are located in some areas of the country that are available to sea or winter tourism. Second, these seminars take at least a week, and the Ministry covers the

expenses for transportation and accommodation. These benefits enable the participants to improve themselves professionally, whilst having a holiday in touristic places which is otherwise hard to afford. This advantageous nature of centrally organised seminars, therefore, attracts intensive attention among school members and their superiors. However, since the centralised Turkish education system operates within the hierarchy of the Ministry, the chance for school members' participation may be less than that of superiors.

This study also found the role of the Provincial Directorate of National Education that provides another type of CPD opportunity, local in-service training courses, as the representative of the Ministry at the provincial level. However, this training follows the traditional approach of CPD, which is in the form of seminars organised outside the schools by throwing many school leaders and teachers working in different schools together, based on a voluntary or nonvoluntary basis and rewarded with official certificates.

Whether these courses are mandatory or not detects significant evidence for leadership practice. Regarding the school staffs' participation in mandatory seminars, the role of school principals is revealed as performing their legal obligations, informing school staff about the details of the training and approving the application of participants. This result may be explained by the fact that since the centrally controlled education system does not provide any autonomy to school leaders for participating in the planning, organising or delivering training opportunities, it is not possible to question whether these opportunities meet the aim of the school and the individual needs of school staff or contribute to improving the quality of teaching and learning. Instead, they are required to perform as bureaucratic managers at schools that are the last in the hierarchy.

A widely accepted notion that school leaders in the Turkish education system mainly focus on management (e.g. Silman and Simsek, 2009; Gumus and Akcaoglu, 2013) is also evidenced by the data regarding the role of school leaders in supporting the school staff's participation in nonmandatory seminars. The results of this study show running the school by complying with the Ministry's expectations is more evident in the participating schools, which finds it sufficient to permit teachers to attend CPD opportunities if not disturb the school routine, as indicated in *Regulation on Secondary Education Institutions* (MoNE, 2016). The lack of juggling commitment of school principals to ensure training opportunities for CPD of teachers supports the work of Kalman and Arslan (2016, p. 520), stating that 'school

principals are not proactive in fostering the CPD of school staff in the Turkish education system'. A possible explanation for these results might be the nature of accountability. As discussed in Section 8.3, in a highly centralised Turkish education system, school members, specifically principals, are held accountable for performing legitimate and rational duties assigned to them by law. In a context that stands out with its bureaucratic character, school leaders give greater importance to managerial issues, such as disciplining in the school and preventing the absence of a teacher in the class. This process of the schools, therefore, enables school leaders to run the schools as required by the authorities but do not trigger to support the CPD of teachers.

This study also indicates formal and informal CPD opportunities at the school level. Regarding the former, the role of the Ministry in the planning and organising educational seminars at the beginning and the end of each academic year was evident at the two researched schools. Participants stated that the Ministry determines the type, content, and nature of these seminars, such as activities to be conducted, books to be read and videos to be watched; however, the implementation of the programme is left to the schools. In a nonautonomous education system, the continuing dominance of the Ministry on the provision of CPD at the school level is not surprising. However, the interesting finding is the lack of differentiated leadership practice between the two schools. Participants highlighted the limited role of school principals in facilitating the implementation of the programme as determined by the Ministry such as informing teachers about the content and distributing the tasks in the list sent by the Ministry but without a strategic approach to capacity building of staff which is an essential means of achieving school improvement (e.g. Day et al., 2020; Fullan, 2001b). This finding indicates school leaders' lack of ability and knowledge in facilitating teachers' professional growth since school leaders in Turkey are assigned among teachers without training in school leadership. As Balci (2002, p. 119) commented, 'principalship is still not perceived as a profession, but rather as a stage in a teacher's career', which indicates a lack of national policy for leadership development.

The data also evidenced the role of teachers as passive participants of this training programme, which might be due to the lack of power they are assigned and the content of the seminars. Participants stated that the lack of teachers' voice in the planning, organising and evaluating CPD opportunities prevents them from specifying their professional

development needs. The participants also reported that the Ministry offers ineffective training programmes similar to those conducted in previous years. In such a context, teachers attend seminars that do not satisfy their professional development needs, which turns CPD opportunities at the schools into perfunctory paperwork. This confirms the findings of Turker and Tok's (2019) study that found 'a wasted of time and fruitless action' as the most determined metaphor regarding the seminars at the schools.

However, one remarkable finding is that Sun School offers unofficial in-house professional development opportunities, which was not evident in Sea School. The data revealed that the principal of Sun School plans and organises academician visits to the school intending to enhance the effectiveness of seminars at the schools. The role of the principal could be attributed to that having a higher degree might have widened his point of point and increased his awareness regarding teachers' professional development.

Although the provision of a variety of CPD opportunities enhancing teachers' learning and subsequently students' achievement is well reported in the literature (e.g. OECD, 2020), the value of informal seminars was debatable within Sun School in terms of the quality of the provision and the influence on teachers' professional improvement. Some participants stressed the value of uncrowded meetings organised in the school, whilst others reported that these seminars are limited availability, and the content is bounded by the profession of visitors. Therefore, it is considered not being able to fulfil teachers' professional development needs and contribute to teaching and learning quality.

The interview and observation data also show that though limited extent, informal professional development takes the form of sharing effective pedagogical practices among teachers and peer discussions of school-related issues among school leaders inside and outside the school. However, neither a hierarchical model of professional development implying a relationship between an experienced leader/teacher and other teachers (e.g. Burke, 2012) nor a collaborative culture of teaching (e.g. Blasé and Blasé, 2004) for developing better classroom practice was evidenced. On the contrary, these informal dialogues occur within a power-free friendship framework where only a few school members (for example, Science Group Leader in Sea School) who are guileless participate. The very limited availability is supported by Ilgan's (2013, p. 53) argument that 'contrary to the Western studies, the Turkish literature does not provide any evidence regarding

effective CPD. Thus, it is required to systematically adopt CPD opportunities such as mentoring, coaching or working groups that make teachers active in the labour force within schools'. One reason for this contradictory finding might be a performance-driven accountability regime in Western countries that intends to induce school achievement (Hochberg and Desimone, 2010). This result may also be explained by the Turkish culture that does not inhold colleague discussions about their work, suggesting a more collaborative approach to CPD at school contexts.

8.4.2 The Perceptions of Factors for the Role of Leadership in CPD

What prompts school leaders and teachers to develop professionally has been a matter of debate among scholars (e.g. Guskey 2002; Evans, 2014) for decades. In addition to the conceptualisations of CPD and professionalism (Bell and Bolam, 2010), several reports highlighted the importance of leadership for facilitating professional improvement at schools (e.g. Bush, 2011b). However, a common theme raised by school leaders and teachers in this study was that several interconnected factors at the national, school and individual level affect the involvement of leadership practice in CPD, especially with regard to planning CPD events, identifying individuals' and schools' professional needs, developing a collaborative learning culture, offering opportunities for collective reflection and motivating school members for commitment to change.

The interesting finding in this study is that teachers' resistance to change was shared by all participants as a barrier that limits the potential of leadership practice in promoting the CPD of teachers. It was revealed that the low commitment among teachers to develop themselves professionally largely derives from their tenure in Turkish public schools. The centralised nature of the education system secures teachers with strong legal rights that do not let their status change unless they work against the law. All participants shared that there is no difference between teachers who develop themselves professionally and those who content themselves with discharging their legal duties such as attending lessons and implementing curriculum as expected by the Ministry. In such a context where there are no incentives for success or no sanctions for failure, teachers may be unwilling to participate in CPD activities, which in turn affects school leaders to create awareness among teachers regarding the importance of professional improvement.

Previous studies (e.g. Watson and Michael, 2016) have indicated that involvement in and commitment to CPD are influenced by how it is understood by participants. Likewise, teachers' beliefs regarding the contribution of CPD activities to the quality of their teaching is stressed in this study. The data revealed that teachers do not positively perceive Ministry offered formal training due to the lack of qualified trainers and up-to-date content. It was reported that the content of these courses is limited to outmoded topics that do not provide pedagogical content knowledge or technology usage information, although several reports (e.g. Dos, 2016; Can, 2019) have shown based on teachers' self-reported needs that a particular focus on a specific subject matter and content area is fundamental. The study does not provide any information regarding how to decide the content of the training, which poses a question about whether or not participants are well informed about the evaluation mechanism of the Ministry in planning CPD programmes.

The gap between the content and its implementation in classrooms is also stressed by participants in both researched schools as a reason for teachers' low intrinsic motivation to participate in CPD opportunities. This study found that the content presented on Ministry offered formal seminars was often too general and not directly linked to what teachers need in their classroom teaching, which justifies their reluctance to change. This finding indicated the need for paying adequate attention to classroom implementation, as stressed by Kyriacou and O'Connor (2003), which otherwise restricts the role of leadership in facilitating the change in teachers' practice.

The lack of match between what was introduced in CPD activities and what was required in the classrooms might be questioned by how and to what extent teachers involve in determining their professional needs, which is widely stressed as a significant means for the effectiveness of CPD (e.g. Karlberg and Bezzina, 2020). This study found that the Ministry's centrally planning approach to CPD has left schools little space for participation in decision-making. What is stressed by most teachers is that their lack of voice results in negative attitudes and beliefs in the contribution of Ministry offered opportunities to their teaching repertoire, which might diminish their professionalism, as Day and Gu (2007) asserted. A reasonable explanation might be the one-way communication between the authorities and the schools, and centrally created CPD plans, which further echoes the limited role of school leaders in the change process.

In addition, all school leaders in the researched schools emphasised limited authority as another restricted factor for the enactment of effective leadership. It was found that school principals can not include in making decisions regarding the Ministry based CPD activities, which weakened their strategic leadership to plan, organise and implement CPD opportunities that suit their context best. This study also highlights the lack of autonomy and authority school leaders have to hold teachers accountable for improving themselves professionally due to the education system distinguished by bureaucracy. Along with the lack of career progression in the Turkish education system, since the centralisation denied school leaders' autonomy in teachers' evaluation, all school principals and assistant principals reported the inadequate arrangements related to teachers' accountability, limiting their contribution to facilitating teachers' learning. The importance of this relationship between accountability and leadership involvement in improving the CPD of teachers reflects the findings of national (e.g. Kalman and Arslan, 2016) and international research (e.g. OECD, 2021). However, the interesting finding in this study is that contrary to previous studies (e.g. Gurr, 2015) that evidenced how school leaders maximise their potential for facilitating the professional development of teachers, it could be argued that school leaders have used this bureaucracy as a justification to excuse their low involvement in improving teachers' professional development. Therefore, it is possible to mention that this data indicates the need for more accountability. However, a note of caution is due here since more accountability measures would enable improvements in schools is still a matter of debate (Altrichter and Kemethofer, 2015).

Along with the limited time school leaders have in their school routine, the lack of school facilities, such as the very limited financial support and the physical infrastructure, seems to restrict the school leaders' space in supporting teachers' CPD, which reinforces a widely accepted notion that the availability of resources is crucial for school effectiveness (Rutter and Maughan, 2002). This evidence is consistent with Bellibas's (2014, p. 144) findings that 'managerial issues such as the budget, paperwork, and the implementation of rules and regulations occupy the majority of school leaders' time in Turkey, which limits their role in dealing with many contextual challenges schools face in a centrally controlled system'. These findings invite a suggestion for increasing school leaders' autonomy in managing their

schools, such as controlling the school budget offered by the Ministry that would positively support teachers' professional development.

8.5 Theorising the study findings

Whilst the discussion thus far has indicated the role of leadership practice framed within the conceptual framework of the study, theorising the findings in the context of recent educational reforms in Turkey would be helpful to contribute to the debate relating to the tension between the planning and implementing educational reforms, in order to further understand the factors that affect the success of change and contribute to understanding the relationship between educational reforms and leadership practice.

Figure 8.1 illustrates the revised model of leadership practice in Turkish schools. It has been developed from a provisional conceptual framework presented in Section 3.3. The model has been reshaped to represent two circles: globalisation and education contexts. Firstly, the framework is based on the concept of globalisation that affects education, as discussed in Chapter 2. This level includes the key drivers of globalisation, namely neoliberalism, the knowledge economy and educational reform. The next level is based on the education context, in which the leadership practice was analysed according to three concepts of the study: accountability, school culture and CPD. The core concepts emerged from the analysis, school vision, decision-making, leadership distribution, bureaucratic nature of accountability, strategies for teaching and learning and the organisation of CPD, are also replaced in the centre of the figure to discuss in theorising the study findings.



Figure 8.1 The revised conceptual framework for the leadership practice in the Turkish schools

As discussed in Chapter 2, many countries seek to improve their education systems to enhance competitiveness in an increasingly global economy, and Turkey is no exception. The government uses international comparisons, such as TIMMS and PISA, to assess the education system's effectiveness. In response to the students' poor performance in these international benchmarking, the Ministry of National Education has discussed several state-wide reform packages, from reorganising the curriculum to decentralising the education system with the aim of developing effective schools in which each student can fulfil their potential. As the second biggest school-based factor in determining school outcomes (Leithwood et al., 2006), it can be argued that without practising effective school leadership, it is difficult for the Ministry to attain the aim of the reform movements. In this regard,

exploring how leadership is practised in Turkish schools in the context of recent educational reforms was the main aim of this study. However, the results suggest that despite the new expectations of the Ministry for school improvement and leadership enactment, some issues were revealed in realising the educational reforms under the effect of globalisation, which will be discussed subsequently.

In relation to the findings of this study, it can be suggested that Turkey is an example of 'vernacular globalisation' implemented in a very 'glocal context' (Mertkan-Ozunlu and Thomson, 2006, p. 100) that is influenced by the dominant of the education system as much as by global imperatives (see Figure 9.1), such as building capacity for competitiveness and being a part of the knowledge economy. As discussed in Chapter 2, although the general direction of change in recent decades is towards marketisation, knowledge economy and performativity, the global flow of ideas influences nations at various scales at various times. This complex interplay between global and local contexts is called 'glocalisation' (Robertson, 1995), what Lingard (2000) means by 'vernacular globalisation'.

The bureaucratic nature of the Turkish education system, with total control of educational matters, was revealed in this study as one of the main obstacles to change and improvement. This study has shown that practice was generally not considered when planning educational reforms, which led implementors (e.g. school leaders and teachers) to resist change. To illustrate, reforming the curriculum without involving teachers in decision-making processes, as indicated in Figure 8.1 above, was one of the controversial issues reported by participants. The negative perception of participation in top-down initiatives can be attributed to insufficient communication between the Ministry and schools, leading curriculum implementors to negative attitudes towards the Ministry and its desired changes.

It can also be argued that the centralised approach to educational reforms from a top-down perspective had underestimated and oversimplified the complex nature of the education system and teachers' learning, all of which greatly limited the intended changes to classroom practice. Lack of support regarding the centrally organised CPD of school leaders and teachers (referred in Figure 8.1) was emphasised by the majority of participants. One interesting example can be seen in the incompatibility between school principals' area of expertise in conducting classroom observations and the subject of the lesson. However, it is one of the current expectations of the Ministry, according to the legislative regulations in the

job descriptions of school principals (See Section 2.3.5). This study suggests that while reforming the educational system, the Ministry has overlooked the professional development requirements of implementors at the school level.

However, it is noteworthy to state that this study has highlighted not only how the lack of professional development of implementors has affected the quality of teachers' classroom practices but has also revealed that ignoring these barriers has also reduced school principals' ability to find innovative solutions to shortages of human and financial resources and respond suitably to their schools' needs. The reproach of all school leaders regarding their isolation in school management was a significant point that should not be overlooked.

This study revealed that barriers to schools' capacity for enhancing the quality of teaching and learning is not limited by the lack of CPD opportunities. Almost all participants criticised the lack of essential resources (school budget, infrastructure) that facilitate the implementation of educational reforms within the schools. To illustrate, the expansion of technology availability in classrooms was one of the recent educational reforms of the Ministry, as explained in Chapter 2. The researcher's observations and informal discussions with school members revealed that both participating schools were equipped with interactive whiteboards as planned by the Ministry. However, no participants referred to their usage of these materials as a strategy for enhancing the quality of teaching and learning due to the lack of computers and/or internet access in classrooms. This suggests that the output oriented nature of external accountability (as discussed in Chapter 5) may echo at the upper levels of hierarchy, where the quantity of material support is considered as an achievement indicator of the Ministry. Thus, one might argue that it is not the number of policy reforms (or the number of whiteboards distributed to schools over the country) that are devised what actually matters, it is whether these reforms affect practice and lead to improved outcomes for schools and students. The results of this study indicate that simply expecting school leaders and teachers to implement changes in schools appears to be insufficient. No significant difference in practice and, subsequently, school outcomes can occur unless supported through essential resources.

This study also suggests that change implementation in the Turkish education system faces particular challenges that derive from the cultural and institutional context. The analogy of Bestami (school principal, Sea School), *'The sun heats my shoes which heats my feet'*,

overlaps with '*the Supreme Law Strategy*' reported as the top-down approach employed in many Asian countries, where leadership distribution (referred in Figure 8.1) is allocative rather than emergent. Hallinger and Lee (2010, p. 155) stated that administrators (e.g. school principals) are in the position of constantly applying pressure on teachers if he/she is to bring about change. This suggests that the strategy of implementing educational reforms in schools does not give sufficient attention to engaging staff interest, building staff commitment and capacity and transferring ownership from upper levels of the system to the staff in schools. On the contrary, there is pressure on the implementation process of reforms from the Ministry to schools, which is further reflected from the principals to the teachers.

The tension between the expectations of parents regarding their children's success and the core goals of the national Turkish education system is also a matter of debate that needs to be addressed under the economic, political and social aspects of globalisation (see Figure 8.1). As discussed in Section 2.5, the need to develop a knowledge-based economy in Turkey was translated into educational reforms to promote economic development. Though its contextual and methodological criticisms, comparing the outcomes of students in international tests with other countries is so common in the Turkish education system. In this regard, the recent changes in national examinations' content can be considered a significant step that aims to select students who can use the knowledge, think critically, and make an inference. However, the data evidenced two main issues in schools in regards to enabling the students' success in the national exams.

First, though one of the recent education reform initiatives of the Ministry that expects school members to direct their attention toward teaching and learning, the externally bureaucratic accountability does not support school leaders and teachers to be responsible for the success of their students in national examinations. On the contrary, the primary goal of the national education system is to raise students according to the principles of the country, such as becoming them democratic citizens and respectful adults in relation to human rights. The findings of this study revealed that it is also reflected in schools and formed a basis for developing a school vision, as indicated in Figure 8.1.

Additionally, the lack of CPD opportunities and participation in change initiation as mentioned above, participants in this study also highlighted further political obstacles (e.g.

punishing teachers who advise students to buy textbooks for the preparation of exams) and timing issues (e.g. being responsible for implementing the curriculum on time and reporting to the school principal) as problematic. Therefore, it may be relevant to explore how private tutoring institutions that prepare students for examinations have grown, while the success of students increasingly become linked to the socio-economic status of parents. This can be considered as a factor that extends the equity gap in education.

8.6 Summary

This chapter set out a discussion of the findings through linking them to the relevant theoretical writings and literature. Broadly speaking, the study established aspects of tacit knowledge regarding how leadership is practised in Turkish secondary schools based on the perceptions and experiences of school leaders and teachers. The construct of this knowledge was shown to have a distinct set of features that stems from a centralised nature of the education system, along with the societal culture and individual motives and beliefs, as discussed throughout the chapter. The next chapter concludes this study, again highlighting these contributions to knowledge. In addition, it discusses the implications and outlines arising recommendations for practice and future research.

Chapter 9: Conclusion

9.1 Introduction

This study has investigated the role of leadership practice in two secondary schools in Turkey from three perspectives: accountability, school culture and CPD. Section 9.2 provides the summary of the overall aims of the study and the methodology used to meet these aims. Section 9.3 summarises the main findings of this study in line with the research questions. Section 9.4 sets out the original contribution that this thesis offers to knowledge. The limitations of the study are provided in Section 9.5. Section 9.6 considers implications for policymakers and practitioners, then some recommendations are suggested for future in the field (Section 9.7). Finally, Section 9.8 highlights a personal reflection on carrying out this research as a doctorate student researcher.

9.2 Summary of the Study

This study set out to understand how leadership is practised in Turkish secondary schools in terms of three aspects: accountability, school culture and continuing professional development. Three main research questions were formulated to help reach a thorough understanding of leadership practice according to each of these perspectives:

RQ1: How do school leaders and teachers in secondary schools respond to accountability?

RQ2: How do school leaders and teachers in secondary schools view and describe the role of leadership in developing a school culture?

RQ3: How do school leaders and teachers in Turkish secondary schools view and describe the role of leadership in planning, organising, and evaluating continuing professional development?

The research focuses on school staff, including school leaders and teachers, as active social participants who create and recreate their social reality. It thereby employs a constructivist orientation to ontology. Bearing this in mind it seeks to describe, understand and interpret the role of leadership practice in the Turkish education context, it has approached epistemological questions from an interpretivist point of view. Both quantitative and

qualitative approaches have been employed as a methodology, using multiple case studies chosen for their intrinsic interest, not generalisability.

Based on the researcher's availability in terms of time, budget and restrictions during the pandemic, two cities were selected as the specific contexts for this study. Two schools (one in each city) that are considered successful by the Provincial Directorates of National Education officers were selected as the cases for this study. Participants included school principals, assistant principals, group leaders and teachers, using multiple data collection methods, including surveys, observations, face-to-face interviews and group interviews. The population of the quantitative part amounted to 152 participants from two schools who responded to the surveys. The researcher conducted face-to-face interviews with two school principals, four assistant principals and six group leaders, and 12 teachers in three different subjects were involved in group interviews. Due to the pandemic, only the principal of Sun School was observed.

These data were analysed in two main ways. First, the quantitative data obtained from the surveys were coded as numbers and analysed quantitatively by using SPSS computer software. Second, the qualitative data gathered from the observation and interviews were analysed using thematic analysis. Relevant sections of interview data, themes and quotations were translated from Turkish and checked by two multilingual Turkish/English speakers.

9.3 Main Findings of the Study

There are a number of contributions this research acknowledges. These are highlighted and presented in more detail in Section 9.4. However, the findings have significantly shown that how the leadership practices are played out in the case schools is linked to the institutional, political and socio-cultural context of education.

The data provided evidence that the centralised nature of the Turkish education system was reflected in participants' perceptions about school leadership and the manner of everyday leadership and management practices. It was shown that leadership is not prioritised in a bureaucratically driven school reality. Both the external and internal expectations are that school principals are managerial leaders who implement bureaucratic expectations. A hierarchical delegation of practices places emphasis on school functioning, which provides

limited space to teachers for their own leadership practice. Moreover, school leaders' enactment of leadership practice is constrained by their government-bond roles.

This study does not have a comparative perspective. However, discussing the findings with the theoretical ideas and the existing literature highlighted the contrast between highly centralised and (relatively) decentralised contexts (e.g. England, the USA) in influencing school members' practices for school improvement. Contrary to international research (e.g. Day, 2009) that revealed a more distributed leadership approach in schools, it was evidenced that the centralised education policy in Turkey does not provide any space to school stakeholders for formal distribution of practice to encourage shared leadership.

Although leadership is affected by the context in which it is exercised (Leithwood et al., 2012), this study evidenced that it is not totally constrained by centralisation. There were some elements regarding the nature of societal Turkish culture, which strengthened managerial leadership understanding in both participating schools. Although the impact of cultural values on the practice of leadership was beyond the main aim of this study, it can be summarised that the leadership and management practices were also found to be embedded in and shaped by the cultural values of the Turkish society, such as power distance (Hofstede, 2009) in building a relationship and involving decision-making processes. It can be summarised that the practices of power are embedded in hierarchical social values, which implies that decisions should be taken by a superior (e.g. school principal) and implemented by subordinates (e.g. teachers). Although all participants acknowledged the importance and need for a more shared/distributed leadership in schools, school leaders continued to exercise their power within traditional parameters of respect for hierarchy and seniority, whilst teachers' obedience and compliance is evident.

The main findings about the role of leadership practice will be summarised based on three dimensions of the conceptual framework: accountability, school culture and continuing professional development. The following paragraphs will present each of the concepts.

With regard to accountability, the findings revealed the form of accountability in which schools operate and how it affects the practice of leadership among participants. First, the external accountability regime stood out with its bureaucratic character that was determined by the existence of the Ministry as the top authority of the education system. The focus on formal expectations, such as fulfilling the official documents, attending

teachers' committee meetings, was emphasised. In terms of enhancing students' academic achievement, participants did not find external accountability demanding. The low or unclear achievement emphasis was another significant feature of the school inspection system. The data revealed that school inspections are not conducted on a regular basis and the focus is mainly on checking school documents in a limited time frame. The lack of intervention mechanisms for any success or the failure of schools also affect school members' practices in terms of improving academic achievement.

The external nature of accountability was also echoed in the schools' internal structure. The formalisation and the compliance with the rules were reinforced by the lack of power and authority school leaders have and the remit of teachers' in a centrally driven educational context. This causes school leaders, specifically principals, to hold school members primarily responsible for reporting official texts and enacting formal roles, such as implementing the national curriculum on time.

The emphasis on formalisation both externally and internally provides important data regarding the response of participants to accountability, which lies at the heart of the first research question. In such a context, though limited, there is a tendency for school improvement to be driven by an internal motivation of a limited number of the school staff. However, the most significant finding was that the strategies for quality education were implemented on the basis of the formal expectation of higher authorities (or school principals), which strengthened the formal roles of school leaders in managing the schools and teachers in fulfilling the official duties and responsibilities. The issues revealed in the data, such as creating school expectations, measuring the achievement status of schools, gathering healthy information regarding school outcomes and intervening in the case of failure or success of schools cause educators to think that improving the quality of teaching and learning, and subsequently academic achievement go beyond their control.

Another concept was school culture, which addressed the reciprocal effect of school culture in the researched schools, including the role of the school principal on building school culture, the nature of existing school culture and the impact of school culture on leadership practices, such as vision development, decision-making and leadership distribution. The data revealed that the principals used significant roles in the transformation of the school culture in both participating schools, but the strategies they used differed according to the nature of

previous cultures, the conceptualisation of change by the school staff and the personality characteristics of principals. To illustrate, the principal of Sun School takes a command-control approach to lead the school forward, whilst exercising good interpersonal skills and understanding the human needs of school members are emphasised in Sea School.

The findings revealed that both principals made a comprehensive effort to create a school culture based on trust, fairness and order, such as establishing traditions in school activities, expressing strong care to the stakeholders of the schools and supporting them both morally and physically. However, teachers' limited participation in school activities that arises from their being tenure, their previous professional experiences, financial problems, and work status in the society still remain permanent obstacles in developing the school culture. The formalisation in the relations and the bureaucracy in school functioning also strengthens the limited collaborative nature of vision development, decision-making, and leadership distribution.

In regards to the development of a school vision, the study found that there is a lack of a shared vision formulated collaboratively to align the schools with the pursuit of academic achievement. On the contrary, in developing a school vision, the role of principals was emphasised since it is officially expected to be created by the Ministry. However, it does not reflect the distinctive aims of schools because the Ministry's vision statement proved dominant in formulating those at the school level, which is the last chain of the bureaucracy.

The study revealed a top-down approach in a highly centralised Turkish education system regarding decision-making processes in participating schools. Decisions are taken by the principals, whilst teachers are not involved in such decision making. The nature of accountability in the Turkish education system that holds principalship as the main responsible unit at the school level was evidenced as the most significant reason for the limited participation of teachers in decision making. Parents' involvement is confined to being a member of the parent-teacher association as a control mechanism for monetary issues, which to some extent provides transparency in the school functioning and guarantees school members, specifically principals, positions akin to civil servants in the schools. Participants also associate the involvement of students in decision-making processes with the cultural values of society in which students are not included in making decisions.

Leadership distribution was not identified by the two participating schools. It revealed that rather than leadership distribution, delegating formal tasks were stressed by participants. The findings show that principals can not allow school members the space in which they can work. Instead, it was clear that any steps (e.g. a song in the ceremony) can not be taken without the principals' presence. The personal characteristics of school principals, the accountability that holds school principals responsible for all affairs in the schools, and the remit of teachers that does not prioritise taking leadership responsibility were the main barriers to limited leadership distribution in schools.

The last concept was continuing professional development which had two sub-themes. The first theme focused on how the CPD of school leaders and teachers in the participating school was organised. In this regard, it showed that the Ministry of National Education plays a dominant role in planning, organising and providing the CPD for school leaders and teachers, while there is limited space for the enactment of leadership practice among school members which takes the form of in-house professional dialogue.

The second theme concerns the reasons that restrict the engagement of leadership practice in contributing to the development of school staff professionally and shows that there is a variety of contextual (at the national and school level) and personal factors which predominantly derive from the centralised nature of the education system. The 'accountability' in the Turkish education system, as mentioned above, takes the form of school principals being responsible not for the professional development of teachers, but for controlling their attendance to mandatory seminars. The lack of mutual trust and support was reported as a barrier to developing professional learning communities in schools. The lack of intervention mechanisms also causes school members to lose their motivation to develop themselves professionally. In addition to the lack of school facilities, school leaders' lack of ability and knowledge and their excessive workload constitute other barriers to effective practice in school members' professional development.

9.4 Original Contribution to Knowledge

This study makes six original contributions to knowledge, which are as follows:

- i. As indicated in Chapter 1 (Section 1.2), there is very little evidence on various aspects of school leadership and management in Turkish schools. The indigenous literature

has been mainly explored school leadership through a single theoretical lens (e.g. instructional leadership) and a principal centred orientation. This is the first empirical study that specifically investigates the 'how' of school leaders' enactment of leadership within the unique context of the Turkish Secondary School education system. This study is believed to provide an independent insight into school leadership within the Turkish education system that differs from the Western countries in terms of culture, religion, values, education policy etc., Since the literature is mainly based on Western (decentralised) contexts, beyond its importance in Turkey, the findings of this study can empirically contribute to the very limited knowledge of school leadership in centralised and bureaucratic contexts.

- ii. The theoretical contribution of this study could be considered the application of leadership practices that are based on Western educational leadership theories into the unfamiliar, non-Western and highly centralised Turkish context. This in-depth mixed-method study has contributed to the existing knowledge since it specifically investigated a contextualised understanding of how leadership practices are shaped by the national context. This point of view has not been considered in the Turkish education literature before. This key aspect, which also supports previous recommendations for conducting research exploring school leadership from a contextual perspective (Dimmock, 2020), highlights the role of institutional and social context in making sense of leadership practice. To illustrate, this study findings reveal that school leadership is practiced by formal school leaders, specifically principals as a ministerial necessity since the institutional and societal expectations are related to the position of formal leaders. While leadership distribution evident in this study shows a tendency towards an allocative, rather than an emergent model, decision-making is considered as the principal's responsibility who is the unique actor that is held accountable for school affairs. In this regard, this study has contributed to international efforts to create a knowledge base concerning context sensitive leadership practices.
- iii. As to its conceptual contribution, this study adopted a unique framework to fully understand the problem under investigation. The combination of accountability, school culture and continuing professional development does not appear to have

previously been used as a three-part model to explore leadership practice in the Turkish context. Although the researcher does not claim that leadership practice could be best understood via these three concepts, it has helped achieve a holistic investigation, understanding and interpretation of the complex and diverse nature of school leadership.

- iv.** Similar to the findings of this study, it is well emphasised that school principals are considered as middle managers that are expected to implement education policies at the school level (Dimmock and Walker, 2000). However, they are working within globalising policy environments in which the adaptation of countries is mainly theoretical in nature but not always justified by empirical evidence. Thus, this study contributes to the debate about a theory-practice gap, in particular to understand the role of leadership practice in facilitating and enhancing the educational reform necessary to bring about positive change in the direction of neoliberal goals, and reveals some of the reasons that prevent its successful implementation by providing empirical evidence from a non-Western centralised educational system that differs in its nature and socio-cultural context.
- v.** An original contribution can also be identified in the scope and depth of the study, which expands the small number of Turkish studies that utilised a mixed-method approach through using surveys, semi-structured observations, interviews and group interviews as data collection methods. As stated in Chapter 1 (Section 1.2), an overwhelming majority of research on educational leadership and management in Turkey are based on quantitative data. There is a noticeable absence of local research exploring school leadership via mixed method approach. Therefore, the mixed method employed in this study expands the small number of Turkish studies that utilised a similar approach (e.g. Bellibas, 2004; Buyukgokce, 2015). This study is also one of the limited research exploring leadership practices in Turkish schools from various school members' perspectives. It allocated particular significance to elicit diverse perceptions, including those from school principals, assistant principals, group leaders and teachers, which captured a sense of deep reflection from participants, which enhanced and elevated the data collected.

- vi. The inclusion of school leaders and teachers as study participants is another contribution of this study. It gives them a voice to express their opinions and illuminate their experience of education reform in Turkey which has significant implications for school leadership. This is especially important, since as indicated in Chapter 1 (Section 1.2), teachers do not play a major role in decision-making in Turkish education system. This makes their involvement even more crucial to enable them to communicate their views on key issues pertaining to the implementation of change and reform in education.

9.5 Limitations of the Conceptual Framework and Research Design

The limitations of this study are presented below:

i. The inability to generalise

This study is limited to secondary schools in two cities. Although detailed data was collected to understand how leadership is practised in Turkish secondary schools, the small number of study cases posed limitations on generalising the study findings to the wider population of Turkish schools. Even so, due to the centralised nature of the education system, this study provides useful findings for other schools in Turkey, the Ministry itself and other people working in centralised systems.

ii. Scope of the study and sampling

Although it was intended to conduct the study in successful schools to gain richer data regarding leadership practices, as benchmarking systems do not exist in Turkey, there was no formal data available to identify successful schools. This limited the schools' selection criteria with the officers' suggestions, although participating in the study is based on the willingness and permission of school principals.

The inclusion of group leaders and teachers specialising in only three subjects, Maths, Science and Turkish Language, is another limitation of this study. While these leaders and teachers have provided favourable data about leadership practice in sampled schools, differentiated insights would have been possible to understand the leadership practice from different perspectives.

There is no doubt that this research would have benefitted from adding more schools to reach better-informed conclusions. Also, including external stakeholders, such as parents, students, and high-level decision-makers in the circle of participants, would improve the understanding of the phenomena under study. However, at the current stage of this research, adding more schools and expanding the variety of participants seemed to be neither feasible nor affordable and would have expanded the project beyond the researcher's abilities within the limited time and resources.

Conducting observation in only Sun School is another limitation of this study. However, since the pandemic caused the researcher not to be able to observe the principal of Sea School, it was beyond her control.

Moreover, this study aims to understand the leadership practice in a highly centralised Turkish education system. However, the influence of cultural and political issues were not investigated, which is one of the limitations of this research.

Further limitation to the study can be defined by the ability of the participants to fully reveal their views/experiences in focus groups and interviews.

The conceptual framework gives a clear focus on 3 concepts, but there may be other areas of leadership practice that this study omitted but could be important to consider, e.g. values, beliefs, emotional understanding.

iii. Conducting the interviews in Turkish

Although conducting the interviews and taking the observation notes in Turkish allowed the participants to express their ideas more freely (the majority does not know English) and enabled the researcher to capture the original meaning of the data, there was a risk of misinterpretation due to the translation of the data to English and its interpretation by the researcher. Thus, steps were taken to mitigate this, as outlined in Section 4.8.2.

9.6. Implications for Practice

9.6.1 Implications for School Leaders and Teachers

- i. This study indicated the demotivation among participants for participating in decision-making processes and the enactment of leadership practices. Even so, in order to facilitate the decentralisation in schools and to promote a culture of

collective responsibility, school leaders can play an active role through distributing leadership roles and involving other school leaders and teachers in some of the key leadership responsibilities. In this regard, cultivating a collective vision of the purpose and values of the school can bring people together. Developing a school culture in which close relationships are evident among school leaders and teachers may be an important means to enhance their motivation. Also, creating an environment of trust, in which subordinates believe that their opinions, either agreeable or opposing, would be taken into consideration and respected can contribute to hearing their voices in educational discussions.

- ii. It was revealed that subordinates are more willing to share their ideas with their peers. Therefore, school leaders can provide discussion opportunities to increase subordinate involvement. Considering teachers' expert areas in creating work schedules can be an opportunity for contributing to their effectiveness in their fields.
- iii. This study revealed that external accountability holds schools and school members accountable not for improving the school outcomes but for obeying the formal rules. This suggests that school members might become involved in a range of leadership practices, such as developing a school vision and conducting classroom observations. However, this does not guarantee that these practices can contribute to school effectiveness. In this regard, creating an internal accountability can bring out desired school outcomes. School principals can develop a school culture that involves high expectations from teachers and students about what constitutes quality work. Administering periodic student assessments, requesting teachers to provide copies of their lessons, and organising meetings to discuss students' achievement progress are some examples of internal accountability practices.

9.6.2. Implications for the MoNE

- i. The lack of CPD opportunities for school leaders in improving their leadership and management capacities is emphasised in this study. The Ministry's limited budget provision to schools and intense managerial expectations from principals are also emphasised as barriers for effective leadership enactment. Therefore, this study calls for CPD for school leaders to be provided with in-service training that can ensure and enhance their leadership effectiveness. This may help them to find ways to develop a

collaborative school culture, contributing to school members' professional development and creating internal accountability. Reorganising the allocated budget for education can also enhance the physical, material and infrastructural conditions of schools, which subsequently affect the school outcomes.

- ii. In addition to providing education and training to current school principals, taking preventive precautions is also significant. As indicated in Chapter 2 and revealed during interviews, the selection criteria for school principals are mainly based on government regulations and policy. In this regard, extending the content of school principals' selection procedures may enable the Ministry to hire principals among more capable and willing candidates.
- iii. Teachers in this study reported the Ministry provided limited CPD opportunities. It was also considered that the centralised provision of CPD does not allow teachers any space to identify what they actually need in their school contexts. In this regard, it is fundamental to provide teachers with a variety of CPD opportunities that may meet their needs. In addition, involving teachers in the planning and organising of CPD can contribute to the effectiveness of the opportunities and enable teachers to implement what they learn into their actual classroom practices.
- iv. The current regulations expect school principals to conduct classroom observations and give necessary feedback to teachers. This study revealed that principals' limited time and their lack of training affect their classroom teaching. Thus, the responsibility of conducting classroom observations and equipping teachers with feedback can be conferred on group leaders for meaningful discussions and significant improvement in each subject.

9.6.3. Policy Recommendations

- i. The role of school leaders and teachers as change implementors first requires them to participate in the process of reforming education by expressing their views on every application or programme that they are asked to implement. This can enhance the success of education reform, as it would avoid any unjustifiable fear, prevent resistance to change and help implementors to solve their problems by empowering them to be agents of change. In this regard, creating clear communication channels

between policy makers and implementors can be an important means to improve and reform education.

- ii. This study found that leadership is not given due importance which is considered to be enacted by school principals as a managerial responsibility. The main issues that have influenced the practice of leadership are related to the centralised nature of the education system. In this regard, one of the most substantial steps that the Ministry can take is to decentralise the management to schools, weaken the potential for bureaucracy, and establish autonomy and accountability in education. These may promote the potentials of school leaders and teachers and allow more distributed leadership practices in schools, which may consequently enable positive school improvement and change. However, this transition can not be viewed in isolation to cultural and individual contexts. Societal culture in Turkey, on which the obedience to elders/superiors (Hofstede, 1984) places a heavy emphasis, might circumscribe the implementation of decentralisation in schools and cause unforeseen consequences. Thus, there is a need for long-term planning and investment in human capital through offering CPD opportunities to create a new generation of leadership that can practice and implement decentralisation in schools.
- iii. This study showed that school members, specifically leaders, spend the majority of their time for completing paperwork, fulfilling the Ministry's official expectations and satisfying the monetary and infrastructural needs of schools. This finding implies that it is crucial to enable leadership to be practised by school leaders and teachers without unnecessary distractions from superiors or policymakers. While school members are responsible for implementing the Ministry's law and regulations, there is a need for greater consistency in the way that the upper administrators and policymakers are also held accountable for meeting the needs of school members.

9.7 Recommendations for Future Research

- i. As stated in Chapter 1 (Section 1.2), existing research on school leadership is predominantly based on Western settings. The exploration of leadership practice in a different policy authority strengthens the importance of context in influencing the manner of leadership implementation. Although this study contributes to the understanding of how Western practices converge/diverge from those in centralised

education systems, a further study in other centralised education systems could widen this research to understand and improve the nature of leadership practice in centralised systems.

- ii. The findings of this study indicate that there appeared to be interrelationships between leadership practices and cultural values of Turkish society as well as the political context. However, the influence of cultural and political issues was not fully explored due to the scope and focus of the research. It may be helpful to undertake further study to seek a deeper understanding of how these two ideologies impact school leadership.
- iii. As noted in Chapter 1 (Section 1.2), most research in Turkish literature is on the principal's leadership roles, practices and behaviours, although a more distributed approach to school leadership is well emphasised in international research (e.g. Bush and Glover, 2012). Similarly, the findings of this research revealed some level of leadership distribution through formal and informal interactions. Thus, more empirical research on school leadership that transcends principalship is recommended.
- iv. The study should be repeated by extending its scope since the data was collected in only public secondary schools. Future research could include different school types/levels, such as primary or private schools that would draw comparisons between diverse school settings. Moreover, as the current research has included only two schools as study cases, the research needs to be broadened to include a wider research community in different parts of the country, providing generalisability to the study.
- v. This study did not involve parents, students, inspectors and policymakers. Conducting further research that includes the perceptions of parents and students, as well as the views of high-level decision-makers, could provide an area for further fruitful discussion and comparisons.

9.8 Reflection

Since I started my PhD education, I have had significant experiences in many areas. Before entering the data collection and analysis process of this research, I (as a teacher/insider) have believed that I was familiar with the schools' processes and procedures, the Ministry's

rules and regulations as well as the school members' roles due to the centralised nature of the education system. However, during the fieldwork, I (as a researcher/outsider) realised that my understanding was limited with my day-to-day superficial observations and my point of view within the context I was working. This study allowed me as a non-participant observer and interviewer to explore the multi-dimensional reality, the role of leadership practice which involves personal values and beliefs as well as the institutional and cultural characteristics. This insight is believed to have important consequences for me professionally as an education expert at the MoNE.

Research skills represent a very important aspect that I have learned from this experience. Not only have I developed my understanding of research, I have also gained the ability to pursue my work through the issues that were not anticipated at the planning stage of the study. To illustrate, at the beginning, the original idea was to explore leadership practice in two different educational contexts, namely in Turkish and English secondary schools. However, after conducting pilot studies in each country, the pandemic started bringing with strict precautions. This caused me not to be able to find any respondents willing to participate in this study and to narrow its focus, exploring leadership practice in Turkish schools. Although I aimed to include three schools for deeper investigation of the phenomenon, the closure of schools caused me to reduce the study cases to two schools and the observation to only one school principal (Sun School). Although these modifications brought some challenges in managing the time, I learned how to balance the expectations in terms of reaching the PhD level.

Living and studying in an English-speaking country helped me improve myself in using a foreign language, networking on a global scale, reaching much scientific research and gaining confidence in presenting my findings at international conferences (e.g. BERA, 2021) and writing my experiences as a Blog Post in the Institute of Education research website.

The next stage for my work will be to conducting other research in this area, with the hope of developing my career and contributing to school improvement in the Turkish education system.

9.9 Summary

As the final chapter of this thesis, the current chapter summarises the study (see section 9.2) and the findings (see section 9.3) and offers its original contribution to knowledge (see section 9.4). The implications for policy and practice are offered (see section 9.5) and the limitations of the study's conceptual framework and research design are discussed (see section 9.6). Finally, some suggestions for future research in this area (see section 9.7) are made. In this study, there has been an attempt to contribute to the quality of the education system in Turkey through exploring the leadership practice, a key role in the implementing of educational reforms. Giving voice to a variety of participants will undoubtedly lead to a better understanding of the reality in Turkish schooling including the factors that enable or prevent the education quality, which aims to secure a place in a competitive global world. As articulated by Einstein (Calaprice, 2019, p. 100):

“Education is not the learning of facts, but the training of the mind to think.”

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Appendices

Appendix I Ethical Approval

University of Reading
Institute of Education
Ethical Approval Form A (version November 2018)



Tick one:

Staff project: _____ PhD EdD _____

Name of applicant (s): Meliha Sakin

Title of project: Leadership Practices in Outstanding Schools: Case Studies in Turkish and English Secondary Schools

Name of supervisor (for student projects): Dr Karen Jones and Dr Alan Floyd

Please complete the form below including relevant sections overleaf.

	YES	NO	
Have you prepared an Information Sheet for participants and/or their parents/carers that:			
a) explains the purpose(s) of the project	X		
b) explains how they have been selected as potential participants	X		
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	X		
d) makes clear that participation in the project is voluntary	X		
e) explains the arrangements to allow participants to withdraw at any stage if they wish	X		
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal	X		
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this	X		
h) explains the arrangements for providing participants with the research results if they wish to have them	X		
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email. If any of the project investigators are students at the IoE, then this information must be included and their name provided	X		
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants	X		
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'.	X		
k) includes a standard statement regarding insurance: 'The University has the appropriate insurances in place. Full details are available on request'.	X		
Please answer the following questions			
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	X		
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	X		
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?		X	
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-info-sec-selrenrol.aspx Please note: although this is on staff pages it is also for students.	X		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?	X		
6) Does your research comply with the University's Code of Good Practice in Research?	X		
	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?	X		
8) Has the data collector obtained satisfactory DBS clearance?			X
9) If your research involves working with children under the age of 16 (or those whose special			X

educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?			
10) If your research involves processing sensitive personal data ¹ , or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?	X		
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			X
12a) Does your research involve data collection outside the UK?	X		
12b) If the answer to question 12a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?	X		
13a) Does your research involve collecting data in a language other than English?	X		
13b) If the answer to question 13a is "yes", please confirm that information sheets, consent forms, and research instruments, where appropriate, have been directly translated from the English versions submitted with this application.	X		
14a. Does the proposed research involve children under the age of 5?		X	
14b. If the answer to question 14a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			X
If you have answered YES to Question 3, please complete Section B below			

- Complete **either** Section A or Section B below with details of your research project.
 - Complete a risk assessment.
 - Sign the form in Section C.
 - Append at the end of this form all relevant documents: information sheets, consent forms, tests, questionnaires, interview schedules, evidence that you have completed information security training (e.g. screen shot/copy of certificate).
 - Email the completed form to the Institute's Ethics Committee for consideration.
- Any missing information will result in the form being returned to you.**

A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has no significant ethical implications. (Please tick the box.)	X
Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.	
<p>Pilot Study:</p> <p>For the quantitative part of the pilot study, twenty (20) management and teaching staff will be involved in this study. These will include ten (10) leadership team members (Deputy Head Teacher, Assistant Head Teacher and head of Department) and ten (10) teachers.</p> <p>For the qualitative part of the pilot study, ten (10) management and teaching staff will be involved in this study. These will include two (2) Head teachers, two (2) Deputy/assistant Head Teachers and six (6) teachers.</p>	
<p>Main Study:</p> <p>For the quantitative part of the study, a hundred (100) management and teaching staff will be involved in this study. These will include twenty (20) leadership team members (Deputy Head Teacher, Assistant Head Teacher and Head of Department) and eighty (80) teachers.</p> <p>For the qualitative part of the study, twenty-four (24) management and teaching staff will be involved in this study. These will include two (2) Head Teachers, two (2) Deputy Head Teachers, two (2) Assistant Head Teachers, six (6) Head of Departments and twelve (12) teachers.</p>	
Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words noting:	
<ol style="list-style-type: none"> 1. title of project 2. purpose of project and its academic rationale 3. brief description of methods and measurements 	

¹ Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria
5. consent and participant information arrangements, debriefing (attach forms where necessary)
6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them.
7. estimated start date and duration of project

Leadership Practices in Outstanding Schools: Case studies in Turkish and English Secondary Schools

The purpose of the study is to explore and understand leadership practices, with a focus on the nature of leadership in two outstanding secondary schools – one in Turkey and the other in the UK. The study will contribute to understanding leadership practices that best serve the needs of teachers and students. Moreover, due to the context-specific nature of leadership, this study will contribute to researchers' understanding of how a country's educational context affects the perceptions and practices of leadership.

The researcher will apply a mixed-method research methodology and use a case-study approach to collect data from the survey of leadership team members and teachers to collect a preliminary data on views of staff concerning leadership practices, shadowing the Head Teachers' day-to-day work for three days to observe his/her leadership and management practices in the school, and individual interviews with Head Teachers, Deputy Head Teachers, Assistant Head Teachers, Head of Departments and group interviews with subject teachers to examine how they are involved in leadership practices. A purposive sampling strategy will be used to select schools and participants against specific criteria:

- schools judged as outstanding,
- core subjects (maths, science, first language)

The participants will be fully informed of the purpose of this research in a statement at the start of the survey before they begin the survey. They will be informed that by taking part, they are consenting to participate in the research.

The researcher, as a non-participant observer, will conduct observation for three (3) working days through shadowing the Head Teacher with the purpose of making field notes on their leadership practice, while other stakeholders' contribution to the researched activities will also be explored.

Given that observations will be followed by the interviews in this study, the researcher will avoid influencing the principals' daily work practices by asking questions until the interview stage. Thus, the observer-as-non participant role is considered an acceptable harmony that enables the researcher to be present in the place of action, to remain as a researcher, but not to interact with participants. The observations will not disrupt the school routine and the Head Teachers' work in any way. The purpose of the observation is to ascertain how leadership is perceived and experienced in outstanding schools through noting issues regarding CPD, school culture and accountability, and not to make any judgement about the nature of leadership. During the observations, the researcher will complete an observation schedule as this permits the researcher to examine the themes and issues related to leadership practices which emerge from the research questions created by a thorough review of the literature, and related to the study's conceptual framework including CPD, school culture, and accountability.

During observations, the researcher will focus her attention on principal's behaviours, activities and decisions such as what strategies they employ to support teachers' professional development, what their practices are in developing an effective school culture, and how the accountable-education policy context affects their leadership practices. The researcher will write what the Head Teacher did, what they discussed with other people, who they meet and where they went in regard to continuous professional development (themes are: mentoring, modelling, coaching, peer observation, the role of the Head Teacher, the role of the Local Authority), school culture (themes are: establishing culture, developing school vision, decision making, collaboration, communication with school staff) and accountability (themes are: quality in teaching and learning, lesson observations, giving feedback to teachers, monitoring and evaluating of student progress). This process will also give the researcher the opportunity to observe and understand principals' interaction with stakeholders such as leadership team members, teachers, students, parents and local authorities, their way of decision making, the problems they face and their dealing ways, their everyday relationships in schools and thus, to gain a detailed picture of their leadership practices.

The researcher will also observe leaders' and teachers' meeting (if possible) to seek a more holistic picture of their interactions and the culture of the school, along with the nature of leadership in the two specific school contexts including the ways in which issues related to CPD, school culture and accountability are dealt with. The meeting observations will lead to field notes in terms of 'What is taking place?(themes)', 'Who is taking part in the meeting?', 'How do the participants approach the issues in the agenda?' and 'What is being discussed frequently?'

Although the researcher will inform the Head teachers about how the observations will be conducted, and what the aim of

<p>the observation is through the Head Teacher Information Sheet, the researcher will hesitate to enter more details about the themes and issues under the main concepts CPD, school culture and accountability such as communication, decision making, modelling, monitoring student progress etc. It is thought that this will minimise a change in participants' normal behaviour unless they know what kind of specific behaviours are watched or studied by the researcher. Moreover, in order to overcome any unfavourable effects of the observation such as not being intrusive, the researcher will try to take measures both inside and outside of the school in order to cause to forget her presence as far as possible. During shadowing the Head Teacher inside of the school such as the Head Teacher's office, the researcher will hesitate to make an eye contact with the Head Teacher, and will try to stay rear of the room. In respect to outside of the school, since the researcher will have more space in which the specific action or behaviour takes place, she will stay in the distance that enables her to observe these actions/behaviours without being intrusive. Moreover, she will always have in mind not to disturb the Head Teacher by writing a lot of notes. Thus, she will write the terms, words and symbols that will remind her later of the whole action. She will complete these field notes in more detailed as soon as she leaves the school.</p> <p>The interviews will be conducted with a sample who indicate at the end of the survey that they are willing to be contacted to participate. All the participants will be provided with an Information Letter and Consent Form in the observations and interviews informing them all their personal information and details of participation will be kept confidential. During the data analysis, the schools' and participants' identities will be protected using pseudonyms in all references to them in the thesis and other publications. It will not be possible to identify the participants or schools concerned in any published report resulting from this study. The research data will be stored securely on a password-protected computer and destroyed at the end of the project.</p> <p>The researcher will encourage participation by sending personal invitations by email, emphasising that participation is completely voluntary and that interviews will take approximately one hour of their time and will be conducted at a place and time specified by the participants at their convenience.</p> <p>The estimated start date of the pilot study will fall within June/July 2019, after receiving ethical approval and gaining confirmation of registration. The main study and the start date for the data collection will be in September 2019. The data collection is anticipated to take approximately ten weeks, but it might be longer in the case of something unpredictable happening.</p>	
<p>B: I consider that this project may have ethical implications that should be brought before the Institute's Ethics Committee.</p>	
<p>Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.</p>	
<p>Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words.</p> <ol style="list-style-type: none"> 1. title of project 2. purpose of project and its academic rationale 3. brief description of methods and measurements 4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria 5. consent and participant information arrangements, debriefing (attach forms where necessary) 6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them. 7. estimated start date and duration of project. 	

Appendix 2

Risk assessment



RISK ASSESSMENT: Please complete the form below

Brief outline of Work/activity:	The researcher will visit one (1) 'outstanding' secondary school in England and one (1) 'outstanding' secondary school in Turkey. The researcher will distribute the online survey to leadership team members and teachers via SurveyMonkey, and observe the Head teachers through shadowing their day-to-day work and then interview them, their deputy head teachers, assistant head teachers, and heads of departments separately. It will be followed by the group interviews with subject teachers. Both elements of the study will involve a pilot study.	
Where will data be collected?	At one 'outstanding' secondary school in England and one outstanding secondary school in Turkey.	
Significant hazards:	None identified. The schools themselves have a duty to maintain a safe area of work within the school.	
Who might be exposed to hazards?	N/A	
Existing control measures:	The schools' rooms and premises fall within the Health & Safety committee responsibilities of schools.	
Are risks adequately controlled:	YES <input checked="" type="checkbox"/> No <input type="checkbox"/>	
If NO, list additional controls and actions required:	Additional controls	Action by:

C: SIGNATURE OF APPLICANT:

Note: a signature is required. Typed names are not acceptable.

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed: _____ Print Name Meliha Sakin Date 05/06/2019

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed: _____ Print NameJill Porter. Date
12/6/19(IoE Research Ethics Committee representative)*

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters.

Approval is granted on the basis of the information declared by the applicant.

Screen Shot of Trainings



Results for Meliha Sakin

Research Student
Institute of Education



DATA PROTECTION

Module Name	Status	
Data Protection Training	Passed - 06/12/18	
Data Protection Act 1998	Not Taken	



FREEDOM OF INFORMATION

Module Name	Status	
Freedom of Information 2000	Not Taken	



INFORMATION SECURITY AWARENESS

Module Name	Status	
Information Security IMPS	Passed - 03/12/18	
Information Security Training	Not Taken	

Last Updated: 06/12/2018 12:25:49

Appendix 3

Letter to facilitate the study

**TURKISH REPUBLIC
THE MINISTRY OF EDUCATION
DIRECTORATE GENERAL FOR INNOVATION AND EDUCATION**

Number: 81576613/605.01/23627044

28.11.2019

Issue: Permission request for data collection

Dear Meliha Sakin,

Relevancy: a) 11/10/2019 dated petition

b) the law of the Directorate General for Basic Education no 70297673-605.01-E.23154153 and 22/11/2019 dated

c) the circular of the Ministry of Education no 35558626-10.06.01-E.12607291 (2017/25) and 22/08/2017 dated

Meliha Sakin is a PhD student at the University of Reading in England as a sponsored student by the Ministry of Education. She applied to the Directorate General for Innovation and Education with the relevant petition (a) to request permission for data collection in Turkey. Her data collection tools to conduct a study titled 'Leadership Practice in English and Turkish Secondary Schools' were assessed according to the relevant law (b).

Based on the relevant circular of the Ministry of Education (c), it is confirmed that Meliha Sakin can collect the study data in secondary schools in Ankara. The data collection process must be on a volunteer basis and under the supervision of the Provincial/District Directorate of National Education and the school administration. This report is protected by the Ministry of Education and delivered to the Directorate General for Basic Education.

It is respectfully submitted.

Appendix: data collection tools (14 pages)



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605.01/23627044

28.11.2019

Konu: Araştırma Uygulama İzin Talebi

Sayın MELİHA SAKİN
Court Northcourt Avenue Reading Berkshire/İngiltere)

- İlgi: a) 11/10/2019 tarihli dilekçe
b) Temel Eğitim Genel Müdürlüğünün 22/11/2019 tarihli ve 70297673-605.01-E.23154153 sayılı yazısı
c) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) dilekçe ile İngiltere'de bulunan Reading Üniversitesi Eğitim Enstitüsünde Millî Eğitim Bakanlığı YLSY bursiyeri olarak doktora öğrenimi yapan Meliha SAKİN'in "Üstün Başarılı Okullarda Yönetim ve Öğretim Pratikleri: İngiltere ve Türkiye Vaka Çalışması" konulu doktora tezi kapsamında hazırladığı veri toplama araçlarının Ankara ilinde bulunan resmi ortaokullarda görev yapan okul yöneticilere ve öğretmenlere uygulanmasına yönelik izin talebi Genel Müdürlüğümüz ve Temel Eğitim Genel Müdürlüğünün ilgi (b) yazısı ile incelenmiştir.

Denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan veri toplama araçlarının uygulanmasına araştırma raporunun bir örneğinin Temel Eğitim Genel Müdürlüğüne verilmesi şartıyla ilgi (c) Genelge doğrultusunda izin verilmiştir.

Gereği bilgilerin sunulur.

Anıl YILMAZ
Bakan a.
Genel Müdür

Ek: Veri Toplama Araçları (14 Sayfa)

Emniyet Mahallesi, Mılas Sokak No:8 06560 Yenimahalle/ANKARA
Telefon No: (0 312) 296 84 88 Faks: (0 312) 213 61 36
E-Posta: yegitok@meb.gov.tr İnternet Adres: http://yegitok.meb.gov.tr

Bilgi için: Seyda KARABULUT Öğretmen Kurul Başkanı
Dr. Atilla DEMİRBAŞ
Kurul Başkanı

Telefon No: (0 312) 296 85 82

Bu yazı tek güvnlü elektronik imzalı olarak <http://yegitok.meb.gov.tr> adresinden 6f5e-c8db-367c-8726-a046 kodu ile teyid edilebilir.

Appendix 4
Information Sheets

School Principal Information Sheet



Supervisor: Dr Karen Jones
Phone: +44(0)1183782603
Email: karen.jones@reading.ac.uk
Researcher: Meliha Sakin
Phone: 07983836873
Email: M. Sakin@pgr.reading.ac.uk

School Principal Information Sheet

Research Project: Leadership Practice in Centralised Systems: CPD, School Culture and Accountability

Dear Head Teacher

I am writing to invite your school to take part in a research study about the practice of leadership in schools.

What is the project?

I am conducting a study at the University of Reading with funding from the Ministry of National Education, Turkey. This research aims to explore and understand the nature of leadership practices within Turkish outstanding secondary schools. It aims to provide theoretical and practical implications to researchers, policy makers and practitioners to understand how leadership is perceived and experienced in schools in terms of three main concepts; school culture, continuing professional development and accountability. Moreover, due to the context specific nature of leadership practices, the study's scope in Turkish education system will contribute to researchers' understanding of how a country's educational context affects the perceptions and practices of leadership.

Why has this school been chosen to take part?

In this study, the schools were sampled purposively to suit the researcher's criteria: schools performing as outstanding. The rationale for conducting this research in schools with outstanding performance is based on the argument that leadership practices such as creating learning organizations and fostering the development of communities of learning, maintaining school accountability through holding everyone (students, teachers, parents and school administrators) responsible for achieving school goals are more evident in high-performing schools. The researcher is seeking meaningful communication with school

principals, assistant principals, group leaders and teachers who understand leadership practices. I have used the most recent Ofsted inspection report published by the schools on their websites, and your school has been rated as outstanding. Therefore, I would like to learn from your school's achievement in order to gain an understanding of leadership.

Does the school have to take part?

It is entirely up to you whether you give permission for the school to participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher, Meliha Sakin, Mob: 07983836873, Email: M.Sakin@pgr.reading.ac.uk

What will happen if the school takes part?

At your convenience, the online survey will be conducted with the staff (assistant principals, group leaders and teachers) at the school. The aim of the survey is to collect a preliminary data on views of staff concerning leadership practices at the school. Moreover, there will be three days of observation of your day-to-day activities including your meetings (if possible) with teachers, assistant principals and/or group leaders through shadowing your leadership and management practices in the school in regard to what strategies they employ to support teachers' professional development, what their practices are in developing an effective school culture, and how the accountable-education policy context affects their leadership practices. Thus, the purpose of the observation is to ascertain how leadership is perceived and experienced in outstanding schools through noting issues regarding continuous professional development, school culture and accountability, and not to make any judgement about the nature of leadership. Then, a face-to-face interview with you taking place in school at school times will follow. The interview is scheduled to take approximately one hour. The aim of the interview is to learn about leadership practices at the school. It is in no way aimed at challenging or assessing that leadership. Topics covered in the interview will be on and around leadership practices covering the academic aspect of the school such as school goals, instructional quality, teacher professional development, school culture, and accountability. Participants do not have to share anything that they might feel uncomfortable. Then, with their consent, assistant principals and group leaders will be interviewed separately while teachers will be interviewed in groups. The procedures, topics, and structure of the interviews will be similar to your interview.

With your permission, the interview will be audio-recorded to facilitate the collection of information, and later transcribed for analysis. Shortly after the interview has been completed, a copy of the transcript will be sent to you to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish.

If you agree to the school's participation, I will seek further consent from the assistant principals, group leaders and teachers.

What are the advantages and disadvantages of taking part?

The information given by participants in the study will remain confidential and will only be seen by the researcher and supervisors of the student. Neither you, assistant principals, group leaders, teachers or the school will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school.

Participants in similar studies have found it interesting to take part. I anticipate that the findings of the study will be useful for understanding school effectiveness.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, your assistant principals, group leaders, the teachers or the school to the study will be included in any sort of report that might be published. Participants will be assigned pseudonyms and will be referred to by that name in all records. Your name will not appear in any thesis or report resulting from this study; however, with your permission anonymous quotations will be used. Research records will be stored securely on a password-protected computer and only the researcher will have access to the records. The data will be destroyed securely once the findings of the study are written up. The results of the study will be reported in the researcher's own doctoral thesis. I can send you a summary of the findings, if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the school's data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact the Project Supervisor, Dr Karen Jones, Tel: +44(0)1183782603, Email: karen.jones@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Meliha Sakin
Mobile: 07983836873 Email: M.Sakin@pgr.reading.ac.uk

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

Thank you for your time.

Yours sincerely

Meliha Sakin

Assistant Principal Information Sheet



Supervisor: Dr Karen Jones
Phone: +44(0)1183782603
Email: karen.jones@reading.ac.uk
Researcher: Meliha Sakin
Phone: 07983836873
Email: M. Sakin@pgr.reading.ac.uk

Assistant Principal Information Sheet

Research Project: Leadership Practice in Centralised Systems: CPD, School Culture and Accountability

Dear Assistant Principal

I am writing to invite your school to take part in a research study about the practice of leadership in schools.

What is the project?

I am conducting a study at the University of Reading with funding from the Ministry of National Education, Turkey. This research aims to explore and understand the nature of leadership practices within Turkish outstanding secondary schools. It aims to provide theoretical and practical implications to researchers, policy makers and practitioners to understand how leadership is perceived and experienced in schools in terms of three main concepts; school culture, continuing professional development and accountability. Moreover, due to the context specific nature of leadership practices, the study's scope in Turkish education system will contribute to researchers' understanding of how a country's educational context affects the perceptions and practices of leadership.

Why has this school been chosen to take part?

In this study, the schools were sampled purposively to suit the researcher's criteria: schools performing as outstanding. The rationale for conducting this research in schools with outstanding performance is based on the argument that leadership practices such as creating learning organizations and fostering the development of communities of learning, maintaining school accountability through holding everyone (students, teachers, parents and school administrators) responsible for achieving school goals are more evident in high-performing schools. The researcher is seeking meaningful communication with school

principals, assistantprincipal, group leaders and teachers who understand leadership practices. Therefore, I would like to learn from your school's achievement in order to gain an understanding of leadership.

Do you have to take part?

It is entirely up to you whether you participate in this study. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher, Meliha Sakin, Mob: 07983836873, Email: M.Sakin@pgr.reading.ac.uk

What will happen if the school takes part?

At your convenience, there will be face-to-face interview with you taking place in school at school times. The interview is scheduled to take approximately one hour. The aim of the interview is to learn from you as a member of the leadership team about leadership practices at the school. It is in no way aimed at challenging or assessing that leadership. Topics of the interview will be on and around leadership practices covering the academic aspect of the school such as school goals, instructional quality, teacher professional development, school culture, and accountability. You do not have to share anything that you might feel uncomfortable. With your permission, the interview will be audio-recorded to facilitate collection of information, and later transcribed for analysis. Shortly after the interview has been completed, a copy of the transcript will be sent to you to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish.

What are the advantages and disadvantages of taking part?

The information given by participants in the study will remain confidential and will only be seen by theresearcher and supervisors of the student. Information about individuals will not be shared with the school

nor the Local Authorities.

Participants in similar studies have found it interesting to take part. I anticipate that the findings of the study will be useful for understanding school effectiveness.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No

identifiers linking you, your Head Teacher, the teachers or the school to the study will be included in any sort of report that might be published. Participants will be assigned pseudonyms and will be referred to by that name in all records. Your name will not appear in any thesis or report resulting from this study; however, with your permission anonymous quotations will be used. Research records will be stored securely on a password-protected computer and only the researcher will have access to the records. The data will be destroyed securely once the findings of the study are written up. The results of the study will be reported in the researcher's own doctoral thesis. I can send you a summary of the findings, if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the school's data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact the Project Supervisor, Dr Karen Jones, Tel: +44(0)1183782603, Email: karen.jones@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Meliha Sakin
Mobile: 07983836873 Email: M.Sakin@pgr.reading.ac.uk

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

Thank you for your time.

Yours sincerely

Meliha Sakin

Group Leader Information Sheet



Supervisor: Dr Karen Jones
Phone: +44(0)1183782603
Email: karen.jones@reading.ac.uk
Researcher: Meliha Sakin
Phone: 07983836873
Email: M. Sakin@pgr.reading.ac.uk

Group Leader Information Sheet

Research Project: Leadership Practice in Centralised Systems: CPD, School Culture and Accountability

Dear Group Leader

I am writing to invite your school to take part in a research study about the practice of leadership in schools.

What is the project?

I am conducting a study at the University of Reading with funding from the Ministry of National Education, Turkey. This research aims to explore and understand the nature of leadership practices in Turkish outstanding secondary schools. It aims to provide theoretical and practical implications to researchers, policy makers and practitioners to understand how leadership is perceived and experienced in schools in terms of three main concepts; school culture, continuing professional development and accountability. Moreover, due to the context specific nature of leadership practices, the study's scope in Turkish education system will contribute to researchers' understanding of how a country's educational context affects the perceptions and practices of leadership.

Why has this school been chosen to take part?

In this study, the schools were sampled purposively to suit the researcher's criteria: schools performing as outstanding. The rationale for conducting this research in schools with outstanding performance is based on the argument that leadership practices such as creating learning organizations and fostering the development of communities of learning, maintaining school accountability through holding everyone (students, teachers, parents and school administrators) responsible for achieving school goals are more evident in high-performing schools. The researcher is seeking meaningful communication with school principals, assistant principals, group leaders and teachers who understand leadership

practices. Therefore, I would like to learn from your school's achievement in order to gain an understanding of leadership.

Do you have to take part?

It is entirely up to you whether you participate in this study. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher, Meliha Sakin, Mob: 07983836873, Email: M.Sakin@pgr.reading.ac.uk

What will happen if the school takes part?

At your convenience, there will be face-to-face interview with you taking place in school at school times. The interview is scheduled to take approximately one hour. The aim of the interview is to learn from you as a member of the leadership team about leadership practices at the school. It is in no way aimed at challenging or assessing that leadership. Topics of the interview will be on and around leadership practices covering the academic aspect of the school such as school goals, instructional quality, teacher professional development, school culture, and accountability. You do not have to share anything that you might feel uncomfortable. With your permission, the interview will be audio-recorded to facilitate collection of information, and later transcribed for analysis. Shortly after the interview has been completed, a copy of the transcript will be sent to you to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish.

What are the advantages and disadvantages of taking part?

The information given by participants in the study will remain confidential and will only be seen by the researcher and supervisors of the student. Information about individuals will not be shared with the school nor the Local Authorities.

Participants in similar studies have found it interesting to take part. I anticipate that the findings of the study will be useful for understanding school effectiveness.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, your Head Teacher, the teachers or the school to the study will be

included in any sort of report that might be published. Participants will be assigned pseudonyms and will be referred to by that name in all records. Your name will not appear in any thesis or report resulting from this study; however, with your permission anonymous quotations will be used. Research records will be stored securely on a password-protected computer and only the researcher will have access to the records. The data will be destroyed securely once the findings of the study are written up. The results of the study will be reported in the researcher's own doctoral thesis. I can send you a summary of the findings, if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the school's data.

Who has reviewed the study?

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What happens if something goes wrong?

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Where can I get more information?

If you would like more information, please contact Meliha Sakin
Mobile: 07983836873 Email: M.Sakin@pgr.reading.ac.uk

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

Thank you for your time.

Yours sincerely

Meliha Sakin

Teacher Information Sheet



Supervisor: Dr Karen Jones
Phone: +44(0)1183782603
Email: karen.jones@reading.ac.uk
Researcher: Meliha Sakin
Phone: 07983836873
Email: M. Sakin@pgr.reading.ac.uk

Teacher Information Sheet

Research Project: Leadership Practice in Centralised Systems: CPD, School Culture and Accountability

Dear Teacher

I am writing to invite your school to take part in a research study about the practice of leadership in schools.

What is the project?

I am conducting a study at the University of Reading with funding from the Ministry of National Education, Turkey. This research aims to explore and understand the nature of leadership practice in Turkish outstanding secondary schools. It aims to provide theoretical and practical implications to researchers, policy makers and practitioners to understand how leadership is perceived and experienced in schools in terms of three main concepts; school culture, continuing professional development and accountability. Moreover, due to the context specific nature of leadership practices, the study's scope in Turkish education system will contribute to researchers' understanding of how a country's educational context affects the perceptions and practices of leadership.

Why has this school been chosen to take part?

In this study, the schools were sampled purposively to suit the researcher's criteria: schools performing as outstanding. The rationale for conducting this research in schools with outstanding performance is based on the argument that leadership practices such as creating learning organizations and fostering the development of communities of learning, maintaining school accountability through holding everyone (students, teachers, parents and school administrators) responsible for achieving school goals are more evident in high-

performing schools. The researcher is seeking meaningful communication with school principals, assistant principals, group leaders and teachers who understand leadership practices. Therefore, I would like to learn from your school's achievement in order to gain an understanding of leadership.

Do you have to take part?

It is entirely up to you whether you participate in this study. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher, Meliha Sakin, Mob: 07983836873, Email: M.Sakin@pgr.reading.ac.uk

What will happen if the school takes part?

At your convenience, there will be group interviews with subject teachers (approximately 3 teachers in each group) taking place in school at school times. The interview is scheduled to take approximately one hour. The aim of the interview is to learn from you as a teacher about leadership practices at the school. It is no way aimed at challenging or assessing that leadership. Topics of the interview will be on and around leadership practices covering the academic aspect of the school such as school goals, instructional quality, teacher professional development, school culture, and accountability. You do not have to share anything that you might feel uncomfortable. With your permission, the interview will be audio-recorded to facilitate collection of information, and later transcribed for analysis. Shortly after the interview has been completed, a copy of the transcript will be sent to you to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish.

What are the advantages and disadvantages of taking part?

The information given by participants in the study will remain confidential and will only be seen by the researcher and supervisors of the student. Information about individuals will not be shared with the school.

Participants in similar studies have found it interesting to take part. I anticipate that the findings of the study will be useful for school effectiveness.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, your Head Teacher, your Deputy Head Teacher or the school to the

study will be included in any sort of report that might be published. Participants will be assigned pseudonyms and will be referred to by that name in all records. Your name will not appear in any thesis or report resulting from this study; however, with your permission anonymous quotations will be used. Research records will be stored securely on a password-protected computer and only the researcher will have access to the records. The data will be destroyed securely once the findings of the study are written up. The results of the study will be reported in the researcher's own doctoral thesis. I can send you a summary of the findings, if you wish.

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Mobile: 07983836873 Email: M.Sakin@pgr.reading.ac.uk

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

Thank you for your time.

Yours sincerely

Meliha Sakin

Okul Muduru Bilgi Formu



Danışman: Dr Karen Jones
Tel: +44(0)1183782603
e-posta: karen.jones@reading.ac.uk
Araştırmacı: Meliha Sakin
Tel: 07983836873
e-posta: M. Sakin@pgr.reading.ac.uk

Okul Müdürü Bilgi Formu

Araştırma Projesi: Ortaokul Müdürlerinin Öğretimsel Liderlik Rollerinin Türk ve İngiliz Üstün Başarılı Okullarında Karşılaştırılmasına Nitel Bir Yaklaşım

Sayın Okul Müdürü

Öğretimsel liderlikle alakalı yapılan araştırma çalışmasına okulunuzun da katılımına davet etmek için yazmaktayım.

Bu çalışma nedir?

Reading Üniversitesi'nde Türk Milli Eğitim Bakanlığı tarafından finanse edilen bir çalışma yürütmekteyim. Bu çalışmanın amacı öğretimsel liderliğin doğasını ülkeler arası kıyaslamalı olarak araştırmak ve anlamaktır. Çalışma, teori ve pratikte araştırmacılara, politika yapıcılara ve uygulayıcılara öğretimsel liderliğin okullarda nasıl algılandığı ve deneyimlendiği ve okul müdürlerinin öğretimsel liderlik pratiklerine katılımında ne tür sorunlarla karşılaştıklarını anlamada katkı sağlamaktır.

Bu okulun çalışmada yer alması için seçilme sebebi nedir?

Bu çalışmada okullar amaçlı olarak araştırmacının kriteri olan üstün başarılı okullar arasından seçilmiştir. Üstün başarı gösteren okullarda çalışma yapılmasındaki temel esas öğretimsel liderliğin bu okullarda daha yaygın görülmesinden kaynaklanmaktadır. Ki bu da araştırmacıyı okul müdürleri, müdür yardımcıları ve öğretmenler ile öğretimsel liderlik üzerine anlamlı bir görüşme yapmaya imkan vermesinden dolayı teşvik etmiştir. Şehrinizdeki üstün başarılı okullar ile alakalı il milli eğitim müdürlüğü ile iletişime geçilmiştir ve sizin okulunuz üstün başarılı olarak kabul görmüştür. Sonuç olarak, öğretimsel liderlik ile alakalı bir anlayış kazanmak için okulunuzun başarısından faydalanılacaktır.

Okulun çalışmaya katılımı zorunlu mudur?

Bu tamamen okulunuzun çalışmaya katılmasına izin verip vermemeniz ile alakalıdır. Ayrıca araştırma süresince istediğiniz her an herhangi bir tepki almaksızın çalışmaya katılmaktan araştırmacı ile iletişime geçerek vazgeçebilirsiniz.

Meliha Sakin, Tel: 07983836873, e-posta: M.Sakin@pgr.reading.ac.uk

Eğer okul çalışmada yer alırsa ne olacak?

Öğretmenlerle toplantınızı da içeren sizin günlük rutinleriniz 3 gün boyunca gözlemlenecektir. Daha sonra, okul zamanları dahilinde okul içerisinde yüz yüze görüşme yapılacaktır. Bu görüşme yaklaşık 1 saat sürecek şekilde planlanmıştır. Görüşmenin amacı sizin etkili ve başarılı bir şekilde nasıl öğretimsel liderlik davranışları sergilediğinizi sizin deneyimlerinizden öğrenmektir. Görüşmenin ana maddeleri etkili öğretimsel liderlik üzerine olup, okulun amaçları, öğretimsel kalite, öğretmenlerin mesleki gelişimi, okul kültürü ve öğrenci başarısı gibi okulun akademik meselelerini kapsayacaktır. Daha sonra, katılıma rıza göstermeleriyle okul müdür yardımcısı ile bireysel olarak, öğretmenlerle ise grup olarak görüşme yapılacaktır. Görüşmenin prosedürü, yapısı ve konu başlıkları sizinki ile benzerlik gösterecektir. Sizin izniniz ile bilginin toplanması ve daha sonra analiz için kopyasının yazılması gerektiğinden görüşmeniz kayıt altına alınacaktır. Görüşme tamamlandıktan kısa bir süre sonra yazının bir kopyası görüşmemizin doğruluğu ve eklemeniz yada açıklık getirmenize imkan sağlamak için size gönderilecektir.

Eğer okulunuzun katılımını onaylıyorsanız, okul müdür yardımcısı ve öğretmenlerin de katılıma razı göstermeleri arayışında olacağım.

Çalışmada yer almanın avantaj ve dezavantajları nelerdir?

Bu çalışmada katılımcılar tarafından verilen bilgiler gizli kalacak ve yalnızca araştırmacı tarafından görülecektir. Ne siz, ne okul müdür yardımcısı, ne öğretmenler ne de okul bu çalışmadan kaynaklı herhangi bir yayınlanacak çalışmada deşifre edilmeyecektir. Kişiler hakkındaki bilgiler okul ile paylaşılmayacaktır.

Daha önce yapılan benzer çalışmalarda katılımcılar araştırmada yer almanın son derece ilginç olduğunu belirtmişlerdir. Ben de bu çalışmanın bulgularının okul etkililiği için faydalı olacağını ummaktayım.

Toplanan veriye ne olacaktır?

Toplanan tüm veriler oldukça katı bir gizlilik altında tutulacaktır ve gerçek hiçbir isim ne bu çalışmada ne de takip eden herhangi bir çalışmada kullanılmayacaktır. Çalışma kayıtları gizli

tutulacaktır. Yayınlanabilecek herhangi bir çalışmada ne siz, ne müdür yardımcısı, ne öğretmenler, ne de okul ile ilişki kurulacak bir kimlik tımtıcıya yer verilmeyecektir. Katılımcılara bir numara tahsis edilecektir ve tüm kayıtlarda bu numara ile ithaf edilecektir. İsminiz bu tezde veya bu araştırmadan elde edilecek herhangi bir çalışmada gözükmeyecektir. Fakat sizin izniniz ile ismi gizli tutulan alıntılara yer verilebilir. Araştırma kayıtları şifre ile korunan bir bilgisayarda güvenli bir biçimde saklanacaktır ve yalnızca araştırmacının bu kayıtlara erişimi olacaktır. Bu çalışmanın bulgularının yazılmasından 2 yıl sonra güvenli bir biçimde yok edilecektir. Bu çalışmanın sonuçları yalnızca araştırmacının doktora tezi için sunulacaktır. Reading Üniversitesi'nden izin alındıktan sonra eğer dilerseniz tezin elektronik bir kopyasının sizle paylaşabilirim.

Fikrimi değiştirirsem ne olur?

Herhangi bir itiraz almaksızın dilediğiniz zaman fikrinizi değiştirebilirsiniz. Eğer fikrinizi veri toplandıktan sonra değiştirirseniz, okulunuzdan elde edilen veriler çalışmadan çıkartılacaktır.

Çalışmaya kim denetim yapmaktadır?

Bu çalışma üniversite araştırma etik komitesinin takip ettiği prosedürler tarafından denetlenmektedir ve çalışmanın lehine etik bir görüş verilmiştir. Üniversite yürürlükte olan uygun güvenceye sahiptir. İstek doğrultusunda tüm detaylara erişilebilir.

Bir şeyler yolunda gitmezse ne olur?

Pek ihtimali olmayan bir endişe veya şikayet durumunda araştırmacının danışmanı Dr Karen Jones ile iletişime geçebilirsiniz. Tel: +44(0)1183782603, e-posta: karen.jones@reading.ac.uk

Daha fazla bilgiyi nereden elde edebilirim?

Eğer daha fazla bilgiye ulaşmak isterseniz lütfen Meliha Sakin ile iletişime geçiniz.

Tel: 07983836873, e_posta: M.Sakin@pgr.reading.ac.uk

Bu çalışmaya katılma rıza göstereceğinizi ümit ediyorum. Eğer öyleyse, lütfen eklentideki rıza formunu doldurup mühürlenmiş, önceden ödemesi yapılmış ve tarafınıza tahsis edilmiş zarf ile araştırmacıya dönüşünü sağlayınız.

Zaman ayırdığınız için teşekkür ederim. Saygılarımla.

Meliha Sakin

Okul Müdür Yardımcısı Bilgi Formu



Danışman: Dr Karen Jones
Tel: +44(0)1183782603
e-posta: karen.jones@reading.ac.uk
Araştırmacı: Meliha Sakin
Tel: 07983836873
e-posta: M. Sakin@pgr.reading.ac.uk

Okul Müdür Yardımcısı Bilgi Formu

Araştırma Projesi: Ortaokul Müdürlerinin Öğretimsel Liderlik Rollerinin Türk ve İngiliz Üstün Başarılı Okullarında Karşılaştırılmasına Nitel Bir Yaklaşım

Sayın Okul Müdür Yardımcısı
Öğretimsel liderlikle alakalı yapılan araştırma çalışmasına okulunuzun da katılımına davet etmek için yazmaktayım.

Bu çalışma nedir?

Reading Üniversitesi'nde Türk Milli Eğitim Bakanlığı tarafından finanse edilen bir çalışma yürütmekteyim. Bu çalışmanın amacı öğretimsel liderliğin doğasını ülkeler arası kıyaslamalı olarak araştırmak ve anlamaktır. Çalışma, teori ve pratikte araştırmacılara, politika yapıcılara ve uygulayıcılara öğretimsel liderliğin okullarda nasıl algılandığı ve deneyimlendiği ve okul müdürlerinin öğretimsel liderlik pratiklerine katılımında ne tür sorunlarla karşılaştıklarını anlamada katkı sağlamaktır.

Bu okulun çalışmada yer alması için seçilme sebebi nedir?

Bu çalışmada okullar amaçlı olarak araştırmacının kriteri olan üstün başarılı okullar arasından seçilmiştir. Üstün başarı gösteren okullarda çalışma yapılmasındaki temel esas öğretimsel liderliğin bu okullarda daha yaygın görülmesinden kaynaklanmaktadır. Ki bu da araştırmacıyı okul müdürleri, müdür yardımcıları ve öğretmenler ile öğretimsel liderlik üzerine anlamlı bir görüşme yapmaya imkan vermesinden dolayı teşvik etmiştir. Şehrinizdeki üstün başarılı okullar ile alakalı il milli eğitim müdürlüğü ile iletişime geçilmiştir ve sizin okulunuz üstün başarılı olarak kabul görmüştür. Sonuç olarak, öğretimsel liderlik ile alakalı bir anlayış kazanmak için okulunuzun başarısından faydalanılacaktır.

Çalışmaya katılmanız zorunlu mudur?

Bu çalışmaya katılıp katılmayacağınız tamamen size bağlıdır. Ayrıca araştırma süresince istediğiniz her an herhangi bir tepki almaksızın çalışmaya katılmaktan araştırmacı ile iletişime geçerek vazgeçebilirsiniz.

Meliha Sakin, Tel: 07983836873, e-posta: M.Sakin@pgr.reading.ac.uk

Eğer okul çalışmada yer alırsa ne olacak?

Sizinle okul zamanları dahilinde okul içerisinde yüz yüze görüşme yapılacaktır. Bu görüşme yaklaşık 1 saat sürecek şekilde planlanmıştır. Görüşmenin amacı okul müdürünüzün etkili ve başarılı bir şekilde nasıl öğretimsel liderlik davranışları sergilediğini yönetimin bir parçası olarak sizin deneyimlerinizden öğrenmektir. Görüşmenin ana maddeleri etkili öğretimsel liderlik üzerine olup, okulun amaçları, öğretimsel kalite, öğretmenlerin mesleki gelişimi, okul kültürü ve öğrenci başarısı gibi okulun akademik meselelerini kapsayacaktır. Sizin izniniz ile bilginin toplanması ve daha sonra analiz için kopyasının yazılması gerektiğinden görüşmeniz kayıt altına alınacaktır. Görüşme tamamlandıktan kısa bir süre sonra yazının bir kopyası görüşmemizin doğruluğu ve eklemeniz yada açıklık getirmenize imkan sağlamak için size gönderilecektir.

Çalışmada yer almanın avantaj ve dezavantajları nelerdir?

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Daha önce yapılan benzer çalışmalarda katılımcılar araştırmada yer almanın son derece ilginç olduğunu belirtmişlerdir. Ben de bu çalışmanın bulgularının okul etkililiği için faydalı olacağını ummaktayım.

Toplanan veriye ne olacaktır?

Toplanan tüm veriler oldukça katı bir gizlilik altında tutulacaktır ve gerçek hiçbir isim ne bu çalışmada ne de takip eden herhangi bir çalışmada kullanılmayacaktır. Çalışma kayıtları gizli tutulacaktır. Yayınlanabilecek herhangi bir çalışmada ne siz, ne okul müdürü, ne öğretmenler, ne de okul ile ilişki kurulacak bir kimlik tanıtıcıya yer verilmeyecektir.

Katılımcılara bir numara tahsis edilecektir ve tüm kayıtlarda bu numara ile ithaf edilecektir. İsminiz bu tezde veya bu araştırmadan elde edilecek herhangi bir çalışmada gözükmeyecektir. Fakat sizin izniniz ile ismi gizli tutulan alıntılara yer verilebilir. Araştırma

kayıtları şifre ile korunan bir bilgisayarda güvenli bir biçimde saklanacaktır ve yalnızca araştırmacının bu kayıtlara erişimi olacaktır. Bu çalışmanın bulgularının yazılmasından 2 yıl sonra güvenli bir biçimde yok edilecektir. Bu çalışmanın sonuçları yalnızca araştırmacının doktora tezi için sunulacaktır. Reading Üniversitesi'nden izin alındıktan sonra eğer derseniz tezin elektronik bir kopyasının sizle paylaşabilirim.

Fikrimi değiştirirsem ne olur?

Herhangi bir itiraz almaksızın dilediğiniz zaman fikrinizi değiştirebilirsiniz. Eğer fikrinizi veri toplandıktan sonra değiştirirseniz, okulunuzdan elde edilen veriler çalışmadan çıkartılacaktır.

Çalışmaya kim denetim yapmaktadır?

Bu çalışma üniversite araştırma etik komitesinin takip ettiği prosedürler tarafından denetlenmektedir ve çalışmanın lehine etik bir görüş verilmiştir. Üniversite yürürlükte olan uygun güvenceye sahiptir. İstek doğrultusunda tüm detaylara erişilebilir.

Bir şeyler yolunda gitmezse ne olur?

Pek ihtimali olmayan bir endişe veya şikayet durumunda araştırmacının danışmanı Dr Karen Jones ile iletişime geçebilirsiniz. Tel: +44(0)1183782603, e-posta: karen.jones@reading.ac.uk

Daha fazla bilgiyi nereden elde edebilirim?

Eğer daha fazla bilgiye ulaşmak isterseniz lütfen Meliha Sakin ile iletişime geçiniz. Tel: 07983836873, e_posta: M.Sakin@pgr.reading.ac.uk

Bu çalışmaya katılıma rıza göstereceğinizi ümit ediyorum. Eğer öyleyse, lütfen eklentideki rıza formunu doldurup mühürlenmiş, önceden ödemesi yapılmış ve tarafınıza tahsis edilmiş zarf ile araştırmacıya dönüşünü sağlayınız.

Zaman ayırdığınız için teşekkür ederim. Saygılarımla.

Meliha Sakin

Zumre Baskani Bilgi Formu



Danışman: Dr Karen Jones
Tel:+4480)1183782603
e-posta: karen.jones@reading.ac.uk
Araştırmacı: Meliha Sakin
Tel: 07983836873
e-posta: M. Sakin@pgr.reading.ac.uk

Zumre Baskani Bilgi Formu

Araştırma Projesi: Ortaokul Müdürlerinin Öğretimsel Liderlik Rollerinin Türk ve İngiliz Üstün Başarılı Okullarında Karşılaştırılmasına Nitel Bir Yaklaşım

Sayın Zumre Baskani

Öğretimsel liderlikle alakalı yapılan araştırma çalışmasına okulunuzun da katılımına davet etmek için yazmaktayım.

Bu çalışma nedir?

Reading Üniversitesi'nde Türk Milli Eğitim Bakanlığı tarafından finanse edilen bir çalışma yürütmekteyim. Bu çalışmanın amacı öğretimsel liderliğin doğasını ülkeler arası kıyaslamalı olarak araştırmak ve anlamaktır. Çalışma, teori ve pratikte araştırmacılara, politika yapıcılara ve uygulayıcılara öğretimsel liderliğin okullarda nasıl algılandığı ve deneyimlendiği ve okul müdürlerinin öğretimsel liderlik pratiklerine katılımında ne tür sorunlarla karşılaştıklarını anlamada katkı sağlamaktır.

Bu okulun çalışmada yer alması için seçilme sebebi nedir?

Bu çalışmada okullar amaçlı olarak araştırmacının kriteri olan üstün başarılı okullar arasından seçilmiştir. Üstün başarı gösteren okullarda çalışma yapılmasındaki temel esas öğretimsel liderliğin bu okullarda daha yaygın görülmesinden kaynaklanmaktadır. Ki bu da araştırmacıyı okul müdürleri, müdür yardımcıları ve öğretmenler ile öğretimsel liderlik üzerine anlamlı bir görüşme yapmaya imkan vermesinden dolayı teşvik etmiştir. Şehrinizdeki üstün başarılı okullar ile alakalı il milli eğitim müdürlüğü ile iletişime geçilmiştir ve sizin okulunuz üstün başarılı olarak kabul görmüştür. Sonuç olarak, öğretimsel liderlik ile alakalı bir anlayış kazanmak için okulunuzun başarısından faydalanılacaktır.

Çalışmaya katılmanız zorunlu mudur?

Bu çalışmaya katılıp katılmayacağınız tamamen size bağlıdır. Ayrıca araştırma süresince istediğiniz her an herhangi bir tepki almaksızın çalışmaya katılmaktan araştırmacı ile iletişime geçerek vazgeçebilirsiniz.

Meliha Sakin, Tel: 07983836873, e-posta: M.Sakin@pgr.reading.ac.uk

Eğer okul çalışmada yer alırsa ne olacak?

Sizinle okul zamanları dahilinde okul içerisinde yüz yüze görüşme yapılacaktır. Bu görüşme yaklaşık 1 saat sürecek şekilde planlanmıştır. Görüşmenin amacı okul müdürünüzün etkili ve başarılı bir şekilde nasıl öğretimsel liderlik davranışları sergilediğini sizin deneyimlerinizden öğrenmektir. Görüşmenin ana maddeleri etkili öğretimsel liderlik üzerine olup, okulun amaçları, öğretimsel kalite, öğretmenlerin mesleki gelişimi, okul kültürü ve öğrenci başarısı gibi okulun akademik meselelerini kapsayacaktır. Sizin izniniz ile bilginin toplanması ve daha sonra analiz için kopyasının yazılması gerektiğinden görüşmeniz kayıt altına alınacaktır. Görüşme tamamlandıktan kısa bir süre sonra yazının bir kopyası görüşmemizin doğruluğu ve eklemeniz yada açıklık getirmenize imkan sağlamak için size gönderilecektir.

Çalışmada yer almanın avantaj ve dezavantajları nelerdir?

Bu çalışmada katılımcılar tarafından verilen bilgiler gizli kalacak ve yalnızca araştırmacı tarafından görülecektir. Ne siz, ne okul müdür yardımcısı, ne öğretmenler ne de okul bu çalışmadan kaynaklı herhangi bir yayınlanacak çalışmada deşifre edilmeyecektir. Kişiler hakkındaki bilgiler okul ile paylaşılmayacaktır.

Daha önce yapılan benzer çalışmalarda katılımcılar araştırmada yer almanın son derece ilginç olduğunu belirtmişlerdir. Ben de bu çalışmanın bulgularının okul etkililiği için faydalı olacağını ummaktayım.

Toplanan veriye ne olacaktır?

Toplanan tüm veriler oldukça katı bir gizlilik altında tutulacaktır ve gerçek hiçbir isim ne bu çalışmada ne de takip eden herhangi bir çalışmada kullanılmayacaktır. Çalışma kayıtları gizli tutulacaktır. Yayınlanabilecek herhangi bir çalışmada ne siz, ne okul müdürü, ne müdür yardımcısı, ne de okul ile ilişki kurulacak bir kimlik tanıtıcıya yer verilmeyecektir.

Katılımcılara bir numara tahsis edilecektir ve tüm kayıtlarda bu numara ile ithaf edilecektir. İsmi bu tezde veya bu araştırmadan elde edilecek herhangi bir çalışmada gözükmeyecektir. Fakat sizin izniniz ile ismi gizli tutulan alıntılara yer verilebilir. Araştırma

kayıtları şifre ile korunan bir bilgisayarda güvenli bir biçimde saklanacaktır ve yalnızca araştırmacının bu kayıtlara erişimi olacaktır. Bu çalışmanın bulgularının yazılmasından 2 yıl sonra güvenli bir biçimde yok edilecektir. Bu çalışmanın sonuçları yalnızca araştırmacının doktora tezi için sunulacaktır. Reading Üniversitesi'nden izin alındıktan sonra eğer dilerseniz tezin elektronik bir kopyasının sizle paylaşabilirim.

Fikrimi değiştirirsem ne olur?

Herhangi bir itiraz almaksızın dilediğiniz zaman fikrinizi değiştirebilirsiniz. Eğer fikrinizi veri toplandıktan sonra değiştirirseniz, okulunuzdan elde edilen veriler çalışmadan çıkartılacaktır.

Çalışmaya kim denetim yapmaktadır?

Bu çalışma üniversite araştırma etik komitesinin takip ettiği prosedürler tarafından denetlenmektedir ve çalışmanın lehine etik bir görüş verilmiştir. Üniversite yürürlükte olan uygun güvenceye sahiptir. İstek doğrultusunda tüm detaylara erişilebilir.

Bir şeyler yolunda gitmezse ne olur?

Pek ihtimali olmayan bir endişe veya şikayet durumunda araştırmacının danışmanı Dr Karen Jones ile iletişime geçebilirsiniz. Tel: +44(0)1183782603, e-posta: karen.jones@reading.ac.uk

Daha fazla bilgiyi nereden elde edebilirim?

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Bu çalışmaya katılıma rıza göstereceğinizi ümit ediyorum. Eğer öyleyse, lütfen eklentideki rıza formunu doldurup mühürlenmiş, önceden ödemesi yapılmış ve tarafınıza tahsis edilmiş zarf ile araştırmacıya dönüşünü sağlayınız.

Zaman ayırdığınız için teşekkür ederim. Saygılarımla.

Meliha Sakin

Oğretmen Bilgi Formu



Danışman: Dr Karen Jones

Tel: +4480)1183782603

e-posta: karen.jones@reading.ac.uk

Araştırmacı: Meliha Sakin

Tel: 07983836873

e-posta: M. Sakin@pgr.reading.ac.uk

Öğretmen Bilgi Formu

Araştırma Projesi: Ortaokul Müdürlerinin Öğretimsel Liderlik Rollerinin Türk ve İngiliz Üstün Başarılı Okullarında Karşılaştırılmasına Nitel Bir Yaklaşım

Sayın Öğretmen

Öğretimsel liderlikle alakalı yapılan araştırma çalışmasına okulunuzun da katılımına davet etmek için yazmaktayım.

Bu çalışma nedir?

Reading Üniversitesi'nde Türk Milli Eğitim Bakanlığı tarafından finanse edilen bir çalışma yürütmekteyim. Bu çalışmanın amacı öğretimsel liderliğin doğasını ülkeler arası kıyaslamalı olarak araştırmak ve anlamaktır. Çalışma, teori ve pratikte araştırmacılara, politika yapıcılara ve uygulayıcılara öğretimsel liderliğin okullarda nasıl algılandığı ve deneyimlendiği ve okul müdürlerinin öğretimsel liderlik pratiklerine katılımında ne tür sorunlarla karşılaştıklarını anlamada katkı sağlamaktır.

Bu okulun çalışmada yer alması için seçilme sebebi nedir?

Bu çalışmada okullar amaçlı olarak araştırmacının kriteri olan üstün başarılı okullar arasından seçilmiştir. Üstün başarı gösteren okullarda çalışma yapılmasındaki temel esas öğretimsel liderliğin bu okullarda daha yaygın görülmesinden kaynaklanmaktadır. Ki bu da araştırmacıyı okul müdürleri, müdür yardımcıları ve öğretmenler ile öğretimsel liderlik üzerine anlamlı bir görüşme yapmaya imkan vermesinden dolayı teşvik etmiştir. Şehrinizdeki üstün başarılı okullar ile alakalı il milli eğitim müdürlüğü ile iletişime geçilmiştir ve sizin okulunuz üstün başarılı olarak kabul görmüştür. Sonuç olarak, öğretimsel liderlik ile alakalı bir anlayış kazanmak için okulunuzun başarısından faydalanılacaktır.

Çalışmaya katılmanız zorunlu mudur?

Bu çalışmaya katılıp katılmayacağınız tamamen size bağlıdır. Ayrıca araştırma süresince istediğiniz her an herhangi bir tepki almaksızın çalışmaya katılmaktan araştırmacı ile iletişime geçerek vazgeçebilirsiniz.

Meliha Sakin, Tel: 07983836873, e-posta: M.Sakin@pgr.reading.ac.uk

Eğer okul çalışmada yer alırsa ne olacak?

Okulunuz çalışmaya dahil olursa sizin de içerisinde bulunduğunuz branş öğretmenleriyle okul zamanları dahilinde okul içerisinde grup görüşmesi (her grupta 5-7 öğretmen olacaktır) yapılacaktır. Bu görüşme yaklaşık 1 saat sürecek şekilde planlanmıştır. Görüşmenin amacı okul müdürünüzün etkili ve başarılı bir şekilde nasıl öğretimsel liderlik davranışları sergilediğini sizin deneyimlerinizden öğrenmektir. Görüşmenin ana maddeleri etkili öğretimsel liderlik üzerine olup, okulun amaçları, öğretimsel kalite, öğretmenlerin mesleki gelişimi, okul kültürü ve öğrenci başarısı gibi okulun akademik meselelerini kapsayacaktır. Sizin izniniz ile bilginin toplanması ve daha sonra analiz için kopyasının yazılması gerektiğinden görüşmeniz kayıt altına alınacaktır. Görüşme tamamlandıktan kısa bir süre sonra yazının bir kopyası görüşmemizin doğruluğu ve eklemeniz yada açıklık getirmenize imkan sağlamak için size gönderilecektir.

Çalışmada yer almanın avantaj ve dezavantajları nelerdir?

Bu çalışmada katılımcılar tarafından verilen bilgiler gizli kalacak ve yalnızca araştırmacı tarafından görülecektir. Ne siz, ne okul müdür yardımcısı, ne öğretmenler ne de okul bu çalışmadan kaynaklı herhangi bir yayınlanacak çalışmada deşifre edilmeyecektir. Kişiler hakkındaki bilgiler okul ile paylaşılmayacaktır.

Daha önce yapılan benzer çalışmalarda katılımcılar araştırmada yer almanın son derece ilginç olduğunu belirtmişlerdir. Ben de bu çalışmanın bulgularının okul etkililiği için faydalı olacağını ummaktayım.

Toplanan veriye ne olacaktır?

Toplanan tüm veriler oldukça katı bir gizlilik altında tutulacaktır ve gerçek hiçbir isim ne bu çalışmada ne de takip eden herhangi bir çalışmada kullanılmayacaktır. Çalışma kayıtları gizli tutulacaktır. Yayınlanabilecek herhangi bir çalışmada ne siz, ne okul müdürü, ne müdür yardımcısı, ne de okul ile ilişki kurulacak bir kimlik tanıtıcıya yer verilmeyecektir.

Katılımcılara bir numara tahsis edilecektir ve tüm kayıtlarda bu numara ile ithaf edilecektir. İsmi bu tezde veya bu araştırmadan elde edilecek herhangi bir çalışmada gözükmeyecektir. Fakat sizin izniniz ile ismi gizli tutulan alıntılara yer verilebilir. Araştırma kayıtları şifre ile korunan bir bilgisayarda güvenli bir biçimde saklanacaktır ve yalnızca araştırmacının bu kayıtlara erişimi olacaktır. Bu çalışmanın bulgularının yazılmasından 2 yıl sonra güvenli bir biçimde yok edilecektir. Bu çalışmanın sonuçları yalnızca araştırmacının doktora tezi için sunulacaktır. Reading Üniversitesi'nden izin alındıktan sonra eğer dilerseniz tezin elektronik bir kopyasının sizle paylaşabilirim.

Fikrimi değiştirirsem ne olur?

Herhangi bir itiraz almaksızın dilediğiniz zaman fikrinizi değiştirebilirsiniz. Eğer fikrinizi veri toplandıktan sonra değiştirirseniz, okulunuzdan elde edilen veriler çalışmadan çıkartılacaktır.

Çalışmaya kim denetim yapmaktadır?

Bu çalışma üniversite araştırma etik komitesinin takip ettiği prosedürler tarafından denetlenmektedir ve çalışmanın lehine etik bir görüş verilmiştir. Üniversite yürürlükte olan uygun güvenceye sahiptir. İstek doğrultusunda tüm detaylara erişilebilir.

Bir şeyler yolunda gitmezse ne olur?

Pek ihtimali olmayan bir endişe veya şikayet durumunda araştırmacının danışmanı Dr Karen Jones ile iletişime geçebilirsiniz. Tel: +44(0)1183782603, e-posta: karen.jones@reading.ac.uk

Daha fazla bilgiyi nereden elde edebilirim?

Eğer daha fazla bilgiye ulaşmak isterseniz lütfen Meliha Sakin ile iletişime geçiniz. Tel: 07983836873, e_posta: M.Sakin@pgr.reading.ac.uk

Bu çalışmaya katılıma rıza göstereceğinizi ümit ediyorum. Eğer öyleyse, lütfen eklentideki rıza formunu doldurup mühürlenmiş, önceden ödemesi yapılmış ve tarafınıza tahsis edilmiş zarf ile araştırmacıya dönüşünü sağlayınız.

Zaman ayırdığınız için teşekkür ederim. Saygılarımla.

Meliha Sakin

Appendix 5
Consent Forms

School Principal Consent Form



Supervisor: Dr Karen Jones
Phone: +44(0)1183782603
Email: karen.jones@reading.ac.uk
Researcher: Meliha Sakin
Phone: 07983836873
Email: M. Sakin@pgr.reading.ac.uk

School Principal Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Head Teacher: _____

Name of school: _____

Please tick as appropriate:

I consent to the involvement of my school in the project as outlined in the Information Sheet.

YES NO

I agree to being interviewed.

YES NO

I agree to have my interview audio-recorded.

YES NO

I agree to being observed.

YES NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research.

YES NO

Signed: _____

Date: _____

Assistant Principal Consent Form



Supervisor: Dr Karen Jones
Phone: +44(0)1183782603
Email: karen.jones@reading.ac.uk
Researcher: Meliha Sakin
Phone: 07983836873
Email: M. Sakin@pgr.reading.ac.uk

Assistant Principal Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Assistant Principal: _____

Name of school: _____

Please tick as appropriate:

I agree to being interviewed.

YES NO

I agree to have my interview audio-recorded.

YES NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research.

YES NO

Signed: _____

Date: _____

Group Leader Consent Form



Supervisor: Dr Karen Jones
Phone: +44(0)1183782603
Email: karen.jones@reading.ac.uk
Researcher: Meliha Sakin
Phone: 07983836873
Email: M. Sakin@pgr.reading.ac.uk

Group Leader Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Group Leader: _____

Name of school: _____

Please tick as appropriate:

I agree to being interviewed.

YES NO

I agree to have my interview audio-recorded.

YES NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research.

YES NO

Signed: _____

Date: _____

Teacher Consent Form



Supervisor: Dr Karen Jones
Phone: +44(0)1183782603
Email: karen.jones@reading.ac.uk
Researcher: Meliha Sakin
Phone: 07983836873
Email: M. Sakin@pgr.reading.ac.uk

Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Teacher: _____

Name of school: _____

Please tick as appropriate:

I agree to taking part in a group interview.

YES NO

I agree to have my interview audio-recorded.

YES NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research.

YES NO

Signed: _____

Date: _____

Okul Muduru Onam Formu



Danışman: Dr Karen Jones
Tel: +44(0)1183782603
e-posta: karen.jones@reading.ac.uk
Araştırmacı: Meliha Sakin
Tel: 07983836873
e-posta: M. Sakin@pgr.reading.ac.uk

Okul Müdürü Onam Formu

Yürütülen proje ile ilgili bilgi formunu okudum ve bir kopyasını teslim aldım.

Projenin amacının ne olduğunu ve şahsım tarafından beklentilerin neler olduğunu anladım.
Tüm sorularım cevaplandı.

Okul Müdürünün İsmi: _____

Okul İsmi: _____

Uygun olan kutucuğu lütfen işaretleyiniz:

Bilgi formunda da belirtildiği gibi bu projede okulumun katılımını kabul ediyorum.

EVET HAYIR

Görüşme yapılmayı kabul ediyorum.

EVET HAYIR

Görüşmemin kayıt altına alınmasını kabul ediyorum.

EVET HAYIR

Gözlemlenmeyi kabul ediyorum.

EVET HAYIR

Bu araştırmadan ortaya çıkan herhangi bir yayın ve tezde isimsiz alıntı yapılmasını kabul ediyorum.

EVET HAYIR

İmza: _____

Tarih: _____

Okul Müdür Yardımcısı Onam Formu



Danışman: Dr Karen Jones
Tel: +44(0)1183782603
e-posta: karen.jones@reading.ac.uk
Araştırmacı: Meliha Sakin
Tel: 07983836873
e-posta: M. Sakin@pgr.reading.ac.uk

Müdür Yardımcısı Onam Formu

Yürütülen proje ile ilgili bilgi formunu okudum ve bir kopyasını teslim aldım.

Projenin amacının ne olduğunu ve şahsım tarafından beklentilerin neler olduğunu anladım.
Tüm sorularım cevaplandı.

Müdür Yardımcısı İsmi: _____

Okul İsmi: _____

Uygun olan kutucuğu lütfen işaretleyiniz:

Görüşme yapılmayı kabul ediyorum.

EVET HAYIR

Görüşmemin kayıt altına alınmasını kabul ediyorum.

EVET HAYIR

Bu araştırmadan ortaya çıkan herhangi bir yayın ve tezde isimsiz alıntı yapılmasını kabul ediyorum.

EVET HAYIR

İmza: _____

Tarih: _____

Zumre Baskani Onam Formu



Danışman: Dr Karen Jones
Tel: +44(0)1183782603
e-posta: karen.jones@reading.ac.uk
Araştırmacı: Meliha Sakin
Tel: 07983836873
e-posta: M. Sakin@pgr.reading.ac.uk

Zumre Baskani Onam Formu

Yürütülen proje ile ilgili bilgi formunu okudum ve bir kopyasını teslim aldım.

Projenin amacının ne olduğunu ve şahsım tarafından beklentilerin neler olduğunu anladım.
Tüm sorularım cevaplandı.

Zumre Baskani İsmi: _____

Okul İsmi: _____

Uygun olan kutucuğu lütfen işaretleyiniz:

Görüşme yapılmayı kabul ediyorum.

EVET HAYIR

Görüşmemin kayıt altına alınmasını kabul ediyorum.

EVET HAYIR

Bu araştırmadan ortaya çıkan herhangi bir yayın ve tezde isimsiz alıntı yapılmasını kabul ediyorum.

EVET HAYIR

İmza: _____

Tarih: _____

Oğretmen Onam Formu



Danışman: Dr Karen Jones
Tel: +44(0)1183782603
e-posta: karen.jones@reading.ac.uk
Araştırmacı: Meliha Sakin
Tel: 07983836873
e-posta: M. Sakin@pgr.reading.ac.uk

Öğretmen Onam Formu

Yürütülen proje ile ilgili bilgi formunu okudum ve bir kopyasını teslim aldım.

Projenin amacının ne olduğunu ve şahsım tarafından beklentilerin neler olduğunu anladım.
Tüm sorularım cevaplandı.

Öğretmen İsmi: _____

Okul İsmi: _____

Uygun olan kutucuğu lütfen işaretleyiniz:

Görüşme yapılmayı kabul ediyorum.

EVET HAYIR

Görüşmemin kayıt altına alınmasını kabul ediyorum.

EVET HAYIR

Bu araştırmadan ortaya çıkan herhangi bir yayın ve tezde isimsiz alıntı yapılmasını kabul ediyorum.

EVET HAYIR

İmza: _____

Tarih: _____

Appendix 6

Background Information Sheets for Interviews

Background Information Sheet for School Principals

1. What is your gender?
2. How old are you?
3. What is your education level?
4. Is your role: Permanent For a set period of time
5. How long have you been working as a school principal?
6. How long have you been working in this school?
7. Please briefly explain your previous experience in other positions.
8. Is this school: Urban Rural
9. SES of parents: Low Medium High
10. Number of students:
11. Number of classes:
12. Other physical properties (building, lab, etc.)
13. Number of school staff including

Teachers:

School management team:

School counsellors:

Administrative affairs support personnel:

Other:

Background Information Sheet for Assistant Principals/Group Leaders/Teachers

1. What is your gender?
2. How old are you?
3. What is your education level?
4. Is your role: Permanent For a set period of time
5. How long have you been working in your current position?
6. How long have you been working in this school?
7. Please briefly explain your previous experience in other positions.

Appendix 7

The Pilot Study Questionnaire

Leadership Practice in Centralised Systems

Dear participants,

This survey is part of ongoing research carried out by Meliha Sakin (PhD student, Institute of Education, University of Reading, UK, email: m.sakin@pgr.reading.ac.uk), under the supervision of Dr Karen Jones (Associate Professor, Institute of Education, University of Reading, UK, email: karen.jones@reading.ac.uk). I am conducting this research to explore the leadership practice in centralised systems from the perspectives of headteachers, leadership team members and teachers. This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

I would be very grateful if you could complete this questionnaire. It will take approximately 15 minutes of your time to complete. There are no 'right' or 'wrong' answers. Your participation in this study is entirely voluntary and you are free to omit any question. I assure you that all of your answers will remain anonymous and will be treated confidentially. You will not be asked for any details that will identify you. All data collected will be held in strict confidence and will only be used by the researcher for data analysis. Please note that the use of the data obtained from this survey will be limited to this research, although the results may ultimately (and hopefully) be presented in other formats besides the thesis, such as journal articles, books or conference presentations. All participants will be able to have access to a copy of the summary of the research by email on request.

By completing this survey, you indicate your consent for your responses to be used for the purposes of research. After completion, unless you provide your contact details there is no way of identifying your responses as yours, so bear in mind it will not be possible to remove your data after you have submitted this survey.

SECTION (A): BACKGROUND INFORMATION

The questions in this section are about your background information. It comprises seven questions relating to gender, age, qualifications, job title and experience in your current school.

1. What is your gender?

Male	
Female	
I prefer not to say	

2. In which age range do you fall?

21-30	
31-40	
41-50	
51-60	
61-65	
65+	

3. What is your job title?

Teacher	
Group Leader	
Assistant Principal	
Other (please specify)	

4. How long have you been working in your current position?

Less than 5 years	
6-10 years	
11-15 years	
16-20 years	
21-25 years	
Over 25 years	

5. How long have you been working in this school?

Less than a year	
1-2 years	
3-5 years	
Over 5 years	

6. How long have you been working with your principal in this school?

Less than a year	
1-2 years	
3-5 years	
Over 5 years	

7. What is the highest level of education you have completed?

Bachelor	
Master	
Ph.D	
Other (please specify)	

SECTION (B): CONTINUING PROFESSIONAL DEVELOPMENT

This section consists of five questions. The questions in this section are about how you view and experience the continuing professional development at this school. Professional development means activities that develop an individual’s expertise, pedagogical and content knowledge, skills, and other characteristics.

8. During your duration at this school, to what extent have you participated in the following kinds of professional development?

	Yes	No	Don't know
Courses/workshops/seminars attended in person			
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)			
Formal qualification programme (e.g. a degree programme)			
Observation of other schools			
Mentoring and/or peer observation and coaching			

CPD opportunities provided by in-house specialists/ guest speakers			
Discussion with colleagues on teaching and learning issues			
Other (please specify)			

9. Regarding this school, to what extent do the following individuals/bodies have a role in relation to the professional development of school staff? (1=Extremely, 2=Very, 3=Moderately, 4=Slightly, 5=Not at all)

	1	2	3	4	5
Principal					
Other members of the school management team					
Teachers (not as part of the school management team)					
External individuals or bodies (e.g. inspectors/The Ministry of Education/The Local Authority)					

10. For the professional development in which you participated during your duration at this school, did you receive any of the following support?

	Yes	No	Don't know
I received scheduled time off for activities that took place during regular working hours.			
I received a salary supplement for activities outside working hours.			
I received non-monetary support for activities outside working hours (reduced teaching, a day off, study leave, etc.)			

11. How strongly do you agree or disagree that the following present barriers to your participation in professional development? (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
I do not have the prerequisites (e.g. qualifications, experience, seniority).					
Professional development is too expensive/unaffordable.					
There is a lack of employer support.					
Professional development conflicts with my work schedule.					
I do not have time because of family responsibilities.					
There are no incentives for participating in such activities.					
There is a lack of high-quality professional development activities.					
Other (please specify)					

12. Do you have any additional comments about continuing professional development in your school that have not been covered in this survey?

SECTION (C): SCHOOL CULTURE

This section consists of four questions. The questions in this section are about how you view and experience the culture at this school. School culture refers to the beliefs, perceptions, relationships, attitudes that shape and influence every aspect of how a school functions.

13. How strongly do you agree or disagree with the following statements applied to your school? (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
The school has a vision that focuses on learning.					
The school has a set of shared values that guide school improvement efforts.					
The staff works collaboratively to develop the school's vision.					
The school's vision and mission statement is publicly and clearly shared among teachers and stakeholders (e.g. webpage, school documents, meetings).					

14. How strongly do you agree or disagree with the following statements applied to your school? (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
At this school, the leadership responsibilities are widely distributed among school staff.					
This school provides teachers with opportunities to participate in decision-making.					

This school provides students with opportunities to actively participate in decision-making.					
This school provides parents or guardians with opportunities to participate actively in decision-making.					
The school staff is empowered to make curricular decisions rather than waiting for supervisors (e.g. inspectors/administrators) to tell them what to do.					

15. To what extent do you agree or disagree with the following statements applied to your school? (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
The school has a close connection with the wider community (e.g. parents, societies, church, trust, etc.) that provides some kind of support regarding educational processes.					
At this school, the staff is motivated to work effectively.					
This school provides staff with opportunities to strengthen communication among staff.					
This school reflects a sense of commitment of school staff to their workplace.					
This school provides staff with opportunities to work together collaboratively.					

16. Do you have any additional comments about your school culture that have not been covered in this survey?

SECTION (D): ACCOUNTABILITY

This section consists of six questions. The questions in this section are about how you view and experience accountability at this school. Accountability is defined as the acceptance of responsibility and being answerable for our actions to ensure that schools and school systems meet their goals.

17. Please indicate to what extent do you agree or disagree with the following statements. (Please answer the question by taking the higher authorities of the school you are working in such as the District/Provincial Directorate of National Education/ the MoNE into consideration.) (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
The academic success of students is linked to school success.					
The academic success of students is monitored regularly.					
The approach/system used to measure the school's academic success is sufficient.					
Rewards/incentives are linked to students' academic success.					
Sanctions/punishment are linked to students' academic failure.					

18. Below you can find statements about your school. Please indicate to what extent do you agree or disagree with the listed activities and behaviours that take place regarding your school's strategy to ensure quality in teaching and learning? (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
This school uses students' examination results and statistics such as attendance rate to measure performance and responds accordingly such as making decisions regarding curriculum development.					
At this school, teaching is observed regularly by the headteacher, leadership team members and teachers.					
Teachers are given suggestions as to how they can improve their teaching after their teaching is observed.					
This school places emphasis on staffing qualified personnel.					
Students' progress is monitored regularly by the headteacher, leadership team members and teachers.					
This school addresses individual student needs.					
This school provides school staff with required resources/materials, support and assistance.					
This school gives importance to the protection of teaching durations.					
Other (please specify)					

19. Below you can find statements about your school. Please indicate to what extent do you agree or disagree that this school's capacity to provide quality in teaching and learning is hindered by any of the following. (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
Shortage or inadequacy of curricular materials (e.g. textbooks)					
Shortage or inadequacy of physical infrastructure (e.g. school buildings, heating/cooling)					
Shortage or inadequacy of time					
Government regulation and policy					
Shortage of qualified staff					
Shortage of school budget					
Other (please specify)					

20. Do you have any additional comments about accountability that have not been covered in this survey?

21. Would you like to be involved in further research (interview)?

Yes	
No	

22. If yes, kindly provide me with an email address I can contact you on.

SECTION (D): EVALUATION OF SURVEY

This section consists of seven questions. The questions in this section are about the **length**, clarity and easiness to complete. Your answers in this section also matter to overcome the issues about wording the items.

23. Are the questions clear?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

24. If no, kindly provide me with your comments.

25. Are there any issues with the length of the survey?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

26. If yes, kindly provide me with your comments.

27. Is the survey easy to complete?

Yes	
No	

28. If no, kindly provide me with your comments.

29. Please specify any concerns, questions or additions you have related to the survey.

Thank you for taking your time to complete this survey. Please do not hesitate to contact me if you have any questions/concerns.

Appendix 8

The Main Study Questionnaire

Leadership Practice in Centralised Systems

Dear participants,

This survey is part of ongoing research carried out by Meliha Sakin (PhD student, Institute of Education, University of Reading, UK, email: m.sakin@pgr.reading.ac.uk), under the supervision of Dr Karen Jones (Associate Professor, Institute of Education, University of Reading, UK, email: karen.jones@reading.ac.uk). I am conducting this research to explore the leadership practice in centralised systems from the perspectives of headteachers, leadership team members and teachers. This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

I would be very grateful if you could complete this questionnaire. It will take approximately 15 minutes of your time to complete. There are no 'right' or 'wrong' answers. Your participation in this study is entirely voluntary and you are free to omit any question. I assure you that all of your answers will remain anonymous and will be treated confidentially. You will not be asked for any details that will identify you. All data collected will be held in strict confidence and will only be used by the researcher for data analysis. Please note that the use of the data obtained from this survey will be limited to this research, although the results may ultimately (and hopefully) be presented in other formats besides the thesis, such as journal articles, books or conference presentations. All participants will be able to have access to a copy of the summary of the research by email on request.

By completing this survey, you indicate your consent for your responses to be used for the purposes of research. After completion, unless you provide your contact details, there is no way to identify your responses as yours, so bear in mind that it will not be possible to remove your data after submitting this survey.

SECTION (A): BACKGROUND INFORMATION

The questions in this section are about your background information. It comprises seven questions relating to gender, age, qualifications, job title and experience in your current school.

1. What is your gender?

Male	
Female	
I prefer not to say	

2. In which age range do you fall?

21-30	
31-40	
41-50	
51-60	
61-65	
65+	

3. What is your job title?

Teacher	
Group Leader	

Assistant Principal	
Other (please specify)	

4. How long have you been working in your current position?

Less than 5 years	
6-10 years	
11-15 years	
16-20 years	
21-25 years	
Over 25 years	

5. How long have you been working in this school?

Less than a year	
1-2 years	
3-5 years	
Over 5 years	

6. How long have you been working with your principal in this school?

Less than a year	
1-2 years	
3-5 years	

Over 5 years	
--------------	--

7. What is the highest level of education you have completed?

Bachelor	
Master	
PhD	
Other (please specify)	

SECTION (B): CONTINUING PROFESSIONAL DEVELOPMENT

This section consists of three questions. The questions in this section are about how you view and experience the continuing professional development at this school. Professional development means activities that develop an individual's expertise, pedagogical and content knowledge, skills, and other characteristics.

8. During your duration at this school, to what extent have you participated in the following kinds of professional development? (1=Very often, 2=Often, 3=Sometimes, 4=Rarely, 5=Never)

	1	2	3	4	5
Courses/workshops/seminars attended in person					
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)					
Formal qualification programme (e.g. a degree programme)					

Observation of other schools					
Mentoring, peer observation and/or coaching					
CPD opportunities provided by in-house specialists/ guest speakers					
Discussion with colleagues on teaching and learning issues					

9. Regarding this school, to what extent do the following individuals/bodies have a role concerning the professional development of school staff? (1=Very often, 2=Often, 3=Sometimes, 4=Rarely, 5=Never)

	1	2	3	4	5
Principal					
Other members of the school management team					
Teachers (not as part of the school management team)					
External individuals or bodies (e.g. inspectors/The Ministry of Education/The Local Authority)					

10. How strongly do you agree or disagree that the following present barriers to your participation in professional development? (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
I do not have the prerequisites (e.g. qualifications, experience, seniority).					

Professional development is too expensive/unaffordable.					
There is a lack of employer support.					
Professional development conflicts with my work schedule.					
I do not have time because of family responsibilities.					
There are no incentives for participating in such activities.					
There is a lack of high-quality professional development activities.					

SECTION (C): SCHOOL CULTURE

This section consists of four questions. The questions in this section are about how you view and experience the culture at this school. School culture refers to the beliefs, perceptions, relationships, attitudes that shape and influence every aspect of how a school functions.

11. How strongly do you agree or disagree with the following statements apply to your school? (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
The school has a vision that focuses on learning.					
The school has a set of shared values that guide school improvement efforts.					
The staff works collaboratively to develop the school's vision.					
The school's vision and mission statement are publicly and clearly shared among teachers and stakeholders (e.g. webpage, school documents, meetings).					

12. How strongly do you agree or disagree with the following statements apply to your school? (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
At this school, the leadership responsibilities are widely distributed among school staff.					
The school takes collective responsibility for school practices and outcomes.					
The school staff is empowered to make curricular decisions rather than waiting for supervisors (e.g. inspectors/administrators) to tell them what to do.					
At this school, power is emphasised through people rather than over people.					

13. How strongly do you agree or disagree with the following statements apply to your school? (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
This school provides teachers with opportunities to participate in decision-making actively.					
This school provides students with opportunities to participate in decision-making actively.					
This school provides parents or guardians with opportunities to participate in decision-making actively.					

14. To what extent do you agree or disagree with the following statements apply to your school? (1=Strongly Agree, 2=Agree, 3=Neutrol, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5

The school has a close connection with the wider community (e.g. parents, societies, church, trust, etc.) that provides support regarding educational processes.					
At this school, the staff is motivated to work effectively.					
This school provides staff with opportunities to strengthen communication among staff.					
This school reflects a sense of commitment of school staff to their workplace.					
This school provides staff with opportunities to work together collaboratively.					

SECTION (D): ACCOUNTABILITY

This section consists of three questions. The questions in this section are about how you view and experience accountability at this school. Accountability is defined as the acceptance of responsibility and being answerable for our actions to ensure that schools and school systems meet their goals.

15. Please indicate to what extent do you agree or disagree with the following statements. (Please answer the question by taking the higher authorities of the school you are working in, such as the District/Provincial Directorate of National Education/ the MoNE, into consideration.) (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
I am held accountable for enhancing the academic success of the students.					

The academic success of students is monitored regularly.					
The approach/system used to measure the school academic success is sufficient.					
Rewards/incentives are linked to students' academic success.					
Sanctions/punishment are linked to students' academic failure.					

16. Below you can find statements about your school. Please indicate to what extent do you agree or disagree with the following activities and behaviours that take place regarding your school's strategy to ensure quality in teaching and learning? (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
This school emphasises making curricular decisions based on students' examination results and statistics such as developing a curriculum and aligning the curriculum to the national test program.					
Teaching is observed regularly by the headteacher, leadership team members, and/or teachers at this school.					
Teachers are given suggestions as to how they can improve their teaching after their teaching is observed.					
Students' progress is monitored regularly by the headteacher, leadership team members and/or teachers.					
This school addresses individual student needs.					
This school provides school staff with required resources/materials, support and assistance.					
This school gives importance to the protection of teaching durations.					

17. Below you can find statements about your school. Please indicate to what extent do you agree or disagree that any of the following hinders this school's capacity to provide quality in teaching and learning? (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
Shortage or inadequacy of teaching materials (e.g. textbooks)					
Shortage or inadequacy of physical infrastructure (e.g. school buildings, heating/cooling)					
Shortage or inadequacy of time					
Government regulation and policy					
Shortage of qualified staff					
Shortage of school budget					

18. Would you like to be involved in further research (interview)?

Yes	
No	

19. If yes, kindly provide me with an email address I can contact you on.

Thank you for taking your time to complete this survey. Please do not hesitate to contact me if you have any questions/concerns.

Merkeziyetçi Sistemlerde Liderlik Pratikleri

Değerli katılımcı,

Bu anket Dr Karen Jones (Doçent Doktor, Eğitim Enstitüsü, Reading Üniversitesi, Birleşik Krallık, mail: karen.jones@reading.ac.uk) danışmanlığında Meliha Sakin (Doktora öğrencisi, Eğitim Enstitüsü, Reading Üniversitesi, Birleşik Krallık, mail: m.sakin@pgr.reading.ac.uk) tarafından sürdürülen araştırmanın bir parçasıdır.

Bu çalışmayı Türk ve İngiliz üstün okullarında okul müdürlerinin, müdür yardımcılarının ve öğretmenlerin bakış açılarıyla liderlik pratiklerini araştırmak için yapıyorum. Bu proje Reading Üniversitesi etik komitesinin prosedürlerini takip ederek gözden geçirildi ve etik olarak hiçbir sorunla karşılaşılmadı.

Bu anketi tamamladığınız için şimdiden teşekkür ederim. Anketin tamamlanması yaklaşık 15 dakika sürecektir. Doğru veya yanlış bir cevap yoktur. Çalışmaya katılımınız tamamen gönüllülük esasına dayanmakta olup, herhangi bir soruyu cevaplamama özgürlüğüne sahipsiniz. Şunu garanti ederim ki, ankete verdiğiniz tüm cevaplar anonim olarak kalacak ve gizli tutulacaktır. Şahsınızın kimliğini tespit edecek herhangi bir ayrıntı sorulmayacaktır. Toplanan tüm veri sıkı bir güvende tutulacak ve veri analizi için yalnızca araştırmacı ve danışmanı tarafından kullanılacaktır. Lütfen bu anketten elde edilen verinin kullanımının bu araştırma ile sınırlı olacağını dikkate alınız. Ancak elde edilen sonuçlar son olarak (ve umarız ki) araştırmaya tezinin yanısıra makale, kitap, konferans sunumu gibi başka formatlarda da kullanılacaktır. Tüm katılımcılar istemeleri doğrultusunda araştırma özetinin bir kopyasını posta yoluyla elde edebilecektir.

Bu anketi cevaplayarak, araştırmanın amaçları doğrultusunda verdiğiniz cevapların kullanılacağına rıza göstermiş olduğunuzu beyan etmekteyiz. Anketi tamaladıktan sonra, kendi iletişim bilgilerinizi vermediğiniz sürece, yanıtların sizin yanıtlarınız olduğunu belirlemenin hiçbir yolu yoktur. Bu nedenle, anketi cevaplarınızı ibraz ettikten sonra, kaldırılmalarının mümkün olmadığını dikkate almanız gerekmektedir.

BOLUM (A): DEMOGRAFİK BİLGİLER

Bu bolumdeki sorular sizin demografik bilgileriniz icin olusturulmustur. Yedi sorudan olusan bu bolum cinsiyetiniz, yasiniz, yeterlilikleriniz, is unvaniniz ve meslekteki deneyiminiz ile ilgilidir.

1. Cinsiyetiniz nedir?

Erkek	
Kadin	
Belirtmek istemiyorum.	

2. Hangi yas araliginda bulunmaktasiniz?

21-30	
31-40	
41-50	
51-60	
61-65	
65+	

3. Is unvaniniz asagidakilerden hangisidir?

Ogretmen	
Zumre baskani	

Mudur yardımcısı	
Diğer (lutfen belirtiniz)	

4. Ne süredir suanki pozisyonunuzda bulunmaktasınız?

5 yıldan daha az	
6-10 yıl	
11-15 yıl	
16-20 yıl	
21-25 yıl	
25 yıldan fazla	

5. Ne süredir bu okulda çalışmaktasınız?

1 yıldan daha az	
1-2 yıl	
3-5 yıl	
5 yıldan fazla	

6. Ne süredir suanki okul müdürünüzle çalışmaktasınız?

1 yıldan daha az	
1-2 yıl	
3-5 yıl	

5 yıldan fazla	
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7. Eğitim durumunuz?

Lisans	
Yüksek lisans	
Doktora	
Diğer (lutfen belirtiniz)	

BOLUM (B): SUREKLI MESLEKI GELISIM

Bu bölüm üç sorudan oluşmaktadır. Bu bölümdeki sorular okulunuzda sürekli mesleki gelişimi nasıl gördüğünüz ve deneyimlediğiniz ile ilgilidir. Sürekli mesleki gelişim, bireylerin deneyimlerini, pedagojik ve alan bilgilerini, becerilerini ve diğer özelliklerini geliştiren aktiviteler anlamına gelmektedir.

8. Bu okuldaki çalışma hayatınız süresince, aşağıdaki mesleki gelişim aktivitelerine ne sıklıkta katıldınız? (1=Cok, 2=Oldukca, 3=Kismen, 4=Nadiren, 5=Hic)

	1	2	3	4	5
Bireysel başvuru yapılan kurslar, seminerler					
Eğitim konferansları veya seminerler (öğretmen veya araştırmacıların kendi araştırma sonuçlarını sundukları ve eğitsel problemleri tartıştığı)					
Yeterlilik programları (örneğin lisans programı)					
Diğer okulları gözlem amaçlı yapılan ziyaretler					

Mentorluk/kocluk veya akran gozlemi					
Okul ici uzmanlar veya misafir konusmacilarin sagladigi mesleki gelisim firsatlari					
Ogretim veya ogrenme meseleleri uzerine is arkadaslarimla yaptigim tartismalar					

9. Okulunuzu dikkate aldiginizda asagidaki kisi ve kurumlarin ne olcude okul personelinin mesleki gelisiminde bir role sahip oldugunu belirtiniz? (1=Cok, 2=Oldukca, 3=Kismen, 4=Nadiren, 5=Hic)

	1	2	3	4	5
Okul muduru					
Okul yonetiminin diger uyeleri					
Ogretmenler (okul yonetiminde rol almayan)					
Harici kisi veya kuruluslar (ornegin mufettisler, bakanlik, yerel otoriteler)					

10. Mesleki gelisime katiliminizi engelleyen asagidaki engellere ne derece katilip katilmadiginizi belirtiniz. (1=Kesinlikle katiliyorum, 2=Katiliyorum, 3=Ne katiliyor ne katilmiyorum, 4=Katilmiyorum, 5=Kesinlikle katilmiyorum)

	1	2	3	4	5
Gerekli on sartlari tasimiyorum (ornegin yeterli, deneyim, kidem).					
Mesleki gelisime katilim maddi acidan butcemi zorluyor.					

Amir (ust) destegi bulunmamaktadır.					
Mesleki gelisim calisma programimla cakismaktadır.					
Ailevi sorumluluklarim sebebiyle mesleki gelisime zaman ayiramıyorum.					
Mesleki gelisim aktivitelerine katilim icin tesvik bulunmamaktadır.					
Kaliteli bir mesleki gelisim firsati sunulmamaktadır.					

BOLUM (C): OKUL KULTURU

Bu bolum dort sorudan olusmaktadır. Bu bolumdeki sorular okulunuzdaki kulturu nasil gordugunuz ve deneyimlediginiz ile ilgilidir. Okul kulturu, okulun isleyisine yon ve sekil veren tum inanislari, algilar, iliskiler, tavirlar olarak adlandirilmaktadır.

11. Okulunuza hitap eden asagidaki ifadelere ne derece katilip katilmadiginizi belirtiniz. (1=Kesinlikle katiliyorum, 2=Katiliyorum, 3=Ne katiliyor ne katilmiyorum, 4=katilmiyorum, 5=Kesinlikle katilmiyorum)

	1	2	3	4	5
Okul, ogrenme odakli bir vizyona sahiptir.					
Okul, gelisim cabalrina rehberlik eden bir dizi paylasilmis degerlere sahiptir.					
Okul personeli, okul vizyonunu gelistirmek icin isbirligi icerisinde calisir.					
Okul vizyon ifadesi acikca ve net olarak ogretmenler ve ilgili kimseler arasinda paylasilir (ornegin okul dokumanlari, internet sitesi)					

12. Okuluza hitap eden asagidaki ifadelere ne derece katilip katilmadiginizi belirtiniz.
(1=Kesinlikle katiliyorum, 2=Katiliyorum, 3=Ne katiliyor ne katilmiyorum, 4=katilmiyorum, 5=Kesinlikle katilmiyorum)

	1	2	3	4	5
Bu okulda liderlik sorumlulugu okul personeli arasinda dagitilir.					
Bu okulda okul pratikleri ve ciktilari icin ortak sorumluluk alinir.					
Okul personeli, amirlerinin veya mufettislerinin kendilerine ne yapmalri gerektigini soylemelerini beklemekten ziyade, ogretimsel kararlar almada yetkilendirilir.					
Bu okulda guc insanlar arasinda dagitilir.					

13. Okuluza hitap eden asagidaki ifadelere ne derece katilip katilmadiginizi belirtiniz.
(1=Kesinlikle katiliyorum, 2=Katiliyorum, 3=Ne katiliyor ne katilmiyorum, 4=katilmiyorum, 5=Kesinlikle katilmiyorum)

	1	2	3	4	5
Bu okul ogretmenlere karar alma surecinde katilimlari icin firsatlar tanir.					
Bu okul ogrencilere karar alma surecine katilimlari icin firsatlar tanir.					
Bu okul velilere karar alma surecine katilimlari icin firsatlar tanir.					

14. Okuluza hitap eden asagidaki ifadelere ne derece katilip katilmadiginizi belirtiniz.
(1=Kesinlikle katiliyorum, 2=Katiliyorum, 3=Ne katiliyor ne katilmiyorum, 4=katilmiyorum, 5=Kesinlikle katilmiyorum)

	1	2	3	4	5

Okul cevresiyle (aileler, kuruluslar, dernekler...) egitim sureclerine iliskin cesitli destegi saglamak icin siki iliskiler icerisindedir.					
Bu okulda personel etkili calismasi icin motive edilir.					
Bu okulda personel arasinda iletisimi guclendirecek firsatlar yaratir.					
Bu okul, uyelerinin birbirlerine ve kurumlarına karsi baglilik/aidiyet/guven duygusunu yansitir.					
Bu okul personeline isbirligi icerisinde calisma firsati sunar.					

BOLUM (D): HESAPVEREBILIRLIK

Bu bolum uc sorudan olusmaktadır. Bu bolumdeki sorular okulunuzda hesapverebilirliigi nasıl gordugunuz ve deneyimlediginiz ile alakalidir. Hesap verebilirlik, okulun ve okul sistemlerinin amaclarini yerine getirebilmesi icin gerceklestirdigimiz faaliyetlerden sorumlu olma, kabul etme ve cevap verebilme olarak tanimlanmaktadır.

15. Asagidaki ifadelere ne derece katilip katilmadiginizi belirtiniz. (Sorulari yanitlarken lutfen ust mercileri ornegin Milli Egitim bakanligi, Il veya Ilce Milli Egitim Mudurlugu dikkate aliniz.) (1=Kesinlikle katiliyorum, 2=Katiliyorum, 3=Ne katiliyor ne katilmiyorum, 4=katilmiyorum, 5=Kesinlikle katilmiyorum)

	1	2	3	4	5
Ogrencinin akademik basarisindan sorumlu tutulurum.					
Ogrencinin sergiledigi akademik basari duzenli olarak takip edilir, izlenir.					
Akademik basariyi olcmek icin kullanılan yontemler, araclar yeterlidir.					
Ogrencilerimin akademik basarilarindan oturu tesvik ve oduller saglanmaktadır.					

Ogrencilerimin akademik basarisizligindan oturu ceza ve yaptirimlar uygulanmaktadır.					
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16. Asagida okulunuzla ilgili bazi ifadeler yer almaktadır. Ogretim ve ogrenmede kaliteyi saglamada okulunuzun uyguladigi stratejilere ne derece katilip katilmadiginizi lutfen belirtiniz. (1=Kesinlikle katiliyorum, 2=Katiliyorum, 3=Ne katiliyor ne katilmiyorum, 4=katilmiyorum, 5=Kesinlikle katilmiyorum)

	1	2	3	4	5
Bu okul, ogrenci sinav test sonuclari veya istatistiklerine dayanarak ogretimsel kararlar almaya onem verir. (mufredati gelistirmek, ulusal testlere uygun hale getirmek gibi)					
Bu okulda ogretim okul muduru, mudur yordimcilari ve/veya ogretmenler tarafından duzenli bir sekilde gozlemlenir.					
Herbir sinif ziyareti sonrasi, ogretmenlere ogretimlerini nasil gelistirebilecekleri konusunda tavsiyelerde bulunulur.					
Ogrenci gelisimi, okul muduru, mudur yordimcisi ve/veya ogretmenler tarafından duzenli bir sekilde izlenir.					
Bu okul bireysel ogrenci ihtiyaclarini dikkate alir.					
Bu okul personeline gerekli kaynaklar, materyaller, destek ve yordim saglar.					
Bu okulda ogretim zamanini korumaya dikka edilir.					

17. Asagida okulunuzla ilgili bazi ifadeler yer almaktadır. Ogretim ve ogrenmede kaliteyi saglamada okulunuzun karsilastigi zorluklara ne derece katilip katilmadiginizi lutfen

belirtiniz. (1=Kesinlikle katiliyorum, 2=Katiliyorum, 3=Ne katiliyor ne katilmiyorum, 4=katilmiyorum, 5=Kesinlikle katilmiyorum)

	1	2	3	4	5
Ogretimsel materyal eksikligi (ornegin ders kitabi)					
Fiziksel altyapi eksikligi (ornegin okul binalari, kalorifer sistemleri)					
Zaman sinirliligi					
Hukumet uygulamalari ve politikalari					
Nitelikli eleman eksikligi					
Sinirli okul butcesi					

18. Heriki arastirmada (yuz yuze gorusme) yer almak ister misiniz?

Evet	
Hayir	

19. Cevabiniz evet ise, sizinle iletisim kurabilecegim e-posta adresinizi yazmanizi rica edecegim.

Anketi tamamladiginiz icin tesukur ederim. Lutfen herhangi bir sorunuzda iletisime gecmekten cekinmeyiniz.

Appendix 9

The Pilot Study Observation Schedule

School		Principal	
Date		Time	

CONTINUING PROFESSIONAL DEVELOPMENT		
Points	Observation Notes	Location
Types		
Principal's practices		
Supports		
Obstacles		

School		Principal	
Date		Time	

SCHOOL CULTURE		
Points	Observation Notes	Location
Vision for learning/development		
Leadership distribution/decision making		
Motivation		
Collaboration/teamwork		
Communication		
Obstacles		

School		Principal	
Date		Time	

ACCOUNTABILITY		
Points	Observation Notes	Location
Source		
Expectations		
Consequences		
Strategies in enhancing the quality of teaching and learning		
Obstacles in enhancing the quality of teaching and learning		

Appendix 10

The Main Study Observation Schedule

School		Principal	
Date		Time	

General Filed Notes

CONTINUING PROFESSIONAL DEVELOPMENT				
Points		Observation Notes	Location	Day
Leader's Professional Development	Journey			
	Supports			
	Obstacles			
Teachers' Professional Development	Types			
	Principal's role			
	Supports			
	Obstacles			

SCHOOL CULTURE				
Points		Observation Notes	Location	Day
Vision for learning	Development			
	Communication			
Leadership distribution				
Decision making				
Motivation				
Collaboration/teamwork				
Communication				
Establishing culture				
Obstacles				

ACCOUNTABILITY				
Points		Observation Notes	Location	Day
Source	Internally			
	Externally			
Expectations	Internally			
	Externally			
Consequences	Internally			
	Externally			
Strategies in enhancing the quality of teaching and learning				
Obstacles in enhancing the quality of teaching and learning				

Appendix 11

The Pilot Study Interview Questions for School Principals

1. How would you describe professional development in this school?

Prompt:How is professional development for staff organised in this school?

As a leader, what is your role in relation to school staff development?

What is the role of the Ministry in relation to school staff development?

Have you faced difficulties in supporting professional development in this school?

If yes, what are these difficulties and how do you overcome them?

2. How would you describe your school culture?

Prompt:What is your role in building, managing, and changing your school culture?

What is the connection between school culture and your school success?

Do you think that school culture facilitates the environment for school staff to work effectively?

How would you describe your school culture in terms of problems and difficulties?

What is your school's approach to solve them?

3. How would you describe your school vision?

Prompt:How is the school vision developed in this school?

What is your role in developing a school vision?

How is the school vision shared by the school community?

4. What do you think about distributed leadership?

Prompt: How are roles and responsibilities distributed in this school?

What strategies do you follow in decision-making?

Do teachers have a role in decision-making? How and why?

5. What is the school's strategy to ensure quality in teaching and learning?

Prompt:As a leader, what is your role in ensuring quality in teaching and learning?

Have you faced difficulties in ensuring quality in teaching and learning?

If yes, what are these difficulties and how do you overcome them?

6. What is your view of the current accountability system?

Prompt:What do you think the expectations from you as a leader are?

What do you think you are held accountable for?

Where do you think academic achievement is among these expectations?

How is the fulfillment of these expectations assessed?

What actions are taken as a result of the assessment in this school?

How do you think accountability in your education system influence your role as a leader?

Appendix 12

The Main Study Interview Questions for School Principals

1. How would you describe professional development in this school?

Prompt: How is professional development for staff organised in this school?

As a school principal, what is your role in relation to school staff development?

What kind of support is there in this school regarding the professional development of staff?

Have you faced difficulties in supporting professional development in this school?

If yes, what are these difficulties and how do you overcome them?

2. How would you describe your school culture in terms of motivation, collaboration, communication and relationship with the wider community?

Prompt: What is the connection between school culture and your school success?

Do you think that school culture facilitates the environment for school staff to work effectively?

What is your role in building, managing, and changing your school culture?

Have you faced difficulties in developing a school culture?

If yes, what are these difficulties and how do you overcome them?

3. How would you describe your school vision?

Prompt: How is the school vision developed in this school?

What is your role in developing a school vision?

How is the school vision shared by the school community?

4. What do you think about distributed leadership?

Prompt: How are leadership roles and responsibilities distributed in this school?

5. What do you think about decision-making in this school?

Prompt: What strategies do you follow in decision-making?

Do teachers, students and families have a role in decision-making? How and why?

6. What is the school's strategy to ensure quality in teaching and learning?

Prompt: As a leader, what is your role in ensuring quality in teaching and learning?

Have you faced difficulties in ensuring quality in teaching and learning?

If yes, what are these difficulties and how do you overcome them?

7. What is your view of the current accountability to the Ministry?

Prompt: What do you think the expectations of the Ministry from you are?

What do you think it holds you accountable for?

Where do you think academic achievement is among these expectations?

How does the Ministry assess the fulfillment of these expectations?

What actions are taken as a result of the assessment?

Do you think that this system impacts your leadership practices in this school? If yes, how? If no, why?

Okul Muduru Gorusme Sorulari

1. Bu okulda mesleki gelisimi nasil tanimlarsiniz?

Ipucu: Bu okulda mesleki gelisim nasil organize edilmektedir?

Bir okul muduru olarak pesonelin mesleki gelisimde rolunuz nedir?

Bu okulda personelin mesleki gelisimi icin ne tur destekler mevcuttur?

Bu okulda mesleki gelisimi saglamada herhangi bir zorlukla karsilastiniz mi?

Eger cevabiniz evet ise nasil bir zorluktur ve nasil ustesinden geldiniz?

2. Okul kulturunuzu motivasyon, icbirliigi, iletisim ve cevre ile iliskiler bakimindan nasil tanimlarsiniz?

Ipucu: Okul kulturu ile okul basarisi arasinda nasil bir iliski vardir?

Okul kulturunun pesonelin daha etkili calismasini sagladigini dusunuyor musunuz?

Okul kulturunu olusturma, gelistirme ve degistirmede sizin rolunuz nedir?

Okul kulturu gelistirmede herhangi bir zorlukla karsilastiniz mi?

Eger cevabiniz evet ise nasil bir zorluktur ve nasil ustesinden geldiniz?

3. Okul vizyonunuzu nasil tanimlarsiniz?

Prompt: Bu okulda vizyon nasil olusturulur?

Vizyon olusturmada sizin rolunuz nedir?

Okul vizyonu okulun cevresiyle nasil paylasilir?

4. Paylasimci liderlikle ilgili ne dusunuyorsunuz?

Prompt: Bu okulda roller ve sorumluluklar nasil dagitilir?

5. Bu okulda karar verme sureci ile ilgili ne dusunuyorsunuz?

Prompt:karar verme surecinde ne gibi stratejiler izlenir?

Ogrenciler, ogretmenler ve ailelerin karar verme surecinde bir rolu var mi? Nasil ve neden?

6. Egitim ve ogretimde kaliteyi saglamada okulunuzun stratejisi nedir?

Ipucu:Bir lider olarak egitim ve ogretimde kaliteyi saglamada sizin rolunuz nedir?

Egitim ve ogretimde kaliteyi saglamada herhangi bir zorlukla karsilastiniz mi?

Eger cevabiniz evet ise nasil bir zorluktu ve nasil ustesinden geldiniz?

7. Milli Egitim bakanligi'na hesapverme ile ilgili gorusunuz nedir?

Ipucu:bakanligin sizden beklentileri nelerdir?

Sizi ne icin hesapverir tuttugunu dusunuyorsunuz?

Bu beklentilerin arasinda akademik basariyi nasil goruyorsunuz?

Bakanlik bu beklentileri karsilayip karsilamadiginizi nasil degerlendirmektedir?

Bu degerlendirmeler sonucu neler yapilmaktadir?

Bu systemin sizin liderlik pratiklerinizi etkiledigini dusunuyor musunuz? Evetse nasil? Hayirsa neden?

Appendix 13

The Pilot Study Group Interview Questions for Teachers

1. How would you describe professional development in your school?

Prompt: How is professional development for staff organised in this school?

What is the role of the Ministry in relation to school staff development?

What are the difficulties the school faces regarding the professional development of staff?

How are these difficulties managed?

2. How would you describe your school culture?

Prompt: What is your role in building, managing, and changing your school culture?

What is the connection between school culture and your school success?

Do you think that school culture facilitates the environment for school staff to work effectively?

How would you describe your school culture in terms of problems and difficulties?

3. How would you describe your school vision?

Prompt: How is the school vision developed in this school?

Do you have a role in developing a school vision? If yes, how? If no, why?

How is the school vision shared by the school community?

4. What do you think about distributed leadership?

Prompt: How are roles and responsibilities distributed in this school?

What strategies do you follow in decision-making?

Do teachers have a role in decision-making? How and why?

5. What is the school's strategy to ensure quality in teaching and learning?

Prompt: As a teacher, what is your role in ensuring quality in teaching and learning?

Have you faced difficulties in ensuring quality in teaching and learning?

If yes, what are these difficulties and how do you overcome them?

What is your school's approach to solve them?

6. What is your view of the current accountability system?

Prompt:What do you think the expectations from you as a teacher are?

What do you think you are held accountable for?

Where do you think academic achievement is among these expectations?

How is the fulfillment of these expectations assessed?

What actions are taken as a result of the assessment in this school?

How do you think accountability in your education system influence your role as a teacher?

Appendix 14

The Main Study Group Interview Questions for Teachers

1. How would you describe professional development in this school?

Prompt: How is professional development for staff organised in this school?

What kind of support is there in this school regarding the professional development of staff?

As a teacher, do you think that you have a role in supporting the professional development of your colleagues? If yes, how? If no, why?

2. How would you describe your school culture in terms of motivation, collaboration, communication and relationship with the wider community?

Prompt: What is the connection between school culture and your school success?

Do you think that school culture facilitates the environment for school staff to work effectively?

Do you think that you have a role in building, managing, and changing your school culture? If yes, how? If no, why?

3. How would you describe your school vision?

Prompt: How is the school vision developed in this school?

Do you have a role in developing a school vision? If yes, how? If no, why?

How is the school vision shared by the school community?

4. What do you think about distributed leadership?

Prompt: Do you think that leadership roles and responsibilities are distributed in this school?

If yes, how? If no, why?

5. What do you think about decision-making in this school?

Prompt: What strategies are followed in this school?

As a teacher, do you think that you have a role in decision-making at this school? How and why?

6. What is the school's strategy to ensure quality in teaching and learning?

Prompt: As a teacher, what is your role in ensuring quality in teaching and learning?

Have you faced difficulties in ensuring quality in teaching and learning?

If yes, what are these difficulties and how do you overcome them?

7. What is your view of the current accountability to the Ministry?

Prompt: What do you think the expectations of the Ministry from you as a teacher are?

What do you think it holds you accountable for?

Where do you think academic achievement is among these expectations?

How does the Ministry assess the fulfilment of these expectations?

What actions are taken as a result of the assessment?

Do you think that this system impacts your teaching practices in this school? If yes, how? If no, why?

Ogretmen Grup Gorusmesi Sorulari

1. Bu okulda mesleki gelisimi nasil tanimlarsiniz?

Ipucu: Bu okulda mesleki gelisim nasil organize edilmektedir?

Bu okulda personelin mesleki gelisimi icin ne tur destekler mevcuttur?

Bir ogretmen olarak, is arkadaslarinizin mesleki gelisiminde bir rolunuz oldugunu dusunuyor musunuz? Evetse nasil? Hayirsa neden?

2. Okul kulturunuzu motivasyon, icbirliigi, iletisim ve cevre ile iliskiler bakimindan nasil tanimlarsiniz?

Ipucu: Okul kulturu ile okul basarisi arasinda nasil bir iliski vardir?

Okul kulturunun pesonelin daha etkili calismasini sagladigini dusunuyor musunuz?

Okul kulturunu olusturma, gelistirme ve degistirmede bir rolunuz oldugunu dusunuyor musunuz? Evet ise nasil? Hayir ise neden?

3. Okul vizyonunuzu nasil tanimlarsiniz?

Prompt: Bu okulda vizyon nasil olusturulur?

Okul vizyonunu olusturmada sizin bir rolunuz var mi? Evetse nasil? Hayirsa neden?

Okul vizyonu okulun cevresiyle nasil paylasilir?

4. Dagitimci liderlikle ilgili ne dusunuyorsunuz?

Ipucu: Bu okulda liderlik rolu ve sorumlulugunun dagitildigini dusunuyor musunuz? Evetse nasil? Hayirsa neden?

5. Bu okulda karar verme sureci ile ilgili ne dusunuyorsunuz?

Ipucu: Bu okulda karar verme sureci ile ilgili nasil bir strateji izlenmektedir?

Bir ogretmen olarak, karar verme surecinde bir rolunuz oldugunu dusunuyor musunuz?

6. Egitim ve ogretimde kaliteyi arttirmada okulunuzun stratejisi nedir?

Ipucu: Bir ogretmen olarak egitim ve ogretimde kaliteyi arttirmada sizin rolunuz nedir?

Egitim ve ogretimde kaliteyi arttirmada herhangi bir zorlukla karsilastiniz mi?

Cevabiniz evet ise bu zorluklar nelerdir ve nasil ustesinden gelmektedir?

7. Milli Egitim bakanligi'na hesapverme ile ilgili gorusunuz nedir?

Ipucu: bakanligin sizden beklentileri nelerdir?

Sizi ne icin hesapverir tuttugunu dusunuyorsunuz?

Bu beklentilerin arasinda akademik basariyi nasil goruyorsunuz?

Bakanlik bu beklentileri karsilayip karsilamadiginizi nasil degerlendirmektedir?

Bu degerlendirmeler sonucu neler yapilmaktadir?

Bu systemin sizin liderlik pratiklerinizi etkiledigini dusunuyor musunuz? Evetse nasil? Hayirsa neden?

Appendix 15

Example of Original Interview Quotations-Sun School

Bu okula ilk atandığımda seminer yapmamız gerektiğini düşündüm ve üniversite hocaları buraya gelmeli dedim. Ne yapabiliriz diye düşündük. Yaz tatiline giriyoruz ve stress ile ilgili olsun dedik. Kişi stresi nasıl yönetir? (Hakkı, Okul Müdürü).

The first year I came in, I thought we should have a seminar and faculty members should come to this school. I asked what we should do. We're going on summer vacation, so we thought we'd do stress training. How does one manage stress? (Hakkı, School Principal).

Bu okula geldiğimde vizyon çoktan oluşturulmuştu. Bu nedenle benim bir rolüm olduğunu söyleyemem fakat bu kültüre kolay adapte oldum diyebilirim. Çünkü zaten böyle bir ortamda çalışmak istiyordum, bu durum benim idealimde olan şeydi. Bu nedenle uyum sağlamam kolay oldu (Özlem, Müdür Yardımcısı).

When I came to this school, the vision was already created, so I may not have a role in the formation of vision, but I can say that I easily adapted to school culture. Because I was aiming to work in such a working environment, and to work in such an environment was my ideal. That's why it was easy for me to adapt (Özlem, Assistant Principal).

Öğretmenler devlet memuru ve iş garantileri olduğu için sadece derslerini anlatıp işlerini yapıyorlar. Aslında öğretmenler mesleki gelişime yönlendirilmeli fakat öyle yapılmıyor. Bir başarı belgesi vermek veya maaş artışı gibi destekler yok (Özge, Fen Zümre Başkanı).

Teachers are civil servants, and since they have job guarantees, they just teach their classes and do their jobs. In any case, they get paid. In fact, teachers need to be directed towards professional development, but they are not encouraged to do so. Giving a certificate of success or awarding or raising the salary are not on our agenda (Özge, Science group Leader).

Zaman zaman müdür bey sınıfları ziyaret eder, arka sırada oturu ve dersi gözlemler (Öğretmen, Grup 2)

From time to time, the principal visits teachers' classes, takes a seat at the back rows of the classroom and observe their lessons (Teacher, Group 2)

Appendix 16

Example of Original Interview Quotations-Sea School

Burada da müdür olmama rağmen okulun mali işlerini, okul aile birliği, ders dağıtma gibi birçok işi ben yapmaya çalışırım çünkü hassas işlerdir (Bestami, Okul Müdürü).

Although I am the principal here, I am trying to solve all issues, such as budget problems, organising teacher-parent association meetings, scheduling etc. because they are delicate subjects (Bestami, School Principal).

Aslında stratejik planlama komitemiz var ama bu planlar genelde standart oluyor. Orda ufak tefek değişiklikler yapılıyor ama genelde yakın benzer şeyler. Her okulun kendisi o vizyonu oluşturması gerekiyor ama o çok olmuyor (Furkan, Müdür Yardımcısı).

In fact, we have a strategic planning committee but the planning is standard. Although they do minor changes in documents, they are generally the same with the previous ones. Schools are required to have a school vision but unfortunately they don't have (Furkan, Assistant Principal).

Örneğin öğrencilerle pikniğe gideceksin ya da müze gezisi düzenleyeceksin onu kararını mümkün değil kendi başına alamazsın, yapamazsın. Onun bir sürü bürokrat yolları var (Naz, Türkçe Zümre Başkanı).

For example, if you want to go a picnic or a museum with students, it is impossible to take this decision on your own. You need to follow a bureaucratic procedure (Naz, Turkish Language Group Leader).

Yani ben bu okulda birtakım şeylerin kararını tek başıma alabilirim ama yapıyo muyum? Yapmıyorum. Bir kararı alırken ya da uygulayabilsem dahi ben müdür beye sorma tarafındayım (Öğretmen, Grup 2).

In fact, I can take decision at this school, But am I doing? No. I am in favour of asking to the principal while taking or implementing the decision (Teacher, Group 2).

Appendix 17

The Analysis Stages of Observation Data

School	Sun School	Principal	Hakki
Date	18.10.2019	Time	9 am-1pm

General Filed Notes
9 o'clock, he came First check letters, call assistant Mustafa, blood problem, janitor, photocopy Pictures on walls, library, chess corner----businessmen, parents ---carpenter for chess How to repair broken windows? Toilet, lady-----counselling service (5 min you sit you sit)---student Yigit Meeting in his room---school phobia----never come again----cooperation and decision making required----so distributed tasks to teachers and security (film, painting etc.) When the students sit in the counselling service, does it mean they are coming to school? Mum must sign Called primary school Unfortunately, nobody cared him Responsibility is me Mum said you are right Old man retired, municipality, son university, scholarship, wife sick----called security

Figure 1. Example of initial field notes (terms, words, symbols)

The principal came to the school at 9 a.m. as soon as he reached his room, he checked the official letters sent by the Ministry on DYS system. He called the assistant principal to remind the essential papers for completing and sending to the Ministry. He said that he needs to keep track of these papers.

A young man came into the principal's room. The principal stated that his name is Mustafa. He asked the principal to sign some documents. After leaving the room, the principal said that Mustafa was assigned to our school as a janitor by the Ministry, but he has a serious blood illness. How can I ask him to do the cleaning? If he is injured, it might be hard to stop the bleeding. Then, I want him to work as an officer, such as doing some photocopying.

Then, we started to walk in the school corridors. The principal said that *"These bookshelves or the library and the chess corner I showed you on the second floor are provided in our own right. We want to do more, but it isn't easy. Sometimes I tried to find rich business people or asked parents to help us. I also found a carpenter to cut corners for the chest boards."*

While he was showing the location of the toilets, we realised a lady sitting in the girls' bathroom. He called the female teacher who is on duty that day to come and enter the bathroom.

He met with the lady and asked her reason for waiting in the toilet. She shared that her son has some problems for entering the lessons, so she was waiting for his son until the end of the day.

After becoming aware of a student spending his day in the counselling service rather than entering the lessons, the principal visited the counselling service to meet with the student and discuss the issue with the counsellor. After he entered the room, the discussion could not start for a few minutes due to the insistence of the teacher to offer her chair and table to the principal.

He discussed the particular problem with the members of the meeting first and with the parent later by asking, *"when the student sits in the counselling service all day, does it mean he is coming to school?"*. Then, he stated that they need to take an urgent decision and delegated what each needs to do to solve the issue *"We must gain this child. The security won't let the mother come in again. Art teacher, you will ask him to draw his favourite character. Turkish language teacher, you will ask him to write about his favourite film. Counsellor, you need to write a detailed report what the parents need to do and get it signed"*.

Then he turned to me and said that he was not informed about this problem in the school. This child got into the habit of not entering the lessons, and everybody ignored him for years. If they had concerned about this child, the problem would have already been solved until now. Because I am the principal, all responsibility is mine. This is ironic.

Then, he called the primary school teacher of the student and asked what was his problem during his primary education, such as family issues, budget problems, bullying. He was also interested in the precautions done for the student in primary school. He also tried to know the family. He learned that the father is working in another city and the child does not notice his mother.

He asked the parent and the counselling teacher to come into the room, and they started to discuss how to help the student. The principal underlined that the mother should not enter the school buildings without permission again and needs to sign the letter for committing the taken decisions. According to his experience, the parents may state later that the school did not do anything for the child.

After that meeting, an older man entered the principal's room. He stated that he worked in the municipality for years, and now he is retired. He has a son studying at the university and a wife who is sick abed. His salary is not enough for helping to his son. So, he asked whether the principal knows anyone or any institution that can sponsor his son. The principal replied that he could not help him. After the man left the room, the principal said to me that " When I first took office, a man came and shared a similar story with me. I helped him. Then, I realised that every day some is coming for asking financial support. These people are working as a gang. I can understand from your eyes that you are very sad for the son and the wife. However, they are lying". Then, he called security to be sure that the man left the school. He also warned him not to let anyone come into the school building.

Figure 2. Example of complete field notes in more detail

The principal came to the school at 9 a.m. as soon as he reached his room, he checked the official letters sent by the Ministry on DYS system. He called the assistant principal to remind the essential papers for completing and sending to the Ministry. He said that he needs to keep track of these papers.

MS Meliha Sakin
His morning routine and importance of replying the Ministry

A young man came into the principal's room. The principal stated that his name is Mustafa. He asked the principal to sign some documents. After leaving the room, the principal said that Mustafa was assigned to our school as a janitor by the Ministry, but he has a serious blood illness. How can I ask him to do the cleaning? If he is injured, it might be hard to stop the bleeding. Then, I want him to work as an officer, such as doing some photocopying.

MS Meliha Sakin
Caring school members

Then, we started to walk in the school corridors. The principal said that *"These bookshelves or the library and the chess corner I showed you on the second floor are provided in our own right. We want to do more, but it isn't easy. Sometimes I tried to find rich business people or asked parents to help us. I also found a carpenter to cut corners for the chest boards."*

MS Meliha Sakin
Providing student with the required school materials

MS Meliha Sakin
The Ministry's lack of financial support

While he was showing the location of the toilets, we realised a lady sitting in the girls' bathroom. He called the female teacher who is on duty that day to come and enter the bathroom.

MS Meliha Sakin
Security issues in the school

He met with the lady and asked her reason for waiting in the toilet. She shared that her son has some problems for entering the lessons, so she was waiting for his son until the end of the day.

MS Meliha Sakin
Solving a problem by cooperating with counselling service

After becoming aware of a student spending his day in the counselling service rather than entering the lessons, the principal visited the counselling service to meet with the student and discuss the issue with the counsellor. After he entered the room, the discussion could not start for a few minutes due to the insistence of the teacher to offer her chair and table to the principal.

MS Meliha Sakin
Respect to the principal

He discussed the particular problem with the members of the meeting first and with the parent later by asking, *"when the student sits in the counselling service all day, does it mean he is coming to school?"*. Then, he stated that they need to take an urgent decision and delegated what each needs to do to solve the issue. *"We must gain this child. The security won't let the mother come in again. Art teacher, you will ask him to draw his favourite character. Turkish language teacher, you will ask him to write about his favourite film. Counsellor, you need to write a detailed report what the parents need to do and get it signed"*.

MS Meliha Sakin
Discussing with school members who are responsible with the student

MS Meliha Sakin
Distributing the tasks

Then he turned to me and said that he was not informed about this problem in the school. This child got into the habit of not entering the lessons, and everybody ignored him for years. If they had concerned about this child, the problem would have already been solved until now. Because I am the principal, all responsibility is mine. This is ironic.

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MS Meliha Sakin
The boy was ignored for years

MS Meliha Sakin
Principal is the main responsible

MS Meliha Sakin
Searching the issue from different angels

MS Meliha Sakin
Importance of having the papers signed officially

MS Meliha Sakin
A man asking for financial help

MS Meliha Sakin 2 minutes ago
Security must not let again

[Reply](#) [Resolve](#)

Figure 3. Example if Initial Coding

<p>While the Principal and the assistant principals were eating their lunch during the break time, a man came into the room. All shared how suprised and glad they are to see him. The Principal introduced the visitor to me as: "Dear Ahmet has been the assistant principal here for 2 years and now he is working as a principal in School X". The previous assistant principal explained the reason of his sudden visit as: "Mr Principal, I am in a very difficult situation. I received the fixture from the previos principal as it is. But now I realised that the list isn't factually accurate. What will I do if the District Directors want to see them? I didn't know they inspect it". During the lunch, the Principal gave examples based on his experience and also called other principals and officers in the District Directorate to solve the issue.</p>	<p>MS Meliha Salin School leaders' PD</p>
<p>You say you want this responsibility in addition to your current duty. But do you think all teachers will volunteer to do this?</p>	<p>MS Meliha Salin Leadership distribution/SC</p>
<p>Though he discussed the particular problem with the members of the meeting first and with the parent later through asking "when the student sits in the counselling service all day, does it mean he is coming to school?", it was obvious that the principal had the power to decide by himself. He delegated what each needs to do to solve the issue. We must gain this child. The security won't let the mother to come in again. Art teacher, you will ask him to draw his favourite character. Turkish language teacher, you will ask him to write about his favourite film. Counsellor, you need to write a detailed report what the prents need to do and get it signed.</p>	<p>MS Meliha Salin Involving teachers and parents in decision-making process/SC</p>
<p>After becoming aware of a student spending his day in the counselling service rather than entering the lessons, the principal visited the counselling service to meet with the student and to discuss the issue with the counsellor. After he entered the room, the discussion could not start for a few minutes due to the insistency of the teacher to offer her chair and table to the principal.</p>	<p>MS Meliha Salin Leadership distribution/SC</p>
<p>When I first came to the school after promoted to this position, I was shocked. You should see the walls, toilets, desks, lamps... There is a confined space in the garden, I don't know for what it is used. To start with, I had it demolished and I recorded everything I did. Please look these. In such an environment, how could the education be maintained?</p>	<p>MS Meliha Salin Communication between principal and teachers/SC</p>
<p>After the principal carefully listened to the parent, he repeatedly underlined the professional profile of the teacher subject to the discussion and his success in the work he has done until now. He shared with the parent that the teacher has a wife who stays in the hospital for a long time, so we need to understand him while making the parent sure that he will talk with the teacher about the compliant and advise to be more careful in his behaviours to the students.</p>	<p>MS Meliha Salin Establishing SC by giving importance to physical appearance of school/SC</p>
<p>Mustafa was assigned to our school as a janitor by the Ministry, but he has a serious blood illness. How can I ask him to do cleaning? If he is injured, it might be hard to stop the bleeding. Then, I want him to work as an officer. Doing some photocopying.</p>	<p>MS Meliha Salin Providing support to school members/SC</p>
<p>Especially in this district, most of the school principals are over 65. They give their passwords to the assistant principals and they just spend some time in the school. But, I'm not doing so. In fact, it isn't an easy job. I mean reading these papers one by one. But, I'm reading although it takes ages.</p>	<p>MS Meliha Salin Establishing SC by showing a care to members/SC</p>
<p>No. We need to decide according to the present conditions. They aren't late intentionally. It is because of the school buses.</p>	<p>MS Meliha Salin Expectations of the accountability system/Accountability</p>
<p>No. We need to decide according to the present conditions. They aren't late intentionally. It is because of the school buses.</p>	<p>MS Meliha Salin Strategies for the quality of teaching and learning/Accountability</p>
<p>Please, try to be more careful for coming on time. Especially, on Mondays. You should know! Next week, someone will come from the Provincial Directorate to inspect school buses.</p>	<p>MS Meliha Salin Supporting students with the required assistance/Accountability OR Providing support to school members/SC</p>
<p>The principal read a poem which was about the aggrievement. The students hanged on the principal's every word. However, the principal suddenly shouted one of the students "Leave the class. You aren't listening me". All other students remained unresponsive. Then, the principal asked the students "Why didn't you challenge the injustice although a few minutes ago we talked about aggrievement?". He stopped the student, apologised and presented the poem book to him.</p>	<p>MS Meliha Salin coordinating the curriculum/Accountability</p>
<p>But, he can't start next week because you know we are in exam weeks. Either this week or next week he will have taken all his exams. Because these periods are same in all schools.</p>	<p>MS Meliha Salin Obstacles for the quality of teaching and learning/Government regulation/Accountability</p>
<p>Every year, I'm doing this in some classes. They all said, "we can't tolerate unfairness. We help if we witness someone who are aggrieved". But, they dpon't. When I ask the reason of their unresponsiveness, they say "But, you are our principal". They are right. Unfortunately, we are used to live with people who always use their authority in our country. We can't cross this line.</p>	<p>MS Meliha Salin 2 minutes ago Obstacles for the quality of teaching and learning/Lack of school budget/Accountability OR Providong support to school members/SC</p>
<p>These bookshelves or the library and the chess corner I showed you in the second floor are provided in our own right. We want to do more but it isn't easy. Sometimes I tried to find rich businessmen or asked parents to help us. I also found a carpenter to cut corners for the chest boards.</p>	<p>Reply Resolve</p>

Figure 4. Example of Searching for Themes

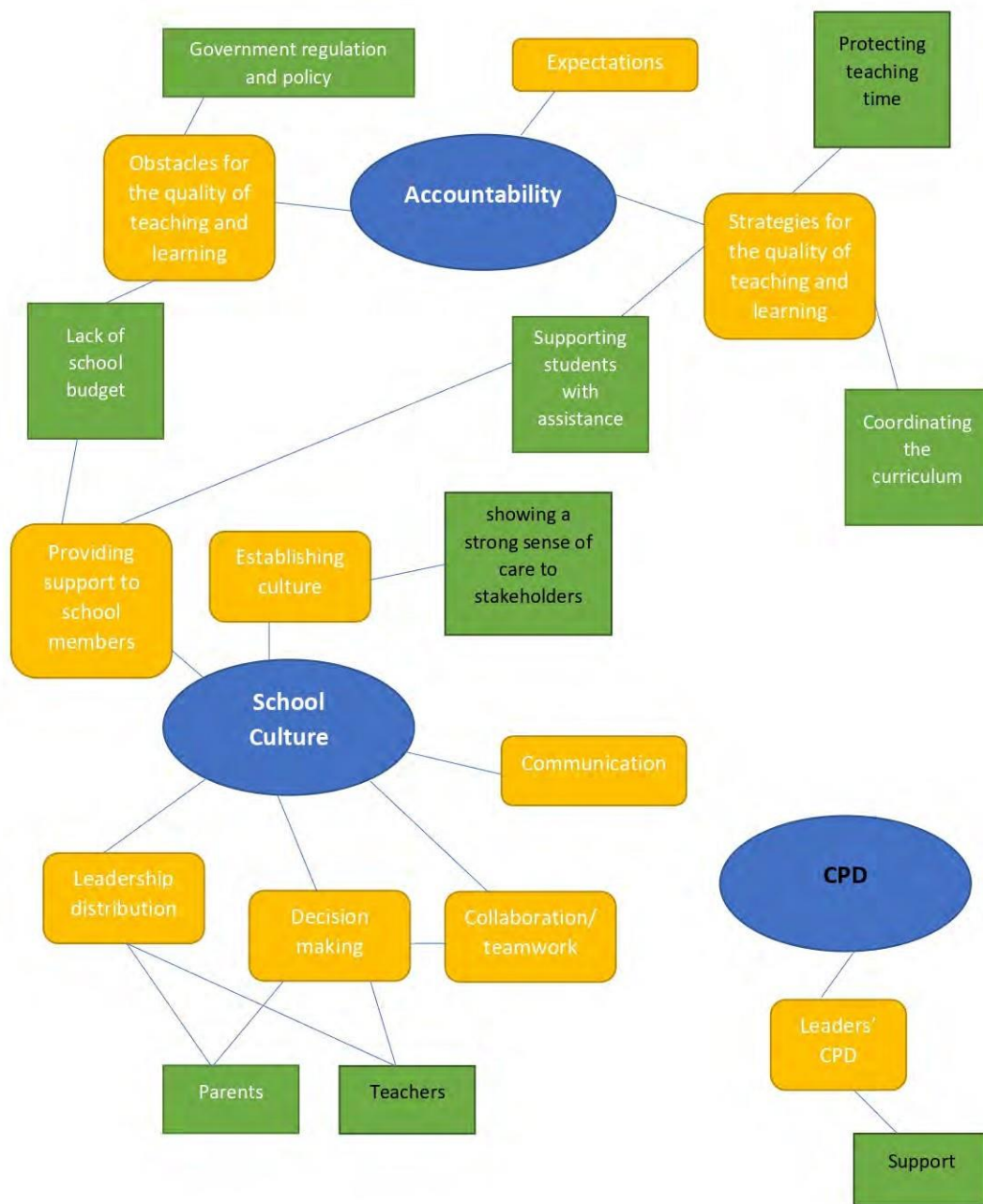


Figure 5. Mind Map of Searching for Themes



Figure 6. Example of Reviewing Themes

CONTINUING PROFESSIONAL DEVELOPMENT				
Points		Observation Notes	Location	Day
Leader's Professional Development	Journey		Lunchroom	3
	Supports	While the Principal and the assistant principals were eating their lunch during the break time, a man came into the room. All shared how suprised and glad they are to see him. The Principal introduced the visitor to me as: "Dear Ahmet has been the assistant principal here for 2 years and now he is working as a principal in School X". The previous assistant principal explained the reason of his sudden visit as: "Mr Principal, I am in a very diffciult situation. I received the fixture from the previos principal as it is. But now I realised that the list isn't factually accurate. What will I do if the District Directors want to see them? I didn't know they inspect it". During the lunch, the Principal gave examples based on his experience and also called other principals and officers in the District Directorate to solve the issue.		
	Obstacles			
Teachers' Professional Development	Types			
	Principal's role			
	Supports			
	Obstacles			

SCHOOL CULTURE				
Points		Observation Notes	Location	Day
Vision for learning	Development			
	Communication			
Leadership distribution		You say you want this responsibility in addition to your current duty. But do you think all teachers will volunteer to do this?	Principal Office	3
Decision making		Though he discussed the particular problem with the members of the meeting first and with the parent later through asking "when the student sits in the counselling service all day, does it mean he is coming to school?", it was obvious that the principal had the power to decide by himself. He delegated what each needs to do to solve the issue "We must gain this child. The security won't let the mother to come in again. Art teacher, you will ask him to draw his favourite character. Turkish language teacher, you will ask him to write about his favourite film. Counsellor, you need to write a detailed report what the prents need to do and get it signed.	Principal Office	1
Motivation				
Collaboration/teamwork				
Communication		After becoming aware of a student spending his day in the counselling service rather than entering the lessons, the principal visited the counselling service to meet with the student and to discuss the issue with the counsellor. After he entered the room, the discussion could not start for a few minutes due to the insistency of the teacher to offer her chair and table to the principal.	Counselling Service	1

Establishing culture	When I first came to the school after promoted to this position, I was shocked. You should see the walls, toilets, desks, lamps... There is a confined space in the garden, I don't know for what it is used. To start with, I had it demolished and I recorded everything I did. Please look these. In such an environment, how could the education be maintained?	Principal Office	2
	After the principal carefully listened to the parent, he repeatedly underlined the professional profile of the teacher subject to the discussion and his success in the work he has done until now. He shared with the parent that the teacher has a wife who stays in the hospital for a long time, so we need to understand him while making the parent sure that he will talk with the teacher about the compliant and advise to be more careful in his behaviours to the students.	Principal office	2
	Mustafa was assigned to our school as a janitor by the Ministry, but he has a serious blood illness. How can I ask him to do cleaning? If he is injured, it might be hard to stop the bleeding. Then, I want him to work as an officer. Doing some photocopying.	Principal Office	1
Obstacles			

ACCOUNTABILITY				
Points		Observation Notes	Location	Day
Source	Internally			
	Externally			
Expectations	Internally	<p>“Especially in this district, most of the school principals are over 65. They give their passwords to the assistant principals and they just spend some time in the school. But, I’m not doing so. In fact, it isn’t an easy job. I mean reading these papers one by one. But, I’m reading although it takes ages”.</p>	Principal Office	3
	Externally			
Consequences	Internally			
	Externally			
Strategies in enhancing the quality of teaching and learning		No. We need to decide according to the present conditions. They aren’t late intentionally. It is because of the school buses.	School Garden	2
		Please, try to be more careful for coming on time. Especially, on Mondays. You should know! Next week, someone will come from the Provincial Directorate to inspect school buses.	School Entrance	2

	<p>The principal read a poem which was about the aggrievement. The students hanged on the principal's every word. However, the principal suddenly shouted one of the students "Leave the class. You aren't listening me". All other students remained unresponsive. Then, the principal asked the students "Why didn't you challenge the injustice although a few minutes ago we talked about aggrievement?". He stopped the student, apologised and presented the poem book to him".</p>	5-H Class	3
	<p>But, he can't start next week because you know we are in exam weeks. Either this week or next week he will have taken all his exams. Because these periods are same in all schools.</p>	Principal Office	2
<p>Obstacles in enhancing the quality of teaching and learning</p>	<p>Every year, I'm doing this in some classes. They all said, "we can't tolerate unfairness. We help if we witness someone who are aggrieved". But, they don't. When I ask the reason of their unresponsiveness, they say "But, you are our principal". They are right. Unfortunately, we are used to live with people who always use their authority in our country. We can't cross this line.</p>	School Corridor	3
	<p>These bookshelves or the library and the chess corner I showed you in the second floor are provided in our own right. We want to do more but it isn't easy. Sometimes I tried to find rich businessmen or asked parents to help us. I also found a carpenter to cut corners for the chest boards.</p>	School Corridor	1

Figure 6. Example of Defining and Naming Themes

Appendix 18

The Coding Process of the Qualitative Data

Final code/ Theme: Externally Bureaucratic, Internally Atomistic		
Examples of quotes used	First round codes	Second round codes
<i>Of course, we are held accountable to the Ministry. They are the last link of the chain. They are followed by the Provincial Directorate (of the National Education) and the District (Directorate of the National Education).</i>	Subordinate role of schools	Being accountable to whom?
<i>There is no accountability. Teachers tell their lessons and go out of class. As long as you follow the curriculum, as long as you work within the civil servants laws, you don't have to answer to anyone.</i> <i>There is an understanding that a teacher who has the thickest file is the best teacher and the school which keeps up with these papers well is the best school</i>	Weak academic expectations Unclear achievement indicator	Being accountable for what?
<i>Since the inspections are conducted through the paperwork, they check whether the branch teachers' board minutes, the disciplinary board minutes, the celebration program for special occasions are prepared. But they don't check whether they're implemented or what's being done in practice.</i> <i>No one is interested in the process. They look at the outcomes. Where were these children? Where are they now? They don't care about it. Numbers are important for us</i>	School inspection on paperwork Output-oriented approach	Evaluation of the expectations
<i>We were congratulated for our LGS success, but there were no sanctions for those who did not succeed. What's those kids' fault?</i>	No sanctions no rewards	Interventions and consequences

Final code/ Theme: The Strategies to Ensure the Quality of Teaching and Learning		
Examples of quotes used	First round codes	Second round codes
<p>Some teachers may sometimes be in the habit of going to class late. To prevent this situation, in meetings I frequently stress that this issue should be considered. In this case, the assistant principal prepares a list on the morning of that day, which is shared in the WhatsApp group and also he hangs the list on the clipboard in the teachers' room.</p> <p>Therefore, if there is an absent teacher in the morning shift, for example, I will replace him with the teacher who is attending school in the afternoon shift.</p>	<p>Principal's high level of expectation from teachers for not being late to the lessons</p> <p>Assistant principal's role in substituting absent teacher</p> <p>Charging volunteer teachers in lessons</p>	<p>Protecting teaching time</p>
<p>At the meeting held at the beginning of the year, the principal shares the slides he has prepared with us and the school success is shown statistically on these slides.</p> <p>This semester teachers who taught 8th grades shared the students among themselves, with 3-5 students per teacher and prepared them for the exam.</p> <p>When the time comes, those students are awarded at the ceremonies. The reward may be small, but the effect of it is great.</p>	<p>Checking standardised test scores</p> <p>Coaching system</p> <p>Incentive programme</p>	<p>Tracking student progress</p>
<p>I have been teaching all these years, I have worked all over Turkey, but for the first time, at this school, I have witnessed a planned and scheduled inspection. The principal is trying to do a good job.</p> <p>But there may be a deficiency in this regard: the principal can comment such as 'Please recognize to students more' or 'Try to leave the traditional approach'. But what about my teaching?</p> <p>There were 120 teachers at this school last year. It's 240 days for me to go to 120 teachers twice; I mean, it's hard.</p> <p>But the ministry left it at the principal's discretion. The files, the charts that I showed you, I'm doing them myself. There's really nothing standard there.</p> <p>They took the responsibility of lesson inspections from inspectors and left to the principals. But, they don't have any power. What they can only do is to enter and control the lesson.</p>	<p>Lesson observation</p> <p>Principal's lack of knowledge</p> <p>Limited time</p> <p>Lack of training</p> <p>Limited authority</p>	<p>Supervising and evaluating the classroom teaching</p>
<p>They said they wanted to display models from cell samples in the science</p>	<p>Motivating teachers</p>	

<p>corridor. That wasn't something that the principal demanded. "We're at your service, that corridor belongs to you, you can put the models where you want," he said.</p> <p>"You should have fourth meals at home," he says. He talked about it at the parent's meeting. "Instead of watching TV after dinner, read book for a half-hour or an hour altogether," he told parents</p> <p>Students who wake up at 6:00 a.m. to come to school are sleeping in the first lesson. Especially 5th grades. It's a tough situation for them.</p> <p>The only government support as the teacher's material is the book</p>	<p>Supporting students and parents</p> <p>Physical conditions of schools</p> <p>Lack of teaching resources</p>	<p>Providing support to school staff, students and parents</p>
<p>I don't like being told that 'the curriculum has been successfully implemented'. What happens if not? What is the return of successfully applying the curriculum to the teacher?</p> <p>As math teachers, we're having a meeting among ourselves, discussing and talking. But I wonder how seriously our opinions are taken by senior management. Do the district and the province reflect the issue to the ministry?</p> <p>I don't see the curriculum as a restrictive thing but as a guide. Depending on the circumstances you are in, depending on your student's readiness level, I allow them.</p>	<p>Formal expectations of the Ministry</p> <p>Lack of power in decision making</p> <p>Principal's role in providing learning opportunities</p>	<p>Coordinating the curriculum</p>

Final code/ Theme: Existing CPD Opportunities		
Examples of quotes used	First round codes	Second round codes
<p>The Ministry organises central seminars in their in-service training institutes. If your application is accepted, you can attend.</p> <p>But you can't find a place because of district directors of national education or principals of training colleges.</p> <p>These seminars are held nationwide, and the number of quotas is 20 or 50.</p> <p>Although the school, district and provincial directorate of national education approve our participation in these seminars, it may not be approved by the Ministry.</p>	<p>decision maker status of the Ministry</p> <p>giving priority to the superiors</p> <p>limited number of participants</p> <p>approval by many authorities from bottom to up</p>	<p>Opportunities at the central level</p>
<p>If they are compulsory, our principal already shares with us right away. So, I think he can discharge his part.</p> <p>You should see here if teachers go to seminars, theater of war. So, first of all, the principal should think about whether a teacher is in the class, or not.</p> <p>I don't generally approve the applications to the optional in-service training programs if they are held during school time</p>	<p>principals' role in announcing and approving the application</p> <p>principal as a legislation officer for discipline issues</p> <p>principal's lack of support</p>	<p>Opportunities at the province level</p>
<p>The Ministry sends a template during in-service training periods, says work on the following subjects</p> <p>We don't do anything useful during 15-day seminar periods. We have already learnt the subjects in the university which they want us to get</p> <p>For the last year, the Ministry has been asking: go to picnic, have breakfast. Two years ago, it was forbidden.</p> <p>There was an opinion here that no one would come to school during the in-service training period. Now I've organized it from the top, but I didn't do it as an imposition.</p> <p>If I talk for my group, we always share our knowledge. For example, my field is biology and they can ask me how to teach DNA. Everyone knows how to teach but how can we teach better?</p>	<p>Ministry's role in planning of formal PD</p> <p>Lack of voice in determining their needs</p> <p>Changing role of the Ministry</p> <p>Principal's role in organising informal seminars</p> <p>Informal learning opportunities among teachers</p>	<p>Opportunities at the school level</p>

Final code/ Theme: Challenges to Leading a Role in CPD		
Examples of quotes used	First round codes	Second round codes
<p>So to say, when they say 'Sit down!', we sit and when they say 'Stand up!', we do. I am of no use. In that case, what can I do? What can I say to a teacher who doesn't improve himself.</p>	<p>Teachers' preference</p>	<p>Limited authority of school leadership</p>
<p>Teachers are civil servants, and since they have job guarantees, they just teach their classes and do their jobs. I am a mum with 2 children. To be honest, I can't attend all activities I want. Time is a big problem hereof. Last year, I said Furkan (assistant principal), 'Look, teachers who come additional courses at weekends is the only person salaried in his/her family.' If these seminars are well-organised, people may want to attend. But when you don't face the quality ones, you start to lose your belief. The ministry holds many theoretical courses and seminars. For example, a hygiene course. It is held just for the sake of doing. There is no quality. There have been seminars that I protested and left. Who's giving me the seminar? My friend next to me. This training is for classes of 15-20 students. However, a teacher with 40 or 60 students in his class can't imagine how he's going to teach this. There should be an invitation to the training on a volunteer basis. Because when they attend, they don't listen. When they come to school, they don't implement</p>	<p>Lack of internal motivation</p> <p>Parental responsibilities</p> <p>SES of teachers</p> <p>Previous experience</p> <p>Lack of quality</p> <p>Lack of qualification of trainers</p> <p>Issues regarding implementation of PD in classrooms</p> <p>Lack of voice</p>	<p>Teachers' reluctance to change</p>
<p>I took the exam to be an assistant principal, but questions are asked only about legislation and general culture. However, no questions are asked about school management. In Turkey, school management is performed in the way that teachers see from their principals</p>	<p>Recruitment policy of school leaders</p> <p>Reflection of lack of PD opportunities</p>	<p>Lack of ability and knowledge</p>

<p>First of all, they don't have a financial possibility. As you know, the Ministry doesn't subsidise secondary schools. We think about how to replace the broken soap dispenser in the toilets</p>	<p>School budget, physical infrastructure, school equipment</p>	<p>Lack of school facilities</p>
<p>The main responsibility of Mr principal is even to find the money for the school. He is very busy with external affairs. Contact with the district directorate, with businessmen...</p>	<p>Priority of managerial work</p>	<p>Lack of time</p>
<p>If Mr principal says, 'Do you want to attend this course? It will be highly useful for you'. I am sure the teacher feels as down for the count. Otherwise, I'd appreciate it if a friend of mine would come and listen to my lesson. Imagine the last time I listened to a teacher was 23 years ago, I was doing an internship</p>	<p>Being unopen to criticism Lack of school learning culture</p>	<p>Cultural influences</p>
<p>To be helpful for others' professional development, they should want it from me. But, almost all teachers here are highly experienced. So, such an interaction doesn't exist</p>	<p>High average of age among staff</p>	<p>Contextual factors</p>

Final code/ Theme: The Principal as a Change Agent		
Examples of quotes used	First round codes	Second round codes
<p>After such a relaxed environment, we had a hard time when this principal arrived. But everything's fine right now. Things are working because a system is created.</p> <p>You know there's a group of teachers who don't want to get involved in anything. You can see them in every school. But our principal is highly disciplined and he's been in school the whole time.</p> <p>There was a disorder in the school and it was highly disturbing me. It wasn't clean. It wasn't regular. There was chaos, ruction. Lots of deficiencies. Even some lamps were not working.</p>	<p>Principal's role in creating an order and safe environment</p> <p>Principal as a rule maker</p> <p>Bringing order to physical appearance of school</p>	<p>Bringing order to schools to create a disciplined climate</p>
<p>In my career, I've encountered a lot of obstacles like, "Why bother, now the class's going to be empty, you can't take the student there." But after the principal, as long as you want to join something, this school will support you to the end. You won't have any trouble</p> <p>Because there was a photocopier there and when using it, my hands were shaking</p>	<p>Difference in the culture of past and present</p> <p>Equipping staff with required materials</p>	<p>Supporting teachers, students and families</p>
<p>We call the parents. Teachers, students are here. It's our culture and it helps us make the parents come to school. Because the parent shouldn't think about school: they're going to ask for money, and I'm going to get scolded when I'm gone, and they only call when there's a problem. We said, on the contrary, be with us, we would be happy,</p> <p>Let's do something, organise an event for teacher's day or arrange a farewell dinner for those who retire... In his early years, participation in these events was very limited, then increased gradually over the years</p> <p>I've heard there's been a conflict between teachers, groupings between teachers, and that's because of the administration. Even I heard some of their names; I was told to be careful with some teachers, to protect some teachers. But I didn't hear them. I said ok and ignored.</p> <p>Our principal of this school listens to us. There is a complaint, the parents of the</p>	<p>Function of parents as a bridge</p> <p>Principal's role in enhancing commitment of teachers</p> <p>Principal as a trust builder</p>	<p>Showing a strong sense of care to stakeholders of the school</p>

<p>students are talking about such a situation, and I would like to hear from you about it," he says. It's very important</p>	<p>Principal as a good listener</p>	
<p>Final code/ Theme: The School as a Bureaucratic Structure</p>		
<p>Examples of quotes used</p>	<p>First round codes</p>	<p>Second round codes</p>
<p>Rather than communicating with the principal directly, teachers generally prefer coming to my room and say: Can you please ask this issue to the principal for us? WhatsApp for sharing the official letters more quickly, but in which there is a one-way communication allowed, from the principal to the school staff</p>	<p>Indirect communication with school principal One-way communication</p>	<p>Top-down communication in the school routine</p>
<p>This school is such a school," he said "you will accept." And I said, "Okay, it's okay." They said "I can't learn, I can't deal with things like that," and they retired. But if we had our previous principal, they wouldn't have retired</p>	<p>Legitimate power Acceptance of formal authority</p>	<p>Power sources used by the principals</p>

Final code/ Theme: The Influence of Contextual Variables		
Examples of quotes used	First round codes	Second round codes
<p><i>It is not possible to make a definition of vision other than the basic objectives and general principles of the Ministry.</i></p> <p><i>I think I am taking the head here. Normally, we have a strategic planning committee for developing the vision, but it doesn't function effectively. I asked the opinions of teachers in the meeting, but they generally preferred to nod to support me.</i></p> <p><i>We always share our aims in parent-teacher meetings, but the implementation of the targets written in the vision document can come true in only private schools.</i></p>	<p>The Ministry's role</p> <p>Principal's role</p> <p>Gap between formal vision and its implementation</p>	School vision
<p><i>All our duties were shared by the principal in a school meeting at the beginning of the academic year. Let's say the principal charged me for the Children's Day. What I want is if he holds me for this duty, he should give me authority. But without asking him, you can't do anything in this school.</i></p> <p><i>This is a crowded school. Of course, we are putting the teacher who can do the job in the foreground here.</i></p> <p><i>There's no sanction we can impose against a person who's just thinking about coming to the school. Only the principal can make determinations within the limits of the law and warn them. What happens as a result of these warnings? These people either don't get any punishment or warning.</i></p> <p><i>Motivating teachers is beyond the principal's power. Not enough. Most of our teachers are struggling with financial difficulties. It is a very serious problem.</i></p> <p><i>In meetings, people generally don't want to say anything and I think they're right. Why? Because everybody knows that if you intend to do anything, like a</i></p>	<p>Distribution of formal duties</p> <p>Unfair distribution</p> <p>Lack of authorisation</p> <p>Lack of internal motivation</p> <p>Hesitation to take a leadership role</p>	Leadership distribution

<p>project, you can't do it during school time.</p>		
<p>Paperwork is the assistant principal's duty, but the responsibility is entirely mine. So, if he makes a mistake, it's not just his responsibility. Because you're the one who is last to sign the paper. That's our system.</p> <p>Because he never listens to your explanations when something happens. He raises his voice. When he raises his voice, you decide not to say something anymore.</p> <p>We can't afford everything. We can't keep up with everything. Let's say, we are planning to organise a trip to a museum. They find coaches for students. They announce to all parents and sell tickets</p> <p>'I think there isn't such a kind of understanding in Turkey. We regard them as children rather than individuals'</p>	<p>Accountability issues in decision-making</p> <p>Autocratic behaviours of principals</p> <p>Parent's involvement in decision-making</p> <p>Students' involvement in decision-making</p>	<p>Decision-making</p>

Appendix 19

Statistical Tests

Mann Whitney Tests

Comparison based on school

Test Statistics^{a,b}

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
I do not have the prerequisites.	2591.500	5219.500	-1.000	.318
CPD is too expensive/unaffordable.	3069.500	5697.500	.719	.472
There is a lack of employer support.	2914.500	5542.500	.273	.785
CPD conflicts with my work schedule.	2702.000	5330.000	-.682	.495
I do not have time because of family responsibilities.	2806.000	5434.000	-.284	.777
There are no incentives for participating in such activities.	2424.000	5052.000	-1.631	.103
There is a lack of high-quality professional development activities.	2202.000	4830.000	-2.593	.010

a. Mann Whitney Test

b. Grouping Variable: school

Test Statistics^{a,b}

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
The school has a close connection with the wider community that provides support regarding educational processes.	1514.000	4142.000	-5.205	.000
At this school, staff are motivated to work effectively.	3025.500	5653.500	.697	.486

This school provides staff with opportunities to strengthen communication among staff.	1983.000	4611.000	-3.417	.001
This school reflects a sense of commitment of school staff to their workplace.	2535.000	5163.000	-1.339	.181
This school provides staff with opportunities to work together collaboratively.	3296.000	5924.000	1.620	.105

a. Mann Whitney Test

b. Grouping Variable: school

Test Statistics^{a,b}

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Making curricular decisions based on students' examination results	2092.500	4720.500	-3.112	.002
Observing classroom teaching	2976.000	5604.000	.378	.705
Giving suggestions to teachers after each observation	2961.500	5517.500	.488	.625
Monitoring student academic progress	2745.000	5373.000	-.516	.606
Addressing individual student needs	2517.000	5145.000	-1.379	.168
Providing staff with required resources	2879.500	5507.500	-.002	.998
Protecting teaching durations.	2834.500	5462.500	-.178	.859

a. Mann Whitney Test

b. Grouping Variable: school

Test Statistics^{a,b}

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Shortage or inadequacy of teaching materials	2308.000	4936.000	-2.164	.030
Shortage or inadequacy of physical infrastructure	1710.500	4338.500	-4.464	.000
Shortage or inadequacy of time	2233.500	4861.500	-2.452	.014
Government regulation and policy	2765.000	5393.000	-.303	.762
Shortage of qualified staff	2482.000	5110.000	-1.381	.167
Shortage of school budget	2858.000	5486.000	.055	.956

a. Mann Whitney Test

b. Grouping Variable: school

Comparison based on gender

Test Statistics^{a,b}

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Courses/workshops/seminars attended in person	3364.500	7550.500	2.279	.023
Education conferences or seminars	3056.000	7242.000	1.109	.267
Formal qualification programme	2984.000	7170.000	.960	.337
Observation of other schools	2933.500	7119.500	.746	.456
Mentoring/peer observation/coaching	2866.500	6961.500	.848	.396
CPD opportunities provided by in-house specialists/guest speakers	2521.000	6707.000	-1.042	.298

Discussion with colleagues on teaching and learning issues	2976.500	7162.500	.773	.440
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a. Mann Whitney Test

b. Grouping Variable: gender

Test Statistics^{a,b}

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
I do not have the prerequisites.	2658.000	6753.000	-.351	.726
CPD is too expensive/unaffordable.	2818.000	7004.000	.164	.870
There is a lack of employer support.	2545.000	6640.000	-.787	.431
CPD conflicts with my work schedule.	2957.000	7143.000	.709	.478
I do not have time because of family responsibilities.	2178.000	6364.000	-2.333	.020
There are no incentives for participating in such activities.	2498.000	6684.000	-.920	.358
There is a lack of high-quality professional development activities.	2946.000	7132.000	.664	.507

a. Mann Whitney Test

b. Grouping Variable: gender

Test Statistics^{a,b}

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Shortage or inadequacy of teaching materials	2489.500	6675.500	-1.102	.270
Shortage or inadequacy of physical	2796.000	6982.000	.080	.936

infrastructure				
Shortage or inadequacy of time	2214.000	6400.000	-2.170	.030
Government regulation and policy	2208.500	6303.500	-2.095	.036
Shortage of qualified staff	2754.500	6849.500	.037	.971
Shortage of school budget	2959.500	7054.500	.854	.393

a. Mann Whitney Test

b. Grouping Variable: gender

Kruskal Wallis Tests

Comparison based on age

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
Courses/workshops/seminars attended in person	3.453	4	.485
Education conferences or seminars	5.777	4	.216
Formal qualification programme	15.248	4	.004
Observation of other schools	5.585	4	.232
Mentoring/peer observation/coaching	7.931	4	.094
CPD opportunities provided by in-house specialists/guest speakers	3.894	4	.420
Discussion with colleagues on teaching and learning issues	3.826	4	.430

a. Kruskal Wallis Test

b. Grouping Variable: age

Comparison based on job title

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
I do not have the prerequisites.	.017	2	.991
CPD is too expensive/unaffordable.	3.107	2	.211
There is a lack of employer support.	5.263	2	.072
CPD conflicts with my work schedule.	6.388	2	.041
I do not have time because of family responsibilities.	1.234	2	.540
There are no incentives for participating in such activities.	2.306	2	.316
There is a lack of high-quality professional development activities.	2.466	2	.291

a. Kruskal Wallis Test

b. Grouping Variable: job title

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
The school has a close connection with the wider community that provides support regarding educational processes.	6.969	2	.031
At this school, staff are motivated to work effectively.	4.263	2	.119
This school provides staff with opportunities to strengthen communication among staff.	.100	2	.951
This school reflects a sense of commitment of school staff to their workplace.	3.365	2	.186
This school provides staff with opportunities to	1.834	2	.400

work together collaboratively.			
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a. Kruskal Wallis Test

b. Grouping Variable: job title

Comparison based on total experience

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
Courses/workshops/seminars attended in person	6.842	5	.233
Education conferences or seminars	9.808	5	.081
Formal qualification programme	22.462	5	.000
Observation of other schools	5.119	5	.402
Mentoring/peer observation/coaching	5.455	5	.363
CPD opportunities provided by in-house specialists/guest speakers	4.201	5	.521
Discussion with colleagues on teaching and learning issues	2.350	5	.799

a. Kruskal Wallis Test

b. Grouping Variable: total experience

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
I do not have the prerequisites.	6.479	5	.262
CPD is too expensive/unaffordable.	3.812	5	.577
There is a lack of employer support.	11.617	5	.040
CPD conflicts with my work schedule.	8.433	5	.134
I do not have time because of family responsibilities.	13.438	5	.020

There are no incentives for participating in such activities.	12.613	5	.027
There is a lack of high-quality professional development activities.	2.221	5	.818

a. Kruskal Wallis Test

b. Grouping Variable: total experience

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
At this school, the responsibilities for leadership are widely distributed among school staff.	10.038	5	.074
The school takes collective responsibility for school practices and outcomes.	12.681	5	.027
The school staff is empowered to make decisions rather than waiting for superiors to tell them what to do.	3.736	5	.588
At this school, power is emphasized through people rather than over people.	2.704	5	.746

a. Kruskal Wallis Test

b. Grouping Variable: total experience

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
Making curricular decisions based on students' examination results	11.976	5	.035
Observing classroom teaching	6.431	5	.267
Giving suggestions to teachers after each observation	3.472	5	.628
Monitoring student academic progress	2.272	5	.810
Addressing individual student needs	1.502	5	.913
Providing staff with required resources	3.970	5	.554
Protecting teaching durations.	1.339	5	.931

a. Kruskal Wallis Test

b. Grouping Variable: total experience

Comparison based on total experience in participating school

Test Statistics^{a,b}

	Chi-Square	df	Asym p. Sig.
The school has a vision that focuses on learning.	10.371	3	.016
The school has a set of shared values that guide school improvement efforts.	2.119	3	.548
The staff works collaboratively to develop the school's vision.	4.653	3	.199
The school's vision statement is publicly and clearly shared among teachers and stakeholders.	4.229	3	.238

a. Kruskal Wallis Test

b. Grouping Variable: total experience in participating school

Test Statistics^{a,b}

	Chi-Square	df	Asym p. Sig.
The academic success of students is linked to school success.	5.712	3	.126
The academic success of students is monitored regularly.	7.972	3	.047
The approach/system used to measure the school's academic success is sufficient	8.006	3	.046
Rewards/incentives are linked to students'	3.747	3	.290

academic success.			
Sanctions/punishments are linked to students' academic failure.	3.138	3	.371

a. Kruskal Wallis Test

b. Grouping Variable: total experience in participating school

Comparison based on total experience with school principal

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
Courses/workshops/seminars attended in person	5.571	3	.134
Education conferences or seminars	.487	3	.922
Formal qualification programme	4.878	3	.181
Observation of other schools	6.461	3	.091
Mentoring/peer observation/coaching	5.534	3	.137
CPD opportunities provided by in-house specialists/guest speakers	13.088	3	.004
Discussion with colleagues on teaching and learning issues	3.879	3	.275

a. Kruskal Wallis Test

b. Grouping Variable: total experience with school principal

Test Statistics^{a,b}

	Chi-Square	df	Asym p. Sig.
The school has a vision that focuses on	7.826	3	.050

learning.			
The school has a set of shared values that guide school improvement efforts.	2.494	3	.476
The staff works collaboratively to develop the school's vision.	5.466	3	.141
The school's vision statement is publicly and clearly shared among teachers and stakeholders.	1.983	3	.576

a. Kruskal Wallis Test

b. Grouping Variable: total experience with school principal

Test Statistics^{a,b}

	Chi-Square	df	Asym p. Sig.
This school provides teachers with opportunities to participate in decision-making.	.848	3	.838
This school provides students with opportunities to actively participate in decision-making.	16.595	3	.001
This school provides parents or guardians with opportunities to participate actively in decision-making.	1.143	3	.767

a. Kruskal Wallis Test

b. Grouping Variable: total experience with school principal

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
The school has a close connection with the wider community that provides support regarding educational processes.	7.857	3	.049

At this school, staff are motivated to work effectively.	6.418	3	.093
This school provides staff with opportunities to strengthen communication among staff.	5.260	3	.154
This school reflects a sense of commitment of school staff to their workplace.	1.163	3	.762
This school provides staff with opportunities to work together collaboratively.	.245	3	.970

a. Kruskal Wallis Test

b. Grouping Variable: total experience with school principal

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
Shortage or inadequacy of teaching materials	5.819	3	.121
Shortage or inadequacy of physical infrastructure	11.149	3	.011
Shortage or inadequacy of time	12.221	3	.007
Government regulation and policy	2.960	3	.398
Shortage of qualified staff	3.546	3	.315
Shortage of school budget	3.879	3	.275

a. Kruskal wallis Test

b. Grouping Variable: total experience with school principal

Comparison based on education level

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
Courses/workshops/seminars attended in person	1.729	2	.421
Education conferences or seminars	.026	2	.987

Formal qualification programme	7.366	2	.025
Observation of other schools	1.670	2	.434
Mentoring/peer observation/coaching	.442	2	.802
CPD opportunities provided by in-house specialists/guest speakers	1.395	2	.498
Discussion with colleagues on teaching and learning issues	2.155	2	.340

a. Kruskal Wallis Test

b. Grouping Variable: education level

Test Statistics^{a,b}

	Chi-Square	df	Asymp. Sig.
Principal	3.505	2	.173
Other members of the school management team	1.662	2	.436
Teachers	5.540	2	.063
External individuals or bodies	6.322	2	.042

a. Kruskal Wallis Test

b. Grouping Variable: education level