THE REVIEW OF THE CORRELATION BETWEEN THE LEADERSHIP STYLES OF TEACHERS AND CLASSROOM MANAGEMENT SUFFICIENCY

Lütfi ÜREDİ

Assoc. Prof. Dr., Mersin University, lutfiuredi@gmail.com
ORCID Number: 0000-0003-1705-1325

Abdurrahman GÜL

Classroom Teacher, Atatürk Primary Scholl, abdurrahman-1992@hormail.com
ORCID Number: 0000-0003-4055-0229

ABSTRACT

The aim of the study is to review the correlation between the leadership styles of teachers and classroom management sufficiency. It is thought that the teachers who have leadership characteristics would also be successful on the subject of classroom management, that is why, it is possible that, there is a connection between leadership and classroom management. The study group of the scanning model consist of 313 teachers who work in the Mardin Province. The data were collected through not only personal information forms filled by those teachers but also the scale of leadership styles and scale of sufficiency of teacher candidates' classroom management, to take a further look on the data collected, Kolmovgorov Smirnow test was used to see whether it shows normal distribution, Pearson Correlation Exponent was used to find out the connection, Mann Whitney U Test was used for the variables that have two factors, Kruskal Wallis Test was done for the variables that have more than two factors. Also, Cronbach Alpha Exponent was found for the reliability of the scale. Besides examining the relation between leadership and classroom management, relation management, teaching management, behaviour management, physical arrangement management and time management which are the sub-dimensions of classroom management sufficiency scale were analysed according to the variables of sex, age, seniority, branch and graduation status. According to Pearson Correlation Exponent a positive directional weak relationship was found between leadership and classroom management. While there is also a positive directional weak relationship between leadership and relation management, teaching management, physical arrangement management, time management; there is no meaningful correlation between leadership and behaviour management.

Keywords: Leadership, teacher leadership, classroom management.

INTRODUCTION

Leadership

There have always been great leaders in developed countries throughout the history. The extent of someone's leading abilities is a powerful factor in guiding society. A community needs an effective leader in their hard times. The spirit of the leader is in a level to influence the other people's lives.

> The history of leadership is as longstanding as the history of humanity. People tend to live together in groups as social beings. This tendency caused social group structures to arise, starting from packs to communities. In situations in which there is social interaction, some individuals become more dominant. This leads to leadership, which happens after the acceptance of others. That's why, becoming a leader, first of all, needs the dominant individual's interaction with others and behaving differently than the other people in a certain group. In other words, it is a kind of behaviour shown in a community by the person. In this context, leadership in management is a concept that specifically examines the personality traits of the leader and their relationship to the group (Teyfur, Beytekin and Yalçınkaya, 2013: 85).

In the most common sense, leadership is the fullest extent of abilities and knowledge that can be useful to gather people around an idea and to motivate them in order to fulfil that idea. The basis of being a leader consists of giving confidence, visioning, keeping a level head, taking risks, being an expert, building organizational commitment. Teacher, as an education leader, handles the goals of the programme aims and expectations of the students and the view of the school together. Leading teachers, as an influential flag bearer, set the goals, create commitment and self-confidence, resolve outer obstacles and create a free classroom atmosphere.

Leadership is the fullest extent of abilities and knowledge that can be useful to gather a group of people around an idea and to motivate them in order to fulfil that idea

Being a leader means providing the inspiration for others and directing them. In this sense, as well as being the driving force of the change, solving a problem when encountered is also a necessary feature for a leader.

Leadership does not just mean guiding the grown-up people. Leading people are always necessary for an order to continue harmlessly. In our educational system, which tries to keep pace with the change, the duties and responsibilities of the teacher are much different from the previous years. With the constructivism theory passed in 2005-2006, the teacher is the person who not only transfers the information but also shows the way to reach it to the student. It would be wrong to think about it only the education-wise in school. The leading teachers should guide students not only during school, but also in their out-of-school times, which enables them to exhibit leading abilities as well as their instructive skills.

Teachers take on the main role in realizing the aims of education. The domain of the teacher assuming this role is not limited to the classroom environment. Teachers should demonstrate effective leadership behaviour both inside and outside the classroom. Students in the classroom need a leading teacher to guide their behaviour because they have different personality traits, even if they share a common purpose: learning (Dağ and Göktürk, 2014: 173).

While defining leadership, feature theory suggests it as a trait that is innate and cannot be obtained later, behavioural theory defines the role of an individual in a group as the interaction process, based on shaping the expectations of other members. The theory of situationism emphasizes the importance of the conditions which causes the leader to come to existence (Oğuz, 2011: 382).

Teacher leadership also aims at topping the student achievement and school development. Even though these definitions or approaches include differences; it is possible to talk about common points such as collaborative work, interaction, guidance, sharing, close relationships, creative educational methods, and so on (Beycioğlu, 2009: 32).

As class manager, it is expected that the teacher should also play the roles of teaching leadership. The teacher is there for teaching in the classroom, to prepare learning-teaching conditions by guiding learning (Coşar, 2010: 6).

As a leader in the class, the teacher benefits from all leadership approaches in order to build good relationships with the broader social environment serving the school and to overcome the obstacles during decision-making process, while revealing the intellectual and behavioural needs of leadership approaches. The aim of contemporary and effective schools to raise individuals who are able to think free and versatile, socially strong, healthy both in mind and body, entrepreneur, visionary and culturally insensitive individuals. Teachers should be able to understand the purpose of the school and show the expected behaviour accordingly (Can, 2014: 91).

At the basis of teachers' new leadership roles lies the sharing of managerial powers or empowerment in joint actions. Nowadays, teacher is expected to be effective not only within the classroom, but also outside the classroom. This activity is not limited to the roles designated by official means or by appointment, but also includes activities in informal relations (Beycioğlu, 2009: 32).

Teacher leadership can be defined as the ability of a teacher to influence class and formal process in school, to support the development of colleagues, and to take on active and willing roles in school-based activities. In the leadership of the teacher, vision, structure, time and skills are the basic conditions for new teacher roles and responsibilities (Can, 2007: 283).

Teacher leadership is the competence to effectively organize classroom activities by developing and sharing instructional vision and to be able to assume and develop roles at the functional level in school activities (Can, 2014).

In particular, as Bakioğlu (1998) points out, the term "instructional leadership" refers not only to school administrators, but also to teachers who will lead in teaching in their field (As cited in: Deniz and Hasançebioğlu, 2003: 56).

Leadership styles began to be announced from the 1960s, and various leadership theories were formed during this process. Leadership theories can be grouped under three main headings. These are (a) Feature Theory, (b) Behaviourism Theory, and (c) Contingency Theory (Deniz and Hasançebioğlu, 2003: 57).

Three primary dimensions of class leadership can be emphasized. These are: attention to teaching, attention to order and attention to student. The lead teacher has to establish a balance between these three dimensions. The teacher, who gives full weight to the dimension of teaching, can ignore the order and the dimension of the student. In the same way, the teacher who gives weight to the dimension of the student may ignore the order and teaching dimension (Çelik, 2003: As cited in: Coşar, 2010: 36).

In one of the most extensive research on teacher leadership (Lieberman et al., 1988), leadership focuses on projects planned to provide assistance to other teachers. The authors state that the leader teachers need to learn many leadership skills at work to communicate effectively with their colleagues. These skills include the following activities (As cited in: Can, 2007: 270):

- Build trust and improve compliance,
- To identify organizational situations,
- Engaging in the process,
- Managing the business,
- Developing confidence and skill,

When the literature is examined, it can be seen that on the basis of the teacher leadership thesis, the schools are transformed into occupationally learned societies and the teachers are equipped to provide closer access to these processes and thus contributing to the transformation of the schools into democratic environments (Beycioğlu, 2009: 33).

Tablo 1. Comparison of Traditional Teacher and Leader Teacher Roles (Beycioğlu, 2009: 40).

Traditional Teacher Roles	Leader Teacher Roles
Concentrates on saving the day, benefits only from available resources.	Creates long-term goals to change the existing system.
Exhibits uncooperative behaviour in the framework of standard work behaviours.	Exhibits pioneer and collaborative behaviours. Tries to create behavioural changes in colleagues.
Role within the organization is limited to in-class activities.	Tends to participate in all organizational activities and decisions.
Behaves according to the existing culture of the establishment.	Creates new meanings and new approaches for the organization.
Tends to maintain traditional autocratic structure.	In values, acts as an inspiration for manners and uses personal experience and examples.
Gives importance to success and competitive attitudes classroom-wise.	In attempt to coordinate in-class and school-wise activities to improve school success.
Exhibits professional behaviours which are non-sharing and inward.	Collaboration with colleagues, sharing and feedback are important.
Takes the in-class leadership from hierarchy.	Classroom leadership is fed from class society and culture.

The main points that a teacher on the effort to demonstrate teacher leadership behaviours should pay attention to; sharing of information, standards, period of professional preparation, distinctive roles, professional common sense, promotion and responsibility (Can, 2007: 271).

The teacher is for teaching in class and is the person who leads the class. The teacher chooses the instructional strategy, method and technique according to his / her goals and subject, but cannot provide effectiveness in teaching unless he / she shows leadership qualities. The teacher can demonstrate his/her effectiveness in teaching by playing the role of teaching leadership (Can, 2014).

A large part of the teachers' and students' time in the school is in the classroom. Classroom teachers, who are both preparatory and manager of classroom management and supervisor at the same time, should play leadership roles in the classroom while fulfilling the needs of their profession. As a leader of the class, teachers should contribute to his/her classroom considering students and school developments and changes (Coşar, 2010: 36).

Schools that are one of the leading institutions of the public are also affected by the changes brought about by the times. Schools are now expected to be functional ready for the competitive environment of today's world, not just for education but also for the collective and emotional side of the learners, accepting social diversity, having high sensitivity to technology, protecting and developing spiritual values in the eyes of society, teaching with democracy, is expected to function in the direction of an open, changing organization, which resists the harmful effects of the outer periphery without detaching itself from the concrete side of life and questioning its own structure while performing all these. In order to achieve this, ten requirements for exhibiting

open and effective leadership behaviours in innovation in schools are at the top of the list (Beycioğlu and Aslan, 2010: 765).

Classroom Management

The teacher's preparation of the appropriate course, the effective and befitting use of time, and the amount of time that requires the proficiency of the students are directly related to classroom management. Teachers need to be familiar with classroom management techniques if they want to get the benefits they need. Successful classroom management can be more easily accomplished with effective leadership. It prevents the problems that can be experienced in classroom management where teachers are moderators, guides and leaders in class.

The class is a social system of educational activities. It is a place where you are face to face with students. The class includes teachers, students, programs and resources. For this reason, the organization and management of the class needs to be within the responsibility of the teacher. Managing resources, people and time is a situation that requires attention and care. In a sense, quality of education management can be attributed to the quality of classroom management (Yalçınkaya and Tombul, 2002: 97).

Classroom management problems are at the top of the list of problems teachers have difficulty doing. It is a fact accepted by teachers, students, parents, administrators and the school community that much effort is being spent on classroom management (Nelson, 2002: As cited in: Akın and Koçak, 2007: 355).

Steel (2003), explained classroom management as the development of a positive learning climate by defining class rules, ensuring an appropriate classroom setting, managing teaching process and time effectively, and supervising student behaviours. In other words, the process of learning is to manage within a certain understanding (As cited in: Güner, 2010: 18).

Classroom management can be broadly defined as a set of techniques and activities related to teaching, controlling and modifying the teacher's learning environment and student behaviours so that teaching and learning can take place in the direction of class objectives (Erden, 2014: 17).

Classroom, the smallest unit of the education system, is a functional and specific environment in which the educational purposes are transferred to the behavioural dimension. In this sense, it can be said that classroom environment is an area where dynamic processes interact. Teachers have important tasks to direct these dynamic processes towards the goals of education and teaching. It can be said that one of the important variables of effective classroom management is teacher behaviour (Terzi, 2002: 2).

It is important that teachers have the knowledge and skills necessary for classroom management when the close interaction between effective classroom management and student achievement, teachers' job satisfaction, self-sufficiency, etc. considered. Only sufficient and confident prospective teachers in their fields

can access qualifications that can carry out important tasks in the development of their countries. One of the most important concepts covered by relevant qualifications is the concept of self-efficacy. One of the factors that affect individuals in successfully showing certain behaviours is self-efficacy perceptions that individuals have about that behaviour (Ekici, 2008: 99).

> It can be suggested to the class management is a study that provides the necessary conditions for creating an effective learning environment. Of course, in order to be able to create the necessary conditions, it is necessary to realize the needs, evaluate these needs from various angles and observe the results about the education and teaching environment. The class is a social environment and there are many variables. Every moment is open for new interaction opportunities. For this reason, every student needs to be able to look at each behaviour, each effect, from different angles. It should also be remembered that the class is not only a place where knowledge is taught but also a place where many values are shared. This feature also influences classroom management (Güner, 2010: 20).

It is emphasized that effective class managers should not forget the following principles (Lemlech, a.g.e.: As cited in: Terzi, 2002: 4).

> * Create movement methods, standards, and communication cycle according to students.
> * Plan for instruction in advance and prepare materials appropriate to the needs of the students.
> * Develop accountability systems that follow student development.
> * Analyse the time and tasks allocated to learning applications.
> * Observe compliance with rules and standards related to teaching. Help the students understand them.

All of the dimensions of classroom management competence have direct reflections on in-classroom teaching. The effectiveness of in-classroom teaching is directly related to the teachers having these competences (Yeşil, 2009: 329).

To be able to create a classroom environment that is convenient to learning, to organize physical arrangements that facilitate learning, to control the flow of instruction, to manage competencies in time management, to organize classroom relations, to manage classroom relations with established rules, to arrange communication and to motivate learners are all basic parts of teachers' classroom management skills (Akın and Koçak, 2007: 355).

Marzano and Marzano (2003) describe seven items of classroom management by conducting a meta-analysis covering more than 100 studies in the work of researching the elements of effective classroom management, specifically explaining that the effect sizes of these items are very large. The researchers state that these items, which are listed and taught as rules, use appropriate intervention techniques, teacher-student interaction and mental structure of classroom management, are directly related to quality classroom management (As cited in: Alatli, 2014: 5). These items:

- Class rules

- Use of appropriate intervention techniques

- Teacher-student associations

- Mental structure

- Educational goals

- Cooperation

- Awareness of students with special needs.

At the beginning of the school year, teachers identify rules and procedures and they are consistent and persistent in their implementation. They often remind their students of what happens when rules are followed and what consequences are to be met if they are not followed. However, classroom management is a holistic process, so the conditions provided by the teacher and all the precautions it takes should aim not only to give children the expected academic behaviour, but also to reduce unwanted behaviour in the classroom environment (Demir, 2015: 29).

Başar (1999) and Gündüz (2004) refer to the five dimensions of classroom management. These are; the physical layout of the classroom environment, the plan-program, the organization of the relations within the class, the behavioural arrangements and the activities related to the use of time (As cited in: Akın and Koçak, 2007: 354).

There are many factors that affect teachers' strategies and interactions in classroom management. These factors include the social, economic and cultural environment in which the school is located, the facilities of the school, the grades of the pupils, the number of the classes, the characteristics of the pupils such as age and personality, the personality traits of the teachers, the genders, the trainings they have taken and the branches and the beliefs and experiences about education and discipline (Ebeling, 2001: As cited in: Yalcinkaya and Tombul, 2002: 98).

When investigations on the field are examined, it has been observed that generally, unwanted student behaviours are concentrated on. Unwanted student behaviours indicate the presence of disciplinary problems in the classroom. Discipline problems will be minimized by having teachers have effective classroom management skills (Yılmaz and Aydın, 2015: 149).

It is a generally accepted understanding of the influence of classroom management on teaching and learning, which needs to be perceived as a class system. Without effective classroom management, it is difficult to say that the behaviour patterns desired for students to gain in the classroom environment can be achieved at the expected level (Terzi, 2002: 1).

The features teachers have influence classroom management. Teacher characteristics affecting classroom management can be classified as in-class regulation and planning, intervention in more than one situation at

the same time, attitudes and behaviours, teacher-student interaction, classroom management knowledge and self-competence (Alatlı, 2014: 7).

More specifically, Classroom Management is included in the literature in five dimensions as "relationship management", "time management", "management of instruction", "behaviour management" and "physical order management" (Çelik 2002: As cited in: Elçiçek, Kinay and Onay, 2015: 52).

Purpose of the research

The general purpose of this research is to examine the relationship between teachers' leadership styles and classroom management competencies according to the variables of gender, age, seniority, branch, graduation status of teachers.

Problem State

In this research, the answer is sought in the question "Is there a meaningful relationship between teachers' leadership styles and classroom management competencies?" This problem is the sub-problem of researching within the framework of the sentence:

1. How are classroom management competencies according to the leadership styles of teachers?

2. Among classroom management competencies according to teachers' leadership styles

Is there a meaningful difference according to the...

a. Gender

b. Area of expertise

c. Age

d. Educational background

e. Occupational seniority variables?

METHOD

Model of the Research

Quantitative data collection method was used in the research. The screening model was used in the quantitative study. It is a research approach aimed at describing screening models in the past or as they are currently existing (Karasar, 2009). In this research, teachers' leadership styles and classroom management competencies were tried to be described.

Study Group

The survey's study group consisted of 313 teachers who participated from randomly selected schools in the province of Mardin in 2016-2017 academic year and voluntarily participated in the research. Participants consist of teachers who are working in elementary, secondary and high school institutions. Numerical information about the participants were given under the heading of findings.

Data Collection Tool

The data of the study were collected with "Teacher Leadership Scale" (Deniz and Hasançebioğlu, 2003) and "Teacher Candidate Classroom Management Proficiency Scale" (Elçiçek, Kinay and Oral, 2015).

Teacher Leadership Scale (TLS): The scale was developed by Deniz and Hasançebioğlu (2003). The scale was developed based on McGregor's X and Y theory based on foundational behavioural leadership theories. According to this theory, the leaders who are X were oppressive (autocratic) and guiding; The leaders who are Y are democratic and participatory leaders. As a result of the remaining analysis of the substance applied to the substances in the substance pool for the scale, 17 items remained on the scale. As a result of the analysis of the item, the items having a value of more than 0,40 were scaled. The coefficient of internal consistency of the scale was found as α = 0.88. After the validity and reliability studies of the scale, the Q1, Q2 and Q3 values of the group were calculated based on the values obtained from the study group so that they could be used in other studies. According to this calculation, it can be said that the teachers whose scores are between 17-64 have leadership style autocratic / repressive, between 65-76 semi-democratic and 77-88 have democratic / participatory teacher leadership style. The maximum score is 85 and the minimum score is 17. One of the things to be aware of when the scale is scored is reversed expressions. There are 7 items that are reversed in scale. These substances are numbered as 5, 6, 12, 13, 14, 16, 17. When these items that are reversed are answered, 5 points should be given to 1 "completely agree" 2, "I agree" 3, "little 4" and "never agree" Other items (1,2,3,4,7,8,9,10,11,15) should be scored by giving 5 to "I agree". In the analysis of the researches that will be done with the Teacher Leadership Styles Scale, the total score obtained from the scale can be used as a continuous variable. Also with the quadrant value calculations, the scores obtained from the Teacher Leadership Styles Scale can be classified as (a) democratic/participative (b) semi-democratic and (c) autocratic / repressive leadership styles (Deniz and Hasançebioğlu, 2003).

The Classroom Management Proficiency Scale of Teacher Candidates (CMPSTC): The scale was developed by Elçiçek, Kinay and Oral (2015). The validity and reliability studies of your scale were conducted on two different groups. The first group constitutes students who continue school experience successfully completing classroom management. The second group constitutes students who have successfully completed school experience. As a result of descriptive factor analysis; The KMO value was .90 and a 5-dimensional 30-item measuring instrument describing 52% of the total variance was obtained. The Cronbach Alpha reliability of the measuring tool was found to be .87. The factor loadings of items in the "relationship management" dimension of your scale range

from .52 to .71. This dimension accounts for 14.20% of the total variance. The factor loadings of the elements of "management of instruction" of the scale are between .54 and .70. This dimension accounts for 12.51% of the total variance. The factor loadings of the items of the "behaviour management" dimension of the scale vary between .55 - .81. This dimension accounts for 10.35% of the total variance. Factor loadings of items of the scale "physical order management" have values ranging from .56 to .73. This dimension accounts for 9.71% of the total variance. The items of dimension "time management" have variable values ranging from .36 to .77, which explains 5.17% of the total variance. All findings obtained in the study indicate that CMPSTC is a valid and reliable measurement tool that can measure classroom management competencies of teacher candidates. It is suggested to use CMPSTC (Elçiçek, Kinay and Oral, 2015) in the researches to be done regarding the classroom management competencies.

Data Analysis

The statistical analyzes used for the study were performed in the SPSS 22 package program. The Kolmovgorov Smirnov test is carried out at the beginning of the analysis, since the tests applied vary according to whether the data show normal distribution or not. According to this test, the data do not show normal distribution. Therefore, analyses were continued with nonparametric statistical tests. Mann-Whitney U test for variables with two factors, and Kruskal Wallis test for variables with more factors. For the reliability of the scales, the Cronbach Alpha coefficient was found. Pearson Correlation Coefficient test was applied for the relationship between leadership and subscales of classroom management competency scale.

FINDINGS (RESULTS)

In this section, the normality test for the results of the Kolmovgorov Smirnov test, the Cronbach Alpha coefficients for the reliability of the scales, the numerical information of the participants, and the tabulations of the findings for various variables in the aim of the study are given.

Table 2. Normality Test

		Leadership	Relationship Management	Teaching management	Behaviour Management	Physical Order Management	Time management
	N	313	313	313	313	313	313
Normal Parameters(a,b)	Average	53,0128	33,3291	28,1310	16,5112	20,1470	12,3930
	Std. Deviation	6,06428	4,09311	3,71140	4,97307	2,79264	2,90262
Most Extreme Differences	Absolute	,054	,071	,077	,096	,109	,181
	Positive	,054	,057	,051	,096	,109	,181
	Negative	-,040	-,071	-,077	-,059	-,073	-,130
Kolmogorov-Smirnov Z		,958	1,249	1,362	1,694	1,926	3,208
Asymp. Sig. (2-tailed)		,049	,048	,049	,006	,001	,000

For the total score on the scale items, the normality test was carried out using the Kolmogorov Smirnov Test, and according to this test, the P value is <0.05 which means that total score types of all seven scale do not fit the normal distribution. Accordingly, the tests to be applied are nonparametric tests.

Table 3. Cronbach's Alpha Coefficients of the Scale Subdimensions

Factor	N	Cronbach's Alpha
Leadership	17	0,599
Relationship Management	8	0,792
Teacher Management	7	0,804
Behaviour Management	6	0,777
Physical Order Management	5	0,785
Time Management	3	0,287

As a result of the reliability analysis, Cronbach's Alpha coefficient of leadership, relationship management, teacher management, behaviour management, physical order management, time management satisfaction scales were 0.599, 0792, 0,804, 0,777, 0,785 and 0,287 respectively. According to these results, scales other than time management and leadership were found reliable.

Table 4. Distribution of Participants by Gender

Gender	Number (N)	Percentage (%)
Male	152	48,6
Female	161	51,4
Total	313	100,0

Table 5. Distribution of Participants by Age Groups

Age	Number (N)	Percentage (%)
21-25	115	36,7
26-30	122	39,0
31-35	38	12,1
36-40	18	5,8
41-45	13	4,2
46+	7	2,2
Total	313	100,0

Table 6. Distribution of Participants by Seniority

Seniority	Number (N)	Percentage (%)
1-5 years	224	71,6
6-10 years	46	14,7
11-15 years	23	7,3
16-20 years	8	2,6
21-25 years	8	2,6
26+	4	1,3
Total	313	100,0

Table 7. Distribution of Participants by Branch

Branch	Number (N)	Percentage (%)
Pre-school	33	10,5
Primary School Teacher	113	36,1
Turkish	17	5,4
Math	24	7,7
Science	10	3,2
Social Studies	14	4,5
Physical Education	10	3,2
Visual Arts	5	1,6
Music	3	1,0
Foreign Language	22	7,0
Religion Culture	10	3,2
Other	52	16,6
Total	313	100,0

Table 8. Distribution of Participants by Their Graduation

Graduation	Number (N)	Percentage (%)
Associate Degree	4	1,3
License	297	94,9
Masters Degree	12	3,8
Total	313	100,0

Table 9. Average and Std. Deviation Values of TLSS (Teacher Leadership Style Scale)

	N	Average	Std. Deviation
Students take responsibility voluntarily	313	3,2300	1,03688
Students enjoy being active participants when given chances	313	3,7859	,94506
Successful examples should be promoted, not un-successful ones.	313	4,2780	,88943
Wish to learn is a natural need for students.	313	3,8530	1,01470
For wrong behaviours to be corrected needs punishment	313	2,1054	,95997
Students show resistance to creative activities that are to be applied in classroom	313	2,0895	1,08234
Ways to make lessons more interesting needs to be searched.	313	4,4505	,73267
Students are eager to learn new information.	313	3,8850	1,02197
Every student has a creative side.	313	4,1310	,93306
Students have self-control do behave well.	313	3,2524	1,05469
Learning activities in the classroom can be as enjoyable as playing games for the students.	313	4,1661	,95300
Students do not have enthusiasm for Certificate of Merit/ Certificate of Acknowledgement.	313	1,6869	,99247
Students needs to be forced to study regularly.	313	2,2875	1,04716
Strict discipline methods should be used for students to listen to their lessons.	313	2,1022	,99796
It is necessary to take the opinions of the students in decisions about the class.	313	4,0735	,94616
Students are lazy and they prefer to be managed.	313	1,6422	,87692
Students do not do their homework properly.	313	1,9936	,97729

Table 10. Average and Std. Deviation Values of TLSS (Teacher Leadership Style Scale)

	N	Average	Std. Deviation
To be careful about the desk order in classroom	313	4,0927	,72127
To design the order according to the course activity.	313	3,9042	,80289
To place instructional materials regularly.	313	4,1310	,71529
To keep the desks clean.	313	4,1214	,75826
To Increase the physical capacity of the class with some adjustments.	313	3,8978	,80608
Promote the behaviour by rewarding the students who attend the course in an active way.	313	4,3099	,74880
To have all the students attend the course in an active way.	313	4,0639	,76528
To ensure that students fulfil the requirements of the course.	313	3,9457	,69816
To do different activities to make up for missing learning.	313	3,9872	,74668
To do relaxing activities when students are bored.	313	4,0383	,82342
Creating groups in an effective way during group work.	313	3,8786	,83087
To use appropriate technological materials for the purposes of the course.	313	3,9073	,85168
To track the time for beginning and ending the course.	313	4,3259	,76536
To use time for anything but educational purposes	313	3,9776	,81028
To prepare lesson plans meticulously.	313	4,0895	2,35985
More interest in students with good grades.	313	3,5080	,93409
To be fair while giving students the right to speak	313	4,4058	,69215
Obtaining student opinions while determining classroom rules.	313	4,3419	,71706
Being a model in behaviours that we want students to gain	313	4,3003	,72450
Relaxing activities for students (reading poetry, singing, jokes, etc.).	313	4,1118	,91478
Threatening students using grades.	313	2,1949	1,06685
Providing communication between students.	313	4,0703	,79754
Preparing an environment where students can express themselves comfortably.	313	4,2460	,78049
Not allowing class/students to be uncomfortably noisy	313	2,6709	1,31936
Letting students speak without raising a finger.	313	2,7955	1,30201
Punishing students who break the classroom rules.	313	2,9042	1,17004
Prevent the distraction of students' attention	313	3,7955	,83764
To ignore students' cheating during exams	313	2,4377	1,37635
Walking among students to provide classroom control.	313	4,2396	,82242
To emphasize the correct behaviours of students more, not their wrong behaviour	313	4,2236	,72577

Table 11. Relationship Between Sub-Dimensions of Leadership and Classroom Management Proficiency Scale

		Leadership	Relationship Management	Teaching Management	Behaviour Management	Physical Order Management	Time Management	Classroom Management
Leadership	Pearson Correlation	1	,199	,308	-,030	,222	,172	,239
	Sig. (2-tailed)		,000	,000	,596	,000	,002	,000
	N		313	313	313	313	313	313
Relationship Management	Pearson Correlation		1	,684	,175	,470	,380	,812
	Sig. (2-tailed)			,000	,002	,000	,000	,000
	N			313	313	313	313	313
Teaching Management	Pearson Correlation			1	,042	,610	,413	,788
	Sig. (2-tailed)				,459	,000	,000	,000

			313	313	313	313
Behaviour Managemen t	Pearson Correlation Sig. (2-tailed)		1	,016 ,784	,041 ,474	,492 ,000
	N			313	313	313
Physical Order Managemen t	Pearson Correlation Sig. (2-tailed)			1	,329 ,000	,656 ,000
	N				313	313
Time Managemen t	Pearson Correlation Sig. (2-tailed)				1	,582 ,000
	N					313
Classroom Managemen t	Pearson Correlation Sig. (2-tailed)					1
	N					

Since (p = 0,000 <0,05), there is a positive directional weak relationship between leadership and relationship management (Pearson Correlation = 0,199).

Since p = 0,000 <0,05, there is a positive directional weak relationship between leadership and Teaching management (Pearson Correlation = 0,308).

Since p=0,596>0,05, there is no meaningful relationship between Leadership and Behaviour Management.

Since p = 0,000 <0,05, there is a positive directional weak relationship between leadership and Physical Order Management (Pearson Correlation = 0,222).

Since p = 0,002 <0,05, there is a positive directional weak relationship between leadership and Time Management (Pearson Correlation = 0,172).

Since p = 0,000 <0,05, there is a positive directional weak relationship between leadership and Classroom Management (Pearson Correlation = 0,239).

Table 12. Average and Standart Deviation of Classroom Management Competencies and Leadership Styles of Teachers in Terms of Gender Factor

	Gender	N	Average	Std. Deviation	Mann-Whitney U	Siğ. (p)
Leadership	Male	152	53,4803	6,19867	11102,327	0,186
	Female	161	52,5714	5,92000		
Realtionship Management	Male	152	33,1316	4,19031	11476,000	0,408
	Female	161	33,5155	4,00329		
Teaching Management	Male	152	28,0197	3,59814	11594,500	0,421
	Female	161	28,2360	3,82347		

Behaviour Management	Male	152	17,2763	5,23133	10265,000	0,014
	Female	161	15,7888	4,61710		
Physical Order management	Male	152	20,1250	2,86174	12185,000	0,949
	Female	161	20,1677	2,73458		
Time Management	Male	152	12,1250	1,86751	11181,000	0,182
	Female	161	12,6460	3,60626		

As the p value of the result of Mann-Whitney U test applied to reveal the effect of gender in leadership scale is 0,186>0,05, Leadership points for gender factor are equal. In other words, being a male or female has no influence on leadership point.

As the p value of the result of Mann-Whitney U test applied to reveal the effect of gender in Relationship Management scale is 0,408>0,05, Relationship Management points for gender factor are equal. In other words, being a male or female has no influence on Relationship Management points.

As the p value of the result of Mann-Whitney U test applied to reveal the effect of gender in Teaching Management scale is 0,421>0,05, Teaching Management points for gender factor are equal. In other words, being a male or female has no influence on Teaching Management points.

As the p value of the result of Mann-Whitney U test applied to reveal the effect of gender in Behaviour Management scale is 0,014>0,05, Behaviour Management points for gender factor are different. According to the result, male individuals' behaviour management points are higher than female individuals'.

As the p value of the result of Mann-Whitney U test applied to reveal the effect of gender in Physical Order Management scale is 0,949>0,05, Physical Order Management points for gender factor are equal. In other words, being a male or female has no influence on Physical Order Management points.

As the p value of the result of Mann-Whitney U test applied to reveal the effect of gender in Time Management scale is 0,182>0,05, Time Management points for gender factor are equal. In other words, being a male or female has no influence on Time Management points.

Table 13. Average and Standart Deviation of Classroom Management Competencies and Leadership Styles of Teachers in Terms of Age Factor.

	Age	N	Average	Std. Deviation	Chi-Square	Sig (p)
	21-25	115	53,5913	5,65514		
	26-30	122	52,2459	6,00594		
Leadership	31-35	38	55,0263	6,32664	1,855	0,102
	36-40	18	51,5000	6,89629		
	41-45	13	52,3077	6,82379		
	46+	7	51,1429	6,81734		
Relationship Management	21-25	115	33,0957	4,22186	1,073	0,375
	26-30	122	33,2459	3,79062		

	31-35	38	33,1316	4,72012	
	36-40	18	34,5000	4,10523	
	41-45	13	33,6154	3,17644	
	46+	7	36,1429	4,74091	
	21-25	115	27,9478	4,23197	
	26-30	122	28,0902	3,37468	
Teaching Management	31-35	38	28,0000	3,19628	4,037 0,544
	36-40	18	28,6111	3,98732	
	41-45	13	28,4615	2,66506	
	46+	7	30,7143	3,81725	
	21-25	115	15,3913	4,61252	
	26-30	122	16,6311	4,83821	
Behaviour Management	31-35	38	16,8947	4,71793	14,136 0,015
	36-40	18	19,5000	6,00245	
	41-45	13	18,8462	5,87149	
	46+	7	18,7143	5,64843	
	21-25	115	20,1739	2,80119	
	26-30	122	20,1393	2,80294	
Physical Order Management	31-35	38	19,8684	3,07713	2,740 0,740
	36-40	18	20,3889	2,40438	
	41-45	13	19,6923	2,56205	
	46+	7	21,5714	2,57275	
	21-25	115	12,0435	1,85146	
	26-30	122	12,6475	4,02661	
Time Management	31-35	38	12,0526	1,90231	12,919 0,024
	36-40	18	13,0556	1,55193	
	41-45	13	12,3077	1,84321	
	46+	7	14,0000	1,15470	
	Total	313	12,3930	2,90262	

As the p value of the result of Kruskal Wallis test applied to reveal the effect of age group in Leadership scale is 0,102>0,05, leadership points for age factor are equal. In other words, age factor has no influence on leadership points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of age group in Relationship Management scale is 0,375>0,05, Relationship Management points for age factor are equal. In other words, age factor has no influence on Relationship Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of age group in Teaching Management scale is 0,544>0,05, Teaching Management points for age factor are equal. In other words, age factor has no influence on Teaching Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of age group in Behaviour Management scale is 0,015>0,05, Behaviour Management points for age factor are different. According to the result, when the individuals' age is 36 or more, behaviour management points are found to be higher than individuals of other age groups..

As the p value of the result of Kruskal Wallis test applied to reveal the effect of age in Physical Order Management scale is 0,740>0,05, Physical Order Management points for age factor are equal. In other words, the age group of individuals has no influence on Physical Order Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of age in Time Management scale is 0,024>0,05, Time management points for age factor are equal. Accordingly, individuals with the age of 46 or more have higher points than other age group individuals.

Table 14. Average and Standard Deviation of Teachers' Leadership Styles and Classroom Management Competencies in Terms of Seniority Factor.

	Seniority	N	Average	Std. Deviation	Chi-Square	Sig.(p)
Leadership	1-5 years	224	53,1920	5,87338	4,951	,448
	6-10 years	46	53,7391	6,62800		
	11-15 years	23	50,8696	6,03252		
	16-20 years	8	52,1250	7,58641		
	21-25 years	8	52,1250	7,71710		
	26+ years	4	50,5000	1,73205		
Relationship Management	1-5 years	224	33,3839	3,98820	2,984	,427
	6-10 years	46	32,7174	4,47046		
	11-15 years	23	33,0435	4,48714		
	16-20 years	8	34,3750	2,66927		
	21-25 years	8	33,2500	4,13176		
	26+ years	4	37,0000	5,35413		
Teaching Management	1-5 years	224	28,1205	3,81627	5,832	,323
	6-10 years	46	27,5870	3,36370		
	11-15 years	23	28,7391	3,38737		
	16-20 years	8	27,6250	3,96187		
	21-25 years	8	28,6250	3,50255		
	26+ years	4	31,5000	2,64575		
Behaviour Management	1-5 years	224	16,0982	4,82233	7,733	,172
	6-10 years	46	16,8043	4,57345		
	11-15 years	23	17,6957	5,74009		
	16-20 years	8	20,1250	5,46253		
	21-25 years	8	17,6250	5,95069		
	26+ years	4	20,0000	7,52773		
Physical Order Management	1-5 years	224	20,2679	2,79648	6,600	,252
	6-10 years	46	19,5435	3,04563		
	11-15 years	23	20,1304	2,47358		
	16-20 years	8	19,1250	1,45774		
	21-25 years	8	20,3750	3,06769		
	26+ years	4	22,0000	2,16025		
Time Management	1-5 years	224	12,2545	1,84912	4,899	,428
	6-10 years	46	12,9565	6,17866		
	11-15 years	23	12,1739	1,66930		
	16-20 years	8	12,5000	2,20389		
	21-25 years	8	12,7500	1,66905		
	26+ years	4	14,0000	,81650		

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As the p value of the result of Kruskal Wallis test applied to reveal the effect of seniority in Leadership Scale is 0,448>0,05, Leadership points for seniority factor are equal. In other words, seniority factor has no influence on Leadership points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of seniority in Relationship Management Scale is 0,427>0,05, Relationship Management points for seniority factor are equal. In other words, seniority factor has no influence on Relationship Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of seniority in Teaching Management Scale is 0,323>0,05, Teaching Management points for seniority factor are equal. In other words, seniority factor has no influence on Teaching Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of seniority in Behaviour Management Scale is 0,172>0,05, Behaviour Management points for seniority factor are equal. In other words, seniority factor has no influence on Behaviour Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of seniority in Physical Order Management Scale is 0,252>0,05, Physical Order Management points for seniority factor are equal. In other words, seniority factor has no influence on Physical Order Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of seniority in Time Management Scale is 0,428>0,05, Time Management points for seniority factor are equal. In other words, seniority factor has no influence on Time Management points.

Table 15. Average and Standard Deviation of Teachers' Leadership Styles and Classroom Management Competencies in Terms of Branch.

	Branch	N	Average	Std. Deviation	Chi-Square	Sig.(p)
	Pre-school	33	54,3939	4,64986		
	Primary School Teacher	113	52,9823	5,62041		
	Turkish	17	53,8235	6,02324		
	Math	24	54,9167	7,27663		
	Science	10	54,6000	8,54010		
Leadership	Social Studies	14	54,7857	6,76164	1,601	0,097
	Physical Education	10	53,3000	6,07454		
	Visual Arts	5	54,6000	7,86130		
	Music	3	55,0000	1,73205		
	Foreign Language	22	52,7273	6,43785		
	Religion Culture	10	50,7000	6,92901		
	Other	52	50,5192	5,72744		
	Pre-school	33	33,4242	4,54856		
Relationship Management	Primary School Teacher	113	33,3097	3,75376	0,478	0,916
	Turkish	17	33,2941	3,88530		

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	Math	24	33,3333	5,58466		
	Science	10	31,7000	4,54728		
	Social Studies	14	33,6429	4,12510		
	Physical Education	10	32,4000	3,56526		
	Visual Arts	5	34,6000	3,20936		
	Music	3	33,6667	4,50925		
	Foreign Language	22	33,5000	4,14901		
	Religion Culture	10	31,6000	3,37310		
	Other	52	33,8462	4,13206		
	Pre-school	33	28,6364	3,99858		
	Primary School Teacher	113	28,1327	3,75715		
	Turkish	17	27,0000	3,12250		
	Math	24	28,2500	4,08869		
	Science	10	27,1000	2,42441		
Teaching Management	Social Studies	14	28,3571	3,75412	5,833	,884
	Physical Education	10	29,2000	3,93841		
	Visual Arts	5	27,4000	3,91152		
	Music	3	28,0000	2,64575		
	Foreign Language	22	28,1364	3,85814		
	Religion Culture	10	27,2000	3,76534		
	Other	52	28,3077	3,72347		
	Pre-school	33	13,4545	3,78394		
	Primary School Teacher	113	16,6372	4,99832		
	Turkish	17	16,7647	4,88018		
	Math	24	16,5833	5,75527		
	Science	10	16,6000	5,14674		
Behaviour Management	Social Studies	14	16,5714	5,24352	19,904	,057
	Physical Education	10	15,5000	5,29675		
	Visual Arts	5	18,6000	6,38749		
	Music	3	20,6667	9,23760		
	Foreign Language	22	18,0000	4,60848		
	Religion Culture	10	15,9000	3,98469		
	Other	52	17,2692	4,57665		
	Pre-school	33	21,6061	2,37091		
	Primary School Teacher	113	20,1150	2,88082		
	Turkish	17	19,7647	2,46296		
	Math	24	20,3750	2,76331		
	Science	10	19,0000	2,44949		
Physical Order Management	Social Studies	14	19,1429	3,79994	19,548	,052
	Physical Education	10	21,8000	2,25093		
	Visual Arts	5	20,0000	3,16228		
	Music	3	21,0000	3,60555		
	Foreign Language	22	20,1364	2,66003		
	Religion Culture	10	19,3000	2,71006		
	Other	52	19,6154	2,54492		
Time Management	Pre-school	33	12,3030	2,03846	8,908	,630
	Primary School Teacher	113	12,4071	4,15468		

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Turkish	17	11,9412	1,74895
Math	24	12,5833	1,93181
Science	10	12,7000	1,70294
Social Studies	14	12,3571	2,53004
Physical Education	10	13,3000	1,41814
Visual Arts	5	12,6000	1,14018
Music	3	13,3333	1,15470
Foreign Language	22	11,9091	2,32807
Religion Culture	10	12,4000	1,77639
Other	52	12,3846	1,58614

As the p value of the result of Kruskal Wallis test applied to reveal the effect of different branches in Leadership Scale is 0,097>0,05, Leadership points for branch factor are equal. In other words, Branch factor has no influence on Leadership points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of different branches in Relationship Management Scale is 0,916>0,05, Relationship Points for branch factor are equal. In other words, Branch factor has no influence on Relationship management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of different branches in Teaching Management Scale is 0,884>0,05, Teaching Points for branch factor are equal. In other words, Branch factor has no influence on teaching management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of different branches in Behaviour Management Scale is 0,057>0,05, Behaviour Points for branch factor are equal. In other words, Branch factor has no influence on Behaviour management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of different branches in Physical Order Management Scale is 0,052>0,05, Physical Order Management Points for branch factor are equal. In other words, Branch factor has no influence on Physical Order management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of different branches in Time Management Scale is 0,630>0,05, Time Management Points for branch factor are equal. In other words, Branch factor has no influence on Time management points.

Table 16. Average and Standard Deviation of Teachers' Leadership Styles and Classroom Management Competencies in Terms of Educational Background.

	Graduation	N	Average	Std. Deviation	Chi-Square	Sig.(p)
	Associate degree	4	52,2500	2,87228		
Leadership	bachelor's degree	297	53,0774	6,14774	0,343	,710
	Master's degree	12	51,6667	4,63844		
Relationship	Associate degree	4	36,2500	3,86221	1,745	,176

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Management	bachelor's degree	297	33,2357	4,06181		
	Master's degree	12	34,6667	4,67748		
	bachelor's degree	4	30,5000	2,88675		
Teaching Management	bachelor's degree	297	28,0774	3,68122	2,241	,326
	Master's degree	12	28,6667	4,61880		
Behaviour Management	Associate degree	4	20,7500	5,90903		
	bachelor's degree	297	16,3737	4,91190	4,010	,135
	Master's degree	12	18,5000	5,60032		
Physical Order Management	Associate degree	4	21,0000	3,36650		
	bachelor's degree	297	20,1481	2,77140	0,527	,768
	Master's degree	12	19,8333	3,32575		
Time Management	Associate degree	4	12,7500	,95743		
	bachelor's degree	297	12,4007	2,93126	,224	,894
	Master's degree	12	12,0833	2,71221		

As the p value of the result of Kruskal Wallis test applied to reveal the effect of educational background in Leadership Scale is 0,710>0,05, Leadership Points for educational background factor are equal. In other words, educational background factor has no influence on Leadership points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of educational background in Relationship Management Scale is 0,176>0,05, Relationship Management Points for educational background factor are equal. In other words, educational background factor has no influence on Relationship Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of educational background in Teaching Management Scale is 0,326>0,05, Teaching Management Points for educational background factor are equal. In other words, educational background factor has no influence on Teaching Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of educational background in Behaviour Management Scale is 0,326>0,05, Behaviour Management Points for educational background factor are equal. In other words, educational background factor has no influence on Behaviour Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of educational background in Physical Order Management Scale is 0,768>0,05, Physical Order Management Points for educational background factor are equal. In other words, educational background factor has no influence on Physical Order Management points.

As the p value of the result of Kruskal Wallis test applied to reveal the effect of educational background in Time Management Scale is 0,894>0,05, Time Management Points for educational background factor are equal. In other words, educational background factor has no influence on Time Management points.

CONCLUSION and DISCUSSION

The correlation between leadership and classroom management, in terms of Pearson Correlation, has a positive directional weak relationship. If you examine the sub-dimensional relationship between leadership and classroom management competencies, there is a positive directional meaningful relationship. Also, there is a positive directional weak relationship between leadership and teaching management. But there is no meaningful relationship between leadership and behaviour management. Leadership and physical order management and also leadership and time management have positive directional weak relationship.

After all the analysis which had been done, gender factor results show that leadership, relationship management, teaching management, physical order management and time management points are equal. In other words, being female or male has no influence on the points obtained from the scales. However, gender-factoral behaviour management scores are different. According to the test, male behavioural management scores were found to be higher than female ones. Yilmaz and Aydın's (2015) study showed that classroom management competencies of primary school teachers do not change depending on gender. In Güner's (2010) thesis study, it was concluded that the perceptions of classroom management competence of teachers did not significantly differ according to gender.

When analysed according to the age variable; leadership, relationship management, teaching management and physical order management scores are the same. In other words, regardless of the age of the individual, these scale scores do not differ. When age factor and behaviour management scores are examined, it is seen that scores are different. According to this, the behavioural management score of the individual is higher than those of other age groups in the age group 36 years and over. When the age factor and time management scores are examined, time management score is higher among 46 year-olds and over groups than in other age groups.

Cemaloğlu (2007) investigated the leadership styles of the school administrators in terms of different variables and found that the teachers whose ages are advanced are more capable of the leadership behaviours in the dimensions of idealized effect, individual support, conditional award, exceptional management (passive), extra effort, satisfaction and efficacy. One of the most important reasons for this differentiation, which is happening in the views of young and elder teachers about the leadership styles of school leaders, may be due to the tendency to understand and accept that it is probably the system of long-time teachers in the education system.

Akın and Koçak (2007) investigated the relationship between teachers' classroom management and job satisfaction. In the study, 26 teachers did not show any sign of "sitting order in the classroom allows for different learning activities", 11 teachers lacked "using time efficiently while handing out homework, collecting and correcting them" and 14 did not have the "ability to be a guide in the implementation of routine in the classroom ". Each of these skills is undoubtedly very important in terms of reaching the goal of education in the class.

When the results are analysed in terms of seniority factor; leadership, relationship management, teaching management, behaviour management, physical order management and time management scores are the same. In other words, the individual' seniority does not affect his / her score according to these scales. According to Yalçınkaya and Tonbul (2002), the perceptions of teachers about classroom management skills do not differ significantly according to the variables of seniority, graduated school, in-service education state and socio-economic level of the school and its location. In Beycioğlu's (2009) thesis study, it is seen that there is no significant difference in the sub-dimensions of the scale among the opinions of the participants when the results of the analysis of variance made by the managers and the teachers in order to determine whether the expectations of the teacher leadership roles differ significantly according to the seniority variable are examined.

When the analysis results are examined in terms of the branch variables of the teachers; leadership, relationship management, teaching management, behaviour management, physical order management and time management scores are the same. When analyzing the results of Beycioğlu's (2009) thesis study to determine whether the expectations of teacher leadership roles differ significantly according to the branch variable, it seems that there is no significant difference between the views of class teachers and branch teachers in terms of institutional development, professional development and cooperation dimensions with colleagues.

When analysis of the last variable of the study is analysed in terms of educational background variable; leadership, relationship management, teacher management, behaviour management, physical order management and time management scores are equal. In other words, the graduation group of the individual does not affect the scores of these scales. In Güner's (2009) thesis study, it was concluded that teachers' scores on perception of classroom management competence did not significantly differ depending on their graduation status.

Erol's (2006) research aimed to determine whether the classroom teachers in primary schools fulfill the necessary arrangements and behaviours in terms of classroom management and how they use these behaviours to cope with undesired student behaviours. The results showed that there was a significant change in the methods used to cope with undesired student behaviours in classroom management, depending on gender, age, education status, graduated program, seniority and classroom size.

SUGGESTIONS

As the result of our study, the suggestions below can be recommended to teachers and researchers.

- The relation between classroom management and leadership could be strengthened via necessary in-service educations towards educators

• Mentor teachers could be assigned to inexperienced teachers so as to improve them on the subject of time management.

• For an efficient classroom management, classroom sizes needs to be descended.

• Teachers should be encouraged and informed about leadership.

• Researchers could work on new studies by including same or similar subjects which involve qualitative data.

ÖĞRETMENLERİN LİDERLİK STİLLERİ İLE SINIF YÖNETİM YETERLİKLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

GİRİŞ

Liderlik, geçmişten günümüze insanların karakterlerinde önde gelen özelliklerdendir. Liderlik denilince topluma yön verebilen, kişileri bir düşünce etrafında toplayabilen özelliklere sahip kişiler gelmektedir. Dağ ve Göktürk (2014)'ün tanımına göre liderlik, bir grubu bir düşünce etrafında toplayabilme ve bu gruba yön verebilme yeteneğidir.

Liderlik kişiler sadece topluma yön veren bireyler olarak düşünülmemelidir. Okuldaki öğretmenlerin her biri de sınıfının lideridir. Bu yüzden öğretmenlerin öğrencilerini yönlendirebilmeleri için liderlik özellikleri göstermeleri gerekir. İyi bir lider olan öğretmenlerin sınıf yönetiminde de başarılı olması beklenir. Öğretmenlerden beklenen özellikler 2005-2006 yıllarında geçilen yapılandırmacılık kuramıyla farklılaşmıştır. Öğretmenler, öğreten olmanın yanında yönlendiren, rehberlik eden, bilgiye ulaştırandır. Bu özellikler yönlendirmeyi çağrıştırmaktadır. Yönlendirme ise liderlikle bağlantılıdır.

Öğretmen liderliği öğrencinin okul içinde ve okul dışındaki başarısını hedeflemektedir. Bu hedefler işbirlikli çalışma, paylaşım, rehberlik etme, yardımlaşmadır (Beycioğlu, 2009). Sınıfta öğrencilerle etkileşim içerisinde bulunan öğretmen öğrenmeye kılavuzluk eder (Coşar, 2010).

Öğretmenlerin liderlik özellikleri sınıf yönetimi becerileriyle yakından ilişkili olduğu düşünülmektedir. Erden (2014)'in tanımına göre sınıf yönetimi sınıfta öğretim ve öğrenme için öğrencilerin davranışlarının düzenlenmesi, düzeltilmesi ve yönlendirilmesidir.

Sınıf yönetimi öğretmenler için zaman zaman zor görünen bir durumdur. Etkili sınıf yönetimi konusunda öğretmenlerin öğrenme öğretme sürecinde daha verimli oldukları söylenebilir. Etkili sınıf yönetimi birçok beceriyi içerir. Zaman yönetimi, sınıf içi ilişkileri ve iletişimi düzenleme, sınıfı içi kuralları yönlendirme bunlardan bazılarıdır (Akın ve Koçak, 2007).

Öğretmenlerin sahip olduğu özellikler sınıf yönetimini etkilemektedir. Öğretmenlerin aynı anda birden fazla duruma müdahale etmesi, öğrencilerle etkileşime girebilmesi, sınıf yönetim bilgisi ve öz yeterlikleri sınıf yönetimi için sahip olunması gereken özelliklerden sayılabilir (Alatlı, 2014). Öğretmenlerin öz yeterlikleri arasında liderlik özelliklerini de sayabiliriz. Bu sebeple iyi bir sınıf yönetimi için lider özellikli bir öğretmen olmak etkili olabilir.

Bu çalışmanın genel amacı öğretmenlerin liderlik stilleri ile sınıf yönetim yeterlikleri arasındaki ilişkiyi incelemektir. Bu amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır.

1. Öğretmenlerin liderlik stillerine göre sınıf yönetim yeterlikleri nasıldır?

2. Öğretmenlerin liderlik stillerine göre sınıf yönetim yeterlikleri arasında

    a. Cinsiyet

    b. Branş

    c. Yaş

    d. Eğitim durumu

    e. Mesleki kıdem değişkenlerine göre, anlamlı bir farklılık var mıdır?

YÖNTEM

Çalışma, nicel bir araştırmadır. Nicel araştırma modellerinden tarama modelinde desenlenmiştir. Tarama modelleri geçmişte ya da halen var olan bir durumu olduğu şekliyle betimlemeyi amaçlayan araştırma yaklaşımıdır (Karasar, 2009). Bu araştırmada da öğretmenlerin liderlik stilleri iler sınıf yönetim yeterlikleri var olan durumuyla betimlenmeye çalışılmıştır.

Araştırmada çalışma grubunu Mardin ilinde görev yapan 313 öğretmen oluşturmaktadır. Veriler toplanırken sınıf yönetimi yeterliği için Elçiçek, Kinay ve Oral (2015) tarafında geliştirilen Öğretmen Adayları Sınıf Yönetim Yeterliği Ölçeği kullanılmıştır. Bu ölçek, ilişki yönetimi, öğretme yönetimi, davranış yönetimi, fiziksel düzen yönetimi, zaman yönetimi olmak üzere 5 alt boyuta sahiptir. Liderlik özelliği için de Deniz ve Hasançebioğlu (2003) tarafından geliştirilen Öğretmen Liderlik Stilleri Ölçeği kullanılmıştır.

BULGULAR

Ölçek maddeleri üzerinden alınan toplam puan için normallik sınaması Kolmogorov Smirnov Testi ile gerçekleştirilmiş ve buna göre P değeri<0,05 olduğundan her yedi ölçek toplam puan türleri normal dağılma uymamaktadır. Buna göre uygulanacak testler Parametrik olmayan testlerdir. İki faktöre sahip değişkenler için Mann-Whitney U testi, İkiden fazla faktöre sahip değişken için Kruskal Wallis testi uygulanmıştır. Liderlik ile sınıf yönetim yeterlikleri ölçeğinin alt boyutları arasındaki ilişki için Pearson Korelasyon Katsayısı testi uygulanmıştır.

Liderlik ile ilişki yönetimi (p=0,000<0,05), öğretme yönetimi (p=0,000<0,05), fiziksel düzen yönetimi (p=0,000<0,05), zaman yönetimi (p=0,002<0,05) arasında pozitif yönlü zayıf anlamlı ilişki vardır. Liderlik ile davranış yönetimi (p=0,596<0,05) arasında anlamlı bir ilişki yoktur. Liderlik ile sınıf yönetimi arasında (p=0,000<0,05) arasında pozitif yönlü zayıf anlamlı ilişki vardır.

Cinsiyetin etkisini ortaya koymak için yapılan Mann-Whitney U testinde sadece davranış yönetimi alt boyutunda erkek bireylerin kadın bireylere göre puanı daha yüksektir. Yaş gruplarının etkisinin ortaya konulması için yapılan Kruskal Wallis testi sonucunda, davranış yönetimi ölçeğinde 36 yaş ve üzeri gruplarda davranış yönetimi diğer yaş gruplu bireylere göre daha yüksek bulunmuştur. Zaman yönetimi ölçeğinde 46 yaş ve üzeri gruplarda zaman yönetimi puanı diğer yaş gruplu bireylere göre daha yüksek bulunmuştur. Kıdem, branş ve mezuniyet durumlarının etkisini ortaya koymak için yapılan Kruskal Wallis testi sonucunda ise liderlik ve sınıf yönetim yeterlik ölçeğinin alt boyutlarının puanlarını değiştirmemektedir.

TARTIŞMA VE SONUÇ

Bu çalışmada erkek bireylerin davranış yönetimi puanları kadın bireylere göre daha yüksek bulunmuştur. Yılmaz ve Aydın (2015)'nın ilköğretim öğretmenlerinin sınıf yönetim yeterliklerini incelediği çalışmada cinsiyet değişkenine göre farklılık göstermediği sonucuna ulaşılmıştır.

Cemaloğlu (2007)'nun okul yöneticilerinin liderlik stillerinin farklı değişkenler açısından incelendiği çalışmasında yaş değişkeninde yaşları ileri düzeyde olan öğretmenler, idealleştirilmiş etki (atfedilen), bireysel destek, koşullu ödül, istisnalarla yönetim (pasif), ekstra çaba, doyum ve etkilik boyutlarında okul yöneticilerinin liderlik davranışlarını daha fazla gerçekleştirdiklerini ileri sürmektedirler.

Tonbul (2002)'un yaptığı çalışmada öğretmenlerin sınıf yönetim becerilerine ilişkin kendi algı düzeyleri, *kıdem, bitirilen okul, hizmet içi eğitim durumu ve* okulun bulunduğu çevrenin *sosyo-ekonomik düzeyi* değişkenlerine göre ise önemli farklılık göstermemektedir.

Beycioğlu (2009)'un tez çalışmasında yönetici ve öğretmenlerin, öğretmen liderlik rollerine ilişkin beklentilerinin, kıdem değişkenine göre anlamlı biçimde farklılaşıp farklılaşmadığını belirlemek üzere yapılan varyans analizi sonuçları incelendiğinde, katılımcıların görüşleri arasında ölçeğin alt boyutları açısından anlamlı farklılık olmadığı görülmektedir.

Güner (2009)'in tez çalışmasında öğretmenlerin sınıf yönetimi yeterliliği algısı ile ilgili aldıkları puanları mezuniyet durumuna göre anlamlı düzeyde farklılaşmadığı sonucuna ulaşılmıştır.

ÖNERİLER

Çalışma sonucu göz önüne alındığında öğretmenlere liderlik ve sınıf yönetimi ile ilgili bazı önerilerde bulunulabilir. Sınıf yönetimi ve liderlik ile ilgili öğretmenlere hizmet içi eğitimler verilebilir. Öğretmenler derslerde zaman yönetimi konusunda tecrübeli öğretmenlerden yardım alabilir. Öğretmenler liderlik ve sınıf yönetimi konusunda cesaretlendirilmelidir.

Anahtar Kelimeler: Liderlik, öğretmen liderliği, sınıf yönetimi.

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