

Teacher Views on Administrators' Leadership Styles and Level of Organizational Virtuosity*

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ABSTRACT Based on the views of teachers employed in Bolu central district primary and secondary schools, this study aimed to determine whether relationships exist between leadership styles and organizational virtuosity by assessing school principals based on their leadership styles, determining their organizational virtuosity levels, and investigating these according to several variables. A random sampling method was used in the sample selection and 232 teachers were selected. Two scales were utilized as data collection tools: The "Leadership Styles Survey", and the "Organizational Virtuosity Scale". The research results showed no significant differences in teacher views on leadership styles based on gender, position, type of school, and level of education although significant differences were observed in cultural, instructional, ethical, visionary, learning, and transformational leadership sub-dimensions according to the professional seniority variable.

INTRODUCTION

In today's world, where the impact of educational organizations on individual and social lives is increasing day by day, positive administrator behavior will play even bigger roles in generating a stronger, more compatible, and more peaceful social structure. Therefore, administrators are expected to show correct behavior and be virtuous because everyone who works in an organization is affected by the administrators' behavior. The leadership behavior demonstrated by the administrators plays an important role in the healthy functioning of organizations.

Leadership Styles

Leadership is the art of affecting individuals with the inherent power of the leader in order to mobilize them for specified goals (Guney 2012). Although there are many leadership styles in the literature investigated by researchers, cultural, instructional, ethical, visionary, learning, transformational, and super leadership styles are the ones that are examined in the current study. When considered in general, Cultural Leadership is a leadership style utilized by administrators to ensure the fulfillment of organizational missions. This type of leadership has been developed based on the organizational culture concept and it suggests that the organizational culture is shaped by administrators (Celik 1997). In es-

sence, Instructional Leadership is the leadership of the school administrators in the context of the school program and learning-teaching process (Sisman 2004). Ethical Leadership can be defined as the combination of efforts to spread goodwill, respect for others' personal characteristics, honesty, reliability, credibility, candor, interpersonal skills, support for democratic decision making and participation, and being understanding and courteous. Ethical Leadership takes place when the leader has ethical values and expresses his/her behavior in association with these values (Yilmaz 2006). Visionary Leadership motivates the staff to focus on a specific point and find redirection when compulsory changes are to take place (Nahavandi and Malekzadeh 1999). In the Learning Leadership approach, learning responsibilities are a fundamental dimension of leadership behavior. The learning leader should have a profound intellectual depth (Celik 2012). Transformational Leadership is the leadership style that provides staff with a vision, gives additional missions to allow the staff to make contributions to this vision, as well as allowing them to believe in their potential that they can do more than they are doing now and more than they believe they can do by making changes in organizational culture (Eren 2003). In Super Leadership, there is a leader that directs the staff to manage themselves. This leader establishes and implements the system in which his/her colleagues can be their own leaders (Cirpan 1997).

Organizational Virtuosity

The concept of virtue is often mentioned alongside the concepts of trust, grace, respect, honesty, and tolerance. Organizational virtuosity includes the collective actions of individuals that allow the generalization and maintenance of virtuous behavior and cultural features or processes (Erkmen and Esen 2012). The quality of virtuosity in organizations is only possible by ensuring the existence of virtuosity among the members of the organization and supporting it. Therefore, virtuosity will increase when the staff is encouraged or supported (Cameron et al. 2004), and increases in virtuosity in organizations will support increases in achievement and success. There are three key terms in the organizational virtuosity concept: human impact, moral goodness, and social betterment (Cameron 2003). When an organization increases its virtues either organizationally or individually with the help of its administrators or staff, the success and quality of this organization will increase and a healthy organizational climate will ensue.

Since administrators are regarded as being primarily responsible for ensuring a healthy learning and teaching environment, leadership behavior displayed by the administrators affects important values held by the teachers towards their organizations such as commitment, dignity, trust, tolerance, and respect. High-level relationships between these elements and the leadership style displayed by the administrators will facilitate the realization of goal and contribute to the formation of positive organizational cultures.

Purpose of the Study

Based on the views of teachers employed in Bolu central district primary and secondary schools, this study aimed to determine whether relationships exist between leadership styles and organizational virtuosity by assessing school principals based on their leadership styles, determining their organizational virtuosity levels, and investigating these according to several variables. Answers to the following questions were sought in this study:

1. What views are held by the teachers regarding the administrators' leadership styles and their organizational virtuosity?
2. Do the teachers' views on administrators' leadership styles and their organization-

ally differ significantly according to personal variables (gender, position, seniority, level of education)?

3. Are there significant differences in the teachers' views regarding the administrators' leadership styles and their organizational virtuosity?

METHODOLOGY

Research Model

The study utilized a relational screening model. Based on this model, efforts were made to present the existence and degree of relationships between the dependent and independent variables (Crano and Brewer 2002).

Group and Sample

The group in the study was composed of teachers employed in Bolu central district public primary and secondary schools in the 2014-2015 academic year. 28 primary schools, 29 secondary schools, and 1122 teachers were included in the context of this group. Since it would not be possible to reach the whole group, sampling was preferred to generalize the results to the group. 612 teachers identified via random sampling were given the data collection tool. 232 of the 612 scales were returned (37.9% return rate) and analyzed. Table 1 presents the personal information about the participating teachers.

According to Table 1, in terms of the gender variable, 65.5 percent of the participating teachers were female and 34.5 percent were male; in

Table 1: Personal information about participating teachers

Variables		f	%
Gender	Female	152	65.5
	Male	80	34.5
Position	Classroom Teacher	79	34.1
	Subject Matter Teacher	153	65.9
Seniority	1-5 years	20	8.7
	6-10 years	62	26.7
	11-15 years	67	28.9
	16-20 years	37	15.9
	21 years or more	46	19.8
Level of Education	Two-year degree	20	8.7
	Undergraduate	185	79.7
	Graduate	27	11.6
Total		232	100

terms of the position variable, 34.1 percent were classroom teachers and 65.9 percent were subject matter teachers; in terms of place of employment, 35.3 percent were primary school teachers and 64.7 percent were secondary school teachers; in terms of the seniority variable, 8.7 percent had worked for 1-5 years, 26.7 percent had worked for 6-10 years, 28.9 percent had worked for 11-15 years, 15.9 percent had worked for 16-20 years, and 19.8 percent had worked for 21 years or more; in terms of their level of education, 8.7 percent had two-year degrees, 79.7 percent had undergraduate degrees, and 11.6 percent had graduate degrees.

Data Collection Tools

Two scales were used in the study as data collection tools. The first scale, the "Leadership Styles Survey" was developed by Gurbuz (2014) and was composed of 7 dimensions: Cultural Leadership (6 items), Instructional Leadership (6 items), Ethical Leadership (12 items), Visionary Leadership (9 items), Learning Leadership (8 items), Transformational Leadership (8 items), and Super Leadership (6 items). The reliability study of the scale provided by Gurbuz (2014) established the following Cronbach's Alpha values: In the Cultural Leadership sub-dimension, $\alpha=.91$, in the Instructional Leadership sub-dimension, $\alpha=.77$, in the Ethical Leadership sub-dimension, $\alpha=.93$, in the Visionary Leadership sub-dimension, $\alpha=.926$, in the Learning Leadership sub-dimension, $\alpha=.90$, in the Transformational Leadership sub-dimension, $\alpha=.964$, and in the Super Leadership sub-dimension, $\alpha=.82$. The values established in the current study are as follows: In the Cultural Leadership sub-dimension, $\alpha=.95$, in the Instructional Leadership sub-dimension, $\alpha=.92$, in the Ethical Leadership sub-dimension, $\alpha=.95$, in the Visionary Leadership sub-dimension, $\alpha=.96$, in the Learning Leadership sub-dimension, $\alpha=.93$, in the Transformational Leadership sub-dimension, $\alpha=.59$, and in the Super Leadership sub-dimension, $\alpha=.56$. The second scale used in the study was the "Organizational Virtuousness Scale", which was adapted into Turkish by Erkmen and Esen (2012). The reliability study of the scale provided by Erkmen and Esen (2012) established Cronbach Alpha as $\alpha=.94$, and the value established in the current study was found to be $\alpha=.96$.

Data Analysis and Interpretation

The normalcy of variable distribution was investigated by a Kolmogorov-Smirnov test in order to identify the tests that would be implemented on the data obtained in the study. Since the Kolmogorov-Smirnov test results did not present $p < .05$ normal distribution for all the variables, non-parametric analysis techniques were utilized. The level of significance was accepted as 0.05. The scores for the leadership styles sub-dimensions were assessed according to the following rating: Between 1.00 – 1.75 "Never", between 1.76 – 2.50 "Rarely", between 2.51 – 3.25 "Mostly", and between 3.26 – 4.00, "Always". The scores for Organizational Virtuousness were as follows: between 1.00 – 1.83 "Disagree", between 1.84 – 2.66 "Barely agree", between 2.67 – 3.49 "Somewhat agree", between 3.50 – 4.32 "Rather agree", between 4.33 – 5.15 "Agree", and between 5.16 – 6.00 "Completely agree".

RESULTS

Teachers' Views on School Principals' Leadership Styles and Organizational Virtuousness

Table 2 presents the arithmetic mean and standard deviations values for the teachers' views on school principals' Leadership Styles and Organizational Virtuousness. Table 2 shows that teachers selected "mostly" for the Cultural ($\bar{x}=3.20$), Instructional ($\bar{x}=3.20$), Visionary ($\bar{x}=3.25$), Learning ($\bar{x}=3.16$), and Super ($\bar{x}=3.21$) Leadership sub-dimensions"; and "Always" for the Ethical ($\bar{x}=3.31$) and Transformational ($\bar{x}=3.27$) Leadership sub-dimensions. The teacher views on Organizational Virtuousness were at the "Agree" level with $\bar{x}=4.71$ arithmetic mean. These findings indicate that teachers thought that their principals had all of the leadership styles.

Table 2: Teacher views on school principals' leadership styles and organizational virtuousness

Scale	N	x	S
Cultural leadership	232	3.20	0.72
Instructional leadership	232	3.20	0.66
Ethical leadership	232	3.31	0.59
Visionary leadership	232	3.25	0.68
Learning leadership	232	3.16	0.69
Transformational leadership	232	3.27	0.86
Super leadership	232	3.21	0.99
Organizational virtuousness	232	4.71	0.92

Teachers' Views on School Principals' Leadership Styles and Organizational Virtuousness Based on Personal Variables Based on the Gender Variable

Table 3 presents the teachers' views on the school principals' leadership styles and organizational virtuousness based on the gender variable. Table 3 shows that gender does not provide significant differences in any of the sub-dimensions for the teachers' views on leadership styles ($p>0.05$). The study showed that the mean score was in favor of the male teachers. Among the sub-dimensions of leadership styles, the Learning Leadership scores were the highest for the male teachers with a mean of $\bar{x}=122.93$.

This may be related to the positive perceptions of the male teachers towards the administrators' behavior that includes continuous self-development, following innovations in the field of education, and striving to increase quality and productivity. The gender variable presented a significant difference in teachers' views on organizational virtuousness ($p<0.05$). This difference was also found to be in favor of the male teachers ($\bar{x}=128.59$).

Based on the Position Variable

Table 4 presents the teacher views on school principals' leadership styles and organizational virtuousness based on the position variable.

Table 3: Mann-Whitney U Test results comparing teacher views on school principals' leadership styles and organizational virtuousness based on gender variable

	<i>Sub- dimension</i>	<i>Gender</i>	<i>N</i>	<i>Mean rank</i>	<i>Rank sum</i>	<i>U</i>	<i>p</i>
<i>Leadership Styles</i>	<i>Cultural Leadership</i>	Female	152	114.72	17437.00	5809.00	.57
		Male	80	119.89	9591.00		
	<i>Instructional Leadership</i>	Female	152	114.28	17370.00	5742.00	.48
		Male	80	120.73	9658.00		
	<i>Ethical Leadership</i>	Female	152	113.54	17258.00	5630.00	.35
		Male	80	122.13	9770.00		
	<i>Visionary Leadership</i>	Female	152	115.45	17548.00	5920.00	.74
		Male	80	118.50	9480.00		
	<i>Learning Leadership</i>	Female	152	112.33	16961.50	5485.50	.24
		Male	80	122.93	9834.50		
	<i>Transformational Leadership</i>	Female	152	113.46	17133.00	5657.00	.42
		Male	80	120.79	9663.00		
	<i>Super Leadership</i>	Female	152	116.28	17674.50	6046.50	.94
		Male	80	116.92	9353.50		
	<i>Organizational Virtuousness</i>	Female	152	110.13	16740.50	5112.50	.04*
		Male	80	128.59	10287.50		

* $p<0.05$

Table 4: Mann-Whitney U Test results comparing teacher views on school principals' leadership styles and organizational virtuousness based on the variable of position

	<i>Sub- dimension</i>	<i>Teacher position</i>	<i>N</i>	<i>Mean rank</i>	<i>Rank sum</i>	<i>U</i>	<i>p</i>
<i>Leadership Styles</i>	<i>Cultural Leadership</i>	Classroom	79	110.42	8723.50	5563.50	.31
		Subject	153	119.64	18304.50		
	<i>Instructional Leadership</i>	Classroom	79	105.93	8368.50	5208.50	.08
		Subject	153	121.96	18659.50		
	<i>Ethical Leadership</i>	Classroom	79	107.72	8510.00	5350.00	.15
		Subject	153	121.03	18518.00		
	<i>Visionary Leadership</i>	Classroom	79	110.17	8703.50	5543.50	.29
		Subject	153	119.77	18324.50		
	<i>Learning Leadership</i>	Classroom	79	113.28	8949.50	5789.50	.65
		Subject	153	117.41	17846.50		
	<i>Transformational Leadership</i>	Classroom	79	113.01	8814.50	5733.50	.62
		Subject	153	117.53	17981.50		
	<i>Super Leadership</i>	Classroom	79	115.03	9087.50	5927.50	.80
		Subject	153	117.26	17940.50		
	<i>Organizational Virtuousness</i>	Classroom	79	110.49	8728.50	5568.50	.32
		Subject	153	119.60	18299.50		

$p>0.05$

Table 4 shows that the position variable does not provide significant differences in any of the sub-dimensions for teachers' views on leadership styles ($p>0.05$). The mean scores were found to be in favor of subject teachers. Among the sub-dimensions of leadership styles, the Instructional Leadership scores were the highest for subject teachers with a mean of $\bar{x}=121.96$. The fact that subject teachers with higher academic achievement expectations compared to classroom teachers had the highest mean scores in Instructional Leadership can be regarded as reasonable. The position variable did not present any significant difference in teachers' views on organizational virtuousness ($p>0.05$). It can be claimed that all the teachers, who perform essen-

tially the same tasks in different positions, expect similar leadership behavior from the administrators and that they have the same virtuousness perceptions related to their organizations. The mean score established for the organizational virtuousness sub-dimension of the position variable was also found to be in favor of subject teachers ($\bar{x}=119.60$).

Based on the Seniority Variable

Table 5 presents the teacher views on the school principals' leadership styles and organizational virtuousness based on the seniority variable. Meaningful differences were found to exist in the Cultural, Instructional, Ethical, Vision-

Table 5: Kruskal Wallis Test results comparing teacher views on school principals' leadership styles and organizational virtuousness based on seniority variable

	<i>Sub-dimension</i>	<i>Seniority</i>	<i>N</i>	<i>Mean rank</i>	<i>sd</i>	χ^2	<i>p</i>	<i>Significant difference</i>
<i>Leadership Styles</i>	<i>Cultural Leadership</i>	0-5	20	87.66	4	14.49	.01*	1-3;1-4 2-3;2-4 3-5;4-5
		6-10	62	104.20				
		11-15	67	131.56				
		16-20	37	137.11				
		21 +	46	103.97				
	<i>Instructional Leadership</i>	0-5	20	95.84	4	12.11	.01*	1-3;1-4 2-3;2-4 3-5;4-5
		6-10	62	104.57				
		11-15	67	131.55				
		16-20	37	134.45				
		21 +	46	102.24				
	<i>Ethical Leadership</i>	0-5	20	90.00	4	14.62	.01*	1-3;2-3 2-4; 3-5
		6-10	62	102.27				
		11-15	67	137.26				
		16-20	37	127.27				
		21 +	46	105.22				
	<i>Visionary Leadership</i>	0-5	20	104.47	4	11.69	.02*	2-4;2-5; 3-5
		6-10	62	98.60				
		11-15	67	135.51				
		16-20	37	124.22				
		21 +	46	109.18				
<i>Learning Leadership</i>	0-5	20	91.05	4	14.41	.006*	1-3;2-3 2-4;3-5	
	6-10	62	99.24					
	11-15	67	136.97					
	16-20	37	124.73					
	21 +	46	109.28					
<i>Transformational Leadership</i>	0-5	20	88.92	4	11.99	.017*	1-3;1-4 2-3	
	6-10	62	99.01					
	11-15	67	132.13					
	16-20	37	124.76					
	21 +	46	117.08					
<i>Super Leadership</i>	0-5	20	104.84	4	5.65	.226	-	
	6-10	62	103.27					
	11-15	67	129.13					
	16-20	37	120.77					
	21 +	46	114.82					
<i>Organizational V irtuousness</i>	0-5	20	103.68	4	6.10	.192	-	
	6-10	62	101.97					
	11-15	67	128.96					
	16-20	37	120.50					
	21 +	46	117.50					

* $p<0.05$

ary, Learning, and Transformational Leadership sub-dimensions based on the seniority variable (Table 5). It was observed that the difference in Cultural Leadership was found in teachers who had worked for between 0-5 and 11-15 years, 0-5 and 16-20 years, 6-10 and 11-15 years, 6-10 and 16-20 years, 11-15 and 21 years and more, and 16-20 and 21 years and more; the difference in Ethical Leadership was found in teachers who had worked for between 0-5 and 11-15 years, 6-10 and 11-15 years, 6-10 and 16-20 years, and 11-15 and 21 years and more; the difference in Visionary Leadership was found in teachers who had worked for between 6-10 and 16-20 years, 6-10 and 21 years and more, and 11-15 and 21 years and more; the difference in Learning Leadership was found in teachers who had worked for between 0-5 and 11-15 years, 6-10 and 11-15 years, 6-10 and 16-20 years, and 11-15 and 21 years and more; the difference in Transformational Leadership was found in teachers who had worked for between 0-5 and 11-15 years, 0-5 and 16-20 years, and 6-10 and 11-15 years. Professional seniority affects the leadership behavior that the teachers expect from the administrators. Teachers' needs, expectations, and competences change at different phases of their professional lives. No signif-

icant differences were observed in the sub-dimensions of Super Leadership or Organizational Virtuousness based on seniority. It is believed that no significant differences were found since the concepts included in Organizational Virtuousness such as trust, respect, grace, and tolerance are the ones which are sought at all stages of their professional lives by all teachers.

Based on the Level of Education Variable

Table 6 presents the teachers' views on school principals' leadership styles and organizational virtuousness based on the level of education variable. Table 6 presents no significant differences in teachers' views on leadership styles and organizational virtuousness based on level of education. Teachers perceive school principals' leadership styles and organizational virtuousness at similar levels regardless of their level of education.

Relationship between Leadership Styles and Organizational Virtuousness

The findings regarding the relationship between leadership styles and organizational vir-

Table 6: Kruskal Wallis Test results comparing teacher views on school principals' leadership styles and organizational virtuousness based on level of education variable

	<i>Sub- dimension</i>	<i>Level of education</i>	<i>N</i>	<i>Mean rank</i>	<i>sd</i>	χ^2	<i>p</i>
<i>Leadership Styles</i>	<i>Cultural Leadership</i>	Two-year degree	20	108.73	2	.31	.85
		Undergraduate	185	117.01			
		Graduate	27	118.78			
	<i>Instructional Leadership</i>	Two-year degree	20	99.70	2	1.55	.45
		Undergraduate	185	118.79			
		Graduate	27	113.22			
	<i>Ethical Leadership</i>	Two-year degree	20	94.50	2	2.36	.30
		Undergraduate	185	118.57			
		Graduate	27	118.59			
	<i>Visionary Leadership</i>	Two-year degree	20	95.95	2	2.69	.26
		Undergraduate	185	119.80			
		Graduate	27	109.09			
	<i>Learning Leadership</i>	Two-year degree	20	115.38	2	.98	.61
		Undergraduate	185	117.76			
		Graduate	27	103.94			
	<i>Transformational Leadership</i>	Two-year degree	20	107.05	2	.66	.71
		Undergraduate	185	117.73			
		Graduate	27	110.46			
<i>Super Leadership</i>	Two-year degree	20	119.78	2	1.14	.56	
	Undergraduate	185	118.01				
	Graduate	27	103.70				
<i>Organizational Virtuousness</i>	Two-year degree	20	126.18	2	.60	.73	
	Undergraduate	185	116.27				
	Graduate	27	110.89				

$p > 0.05$

tuousness are presented in Table 7. A moderate positive relationship exists between the views on Cultural ($r=.61, p<.01$), Instructional ($r=.62, p<.01$), Ethical ($r=.64, p<.01$), Visionary ($r=.64, p<.01$), Learning ($r=.67, p<.01$), Transformational ($r=.55, p<.01$), Super Leadership ($r=.42, p<.01$), and Organizational Virtuousness ($r=.61, p<.01$). It can be asserted that the highest level relationship was observed between Learning Leadership as a leadership style and Organizational Virtuousness. This result may be related to the fact that the administrators are learning oriented, motivate their staff to learn, encourage them in individual learning, and make efforts to develop their subordinates. It was identified that Super Leadership as a leadership style has the lowest level relationship with Organizational Virtuousness ($r=.42, p<.01$). This result might have been obtained since the non-existence of a hierarchical management approach, one of the basic outputs of Super Leadership, and teachers working in self-managed groups under Super Leadership are against the fundamental philosophy of Organizational Virtuousness.

DISCUSSION

Teachers selected "mostly" for the Cultural, Instructional, Visionary, Learning and Super Leadership sub-dimensions; and "Always" for the Ethical and Transformational Leadership sub-dimensions. The teacher views on Organizational Virtuousness were at the "Agree" level. Avci's (2015) study shows that according to perceptions of teacher the leadership style of school principals were positive and high level.

Gender does not provide significant differences in any of the sub-dimensions for the teachers' views on leadership styles. The lack of significant differences on leadership styles based on gender is consistent with the findings in the

literature. In Aksu et al.'s (2003) study Cultural; Aksoy and Isik's (2008) and Zorlu's (2015) studies Instructional; Tahaoglu and Gedikoglu's (2009) study Visionary, Instructional, Cultural, Transformational; Yoruk and Sagban's (2012) study Cultural; Can's (2014) study Transformational and Instructional; Karaduman's (2014), Eraslan and Aytac's (2015) and Avci's (2015) studies Transformational; Buharlioglu's (2014) study Visionary Leadership styles also did not show any significant differences based on gender. The finding that the gender variable was not effective in all the sub-dimensions of leadership styles may be related to the fact that the teachers share the same educational environment and serve common purposes although they are different genders. The study showed that the mean score was in favor of the male teachers. Among the sub-dimensions of leadership styles, the Learning Leadership scores were the highest for the male teachers. This may be related to the positive perceptions of the male teachers towards the administrators' behavior that includes continuous self-development, following innovations in the field of education, and striving to increase quality and productivity. The gender variable presented a significant difference in teachers' views on organizational virtuousness. This difference was also found to be in favor of the male teachers.

The position variable does not provide significant differences in any of the sub-dimensions for teachers' views on leadership styles. This result is consistent with the findings in the literature. In Toremen and Yasan's (2011), Tas and Cetiner's (2011) studies Transformational Leadership; in Gulcan et al.'s (2012) study Ethical Leadership; and in Buharlioglu's (2014) study Visionary Leadership did not present any significant differences based on position either. The mean scores were found to be in favor of subject teach-

Table 7: Spearman Rho correlation coefficient analysis regarding the relationships between school principals' leadership styles and organizational virtuousness

Scale	Leadership							
	Cultural	Instructional	Ethical	Visionary	Learning	Transformational	Super	
Organizational Virtuousness	r	.61**	.62**	.64**	.64**	.67**	.55**	.42**
	p	.00	.00	.00	.00	.00	.00	.00
	N	232	232	232	232	232	232	232

** $p<.01$

ers. Among the sub-dimensions of leadership styles, the Instructional Leadership scores were the highest for subject teachers with a mean of $\bar{X}=121.96$. The fact that subject teachers with higher academic achievement expectations compared to classroom teachers had the highest mean scores in Instructional Leadership can be regarded as reasonable. The position variable did not present any significant difference in teachers' views on organizational virtuousness ($p>0.05$). It can be claimed that all the teachers, who perform essentially the same tasks in different positions, expect similar leadership behavior from the administrators and that they have the same virtuousness perceptions related to their organizations. The mean score established for the organizational virtuousness sub-dimension of the position variable was also found to be in favor of subject teachers.

Meaningful differences were found to exist in the Cultural, Instructional, Ethical, Visionary, Learning, and Transformational Leadership sub-dimensions based on the seniority variable. Similar results were obtained in Kultur's (2006) study on Transformational Leadership; in Aksoy and Isik's (2008) study on Instructional Leadership, in Ozdemir et al.'s (2013), and in Konak and Erdem's (2015) studies on Ethical Leadership. It was observed that the difference in Cultural Leadership was found in teachers who had worked for between 0-5 and 11-15 years, 0-5 and 16-20 years, 6-10 and 11-15 years, 6-10 and 16-20 years, 11-15 and 21 years and more, and 16-20 and 21 years and more; the difference in Ethical Leadership was found in teachers who had worked for between 0-5 and 11-15 years, 6-10 and 11-15 years, 6-10 and 16-20 years, 6-10 and 21 years and more; the difference in Visionary Leadership was found in teachers who had worked for between 6-10 and 16-20 years, 6-10 and 21 years and more, and 11-15 and 21 years and more; the difference in Learning Leadership was found in teachers who had worked for between 0-5 and 11-15 years, 6-10 and 11-15 years, 6-10 and 16-20 years, and 11-15 and 21 years and more; the difference in Transformational Leadership was found in teachers who had worked for between 0-5 and 11-15 years, 0-5 and 16-20 years, and 6-10 and 11-15 years. Professional seniority affects the leadership behavior that the teachers expect from the administrators. Teachers' needs, expectations, and competences change at different phases of their professional lives. No significant differences

were observed in the sub-dimensions of Super Leadership or Organizational Virtuousness based on seniority. It is believed that no significant differences were found since the concepts included in Organizational Virtuousness such as trust, respect, grace, and tolerance are the ones which are sought at all stages of their professional lives by all teachers.

No significant differences in teachers' views on leadership styles and organizational virtuousness based on level of education. Similar results were obtained in Bul (2007), Kultur (2006), Toremén and Yasan's (2011) Transformational Leadership studies, and in Aksu et al.'s (2003) Cultural Leadership studies. Teachers perceive school principals' leadership styles and organizational virtuousness at similar levels regardless of their level of education.

A moderate positive relationship exists between the views on Cultural, Instructional, Ethical, Visionary, Learning, Transformational, Super Leadership, and Organizational Virtuousness. It can be asserted that the highest level relationship was observed between Learning Leadership as a leadership style and Organizational Virtuousness. This result may be related to the fact that the administrators are learning oriented, motivate their staff to learn, encourage them in individual learning, and make efforts to develop their subordinates. It was identified that Super Leadership as a leadership style has the lowest level relationship with Organizational Virtuousness. This result might have been obtained since the non-existence of a hierarchical management approach, one of the basic outputs of Super Leadership, and teachers working in self-managed groups under Super Leadership are against the fundamental philosophy of Organizational Virtuousness.

CONCLUSION

The teachers were found to express their opinions centered on "mostly" for the Cultural, Instructional, Visionary, Learning, and Super Leadership sub-dimensions, and on "always" for the Ethical and Transformational Leadership sub-dimensions of Leadership Styles. Therefore, it can be claimed that school principals mostly present Ethical and Transformational Leadership Styles in management. Teacher views on Organizational Virtuousness were found to be positive and centered on "Agree".

Based on the personal variables, it was found that the gender variable did not create any significant differences on all the sub-dimensions of teachers' views related to leadership styles, but presented meaningful differences in the Organizational Virtuousness sub-dimension. This difference was found to be in favor of male teachers. The position and level of education variables did not generate any significant differences in all the sub-dimensions related to leadership styles and organizational virtuousness. According to the seniority variable, meaningful differences were detected in the Cultural, Instructional, Ethical, Visionary, Learning, and Transformational Leadership sub-dimensions, whereas no differences were observed in the Super Leadership or Organizational Virtuousness sub-dimensions.

A moderate, positive level relationship was found between teachers' views on leadership styles and Organizational Virtuousness in all the leadership styles. The highest level of relationship was found between Organizational Virtuousness and Learning Leadership, and the lowest level relationship was identified between Organizational Virtuousness and Super Leadership.

RECOMMENDATIONS

School principals should encourage teachers in continuous development and be role models for teachers by following innovations in the field of education themselves. School principals should follow more inclusive and attentive approaches towards female teachers and classroom teachers. Since all leadership styles have positive relationships with Organizational Virtuousness, educational administrators should be provided with training that includes the concepts included in Organizational Virtuousness because virtuous and tolerant organizations that can realize their goals, achieve success, and assure that trust is formed by the behavior of virtuous school principals. Organizational Virtuousness should be studied in our country along with various elements included in the field of education.

NOTE

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