



# The Distributive Leadership Behaviours of Foreign Language Schools' Principals from Instructors' Perspectives

## KEYWORDS

Principal, distributive leadership, instructor

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**ABSTRACT** *The purpose of this study is to determine the effects of distributive leadership behavior of foreign language schools principals on the job satisfaction of instructors. The sample size is 416 instructors working in foreign language school for the academic year 2013-2014. The data has been gathered through "Leadership Practices Inventory" by Kouzes and Posner. According to results, the mean square of the frequency of distributive leadership behaviours of foreign language school principals according to the instructors was found at "Sometimes" level.*

## Introduction

Eren (2004) indicated resulting from their nature, people form groups according to their goals and use them as a tool to reach their targets. While applying this, it emerged the problem of group's being activated and directed to the definite goal. This problem revealed the need of a good leader. Throughout the history, people needed a good leader who would direct them and led them to reach their goals. The concept of leadership has taken place in every era of the history and it is a fact that people who have a hierarchical nature will never give up a leader.

Leadership is a skill of displaying the whole group's power with his effort and making people successful with more collaboration and less conflict. Also it requires to be aware of the needs and wishes of the group members and to spend the energy to fulfill them (Erçetin, 2000: 4). From this definition it can be concluded that leadership is not only a power emerging from the position but also making people eager to achieve their goals around this power.

In the light of information above, the purpose of the study was to determine the principals distributive leadership behaviour levels working in school of foreign languages in universities, For this purpose, the research questions was developed as "What is the distributive leadership behaviour level of principals leading schools of foreign languages?"

## Materials and Methods

### Data Source

This study conducted on 4210 instructors working at 62

schools of foreign languages existing in 103 state universities in Turkey during the academic year 2013-2014.

The study sample was composed of 416 instructors elected randomly through "Simple Random Sampling" technique among 4210 instructors existing in the field. In simple random sampling, the number of elements entering sample from each different elements of the field is determined completely by chance (Karasar, 2005: 113).

In the study, the adaptation of "Leadership practice inventory" which was developed by Kouzes and Posner (1998) and formulated the final version in 2003. The specialists around the field gave their opinions about the content validity and it is concluded that the instrument can measure the distributive leadership applications. For the construct validity The Pearson Correlation method is used to analyze whether each item in the instrument has the highest grade in the dimensions they belong to. Cronbach's alpha reliability coefficient for the whole scale was 0.980.

## Results

The problem of this study has been determined as "What is the distributive leadership behaviour level of principals leading schools of foreign languages?"

In order to answer this problem the frequency and average points and instructors participation level to the statements derived from the answers of instructors to the dimensions of Leadership Practices Inventory have been determined for each dimension separately and in general. The table 1.1 related to this determination is given below.

**Table 1.1. According to the perception of the insructors, the distributive leadership behaviour levels of schools of foreign languages' principals**

	Distributive Leadership		Modelling the way		Inspiring the shared vision		Challenging the Process		Enabling others to act		Encouraging the heart	
	f	%	f	%	f	%	f	%	f	%	f	%
Almost never	23	6	14	3	55	13	18	4	43	10	36	9
Rarely	110	26	98	24	102	25	117	28	86	21	102	25
Sometimes	118	28	128	31	123	30	118	28	95	23	97	23
Frequently	122	29	129	31	100	24	120	29	132	32	118	28
Always	43	10	47	11	36	9	43	10	60	14	63	15
Total	416	100	416	100	416	100	416	100	416	100	416	100
Median	3.00		3.00		3.00		3.00		3.00		3.00	

When it is looked at the distributive leadership behaviours of principals according to the perception of the instructors working in the schools of foreign languages, 23 instructors gave an answer as "Almost Never", 110 instructors gave an answer as "Rarely", 118 instructors gave an answer as "Sometimes", 122 instructors gave an answer as "Frequently", 43 instructors gave an answer as "Always". When looked at the median values of all the answers given, the perception of instructors on the frequency of distributive leadership behaviours and its dimensions is at the "Sometimes" (m=3.00) level.

The findings related to the dimensions are given below in detail.

**Findings and Comments on Modelling the Way**

The average, median, standard deviation points and participation levels of the instructors are given in table 1.2.

**Table 1.2. Findings on Modelling the Way**

Items	N	$\bar{X}$	Me-dian	Ss	Level
Sets a personal example of what he/she expects of others	416	3.39	4.00	1.195	Fre-quently
Spends time and energy making certain that the people he/she works with adhere to the principals and standards we have agreed on.	416	3.21	3.00	1.230	Someti-mes
Follows through on the promises and commitments that he/she makes.	416	3.59	4.00	1.173	Fre-quently
Asks for feedback on how his/her actions affect other people's performance.	416	2.34	2.00	1.346	Rarely
Builds consensus around a common set of values for running our organization	416	2.82	3.00	1.373	Someti-mes
Is clear about his/her philosophy of leadership	416	3.60	4.00	1.315	Fre-quently
Modelling the Way	416	3.23	3.00	1.039	Someti-mes

According to the median values in table 1.2, instructors have high participation such statements as "Sets a personal example of what he/she expects of others", "Follows through on the promises and commitments that he/she makes" and "Is clear about his/her philosophy of leadership" and has low participation to the statement, "Asks for feedback on how his/her actions affect other people's performance." The instructors have rated the rest two statements at " Sometimes" level.

**Findings and Comments on Inspiring the Shared Vision**

The average, median, standard deviation points and participation levels of the instructors are given in table 1.3.

**Table 1.3. Findings on Inspiring the Shared Vision**

Items	n	$\bar{X}$	Me-dian	Ss	Levels
Describes a compelling image of what our future could be like.	416	2.77	3.00	1.225	Someti-mes
11 Appeals to others to share an exciting dream of the future.	416	2.82	3.00	1.392	Someti-mes
16 Shows others how their long-term interests can be realized by enlisting in a common vision.	416	2.75	3.00	1.289	Someti-mes

Paints the "big picture" of what we aspire to accomplish.	416	3.03	3.00	1.316	Someti-mes
26 Speaks with a genuine conviction about the higher meaning and purpose of our work.	416	3.26	3.00	1.279	Someti-mes
Inspiring the Shared Vision	416	2.90	3.00	1.164	Someti-mes

According to the median values in table 1.3, it is understood that the instructors perceptions for the five statements of "inspiring the shared vision" dimension are at the "sometimes" level.

**Findings and Comments on Challenging the Process**

Table 1.4 indicates the average, median, standard deviation points and participation levels of the instructors.

**Table 1.4. Findings on Challenging the Process**

Items	n	$\bar{X}$	Me-dian	Ss	Levels
Seeks out challenging opportunities that tests his/her own skills and abilities.	416	3.53	4.00	1.200	Fre-quently
Challenges people to try out new and innovative ways to do their work.	416	2.86	3.00	1.253	Someti-mes
Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.	416	2.95	3.00	1.336	Someti-mes
Asks "what can we learn?" when things don't go as expected.	416	2.76	3.00	1.351	Someti-mes
22 Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	416	3.13	3.00	1.228	Someti-mes
27 Experiments and take risks, even when there is a chance of failure	416	3.10	3.00	1.251	Someti-mes
Challenging the Process	416	3.13	3.00	1.069	Someti-mes

According to the median values, instructors have highly responded to the statement "Seeks out challenging opportunities that tests his/her own skills and abilities" at "frequently" level whereas they have responded to the rest as "sometimes" level.

**Findings and Comments on Enabling Others to Act**

Table 1.5 indicates the average, median, standard deviation points and participation levels of the instructors.

**Table 1.5. Findings on Enabling others to act**

Items	n	$\bar{X}$	Me-dyan	Ss	Katılım Düzeyi
Develops cooperative relationships among the people he/she works with	416	3.39	4.00	1.313	Fre-quently
Actively listens to diverse points of view.	416	3.13	3.00	1.393	Someti-mes
Treats others with dignity and respect.	416	3.52	4.00	1.373	Fre-quently

Supports the decisions that people make on their own.	416	2.73	3.00	1.267	Sometimes
Gives people a great deal of freedom and choice in deciding how to do their work.	416	2.84	3.00	1.413	Sometimes
Ensures that people grow in their jobs by learning new skills and developing themselves.	416	3.17	3.00	1.300	Sometimes
Enabling Others to Act	416	3.19	3.00	1.217	Sometimes

According to the median values in Table 1.5, instructors have scored high in the parameter-- "Develops cooperative relationships among the people he/she works with" and "Treats others with dignity and respect." whereas they have responded to "Sometimes" level at other parameters.

### Findings and Comments on Encouraging the Heart

Table 1.6 indicates the average, median, standard deviation points and participation levels of the instructors.

**Table 1.6. Findings on Encouraging the heart**

Items	n	$\bar{X}$	Median	Ss	Levels
4. Praises people for a job well done..	416	3.37	3.00	1.341	Sometimes
9. Makes it a point to let people know about his/her confidence in their abilities.	416	3.07	3.00	1.330	Sometimes
14. Makes sure that people are creatively rewarded for their contributions to the success of our projects	416	2.82	3.00	1.338	Sometimes
19. Publicly recognizes people who exemplify commitment to shared values.	416	3.16	3.00	1.273	Sometimes
24. Finds ways to celebrate accomplishments.	416	2.91	3.00	1,334	Sometimes
29. Gives the teacher leaders of the team lots of appreciation and support for their contributions.	416	3.28	3.00	1.340	Sometimes
Encouraging the Heart	416	3.17	3.00	1.207	Sometimes

According to the median values in Table 1.6, instructors have given opinion to the five statements of the encouraging the heart dimension as " Sometimes" level. It is seen that each statement's average is very close to each other and values change between 2.82 and 3.37. From this finding, it can be said that the principals of foreign language schools show the behaviors of appreciation and encouraging the instructors at "moderate" level.

### Discussion

This study has tried to determine to understand whether principals of foreign language schools apply distributive leadership manners in their schools. The analysis applied to the obtained data to find solution for the problem has revealed that the instructors perceptions for the frequency of distributive leadership behaviours of foreign language school principals is at "sometimes" level( $m=3.00$ ). From this finding, evolving out of the statements taking place in "Modelling the Way" dimension of distributive leadership, it can be inferred that foreign language school principals are good role models for the instructors on the behaviours expected from them, and they also fulfill their responsibilities at a level which will satisfy the instructors. Principals are expected to administer the institution and to lead as well.

On analysing the parameter 'Inspiring the shared vision', it can be said that the principals prefer to look on big picture from a distance instead of creating a strong vision for the future purpose and motivating instructors to reach a common purpose. If the leadership (Kaya, 2002:16), has a vision, depicting this vision in a thrilling frame to motivate the individuals and developing strategies causing necessary changes to reach this vision. The findings show that foreign language school principals are not strong effective leaders and strong vision determiner. The reflection of principals who cannot affect inferiors, live for the moment. Regarding such instructors it can be said that they have difficulty to set up achievable goals for the future and will continue to work momentarily. They cannot gaze their long term association with that organization. Due to this they do not feel safe and work with low motivation in the organization. These factors leads to low performance and high attrition rate.

From the findings related to 'Challenging the Process' dimension, it can be said that when foreign language school principals come across hard tasks leading the emerge of their personal abilities and efficiency, they do not escape but they do not seek for these kind of opportunities. In addition, it can be clearly understood that the statement which instructors have responded as 'frequently' level is related to their own personal features and the statements which they have delivered opinions at "sometimes" level are mostly related to their leadership skills. From this finding, it can be inferred that foreign language school principals pay attention to show their own personal abilities rather than participation and development of inferiors for the organizational efficiency. Foreign language school principals evaluation of opportunities which will lead to the awareness of their own potential. It may motivate instructors, as individuals trust leaders as individuals, their abilities and professional knowledge. Leaders will be approved and supported by individuals according to the level of success on their responsibilities. However, organizational accomplishment is a team work and leaders focus on just their own proficiency. If they ignore problems it will lead to hierarchical conflict, separations from organization and as a result entropy will be inevitable. Besides, on the basis of this finding, it can be concluded that the principals of schools of foreign languages have fear of failure and so, they do not prefer to take risk. It can also be said that they prefer to continue with daily schedule / routine task instead of looking for new and creative ways to break the boredom. Instructors have the fear of endangering their secure jobs when challenged with risk factor in their jobs.

Analysis of statements about 'Enabling others to act' dimension reveal that foreign language school principals support instructors behaviours at the 'moderate' level on participating the decision, making a choice independently and developing themselves by gaining new skills. From this result, it can be said that foreign language school principals have adopted a team performance which is energetic and apt to win instead of a administrative style depending on individual performance or the organizational target. Also, it is clear that if school principals show respect and consideration to instructors at high level, it will positively affect humanistic relationships between both the sides. The instructors who do not have a chance to improve and realize their talent, are not able to participate in the organizational decision making process. They might lose their motivation for success, feel worthless and their morale and organizational loyalty level might fall off. This situation may result in behaviors such as leaving from working area, resigning, job switch, or absenteeism .

Bektaş (2003:5) has found that employees who has self-confidence and improved self-esteem have high level of job satisfaction. An employee who has reached the level of self actualization values difficult jobs, motivates himself for accomplishment, takes higher responsibilities but is in need of to be praised or appreciation. Such employees get offended by criticism, are worried about their job and applies less adjustment mechanism.

According to the analysis of obtained datas on 'Encouraging the heart' dimension, it can be concluded that foreign language school principals abilities about the appreciation and rewarding the instructors are not at a satisfying level. Herzberg (1993), being appreciated in the organization is a factor increasing job satisfaction. If a leader cannot motivate instructors working with himself in level of their needs, it is obvious that this situation will affect negatively not only instructors performances, but also principals, schools and students performances. The organizational confidence of an instructor who thinks that he has not seen the necessary appreciation he has deserved as a result of his effort may decrease. The instructor may become stranger to the organization, indifference and incongruity may appear. Moreover he may sabotage the job by founding political groups. The instructors who lack job satisfaction and do not get enough importance to their interests and needs may show high level of absenteeism. Getting high efficiency cannot be expected from an organization which do not have man power sustainability. This may reflect to society as failure of students and failure of schools in general.

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