A Study on Teacher Leadership Styles of Teacher Candidates Studying at the Departments of Secondary Education

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Abstract: The aim of this research is to determine teacher leadership styles of teacher candidates studying at the departments of secondary education. Sample of the study is composed of candidate teachers studying at the departments of secondary education in The Kazım Karabekir Education Faculty, Atatürk University. Candidate teachers from the departments of History, Geography, Mathematics and Chemistry studying 1st-5th grade have been chosen. "Teacher Leadership Styles Scale" has been used as data gathering tool. The gathered data has been analyzed with SPSS packaged software. Results of analysis have been presented as findings.

Keywords: Teacher Leadership Styles, Secondary Education, Teacher Candidate

Introduction

Education provides manpower necessary for the development of a society. Leaders educated in education institutions leads the society. Most of the researches which was done was about leadership qualifications of schoolmasters (Akgün, 2001; Şahin, 2003; Kılıç, 2006), but there has been researches on leadership qualifications of teachers, though rare (Muijs & Harris, 2006; Frost & Harris, 2003). However, it seems that it is impossible to grow leaders without leading teacher in classroom. Therefore, it is important to research leadership qualifications of teachers for the development of societies.

Leadership may be defined as guiding group actions in order to achieve a goal and effecting members of the group (Şimşek & Fidan, 2005, 41); having the ability to gather a group of people for the same purpose (Zel, 2006, 110); being capable of effecting others for certain objectives and stimulating them to take action (Şişman, 2004, 3). The common point of these definitions is that leadership has power to effect (Çelik, 2007, 1). When all of these taken into consideration, leadership in education and training is a qualification necessary not only for schoolmasters but also for teachers who guide the students and shape their behaviors.

Various leadership theories have been formed about leadership. It is possible to separate leadership theories into 3 main titles. These are qualifications theory, behavioral theory and situational theory (Şişman, 2004, 5). In behavioral theories what the leader does and how he behaves others is important. In addition, according to behavioral approaches it is possible to educate people to be a leader (Çelik, 2007, 11; Celep, 2004, 11, Erçetin; 200, 31; Özden, 2005, 90).

In this study, a scale which has been developed based on the approach which uses X and Y theory of McGregor as a base, being one of behavioral leadership theories has been used. According to X and Y theory of McGregor, thoughts of leaders about human behaviors can be separated into two opposite approaches (Deniz and Hasançebioğlu, 2003, 57).

According to X theory defining classical management theory;
1. People do not like working and try to find ways to escape work.
2. People prefer to be directed and escape from responsibility.
3. People are selfish and prefer their own objectives to organizations objectives.
4. People do not like innovation and change and try to resist against these facts.
5. People's creativity is limited in solving organizational problems.
6. Monetary award is needed for people to take action.

According to Y theory in which individual and organizational objectives are combined,

1. It is as normal for people to make physical and spiritual effort as playing or resting.

2. If people become engaged in the organization and like their work and colloquies, they try to be more useful to the organization.

3. Ordinary people not only accept responsibility but also begin looking for it.

4. Ability and creativity is shared equally among people.

5. Specializing makes it possible to make use of abilities and skills, but it is limited to only some of them. Thus, McGregor tries to explain the importance of social relations in organizations (Eren, 2004, 26).

It is thought that this study is important because knowing teacher leadership styles of candidate teachers will have affect on profiles of students who are going to be leaders in the future.

Method

Sample of the study is composed of candidate teachers studying at the departments of secondary education in The Kazım Karabekir Education Faculty, Atatürk University. Candidate teachers from the departments of History, Geography, Mathematics and Chemistry studying 1st-5th grade have been chosen.

In this study, "Teacher Leadership Styles Scale" developed by Deniz and Hasançebioğlu (2003) has been used. In the end of the analysis done by these researches, internal consistency coefficient was found out 0,88. According to grade averages of the scale leadership styles of teachers have been found out that the teachers between 17-64 is autocratic/oppressive, the ones between 65-76 is semi-democratic and the ones between 77-85 democratic/participant.

Findings

Some findings about teacher leadership styles of candidate teachers are given as tables:

Gender	n	$\overline{X}$	sd	t	p
Male	164	66.59	7.092	-0.851	0.395
Female	147	67.24	6.367		

Table 1. Arithmetic Mean, Standard Deviation and t Value on Teacher Leadership Styles According to Gender Variable of Candidate Teachers

There is not a significant difference between thoughts of candidate teachers about teacher leadership styles according to gender variable (0.05). This finding shows that gender variable does not affect teacher leadership styles of candidate teachers.

Grade	n	$\overline{X}$	sd	t	p
Grade 1	173	66.68	6.966	-0.654	0.514
Grade 5	138	67.18	6.498		

Table 2. Arithmetic Mean, Standard Deviation and t Value on Teacher Leadership Styles According to Grades Variable of Candidate Teachers

There is not a significant difference between thoughts of candidate teachers about teacher leadership styles according to grades variable (0.05). This finding shows that grades variable does not affect teacher leadership styles of candidate teachers.

Departments	n	$\overline{X}$	sd
Mathematics	94	66.21	6.380
Geography	84	69.68	5.016
History	73	66.75	6.938
Chemistry	60	64.27	7.919
Total	311	66.90	6.756

Table 3. Arithmetic Mean and Standard Deviation on Teacher Leadership Styles According to the Department Variable of Candidate Teachers

When the table analyzed, it is possible to say that because the grade average that candidate teachers at the Departments of Mathematics, Geography and History got from the scale is 65-76, their teacher leadership style is semi-democratic, and because the grade average of candidate teacher at the Department of Chemistry is 17-64, their teacher leadership style is autocratic/oppressive.

Variance Analysis	Sum of Squares	df	Mean Square	F	p
Between Groups	1110.549	3	370.183		
Within Groups	13039.361	307	42.473	8.716	0.000
Total	14149.910	310			

Table 4. Variance Analysis on Teacher Leadership Styles of Candidate Teachers according to the Department Variable

When the Table 4 is analyzed, it is seen that there is a significant difference of 0.05 between thoughts of candidate teacher on teacher leadership styles according to the department variable. Dunnett's T3 Test has been done in order to find out between which groups there is a difference. Difference has been found out in favor of Geography among the departments of Geography, Mathematics, History and Chemistry.

High School	n	$\overline{X}$	sd	t	p
Teacher High School	44	66.43	5.724	-0.496	0.620
Others	267	66.98	6.918		

Table 5. Arithmetic Mean, Standard Deviation and t Value on Teacher Leadership Styles According to the High School Variable of Candidate Teachers

There is not a significant difference between thoughts of candidate teachers about teacher leadership styles according to high school variable (0.05). This finding shows that high school variable does not affect teacher leadership styles of candidate teachers.

Conclusions

1. There is a significant difference of 0.05 between thoughts of teacher candidates about teacher leadership styles according to gender, grade and high school variables.
2. It is possible to say that because the grade average that candidate teachers at the Departments of Mathematics, Geography and History got from the scale is 65-76, their teacher leadership style is semi-democratic,

and because the grade average of candidate teacher at the Department of Chemistry is 17-64, their teacher leadership style is autocratic/oppressive.

3. It is seen that there is a significant difference of 0.05 between thoughts of candidate teacher on teacher leadership styles according to the department variable. Difference has been found out in favor of Geography among the departments of Geography, Mathematics, History, and Chemistry.

Suggestions

1. There seem to be significant differences in favor of the Geography department within the pre-service teachers' departments. Further qualitative studies that focus on the reasons of these differences can be conducted.

2. This study can be broadened to include candidate teachers from different universities.

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