RELATIONSHIP BETWEEN SCHOOL PRINCIPALS' PERCEPTIONS OF SELF-EFFICACY AND THEIR ADMINISTRATION STYLES

OKUL MÜDÜRLERİNİN ÖZYETERLİK ALGILARI İLE ONLARIN YÖNETİM TARZLARI ARASINDAKİ İLİŞKİ

Assoc. Prof. Dr. İ. Bakır Arabacı
ORCID ID: *https://orcid.org/0000-0002-6703-4665*
Firat University, Faculty of Education, Department of Education al Sciences
arabacibaki@gmail.com

Ayşe Gülpınar
ORCID ID: *https://orcid.org/0000-0001-5958-4360*
aysegulpinar20@outlook.com

Abstract

Like every organization, educational organizations are also the system of roles. Certainly, the most important role in the organization is principal's role. The competencies of employees are important for them to exhibit the expected behaviors. Self-efficacy can be defined as individual's level of perception on their own capabilities and skills. School principals must have the necessary competences to be successful in the their duties. For school principals to be successful in their duties, the administration forms and styles they exhibit, as well as their self-efficacy, are influential. The aim of the study is to determine the relationship between school principals' perceptions of self-efficacy and their administration styles. The descriptive and correlational survey design is used in this study. 2203 school principals working in kindergarten, primary schools, secondary schools and high schools in Şanlıurfa province constituted the population of this study. 250 principals of school created the sample of the study. The convenience sampling method, one of non-random sampling methods, was used. In the study, the data related school administrators' administration styles were collected using the "perceived school

principal administration styles scale" developed by Üstüner (2016) and the General Self-Efficacy Scale adapted by Yıldırım and İlhan (2010) was used to determine school administrators' perceptions of self-efficacy. Research results show that school principals' perceptions of self-efficacy are positive and high. In the study, school principals' self-efficacy perceptions of initiative dimension, one of general self-efficacy dimensions, were higher; their perceptions of resilience and perseverance dimensions were at the lowest level. In the study, it was found that school principals adopted the cooperative administration style

Key Words: School Principals, Perception, Competencies, Self-Efficacy, Administration Styles

Öz

Her örgüt gibi eğitim örgütleri de roller sistemidir. Kuşkusuz örgütte en önemli rol yöneticilerin rolleridir. Çalışanların yeterlikleri onların beklenen rolleri göstermeleri için önem taşımaktadır. Özyeterlik bireylerin kendilerine ait yeti ve yeteneklere ilişkin algı düzeyi olarak tanımlanabilir. Okul müdürleri görevlerinde başarılı olabilmek için gerekli yeterliklere sahip olmaları gerekmektedir. Okul müdürlerinin görevlerinde başarılı olmalarında özyeterliklerinin yanında gösterdikleri yönetim biçim ve tarzları da etkili olmaktadır. Bu araştırma okul müdürlerinin öz yeterlilik algılarının onların yönetim tarzına etkisini saptanmaya çalışmaktadır. Araştırma ilişkisel tarama modelindedir. Bu araştırmanın çalışma evrenini, Şanlıurfa il genelindeki anaokulu, ilkokul, ortaokul ve liselerde görev yapan 2203 okul müdürü oluşturmaktadır. Araştırmanın örneklemini 250 okul müdürü oluşturmuştur. Araştırmada olasılıksız örnekleme yöntemlerinden uygun (kolay ulaşılabilir) örnekleme yöntemi kullanılmıştır. Araştırmada veri toplama aracı olarak Üstüner (2016) tarafından geliştirilen "Algılanan müdür yönetim tarzı ölçeği" ile okul yöneticilerinin özyeterliliklerine ilişkin algılarını belirlemek için Yıldırım ve İlhan (2010) tarafından uyarlanan "Genel Özyeterlilik Ölçeği" kullanılmıştır. Araştırma sonuçları okul müdürlerinin öz yeterliliklerine ilişkin algılarının olumlu ve yüksek olduğunu göstermektedir. Araştırmada, okul müdürlerinin genel öz yeterlik boyutlarından başlama boyutuna ilişkin yeterlik algıları daha yüksek iken, sürdürme çabası ve yılmama boyutlarına ilişkin algıları daha en düşük düzeydedir. Okul müdürleri işbirlikçi yönetim tarzlarını benimsemektedirler.

Anahtar Kelimeler: Okul Müdürleri, Algı, Yeterlik, Öz Yeterlik, Yönetim Tarzı

INTRODUCTION

Schools which are a sub-system of the education system are open social systems. Such systems have socio-psychological bases, role behaviors of members, norms that define these behaviors, and values on which these norms are based. Like every organization, educational organizations are also the system of roles, and the school also has its own structure and administration as every organization has (Demirbolat, 1997: 142).

Employees in schools are in a certain hierarchy, and the roles of school employees and the school principal are defined in relation to this hierarchy. These definitions consist of a set of rules regarding what the works to be done in the organization are and the way these works are done. Some of these role definitions are expressed in the form of very explicit guidelines while some of them have a rather ambiguous nature (Hoy and Miskel, 2008). The competencies of employees are important for them to exhibit the expected behaviors.

Competence can be defined as having the knowledge (intuitive and verbal, descriptive, instruction, rule and systematic knowledge) and skills required to perform a behavior (Başaran, 1982:196), the characteristics required to be successful in a profession in the specified standards, and the ability to fulfill a duty, sufficiency (Demiray, 1993). The two basic elements that make up competence are knowledge and skill. Competence de-

pends on the cognitive power of human since it requires intellectual efforts and on the pschomotor and affective power of human since it requires physical efforts (Başaran, 1996: 178).

Schools are formal education institutions established to meet the educational expectations of the society. The principals responsible for the school administration must have the necessary competences to be successful in their duties. The competencies that school principals must have are **technical, conceptual** and **humanistic** competences (Şahin, 2007). Technical competencies are aimed at technical knowledge, skills and attitudes in the activity areas related to duty. These competences are the methods, techniques and processes to be used to fulfill the requirements of the duty. Humanistic competences can be defined as understanding individuals and groups, raising the moral and motivation skills. The ability to work effectively and to create a joint effort, determination of assumptions, beliefs and attitudes about others and their usage methods, looking out for individual differences, and the characteristics for human relations are within this framework. Decision competences are the processes of designing the efforts to be made to achieve objectives, finding solutions to the problems encountered, and coming to a conclusion about the level of reaching the goals at the end of the activities. Decision ability is also called conceptual or managerial competence. Decision competence includes both the stage until decision is made and the stages of implementing and monitoring the decisions and evaluating them together with the results (Taymaz, 2015: 45).

Self-efficacy is defined as the belief that the behaviors required to achieve the expected outcomes will be exhibited successfully or that the individual's ability to organize and practice any action to achieve success (Bandura, 1997: 3; Kartopu, 2016), or it can be defined as individual's level of perception on

their own capabilities and skills or is considered a cognitive mechanism that forms the basis of behavioral change (Cervone, 2000). Self-efficacy perceptions are defined as the personal judgments concerning the individual's abilities that guide the organization and implementation of actions in order to achieve gains in educational performances determined in the individual (Zimmerman, 2002). According to Bandura (1977), perception of self-efficacy is formed by the information collected from four sources. These are performance success, experiences of others, verbal persuasion and psychological state.

Self-efficacy beliefs are related to what individuals can do by trying their capabilities in certain areas and cases (Bandura, 1986 cited by Seyhan and Türk, 2015). Leithwood (2007) indicated that self-efficacy is a person's belief in his ability or capacity, but the perception of self-efficacy of a person is not the actual ability or capacity of a person. A person may find his/her performance regarding any behavior sufficient, but the performance that he/she actually delivers may be inadequate. The opposite can also be the case. Individuals with low perceptions of self-efficacy may not perform what they are capable of doing, may exhibit poor performance by showing less resistance to adverse situations, may exhibit behaviors such as reluctance to duty and inability to sustain the duty, and they may even leave the work incomplete because of the anxiety they have (Pajares, 2002: 145; Aydoğan, 2008).

Individuals' perceptions of competence also affect the forms of possible scenarios they have created and repeated. Individuals with a high level of competence imagine the success scenarios that provide them with positive guidance on performance, and they cognitively find good solutions to possible problems. Those who perceive themselves as inadequate tend to be more inclined to imagine failure scenarios. Such thoughts also decrease the success of performance by reducing

motivation (Bandura, 1989: 730).

School principals must have the necessary competences to be successful in the duties imposed. For school principals to be successful in their duties, the administration forms and styles they exhibit, as well as their self-efficacy, are influential. Very different forms of management are applied in organizations. The reason for the differentiation of management forms is related to management mentality and styles of administrators. The management mentality of the administrator is composed of his/her education, culture, values, etc.. The way managers perceive environmental conditions affects their management philosophy and leads to the emergence of different forms of management and different organizational structures. The management style differs according to the management mentality of the managers who work from the top to the bottom of the organization. While the manager himself constitutes a dimension of this difference, the duties and personnel in the department he is responsible for managing constitute the other dimension. The management style of a manager is characterized by the fact that his/her attitudes to motivate personnel and to use his/her authorities are aimed at the organization or personnel (Özcan,1996: 23).

It is an assumption that school administrators' self-efficacy beliefs, as well as many factors affecting their administration styles, would be influential in a constantly evolving information environment. It is important that educational administrators adjust their administration styles according to existing conditions and the developing environment. The administrators who have improved their competences and who are aware of their self-efficacy are considered to have a higher organizational performance. Whether school administrators' perceptions of self-efficacy influence their administration styles is a matter of debate. Although studies aimed at determining the effect of administrator behaviors in schools and the administration styles of

administrators were found in the studies carried out in Turkey, no study addressing the relationship between school principals' perceptions of self-efficacy and their administration styles was found. This study attempts to determine the effects of school principals' perceptions of self-efficacy on their administration styles.

Problem Statement

Is there a relationship between school principals' perceptions of self-efficacy and their administration styles?

Aim of the Study

The aim of this study is to determine whether there is a relationship between school principals' perceptions of self-efficacy and their administration styles, and whether school principals' perceptions of self-efficacy significantly differ in terms of their seniority in administration, educational background, and the settlement where the school is located, and the type of school. For this purpose, answers to the following questions were sought:

1. What are the perceptions of self-efficacy of school principals?
2. Do school principals' perceptions of self-efficacy significantly differ in terms of their seniority in administration, educational background, and the settlement where the school is located, and the type of school?
3. What are the administration styles of school principals??
4. Is there a relationship between school principals' perceptions of self-efficacy and their administration style/styles?

METHOD

The descriptive and correlational survey design was applied in this study. The relational screening model aims to determine the presence and degree of covariance between two or more variables (Karasar, 1995). This research is a descriptive study since it aims to reveal the current situation.

Population and Sample of the Study

2203 school principals working in kindergar-

ten, primary schools, secondary schools and high schools in Şanlıurfa province constituted the population of this study. Since the population of the study consisted of very large and remote settlements, and due to transportation difficulties, the convenience sampling method, one of non-random sampling methods, was used. Along with the permission obtained from the administrators of the Directorate of National Education in the school principals meetings held in Şanlıurfa city cen-

ter, a total of 250 school principals consisting of 16 kindergarten, 83 primary school, 116 secondary school and 35 high school principals who volunteered to contribute to the study were reached. Before the measurement tool was applied, school principals were given information about the study and measurement tool, and necessary explanations were made. The characteristics of the school principals participating in the study are presented in Table 1.

Table 1. The characteristics of the school principals participating in the study

Variable		N	%	Variable		N	%	Variable	N	%
				Location	Willage	138	54,55	**Senioritiy**		
Type of school	Preschool	16	6,33		Town	92	36,36	1-5 Yıl	138	54,55
	Primary Sch.	83	32,80		City	23	9,09	6-10 yıl	73	28,95
	Secondary Sch	118	46,64	**Educational background**	Bachelor	232	91,70	11-15 yıl	28	11,17
	High Sch.	36	14,23		Upper Bachelor	21	8,30	16+Yıl	14	5,33
	Total	253	100		**Total**	253	100	**Total**	253	100

According to Table 1, among the school principals participating in the study, 46.64% of them were secondary school principals and 54.55% of them were the school principals working in villages in terms of school level, 91.70% of them had a bachelor's degree in terms of educational background, and 54.55% of them had a seniority of 1-5 years in terms of seniority.

Data Collection Tools

The "Perceived School Principal Administration Styles Scale" and the "General Self-Efficacy Scale" were used in the study.

Perceived School Principal Administration Styles Scale. In the study, the data related school administrators' administration styles were collected using the "perceived school principal administration styles scale" developed by Üstüner (2016). The scale consists of four dimensions, including cooperative, authoritarian, irrelevant and opposing administration styles, and accounts for 67% of the total variance. The internal consistency coefficients of the scale were calculated as $\alpha = .929$ for the cooperative administration style dimension, $\alpha = .895$ for the authoritarian administration style dimension, $\alpha = .864$ for the irrelevant administration style dimension and $\alpha = .850$ for the opposing administration style dimension. In the results of the confirmatory factor analysis performed by Üstüner (2016), it was observed that the degree of freedom chi-

square ratio (X^2/sd: 383.66/268=1.431) was less than 2 and showed a "perfect" fit, and that RMSEA value was .035, RMR value was .049 (perfect), GIF value was .92, AGFI value was .90 (acceptable), CFI value was .99, NFI value was .98 and NNFI value was .99 (perfect). The scale has 25 questions. All items in the questionnaire were evaluated between the ranges of "Always (5) - Never (1)".

General Self-Efficacy Scale. In the study, the General Self-Efficacy Scale adapted by Yıldırım and İlhan (2010) was used to determine school administrators' perceptions of self-efficacy. Original form of the scale was developed by Sherer et al. (1982). The scale consists of three dimensions, including initiative, insistence and effort, and 17 items. The three-factor structure accounts for 41.47% of the total variance. The Cronbach's alpha coefficients for reliability ranged from 0.78 to 0.81. The items in the scale are evaluated between

"Totally agree (5) - Strongly disagree (1) according to Likert type scaling.

Data Collection and Analysis

Before the statistical analysis of the data, the Kolmogorov Smirnov and Shapiro Wilk tests were performed to determine the normality of data distribution (normality test). Self-efficacy K-S$_{253}$= .102, .05>P; Administration style K-S $_{253}$= .101, .05>P Since it was understood that data collected from both scales did not have a parametric structure, nonparametric analysis techniques were used in the analysis of data.

FINDINGS

Findings related to School Principals' Perceptions of Self-Efficacy

The perceptions of self-efficacy of school principals are quite high, "I agree" ($\overline{X}$ =4.15, SS=.35). The perceptions of self-efficacy of school principals according to dimensions are presented in Table 2.

Table 2. The perceptions of self-efficacy of school principals according to dimensions

Dimensions	N	$\overline{X}$	SD
Initiative	250	4,23	0,38
Insistence	250	4,08	0,47
Effort	250	4,02	0,53
Total	250	4,15	0,35

As a result of these ratios, it is seen that school principals' perceptions of self-efficacy are high, and that their perceptions of initiative dimension is the highest ($\overline{X}$=4.23; SS=0.38) while the dimensions of effort ($\overline{X}$ =4.02; SD=0.53) and insistence ($\overline{X}$ =4.08; SD=0.47) are lower.

Findings related to the Analysis of School Principals' Perceptions of Self-Efficacy in terms of their Seniority in Administration, Educational Background, the Settlement where the School is located, and the Type of School

School principals' perceptions of self-efficacy did not show a significant difference in terms of seniority in administration (X4

$_{253}$=1.23,P>.05), educational background ($X2$-$_{253}$=.34,P>.05) , the settlement where the school is located X4$_{253}$=2.97,P>.05), and the type of school (X4$_{252}$=2.13,P>.05).

Findings related to School Principals' Administration Styles

It was attempted to determine school principals' perceptions of cooperative, authoritarian, irrelevant and opposing administration styles, which are the sub-dimensions of administration styles.

School Principals' Perceptions of Cooperative Administration Style

School principals' perceptions of cooperative administration style are high ($\overline{X}$ = 4.35, SD=0.47). However, school principals' percep-

tions of authoritarian administration style are quite low ($\bar{X}$=1.87 and SD= 0.6). Similarly, school principals' perceptions of irrelevant administration style ($\bar{X}$=1.26 and SD= 0.27) and perceptions of irrelevant opposing administration style are quite low ($\bar{X}$=1.16 and SD=0.25). In this case, it is understood that school principals have not adopted authoritarian, irrelevant and opposing administration styles, but they have adopted the cooperative administration style.

Findings related to the Relationship between School Principals' Perceptions of Self-Efficacy and Their Administration Styles

The Relationship between School Principals' Perceptions of Self-Efficacy and Their Administration Styles is presented in Table 3.

Table 3. Relationship between School Principals' Perceptions of Self-Efficacy and Their Administration Styles

Variables	1	2	3	4	5
Self-efficacy (1)	1.00	0,33	-0.33**	-0.35**	
Cooperative style (2)	0.33**	1,00	-0.35**	-0.45**	
Authoritarian style (3)	-0.33**	-0.33**	1.00	-0.33**	
Irrelevant style (4)	-0.35**	0.45**	0.43**	1.00	
Opposing styles (5)	-0.15*	-0.28**	0.27**	0.34**	1.00

* P<.05; **P <.01

It was determined that there was a positive relationship between school principals' perceptions of self-efficacy and the cooperative administration style (r=0.33), and that there were negative relationships between them and authoritarian administration style (r=-0.33), irrelevant administration style (r=-0.35) and opposing administration style (r=-0.15). Furthermore, while a negative relationship was observed between school principals' cooperative administration styles and authoritarian (r=-0.42), irrelevant (r=--0.45), and opposing administration styles (r=-0.28), positive and high levels of relationships were determined between authoritarian, irrelevant and opposing administration styles.

Discussion and Recommendations

Research results show that school principals' perceptions of self-efficacy are positive and high. This is undoubtedly important. The principals with a high level of perception of their own capabilities and skills will also have a high performance. This finding is similar to other research findings in the literature. As a result of the research carried out by Duran (2016), it was observed that school administrators' self-efficacy and happiness levels were "high" according to the perceptions of school administrators. In another study carried out by Okutan and Kahveci (2012), it was concluded that the general self-efficacy beliefs of school principals were high. In the study carried out by Aydın (2010), it was also stated that the general self-efficacy perceptions of school principals were high. In the studies of Federici and Skaalvik (2012), Lovell (2009) and Ata (2015), school principals' self-efficacy perception levels were found to be high.

In our study, school principals' self-efficacy perceptions of initiation dimension, one of general self-efficacy dimensions, were higher; their perceptions of insistence and effort dimensions were at the lowest level. This may be due to the fact that school principals do not receive adequate support for the works they have started. Indeed, the study of Çalışır (2008) shows that school principals meet with obstacles, such as the lack of resources, the fact that the use of authority

brings responsibility, the intervention of senior managers, and the fact that legal texts are impose restrictions and are uncertain, while using their authorities.

In the study, it was found that school principals adopted the cooperative (collegial) administration style. Similarly, in the studies carried out by Fırat (2013) and Argon and Dilekçi (2014), administrators stated that "collegial administration" was mostly applied in their schools. In the study of Köse (2015), it was found that the administration style which was most intensively used by the school administrators in pre-school education institutions was the protective and cooperative administration style. It was concluded that the protective administration style decreased as the number of staff in the school increased, and on the other hand, the use of authoritarian administration style increased and the use of collaborative administration style decreased as the number of staff increased. This reveals that school principals adopt the authoritarian administration style in maintaining discipline in large groups. In another study carried out by Cesur (2005) on administrators and teachers, it was concluded that a moderate level of cooperative administration style was applied in schools according to teachers; however, according to administrator, a high level of cooperative administration style was applied in schools. It appears that cooperative and democratic administration styles of school principals will positively affect the motivation of employees (Özan, Türkoğlu and Şener, 2010). Otherwise, authoritarian and normative administration styles may lead to a negative climate in the school since they are based on fear and punishment for employees (Newstorm and Davis, 1993). In Alper's (2008) study examining the administration styles of school principals in terms of teachers' perceptions, it was concluded that teachers' perceptions of administration styles applied in their schools were authoritarian at a low level and protective, supportive and cooperative at a high level. In the study, it was found that the administration style applied in schools was usually flexible and changing according to different circumstances, and that school principals' perceptions of self-efficacy did not show a significant difference in terms of the variables of educational background, seniority, school level, and the settlement of the school. Ayra (2015) also examined the relationship between teachers' lifelong learning tendencies and their professional self-efficacy beliefs and found that professional self-efficacy beliefs did not differ according to education level. On the other hand, Zararsız (2012) observed that there was a significant difference between the professional self-efficacy beliefs of primary school and secondary school teachers and the variable of education level. In the study carried out by Izgar and Dilmaç (2008), it was shown that there were not significant differences between the perceptions of self-efficacy of manager candidate teachers and the type of school they work, and in terms of the location of the school where they were working. According to the results of the study, it appears that school principals' perceptions of self-efficacy are not affected by different variables, school principals prefer cooperative administration style but they return to authoritarian administration style in large groups. Based on the research findings, the following suggestions have been developed:

- Hygienic conditions can be developed to increase school principals' self-efficacy beliefs.

- It may be useful to increase school principals' skills to influence and lead the employees and to employ in-service training applications for the development of technical and humanistic competences.

REFERENCES

Alper, S. (2008). *Ortaöğretim Kurumlarında Uygulanan Yönetim Biçimlerine İlişkin Olarak Öğretmen Algıları* (Yayınlanmamış Yüksek Lisans Tezi). Yeditepe Üniversitesi, Sosyal Bilimler Enstitü-

sü, İstanbul.

Argon, T. ve Dilekçi, Ü. (2014). Öğretmenlerin Okul Müdürlerinin Yönetim Tarzları Ve Kurumsal İtibara Yönelik Algıları arasındaki ilişki. *Turkish Studies.* 9 (2): 161-181.

Ata, E. (2015). *Okul Yöneticilerinin Öz Yeterlik İnançları İle Etkili Okul Liderliği Arasındaki İlişki*(Yayınlanmamış Doktora Tezi). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Aydın, O. (2010) . *Çalışanların Öz Yeterlik Algılarının Yaşam Doyumları Üzerine Etkisi* (Yayınlanmamış Yüksek Lisans Dönem Projesi). Trabzon

Aydoğan, D. (2008). *Akademik Erteleme Davranışının Benlik Saygısı, Durumluluk Kaygı ve Öz Yeterliliği İle Açıklanabilirliği*(Yayınlamamış Yüksek Lisans Tezi). Ankara: Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü

Bandura, A. (1997). *Self-efficacy: The Exercise Of Control.* New York: Freeman

Bandura, A. (1989). Regulation of Cognitive Process Through Perceived Self- Efficacy. *Developmental Psychology*, 25(5): 729 – 735.

Başaran, İ. E. (1984). *Yönetime Giriş*, A. Ü. Eğitim Bilimleri Fak. Yayınları. No:135 Ankara: A.Ü. Basımevi.

Başaran, İ. E. (1996). Eğitim *Yönetimi.* Ankara: Nadir Kitap

Cervone, D. (2000). Thinking about self-efficacy. *Bahavior Modification, 24*(1): 30–56.

Cesur, M. (2005). *Kastamonu İli Ortaöğretim Okulları Yöneticilerinin Yönetim Biçimleri* (Yayınlanmamış Yüksek Lisans Tezi). Ankara Üniversitesi Eğitim Bilimleri Ana Bilim Dalı, Ankara.

Demiray, K. (1993). Türkçe TEMEL EĞİTİM SÖZLÜĞÜ. Istanbul: İnkilap Yayınevi

Demirbolat, A. (1997). *İlkögretim Okullarında Çatışmaya Neden Olabilecek Durumların Çatışma Yaratma Dereceleri Hakkında Yönetici ve Öğretmen Görüşleri* (Yayınlanmamış Doktora Tezi). Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Duran, A. (2016). *Okul Yöneticilerinin Mutluluk Düzeylerinin Öz-Yeterlikleriyle İlişkisi.* Yayınlanmamış Yüksek Lisans Tezi, Gaziosmanpaşa Üniversitesi, Eğitim Bilimleri Enstitüsü, Tokat

Fırat, H. (2013). *Okul Yöneticilerinin Yönetim Biçimleri (*Yayınlanmamış Yüksek Lisans Tezi). Çağ Üniversitesi, Sosyal Bilimler Enstitüsü, Mersin.

Federici, R. A. and Skaalvik, E. M. (2012). Principal Self-Efficacy And Work Engagement: Asesing A Norwegian Principal Self-Efficacy Scale. *Soc. Psychol. Educ*,14(4): 576-600.

Hoy, W. K. and Miskel, C. G. (2008). *Educational administration: Theory, research and practice.* London: McGraw Hill.

Izgar, H ve Dilmaç, B. (2008). Yönetici Adayı Öğretmenlerin Özyeterlik Algıları ve Epistemolojik İnançlarının İncelenmesi, *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* 20: 437-446.

Karasar, N. (1995). *Bilimsel Araştırma Yöntemi: Kavramalar, İlkeler, Teknikler,* Ankara: 3A Araştırma Eğitim Danışmanlık Ltd.

Kartopu, S. (2016). Özyeterlik Algısında Dindarlık Eğiliminin Rolü. *The Journal of Academic Social Science Studies. 50* (2): 73-92

Köse, A.(2015). *Okul Öncesi Eğitim Kurumlarında Çalışan Yöneticilerin Uyguladıkları Yönetim Biçimleri Ve Problem Çözme Becerilerine Yönelik Algıları Arasındaki İlişki* (Yayınlanmamış Yüksek Lisans Tezi). Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü, İstanbul.

Leithwood, K. (2007). What We Know Abouth Educational Leadership. J.M. Burger, C. Webber ve P. Knick. (Eds.) Intelligent Leadership, Springer: 41–66.

Lovell, C. W. (2009). *An İnvestigation Of School Principals' Sense Of Efficacy And İndicators Of School Effectiveness (*Unpublished doctoral dissertation, University of MiSouri). Columbia, Columbia.

Newstorm, J. W. and Davis, K. (1993). *Organizational Behavior.* New York; McGraw-Hill Inc.

Okutan, M. ve Kahveci, A. (2012). İlköğretim Okul Müdürlerinin Genel Öz Yeterlik İnançlarının Çeşitli Değişkenler Açısından İncelenmesi (Rize Örneği). *Kastamonu Eğitim Dergisi, 20*(1): 27-42.

Özan, M. B.; Türkoğlu, Z. ve Şener. G. (2010). Okul Yöneticilerinin Sergiledikleri Demokratik Tutum ve Davranışlarının Öğretmenlerinin Motivasyonuna Etkisi. *Fırat Üniversitesi Sosyal Bilimler Dergisi.* 20 (1): 275-294.

Özcan, H. (1996). *Liselerde Uygulanan Yönetim Biçimleri* (Yayınlanmamış Doktora Tezi). Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Pajares, F. (2002). *Overview of Social Cognitive Theory and of Self Efficacy,* http://www.des.emory.edu/mfp/eff.html. Retrieval date: 7 Aralık 2016.

Şahin, A.E.(2000). İlköğretim Yöneticilerinin Yeterlilikleri. *Kuram ve Uygulamada Eğitim Yönetimi, 22 (2).*

Seyhan, H. G. ve Türk, G. E. (2015). Üniversite Öğrencileri İçin "Kimya Öz Yeterlik Ölçeği"nin Türkçe'ye Uyarlanması: Geçerlik Ve Güvenirlik Çalışması. *The Journal of Academic Social Science Studies,* 35: 200.

Sherer, M.; Maddux, J. E.; Mercandante, B.; Prentice-Dunn S.; Jacobs, B. and Rogers, R. W. (1982). *The Self-Efficacy Scale: Construction and Validation. Psychological Reports*, 51(2): 663-671.

Taymaz, H.(2015) *Eğitim Sisteminde Teftiş, Kavramlar, ilkeler, yöntemler.* Ankara: Pegem Akademi Yayıncılık

Üstüner, M. (2016). Algılanan Müdür Yönetim Tarzı Ölçeğinin Geçerlik ve Güvenirlik Çalışması. *Kuram ve Uygulamada Eğitim Yönetimi,* 22(3): 429-457.

Yıldırım, F. ve İlhan, İ.Ö.(2010). Genel Özyeterlilik Ölçeği Türkçe Formunun Geçerlilik ve Güvenilirlik Çalışması. *Türk Psikiyatri Dergisi,*21(4): 301-8.

Zararsız, N. (2012*). İlköğretim Okullarında Görev Yapan Öğretmenlerin Öz Yeterlik Algılarının İncelenmesi (İstanbul-Sultanbeyli İlçesi Örneği)* (Yayınlanmamış Yüksek Lisans Tezi). Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü, Bolu.

Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practıce*. 41 (2): 64-01.

Citation Information/Kaynakça Bilgisi