Determining The Transformational Leadership Characteristics of Private School Managers (The Example Of Ankara Province)

ABSTRACT

The purpose of this study is to determine whether the managers who will adapt to the developments in communication and technology with globalization and realize change have transformational leadership behaviors, which is a modern leadership model. The population of the study consists of administrators working in special education centers in Ankara in the 2023-2024 academic year. The sample of the study consists of 431 administrators working in 10 primary schools selected from the population through random sampling. While determining the transformational leadership characteristics and sub-dimensions, the data were summarized with basic statistical measures (arithmetic mean, standard deviation) and analyzed with t test in pairwise comparisons, analysis of variance test in multiple group comparisons and TUKEY Test to determine which group the difference originated from. The findings of the study revealed that the administrators showed transformational leadership characteristics.

Keywords: Transformational Leadership, Transformational Leader,Leadership,Primary School.

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INTRODUCTION

The 21st century educational world is in constant need of renewal and development in the face of rapidly changing social, technological and economic conditions. In this context, school administrators, who are the leaders of educational institutions, are seen as visionary leaders who will carry their institutions forward, rather than simply fulfilling administrative tasks. Transformational leadership in education is at the center of this visionary leadership approach and plays a critical role for the success of educational institutions (Bass, 1985).

Transformational leadership is the process by which a leader motivates followers to maximize their potential. This leadership style aims to encourage innovative thinking and achieve organizational goals by contributing not only to the routine tasks of managers but also to the individual development of team members (Bass & Avolio, 1994). The transformational leadership model, which includes four main dimensions such as idealized influence, inspirational motivation, intellectual stimulation and individual attention, has an important place especially in the education sector (Leithwood & Jantzi, 2005).

This study aims to determine the transformational leadership characteristics of administrators working in special education centers in Ankara. The main purpose of the research is to reveal the extent to which these managers adopt transformational leadership and the effects of these leadership characteristics on employees. In addition, the effect of the seniority of the managers on their transformational leadership characteristics is also examined within the scope of this research.

The adoption of transformational leadership approach in education increases the overall efficiency of educational institutions and improves the quality of education (Hallinger, 2003). In this context, determining the transformational leadership characteristics of special education center administrators will make important contributions to the field of educational administration and will guide policy makers and practitioners to disseminate this leadership style. The findings of this study emphasize the importance of transformational leadership practices in educational administration and make important contributions to the literature in this field.

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LEADERSHIP

Leadership can be defined as the process by which a person influences and directs the activities of others in order to achieve certain personal and group goals under certain conditions. In this context, leadership is a process related to the work done by the leader. A leader is a person who directs others to act in the direction of a specific goal. Therefore, leadership is the process of influencing others (Ertürk, 1995:135).

Leadership is the process of regulating the needs of organizational members, the relationships between individuals, groups and the environment, and ensuring communication, interaction and coordination between individuals and units in order to achieve organizational goals. Modern organizations are dynamic systems that try to survive by adapting themselves to changing conditions. A leader is a person who influences, directs, motivates people, and provides coordination and control in the organization in order to achieve the goals of the organization (Genç, 1998:181).

The concept of leadership is often used interchangeably with the concept of management. However, these two terms have very different meanings. The concept of management includes human behavior as well as a number of functions that do not directly affect people. However, the concept of leadership is only related to human beings and human behavior. Functions that do not concern people are not included in the concept of leadership. The concept of leadership covers only the human-oriented part of management (Arıkan, 2001:287).

Transformational Leadership

Transformational leadership as an idea was first mentioned in 1973 (Burns, 1979:73). After this date, James MacGregor Burns used the concept of transformative leadership for the first time in his book "Leadership" and opened the intellectual foundations of this leadership theory to discussion (Bass,1999:9). Bernard Bass developed these ideas put forward by Burns and made it gain an important place in today's literature (Bass and Stodgill, 1993:49).

Leadership has continued to develop throughout history. In this development process, it is seen that the individual characteristics of the leader are prioritized and then the importance of the leader's behavior increases. As the understanding of leadership continues to develop, it puts democracy at the center (Eraslan, 2003:112).

Transformational leadership approach has started to be discussed with the introduction of the concept of change in the literature. Is change a process that can be sustained by the internal dynamics of organizations or is it a process that can be directed and managed by a leader? If it is possible to manage change, what should be the characteristics of a transformational leader (Leblebici, 2006:1)?

The transformational leader motivates organizational employees through suggestion, provides intellectual stimulation and creates energy in them. The leader creates a vision and mission consciousness in the group and increases the interest of the individuals in the group towards the goals. Individuals prioritize the interests of the group over their own interests and interests (Bass, 1990:19).

Transformative leaders transform environmental changes into various opportunities by preparing organizational conditions together with the new vision they create in order for organizations to achieve their future goals (Özalp and Öcal, 2000:207).

Bass and other authors state that transformational leaders are a type of leadership that provides subordinates with the opportunity to develop their talents. In this context, these leaders are the ones who encourage the employees in every subject, encourage them to undertake initiatives and ensure that their capacities are used to the fullest (Yılmaz, 2011:79).

Leaders make the tasks of the staff more understandable in order to realize organizational expectations and support this with rewards. However, transformational leaders have a different mental attitude while doing these tasks. They use their knowledge and skills both inside and outside the organization to acquire and mobilize old and new resources, to respond to current problems and anticipated future problems. Such leaders assume that change is inevitable. Indeed, they see change as necessary and make special efforts to bring about change (Meriwether and Duyar, 1997:9).

Factors such as new management approaches and techniques, globalization, oppressive competitive environment, etc. have played a major role in the emergence and spread of transformational leadership. On the other hand, there are ongoing researches on what contributions being "transformational" provides to a leader in terms of perspective and behavior and what makes transformational leadership more effective and satisfying (Bolat and Aytemiz,

2010:63). The rapid changes and developments that businesses are going through necessitate structural, financial and technological changes and developments. These developments and transformation are only possible with "transformational leaders" (Zeytinoğlu, 2007:150). Maslow, who introduced the "Hierarchy of Needs" pyramid to the world of science, states that if people experience failure in meeting their needs as they rise higher, they cannot reveal their true potential by descending to the lower and more easily obtainable needs of the pyramid with the effect of this failure. It is the characteristic of the transformational leader to prevent failures that will reveal the potential of the unsuccessful person and to provide self-confidence (Celep, 2004:72). Transformational leaders are not only people who think and question. They are also people who instill certain ideas in people through their behavior. Transformational leaders create a suitable climate within the bureaucracy to help people realize themselves (Çelik, 2003:151).

In their research on the relationship between transformational leadership social network and school's innovative climate; transformational leadership is seen as a promising leadership in responding to increasing demands to develop and implement innovations in schools (Moolenaar et al., 2010:3).

Dimensions of Transformational Leadership

Idealized Impact

It includes factors such as the leader, subordinates enjoy working with him/her, prioritizing the group purpose, followers' trust in the leader, the leader's emphasis on having a purpose, the decisions taken being ethical and emphasizing the importance of a common mission (Karip, 1998:1).

Inspirational Leadership

In this dimension, leaders inspire their followers. They show them as an example in their own behavior. They plan the future together with their employees and create a spirit of unity. They adopt this common vision to the employees and ensure that they are firmly committed to this vision (Aslan, 2009:136). Transformational leaders have vibrant today and attainable tomorrow. Thanks to their enthusiastic support and charm, they inspire their employees and motivate them by meeting their primary motivational expectations (Çelik, 2003:164).

Intellectual Stimulation

The transformational leader focuses on the development of the employees as well as pursuing the goals of the group and the organization. Transformational leaders motivate their employees to work for higher goals and a higher level of self-expression beyond working as a simple relationship exchange. Transformational leaders reveal the talents and skills of their employees and increase their self-confidence, aiming and motivating them to get more results than normally expected (Celep, 2004:25).

Individual Support

Transformational leaders with this management style basically give importance to the personal needs of group members. The leader treats his/her followers not as a member of the group but as individuals, listens to their concerns and pays special attention to them. Entering into a one- to-one relationship with each follower, trying to solve their problems by empathizing with them, and appreciating their successes increase the trust of the employees in the leader as well as revealing their true potential (Dağistan, 2013:69).

"School Principals" in the Scope of Transformational Leadership

As the idea of "lifelong education" gains importance in the information society, both educational institutions and other organizations are closely affected. Due to this impact, competition between schools and non-school institutions will increase and the school will be forced to become a center of lifelong education. This change is realized through changes in the roles of school administrators and teachers. The traditional management approach of the school administrator will change and knowledge generation and knowledge utilization will become the main function of management. Accordingly, the status of the teacher as the main authority in presenting knowledge will change (Celep, 2004:173).

The school principal should ensure change by eliminating practices and understanding that prevent change. This understanding of change should be put into practice instead of just being expressed verbally. During this implementation, the school principal should organize some activities that symbolize change, which will increase solidarity in the school. The development of shared values in the school environment is a good experience for everyone. Developing traditions and symbols that ensure cultural change and updating them in the changing world of education contributes to the formation of a dynamic school culture (Çelik, 2003:63).

Leadership comes into play by creating a shared vision. The school principal is the first responsible for the environment that will enable this common vision to emerge. Hierarchical order should be ignored in the process of creating a common vision. Everyone should be able to express their opinions freely under equal conditions. The school principal must first create an environment where teachers can develop their own personal visions. We cannot talk about any vision in a school where everyone is trying to save the day and where there are no dreams for the future. Secondly, teachers, students and other staff should be encouraged to express their ideas about what kind of school they want. At this stage, the school principal should listen to everyone's ideas and respect every idea. After these stages; individual idea drafts should be created, ideas should be exchanged within the group, ideas should be gathered around a

common consensus, changing world conditions should be addressed in the vision creation stage and finally a common vision should be created (Özden, 2010:48).

The school principal should motivate teachers in terms of making them realize that they can do more than they think they can do. A school principal who is a transformational leader motivates teachers and keeps the interest high (Celep, 2004:173). Employees who are uncomfortable with the current situation and believe in the necessity of transformation want to see the assurance that transformation will take place when they make the necessary effort. Seeing this is mandatory for them to devote themselves to transformation. In this case, the manager should put his/her hand under the stone, and after expressing what needs to be done with words, he/she should start the implementation himself/herself (Özden, 2010:180).

In the light of this information, the main purpose of the study is to determine the transformational leadership levels of primary school principals and to examine them in terms of different variables. In line with this purpose, the following hypotheses were formed.

H1 : Teachers' opinions on the statements evaluating "transformational leadership levels of primary school principals" differ according to their gender.

H2 : Teachers' opinions on the statements evaluating "transformational leadership levels of primary school principals" differ according to their ages.

H3 : Teachers' opinions on the statements evaluating "transformational leadership levels of primary school principals" differ according to their educational status.

H4 : Teachers' opinions on the statements evaluating "transformational leadership levels of primary school principals" differ according to years of seniority

METHOD

Universe and Sample

The population of the study consists of private school teachers working in Ankara Province in 2019-2020. The sample of the study consists of teachers working in private schools in Ankara. In order to determine the opinions of teachers about the level of transformational leadership characteristics of private school principals, a questionnaire was applied to teachers working in private schools in Ankara province by random sampling method.In this sampling method, all units in the population have equal and independent chances to be selected for the sample (Büyüköztürk et al., 2010:84). The required sample size was calculated with the equation suggested by Büyüköztürk et al. (2010).

$$n = \frac{n_0}{1 + \frac{n_0}{N}}$$

Sample size estimation for continuous variable $sn_0 = (t^2PQ)/d^2$ is calculated with the equation. By using this formula, it was calculated that 427 students could represent the specified universe, taking into account the 96% confidence interval and 0.04 error amount. Within the specified population, 431 classroom teachers constituted the sample of the study with simple random sampling method.

Data Collection Tool and Analysis

In this study, the "Multifactor Leadership Questionnaire" developed by Bass et al. This questionnaire consists of 39 items and four dimensions: idealized influence, inspirational motivation, intellectual stimulation and individual support. In most of the studies on transformational leadership, the "Multifactor Leadership Questionnaire" developed and applied by Bass and colleagues (Bass, 1985; Seltzer & Bass, 1990; Bass & Avolia, 1994) was used

(Lunenburg, 2003).The reliability coefficient (Cronbach Alpha value) of the scale was found to be 0.9789. The questionnaire is a Likert-type five-point scale. Survey questions were grouped and evaluated as never (1), rarely (2), occasionally (3), frequently (4) and always (5) points. SPSS-21.0 (The Statistical Packet for Social Sciences) package program was used to analyze the data." *DETERMINING THE TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS*

OF PRIMARY SCHOOL ADMINISTRATORS", arithmetic mean and standard deviation values were used. For this purpose, the arithmetic averages were divided into five equal parts and the evaluation level of the scores between 1 and 5, which were determined on the rating scale in the service-oriented leadership questionnaire, was determined.

Demographic Information

Table 1: Distribution of Demographic Information

		N	%
Gender			
	Girl	288	66,8
	Male	143	33,2
	20-29	73	16,9
	30-39	164	38,1
Age	40-49	130	30,2
	50 and above	64	14,8
	License	370	85,8
	Postgraduate	61	14,2
Education Status			
	1-5	52	12,1
	6-10	117	27,1
	11-15	88	20,4
Seniority Status	16-20	89	20,6
	20-25	57	13,2
	25 and above	28	6,5
	TOTAL	**431**	**100**

According to the frequency analysis results, 66.8% of the participants were female and 33.2% were male.

When analyzed according to the age groups of the participants, it is seen that 16.9% are between the ages of 20-29, 38.1% 30-39, 30.2% 40-49 and 14.8% 50 and above.

In terms of educational attainment, 85.8% are undergraduates and 14.2% are postgraduates. When analyzed according to seniority, 12.1% (1-5), 27% (6-10), 20.4% (11-15), 20.6% (16-

20), 13.2% (20-25) and 6.5% (25 and above).

FINDINGS

Table 2: Transformational Leadership Idealized Influence Dimension

	Always		Frequently		Rarely		Occasionally		Never ever		Average	Standard Deviation
	N	%	n	%	n	%	n	%	n	%	$\overline{X}$	S
1) He tells us about beliefs and values that he considers very important.	70	16,2	117	27,1	133	30,9	92	21,3	19	4,4	3,29	1,10
2) Emphasizes the importance of doing what we believe in.	53	12,3	143	33,2	140	32,5	75	17,4	20	4,6	3,31	1,04
3) It emphasizes the importance of having a strong sense of purpose.	76	17,6	150	34,8	137	31,8	52	12,1	16	3,7	3,50	1,03
4) Shows determination in their thoughts, values and beliefs.	55	12,8	163	37,8	95	22,0	86	20,0	32	7,4	3,28	1,14
5) Explain the main purpose underlying our activities.	56	13,0	145	33,6	145	33,6	69	16,0	16	3,7	3,36	1,01
6) Talks about how we can help each other to overcome difficulties by believing in each other.	85	19,7	112	26,0	114	26,5	88	20,4	32	7,4	3,30	1,20
7) Emphasizes the importance of having a	82	19,0	124	28,8	108	25,1	105	24,4	12	2,8	3,36	1,12

	N	%	N	%	n	%	n	%	n	%	$\bar{X}$	S
common sense of mission.												
8) Consider the moral and ethical consequences of their actions.	54	4,9	148	18,6	128	29,7	80	18,6	21	4,9	3,30	1,06
9) He fights tirelessly in the face of difficult problems.	64	14,8	145	33,6	133	30,9	76	17,6	13	3,0	3,39	1,03
10) Behaves in a manner consistent with the values it expresses.	67	15,5	132	30,6	149	34,6	64	14,8	19	4,4	3,38	1,05

Table 2 shows that according to the data collected from classroom teachers, the averages based on frequencies and percentages of the 10 items that constitute the idealized influence dimension of transformational leadership were examined.

When the level of transformational leadership is examined, the highest level is item number 3 *"Indicates the importance of having a strong sense of purpose."* ($\bar{x}$ =3,50) In general, it is seen that the transformational leadership idealized impact dimension feature is above the middle

level.

Table 3: Distribution of Responses to Transformational Leadership Inspirational Motivation Dimension Items

	Always		Frequently		Occasionally		Rarely		Never ever		Average	Standard Deviation
	N	%	N	%	n	%	n	%	n	%	$\bar{X}$	S
11) It sets high standards.	34	7,9	105	24,4	133	30,9	100	23,2	59	13,7	2,89	1,15
12) It offers exciting new possibilities.	36	8,4	109	25,3	147	34,1	106	24,6	33	7,7	3,02	1,06
13) It is constantly encouraging.	56	13,0	109	25,3	144	33,4	84	19,5	38	8,8	3,14	1,14
14) It focuses my attention on pathways to success.	38	8,8	89	20,6	124	28,8	120	27,8	60	13,9	2,82	1,16
15) Keeps me informed about important work-related issues.	63	14,6	148	34,3	125	29,0	66	15,3	29	6,7	3,34	1,10
16) He perseveres to achieve what he wants to do.	58	13,5	116	26,9	128	29,7	112	26,0	17	3,9	3,19	1,09
17) It expresses confidence that we will achieve our goals.	57	13,2	122	28,3	107	24,8	113	26,2	32	7,4	3,13	1,16
18) Speaks with optimism about the future.	50	11,6	122	28,3	112	26,0	108	25,1	39	9,0	3,08	1,16
19) Speaks with enthusiasm about the needs to succeed.	51	11,8	118	27,4	129	29,9	112	26,0	21	4,9	3,15	1,08
20) Clearly articulates the future goal.	54	12,5	121	28,1	105	24,4	100	23,2	51	11,8	3,06	1,21

Table 3 shows that according to the data collected from the classroom teachers, the averages based on the frequencies and percentages of the 10 items that constitute the transformational leadership inspirational motivation dimension were examined.

When the level of transformational leadership is analyzed, the highest transformational leadership level is the item numbered 15 *"He informs me about important issues related to*

work" ($\bar{x}$ =3,14). In general, it is seen that the idealized influence dimension of transformational leadership is at a medium level.

Table 4: Distribution of Responses to the Items in the Intellectual Dimension of Transformational Leadership

	Always		Frequently		Occasionally		Rarely		Never ever		Average	Standard Deviation
	N	%	N	%	n	%	n	%	n	%	$\bar{X}$	S
21) He encourages me to express my thoughts and ideas.	47	10,9	98	22,7	158	36,7	92	21,3	36	8,4	3,06	1,09
22) Encourages expressing problems using evidence and reasoning rather than unsupported opinions.	34	7,9	138	32,0	148	34,3	82	19,0	29	6,7	3,15	1,03
23) Question traditional old ways of working.	25	5,8	113	26,2	158	36,7	98	22,7	37	8,6	2,97	1,03

24) Emphasizes the importance of questioning assumptions.	18	4,2	138	32,0	170	39,4	84	19,5	21	4,9	3,11	0,93
25) Re-examine critical assumptions to question whether they are appropriate.	23	5,3	130	30,2	138	32,0	103	23,9	37	8,6	2,99	1,04
26) It encourages us to rethink ideas that have never been questioned.	24	5,6	109	25,3	137	31,8	116	26,9	45	10,4	2,88	1,07
27) It offers different perspectives when solving problems.	42	9,7	111	25,8	152	35,3	92	21,3	34	7,9	3,08	1,08
28) Suggests new ways to look at problems from different perspectives.	57	13,2	104	24,1	101	23,4	112	26,0	57	13,2	2,98	1,24
29) It allows us to look at problems from different angles.	47	10,9	105	24,4	132	30,6	113	26,2	33	7,7	3,06	1,18
30) It encourages out-of-the-box thinking to tackle traditional problems.	34	7,9	106	24,6	141	32,7	109	25,2	41	9,5	2,96	1,09

Table 4 shows that according to the data collected from the classroom teachers, the averages based on the frequencies and percentages of the 10 items that constitute the transformational leadership inspirational motivation dimension were examined.

When the level of transformational leadership is examined, the highest level is item 22: *"Encourages expressing problems by using evidence and reasoning rather than unsupported*

ideas." ($\bar{x}$ =3,15) In general, it is seen that the transformational leadership idealized influence dimension feature is at the medium level.

Table 5: Distribution of Responses to Transformational Leadership Individual Support Dimension Items

	Always		Frequently		Occasionally		Rarely		Never ever		Average	Standard Deviation
	N	%	N	%	N	%	N	%	N	%	$\bar{X}$	S
31) It teaches me how to recognize the abilities and needs of others.	37	8,6	107	24,8	154	35,7	85	19,7	48	11,1	3,05	1,11
32) Treats me as an individual rather than a group member.	56	13,0	102	23,7	130	30,0	97	22,5	46	10,7	3,11	1,18
33) It focuses me on developing my strengths.	54	12,5	118	27,4	129	29,9	83	19,3	47	10,9	3,17	1,18
34) Treats each of us as individuals with different goals, abilities and needs.	63	14,6	110	25,5	136	31,6	85	19,7	37	8,6	3,15	1,16
35) Supports personal development.	70	16,2	100	23,2	128	29,7	91	21,1	42	9,7	3,10	1,20
36) He gives his personal attention to members who seem neglected.	53	12,3	108	25,1	143	33,2	86	20,0	41	9,5	3,22	1,14
37) Listens carefully to my concerns.	68	15,8	113	26,2	130	30,2	89	20,6	31	7,2	3,19	1,15
38) He gives me useful advice for my development.	60	13,9	107	24,8	160	37,1	66	15,3	38	8,8	2,98	1,12
39) He spends time to train and teach me.	42	9,7	81	18,8	117	27,1	116	26,9	75	17,4	2,76	1,22

Table 4 shows that according to the data collected from the classroom teachers, the averages based on the frequencies and percentages of the 9 items that constitute the transformational leadership inspirational motivation dimension were examined.

When the level of transformational leadership is examined, the highest transformational

leadership level is the item numbered 36 ($\bar{x}$ =3,22). In general, it is seen that the transformational leadership idealized influence dimension feature is at a medium level.

Interpretive Statistics

Variation of Transformational Leadership by Gender

Table 6: Change in Transformational Leadership Scale According to Gender Status

Sub Dimension	Gender	n	$\bar{x}$	ss	F	p
Idealized Impact	Woman	288	2.95	0.85		
	Male	143	2.85	0.81	5.54	.18
Inspirational	Woman	288	2.92	1.05		
	Male	143	2.87	0.88	7.21	.26
Intellectual Impact	Woman	288	3.12	0.92		
	Male	143	3.05	0.85	3.51	.35
Individual Support	Woman	288	3.08	0.99		
	Male	143	3.01	0.92	2.87	.48

p <.05, p <.01

According to the results of the independent samples t-test conducted to determine the means of the Transformational Leadership Scale according to gender and whether the difference between these means is significant or not, there is no significant difference. (p > 0,05)

Variation of Digital Addiction according to Educational Status

Table 7: Change in Transformational Leadership Scale According to Educational Status

Sub Dimension	Education status	n	$\bar{x}$	ss	F	p
Idealized Impact	License	370	3.02	1.05		
	Postgraduate	61	2.95	0.99	9.87	.13
Inspirational	License	370	3.11	1.10		
	Postgraduate	61	2.96	1.02	6.32	.24
Intellectual Impact	License	370	3.09	0.98		
	Postgraduate	61	2.83	0.87	3.98	.30
Individual Support	License	370	3.15	0.91		
	Postgraduate	61	3.03	0.86	5.49	.12

p <.05, p <.01

According to the results of the independent samples t-test conducted to determine the averages of the Transformational Leadership Scale according to educational status and whether the difference between these averages is significant or not, there is no significant difference. (p> 0,05)

Variation of Digital Addiction According to Educational Status

According to the results of the independent samples t-test conducted to determine the averages of the Transformational Leadership Scale according to educational status and whether the difference between these averages is significant or not, there is no significant difference. (p> 0,05)

Change According to Seniority

Table 8: Change in Transformational Leadership Scale According to Seniority

Sub Dimension	Seniority Status	n	x̄	ss	F	p
Idealized Impact	1-5 years	52	3.39	0.72		
	6-10 years	117	3.28	0.78		
	11-15 years	88	3.28	0.89	0.83	.52
	16-20 years	89	3.34	0.78		
	20-25 years	57	3.49	0.88		
	25 and above	28	3.48	0.57		
Inspirational Impact	1-5 years	52	2.99	0.70		
	6-10 years	117	2.93	0.91		
	11-15 years	88	2.93	0.91	3.86	.02
	16-20 years	89	3.17	0.87		
	20-25 years	57	3.40	1.01		
	25 and above	28	3.45	0.86		
Intellectual Impact	1-5 years	52	2.96	0.65		
	6-10 years	117	3.00	0.85		
	11-15 years	88	2.90	0.83	1.40	.22
	16-20 years	89	3.02	0.90		
	20-25 years	57	3.25	1.09		
	25 and above	28	3.19	0.83		
Individual Support	1-5 years	52	3.14	0.68		
	6-10 years	117	2.98	0.95		
	11-15 years	88	3.06	0.92	0.78	.56
	16-20 years	89	3.07	0.99		
	20-25 years	57	3.28	0.17		
	25 and above	28	3.11	0.98		

$p < .05$, $p < .01$

The means of the Transformational Leadership Scale according to seniority status and the analysis of variance test in multiple group comparison to determine whether the difference between these averages is significant or not were analyzed. According to the seniority status of the classroom teachers, a significant difference was observed in the inspirational effect dimension.

CONCLUSION

In this study, the transformational leadership characteristics of administrators working in special education centers in Ankara were examined comprehensively. Transformational leadership is a leadership approach characterized by leaders' qualities such as visioning, inspiring, providing individual support and intellectual stimulation. The findings of the study revealed the positive effects of this leadership style on the dimensions of idealized influence, inspirational influence, intellectual influence and individual influence. In addition, it was determined that administrators with transformational leadership characteristics create a more productive and harmonious working environment in educational institutions. These findings emphasize the critical importance of transformational leadership in educational administration and contribute to a deeper understanding of the role of this leadership approach in education.

When the idealized influence dimension is examined, it is seen that the administrators frequently share their beliefs and values, emphasize the importance of implementing these beliefs, and state the value of having a strong sense of purpose. The highest mean score in this category was obtained for the statement "emphasizes the importance of having a strong sense of purpose" ($x = 3.50$, $SD = 1.03$). The lowest score was found in the statement "explains the main purpose underlying our activities" ($x = 3.28$, $SD = 1.14$). These findings suggest that managers largely adopt the idealized influence dimension and that these characteristics are more pronounced in managers with many years of experience.

In this dimension, which evaluates managers' performance in motivating and inspiring their employees, the statement "struggles tirelessly against difficult problems" has the highest mean score ($x = 3.39$, $SD = 1.03$). This shows that managers are effective in providing morale and motivation even in difficult situations. The statement "Focuses my attention on paths to success" ($x = 2.82$, $SD = 1.16$) received the lowest mean score. According to seniority, it was found that the inspirational influence dimension was highest among managers with 20-25 years of experience ($x = 3.40$) and this difference was statistically significant ($F = 3.86$, $p = 0.02$).

The intellectual impact dimension measures managers' performance in encouraging innovative thinking and questioning traditional methods. The statement "offers different perspectives when solving problems" ($x = 3.08$, $SD = 1.08$) received the highest mean score, while the statement "emphasizes the importance of questioning assumptions"

($\mathrm{x} = 2.88$, $\mathrm{SD} = 1.07$) received the lowest score. No significant difference was found by seniority, suggesting that managers at all experience levels perform similarly on intellectual stimulation.

The individual support dimension measures managers' performance in supporting their employees individually and contributing to their personal development. The statement "listens carefully to my concerns" ($\mathrm{x} = 3.19$, $\mathrm{SD} = 1.15$) has the highest mean score, indicating that managers attach importance to listening to their employees and understanding their concerns. The statement "Spends time to train and teach me" ($\mathrm{x} = 2.76$, $\mathrm{SD} = 1.22$) received the lowest mean score. No significant difference was found in this dimension according to seniority, indicating that experience is not a determinant in providing individual support.

The general findings of the study show that the administrators working in special education centers in Ankara have transformational leadership characteristics. The highest mean scores were obtained in the idealized influence dimension, which shows that the administrators strongly emphasize beliefs and values and are determined in this regard. In the inspirational influence dimension, it was found that managers were effective in motivating their employees, but seniority made a significant difference on this effectiveness. In the intellectual stimulation dimension, managers performed similarly in encouraging innovative thinking, while in the individual support dimension, managers performed well in providing individual support to their employees.

In conclusion, this study reveals that managers in special education centers have transformational leadership characteristics and the positive effects of these characteristics on employees. The findings show that managers strongly emphasize their beliefs and values, are effective in motivating their employees, encourage innovative thinking and provide individual support to their employees.

High scores in the idealized influence dimension indicate that managers present a clear vision and take decisive steps towards this vision. In the inspirational influence dimension, managers were found to be successful in inspiring and motivating their employees, but this effect varied according to seniority. In the intellectual stimulation dimension, managers performed similarly in encouraging their employees to think innovatively and question traditional methods. In the individual support dimension, it was determined that managers' performance in contributing to the personal development of their employees and responding to their individual needs was generally high.

These findings emphasize the importance of adopting transformational leadership approach in educational administration. It is understood that administrators with transformational leadership characteristics play an important role in increasing the motivation and performance of both students and teachers. Therefore, educational administrators should be encouraged to develop their transformational leadership skills and receive continuous training in this direction. The dissemination of transformational leadership approach in educational administration will increase the overall efficiency of educational institutions and improve the quality of education.

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