

**REPUBLIC OF TÜRKİYE
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**SCHOOL OF FOREIGN LANGUAGES DIRECTORS' VIEWS ON
LEADERSHIP AND MANAGEMENT, QUALIFICATIONS FOR
APPOINTMENT, AND CONTINUING PROFESSIONAL DEVELOPMENT
NEEDS: A QUALITATIVE STUDY IN TURKISH CONTEXT**

Mehmet Salih YOĞUN

PhD. DISSERTATION

ADANA / 2025

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DOCTOR OF PHILOSOPHY

ADANA / 2025

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Mehmet Salih YOĞUN



To my son, Ömer Asaf...

ABSTRACT

**SCHOOL OF FOREIGN LANGUAGES DIRECTORS' VIEWS ON
LEADERSHIP AND MANAGEMENT, QUALIFICATIONS FOR
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NEEDS: A QUALITATIVE STUDY IN TURKISH CONTEXT**

Mehmet Salih YOĞUN

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It is apparent that effective leadership is the most crucial factor influencing student success and school improvement following in-class academic activities. It has been emphasized that comprehensive and systematic training for school leaders on their areas of responsibility before their appointment ensures smooth management of all academic and administrative activities and fosters the well-being of all stakeholders. In this context, equipping school leaders with the necessary qualifications, knowledge, and skills to fulfill their duties enables the realization of the institution's future vision and ensures unity, thereby creating a productive and meaningful school culture through active participation of all stakeholders in the educational process. Therefore, the training and qualifications of school leaders, as well as how their continuous professional development needs are met after their appointment, are worth exploring, as they affect the development of the school and the success of the students. In this regard, this study aims to investigate the perceptions of school leaders on management and leadership concepts, the leadership model predominantly used in their institutions, the qualifications required to be appointed as a school leader, the areas in which training should be received before appointment, and how the continuous professional development needs of school leaders should be treated after appointment.

A qualitative descriptive research design was used to conduct the current study. A convenience sampling of 17 school leaders serving as foreign language school directors in both state and foundation universities in all seven regions of Türkiye participated in this study. Qualitative data were collected through a questionnaire including open-ended

questions, semi-structured e-mail interviews, and a self-assessment sheet. The cyclical model of Creswell's inductive content analysis was used for data analysis.

According to the findings of the study, foreign language school directors associated the leadership concept with being an agent of change, fostering a culture of collaboration, creating vision and inspiration, mediation, school improvement, policy-making, quality-oriented and continuous cognitive labor, while they associated the management concept with checking and ensuring policies, paper works and system, quality assurance, mediation, participative approach, and change management. Additionally, it was determined that the participative leadership model is the most preferred leadership model among school leaders in their institutions. The results also indicated that the qualifications required to be appointed as a foreign language school director include an academic background in language education, soft skills such as communication and interpersonal skills, collaboration, strategic thinking, problem-solving, and leadership skills, academic excellence, personality traits, and operational efficiency. Furthermore, according to the research findings, school leaders felt the need for training on their areas of responsibility before their appointment and suggested that instructional leadership, ICT and learning, managing people, communication skills, conflict management, management and administration, law, curriculum, leadership, and strategic planning should be included in the leadership development curriculum program designed in Turkish context. Finally, the research results identified various methods for treating the continuous professional development needs of school leaders after their appointment. These included joining in management-related training, staying informed of recent trends in language education, preparing personalized development programs based on needs analysis, networking, higher management support, mentorship programs, collaborative learning communities, pre- and post-appointment training, succession planning, feedback and evaluation, and action research and reflection. Considering the research process and results, various implications and recommendations were derived for the main stakeholders in language education.

Keywords: Continuous professional development, effective school leader, instructional leadership, leadership development curriculum, leadership

ÖZET

YABANCI DİLLER YÜKSEKOKUL MÜDÜRLERİNİN LİDERLİK VE YÖNETİME, ATANMA NİTELİKLERİNE VE SÜREKLİ MESLEKİ GELİŞİM İHTİYAÇLARINA İLİŞKİN GÖRÜŞLERİ: TÜRKİYE BAĞLAMINDA NİTEL BİR ÇALIŞMA

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Sınıf içi akademik faaliyetlerden sonra öğrenci başarısını ve okul gelişimini etkileyen en önemli husus etkili liderliktir. Okul liderinin atanmadan önce görev ve sorumluluk alanları ile ilgili kapsamlı ve sistematik bir eğitim alması hem tüm akademik ve idari faaliyetlerin sorunsuz yönetilmesi hem de tüm paydaşların iyi oluşlarını sağlamaktadır. Bu bağlamda, okul liderlerinin görevlerini yerine getirebilmeleri için gerekli nitelikler, bilgi ve becerilerle donatılması, kurumun gelecek vizyonunun gerçekleşmesini sağlamak ve birlik beraberliği temin ederek tüm paydaşların eğitim sürecine aktif katılımıyla verimli ve anlamlı bir okul kültürü oluşturmaktadır. Bu sebeple okul liderinin eğitim alması, gerekli vasıflara sahip olması ve atandıktan sonra sürekli mesleki gelişim ihtiyaçlarının nasıl karşılanacağı okulun gelişimi ve öğrencilerin başarısını etkilediği için bu hususlar araştırılmaya değer konulardır. Bu bağlamda, bu çalışma okul liderlerinin yöneticilik ve liderlik konseptleri ile ilgili algılarını, kendi kurumlarında ağırlıklı olarak kullandıkları liderlik modelini, okul lideri olarak atanabilmek için gerekli olan vasıfları, atanmadan önce hangi alanlarda eğitim almaları gerektiğini ve atandıktan sonra okul liderlerinin sürekli mesleki gelişim ihtiyaçlarının nasıl karşılanması gerektiğini araştırmayı amaçlamıştır.

Araştırmanın yürütülmesi için nitel bir tanımlayıcı araştırma tasarımı kullanılmıştır. Kolay ulaşılabilir durum örneklemesinin kullanıldığı bu çalışmaya Türkiye'nin yedi bölgesinde hem devlet hem de vakıf üniversitelerinde yabancı diller yüksekokul müdürü olarak görev yapan 17 okul lideri katılımcı olarak dâhil edilmiştir. Nitel veriler, sırasıyla açık uçlu sorular içeren bir anket, yarı yapılandırılmış bir e-posta

mülakat ve öz değerlendirme formu aracılığıyla toplanmıştır. Verilerin analizinde Creswell'in tümevarım içerik analizinin döngüsel modeli kullanılmıştır.

Çalışmanın bulgularına göre, yabancı diller yüksekokul yöneticileri liderlik kavramını değişim aktörü olma, iş birliği kültürünü teşvik etme, vizyon ve ilham yaratma, arabuluculuk, okul geliştirme, politika oluşturma, kalite odaklı ve sürekli bilişsel emek ile ilişkilendirirken; yönetim kavramını önceden belirlenen politikaları denetleme ve güvence altına alma, evrak işleri ve sistem, kalite güvencesi, arabuluculuk, katılımcı yaklaşım ve değişim yönetimi ile ilişkilendirmişlerdir. Bunun yanı sıra okul liderlerinin kendi kurumlarında en çok tercih ettikleri liderlik modelinin katılımcı liderlik modeli olduğu tespit edilmiştir. Sonuçlar ayrıca, yabancı diller yüksekokul müdürü olarak atanabilmek için gerekli olan vasıfların akademik geçmişin dil eğitimi alanında olması, iletişim ve kişiler arası ilişki becerileri, işbirliği, stratejik düşünme, problem çözme ve liderlik becerileri gibi farklı sosyal becerileri, akademik mükemmeliyet, kişilik özellikleri ve operasyon verimliliği olduğunu ortaya koymaktadır. Buna ek olarak araştırma bulgularına göre okul liderleri atanmadan önce görev ve sorumluluk alanları ile ilgili eğitim alma ihtiyacı hissettiklerini ve Türkiye bağlamında tasarlanan müfredat programında eğitsel liderlik, bilgi ve iletişim teknolojilerinin öğrenme ile bütünleşmesi, insan yönetimi, iletişim becerileri, uyumsuzluk yönetimi, yöneticilik ve idarecilik, hukuk, müfredat, liderlik ve stratejik planlama gibi başlıkların yer alması gerektiğini belirtmişlerdir. Son olarak, araştırma sonuçları, okul liderlerinin atanmalarından sonra sürekli mesleki gelişim ihtiyaçlarını karşılamaya yönelik çeşitli yöntemleri belirlemiştir. Bu yöntemler arasında yönetimle ilgili eğitimlere katılma, dil eğitimindeki güncel gelişmeleri takip etme, ihtiyaç analizine dayalı kişiselleştirilmiş gelişim programları hazırlama, ağ kurma, üst yönetim desteği, mentorluk programları, iş birliğine dayalı öğrenme toplulukları, atama öncesi ve sonrası eğitim, halefiyet planlaması, geri bildirim ve değerlendirme ile eylem araştırması ve öz değerlendirme yer almaktadır. Araştırma süreci ve sonuçları göz önüne alındığında, dil eğitiminin ana paydaşları için çeşitli çıkarımlar elde edilmiş ve öneriler sunulmuştur.

Anahtar kelimeler: Eğitimsel liderlik, etkili okul lideri, liderlik geliştirme müfredatı, liderlik, sürekli mesleki gelişim

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Choosing the topic of my dissertation was not a difficult decision for me, as I wanted to produce something related to the field I strive to excel in. As the director of a School of Foreign Languages, I aimed to contribute to science by developing a

leadership training program that will help future directors of such schools succeed. At the same time, I sought to raise awareness among decision-makers about the qualifications leaders should possess and how to meet their professional development needs after their appointment. Of course, this work was made possible by the esteemed rectors who entrusted me with this role. I express my deepest gratitude to Prof. Dr. Tamer Yılmaz and Prof. Dr. Türkay Dereli, who deemed me worthy of this significant responsibility. I am deeply grateful for their exemplary leadership and the support they have provided to our country, universities, academics, and thousands of students. I would also like to thank my assistants, Zekeriya Durmaz and Ahmet Konukoğlu, who have accompanied me in the leadership process for nearly 10 years. Together, we have learned, sought solutions, and strived to find ways to do better for our students. Without your support, this journey would have been much more challenging. I am truly grateful that our paths crossed.

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LIST OF ABBREVIATIONS

CPD	: Continuing Professional Development
SFL	: School of Foreign Languages
CoHE	: Council of Higher Education
ICT	: Information and Communication Technology
MoNE	: Ministry of National Education
TODAIE	: Public Administration Institute for Türkiye and the Middle East
ELT	: English Language Teaching
OECD	: Organisation for Economic Co-operation and Development
ELL	: English Language Learning



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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter provides a general introduction to the study. It starts with the background of the study. Then, it presents the statement of the problem, aims and research questions, the significance of the study, limitations, and definitions of the key concepts, respectively.

1.2. Background to the Study

Considering the crucial and fundamental consequences of effective leadership on the success of learners and the continuing professional development (CPD) process of teachers along with the school contexts, it is vital for school leaders to receive special trainings about the requirements of management and leadership to effectively deal with possible problems and situations they may encounter (Bardakçı & Yoğun, 2023). Research conducted on leadership and management has shown that effective administration of educational organizations results in academic success (Aydın, Sarier, & Uysal, 2013; Connelly, Gilbert, Zaccaro, Threlfall, Marks & Mumford, 2000; Demirdağ, 2015; Erdoğan, Kraimer, & Lieden, 2004; Keung, Rockinson, & Szapkiw, 2012; Moss & Barbuto, 2010; Schuh, Zhang, & Tian, 2013). Taking the demanding tasks that the school leaders are supposed to carry out into consideration, the selection and appointment of leaders should be based on some agreed criteria or qualifications that are aligned with the educational and managerial requirements of duties and responsibilities they have.

Additionally, the school leaders are surrounded by the comments and recommendations coming from various stakeholders such as central authority, officials, the academic community, parents, etc. on how to design and manage the contexts they are responsible for. As supported by Bush (1999, 2003), most of these descriptions are not based on reliable theories and therefore make the process of leading and managing more complicated. Consequently, there has been an urgent need for leadership development, as several studies emphasizing the vital significance of leadership development for leaders and personnel in university settings have shown (Cheng, Caliskan, & Zhu, 2023; Cheng & Zhu, 2021; Jooste, Frantz, & Waggie, 2018).

1.3. Statement of the Problem

In accordance with the higher education law no 2547, article no 20, and sub-article b, the directors of the School of Foreign Languages (SFL) at universities, state and foundation, in Türkiye are selected and appointed for a period of three years by the rectors. There is no criteria or qualification defined for the selection of the directors which means the rectors can appoint any member of teaching staff at the SFL or even an academician in a different department. Considering the fact that SFL directors are required to deal with some fundamental educational and managerial services such as recruiting academic staff, program development, budget management, teaching and learning, assessment and evaluation, professional development of academic staff, etc., lack of qualifications is potentially harmful and may cause some undesired outcomes like low motivation, students' academic failure, and lack of harmony among teaching staff.

Another reason underpinning the current research is the fact that the ones appointed as the SFL directors are not provided with special training or an orientation program that may prepare them for the positions and tasks they will be dealing with. Prospective managers are required to be equipped with the knowledge and skills, such as designing effective educational program, assessment and evaluation procedures, problem-solving and communication skills, and have the qualifications needed for the management position just before being able to be appointed which is not valid for the SFL directors in Türkiye. The candidate directors are not provided with an induction program which is a starting point for them to have a command of minimum essential training requirements about the organization in which they are going to administer, involving the working environment and regulations and rules. Lack of these trainings and qualifications results in a process missing principles of merit.

Additionally, the SFL directors' continuing professional development needs are not taken into consideration. Unless they take part in such developmental events, they may not keep up with the changes in educational and managerial procedures. As Lam (2003) suggests it is vital for professional people to be actively involved in continuing the learning process, take responsibility for their own learning procedures and pursue their academic and personal careers to catch up with the changing needs and expectations of the stakeholders and communities they live in.

When the above stated justifications are taken into consideration, the current study

comprises a basis for the Council of Higher Education (CoHE) to consider while determining the required qualifications for the appointment of the SFL directors by evaluating the current directors' perceptions towards their managerial and leadership duties, suggestions for an appropriate curriculum design and continuing professional development needs. With this study, it is intended to suggest a proposal for a more professional and effective selection and appointment of the SFL directors.

1.4. Aim and Research Questions

The objectives behind conducting the current investigation are to understand the SFL directors' perceptions with regard to their concepts of management and leadership in English Language Teaching (ELT) and find out which model of educational leadership they follow in their own contexts. The current research also aspires to explore the qualifications and criteria that the SFL directors should possess to be appointed as school leaders. The study then looks into the possible curriculum design/planning and continuing professional development process suggested by the SFL directors with the purpose of training candidates for such a demanding task.

To investigate these aims, this research is guided by five research questions as stated below:

1. What are the SFL directors' perceptions about leadership and management in their own teaching contexts?
2. Which models of educational leadership do the SFL directors adopt in their own management contexts?
3. What do the SFL directors think about the qualifications required to be appointed as the leader or manager?
4. What do the SFL directors suggest as an appropriate curriculum design with the intent of meeting the demands of qualifications?
5. What do the SFL directors think about their continuing professional development needs after the appointment process?

1.5. Significance of the Study

The concepts of educational leadership and management in ELT have been studied in many ways, but the current study is the first attempt to investigate the SFL directors' perceptions with regard to their duties and responsibilities and needs in terms

of their selection and appointment to the position. It is intended to suggest a leadership and management development curriculum for the candidate school leaders to prepare them for a complex and dynamic process. This study provides the CoHE with a basis for an agreed policy and curriculum design on the selection and preparation of managers. The recommended curriculum program for the SFL directors can constitute a basis for other leaders and managers working in educational organizations and promote their abilities and knowledge by giving a room to consider their roles and duties on a regular basis with the intent of establishing a productive and effective learning culture not only for the students and teachers but also the other stakeholders such as society, governmental organizations and potential partners. Additionally, this study makes the SFL directors' voices heard by the decision-making bodies and their concerns and opinions can contribute to the better implementation of decisions taken.

The curriculum design, content and process are determined and designed by the ones who are carrying out this job. Furthermore, the findings of the current study may lead to similar investigations in other domains and departments so that a holistic and comprehensive approach can be shown for the qualifications required in other managerial and leadership positions. Considering the fact that the study does not only pay particular attention to the appointment and preparation processes of managers and leaders in educational contexts but also their continuing professional development needs after the selection process, it can raise the policymakers' awareness of the necessity of CPD events for their lifelong learning journeys.

As the process necessitates continuing learning, this investigation can clarify the significance of some outstanding concepts such as the personal and career advancement procedures of managers and leaders. Moreover, the current study may inspire school leaders to be aware of and shoulder the responsibilities in their learning journeys and take active roles in the mechanisms of determination of the points to emphasize during the management of the educational organizations for the sake of satisfying the stakeholders' crucial needs and foster students' learning and growth. Finally, it is intended that the current investigation could make a significant scientific contribution to the education of foreign languages and management and leadership in ELT.

1.6. Limitations of the study

The present study aimed to develop a comprehensive and instructive leadership and management curriculum for school leaders who will serve as foreign language

school directors in both public and foundation universities across all regions of Türkiye. Therefore, the stratified random sampling model was attempted to be implemented to match the total number and ratio of universities in the country. Due to the inability to reach a sufficient number of participants, the convenience sampling method was applied in the current study. In this context, the most significant limitation of the study is the chosen sampling method. Efforts were made to generalize the findings by including participants serving as foreign language school directors in both public and foundation universities from all seven regions of Türkiye to eliminate the disadvantages of this limitation. Additionally, in this study, three qualitative data collection instruments were used, expecting participants to provide comprehensive responses to open-ended questions. Considering the workload of foreign language school directors and the difficulty in responding to data collection instruments, a second limitation of this study could be that participants' attention may have been distracted while answering the questions, and due to time constraints, responses may not have been very comprehensive.

1.7. Definitions of the key concepts

This section provides the definitions of some key concepts related to the research.

Curriculum Planning: It is defined as "the process by which decisions are made, and procedures are established for directing human effort to achieve certain goals within a specified time frame" (Salama, 2008, p. 112).

Curriculum: It describes an "academic plan" that is based on a particular institutional setting, such as a school of education, and consists of the following four macro-curricular elements: learners, purpose, content, and sequence (Lattuca & Stark, 2009).

Leadership Development Program: It is a system used in higher education to develop and improve leadership competencies by utilizing leadership research and best practices (Tan, 2024).

Leadership Development: It focuses on "expanding individual and collective capacity to be effective in leadership roles and bring about effective leadership" (Day & Dragoni, 2015, p. 134).

Leadership: It is defined as a set of mindsets and behaviors that aligns people in a collective direction, enables them to work together and accomplish shared goals, and helps them adjust to changing environments (Winston & Patterson, 2006).

Management: It is defined as a variety of actions to benefit from all the resources to succeed in the predetermined educational objectives (Sapre, 2002).

Professional Development: It is described as any effort to broaden instructors' professional knowledge both before and after the first phases of preparation (Johnson & Golombek, 2011).

School Leader: It is defined as someone who influences and guides others towards achieving desired educational outcomes, developing a vision for their school based on personal and professional values (Bush & Glover, 2003).



CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter presents a literature review that relates to the research focus of the present study. Firstly, leadership and management concepts in the education system are defined, and the similarities and differences between these two concepts are broadly discussed. Then, educational leadership and management models and their characteristics are outlined in detail. Additionally, curriculum programs developed and implemented for leadership and management development in different countries are discussed. Following this, the journey of leadership development in Türkiye, from the Ottoman period to the present day, is thoroughly explained. Furthermore, fundamental perspectives on the training of educational leaders in Türkiye are addressed. Finally, the adaptation process to the leadership role at the higher education level is discussed in detail.

2.2. Leadership and Management in Education

Educational leadership and management skills are closely associated with the students' academic achievements in their learning process and effective school climate among all stakeholders due to the common idea that the quality of leadership has an outstanding and distinctive effect on daily activities in teaching and learning contexts (Bush, 2008; Cheng et al., 2023; Cheng & Zhu, 2021; Jooste et al., 2018). In other words, providing students and teachers with an appropriate and productive environment necessitates effective school leaders and managers as they guide, control and ensure the best possible educational services and facilities. Changing needs and expectations of the learners, continuing professional development of teaching staff, advances in technology and reforms in education, and economic, political and social developments in developed and developing countries require trained and committed school leaders who can make crucial decisions with the support of other senior managers and teachers (Yoğun, 2021).

There is a great number of research focussing on the definition and effectiveness of educational leadership and management and they are generally considered as fields of study with regard to the general coordination and administration of facilities in school and other educational contexts. For example, Glatter (1979) affirms that

management facilities revolve around internal actions of educational contexts, the connection with the social environment in which they are established and the higher governing institutions to which they are in charge. This necessitates managers in educational organizations to be actively involved in both internal and external collaborations to fulfill the requirements of their job descriptions, duties, and responsibilities.

Bolam (1999) considers educational management as an administrative role that is responsible for implementing consensus-based decisions. He differentiates educational leadership from management by defining it as a process of policy-making and ensuring school improvement through organizational reforms and changes. As can be understood from these statements, management is associated with the implementation of previously made decisions and administrative tasks within the framework of laws and regulations, while leadership is aligned with the creation of a new vision, the formulation of policies, and thus, fostering the development of the school with an innovative and reformist approach that can respond to the changing needs of the times.

Additionally, Sapre (2002) refers to management as a variety of actions to benefit from all the resources to succeed in the predetermined educational objectives. Soini, Pyhältö and Pietarinen (2010, p. 218) point out the importance of management, which plays a significant role in 'pedagogical well-being' defined as the close relationship between two fundamental goals of the educational process: "to promote high-quality learning outcomes and students' growth and well-being". Bush has claimed continuously (2003, 2008) that the fundamental focus of educational management should be on the objectives of education which provide a basis for the direction of the management of educational organizations. These objectives need to be taken consensually by the schools and their communities to avoid from becoming 'managerialist' which is considered a source of tension while establishing the vision, objectives and educational norms (Bush, 1999). That means the managers should have a clear and close link between internal and external factors and initiatives as effective management involves an agreed correlation among objectives, mission and vision, strategy and managerial activities.

One of the most outstanding concepts in research attempting to define educational leadership is the fact that it brings along a deliberate action of social impact to design the relationships and facilities in an organization (Yukl, 2002). Through this influence, it is intended to focus on some values that should be possessed by the stakeholders to

construct an effective leadership. Wasserberg (2000) argues that the fundamental factor of an educational leader is the ability to band stakeholders together on some key values and norms. Research conducted by Day, Harris, and Hadfield (2001) in 12 successful educational institutions in England and Wales has revealed some findings that support the above-stated comment as it shows that effective school leaders form a range of professional and educational values that align with the objectives and visions of the schools. Researchers' expressions and findings obtained from studies indicate that effective school leadership entails significant responsibilities for fostering change and creating a vision around which everyone can unite within educational institutions. In this context, the skills to guide internal relationships and bring all stakeholders together around common values directly influence school development and student success. Effective leadership, based on collective wisdom and collaboration, can lead to the formation of a cohesive team spirit in an educational environment where stakeholders come together around a shared vision and set of values, focusing on desired academic and social achievements.

Vision is considered one of the inseparable parts of the effective educational leadership and by referring to the work of Bennis and Nanus (1985), Beare, Caldwell, and Millikan (1992) speak out some generalizations concerning the concept of vision:

1. Effective managers possess a strategic plan for the future of their educational contexts.
2. Key stakeholders should be involved in the decision-making process while establishing a strategic plan.
3. The utterance of vision involves a meaningful understanding of the logic behind it.
4. Institutionalization of vision should be given priority for the successful and effective implementation of leadership.

Upon careful examination of the generalizations explaining the relationship between effective leadership and vision, there are certain requirements that stand out in the formation and realization of a vision. Firstly, under the leadership of the school leader, all stakeholders within the institution need to understand why a new vision is necessary and believe that a new initiative is essential for a better future of the institution. Additionally, during the stage of determining this new vision, the

involvement of stakeholders who hold key positions, sharing their views and thoughts, will play a significant role in the ownership of the resulting vision and in internalizing all activities identified for the realization of this vision with high motivation. In this context, if stakeholders are not part of the process, it may be difficult to realize, adopt, or take ownership of the established vision. Finally, taking into account the continuous professional development needs, the school leader, by sharing decision-making power with stakeholders who understand the importance of updating the institution's vision, mission, and strategic objectives, and by managing this change process with a collaborative approach centered on agreed values, can ensure both the development of the institution and the well-being of all stakeholders.

Carrying out the above generalizations about vision is not a smooth process that each organization can achieve, as supported by the research conducted by Foreman (1998), implying that visionary leadership remains highly challenging and risky. Kouzes and Posner (1996) argue that promoting a common future plan for educational organizations is one of the primary practices that leaders are supposed to implement but which they also feel most anxious about. Fullan (1992) adds that creating a vision for an educational context is a considerably multi-directional and unsteady process that the majority of institutions cannot maintain. As can be understood from this, the process of vision creation for educational institutions is a crucial step considering the development of the institution and the changing demands of the era. However, this process is also fraught with risks and challenges. The situation can turn into a difficult process to complete with stakeholders who are resistant to change, unwilling to step out of their comfort zones, and unable to embrace the vision that emerges due to the failure to execute the change process correctly and make efforts for its realization. Therefore, developing a vision in a system that takes into account the fundamental factors mentioned above is inevitable for educational institutions.

The terms of leadership and management generally overlap not only in daily use but also in written works. Cuban (1988) suggests a distinctive definition of leadership and management by stating that leadership is more aligned with change while management is associated with a maintenance practice. With the concept of leadership, he pays attention to the importance of affecting people's actions and behaviours for the sake of reaching predetermined goals. Leaders are believed to have a determining role in creating vision and objectives for the institutions, encouraging the people, and initiating change to improve learners' academic performance and the well-being of all

stakeholders. That is why leadership requires skills, commitment, energy, and mastership. With the concept of management, he means that management is an efficient and effective maintenance of existing organizational procedures rather than creating a change.

Additionally, the research conducted by Day et al. (2001) on 12 successful educational organizations demonstrates some significant definitions of management and leadership suggesting that the former is related to paperwork and systems decided by governing bodies while the latter is more concerned with the professional and personal development of people. Furthermore, Bush (1998, 2003) connects leadership with objectives of education and values while linking management to carrying out the rules or technical and official issues. Although some clear distinctions between management and leadership are stated, I believe equal importance should be given to both terms to establish an effective environment for teaching and learning processes and satisfy the stakeholders' needs and expectations properly. School leaders need to come up with innovative solutions to the problems observed in their educational organizations and make required changes for a better implementation of educational practices. In addition to that, appropriate strategies should be developed and implemented for the maintenance of suggested changes which requires an equal balance between management and leadership.

While management is often associated with ensuring the continuity of the current system and the smooth implementation of predetermined decisions, leadership is generally linked to school development. One of the fundamental characteristics of successful schools, although it may be challenging to prove with concrete data, is the presence of effective leadership. Huber (2004), who examined leadership development programs implemented in 15 countries, supports this notion by stating that school leadership has an impact on students' achievements and school development. Therefore, as emphasized by Beare et al. (1992) and Harris (2004), priority should be given to identifying potential leaders within the organization and facilitating their development. Education should prepare students for work in a world that is changing quickly, according to societal expectations. Higher educational standards are the responsibility of teachers, as well as their leaders and administrators. It is a common misconception that the best way to improve schools is to raise the bar for management and leadership. This is increasingly associated with the need to train and develop leaders for their challenging positions.

2.3. Models of Educational Leadership and Management

Considering the complex and dynamic structure of school leadership and the challenging roles and responsibilities that school leaders have, it is likely to observe that the administrators display different preferences in terms of the way they deal with the problems or events they encounter (Bush, 2003). The school leaders' preferences or choices of the educational model, intentionally or unintentionally, are determining factors forming the resolution process along with the natural outcomes of leading. That requires school administrators to be aware of alternative perspectives to maintain an appropriate and effective teaching and learning setting for all stakeholders. Comprehensive information related to nine models of educational leadership is presented based on the contributions of Leithwood, Jantzi, and Steinbach (1999) and Bush and Glover (2003). Bush (1986, 1995, 2003) has categorized different perspectives of management and leadership and presented these theories in six major management models associated with nine leadership models in Table 1. Each theory provides the administrators and leaders with a different perspective on how to lead and direct the school in different contexts based on understanding and interpreting the events occurring which means there is not a single comprehensive philosophy of leadership in education that fits all settings.

Table 1.

Typology of Management and Leadership Models

Management Model	Leadership Model
Formal	Managerial
Collegial	Transformational
	Participative
	Interpersonal
Political	Transactional
Subjective	Postmodern
Ambiguity	Contingency
Cultural	Moral
	Instructional

Source: Bush (2003, p. 394)

As it can clearly be understood, Bush (2003) associates managerial leadership with his formal model of management. As pointed out by Leithwood et al. (1999) and Dressler (2001) managerial leadership argues that school leaders are required to focus on the tasks assigned to them and ensure that the functions and administrative acts in the school contexts are carried out efficiently by the members of the organizations. In this respect, school leaders, as the ones having authority due to their positions in the school, need to ensure that rational behaviours are displayed to reach predetermined objectives and goals and they shoulder the main responsibility for all implementations within the school context. In this context, the most attention-grabbing point is that the concept of vision, which is central to many leadership models, is not mentioned in the managerial leadership model. From this, it can be understood that the managerial leadership model prioritizes maintaining the existing order by carrying out current activities rather than creating a vision for the future of the organization to move it to a better position. In the managerial leadership model, another notable aspect, as mentioned by Caldwell (1992), is that school leaders manage their institutions through a cyclical process consisting of seven managerial functions. These are respectively setting objectives, identifying needs, establishing priorities, planning, conducting budgeting, implementation, and finally evaluation. School leaders aim to ensure the smooth continuation of the existing system by continuously applying this cycle and ensuring that all stakeholders within the organization fulfill their roles and responsibilities. The most important advantage of applying such a leadership model is that it suits perfectly to the centralized and bureaucratic systems as it is in Israel (Gaziel, 1998), the Czech Republic (Svecova, 2000), and China (Bush, 1998).

The first leadership type that Bush (2003) establishes a connection with the collegial management model is transformational leadership and as Leithwood et al. (1999) and Caldwell and Spinks (1992) have defined its essential point is to increase the commitment and motivational level of the members of the institution. The reason for transformational leadership to be linked with the collegial management model is that school leaders and teachers attach importance to shared goals, vision and values. The process of transformational leadership model has been best described by Leithwood (1994), and according to his definition, this leadership model is shaped around 8 qualities. Firstly, a vision is set for the future of the school, followed by decisions on the goals to be achieved to realize this vision. This process is followed by providing intellectual stimulation and individualized support for academic staff. After modeling

the best practices within the institution and internalizing the common values of the institution, high performance is encouraged among all stakeholders. This results in the formation of a supportive and productive school culture and ensures that decisions regarding the school are made with the participation of all stakeholders, prioritizing collective wisdom. In this scenario, a school culture is established where all stakeholders are focused on the process, school development, and student success within the framework of common goals, vision, and prioritized institutional values.

Participative leadership is the second model that Bush (2003) associates with the collegial management model, and Leithwood et al. (1999) define it by putting emphasis on the collaborative decision-making process. As the name suggests, it assures the participation of the stakeholders so that the roles and responsibilities of management are shared by the members of the organization which, as Sergiovanni (1984) emphasizes, lowers the burden on the school leaders and bonds staff together. As a natural result of a participative approach, the teachers tend to internalize and perform the decisions taken efficiently because of feeling more motivated and committed (Savery, Soutar, & Dyson, 1992). In this case, the key aspects underlying the participative leadership model are that participation will enhance school effectiveness and success, it is justified through democratic features, and leadership power is shared by all stakeholders.

Interpersonal leadership is the last type of collegial management model, and as the name suggests, it mainly focuses on the ability to collaborate with stakeholders and increase people's motivation and engagement through personal relationships with each other (Tuohy & Coghlan, 1997). West-Burnham (2001) pays attention to the importance of interpersonal leadership by stating that it is one of the determining concepts affecting the achievement of an educational organization. As supported by the findings of Bennett, Crawford, Levaic, Glover, and Earley (2000) in their study across nine English schools, the interpersonal leadership model fosters a collaborative understanding that contributes to school development. It is noted that in the four schools sampled, unity and, ultimately, success were achieved through the leader's use of interpersonal relationships, described as teamwork and collaboration among friends.

Bush (2003) associates transactional leadership with the political management model due to the fact that the school leaders and the teaching staff engage not for long-term agreed goals but for limited and short-term goals to continue the teaching and learning processes. To make it clear, Miller and Miller (2001) make a comparison between transactional and transformational leadership models and state that members of

the school engage in supporting each other to reach goals with a high level of motivation and commitment in transformational leadership while the connection among the leaders and teachers depends on a limited exchange for short-time goals in transactional leadership. It can be concluded that in transformational leadership, leaders and teachers struggle for the same purpose, while in the transactional model, the relation is based on a compulsory and political process.

Bush (2003) affiliates postmodern leadership with the subjective model of management and it assumes that there are multiple realities rather than just one reality. Starratt (2001) defines the concept as ‘democratic leadership’ (p. 347). Sackney and Mitchell (2001) place emphasis on people’s different evaluations and interpretations of actions and behaviours. The members of the organization have different cultural, educational, and political backgrounds, which naturally result in different perceptions of the events in the organization. In reference to postmodern leadership, the administrators should be open to these various comments coming from the stakeholders and try to accommodate them in a welcoming way.

Bush (2003) associates contingent leadership with the ambiguity model of management and states that none of the leadership models stated until now has the potential to cater for all possible problems that can be encountered in educational organizations. Each model has its positive and negative points, but we cannot say that one model fits perfectly in all different contexts. At this point, contingent leadership serves as an alternative model that can be used depending on the events and behaviours. It assumes that rather than implementing one dominant model in the school context, the problems should be approached differently based on specific context-related situations (Yukl, 2002).

Bush (2003) identifies moral leadership with the cultural model of management and it mainly focuses on the values, beliefs, perceptions and ethical affairs of leaders. Sergiovonni (1984) points out that successful schools give importance to values and beliefs and are effected by the cultural and social features of the community they are placed in. He also defines managing as a ‘moral craft’ (1991, p.322). As can be concluded easily, moral values occupy an important position in leading and managing processes. Additionally, West-Burnham (1997) describes moral leadership with the concept of consistency in principle and practice and adds that a leader applying moral leadership in an educational organization is supposed to clarify and legitimize the

decisions taken by using moral terms, maintain the balance between principle and practice over time, and implement those principles in new events and conditions.

As the name suggests, instructional leadership mainly centres upon leading teaching and learning-related activities as the fundamental principle of educational organizations. Southworth (2002) defines the concept by attaching importance to the improvement of teaching staff and students' academic success. As we can conclude from Southworth's definition, leaders aspire after enhancing students' academic success through the teachers' actions and behaviours in the classroom. In this way, teachers are encouraged to promote their professional development and satisfy the learners' needs effectively and competently. This situation is supported by the findings of Blase and Blase (1998), based on their study with 800 school leaders in America. The results of this research indicated that the instructional leadership model encompasses three behavioral structures. These include providing training through dialogue with teachers in the institution, supporting teachers' ongoing professional development needs to enhance their knowledge and skills, and encouraging teachers to reflect what they have learned in classroom practices. In this context, by enhancing teachers' knowledge and skills, the aim is to enrich classroom academic activities and enhance their effectiveness, ultimately leading to improved student performance. When evaluated in this dimension, the instructional leadership model is centered around teaching and learning, with a focus on academic matters.

All in all, when we carefully examine the nine leadership models adapted by Leithwood et al. (1999) and Bush and Glover (2003), taking into account the different characteristics, advantages and disadvantages, challenges and limitations, goals and visions of each educational institution, as well as the profiles of students and the knowledge and experience of academic staff, we can conclude that there is no single leadership model that can solve all problems and seamlessly manage administrative processes alongside educational activities. The characteristic features of the school leader, the administrative and academic staff they work with, the goals of the educational program, and whether students are aware of their roles and responsibilities may require the implementation of different leadership model features at different times. The most important aspect here is that regardless of the leadership model chosen by the school leader, critical issues such as the well-being of all stakeholders, the academic success of students, the professional development of teachers, and the realization of the institution's vision must be taken into account. Considering that

effective leadership is the factor that has the most impact on school development and student success after classroom teaching activities, school leaders collaborating with all stakeholders and sharing leadership responsibility and power could ensure the achievement of all academic and administrative goals.

2.4. The Curriculum for Leadership and Management Development

Numerous studies highlighting the critical importance of leadership development for leaders and staff in university settings have demonstrated the urgent necessity for a comprehensive and informative kind of training (Cheng et al., 2023; Cheng & Zhu, 2021; Jooste et al., 2018). School leaders and managers are in need of special training and further professional development support to be able to do their jobs efficiently and properly in exactly the same way doctors or pilots need. When considered, without such a preparation process, not only the managers appointed but also all the other stakeholders in an educational context will inevitably experience undesired situations. This necessitates a leadership program or curriculum design to equip school leaders with the required knowledge and abilities to overcome problems and set a vision for the organizations.

Bush and Jackson's (2002) research on leadership programs in seven countries spreading over four continents has revealed some significant similarities despite cultural and contextual differences which leads us to the conclusion that there might be an agreed curriculum plan that most of the countries implement for the training process of managers and leaders. They add that the courses generally put emphasis on the transformational and instructional educational models by involving managerial tasks such as budget management, recruitment and professional development processes, and relations with the communities the schools are set.

West-Burnham (1998) draws attention to the significance of need analysis as a starting point for designing an appropriate curriculum program for leadership training by stating that it ensures the validity and relevancy of learning. As can be understood from this, the existence of some similarities in leadership development programs implemented in different countries demonstrates the universality of education and teaching activities and the common qualities that school leaders need to possess in educational institutions. Since each country, each society, and even each educational institution has its own characteristics, limitations, and stakeholder profiles, it is quite natural for there to be differences in leadership qualities and needs. In this context, the

first step to be taken is to conduct a needs analysis for leaders in each institution and prepare a personalized training program based on the findings. In this way, while the development process of each school leader accelerates, it becomes possible to immediately observe the positive impacts of this development on school success. Considering national education policies and development goals, having a common education program is also necessary. In this regard, after individual needs are identified, preparing a comprehensive program consisting of common points can ensure that educational activities are conducted at a high standard in all institutions.

To implement the process described above, Bolam (1999, p. 196) suggests that leadership improvement can be categorized under a few modes:

1. Information for comprehension,
2. Education for implementation,
3. Encouraging of practice, and
4. Establishing a reflective perspective.

School leaders need specialized modules to effectively fulfill their duties and responsibilities through the education program they feel they need. Such programs generally have a curriculum that includes specifically required topics aim to address information for comprehension category. In this respect, Chin (2003) adds that despite having diversity in terms of the method and content, leadership preparation programs involve some common points and abilities as stated below:

1. Projections for effective social relations and taking resolutions
2. Laws, regulations, and instructions concerning the administration
3. Quality-based management, establishing a vision, analysis of policies and taking strategic decisions
4. Curriculum development and methodology
5. Financial affairs and human/material resources
6. Cooperation with internal and external stakeholders
7. Evaluation and assessment
8. Initiating and managing change

In addition to the above-stated points, Murphy and Shipman (2003) outline some principles highlighted to establish a standard educational approach in leadership development programs implemented in the USA. They indicate that the curriculum programs prepared for school leaders should be student-centered and emphasize the changing role and importance of the school leader. Additionally, it is aimed to support leadership responsibilities and power with a collaborative approach and to increase the quality of education by meeting the continuous professional development needs. Establishing a performance-based measurement and evaluation system for school leaders, providing feedback, and ensuring accessibility, empowerment, and equal opportunity for all stakeholders are also expected. These principles constitute a basis for the designing process of a curriculum for each country. For example, Bjork and Murphy (2005, p. 14) suggest a general framework for the content implemented in the USA involving curriculum, school law, finance, staff development, directing the physical environment, scientific methods for development and research, collaboration with the community, pedagogic supervision, psychology of development and education.

In addition, Huber and Leithwood (2004, p. 261) add that aspiring managers in Canada have to receive the Principals' Qualification Program which involves eight modules:

1. Community,
2. Continuing professional development,
3. Management,
4. Leadership,
5. The school and its context,
6. Initiation of change,
7. Implementation of change, and
8. Institutionalisation of change.

In this context, when we look at the leadership development curricula implemented in the USA and Canada, we see similarities in areas such as establishing collaboration with the community and meeting the continuous professional development needs of the teaching staff. The most important aspect that distinguishes the leadership development program implemented in Canada from the curriculum program in the USA is its focus on change. With a program emphasizing how the change process can be

initiated, how it can be implemented, and managed, and finally, how it can be internalized to become a natural behavior, Canadian school leaders are encouraged and supported to be visionary and innovative, taking into account the changing needs and educational policies of the institution for the future.

When examining leadership development curricula in Europe, we observe some significant differences (Watson, 2003). For example, in France, the program for school leaders includes similarities with the program implemented in the USA, covering topics such as budgeting, management, school regulations, management techniques, interpersonal relationships and communication skills, continuous professional development programs for academic staff, and psychology (Huber & Meuret, 2004). Additionally, the most distinctive feature of the leadership development curriculum program in France is that school leaders are appointed as assistant principals in educational institutions while receiving national courses, and these theoretical courses are supported by practical application, strengthening the development process of school leaders under the guidance of an experienced leader (Fouquet, 2006). This supports the principle of learning by doing or experiencing, enabling school leaders to learn from both theoretical lessons and firsthand experiences.

On the other hand, the leadership development curriculum in Finland is in contrast to France, mainly due to the adoption of a decentralized management approach in the country (Varri & Alava, 2005). While university-prepared curriculum programs generally include topics such as educational leadership, policy-making and decision-making skills, legislation and finance, educational assessment, and individual and organizational communication skills, curriculum programs prepared by institutions other than universities contain significant differences in both purpose and content.

In addition, Wales and Welle-Strand (2005, p. 30-31) mention that the leadership development process in Norway centres upon the university level by including the modules such as:

1. Administration and its context,
2. Staff development and finance,
3. Educational leadership,
4. Law and community management,
5. School improvement,
6. Assessment and evaluation, and

7. Information and Communication Technology (ICT) and learning.

While the majority of modules in the leadership development curriculum implemented in Norway are similar to those in other countries, the most distinguishing aspects of this program are its focus on school development, digitalization, and the integration of information and communication technologies with education to enhance students' learning processes. In this context, considering the relationship between technological advancements and the learning process, and their positive effects, supporting teachers' professional development in these areas to enhance student and school development distinguishes the leadership development curriculum from those implemented in other countries.

Huber and Schratz (2004, p. 203) note that the leadership program in Austria is organized by each federal state and involves five fundamental modules:

1. Administration and dialogue,
2. Management of disagreement,
3. Class observation,
4. Academic improvement, and
5. Regulations and finance.

The most notable aspect of the leadership development curriculum program implemented in Austria is the emphasis on communication between leaders and other stakeholders. In this context, the aim is to support school leaders in their ability to communicate with other stakeholders, as well as in managing interpersonal conflicts. Consequently, classroom observations are conducted to establish an inspiring and productive learning environment where academic staff can learn from each other and share knowledge and experiences. It can be understood from this that the leadership development curriculum program implemented in this country places importance on interpersonal relationships and communication skills.

Additionally, Bush and Chew (1999) state that Singapore, which is one of the major centres for leadership development, used to provide its prospective managers with a one-year full-time program until 2000. Starting from 2021, a new course titled “Leaders in Education” involving modules such as managing competitive learning institutions, marketing and decision-making, applying new trends in teaching,

perfectionist approach in methodology, management of change and staff improvement and development for administrators has been implemented in the context of Singapore (Chong, Stott, & Low, 2003).

Finally, Daming (2003, p. 211) points out that fundamental leadership development courses provided in China are instructional leadership, management and administration, and politics and policy. Until 2001, there was no preparation program available for school leaders in Taiwan. However, as of that year, two training centers were established to provide training for leaders in instructional leadership, management and administration, and politics and policy, similar to those in China (Lin, 2003).

Bush and Jackson (2002) argue that leadership programs in different countries share some similarities as well as differences, but five of these modules tend to be valid in more than half of the countries which means they can be considered as a basis for an international leadership curriculum. One of these is the educational leadership module. In this context, school leaders require training on how to enhance student and school success by focusing on in-class academic activities and meeting the continuous professional development needs of teachers. Another primary module commonly included in leadership development curriculum programs across many countries is legal compliance. In this regard, school leaders need information on which laws, regulations, and directives govern all academic and administrative activities they are responsible for. The legal framework is essential both for achieving a national standard and for ensuring that all activities can be monitored and measured. The third most preferred module in leadership development curriculum programs is financial literacy. In this context, school leaders need training on how to manage the budget allocated for their institutions, how to increase their budget through various means, and how to invest and spend this budget effectively. The fourth module commonly seen in leadership development curriculum programs is managing people. School leaders must be in communication with relevant stakeholders both within and outside the institution and need this module to manage these relationships and implement a collaborative management approach within the institution. The fifth module commonly seen in leadership development curriculum programs is administration. In this context, school leaders must have the necessary knowledge and skills to effectively carry out administrative activities determined by legal processes within the institution on a daily basis. School leaders are responsible not only for academic matters but also for ensuring the smooth operation of many administrative activities.

It is also worth noting that these modules are essential components of the education system implemented in many countries and are topics that school leaders must be knowledgeable about in their own contexts. Additionally, it is important not only what topics are included in this curriculum programs but also how effectively the training is delivered and how it is evaluated and measured as a result of implementation. It should not be forgotten that we need to focus not only on the content but also on the process. Finally, the changing world order, evolving technology, and innovative teaching methods and techniques require us to update the content of these curriculum programs periodically and add topics demanded by the times.

2.5. Leadership Development in Turkish Context

There is a great number of research conducted on management- and leadership-related concepts in Türkiye such as the relationship between morality and management (Altay & Dedeoğlu, 2016; Demirdağ, 2016), managing teaching and learning processes (Şişman, 2016), and sharing managerial responsibilities (Baloğlu, 2016). Additionally, scholars have studied leadership with its relation to the 21st century skills, conversation, and types of management (Elekoğlu & Demirdağ, 2020) and meta-analysis studies (Çoğaltay, Karadağ, & Öztekin, 2014; Ünal, 2017).

Türkiye has achieved educational goals concerning quantity such as the number of universities, a range of departments, schooling rate, and number of literate people, but has failed to promote high quality of education and academic success compared to the Organisation for Economic Co-operation and Development (OECD) countries (OECD, 2017, 2024). One of the fundamental accounts behind this is the fact that the educational policy in Türkiye is unsettled as it has never been seen as a nonpartisan political concept (Gedikoğlu, 2005). The students are not able to receive education about leadership in any department at the undergraduate level. The teachers and managers can study educational administration as a graduate-level program to pursue a career and enhance their managerial skills and knowledge.

Considering the studies conducted on educational leadership and management, the tasks and duties of school leaders have played a crucial role in learners' academic achievement and effective school climate (Bolam, 1999; Bush, 2008). For these reasons, educational researchers have focussed on what makes a school leader effective and the importance of training and preparation processes for the managerial position. For instance, Beycioğlu and Wildy (2015) have pointed out that school leaders have

outstanding roles in fostering students' learning and changing needs and the roles of managers make the administration process more challenging, which naturally results in a need for training and preparation processes of school leaders before being appointed and continuous support after the appointment. Research on the education of school leaders has revealed that there is a consensus about the necessity of preparation before they are assigned and the need for ongoing professional growth (Caldwell, Calnin & Cahill, 2003). However, there are ongoing debates about how to design an appropriate training and preparation program that can cater for all the needs of the school leaders (Beycioğlu & Wildy, 2015; Bush, 2010; Hallinger & Snidvongs, 2008; Lumby, Walker, Bryant, Bush, & Bjork, 2009). Recent research on leadership and training of school managers has also pointed out that the managers do not consider themselves ready for the challenging roles and responsibilities that leadership requires due to the lack of preparation process (Oplatka, 2012; Spillane & Lee, 2014).

In Türkiye, the training process of school leaders and the criteria for the selection and appointment have been considered complicated since there is no systematic preparation program provided by the CoHE or Ministry of National Education (MoNE) (Beycioğlu & Wildy, 2015; Reçepoğlu & Kılınç, 2014). The absence of a comprehensive and systematic training program designed for the duties and responsibilities defined for school leaders, which could be particularly useful during the transition from teaching to administration, can be evaluated along with its causes and consequences in different phases of Turkish educational history. Studies have been conducted on the development and transformation of educational leadership from the Ottoman period to the present (Kılınç, Er, & Beycioğlu, 2021). The historical evolution of educational leadership in Türkiye can be analysed within three phases: The Ottoman Era, the Early Years of the Turkish Republic, and the 1950s Onwards.

2.5.1. The Ottoman Era

The most important educational settings in which students are taught how to write and read as well as given basic religious education were madrasahs and traditional Ottoman-style primary schools. Following the conquest of Istanbul, madrasahs assumed responsibility for training administrators in spite of the fact that there was no curriculum program for the training of school administrations. To be a manager, one had to be a graduate of madrasahs. A more methodical strategy known as the New Order was implemented under Emperor Selim III, including influence from European training

methods, and some scientific courses such as mathematics and technical drawing were added to the curriculum. Within this process, some schools were founded like Imperial School of Engineering and Imperial School of Military and Naval Engineering. Those schools' graduates were given teaching positions, but there was no training provided for the school leaders of these schools (Beycioğlu & Dönmez, 2006; Gündüz, 2008).

The Mahmud II period can be considered a reconstruction process of the Ottoman State involving education, agriculture, and public-related issues with the establishment of the Board of Public Works. Another crucial step taken during this process is the establishment of the Royal Education School in 1838 (Yılmaz, 2008). As pointed out by Bursalıoğlu (2003), the selection and appointment of Imamzade Esat Efendi as the school leader reveals some significant outcomes regarding the attention paid to the management position despite the fact that no training or preparation process is provided. Additionally, with the influence of Western countries, an independent educational organization was founded as a result of a report written in 1839 and the Ministry of Rüşdiye Schools was founded for managing fundamental works of education (Özdemir, 2018). Through establishing Middle Schools outside of İstanbul, educational leaders were appointed to those schools and cities to manage the facilities (Çadırcı, 1997).

Another attention-grabbing development in terms of educational leadership is the appointment of Ahmet Cevdet Pasha to the Teacher Training School that was established in 1848. Through his contribution to preparing the Law of Teacher Training, Ahmet Cevdet Pasha created one of the most important reforms on principles and systems of teacher education that shaped the history of Turkish education. The law involves issues such as the methodology of students' selection, the courses they need to take, the foreign languages they are supposed to learn and the principles of their appointment. As stated by Gündüz (2015a, 2015b), all required actions were taken into consideration. The law of Teacher Training involved a curriculum for teachers but did not consider the training or preparation process of school leaders. In the late 1950s, the educational bureaucracy was reconstructed with the French educational system in mind, and the Ministry of Public Education was established to oversee all educational institutions from a single location (Aktan, 2013).

In brief, educational leaders were not supported by a specific training process before the appointment. The responsibility was given to the senior teachers or the graduates of The School of Public Management since they supported the government's political views and had the necessary teaching experience (Somel, 2001).

2.5.2. Early Years of the Turkish Republic

In the republic's first ten years of existence, education was considered one of the fundamental concepts to ensure the improvement of the country, and the first step taken was to hold an Education Congress in 1921 through which various educational considerations such as the quality and quantity of teachers, schools' facilities and opportunities, etc., were discussed in details. In 1924, a regulation called the Law of Unification of Instruction was put into effect, and that was the end of madrasahs. All educational systems and organizations were taken under the control of the government (Kaya, 2015). With Law No. 789, the government regulated the organisational structure of the Ministry of Education so that the guideline for teacher qualifications and teaching procedures was formed.

Although management was seen as a natural process of teaching, the training and continuing professional development needs of school leaders were not established well (Korkmaz, 2005; Özdemir, 2018). A further significant action concerning the leadership education in Türkiye was inviting a group of international specialists, including John Dewey, to visit and provide reports on the educational environment in Türkiye. Then, Village Trainer Schools were founded in 1926 to develop life in villages and promote village teachers' skills and knowledge. In 1936, these institutions were shut down, and a new initiative known as Village Trainer Courses was started (Kaya, 2015). Still, there was no effort made to establish a curriculum for school leaders' training and preparation at this time.

In an effort to train school administrators, instructors, and inspectors, the Ministry and the Pedagogy Department of the Gazi Education Institute collaborated to launch the most important endeavor to control the training and preparation requirements of school leaders in 1928 (Balci, 2008). To be admitted to the school in which various courses like pedagogy, psychology, and instructional methodology were given, the candidates were expected to have taught for a minimum of three years. Up until 1931, schooling lasted for three and a half years. From 1932 to 1967, however, it was just two years long. Although some changes were observed in the curriculum, it was often updated to include the following:

- 1928-1929: Educational Sciences, History of Education, Methodology, French

- 1930-1931: Educational Sciences, History of Education, Methodology, Sociology, Psychology, Turkish Educational System
- 1947: Educational Psychology was added to the list
- 1955: Some selective courses about inclusive education were added to the list.

2.5.3. The 1950s Onwards

In 1952, a remarkable step in educational leadership was taken by introducing organization and administration courses within teacher training programs which is followed by attempting to develop a curriculum or training program for school leaders. In 1965, the preparation process of educational administrations was implemented by educational institutes which can be seen as an outstanding point of the leadership field in Türkiye (Çelik, 1990). As pointed out by Turhan and Karabatak (2015), the starting of the administration program with the support of the Public Administration Institute for Türkiye and the Middle East (TODAIE) in 1953 was a significant improvement that promoted educational administration. Additionally, in 1962 the Central Government Organization Research Project shared a report paying attention to the training needs of the school leaders by suggesting the establishment of educational administration departments in universities to train school leaders. The report was a turning point in educational administration since it raised awareness of the difference between the requirements of administrative duties and teaching experiences (Okçu, 2011). As a result of this process, some courses about school administration, such as introduction to management science and organizational behaviour, were added to the curriculum.

In harmony with the above-stated report, the establishment of Ankara University Faculty of Education and Hacettepe University's Education Department in 1966 can be noted as a crucial contribution to the field of educational administration. As pointed out by Balcı (2008), the Department of Educational Management and Planning was established at Ankara University and contributed to the field by offering postgraduate courses as of 1969. However, the Ministry of Education continued to select school leaders among the teachers without any training received from those departments rather than choosing the graduates of above stated educational administration departments in the 1960s and 1970s (Özdemir, 2018). Additionally, some scholars have contributed to the field by providing curricula or writing books involving educational administration issues with the influence of Western countries and the USA. For example, Haydar Taymaz (1985) published a book titled *School Administration for Principals* in

Elementary and High Schools involving a curriculum content of educational leadership in Türkiye as follows:

1. Schools and education system
2. Educational administration
3. School management
4. Staffing services
5. Student services
6. Instructional support services
7. Services related to educational issues
8. Administrative support services for schools

By virtue of Law No. 2547, all educational institutions were converted to faculties in 1987 and some graduate programs in educational studies were founded. This caused an increase in terms of quantity but unfortunately a decrease in quality. The field's advancement was severely hampered when the CoHE decided to abolish all departments of educational administration at the faculties of education in 1997.

Then, as stated by Balcı (2008), CoHE established the Department of Educational Administration and Policy. Ministry of Education founded the MoNE Academy to provide school leaders with in-service trainings (Günay, 2004). Another important contribution during this process was having some conferences or symposia hosting national and international scholars. The most important congress during this process was the International Congress on Educational Administration organized by Educational Administration Research and Development Association in which school leaders were encouraged to attend and get knowledge about the recent developments in the field (Turan, Bektaş, Yalçın, & Armağan, 2016).

Between 1985 and 2015, some regulations were put into practice for the appointment and relocation procedures of school leaders, but as pointed out by Beycioğlu, Şahin and Kesik (2018) governing political power had a serious effect on the selection and appointment of the school leaders rather than trying to promote the school leaders' skills and knowledge through training courses. Degree programs' curricula covered a number of needed topics, including managing people, total quality management, social interaction and communication, school-environment interactions, educational administration, and rules and regulations, but the changing needs and

demands of the management were not satisfied by those programs (Beycioğlu & Wildy, 2015). In the late 1990s, the MoNE decided to require school leaders to take training and be selected as a result of examinations. The exams involved 20 questions about the Turkish Republic and Atatürk, 30 questions on Turkish Language and 50 questions concerning the laws and regulations in the country. In 2007, the appointment of the school leaders through exams was given up, and this responsibility was given to the district governors with some regulations issued in 2008, 2009, 2013 and 2014. Because a systematic and sustainable process could not be adopted, the responsibility of selection of school leaders was given to the government again in 2014 (Kılınç & Cansoy, 2017). Through two regulations issued in 2018 and 2019, the percentage of written exams on the selection of school leaders was increased from 60% to 80% to have a more objective evaluation. Another crucial step taken about the selection of female school leaders was organized with a recent regulation that necessitates having at least one female vice-principal if the school has three or more vice-principals.

2.6. Main Perspectives of Training Educational Leaders in Türkiye

As stated by Şimşek (2004), the training of educational leaders can be categorised into three subheadings. The first one is the apprenticeship model which claims that to be a school leader, one must have enough experience as a teacher. In other words, educational administration is not viewed as a distinct profession but involves familiarity with the teaching context, which naturally underestimates the demanding roles and responsibilities of the administration. Considering the fact that there is no curriculum for the training and preparation of the school leaders according to this perspective, a great number of problems can easily occur and it is difficult to train qualified school leaders.

The second viewpoint is grounded on the professional perspective on training school administrators which started in the 1970s through one to three years of education provided in the field of educational administration with the help of departments founded. Although the teaching profession was taken into consideration at the beginning, the program was rearranged and involved a curriculum paying special attention to the management theories from American literature. According to this perspective, it is suggested to appoint people as school leaders after mastering the academic foundations of educational administration, but the graduates of these programs were appointed as teachers by the Ministry of Education which clearly

confirms that the training process of school leaders is not given required importance and attention.

The third and last perspective concerning the training is the appointment of administration through exams. Accordingly, the teachers who would like to be administrators are supposed to take exams involving questions about the laws and regulations in the Turkish education system as well as the history of the republic and the Turkish Language. Rather than receiving special training to satisfy the needs of managerial positions, it was assumed that being successful in such an exam could be considered sufficient while selecting and appointing a school leader. Similar to the first perspective, it does not give attention to a training or curriculum for the preparation of educational administrations which fails to meet the changing needs of educational settings in our era.

2.7. The Process of Adapting to the Role as a Leader in Higher Education

In the literature, individuals in managerial or leadership roles in the USA, Europe, South Africa, and Australia are depicted in challenging details. (Alison & De la Rey 2003; Cotterill, Hughes, & Letherby, 2006; Nidiffer, 2000; Turner, 2007). Academics accepting administrative positions experience a variety of interconnected difficulties, prejudices, difficulties, and conflicts that have an impact on both their personal and professional lives. Depending on the culture and setting, these restrictions may cause issues to varying degrees (Çelik, 2007; Ercetin & Baskan, 2000; Louw & Zuber, 2009; Ndebele, 2007; Razik & Swanson, 2010). According to Loeffler, Gretchen, and Chris (2010), academics, whether male or female, value having a work-life balance. Similarly, as stated by Balcı (2000), academic males and females, regardless of age or gender, report similar levels of stress. However, according to Bakioglu and Hacifazlioğlu's (2001) research, pregnant women in academia have more restrictions on their professional lives. The balance maintained between private and professional life becomes more challenging when individuals serve in management positions. There are numerous difficulties faced by female leaders in higher education (Ward, 2007). A few studies have also examined the personal lives of women leaders. In their analysis of the causes of the low number of women in senior management roles in Australian and Turkish universities, Özkanlı and White (2009) found that in both nations, women were more likely than men to find it challenging to be named top managers. Some of the female administrators who participated in Vatansever's (2008) study also affirmed this.

Additionally, in her study analysing experiences of women leaders in Türkiye and the USA, Hacifazlıoğlu (2010) states that the concept of "balance in leadership" revealed to be the most significant motivating factor in the narratives of women leaders demonstrating how maintaining a healthy balance between personal and professional life and between research, teaching, and leadership are related to leadership balance.

In her qualitative study, Hacifazlıoğlu (2010) discusses the experiences of female academic leaders in management roles in Türkiye and the United States, concentrating on the problems they encountered in their initial years of appointment and how they surmounted these challenges. The findings of the study revealed that adapting to the position, fitting into the institution and balancing the responsibilities, dealing with resistance and strengthening interpersonal relationships are the common challenges faced by women leaders. To address the issues mentioned, the female leaders employed leadership development programs, mentorship and role models, and communities of practice.

The ongoing professional development of the administrators working in these institutions and the unique challenges they face have received little attention in the context of the development of higher education institutions (Hacifazlıoğlu, 2010). Nevertheless, managers in medium and top levels of management, including vice-chancellors, deans, and institute heads, also require education and ongoing self-improvement. Higher education administrators may have excellent academic records and credentials, but this does not necessarily imply that they are good managers and leaders. There are not many studies on the leadership behaviours of university administrators, and Korkut (1992) stressed the necessity for more research in this field. In their study, Erçetin and Baskan (2000) looked at the visionary leadership traits of deans in the twenty-first century. Study participants included 449 deans, and their leadership abilities and goals were investigated. Later, the same issues were covered in research (Erçetin, 2000) that focused on university rectors while Özkanlı and White (2009) investigated the causes of the underrepresentation of female leaders in higher education.

There are very few qualitative studies about leaders' adaptation processes when looking at Turkish higher education literature, and there are just a few empirical studies on academic leadership (Çelik, 2007; Erçetin & Baskan, 2000; Hacifazlıoğlu, 2010; Korkut, 2002; Özkanlı & White, 2009). The growth and training of leaders in these institutions become a crucial issue when taking into account the importance of

universities in the development of the society. In their study on deans, Tucker and Bryan (1991) concentrated on "individual identity questioning," which is one of the most typical difficulties encountered during the shift to a leadership role. This study found that successful leadership transitions depend on employees feeling prepared and capable in their new jobs.

Academic leadership roles require faculty members to go through a unique socialization process. Deans, particularly those who have just been appointed, go through many cycles of professional development. According to Hart (1993), this developmental process can be divided into three main phases:

1. Anticipation
2. Encounter
3. Adaptation

When an academic decides to leave their existing post and take on the administration role, the entry process starts. The transition from academia to administration presents several difficulties, including meeting new people, forming new relationships, and adjusting to new routines. The dean's choice to quit their existing post and take up their new responsibilities marks the beginning of this process. Gmelch and Seedorf (1989) went into great detail about the change from academic life to administration. Deans' adaptation is divided into "separation, transition, and incorporation" phases, according to Gmelch (2000).

1. Separation Phase (First Stage): This stage is viewed as a starting point for novel experiences. According to Gmelch (2000), complicated feelings like identity confusion and trouble adjusting are frequently experienced throughout the separation phase. The new dean, who had been an academic for many years and kept their distance from administrative matters, realizes that their workplace is now their home. Gmelch (2000) characterizes this change as a transfer, in a way, from academics to politics. Department chairs frequently place more emphasis on their academic identities throughout this process, while deans start talking about their management identities. During this process, the dean notices a waning of their faculty identity, which might result in a feeling of separation from academia. However, the dean is now in a

different social setting with new deans and a different management group. The dean quickly begins to work in tandem with department chairs and high management while attempting to keep up with a demanding pace.

2. Transition Phase (Second Stage): This stage entails the period of adjustment between the previous and the new position. It is impossible to pinpoint exactly when each stage will begin and end. Deans who go over the learning curve start to feel more competent and self-assured. The time of transition is also known as a time of regeneration and introspection.
3. Incorporation Phase (Third Stage): It can take the dean anything between three months and a year to adjust to their new role. Deans' journey during this stage may resemble that of top executives in for-profit businesses.

The incorporation procedure typically consists of the stages listed below, according to Gabarro (1987) and Gmelch (2000):

1. Taking hold: This stage lasts approximately 3-6 months and it is a time of vigorous learning with an emphasis on cognitively comprehending and interpreting the surroundings.
2. Immersion: Following the taking hold process, this phase is compared to the peace and quiet following a storm. The leader deliberately keeps learning at this level by concentrating on particular topics. The dean normally works on assigning the appropriate individuals to the appropriate roles during this phase.
3. Reshaping: It is a time when internal organizational changes are being influenced by external factors. In the course of this procedure, the dean starts to alter several management procedures.
4. Consolidation: It is defined as the final wave of movement. The dean concentrates on the changes being made and if the results of these changes are successful at this point. The dean considers practice-related issues as a top priority during this process, then unanticipated difficulties that come up as a result of the reshaping process and their effects.
5. Refinement: The refinement process is the final stage of the integration process. At this moment, the dean has separated themselves from the identity of the recently appointed dean. Professors and other academic personnel do not refer to them as the "new dean". The dean starts to assume responsibility for the

problems that develop. They have had enough time to prove their worth, deal with issues surrounding power dynamics and interpersonal interactions, and find fulfillment in themselves.

6. Re-engagement / Renewal: Some deans are able to move on to the next phase feeling happy about having accomplished their objectives. Some deans might go through a further phase of adaptation, but others might decide to reject the position of academic leadership and want to resume their roles as faculty members.

When articles and books published in the field are examined, it is evident that serving as a department chair or administrator at the higher education level entails significant responsibility and authority (Pennington & Xiao, 1990; Saltzer, 1982). The most crucial reason for this is that the leader is primarily responsible for implementing the vision, established policies, and all administrative and academic practices, as well as overseeing the monitoring processes. However, when the selection and appointment of these leaders are considered, it can be said that a paradoxical structure emerges. In this context, Bennett (1933) emphasizes that leaders are generally selected from the academic staff working in the relevant department and either have very little administrative experience or have received no orientation or training related to administration. According to a survey conducted by Tucker (1984) in 1977 with 400 department chairs working in state universities, it was revealed that 68% of the participants had no administrative experience before their appointment processes. On the contrary, they are expected to exhibit leadership requiring diverse knowledge, skills, and qualifications in various fields.

Each field or department may have its unique needs or process management, and considering the special situation of foreign language education programs, managers leading such educational organizations may be expected to implement a distinctive and different management style. A study conducted by Reasor (1981) aimed to identify and analyze the management models of foreign language education directors working in universities in the United States. The findings of this study revealed that foreign language education directors use a different management model compared to administrators in other fields or departments. 69% of these directors expressed that they have a "Separated" style, indicating that, unlike managers at other levels, they exhibit

more rule-oriented behaviour while showing less task-oriented and relationship-oriented behaviour.

In addition, a study conducted by Matthies (1994) aimed to specify the skills that directors of intensive language education programs in the United States possess or need. The study revealed that in the category rated by participants as the most important skills, the choices were more associated with the role of a manager than with the role of an educator. While two of the most important skills in this category were related to the educator role, eight were associated with the managerial role. In this context, Matthies expressed that there is a mismatch between the actual skills possessed by managers working in institutions providing foreign language education and the skills required for the job.

Furthermore, the research conducted on managers in language education organizations using the three-skills management model developed by Pennington (1985), which includes technical, human, and conceptual skills, revealed that technical skills are more crucial for lower-level management processes, while conceptual skills are deemed more necessary at higher levels of management, such as program directors. Human skills, on the other hand, are considered fundamental skills that should be present at all levels of management.

Pennington and Xiao (1990) pointed out that there has been very little research on administrators working in educational organizations where English is taught as a foreign or second language. They conducted a study focusing on comparing the skills, qualifications, and characteristics of individuals working as administrators in institutions providing language education with the expected duties of program directors. The research results indicate that managers in language education institutions possess a high degree of human skills, such as creating a conducive environment for collaboration, fostering team spirit, transferring program objectives to the academic staff, and motivating them, as well as the conceptual skills, such as time management. Furthermore, it is also evident from the results that managers in language education institutions have the five most crucial skills related to their job descriptions: creating a culture conducive to collaboration, anticipating problems and conflicts, effective cross-cultural communication, fostering interdisciplinary work culture, and transferring program objectives to the academic staff. The implications drawn from the aforementioned study are as follows: When compared with other program directors or department chairs at the university level, directors in language education departments

are generally younger, more often female, and possess a lower academic degree. Additionally, directors, who typically have a relatively smaller administrative staff, tend to have shorter tenures, and there is a higher tendency for them to be appointed from another institution. Furthermore, despite having significant responsibilities in diverse fields, directors tend to sustain their personal and professional development by attending conferences or publishing.



CHAPTER III

METHODOLOGY

3.1. Introduction

The methodological approach of the investigation is presented in this chapter. It goes into detail on the research design, research paradigm, participants and sampling, data collection instruments and procedure, data analysis, and ethical considerations. The headings present the methodological specifics, correspondingly. Table 2 enumerates the key components of the study's approach.

Table 2.

Main Elements of Methodology

Research Design	Qualitative (Descriptive)
Sampling Strategy	Convenience Sampling
Participants	17 SFL Directors
	▪ A Questionnaire Involving Open-ended Questions
Data Collection Tools	▪ Semi-structured E-mail Interview ▪ Self-assessment Sheet
Data Analysis	The Cyclical Model of Creswell's Inductive Content Analysis

3.2. Research Design

A qualitative descriptive research design was adopted for the current investigation because, based on Woods and Calanzaro's (1980) assertions, it is aimed to employ a comprehensive and scientific search of a group of administrators with the intent of examining in-depth data relevant to many variables. Furthermore, Merriam (2009) suggests that thanks to the possibilities investigators possess to inquire into the participants' ideas and beliefs in particular, qualitative research provides an appropriate means to dig up the data collected. The goal of a qualitative descriptive research design is to provide a thorough, in-depth description of a phenomenon or event (Creswell & Poth, 2018; Denzin & Lincoln, 2018; Morse & Richards, 2019). As remarked by Saldaña (2015) and Flick (2018), it seeks to comprehend the experiences, viewpoints, and interpretations made by those involved in the study.

Fraenkel, Wallen and Hyun (2012) point out that descriptive studies, as the name suggests, attempt to represent and explore a particular phenomena or event as fully and carefully as possible. Merriam and Tisdell (2015) indicate that it mainly concentrates on revealing the what, how, and why of the subject being researched. Additionally, real-world settings or circumstances where the phenomena naturally happen are frequent venues for qualitative descriptive research design. That is how researchers can collect rich and authentic data thanks to this naturalistic setting. In addition to that, based on Patton's (2015) arguments, a qualitative descriptive research design helps the researchers utilise numerous techniques for gathering data including interviews, focus groups, observations, and questionnaires involving open-ended questions which ensure thorough and in-depth information concerning the participants' cognition, experience and perceptions.

Creswell and Poth (2018) lay emphasis on the convenience of adopting a qualitative descriptive research design since small sample sizes are involved, allowing researchers to thoroughly examine and comprehend individual situations and focus on quality rather than quantity. Researchers frequently use an inductive approach in their study, gathering and analyzing data simultaneously as a result of which patterns, themes, and categories are revealed to provide a thorough description of the phenomenon. An in-depth explanation of the data gathered is what the analysis in a qualitative descriptive research design tries to deliver. Without requiring intricate theoretical frameworks or interpretations, it entails distilling and classifying the data into useful categories, themes, or patterns (Creswell & Poth, 2018; Denzin & Lincoln, 2018; Given, 2016; Maxwell, 2012). In a qualitative descriptive research design, the researcher serves as a tool for data collection and analysis and establishes close contact with the participants while attempting to be objective to fully comprehend their experiences, perceptions and beliefs. Another crucial point to be stressed, based on Charmaz's (2014) arguments, about the qualitative research design is that it focuses on the validity and reliability of the findings as researchers adopt various methods involving expert opinion, member checking, thick description, and pursuing control on the research to ensure credibility and confirmability. In fields like healthcare, the social sciences, and education where a thorough understanding of a phenomenon is necessary, qualitative descriptive research design is particularly helpful since it offers a broad, nuanced analysis of experiences and makes a contribution to the advancements and practical applications in related areas.

In line with the designated research design, answers were sought for the following research questions at the core of the present study:

1. What are the School of Foreign Languages (SFL) directors' perceptions about leadership and management in their own teaching contexts?
2. Which models of educational leadership do the SFL directors adopt in their own management contexts?
3. What do the SFL directors think about the qualifications required to be appointed as the leader or manager?
4. What do the SFL directors suggest as an appropriate curriculum design with the intent of meeting the demands of qualifications?
5. What do the SFL directors think about their continuing professional development needs after the appointment process?

3.3. Research Paradigm

Duff (2008) argues that the paradigms are distinguished depending upon a view with regard to the structure of reality (ontology), a philosophic perception of the system of knowing (epistemology) and different ways of investigating an issue (methodology). Additionally, Kivunja and Kuyini (2017) state that the research paradigm informs the philosophical background of an investigation which naturally influences the whole research process including the methodology and the way data collected is interpreted and communicated. The current study employed a post-positivist approach as a paradigm that argues the complexity of explaining reality. Kivunja and Kuyini (2017) point out that reality cannot be understood to the fullest extent but only approximately. It has the doctrine of the pragmatic paradigm as well and offers the usage of qualitative research to investigate a group of people's perceptions, beliefs, and feelings. That is why a qualitative descriptive research design, that aligns with pragmatic and post-positivist paradigms by utilising qualitative data, was implemented in this study.

Guba and Lincoln (2018) specify that a framework for conducting research including both objective and subjective components is offered by the post-positivist approach. It values rigorous methodology and scientific evidence while acknowledging the shortcomings of positivism. The post-positivist paradigm in research has shown up as a reaction to positivism's drawbacks. Unlike positivism, which places a strong emphasis on objectivity, post-positivism recognises the subjectivity and the ways in

which various factors, such as the researcher's perspective and the context of the research, can affect knowledge (Lincoln & Guba, 2013). This paradigm has had an impact on numerous social sciences and other disciplines where it is understood that reality and human experiences are complicated (Creswell & Poth, 2018).

Mentioning the key characteristics of adopting the post-positivist paradigm in research, Morse (2015) and Denzin (2017) point out that although reality (ontology) is seen by post-positivists as existing independently of human perception, they acknowledge that our grasp of reality is incomplete and arbitrary recognizing that different people might interpret reality in different ways. Moreover, in contrast to absolute knowledge, the post-positivist perspective views knowledge (epistemology) as probabilistic. It stresses how a combination of empirical data, logic, observation, and interpretation is used to build knowledge (Guba & Lincoln, 2018). Based on the facts and evidence at hand, researchers seek to identify patterns, explanations, and causal connections by adopting the post-positivist approach as a paradigm. Additionally, post-positivism acknowledges that researchers bring their biases, presumptions, and values into the research process, in contrast to positivism, which emphasizes objectivity and the separation of the researcher from the research, attempting to achieve objectivity through strict methodology and recognizing the significance of subjectivity (Lincoln & Guba, 2013). In addition to that, post-positivism acknowledges the crucial role of the theory in guiding and leading the research. Based on current theories, researchers create hypotheses, which are subsequently tested through actual observations and data gathering, but post-positivists consider that ideas can be changed and improved in light of new evidence or information.

Based on the arguments pointed out by Creswell and Poth (2018) and Lincoln and Guba (2013), post-positivist researchers use both quantitative and qualitative methodologies bearing the study issue, research questions and the setting in mind. They may combine different approaches to gain a thorough understanding of the research topic because they are aware that each has advantages and drawbacks. According to post-positivism, hypotheses must be tested and verified, recognizing the fact that although a hypothesis may not be able to be proved conclusively, it is still feasible to gather data that either supports or refutes the hypothesis, resulting in its acceptance or rejection. Although post-positivism admits the possibility of extrapolating study results to a larger population or environment, it also recognises that extrapolations are inherently uncertain and contingent (Morse, 2015). At this point, the researchers need to

take into account external validity and try to pinpoint the situations in which the results are applicable. Finally, as a critical reflector, the post-positivist researcher is aware of their effect and function in the research process and assesses the effect these may have on the research findings while critically reflecting on their own presumptions, biases, and values.

3.4. Sampling and Participants

The aim of this study was to investigate the School of Foreign Languages (SFL) directors' perceptions of leadership and management concepts and the dominant educational leadership model adopted in their own contexts. Additionally, it was intended to find out the qualifications that the SFL directors should possess as well as the ways to satisfy their CPD needs. Finally, it was aimed at developing a curriculum for the leadership development of SFL directors in Turkish context. This means, every SFL director serving at state and foundation universities in Türkiye was considered as a potential participant for the current study.

The SFL is an academic unit within the Turkish Higher Education System, operating under the Rectorate. It provides a one-year English language education program for students who enroll in programs where the medium of instruction is partially or entirely English. Students who pass the university entrance exam and gain admission to an English-medium program receive comprehensive language education at the SFL. Additionally, the school is responsible for delivering English courses for programs where Turkish is the primary language of instruction. At the beginning of the academic year, English proficiency and placement exams are typically administered to assess students' language skills. Students who pass these exams and demonstrate sufficient proficiency are exempt from the language education program and can directly begin their academic studies. However, students who do not achieve the required proficiency level must complete a one-year language education program at the SFL. While some schools implement an annual program, others follow a level-based system. The primary goal of this unit is to improve students' English proficiency, enabling them to pursue education in a foreign language within their enrolled programs. These institutions are managed by a school director appointed by the university rector. The school director holds primary authority and responsibility for ensuring the effective implementation of all legal, academic, and administrative matters throughout the process.

Firstly, the website prepared by the Council of Higher Education titled CoHE Academic (<https://akademik.yok.gov.tr/AkademikArama/>) was carefully checked to determine the number of universities in Türkiye as demonstrated in the Table 3.

Table 3.

Number of Universities in Each Region of Türkiye

Region	State N	Found N	Total	%
Marmara	26	49	75	36,2
Central Anatolia	27	18	45	21,7
Black Sea	20	1	21	10,1
Mediterranean	14	5	19	9,2
Aegean	15	4	19	9,2
Eastern Anatolia	16	0	16	7,7
Southeastern Anatolia	10	2	12	5,8
Total Number	128	79	207	100

Table 3 clearly indicates the number of state and foundation universities and their percentages in each region of Türkiye. There are 207 universities in Türkiye in total and 128 of them (62%) are state universities, while 79 of them (38%) are foundation universities. When the table is examined carefully, it is observed that the region with the highest number of state universities in Türkiye is the Central Anatolia Region, with 27 universities. Following this are the Marmara, Black Sea, Eastern Anatolia, Aegean, and Mediterranean regions respectively. The region with the lowest number of state universities in Türkiye is the Southeastern Anatolia Region (with 10 universities). Again, the table above clearly shows that the region with the highest number of foundation universities in Türkiye, predominantly in the city of Istanbul, is the Marmara Region, with 49 universities. In this context, the Marmara Region is the only region where the number of foundation universities exceeds the number of state universities. The only region that does not have any foundation university is the Eastern Anatolia Region.

After analyzing all the universities on the specified website, the researcher carefully checked each university's website one by one to determine whether they had established a School of Foreign Languages. This assessment was conducted because the current study only includes the leaders serving as directors in these schools. Table 4 demonstrates the number of universities having the SFL in each region with their proportion in the population.

Table 4.

Number of Universities Having the SFL in Each Region of Türkiye

Region	State N	Found N	Total	%
Marmara	22	23	45	31,7
Central Anatolia	22	7	29	20,4
Mediterranean	13	4	17	11,9
Black Sea	15	0	15	10,6
Aegean	13	2	15	10,6
Eastern Anatolia	11	0	11	7,7
Southeastern Anatolia	9	1	10	7,1
Total Number	105	37	142	100

The table above clearly indicates that the total number of universities in Türkiye with School of Foreign Languages (SFL) is 142. Out of these, 105 (74%) are within state universities, while the remaining 37 (26%) are within foundation universities. The number of state universities with SFL in the Marmara and Central Anatolia regions is 22. It is also notable that the region with the least number of schools is the Southeastern Anatolia region. Furthermore, the table above also clearly shows that the region with the highest number of foundation universities hosting SFL, predominantly in the city of Istanbul, is the Marmara Region, with 23 schools. Additionally, as indicated in the table, there are no foundation universities hosting SFL in the Black Sea and Eastern Anatolia regions. Finally, unlike the Marmara Region, the number of state universities hosting SFL in each region is higher than the number of foundation universities.

Convenience sampling method was used to select the sample (Büyüköztürk, 2019). When choosing a random or systematic non-random sample is difficult, the researcher can utilize this technique to locate a sample that is readily available and accessible (Fraenkel, Wallen, & Hyun, 1993). One of the most crucial benefits of using convenience sampling as stated by Creswell (2012) is that the participants are chosen by the researcher based on their convenience and accessibility. Dörnyei (2007), Hatch and Lazaraton (1991), and Lohr (2019) point out that convenience sampling is frequently faster and less expensive than other sampling techniques because it allows researchers to quickly and conveniently contact individuals who are easily available, saving time and money. When time and resources are limited, this may be helpful. Additionally, just like in this qualitative study, there are situations where logistical limitations make the use of alternative sampling techniques problematic or unfeasible (Dörnyei, 2007). Researchers may do studies in real-world contexts where other approaches can be difficult by using convenience sampling. Researchers can rapidly collect data with this

strategy, which is simple to use and does not require a lot of planning or intricate sample techniques (Heeringa, West & Berglund, 2017). Sometimes, certain groups of people are difficult to study or contact using standard research methods. This could be because they are rare, hard to locate, or unwilling to participate. In such cases, researchers use convenience sampling, which means selecting participants who are easily accessible. This method allows researchers to include individuals they might otherwise miss due to practical challenges like time, cost, or geographic barriers. Another significant reason behind implementing convenience sampling for this study is that in the early phases of investigating a phenomenon or subject, convenience sampling may be a good option for researchers since it offers a springboard for formulating theories and seeing trends that may be examined in further detail in more thorough research (Levy & Lemeshow, 2013; Thompson, 2012).

Convenience sampling has benefits, but it is crucial to understand its drawbacks, such as the possibility of sample bias. Because convenience plays a role in participant selection, results may be skewed if the sample lacks representativeness of the whole population (Leiner, 2014; Mackey & Gass, 2005). Convenience sample results might not apply to a larger population, which would reduce the study's external validity and this might be a matter that needs preventive measures if researchers want to draw wider conclusions about a certain group. Additionally, due to the possibility of shared traits among more accessible individuals, convenience sampling may lead to a lack of diversity in the sample. The depth and richness of the qualitative data gathered may be impacted by this situation (Lohr, 2019; Salant & Dillman, 2011). Furthermore, the absence of a methodical methodology in participant selection is a challenge for fellow researchers seeking to duplicate the investigation or validate the results. This not only lowers the dependability of the study but also gives rise to ethical problems if participants with particular traits are routinely omitted or vulnerable populations are overrepresented.

In summary, convenience sampling has some practical benefits, but its drawbacks should be carefully considered by researchers as well as how they could affect the validity and generalizability of the results of their qualitative studies. As a result of this process, the participants for the current study were identified as demonstrated in the Table 5.

Table 5.

Number of Participants in Each Region of Türkiye

Region	State N	Found N	Total	%
Central Anatolia	3	1	4	23,5
Marmara	1	2	3	17,6
Black Sea	3	0	3	17,6
Mediterranean	1	1	2	11,8
Aegean	1	1	2	11,8
Southeastern Anatolia	2	0	2	11,8
Eastern Anatolia	1	0	1	5,9
Total Number	12	5	17	100

According to the table above, the majority of participants in the current study are from the Central Anatolia region, followed by the Marmara and Black Sea regions, respectively. As clearly shown in the table above there are no foundation universities with SFL in the Black Sea and Eastern Anatolia regions, so all participants in these regions are selected from state universities. Additionally, although there is a foundation university with SFL in the Southeastern Anatolia Region, the director of this school was not included in the study to ensure the reliability and validity of the data obtained due to the fact that the director serving in this institution is the researcher conducting the current study. In addition, the highest number of participants working at foundation universities came from the Marmara Region, where the largest number of foundation universities are located. Moreover, the highest number of participants working at state universities came from the Central Anatolia Region and Black Sea Region. Finally, the lowest number of participants in the current study came from the Southeastern Anatolia Region. In conclusion, twelve of our seventeen participants are employed at state universities across seven regions of our country, while five participants work at foundation universities in four regions.

The undergraduate, master's, and doctoral graduation fields of the participants are shown in Table 6. Accordingly, the majority of participants (65%) completed their undergraduate education in English Language Teaching, followed by two participants in German Language Teaching, two in English Linguistics, and one participant each in English Language and Literature and Translation and Interpreting Studies. Similarly, the majority of participants (65%) completed their master's education in English Language Teaching, followed by two participants in German Language Teaching, two in English Linguistics, and one participant each in English Language and Literature and Curriculum and Instruction. Finally, when we examine the fields in which the

participants pursued their doctoral studies, Table 6 clearly shows that out of the 14 participants who completed their doctoral education, 10 specialized in English Language Teaching, 2 in German Language Teaching, and one participant each in English Language and Literature and Curriculum and Instruction.

Table 6.

Participants' Academic Background

Department	BA	MA	PhD
English Language Teaching	11	11	10
English Language & Literature	1	1	1
German Language Education	2	2	2
English Linguistics	2	2	
Translation & Interpreting	1		
Curriculum & Instruction		1	1

Table 7 presents information about the academic titles of the SFL directors participating in the study from the seven regions of the country and illustrates the difference between state and foundation universities.

Table 7.

Academic Titles of the SFL Directors in Each Region of Türkiye

Region	Type of University	Prof	Assoc Prof	Assist Prof	Instr	Total
Marmara	State		1			1
	Foundation			1	1	2
Central Anatolia	State		1	1	1	3
	Foundation			1		1
Black Sea	State			2	1	3
	Foundation					
Mediterranean	State			1		1
	Foundation			1		1
Aegean	State	1				1
	Foundation				1	1
Eastern Anatolia	State			1		1
	Foundation					
Southeastern Anatolia	State		2			2
	Foundation					
Total Number		1	4	8	4	17

Based on the analysis, among the SFL directors in state universities, there are 1 professor, 4 associate professors, 5 assistant professors, and 2 instructors. On the other hand, among the SFL directors in foundation universities, there are 3 assistant professors and 2 instructors. Consequently, in this study, approximately half of the participating school leaders (47,1%) hold the title of assistant professor, followed by 4 associate professors, 4 instructors, and 1 professor. As can be understood from the table, greater importance is attributed to the academic titles of the SFL directors selected from state universities compared to foundation universities. Out of 12 directors serving as directors in state universities, 10 (83.3%) are found to hold at least a doctorate faculty position. This ratio is determined to be 3 out of 5 (60%) in foundation universities. Additionally, among our participants who have agreed to be involved in the current study, 8 are female, and 9 are male.

3.5. Data Collection Procedure and Tools

Considering the ontological position that goes along with the idea that the concerns, information, beliefs, comprehensions, practices and communications that people possess are significant features of the societal effect that our questions aspire after finding answers (Mason, 2002); while on the basis of our epistemological position, as being informed by the ontological position, it was thought that the most appropriate method to generate data in the present study was through interaction and communication with the participants, which required us to pose some questions, listen to them, take notes, and try to comprehend their worlds through their own words.

The current study involved three data collection tools to gather participants' perceptions, experiences and suggestions on the issues discussed in the investigation. A questionnaire involving open-ended questions, a semi-structured e-mail interview and a self-assessment sheet were used to seek answers for the research questions. The above-stated tools were implemented respectively via computer and internet promoting a meaningful and productive conversation between the researcher and the participants. The first step taken after this process was that, considering the previously conducted studies (Braun & Clarke, 2020; Bush, 2003; Hacifazlıoğlu, 2010; Huber & Leithwood, 2004; Southworth, 2002), the questionnaire involving five open-ended questions was prepared to search for the answers to the first and second research questions. In addition, nine questions were prepared for use during semi-structured e-mail interviews and depending on the replies, some follow-up questions could be added to clarify stated

opinions or have a deeper analysis of the answers. The open-ended questions in the questionnaire and the other questions designed for the semi-structured e-mail interviews were shared with some scholars for expert opinions as recommended by Creswell (2012) to justify that the questions are valid and appropriate for the goals of the research. Two experts having teaching and management experience both at the School of Foreign Languages and in qualitative research design were involved and they were sent an e-mail including the questions and required information about the research with its goal, paradigm, methodology, research questions, etc. They were kindly asked to share their opinions on the convenience and effectiveness of the questions to contribute to the credibility and validity of the research findings. One of the experts involved in this process is currently working as a visitor professor in Leadership Programs at the Graduate School of Education, University of California, Berkeley, the USA, and has teaching experience at various universities and holds PhD in educational administration. She worked as the Vice-Rector at a foundation university in Türkiye which ensures she has gained sufficient experience in management and leadership. The other expert involved in this process is currently working as an assistant professor and co-head of the department in ELT department at a foundation university. She completed her BA, MA, and PhD in the ELT department, conducted various scientific studies in her field, and had teaching experience at the SFL for around five years. Both of the experts are familiar with the SFL contexts and have experience not only in teaching but also in management which ensures that their opinions play crucial roles for this research. After spending some time for the analysis of the questions used in data collection tools, they sent their opinions via e-mail with their suggestions and modifications (Appendix 6 and Appendix 7). As a result, we decided to shape the questionnaire with three open-ended questions and involve five questions in semi-structured e-mail interview to search for the answers to research questions. They also confirmed that the self-assessment sheet and the guiding prompts stated are appropriate for the research design and goals. As a result of this procedure, the necessary documents were prepared to apply for ethics committee approval to enable data collection from the participants. The second step taken, right after receiving ethics committee approval (Appendix 1), was to ensure ethical considerations by considering informed consent, privacy and confidentiality for all the data collection tools. The participants were fully informed of the purpose of the study, the use of their data and their rights as participants. The data collection process was launched by sending all participants a letter requesting their voluntary participation,

briefing them on the requirements and safeguards, and asking them to certify their informed consent (Appendix 5).

To get information in order to respond to the research questions, a range of data collection instruments were employed. Corresponding data collection tool for each research question they intended to address was displayed in Table 8.

Table 8.

Data Collection Tools

Research Questions	Data Sources	Data Collection Tools
1. What are the SFL directors' perceptions about leadership and management in their own teaching contexts?	Target Group (17 participants)	Questionnaire involving open-ended questions
2. Which models of educational leadership do the SFL directors adopt in their own management contexts?	Target Group	Questionnaire involving open-ended questions
3. What do the SFL directors think about the qualifications required to be appointed as the leader or manager?	Target Group	Semi-structured e-mail interview
4. What do the SFL directors suggest as an appropriate curriculum design with the intent of meeting the demands of qualifications?	Target Group	Self-assessment sheet
5. What do the SFL directors think about their continuing professional development needs after the appointment process?	Target Group	Semi-structured e-mail interview

3.5.1. Questionnaire Involving Open-ended Questions

The first data collection tool used in the current study was a questionnaire involving just open-ended questions (Appendix 2) because, as stated by Creswell

(2012), this type of questions enables researchers to explore reasons behind the participants' comments and beliefs. Braun and Clarke (2020) also argue that open-ended questions are frequently used in research to collect qualitative data and elicit participants' in-depth and descriptive responses. The advantage of using such a questioning technique is that we can obtain useful information that we may not reach by using closed-ended responses. Open-ended questions give participants the freedom to express their ideas, feelings, and experiences in their own words and provide in-depth and nuanced replies as opposed to closed-ended questions, which only offer a few possible answers (Charmaz, 2014; Flick, 2018). That is how the participants' distinct perspectives, underlying motivations, and subjective experiences can all be explored by researchers. Additionally, as pointed out by Kvale and Brinkmann (2015), researchers can have flexibility in research design and collecting data since the questions might be modified as the research goes along to fit particular research goals. Due to its versatility, researchers can investigate new subjects, follow up on participant feedback, and go further into pertinent research areas (Merriam, 2009; Silverman, 2016). Moreover, based on the assertions stated by Marshall and Rossman (2016), the rich qualitative data that is produced by open-ended questions can be evaluated using a variety of techniques, including thematic analysis, content analysis, or grounded theory which can naturally offer in-depth descriptions, narratives, and quotes that aid in the interpretation of research findings and promote the development or improvement of theories (Willig, 2013). Finally, open-ended inquiries promote participant involvement and give them the tools they need to actively participate in the research process. The quality and authenticity of the data gathered can be improved by fostering a sense of ownership and collaboration by allowing participants to express their experiences and viewpoints in their own words (Braun & Clarke, 2020; Woolf, 2010).

While open-ended questions can be useful in research for getting participants to give thoughtful, in-depth responses, they also have certain drawbacks. One of the limitations of implementing open-ended questions is that the researcher will have many responses to evaluate and analyze which requires more effort and time. Besides, participants are free to express themselves when answering open-ended questions, which can provide skewed and subjective answers. Open-ended comments are frequently interpreted in light of individual experiences, worldviews, and cultural contexts which require the researchers to carefully deal with these potential biases and subjectivity while analyzing the findings (Silverman, 2016). Additionally, as stated by

Creswell and Poth (2018), open-ended inquiries may elicit ambiguous or incomplete answers from participants, particularly if the subject is unfamiliar or the inquiry is difficult. As a result, there may be gaps in the data or data that are unclear, making it challenging to make firm inferences from the results. Finally, responses to the open-ended questions might be resource-intensive and that is why the process can be time-consuming as large amounts of textual data must be read, interpreted, and coded by researchers, which can take a lot of time. Participants may find it more difficult and time-consuming to prepare answers to open-ended inquiries. These may restrict the quantity and scope of the research, especially when there is a big sample size or a lack of funding (Marshall & Rossman, 2016). The reliability and validity of the results produced from open-ended questions can be improved to lessen these restrictions by careful design, precise instructions, and well-defined coding methods.

The questionnaire prepared for the current study involved three open-ended questions aiming at finding answers about the participants' perceptions of management and leadership in the SFL context and their preference for the leadership model they adopted in their own contexts. The participants were sent an e-mail involving all the questions and a note of information concerning the deadline for responses. The participants were asked to share their ideas and perceptions via e-mail. Considering the importance of assuring the reliability, validity and trustworthiness of the study conducted, some precautions were taken such as asking for expert opinion especially while designing open-ended questions for the questionnaire, and using member checking to ensure that the participants' thoughts and ideas are explained and understood in a way that possible misunderstanding and misinterpretations are avoided (Creswell, 2013; Morse, 2015; Patton, 2014; Rowe & Wright, 2011; Tracy, 2010).

3.5.2. Semi-structured E-mail Interview

The current study also employed the semi-structured e-mail interview (Appendix 3) as one of the data collection tools since it was in line with my ontological and epistemological positions. As Ryan et al. (2009) state, interviews serve the purpose of collecting in-depth information with regard to the participants' attitudes, behaviours, beliefs and experiences. During the interview, when needed, researchers can ask for further clarification of participants' responses to the interview questions to get more detailed data as the semi-structured in-depth interview enables the investigators to clarify what participants intend to express. (Morris, 2015). The logic behind selecting a

semi-structured e-mail interview as a tool was that in such a qualitative research design, people can easily share their concerns, practices and beliefs by avoiding any potential risk (Creswell, 2012). Considering the research population and the high number of geographically dispersed participants, e-mail interviews were decided to be used. Creswell (2012) argues that an e-mail interview is practical as the researcher can collect open-ended data from the participants by using a computer and the internet and promotes a meaningful and productive conversation between the researcher and the participants through follow-up questions which help to ensure better understanding of the central phenomenon being studied. Semi-structured interviews through e-mail are a technique for gathering qualitative data where participants are sent interview questions by e-mail and are asked to respond in writing (Braun & Clarke, 2020; Mannay, 2016; Salmons, 2015; Silverman, 2016). Based on Willig's (2013) arguments, it can be concluded that the method blends email communication's practicality and asynchronous nature with the adaptability of open-ended questions.

E-mail interviews give participants and researchers flexibility since the participants can answer the interview questions whenever it is convenient for them, giving them more time to consider their answers. Instead of requiring real-time scheduling, researchers can transmit their inquiries and wait for answers. Additionally, as pointed out by Liamputtong (2019), e-mail interviews get over geographical restrictions by enabling researchers to communicate with participants who are situated in various locations or time zones. As there is no requirement that participants be physically present during the interview, it is possible to involve a wide range of people from different regions. Moreover, Charmaz (2014) argues that some individuals might feel better at ease sharing their ideas and experiences in writing as opposed to in person or over the phone. In this way, the participants can provide sensitive or personal information through e-mail interviews without worrying about being evaluated or feeling self-conscious. Another benefit that the researchers can get by adopting semi-structured interviews through e-mail is that the participants have the chance to carefully craft their responses because of the textual format (Seidman, 2013). They are able to give meaningful, thorough responses by taking their time to consider the topics and offer thorough views which result in more in-depth and nuanced data. In addition to that, by conducting e-mail interviews, the researchers can have an easier process for documentation and data preservation and can save the e-mail correspondence as a

record of the interview to make it simpler to refer back to participants' comments during analysis and reporting.

Despite these benefits, there are a few things to take into account when carrying out semi-structured interviews through e-mail. For example, compared to other interviewing techniques, e-mail interviews may have lower response rates since there is a possibility that participants would forget or react late, which could potentially delay the research endeavour. At this point, the researchers should set a clear schedule for response time and keep in touch with the participants to ensure the effectiveness of the study. Additionally, e-mail interviews do not provide the opportunity for immediate explanation or follow-up questions like face-to-face or in-person interviews do which require the researchers to carefully craft the questions to ensure clarity and predict potential areas to be clarified. All in all, semi-structured e-mail interviews can be a useful way to gather qualitative data, especially when face-to-face or in-person interviews are not possible. While still delivering rich, thorough replies that can add to qualitative analysis and research discoveries, it offers ease, flexibility, and the capacity to engage participants from different locations.

The semi-structured e-mail interview included five open-ended questions which aimed at seeking answers to the participants' opinions about the qualifications required to be appointed as the leader or manager at the SFL and their continuing professional development needs after the appointment process. The participants were sent an e-mail involving all the questions and a note of information concerning the deadline for responses. The participants were asked to share their ideas and perceptions via e-mail. For the sake of assuring the reliability, validity, and trustworthiness of the study conducted, some precautions were taken, such as asking for expert opinions, especially while designing questions for the semi-structured e-mail interviews and using member checking to ensure that the participants' thoughts and ideas were explained and understood in a way that possible misunderstanding and misinterpretations are avoided (Creswell, 2013; Morse, 2015; Patton, 2014; Rowe & Wright, 2011; Tracy, 2010).

Based on the arguments stated by Hsu and Sandford (2007), Flick (2018), Merriam and Tisdell (2015), using expert opinion in research provides the researchers with specialized knowledge and insights, capture various viewpoints, assist in making decisions, and increase the reliability and validity of research findings. Additionally, Murphy and Dingwall (2007) point out that the researchers should engage in member checking or participant validation by sharing their findings with participants to confirm

the precision and interpretation of their responses, which ensures the alignment of findings with the participants' experiences and perceptions. Creswell (2002) and Janesick (2000) also suggest that conducting member checks is an effective method of respondent validation and advised to confirm the findings.

3.5.3. Self-assessment Sheet

The last data collection tool used in this research was a self-assessment sheet (Appendix 4) that provided the participants with an opportunity to have a self-evaluation considering their current duties and responsibilities and, at the same time, to offer their opinions and suggestions on a specific issue. Delisle and Locke (2016) argue that since they may be customized to fit a variety of study themes and objectives, self-assessment sheets provide flexibility in data collecting. Based on their unique requirements, researchers can create personalized assessment forms. Besides, the self-assessment sheet is a useful tool as it involves the participants in the data collection process, as a result of which there may be a greater sense of ownership and participation in the research, improving the validity and quality of the findings (Harrison, 2014; Nicol & Macfarlane-Dick, 2006). Additionally, as pointed out by Elliot and Dweck (2005) and Evans (2013), participants can share their viewpoints, experiences, and opinions on self-assessment papers, which can produce high-quality qualitative data and gather subtle information that other data collection techniques might overlook. Finally, based on Price's (2005) and Toppings' (2009) assertions, self-assessment sheets can be a useful tool for gathering data because they can be used in place of in-person interviews and the requirement to hire extra staff. As a result of this, electronic distribution and collection of assessment forms can help researchers save time and money.

While self-assessment sheets can be beneficial in research for getting participants to provide thoughtful, in-depth explanations, they also have certain limitations. For example, as asserted by Harrison (2014), participants may not give accurate or sincere answers on self-assessment sheets, which makes them vulnerable to response bias. Accordingly, the validity and reliability of the data can be impacted by elements like social desirability bias, a lack of desire, or a misinterpretation of the questions. In addition to that, Evans (2013) and Hounsell (2003) express their concerns about limited context and depth of information as self-assessment sheets frequently rely on the self-reported data of participants, which might only give a partial grasp of the research issue.

When compared to other data collection techniques like interviews or observations, they could lack contextual information and depth.

Furthermore, Hounsell (2003) and Harrison (2014) call attention to the fact that participants are assumed to have sufficient literacy skills and an understanding of the questions on the self-assessment sheets, but individuals who are not fluent in the survey language may be prevented from participating due to language obstacles, which could result in inaccurate or incomplete results. Most importantly, self-assessment sheets don't provide real-time interaction between researchers and participants as focus groups or interviews do. By doing so, the chance for explanation, probing, or getting a quick reply is removed, potentially limiting the amount of data that may be collected.

The self-assessment sheet in this study provided the participants with a chart involving the content of leadership development programs that the candidates are supposed to complete to be appointed as managers or leaders in an educational context in various countries. The participants were sent an e-mail involving this chart and some guiding questions that aim to explore their opinions and perceptions on the training and preparation process of the SFL directors, the evaluation of their professional and leadership competency by considering the curriculum implemented in different countries, and the required curriculum design of leadership development program for the SFL directors in the Turkish context. The participants were asked to self-evaluate their own leadership process, analyse the curriculum adopted in various countries and express their thoughts and suggestions for the possible curriculum design that the SFL directors in Türkiye can experience. They were also provided with a note of information about the deadline for responses in the e-mail sent. The participants were asked to share their ideas and perceptions via e-mail. Considering the importance of assuring the reliability, validity, and trustworthiness of the study conducted, the guiding questions provided with the self-assessment sheet were checked by the experts, ensuring that the participants' explanations and thoughts can be understood in a way that possible misinterpretations and misunderstanding are avoided (Creswell, 2013; Morse, 2015; Patton, 2014; Rowe & Wright, 2011; Tracy, 2010).

Finally, Turkish was chosen as the language of communication when participants were invited to the study, data collection tools were shared, and member checks were conducted to ensure accurate understanding or interpretation of responses. Although all participants had academic backgrounds in English language education, Turkish was used in all communication processes to prevent possible misunderstandings and to

ensure more effective communication by allowing participants to express their feelings and thoughts in their native language. However, participants responded to all questions in the data collection tools, which were presented in English, using English as well. And especially during the semi-structured e-mail interviews, English was preferred as the language of communication when follow-up questions were asked.

3.6. Data Analysis

As for the analysis of all data collection tools, the cyclical model of Creswell's (2012) inductive content analysis was implemented. Chinn and Kramer (1999) point out that such an analysis includes a procedure that the investigators use the information given by the participants to reach collective concepts, which occur as a consequence of linking stated patterns, to be explained in depth. For a better understanding and analysis of the participants' responses to the data collection tools Creswell (2012) proposes to keep track of below stated steps:

1. To get a basic understanding, the researchers involved in the coding process need to look over all of the participants' responses. In this way, the researchers can have a better understanding of the whole picture.
2. Secondly, the investigators are expected to have a deeper analysis by using the codes to divide the texts into data components.
3. The next step involves the process of tagging the pieces of information with codes.
4. Considering the fact that there might be some overlaps and a high number of codes that expresses the same point, the researcher should decrease the number of such codes.
5. A list of codes should be formed and the researcher should read all the responses once more again to find out whether new codes show up. Additionally, the participants' responses that go along with the codes should be determined to be used while explaining them in detail.
6. As a final step, the researchers need to convert the frequently cited codes into the themes.

The coding process, which involves categorizing and evaluating data to find out patterns, themes, and significant insights, is an essential phase in qualitative research

(Corbin, & Strauss, 2014; Saldaña, 2021). When adopting the coding process in qualitative research, the researchers must be mindful of a few crucial aspects and procedures to follow. For example, based on the assertions stated by Miles, Huberman and Saldaña (2019), the researchers engaged in the study should become intimately familiar with the data before beginning any coding by reading and rereading the transcripts or any other sources of qualitative data which can enable them to recognize potential codes and patterns by having a holistic understanding of the content and environment. Secondly, the researchers should create a coding framework or a set of preliminary codes for their analysis and this framework may be deductive (influenced by theories or literature already in existence) or inductive (arising directly from the evidence). Then, to achieve the goals of the research, the researchers might use the appropriate coding approach, such as open coding, generating a variety of initial codes by labeling and categorizing segments of data, axial coding requiring researchers to look for connections and relationships between them to cluster related codes into higher level categories, or selective coding focussing on improving a thorough comprehension of themes after identifying major themes to refine and consolidate codes. Additionally, as pointed out by Fereday and Muir-Cochrane (2006), the researchers should maintain consistency since it is essential in the coding process to guarantee reliability and validity. To keep the analysis consistent, they must create precise coding standards and meanings for each code either by using coding software or tools to design the coding process. Furthermore, Braun and Clarke (2019) and Hsieh and Shannon (2005) take attention to the importance of seeking peer review and validation. To increase the accuracy and legitimacy of their coding procedure, the researchers can ask for peer review and approval. They can continuously update existing codes, add new ones as needed, and compare brand-new data to previously coded portions building adaptation and flexibility into their coding architecture. Reviewing the codes, coding choices, and interpretations should be done in collaboration with colleagues or other researchers who are experienced in qualitative research as this outside input can be used to find biases, contradictions, or other possible explanations. (Braun & Clarke, 2019; Miles, Huberman, & Saldaña, 2019). Finally, as stated by Charmaz (2014), after the data has been coded, the researchers need to examine it to determine overarching themes, patterns, and important conclusions and use quotes or data snippets to support and frame their interpretations in the context of the research goals. They need to make sure to coherently and meaningfully communicate the findings, ensuring that they are in line

with the research questions and further the overall objectives of the study. The researchers may efficiently evaluate qualitative data and draw valuable conclusions from their research by adhering to these processes and keeping a systematic and exacting approach to coding.

For the current study, two investigators participated in the coding and analysis process for the sake of reaching and interpreting reliable information. In company with the researcher of the study, a lecturer working as the vice director at the SFL in a foundation university in Türkiye was involved in the coding process (Appendix 8 and Appendix 9). He has been teaching for around fifteen years at the higher education level and serving as a vice-director for almost 10 years. He completed his Bachelor's Degree in the English Language Literature (ELL) department and held two Master's Degree diplomas – one in the ELT department and the other in Educational Administration and Supervision. He is currently doing PhD in the ELT department and successfully passed the PhD Proficiency Exam, which ensures that he is familiar with various research methodologies and coding processes. Two coders delicately worked on the responses to all of the data collection tools on an individual basis by implementing the steps of the cyclical model of inductive content analysis presented by Creswell (2012) one by one. Right after this procedure, the coders discussed the outcomes of their individual studies in consultation with each other to determine the common themes to be clarified with the quotes of participants and exchanged their ideas on the points that they disagreed. The agreed points were involved in the study while the sticking points were removed from the research.

While implementing a qualitative research design, the coding technique necessitates the researchers to be careful about the establishment of inter-rater reliability that ensures the dependableness of the research conducted when more than one researcher participates in coding (Hallgren, 2012; McHugh, 2012, 2013; Salmond, 2017). Lincoln and Guba (1985) and Vanbelle and Lesaffre (2007) suggest that it is essential for the researchers to apply the most appropriate practices for data analysis to secure the correct interpretation of data collected through qualitative research to ensure the trustworthiness and quality of the study. Walther, Sochacka and Kellam (2013) offer inter-rater reliability as a tool for “continuous dialogue between researchers to maintain consistency of the coding” (p. 650). Miles and Huberman (1994) suggest that an inter-rater reliability of 80% agreement among researchers for 95% of the codes represents a satisfactory level of consistency. The approach outlined by Miles and Huberman (1994)

was utilized in the current study, resulting in a calculated inter-coder agreement of 86.48%.

For the sake of assuring reliability, validity and trustworthiness of qualitative research, some precautions were taken such as asking for expert opinion especially while designing questions for the semi-structured e-mail interviews and the questionnaire involving open-ended questions, using member checking to ensure that the participants' thoughts and ideas are explained and understood in a way that possible misunderstanding and misinterpretations are avoided. Creswell (2002) and Janesick (2000) suggest that conducting member checks is an effective method of respondent validation and advised to confirm the findings. One of the fundamental processes that the investigators need to watch out for during data collection and analysis is that they need to determine the credibility or believability of the findings by implementing appropriate strategies such as triangulation and member checks. Many researchers who are doing qualitative studies have referred to this idea (Creswell & Miller, 2000; Lincoln & Guba, 1985; Mertens, 2010). Creswell (2012) states that researchers should develop an accurate and credible report to find evidence to back up a theme by reaching information through multiple sources of individuals, tools, and procedures.

In qualitative research, reliability and validity are crucial factors to take into account to guarantee the quality and credibility of the conclusions. In qualitative research, reliability refers to the accuracy and dependability of the investigation's methodology and conclusions. To enhance reliability in the current study, I kept thorough records of the research methods, including the processes used to gather, analyze, and evaluate the findings, which promoted transparency and made it possible for others to do similar research or confirm the results. Additionally, as suggested by Hallgren (2012) and Salmond (2017), I developed inter-rater agreement as different researchers coded the data to evaluate the consistency of the coding choices, entailing contrasting and debating coding decisions to ensure agreement and reduce personal biases. Furthermore, based on Morse's (2015) arguments, I tried to consider my own biases, presumptions, and prejudices throughout the study process attaching importance to reflexivity to minimize the influence of personal biases on data collection, analysis, and interpretation.

In qualitative research, the term validity describes how credible and reliable the results are. To enhance credibility, which parallels internal validity, in the current study, based on the arguments stated by Creswell and Poth (2018) and Flick (2018), I used

the triangulation method with a variety of data sources, such as interviews, open-ended questions, and self-assessment sheets to triangulate the results, allowing for cross-validation of the data and promoting the credibility of the research. Additionally, as suggested by Onwuegbuzie and Collins (2007) and Merriam and Tisdell (2015), I sought advice and criticism from my colleagues and academics who are experienced with qualitative research as I believed that peer debriefing promotes the validity of the results by allowing for critical analysis of the research methodology, analysis, and interpretation. Furthermore, as stated by Flick (2018) and Creswell and Poth (2018), I tried to engage in member checking or participant validation by sharing my findings with participants to confirm the precision and interpretation of their responses ensuring that the findings align with the participants' perspectives and experiences. Another point that I focussed on for the sake of dependability and validity of the research was adopting thick descriptions as a tool to provide rich and thorough descriptions of the research background, participants, and findings. By doing so I aimed at enhancing the findings' transferability and applicability by enabling readers to comprehend the nuances and complexity of the research. Finally, based on Creswell's (2013) and Morse's (2015) assertions to benefit specialized knowledge and insights, allowing diverse perspectives, helping decision-making, and contributing to the credibility and validity of research findings, I consulted with the experts in ELT departments for their invaluable opinions on all data collection tools. The goal of qualitative research is to achieve rigour, reliability, and meaningful interpretations by using methods that are relevant to the qualitative paradigm.

3.7. Ethical Considerations

Based on Berg's (2001) and Merriam' (2009) assertions, the researcher adhered to certain guidelines mentioned in the literature in order to prevent disparities with qualitative data such as informed consent, anonymity and confidentiality, data security, honesty and trust, and finally objectivity.

The researcher immediately guaranteed ethical issues by taking informed consent, privacy, and confidentiality for all the data collection instruments over e-mail after gaining approval from the ethics committee. The goal of the study, how their data will be used, and their rights as volunteers were all explained in detail to the participants. All participants were sent a letter by the researcher asking for their voluntary involvement, outlining the procedures and safety measures, and requiring them to attest to their

informed consent. This was how the data collection process got underway. They were also informed that they might choose not to participate at any moment. Additionally, it was requested of all participants to not hesitate to seek clarification when necessary.

The researcher focused on maintaining confidentiality and anonymity throughout the investigation. The participants were given the assurance that their participation in the research would not do any harm to them. They were also assured that no one would ever find out who they were. The researcher secured all of the documents in a locked cabinet to protect the data. Another profound principle that was considered by the researcher was honesty. This principle necessitates being truthful about the purpose of the research as well as the methods used to gather and process the data. In order to assure the reliability and transparency of the data, the researcher sought advice from a colleague pursuing a PhD in the ELT department. The colleague had passed the PhD Proficiency Exam, demonstrating his familiarity with a range of research methodology and coding procedures. Finally, the analyses conducted based on participants' statements were carried out in accordance with the principle of member checking. For statements that could lead to varying interpretations or lacked sufficient clarity, member checking was utilized to ensure the reliability of the analyses and to take necessary precautions for generating accurate results.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

In this chapter, the data gathered from the questionnaire involving open-ended questions, semi-structured e-mail interview and self-assessment sheet are presented. The results based on the research questions are presented respectively.

4.2 Findings Related to the First Research Question

4.2.1. SFL Directors' Perceptions of Leadership and Management

Three open-ended questions concerning the SFL directors' perceptions of management and leadership in the SFL setting as well as their preferred leadership model they have implemented in their own contexts were included in the questionnaire used for the current study. The responses given by 17 participants to the open-ended questions have been analyzed by two researchers, and perceptions associated with the 'leadership' concept have emerged, as illustrated in the Figure 1. The words in the figure are the actual words used by the participants.



Figure 1. The visual word cloud depicting SFL directors' perceptions of leadership

The most frequently mentioned words by the SFL directors who shared their views on the concept of leadership were vision, inspiration, collaboration, and change, respectively. Leaders in educational institutions are expected to create a vision for the future of the institution, inspire other stakeholders in the process, and foster school development and student success by facilitating the desired change within a supportive, collaboration-based school climate. This perspective suggests that educational institutions, in their current state, cannot adequately respond to the evolving needs of stakeholders or to language teaching methods and approaches shaped by technological advancements. It emphasizes that all stakeholders should actively participate in decision-making and process management, highlighting that a higher quality education for a better future can only be achieved by initiating and managing change.

In the statements of participants regarding the main themes identified through the analyses, certain abbreviations were used in parentheses to indicate the region and whether they worked at a public or foundation university. In this context, the following abbreviations were used to denote the participants' regions: *Central* for Central Anatolia, *Med* for Mediterranean, *South* for Southeastern Anatolia, *Black* for Black Sea, *Mar* for Marmara, *East* for Eastern Anatolia, and *Aegean* for Aegean. Following the regional abbreviation, *S* was used to represent a state university, while *P* was used for a foundation university. For example, *BlackS1* refers to an SFL director working at a state university in the Black Sea Region, whereas *MarP1* refers to a director at a foundation university in the Marmara Region.

As for the analysis of the participants' responses to the questionnaire involving three open-ended questions, the researcher followed the steps considering the cyclical model of inductive content analysis suggested by Creswell (2012) with the involvement of two coders. The researchers individually read all responses in detail, first striving to better understand the whole picture. Subsequently, they separated and coded the texts into data clusters. Since similar codings were identified, these codes were merged to reduce the number. After creating a coding list, all responses were re-examined to confirm the presence of any new codes, and responses related to these codes were identified for later elaboration. In the final stage, commonly expressed codes were transformed into main themes as presented in Table 9.

Table 9.

SFL Directors' Perceptions of Leadership

Perceptions of Leadership	F	%
Agent of change	12	71
Guidance	5	
Personal and professional growth	4	
Flexibility / Adaptable	4	
Managing change	3	
Innovation	3	
Strong decision-making skill	2	
Fostering a culture of collaboration	11	65
Vision and inspiration	10	59
Mediation	10	59
Motivation	6	
Sense of unity	3	
Bridging the stakeholders	3	
Conflict resolution	2	
School improvement	9	53
Establishing and achieving educational objectives	6	
Positive and inclusive learning environment	3	
Systematized and smooth operation	2	
Improving the learners' performance	1	
Monitoring and evaluating	1	
Policy making	4	24
Quality-oriented	2	12
Continuous cognitive labor	1	6

When the responses given by participants serving as the director of the SFL are carefully examined in response to open-ended questions, it is clearly seen that the most prominent concept associated with leadership is change. According to 71% of participants, having a good leader in the workplace speeds up the process of organizational transformation by helping people develop their personal and professional abilities through effective counselling and guidance. In addition, participants emphasized that a good leader can effectively manage the change process and

highlighted how adaptable and fast a leader can be to swiftly adjust to changing circumstances when needed. Finally, participants also noted that some of the most important qualities a good leader should possess in this process of change and development include being innovative and having strong decision-making skills. The following quotations illustrate the theme:

“While leadership at SFL involves providing a vision, encouraging innovation, and inspiring the community, management focuses on the practical aspects of the organization, resource allocation, curriculum development, quality assurance, and effective communication (CentralS1).”

“Leadership is the ability to guide both students and teachers in SFL toward achieving the expected outcomes of language learning (MedS1).”

“For me, leadership also means having a vision and the urge or motivation to overcome obstacles and guide change and improvement. We have also been responsive and adaptable to the changing needs and expectations of our stakeholders, such as the school administration, the parents, the community, and the society at large (SouthS2).”

“Leaders set the direction of the school and inspire the change while managers ensure that the necessary tasks are carried out to achieve that (BlackS2).”

“Professional development of the instructors is also significant, as a manager, you should provide professional development opportunities and motivate and encourage the instructors to take part in them (CentralS2).”

“It also involves maintaining a flexible and adaptive approach to cater to the evolving demands of language education in a globalized world (AegeanP1).”

“On the other hand, we as the leaders have to show them the correct ways, instead of dictating the young teacher how to handle or get more learning outcomes (MarP2).”

The points expressed by the participants above clearly indicate that leadership is closely associated not with maintaining the existing order, but with achieving the organization's goals, initiating change with an innovative approach by developing individuals personally and professionally toward a common goal. Such a profound change requires a good leader to be a guide and take responsibility. Participants also

believe that initiating change is not enough; in addition, a leader must manage this change process with strong decision-making skills and innovative approaches. The ultimate goal of this process of change and development is for the organization to fulfill its mission in all aspects and provide higher quality educational opportunities to its stakeholders.

Table 9 also confirms that one of the most frequently mentioned concepts with regard to leadership (65%) is fostering a culture of collaboration. Out of the seventeen participants, eleven paid crucial attention to the establishment of a culture of collaboration when defining the concept of leadership within the organization. Participants highlighted the inclusion of all individuals in the decision-making process, emphasizing the creation of an efficient and healthy environment for all stakeholders through mutual learning. They expressed that a culture of collaboration plays a significant role in sustainability and the well-being of everyone. The following quotations illustrate the theme:

“Leadership is about fostering a collaborative and inclusive environment that values the unique contributions of each team member (AegeanP1).”

“Leadership and management at the SFL context also includes having successful interpersonal relations with all stakeholders and involving them in planning, decision making and general administration (AegeanS1).”

“Firstly, leadership at the SFL context is a collaborative process in which other lecturers, level heads, coordinators, testing members, vice directors are involved in which mutual decisions are taken. Secondly, above mentioned units and their members have their own responsibilities and expertise in their field, which makes them valuable and decision maker in the management part (EastS1).”

“It is working with and for to fulfill the same aims. Sharing and searching for the best is the ultimate goal for all (BlackS3).”

“While trying to have quality education, you should also make sure there is a positive atmosphere in the school, good relationships and a collaborative way of decision making process (CentralS2).”

“They may collaborate with other educational institutions, industry professionals, and community stakeholders to enhance opportunities and resources for students and instructors (MarP1).”

‘‘I have worked hard with my team to achieve a high level of excellence in our foreign language education. We have developed and implemented innovative and effective curricula and assessment systems, created a positive and supportive learning environment, and fostered a culture of collaboration and innovation among our teachers and students (SouthS2).’’

To summarize, the thoughts expressed by the participants regarding the role of leadership in the formation of a culture based on collaboration clearly indicate that one of the most important tasks of leaders in educational organizations is to bring everyone together towards common goals by viewing all differences as richness. The inclusion of all stakeholders in decision-making and power-sharing processes, accurate diagnosis of problems, identification of the most appropriate solutions, and reaching the set goals with the contribution of everyone are closely aligned with the concept of leadership.

As clearly seen in Table 9, 59% of the participants pointed out that leadership entailed establishing specific organizational goals for the future, coming up with a clear and shared vision, and inspiring the people they collaborated with to realize that vision. In this context, participants have emphasized that not only the goals and vision to be achieved but also the inspiration and motivation necessary to reach that vision should be provided to other stakeholders by a good leader. Leadership is considered to play a crucial role in determining the vision, convincing everyone of how the vision can be achieved, ensuring the vision is realistic and achievable, and fostering ownership from everyone. The following quotations illustrate the theme:

‘‘In the SFL context, leadership involves inspiring and guiding a diverse team of language educators and administrative staff toward a common vision of academic excellence and linguistic proficiency (AegeanP1).’’

‘‘I define leadership and management at the SFL context as designing a vision for the school and adjusting all planning to improve the performance of the learners (AegeanS1).’’

‘‘As known, leadership is often conceptualized with inspiring and influencing the team we are working with at school to achieve our shared goals. Besides leadership is associated with qualities like vision, empathy and integrity (BlackS2).’’

‘‘Leaders provide the vision and inspiration to shape the direction of the school, while managers ensure the efficient day-to-day operations that support the realization of that vision (CentralP1).’’

‘‘Leadership in the SFL involves providing guidance, vision, and inspiration to students and staff. SFL leaders set a clear direction for the institution, establish goals, and motivate others to achieve them (MarP1).’’

‘‘Our roles as leaders are crucial in shaping the educational experience within our school. I think that leadership in our SFL is all about having a shared vision and inspiring our team to achieve it. Together, we create a nice picture of what we want our language programs to be and help our faculty, staff, and students towards that shared goal (SouthS1).’’

‘‘So, a leader in this context should be someone who can guide and inspire others on the same purpose, and have a clear vision about the objectives of the program (MedP1).’’

When the points highlighted by the participants above are carefully examined, creating a vision and serving as an inspiration to achieve that vision are associated with various aspects such as academic excellence, competence, learners' academic achievements and performances, empathy, a sense of integration, motivation, and reaching targeted learning outcomes. Participants not only emphasize that when individuals unite in pursuit of the goals set by the leader, many positive outcomes can emerge in academic, administrative, emotional, and social domains but also clearly express that striving towards the same goals as a cohesive unit will create a fantastic team spirit akin to a symphony orchestra. In this context, individuals who take responsibility throughout the process, guide and inspire their teams, bring all the pieces of the puzzle together with shared wisdom and a sense of ownership, are considered to possess leadership qualities that create a meaningful and productive environment for all the stakeholders.

It can be concluded from Table 9 that when sharing their thoughts on the concept of leadership, 59% of the participants highlighted the mediating role as one of the most frequently mentioned aspects. Participants expressed that leaders who manage the change process by creating a collaborative culture within the framework of the defined vision also serve as a bridge among stakeholders, connecting them and ensuring their active participation. In doing so, they claimed to establish a sense of unity within the

organization, maintaining high levels of motivation among all stakeholders and making it sustainable. It was emphasized that leaders can effectively find solutions to conflicts by addressing different opinions and thoughts that naturally arise. With these qualities, it is expressed that a good leader, through effective use of the mediating feature, could provide motivation, bring together all stakeholders within the framework of common goals to foster a sense of unity, and resolve potential conflicts in a way that everyone can win, thus effectively utilizing the mediating aspect. The following quotations illustrate the theme:

‘‘As a leader, the director also aims to improve the sense of unity by establishing new goals, giving responsibility to the staff and by carrying out appraisals to motivate them (BlackS1).’’

‘‘It is like bridging the instructor-instructor, instructor-student, and student-student gap, which sometimes requires significant effort and strong decision-making skills (MarS1).’’

‘‘So, a leader in this context should be someone who has strong relationships with all the stakeholders and someone who involves them into the decision-making process, when necessary (MedP1).’’

‘‘We have also been responsive and adaptable to the changing needs and expectations of our stakeholders, such as the school administration, the parents, the community, and the society at large. I have always sought to learn from my mistakes and feedback, and to find creative and effective solutions to the problems. I have also inspired and encouraged my team to do the same, and to share their ideas and opinions with me. I believe that this is how we can grow and improve together, and achieve our common goal of providing quality foreign language education (SouthS2).’’

As expressed by the participants above, I strongly believe that one of the most important responsibilities of leaders is to set goals and foster a collective desire to achieve these goals together. This sometimes involves delegating responsibilities to stakeholders, sharing the power of management, taking ownership, and increasing the sense of motivation. Leaders, aware of the effort required to fulfill a unifying and integrative role among stakeholders, should build good relationships with everyone and be conscious of involving them in the decision-making process when necessary.

Additionally, leaders should adopt an approach that not only considers the needs and expectations of internal stakeholders but also values the needs and expectations of external stakeholders. By addressing the concerns of all segments of society in this way, leaders play a significant role in solving problems and achieving the goal of providing high quality education while promoting development.

When Table 9 is carefully examined, it is evident that a significant part of the participants (53%) associate the leadership concept with improvements in the school. It is expressed that a good leader is necessary for the development of the school and to better serve all stakeholders. In this context, leaders are considered indispensable for determining the right goals and objectives for educational organizations and for successfully achieving these purposes and goals. As a natural consequence, the concept of leadership is closely linked to the creation of a positive and inclusive educational environment. It is stated that when unity is achieved, and the processes of planning and implementation progress healthily, learners' academic performance improves, and the learning processes of students accelerate. It cannot be denied that one of the most valuable qualities for leaders is monitoring the quality of educational activities and conducting necessary evaluations. All these preventive and corrective actions are thought to result in systematic and smooth educational operations. All these aspects are aligned with the leadership concept, emphasizing how decisive and important the impact of leaders is in the process. The following quotations illustrate the theme:

“It is a challenging process until things are systematized and the smooth operation is ensured (MarS1).”

“They foster a positive and inclusive learning environment that encourages critical thinking, and personal growth among students (MarP1).”

“Leadership is the ability to guide both students and teachers in SFL toward achieving the expected outcomes of language learning (MedS1).”

“The SFL setting requires leaders to possess a deep understanding of language education, cultural nuances, and the academic needs of students (AegeanP1).”

“Effective leaders also demonstrate management skills in organizing and overseeing the implementation of educational programs (CentralP1).”

All these sentences expressed by the participants lead us to the conclusion that a good leader in a school has important responsibilities such as coordinating a variety of

activities, creating the most effective and efficient environment for students and teachers, overseeing all processes, and conducting assessments for improvement activities. In this resulting environment, it may be possible to foster critical thinking and personal and professional development. Thanks to the guiding role of an effective leader, teachers and students can achieve pre-determined goals and objectives, making the leader's experience and expertise crucial in language teaching processes. A successful and effective leader can be described as the one who is aware of cultural differences, responsive to changing needs and demands of students, and capable of designing and implementing an educational program in that direction.

Table 9 also shows that around a quarter of the participants closely associated the word leadership with policy making. Four participants (24%) emphasized that a good leader within the institution should engage in policy-making, implementation, evaluation of outcomes, and necessary improvements to ensure smooth and effective educational activities across various areas. It was underscored that the person primarily responsible for many interrelated but complex areas, such as designing the curriculum program to align with set goals, preparing and developing educational materials, effective planning and utilization of resources, designing class schedules, ensuring efficient personnel management, and planning necessary training activities, is the leader. All of these responsibilities in various areas serve as clear indicators of the multifaceted role of a good leader. Leaders who play an active role in the strategic planning, implementation, monitoring, and improvement of the institution contribute significantly to school development, as emphasized by the participants. The following quotations illustrate the theme:

‘‘Also, leadership includes inclusive administration, and effective coordination of various activities within the school (MarS1).’’

‘‘A leader in this context should be someone who provides the necessary information and resources for the continuous development in teaching and learning practices (MedP1).’’

‘‘We have developed and implemented innovative and effective curricula and assessment systems, created a positive and supportive learning environment (SouthS2).’’

‘‘Besides leadership is associated with qualities like vision, empathy and integrity. Also, the ability to motivate and empower the team (BlackS2).’’

When we carefully examine the contributions of participants who assume leadership roles in their institutions, we can conclude that institutions expect leaders to have knowledge in diverse areas, consider innovations required by the changing world when formulating policies, and oversee the effective implementation of established policies in the classroom. In this context, efficient utilization and planning of all resources for personal and professional development, along with the provision of necessary information and guidance, are expected from leaders. A good leader is also expected to play a role in the measurement and evaluation field to determine the success of the designed curriculum programs in reaching the set goals. This is indeed clear evidence that the institution values the leadership concept highly.

In addition, Table 9 clearly shows that two participants (12%) have associated the concept of leadership with a focus on quality. Participants highlighting the leader's relationship with quality state that the focus should be on delivering the best for learners, which is at the center of educational services, in collaboration with the team. The following quotations illustrate the theme:

‘I value quality above all else, and I have worked hard with my team to achieve a high level of excellence in our foreign language education (SouthS2).’

‘As a manager in the SFL context, you have to make sure there is quality education, which means you should think of the programs, the books and the materials, the exams and the way classes are delivered by the instructors (CentralS2).’

As expressed by two participants above, the necessity of focusing on quality is closely associated with the concept of leadership. It is emphasized that a good leader should prioritize quality and ensure that activities aimed at improving quality at every level are embraced by the entire team, thereby fostering excellence in foreign language education. This, of course, necessitates thorough planning and supervision of the education provided by academic staff, the materials selected, the designed curriculum programs, and the assessment tools employed. By establishing a high-quality education approach within the institution, leaders can not only enhance students' academic success but also sustain success more broadly.

Finally, Table 9 clearly indicates that the concept of leadership is associated with continuous cognitive activity by one participant (6%). The participant expresses that

leadership requires constant cognitive activity, and one has to think about something all the time without the concept of working hours. The following quotation illustrates the theme:

‘Lastly, it includes never-ending cognitive activity – thinking about something 24/7 (MarS1).’

Considering the above-stated quotation, a leader responsible for many areas, as previously mentioned, constantly has to engage with and think about various matters. Cognitively occupied with an ongoing task, the leader is required to think about daily issues or future planned matters without the constraint of time. This situation may cause leaders to constantly overthink, disrupt the balance between their personal and professional lives, and maintain a consistently high level of anxiety and stress.

The second figure below displays the SFL directors’ opinions associated with the term "management" based on two researchers' analysis of the answers given by seventeen participants to the open-ended questions. The words in the figure are the actual words used by the participants.



Figure 2. The visual word cloud depicting SFL directors’ perceptions of management

The most frequently mentioned words by the SFL directors who shared their views on the concept of management were maintenance, policy-making, and strategic planning. Unlike leadership, which focuses on initiating change through a visionary approach, management emphasizes maintaining the existing order. Additionally, administrators in educational institutions are expected to develop policies by setting strategic goals for the institution's future and to be involved in effective planning processes through the efficient use of available resources

The responses given by 17 participants to the questionnaire involving open-ended questions have been analyzed by two researchers, and perceptions associated with the 'management' concept have emerged, as illustrated in Table 10 presented below.

Table 10.

SFL Directors' Perceptions of Management

Perceptions of Management	f	%
Checking and ensuring policies	17	100
Strategic planning and prioritisation	10	
Monitoring and evaluation	6	
Curriculum development	6	
Effective resource allocation	6	
Assessment policies	5	
Financial management	3	
Promoting professional development	3	
Staff management	2	
Paper works and system	9	53
Smooth functioning of the school	8	
Never-ending cognitive activity	1	
Quality assurance	8	47
Enhancing the standard of teaching and learning	7	
Improving the learners' performance	2	
Mediation	7	41
Conflict resolution	3	
Motivation	3	
Communication skill	2	
Participative approach	7	41
Involving all the stakeholders	6	
Delegating the staff	2	
Change management	2	12
Responsive and adaptable	2	

As clearly observed in Table 10, all of the participants associated the concept of management with checking policies and ensuring their effective and accurate implementation. All participants involved in this study unanimously expressed that the primary responsibility of a manager is to confirm the smooth implementation of policies and decisions defined in all areas. Among those who shared this perspective, 10 participants stated that managers play an active role in strategic planning and prioritization, while 6 emphasized the importance of monitoring and evaluation. Additionally, some participants highlighted that managers are actively involved in curriculum development, assessment and evaluation policies, and effective resource allocation. The concept of management was also linked by participants to budget and staff management, as well as promoting the professional development of teachers. The following quotations illustrate the theme:

‘Managers handle tasks such as curriculum development, resource allocation, scheduling, and staff coordination. Also, SFL managers are expected to oversee faculty recruitment, professional development of the instructors. To do that they need to evaluate the process, too. The rationale behind it is to highlight standard of teaching. Additionally, managers may engage in strategic planning to anticipate future needs, adapt to changes in the educational landscape of the university (MarP1).’

‘Professional development of the instructors is also significant, as a manager, you should provide professional development opportunities and motivate and encourage the instructors to take part in them (CentralS2).’

‘Management refers to planning, organizing, and allocating resources efficiently to direct SFLs (MedS1).’

‘A manager should have the capacity to develop a well- documented and inclusive curriculum as well as the necessary resources such as the teaching plans, methodologies, assessment policy, and schedules...etc. to meet the objectives of the language program that is fostered. They also need to make the necessary decisions on the evaluation of both the program (textbook, materials, timetables...etc.) and those who are involved in the program such as evaluation of students’/teachers’ performances (MedP1).’

‘Management, on the other hand, entails the efficient organization of resources, including faculty, facilities, and finances, to ensure the smooth functioning of the school (AegeanP1).’

‘Some relevant aspects of management can be listed as planning, organizing, staff management, financial management, operational efficiency, and quality assurance (SouthS1).’

‘However, management is associated with planning, organizing, controlling, coordinating and overseeing - to achieve specific goals (BlackS2).’

‘While leadership at Schools of Foreign Languages involves providing a vision, encouraging innovation, and inspiring the community, management focuses on the practical aspects of the organization, resource allocation, curriculum development, quality assurance, and effective communication (CentralS1).’

When the thoughts of some participants above are carefully examined, it is clearly seen that the concept of management is associated more with maintaining the current situation and ensuring the correct and smooth implementation of decisions and policies rather than making a change in the system. Concerns such as curriculum development, fair distribution of resources, course design, and personnel management fall within the primary responsibilities of a manager. Additionally, it is expected that the manager should control the process to assess the effectiveness of educational activities and identify the professional development needs of the staff. Moreover, the manager is supposed to initiate and manage the staff recruitment process as needed. As a result, the targeted outcomes for managers include improving the quality and standards of the education provided. Participants also emphasize that managers should consider technological and educational developments, engage in future-oriented strategic planning, and be open to innovation to meet the changing needs of the world. By conducting observations managers are harged with the responsibility of evaluating the use of teaching materials, course programs, and teacher and student performance, leading to the necessary decision-making.

The second topic that most commonly associated with the concept of management and emphasized by the participants is paper works and system. Nine participants (53%) stated that managers are constantly involved in paperwork and follow the required legal systemic processes. In this context, they expressed that managers take significant

responsibilities for the smooth functioning of the school and are consistently engaged in cognitive activity. The following quotations illustrate the theme:

‘‘It is a challenging process until things are systematized and the smooth operation is ensured. Lastly, it includes never-ending cognitive activity – thinking about something 24/7 (MarS1).’’

‘‘They ensure that educational programs align with learning objectives, and meet regulatory requirements (MarP1).’’

‘‘In terms of management, effective management requires some practical and organizational skills to run a program effectively (MedP1).’’

‘‘Management, on the other hand, entails the efficient organization of resources, including faculty, facilities, and finances, to ensure the smooth functioning of the school (AegeanP1).’’

‘‘Leaders set the vision and inspire change while managers ensure that the necessary tasks are carried out to achieve that vision (BlackS2).’’

‘‘Leaders provide the vision and inspiration to shape the direction of the school, while managers ensure the efficient day-to-day operations that support the realization of that vision (CentralP1).’’

‘‘While leadership at SFL involves providing a vision, encouraging innovation, and inspiring the community, management focuses on the practical aspects of the organization (CentralS1).’’

It is possible to infer from the statements expressed by the participants that organizing operations in educational institutions and ensuring the smooth implementation of educational activities is a laborious process that requires time and effort. This situation requires managers to be constantly active physically, emotionally, and mentally, turning into an endless mental activity involving continuous thinking, designing, planning, or implementing. Additionally, ensuring that educational programs align with learning objectives and that all processes in the school comply with legal requirements is clearly considered within the manager's responsibility. It is understood that checking the legal compliance of every decision and action taken and making necessary changes and corrections if they are not compliant is an issue that managers need to carefully pay attention to. Moreover, effective managers having certain daily practical practices and organizational skills are closely associated with the success of

the implemented education program. As evident from this, the role of managers is highly valuable in meeting the defined education outcomes. Finally, it is observed that some participants distinctly differentiate the concepts of leadership and management. While leaders are expected to set a vision for organizations and manage the change process, managers are expected to effectively and comprehensively fulfill necessary legal and systemic matters. Therefore, managers are tasked with ensuring the smooth continuation of the existing order by dealing with daily operations and managing these processes. One of the essential aspects of this is systematically and accurately handling paperwork and legal regulations, which participants highlight as an important issue.

The third theme expressed by eight participants (47%), associated with the concept of management, is the idea that managers exhibit a quality-oriented approach and aim for high quality in educational programs. As clearly stated in Table 10, one of the most significant aspects that comes to participants' minds when thinking about management is the central role of quality in management responsibility. Seven participants mentioned that managers aim to enhance education and learning standards to improve the quality in the educational program and outcomes, while two participants indicated efforts to enhance students' academic performance and achievements. The following quotations illustrate the theme:

‘‘Also, SFL managers are expected to oversee faculty recruitment, professional development of the instructors. To do that they need to evaluate the process, too. The rationale behind it is to highlight standard of teaching (MarP1).’’

‘‘Some relevant aspects of management can be listed as planning, organizing, staff management, financial management, operational efficiency, and quality assurance (SouthS1).’’

‘‘We are proud of our achievements and we are ready to take the next step of applying for international accreditation. We believe that this will enhance our reputation and recognition, as well as provide us with valuable feedback and guidance for further improvement (SouthS2).’’

‘‘As a manager in the SFL context, you have to make sure there is quality education, which means you should think of the programs, the books and the materials, the exams and the way classes are delivered by the instructors (CentralS2).’’

‘Management focuses on the practical aspects of the organization, resource allocation, curriculum development, quality assurance, and effective communication (CentralS1).’

When examining the thoughts of some participants above, it is clear that the concept of management is associated with being quality-oriented and aiming to improve the quality of educational activities during planning. Managers, in their efforts, such as recruiting personnel or continuously meeting the professional development needs of existing staff to enhance their knowledge and skills, aim to provide students with a higher quality education service. This, naturally, will positively impact students' academic achievements and performances directly. Effective curriculum design, communication skills, organizational skills, and fair distribution of resources are key points that managers prioritize to enhance the quality of the institution. Managers of institutions applying for international accreditation aim not only to increase their recognition but also, notably, to provide quality education at an international level by actively seeking constructive feedback.

The fourth topic most commonly associated with the concept of management and emphasized by the participants is the mediation skills of managers. When Table 10 is carefully examined, seven participants (41%) highlighted the mediation skills of managers, especially in ensuring healthy relationships among stakeholders in academic, administrative, or other areas. In this context, the most important expected feature of managers is to effectively and accurately resolve conflicts when they arise between parties. Correspondingly, managers are required to have high communication skills, which is a valuable skill for resolving issues in the right manner and at the right time. Finally, the high motivation of all individuals actively involved in the process has also been closely associated with the concept of management, drawing attention to this issue. The following quotations illustrate the theme:

‘In the face of any adversities, a good manager should be able to resolve the conflicts fairly. To sum up, a good leader should be someone who can create an environment where everyone can maximize their potential teaching and learning objectives (MedP1).’

‘Leadership and management at the SFL context also includes having successful interpersonal relations with all stakeholders and involving them in planning, decision making and general administration (AegeanS1).’

‘The main responsibility of the director is to guide and monitor the staff, evaluate the work, find solutions to any problem and carry out appraisals to motivate them (BlackS1).’

‘Management focuses on the practical aspects of the organization, resource allocation, curriculum development, quality assurance, and effective communication (CentralS1).’

When we carefully examine the statements of the participants highlighting the mediation skills of managers, we can conclude that fair resolution of issues, maintaining the integrity of individuals working towards a common goal through a win-win approach, and increasing motivation by valuing the views and suggestions of stakeholders and involving them in the process are some of the significant practices expected from managers. With this approach, creating an educational environment where everyone takes ownership of the process, strives to do their best for the success of the institution, and maintains positive interpersonal relationships can be associated with the concept of management. Managers who effectively manage interpersonal relationships through effective communication skills can ensure the efficient and productive functioning of all processes in schools, maximizing benefits for everyone involved.

The fifth topic most commonly associated with the concept of management, as expressed by the participants, is managers exhibiting a participative approach. Upon careful examination of Table 10, seven participants (41%) mentioned that managers involve all stakeholders in the identification of issues, decision-making processes, and the implementation, monitoring, and correction of established policies. By doing so, they create a positive and productive culture within and outside the school. As noted by two participants, delegating responsibilities to stakeholders and sharing management power in this context also contribute to the culture that is formed. The following quotations illustrate the theme:

‘Leadership and management at the SFL context also includes having successful interpersonal relations with all stakeholders and involving them in planning, decision making and general administration (AegeanS1).’

‘While trying to have quality education, you should also make sure there is a positive atmosphere in the school, good relationships and a collaborative way of decision making process (Centrals2).’

‘Due to work avalanche delegating people is also crucial to be effective at SFL. So, to be successful in many cases we should require a combination of effective leadership and management (BlackS2).’

‘It is working with and for to fulfill the same aims. Sharing & searching for the best is the ultimate goal for all (BlackS3).’

‘Leadership and management at the SFL context is a collaborative process in which other lecturers, level heads, coordinators, testing members, vice directors are involved in which mutual decisions are taken. Therefore, I believe that it is not only SFL Directors duty or tasks to manage, evaluate but also other members to assist since it is team work or pluralist (EastS1).’

Upon carefully examining the expressions highlighting the participative approach feature of managers by the participants, we can draw the conclusion that taking responsibility for the school or managing all processes is not solely the responsibility of the manager alone. Instead, it is crucial for everyone at all levels of the organization to share responsibilities, assist each other, and effectively execute this team effort, which is a key criterion for success. Building interpersonal relationships to involve all stakeholders in planning, decision-making, and the overall management processes of the school, and emphasizing the importance of delegation for a successful and effective management approach, are vital for individuals in managerial roles. Experiencing a sense of collaboration in working together towards the same goals, sharing, and aspiring to find better solutions through research are closely associated with the concept of management.

The last theme associated with the concept of management, as expressed by the participants, is that managers need to be change-oriented and should manage the process of change. When Table 10 is carefully examined, it is noted that two participants (12%) have shared their thoughts on this matter, emphasizing the responsibility of managers in meeting the constantly changing and evolving needs and demands worldwide. What

participants highlight is that managers need to adapt to change and keep up with these changes. The following quotations illustrate the theme:

“Additionally, managers may engage in strategic planning to anticipate future needs, adapt to changes in the educational landscape of the university (MarP1).”

“We have also been responsive and adaptable to the changing needs and expectations of our stakeholders, such as the school administration, the parents, the community, and the society at large (SouthS2).”

When the thoughts of these two participants above are carefully examined, it is clearly seen that the concept of management is associated with being change-oriented and effectively managing the process of change. Managers' tracking of changes observed in education, society, and technology during strategic planning activities, anticipating and incorporating these developments into planning, and especially effectively managing this change to adapt are critically important. It is explicitly expressed by participants that, in making these plans, management that takes into account the needs and demands of not only students and teachers but also all stakeholders outside the school and can take preventive measures with an innovative approach to adapt to change is essential.

All in all, the questionnaire involving open-ended questions, the initial data collection tool in this study, aimed to identify the perceptions of participants working as SFL directors in state and foundation universities across all regions of the country regarding leadership and management concepts. Upon careful examination of the responses received from seventeen participants so far, it is determined that seven participants use the terms leadership and management interchangeably, without making a clear distinction between the two concepts, using them in the same sense and definitions.

On the other hand, the remaining ten participants distinctly differentiate these two concepts, assigning different meanings to these words and identifying that both concepts should be used in a balanced manner for an effective management process. As mentioned by MarP1, leadership and management concepts in SFL context are necessary for determining strategic goals and enriching the learning environment. In addition, BlackS2 also emphasizes that, ultimately, for the school to be successfully and effectively managed, the responsible person must possess both leadership and

management qualities simultaneously. CentralP1 also states that successful leadership and management within the foreign languages school are intertwined and inseparable components. Furthermore, CentralS2 confirms that leadership and management in the SFL environment need to take both administrative and academic factors into account. Finally, CentralS1 declares that a balance between leadership and management needs to be established in the constantly changing global education environments. From this, it is evident that all participants agree that, within the SFL contexts, the leadership and management concepts should encompass qualities that are applied together in balance.

When examining the responses given by the participants regarding their perceptions of leadership and management, the following conclusion can be drawn:

1. Leadership is more closely associated with change and the management and guidance of this change process, while management is associated with the control and proper implementation of established policies, and maintaining the existing order. Twelve participants expressed that leaders initiate a process of change in their environment, adapting to change with innovative approaches, establishing a robust decision-making mechanism, and taking on a role that supports the personal and professional development of academic staff to achieve improvement. On the other hand, all of the participants mentioned that managers support the implementation of established policies in different areas and ensure the continuity of the existing order.
2. Ten participants associated leadership with creating vision and inspiration, while nine participants linked management to official documents, legal processes, and systemic issues. This indicates that what is expected from a leader is to create a vision for the organization and inspire other stakeholders to realize this vision. What is expected from managers, on the other hand, is to ensure the smooth implementation of all official documents and systemic issues required by legal processes within the framework of laws, regulations, and guidelines.
3. A key aspect that stands out in the leadership concept but not in the management concept is school improvement. When referring to leadership, nine participants describe it as a management approach that ensures the achievement of educational goals with a positive and inclusive educational

understanding, enhances the academic success of learners, and applies all processes related to the school systematically and smoothly.

Additionally, when examining the participants' perceptions of leadership and management, some common points have emerged. For instance, participants emphasized the importance of both leaders and managers in creating a culture of collaboration within their organizations and involving all stakeholders related to the educational service in the planning and decision-making process. By sharing the responsibility of managing the institution, it was noted that individuals would develop a sense of ownership, and everyone would be expected to fulfill their responsibilities to achieve the defined common goals.

Furthermore, participants stated that both leaders and managers should possess the skill of mediation. They highlighted the importance of using communication skills that foster a sense of unity, resolve problems and conflicts with a fair approach, and prioritize the motivation of all individuals in conducting process management. Finally, participants expressed a common ground between leadership and management concepts in focusing on quality, aiming to elevate the standards of educational activities and improve students' academic performance. Actions to enhance quality, such as instructional methods, material selection, personnel recruitment, addressing continuous professional development needs, and evaluating policies and learning outcomes, including applying for international accreditation programs, should be prioritized by both managers and leaders, as explicitly emphasized by the participants.

4.3 Findings Related to the Second Research Question

4.3.1. SFL Directors' Preferred Leadership Models

The questionnaire involving open-ended questions was used not only to determine the perceptions of SFL directors regarding leadership and management but also to identify the dominant leadership models they employ, particularly in addressing the challenges they encounter within their institutions. As for the analysis of the participants' responses to the open-ended questions, the researcher followed the steps considering the cyclical model of inductive content analysis suggested by Creswell (2012) with the involvement of two researchers. As a result of these steps, the table depicting the directors' preferred leadership models is presented below.

Table 11.

SFL Directors' Preferred Leadership Models

Leadership Model	f	%
Eclectic leadership	11	65
Participative & Transformational	6	
Participative & Instructional	2	
Participative & Managerial	1	
Instructional & Transformational	1	
Instructional & Managerial	1	
Participative leadership	4	24
Managerial leadership	2	12

As clearly stated in Table 11, the majority of participants (65%) integrate multiple leadership models, adopting an eclectic leadership model within their own institutions. Considering the unique features and conditions of each institution, as well as the complexity of management processes, it is understood that the integration of multiple leadership models gives rise to the adoption of an eclectic leadership model. Out of the eleven participants applying the eclectic leadership model, six mentioned implementing participative and transformational leadership models in their respective contexts. The following quotations illustrate the theme:

“Different cases require some different combination of these methods. For example, during the pandemic period last two years, we had to make many changes and adaptations and we used both transformational and participative models. Moreover, at the end of the academic years we collect data about the academic and administrative situation both from the teachers and from the students by the help of surveys and interviews and we evaluate the position of our SFL in details (CentralS1).”

“Although I consider participative model as an ideal one, of course there are times and situations where the other form of models needs to be applied. For example, if we need to make decisions about the material to use in the classes, I am more participative, or when I realise that there is a need in the institution to

improve performances of both students and teachers, than I become more transformational manager (MedP1).''

''The dominant model of educational leadership in the SFL (which involves a CEA accredited prep program) is a combination of participative and transformational leadership. This approach emphasizes collaboration and shared decision-making, ensuring that the diverse perspectives within the institution are considered. By involving faculty and staff in decision-making processes, it fosters a sense of ownership and commitment (AegeanP1).''

''The dominant model of educational leadership I adopt in my own institution to deal these problems are the combination of some of these models depending on the type of problem. To provide an example transformational leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Taking this into consideration if I have a problem regarding resistance to professional development tasks of classroom observations I first try to solve the problem with the other team members level heads, coordinators, testing members, vice directors since they may have better interpersonal relationships with the administrative members. Similar to transformational leadership, this example is also related to participative leadership, which seeks for the success in 'bonding' staff together and in easing the pressures on school principals (EastS1).''

''I do not specifically follow a model, but I think I would say participative and transformational leadership models suit to my style. I focus on inspiring and motivating others to achieve their full potential. I believe I can communicate effectively and encourage innovation and growth. I try to exemplify transformational leadership by setting a vision for our language programs, fostering a positive and inclusive environment, and promoting continuous professional development for faculty and staff (SouthS1).''

''The dominant model of educational leadership that I adopt in my own institution to deal with the problems of curriculum development, teacher training, and student assessment is a combination of participative and transformational models. I believe that voluntary participation of lecturers is important for me as a director because they are the ones who implement the curriculum and interact with the students on a daily basis. Therefore, I involve them in the decision-making process and seek their feedback and suggestions on how to improve the quality of

education. In addition to participative leadership, I also adopt a transformational leadership model, which aims to inspire and motivate lecturers to achieve higher levels of performance and commitment. I try to transform the school together with my colleagues by creating a shared vision, setting high expectations, providing support and recognition, and fostering a culture of innovation and collaboration (SouthS2).''

It is clearly evident from the statements of the six participants above that directors feel the need to use different leadership models in various situations within their own contexts. The importance of the subject, its dimensions, its impact on the overall administration of the school, and the approaches of staff and students are some of the key factors that drive directors to simultaneously employ multiple leadership models. One participant, particularly influenced by the changes initiated during the pandemic, expressed the need to make various changes in their context. In this regard, they preferred to use the eclectic leadership model, involving students and academic staff in the process through surveys and interviews. Additionally, another participant indicated the necessity of choosing different models depending on the situation. It is understood that they adopt a participative model for in-class applications and a transformational model when there is a need for more inclusive approaches and general changes within the institution.

In addition, another participant particularly organizes regular meetings, especially in situations requiring large-scale decision-making processes such as curriculum changes or policy implementations, to gather the views and opinions of the institution members. It is evident that this participant prefers to use the transformational leadership model when efforts are needed to enhance the financial or overall well-being of the institution. Furthermore, another participant, depending on the type of problem, strives to increase the skills and commitment of stakeholders through professional development training. They use the transformational leadership model to overcome staff resistance while using the participative leadership model in situations where they seek to keep team members together and enhance team spirit. When a new vision and strategic goals and objectives are set for the institution, the transformational leadership model takes the forefront in encouraging stakeholders for change and managing the change process. Additionally, while considering times especially when the views and opinions of academic staff, who are the primary implementers of all policies determined for the

institution, are taken into account, we observe the use of the participative leadership model.

Taken together, these considerations highlight that a single leadership model is not sufficient for the SFL directors, especially when planning significant changes and addressing the professional development needs of academic staff. The necessity to consider the thoughts of implementers, namely academic staff and students, and the goal of creating a culture based on collaboration led the SFL directors to use participative and transformational leadership models together.

Table 11 also indicates that two of the participants who prefer the eclectic leadership model aim to control process management by combining participative and instructional leadership models. These participants prioritize not only the involvement of stakeholders in the process but also placing educational facilities at the center of their management approach. The following quotations illustrate the theme:

“Since I actively seek input, opinions, and feedback from the instructors, staff, and students, I can easily say that I imply participative leadership aspects especially for the last 4 years. Since I involve stakeholders (such as teacher trainers, publishers and other institutions) in the decision-making process and value their input, I can say that the term participative leadership fits my ideology. I try to prioritize the development of instructional strategies, curriculum design, and assessment practices to enhance student achievement and instructors’ motivation. I also adopt the Instructional leadership model as I work closely with instructors, provide feedback, support professional development, and promote a culture of continuous improvement in instructional practices (MarP1).”

“In my institution, I try to use both participative leadership model and instructional leadership model to deal with these problems. For instance, at the end of each academic semester, we administer satisfaction questionnaires to English preparatory program students. After that, we have a school meeting to evaluate the outcomes of student satisfaction questionnaires and all teachers express their views on strengths and weaknesses of the conducted teaching and we make decisions about how to increase the quality of foreign language education in our school together. As evidence in support of the instructional leadership model in our school, we try to establish a positive and supportive learning environment

for learners. We support effective teaching and learning and provide guidance and direction for instructional improvement (AegeanS1).''

Looking at the points raised by the two participants above, the reasons for the SFL directors using the participative leadership model appear to be similar, while the reason for using the instructional leadership model can be listed as directors closely working with academic staff, providing feedback, supporting professional development processes, and improving educational activities. Additionally, the creation of a positive and supportive learning environment, the support of effective teaching and learning processes, the provision of guidance, and the encouragement of educational improvement can be considered as prominent reasons for the SFL directors to employ instructional leadership model together with participative leadership model. These models are not mutually exclusive, and managers often incorporate multiple models based on the needs of their institution and the specific situation. They may do it consciously or unconsciously, of course. Effective educational leaders adapt their leadership style to meet the demands and challenges of their educational environment while upholding the core values and principles of the institution.

Additionally, it can be understood from the Table 11 that one of the participants preferring the eclectic leadership model implements the characteristics of participative and managerial leadership models to overcome the problems occurring in their institution. The following quotation illustrates the theme:

“The model highly depends on the situation. To set up the system, participation of the staff is important, and getting to know different perspectives provides better results. On the other hand, a managerial role is likely to provide better results when it is difficult to come to a consensus (MarS1).’’

Examining the viewpoint expressed by the participant above, it is evident that the leadership model a manager chooses to employ significantly depends on the nature of the relevant issue. For complex matters such as establishing a system, the participative leadership model might be preferred to consider different perspectives, while in processes where reaching a consensus is challenging, the managerial leadership model may be favored. In this context, the complexity of the decision-making process and the

scope of the planned subject form the basis for implementing this eclectic leadership model.

Moreover, Table 11 indicates that one of the participants, preferring the eclectic leadership model, tends to adopt the instructional and transformational leadership model as the focus point is to closely deal with instructional facilities while trying to implement required changes in the institution. The following quotation illustrates the theme:

“A combination of the “Transformational Leadership” and “Instructional Leadership” models is particularly effective in addressing the challenges faced by the SFL in a specific context. Transformational leaders inspire and motivate followers to achieve their full potential and exceed their own expectations. They focus on building a shared vision, fostering a positive organizational culture, and promoting innovation. Instructional leaders prioritise improving teaching and learning processes within an institution. We are actively involved in curriculum development, assessment practices, and the professional development of faculty. In the SFL, instructional leadership is crucial for ensuring that language programs are up-to-date, effective, and responsive to the diverse needs of students (CentralP1).”

When carefully examining the idea expressed by the participant above, it is evident that the manager prefers the transformational leadership model when aiming to motivate participants to maximize their potential, focusing on a vision accepted and embraced by everyone and aspiring to create a collaborative, positive culture. Additionally, when prioritizing educational activities and encouraging curriculum design, assessment tools, and professional development processes, the instructional leadership model is preferred. In this context, managers are expected to use this eclectic leadership model to address issues related to students' competency levels by focusing on an education program that is current, effective, and responsive to the diverse needs and expectations of students.

Finally, Table 11 also confirms that one of the participants, preferring the eclectic leadership model, considers instructional and managerial leadership model in their own context. The following quotation illustrates the theme:

‘‘As a manager, I have to show them, sometimes teach them, or lead them to the correct way, feel and have empathy when they are tense, or quarrel each other, I have to absorb the stress, calm them down, sometimes freeze the problems in order not to make them more serious. Managerial way is good, I have to use my authority to warn and motivate teachers, secretaries and students. Instructional way is mostly what I have to do because our staff is mostly young and inexperienced, at every level or instance I have to show the way, remind the regulations, rules etc. (MarP2).’’

When we examine the idea expressed by the participant above, it becomes clear that the manager prefers to use the eclectic leadership model due to the need to assume a guiding role and teach young and less experienced team members what to do and how to do it continuously. In some situations, the manager may have to use their authority in this regard. That is why such a combination of instructional and managerial leadership model is adopted in this context.

As explicitly stated in Table 11, four out of seventeen participants (24%) have indicated that they dominantly implement the participative leadership model in their institutions. The participative leadership model is generally associated with the collegial management model and defined as a leadership approach based on collaborative decision-making. By involving all stakeholders in the decision-making process, it shares the roles and responsibilities of management, serving as a method to lighten the burden on the shoulders of school leaders and foster a sense of unity. As a natural outcome of this approach, participants are more likely to internalize the decisions taken and increase the probability of successful implementation due to the motivation displayed in carrying out these decisions. The following quotations illustrate the theme:

‘‘The management team also applies a performance evaluation questionnaire at the end of every year. The questionnaire includes open-ended questions as well as Likert-type items. The instructors fill in the questionnaire without giving their names so they have the opportunity to express their opinions and how much they are satisfied with the team’s work. When the results are received, first the team has a meeting where they discuss the responds; reflect on their actions and make decisions on what and how to change any practice or behaviour of them. Then,

the results and possible action plan are shared with instructors at a general academic meeting (BlackS1).''

‘‘I believe that the director should involve language teachers in decisions related to curriculum development, assessment strategies and the implementation of language programs. This contributes to a more collaborative and engaged school. I believe that this can enhance collaboration and generate a sense of ownership among the members of SFL (BlackS2).’’

‘‘Participative I can say because I really give importance to working together with my colleagues (BlackS3).’’

‘‘In our institution, we have dominantly adopted a participative leadership method. We frequently ask for opinion of our staff and students and try to make the necessary improvements using their feedback. We make sure our staff and students participate in the decision making process by getting their feedback through meetings and surveys (CentralS2).’’

When carefully examining the thoughts expressed by the four participants above, the conclusion that can be drawn is that the primary reason for preferring the participative leadership model is to increase the sense of ownership among stakeholders involved in a collaborative decision-making process, thereby ensuring high motivation and commitment to achieve the determined vision. Using various data collection tools such as surveys, interviews, or meetings to ensure the voices of participants are heard, evaluating issues from a multifaceted perspective, determining decisions through consensus-building among all stakeholders, internalizing these decisions, and fostering a desire to take ownership of these decisions during the implementation phase constitute the foundational elements of the participative leadership model.

Finally, as explicitly stated in Table 11, only two participants (12%) mentioned implementing solely the managerial leadership model within their contexts. In this model, school leaders focus on fulfilling the legal duties and responsibilities defined for them and administratively ensuring that all tasks are carried out comprehensively and effectively by stakeholders. The school leader, holding all authority, takes primary responsibility for achieving the defined vision and program outcomes, ensuring that everyone adheres to their job descriptions and duties. The following quotations illustrate the theme:

‘‘As a director, I believe one can combine these models. For example, a director employs participative leadership when deciding over the teaching resources or curriculum design and instructional leadership to provide training for innovative teaching strategies as well as transformational leadership to change the attitudes of students toward learning languages with the help of their advisors. Each of these elements is context-sensitive and depends on the structure of the institutions. We mainly adopt the managerial leadership model. We adopt managerial leadership to ensure smooth and effective operations in our school and to provide necessary support for language learning (MedS1).’’

‘‘In the SFL, the dominant model of educational leadership aligns closely with a managerial approach. The emphasis on efficient organizational functioning, resource allocation, and policy implementation is crucial for ensuring that day-to-day operations run smoothly (CentralS3).’’

From the statements above, it can be inferred that school leaders who are aware of which leadership model is more suitable in specific situations tend to predominantly use the leadership model that aligns with the characteristics of their environment and the type of problem they are dealing with. The participants in question explicitly state that they use the managerial leadership model more frequently, as they focus more on ensuring the smooth and effective implementation of actions and practices within the school.

When we analyze the responses of the seventeen participants to the questionnaire involving open-ended questions regarding the leadership models predominantly used in their institutions, one of the most significant conclusions we can draw is that the participative leadership model is the most widely used model by school leaders, either alone or as part of an eclectic leadership model. 13 participants (76,5%) focus on creating a collaborative culture by involving stakeholders in the decision-making process, reflecting their views and thoughts in the problem-solving process. School leaders often employ the participative leadership model when working on important issues such as curriculum planning, assessment and evaluation processes, or the personal and professional development of academic staff. This approach facilitates shared governance, encourages collaboration, and creates a positive and supportive educational environment, where everyone actively participates in achieving the set goals.

Furthermore, the second most preferred leadership model among school leaders is the transformational leadership model. Seven out of seventeen participants (41,2%) indicate their preference for the transformational leadership model when managing significant changes within their institutions or when they feel the need for a new vision and strategic planning. Through this model, school leaders strengthen the motivation and commitment of stakeholders, aligning them with common goals, strategies, or values.

The third most preferred leadership models by school leaders are the instructional and managerial leadership models, utilized by four participants (24%). Four school leaders, in their respective contexts, focus more on interacting with academic staff and students, supporting educational activities, creating an effective and productive learning environment, and encouraging the development of knowledge and skills among academic staff. Ultimately, their goal is to enhance the academic success and performance of learners. On the other hand, observations indicate that four school leaders concentrate on using their authority to ensure the effective and smooth implementation of all policy applications in the school, monitoring and organizing improvement activities. They strive to ensure that everyone involved in the process takes responsibility, fulfilling their duties and powers comprehensively.

In conclusion, the participants' responses reveal that school leaders, aware of the characteristics of their environment and the type of problem they are dealing with, tend to predominantly use the leadership model that best suits their needs. The data suggests that there is no one-size-fits-all leadership model, and school leaders adopt different leadership models based on the requirements and impact of the processes they are managing.

4.4. Findings Related to the Third Research Question

4.4.1. SFL Directors' Perceptions of Qualifications Required for the Appointment

The responses to the semi-structured e-mail interview tool, consisting of five open-ended questions regarding the areas of responsibility required for the position, whether participants received any training or orientation program related to the roles and responsibilities before being appointed as the SFL director, identification of the qualifications required for candidates to be appointed as school leaders, and how the continuous professional development needs of school leaders should be met after the

appointment process, were analyzed by two researchers using the cyclical model of inductive content analysis suggested by Creswell (2012).

When analyzing the responses provided by the participants to the question asking whether they underwent any training program or orientation process before being appointed as the SFL director and subsequently how they felt and dealt with the problems they encountered after the appointment, it is clearly evident that only three participants (18%) stated that they received comprehensive training regarding the roles and responsibilities required for the position. The following quotations illustrate the situation:

‘‘I have joined several seminars and conferences on management throughout my career. Therefore, I felt confident and professionally competent (CentralS2).’’

‘‘I found my professional competency to be well-aligned with the requirements of the crucial responsibility entrusted to me. Prior to the appointment process, I received comprehensive training (it was a one-week training) on the roles and responsibilities associated with the management position while working as the coordinator of compulsory prep program. This training covered a wide range of topics, including leadership principles, strategic planning, team management, communication strategies, and organizational policies and procedures (BlackS2).’’

‘‘Prior to my appointment (2017), I completed the International Diploma in Language Teaching Management by SIT (School for International Training) in the USA in 2012 while I was working as an EFL instructor within the same institution. It involves eight assessed modules of study and is usually run in a blended format with 2 weeks of face-to-face study followed by approximately seven-eight months of online work. The course comprised eight modules, covering areas such as Organizational Management, Human Resource Management, Financial Management, Marketing, Customer Service, and Academic Management, among others (AegeanP1).’’

Upon careful examination of the responses provided by the participants above, we understand that they managed the process more effectively and professionally after the appointment due to the knowledge and skills they acquired in various areas such as communication skills, strategic planning, time management, and human resources

management, which are critical for school leaders to carry out their duties and responsibilities smoothly. Additionally, participants mentioned that they gained confidence in meeting the responsibilities of their roles through conferences and seminars related to management.

Furthermore, the majority of participants (82%) stated that they did not receive any comprehensive or planned training or orientation program before the appointment. Although some participants mentioned having managerial experience as they served in different academic or administrative roles or being involved in a detailed preliminary conversation with the rectors before their appointment, they experienced difficulties in managing the process due to the lack of any training opportunities provided by the university administration. The following quotations illustrate the situation:

“However, in terms of the institution (university), there was no professional orientation or training. The first thing I felt when I took over was the "fear of making mistakes" and the weight of responsibility. I was afraid of even the smallest thing I had to decide and the quick decisions I had made as deputy director were replaced by anxiety (MarP1).”

“I did not receive any formal training specifically related to the roles and responsibilities of a management position before the appointment process. The first few weeks of my appointment were a stressful and anxious time. The workload was heavy, and the procedures were complex, which overwhelmed me a bit. I also had serious concerns about the management processes that needed to be implemented correctly. The increased responsibilities made me think, and I felt the stress of this situation intensely. I must admit that I even worked overtime unnecessarily, trying to finish all the tasks at once and fearing that I would fall behind the schedule (MedP1).”

“I have not received any sort of training before the appointment process. I was extremely stressed out due to several reasons. To begin with, everything seemed uncertain to me. In other words, I was not sure what to expect from this responsibility or what was waiting for me. It was like a tough rocky road to climb. These feelings made me anxious, stressful and worried at the same time. Secondly, the fear of not being able to manage the responsibilities was a tackle and a question mark to be solved (EastS1).”

‘Before my appointment, I did not receive specific training tailored to this management role. However, my previous experiences in educational leadership and language teaching provided a solid foundation. However, a more structured training program focusing on the unique challenges of managing a language school, such as curriculum development and intercultural communication, would have been beneficial for sure (SouthS1).’

Looking at the responses shared by participants who did not receive any training or participate in an orientation process before the appointment, it is evident that even school leaders with prior managerial experience in different fields require a comprehensive, planned training process that addresses the needs of their roles and responsibilities. Some of the most significant consequences of this include intense emotions experienced by school leaders, fear of making mistakes, inability to complete tasks on time, and excessive workload. The fundamental factor underlying these issues is that school leaders require support in complex areas such as academic, administrative, and interpersonal relationships. It is only natural for school leaders to experience stress when they lack knowledge and experience in identifying the challenges they will face, how to cope with them, and managing numerous dynamic issues. All of these aspects clearly indicate that school leaders undoubtedly need prior training and orientation before their appointment. In addressing this need, individual efforts and sacrifices of these leaders may not be sufficient, emphasizing the importance of support provided by university senior management or within the CoHE.

As a result of the analysis conducted by two researchers on qualitative data, the participants' views on the qualifications that should be possessed to be appointed as the director of the SFL, fulfill the defined duties and responsibilities most effectively, enhance students' success and contribute to the development of the school are presented in Table 12.

Table 12.

SFL Directors' Perceptions of Qualifications Required for the Appointment

Qualifications Required	f	%
Academic Background	14	82
Expert in language education	12	
Teaching experience at the school	5	
Soft Skills	14	82
Communication & Interpersonal skills	11	
Leadership skills & experience	7	
Teamwork & Collaboration	4	
Work ethics	4	
Decision-making	3	
Adaptability	3	
Strategic thinking	2	
Delegation	2	
Problem-solving	1	
Academic Excellence	9	53
Academic vision	2	
Language proficiency	2	
Commitment to innovative teaching methodologies	2	
Deep understanding of curriculum and pedagogy	2	
Deep understanding of evaluation-learning	1	
Being multilingual	1	
Personality Traits	4	24
Positive-minded role model	2	
Being fair and reliable	1	
Being hard-working	1	
Being patient	1	
Operational Efficiency	4	24
Planning skills	3	
Knowing regulations and laws	1	
Charing meetings	1	
Foreseeing potential problems	1	
Policy making	1	

The analysis of responses to the semi-structured e-mail interview questions by participants clearly shows in the resulting table that one of the two fundamental criteria equally deemed necessary to be appointed as the director of the SFL, as expressed by 14 participants (82%), is the academic background of managerial and leadership candidates. In this context, among these 14 participants drawing attention to this point, 12 emphasized that the person to be appointed as the school director must absolutely graduate from one of the fields related to language education, and their postgraduate and doctoral education should also be in one of the fields related to language education. It is noted that managers who graduate from a field outside of language education will not be successful in the SFL context. Furthermore, 5 out of the 14 participants emphasizing the importance of having criteria in this regard have also emphasized the importance of the person to be appointed as the director of the school having teaching experience in the said school. The following quotations illustrate the theme:

“First of all, I believe that the director of the School of Foreign Languages should know at least two languages and should be an expert in the field of language education, language literature or interpreting (MarS1).”

“First of all, I think that people from the field of foreign language teaching should be in this position. Additionally, having previously worked as a foreign language instructor at these schools will certainly contribute greatly (CentralS1).”

“First of all, to be appointed as the SFL director, one should have relevant training and experience in ELT context (AegeanP1).”

“Firstly, a strong academic background in language education or a related field is crucial. The director should have an advanced knowledge in language teaching, linguistics or a similar discipline, providing them with the expertise needed to oversee language instruction effectively (BlackS2).”

“I definitely think there are various qualifications and criteria to be appointed as a SFL director. First of all, experience of work at the school is a must because without knowing the school, no matter how much knowledge a person has on management or on academic issues, s/he cannot be successful (CentralS2).”

“This critical position demands a well-rounded skillset for effective leadership. The ideal candidate should possess extensive experience within the SFL fostering a deep understanding of its goals, challenges, and operations (MedP1).”

Considering what some participants have expressed above, we understand that it is not deemed sufficient for a person expected to lead in the context of a foreign languages school to have only received education in one of the language education fields; additionally, it is expected that they have teaching experience in the school where they will be appointed as a leader. As emphasized by the participants, it is an inevitable fact for managers to be experts in one of the fields related to language education in order to effectively and efficiently work on fundamental issues such as preparing education programs, assessment and evaluation, pedagogy, and teaching methods and techniques, which fall within the scope of their duties and responsibilities, for the healthy management of the teaching and learning process. It cannot be expected that a leader without expertise in these areas will guide, train, and smoothly conduct educational activities of the academic staff when necessary. All these points necessitate that leaders have expertise in a department related to language education. Additionally, some participants have emphasized the importance of leaders' teaching experience in the relevant school. In this context, it is believed that individuals who are knowledgeable about the school's mission, vision, strategic objectives, culture, and operational capability will be able to manage the leadership process more effectively. While having experience in leadership in different schools is certainly important due to the knowledge, skills, and insights it provides, having a grasp of all the dynamics of the particular school helps not only in smoothly conducting educational activities but also in ensuring the smooth operation of administrative and managerial processes, considering that each school may have different challenges, profiles, and expectations.

Table 12 also clearly demonstrates that besides academic background, the second most commonly emphasized essential qualification for being appointed as a school director is soft skills. 14 participants (82%) have emphasized that along with academic skills and qualifications for school leadership, skills that are inevitable and necessary for social life should also be taken into consideration. Among these social skills, the most commonly mentioned skill by 11 participants is communication and interpersonal skills. This is followed by leadership skills and experience (7 participants), teamwork and collaboration (4 participants), and work ethics (4 participants), respectively. In addition,

three participants have specifically drawn attention to the decision-making ability and adaptability in particularly stressful and challenging situations as important qualities that school leaders should possess. Two participants have highlighted the importance of strategic thinking ability and delegation by emphasizing the strengths of team members for individuals to be appointed as school directors. Finally, one participant has pointed out that a school leader should have the skill and competence to identify the root cause of conflicts in order to resolve them with the most appropriate method in case of disagreements. The following quotations illustrate the theme:

‘‘I believe there should be qualifications or criteria for the appointment of the SFL director. These may include prior experience in educational leadership or management roles and strong communication and interpersonal skills (CentralS3).’’

‘‘To evaluate professional competency in such a role, one would typically consider leadership experience as previous experience in leadership or managerial roles, especially in an educational setting, can contribute to the director's ability to navigate the challenges of leading a school of foreign languages as well as ethical leadership since demonstrating ethical behavior and integrity is crucial for a director. This includes making fair decisions, maintaining transparency, and prioritizing the well-being of students and staff (CentralP1).’’

‘‘Thirdly, I have soft skills such as being cooperative, responsible, understanding and objective. These qualifications and soft skills are necessary for a manager to create a good working environment for all the parties in the SFLs (MedS1).’’

‘‘The director must be capable of working efficiently as a team member, maintaining professionalism at all times while fulfilling the responsibilities of the Superintendent, and exemplifying the characteristics and qualities of a positive role model (EastS1).’’

‘‘Secondly, he/she should try to find the strengths of the people they work with and distribute tasks accordingly. Give them responsibility. They should know how to delegate the work to the right people, follow up the work done and evaluate the outputs (MarP1).’’

‘‘Experience in educational leadership or administration is crucial. Additionally, a good director should possess excellent interpersonal and cross-cultural

communication skills, as well as a deep understanding of curriculum development and language pedagogy (SouthS1).''

When we consider the context of a school of foreign languages, the smooth execution of educational processes, and the timely and lawful conduct of academic and administrative processes require the school leader to possess these soft skills. As also articulated by the participants, establishing a healthy communication network with all stakeholders and managing all academic and administrative processes with a collaborative approach based on teamwork harmony are essential qualities expected from a leader. Therefore, it is expected that the school leader acts as a role model by behaving, speaking, and acting in accordance with work ethics and professionalism. In this regard, the selection of a person with leadership skills and demeanor as a school director holds strategic importance and plays a significant role in decision-making processes that can affect the educational activities of the school. Adapting to changing needs and expectations, foreseeing potential problems, taking preventive measures against them, and effectively solving these problems if they arise emerge as qualities that a school leader should possess. Although having leadership experience is important, it is equally valuable for school leaders to be adaptable and provide quick responses to changing situations, considering the differences in the needs of each educational setting, divergences in vision and strategic objectives, and the varying profiles of stakeholders. An effective school leader's thorough understanding of the colleagues they work with, mastery over their strengths and areas for improvement, and the delegation of appropriate individuals for critical roles within the school and sharing of authority will positively impact productivity and the well-being of all stakeholders. Granting authority to individuals for matters closely related to curriculum development and design, assessment and evaluation, continuous professional development, extracurricular activities, which are closely related to the educational process within the school, and ensuring the regular fulfillment of the professional development needs of the personnel working in these areas are among some of the most valuable supports expected from a school leader. In this context, all the soft skills expressed by the participants emerge as crucial elements alongside academic skills and qualifications, significantly impacting the school's success status.

Table 12 also clearly indicates that one of the qualifications a person must possess to be appointed as a school director is academic excellence. 9 participants (53%) have

expressed this feature, which school leaders deem necessary for ensuring an effective educational process, using concepts such as academic vision, proficiency in foreign languages, and multilingualism. Additionally, school leaders are expected to adopt an approach centered around excellence, following innovative teaching techniques and methodologies, and striving to implement them in their institutions. Furthermore, it has been highlighted that school leaders should be experts in curriculum development and pedagogy, especially during the planning stage of educational activities, which is mentioned as an important criterion in the appointment process. Finally, a point emphasized during the selection of school leaders is the proper structuring of education and assessment-evaluation processes to ensure that the provided educational services meet high standards. The following quotations illustrate the theme:

“First of all, I believe that the director of the School of Foreign Languages should know at least two languages and should be an expert in the field of language education, language literature or interpreting (MarS1).”

“The manager should have skills of evaluation, testing, testing-learning processes (MarP2).”

“To evaluate professional competency in such a role, one would typically consider language proficiency. The director should be able to understand the nuances of language learning and teaching, communicate effectively with faculty and students, and make informed decisions about language programs (CentralP1).”

“Moreover, a commitment to innovative teaching methodologies and cultural diversity is essential. The director should be abreast of the latest developments in language teaching (BlackS2).”

“Additionally, a good director should possess excellent interpersonal and cross-cultural communication skills, as well as a deep understanding of curriculum development and language pedagogy (SouthS1).”

As pointed out by some participants above, one of the most significant expectations from school leaders is to establish a quality-focused, excellence-driven education system for all stakeholders. To achieve such a challenging goal, the presence of an academically embraced and collectively decided-upon vision is crucial. In this context, the primary responsibility of the school leader is to lead in the formation of this

vision, ensure its acceptance and ownership by all stakeholders, and spearhead the realization of this vision through identified action plans. In order for students to receive high-quality education at high standards, it is noted that the school leader's proficiency in the target language and firsthand experience in foreign language learning processes are fundamental. Additionally, it is expected from the school leader to encourage their academic staff to follow innovative teaching methods and to implement these approaches in their own institutions, thereby creating a meaningful and productive educational environment. Of course, for this to happen, the expertise of the school leader in curriculum development and pedagogy is essential. The continuous training of the academic staff in these areas, supported by the necessary knowledge, skills, and resources, and the preparation of an education program that meets the needs and expectations of learners with an excellence-driven approach, should be spearheaded by the school leader. Finally, the expertise of the school leader in assessment and evaluation is a determining factor in being able to assess whether the provided educational service is effectively reaching students to achieve the pre-determined learning outcomes. In this context, it is crucial for the school leader to establish a measurement and evaluation system that contributes to the students' learning process and facilitates the achievement of predefined program objectives, thereby ensuring a positive interaction between education and measurement evaluation, as this is one of the most important tasks within the concept of academic excellence for the school leader.

Table 12 also demonstrates that among the qualifications deemed necessary for appointment as a school director are personality traits. 4 participants (24%) believe that school leaders should possess certain character traits in addition to the specified academic and social skills oriented qualifications. 2 participants emphasize that school leaders should serve as role models for other stakeholders and highlight the importance of projecting a professional identity in this regard. One participant each has expressed that individuals appointed as school leaders should be fair and trustworthy, hardworking, and patient. The following quotations illustrate the theme:

“ I believe that the director of the School of Foreign Languages should be a smiling and positive-minded person (MarS1). ”

“Finally, they must be fair and reliable. Where there is no justice, there is no peace, there is no continuity (MarP1). ”

‘‘A Director of the SFL should be hard-working, good at communication, patient and open to change (CentralS2).’’

‘‘The director must be capable of working efficiently as a team member, maintaining professionalism at all times while fulfilling the responsibilities of the superintendent, and exemplifying the characteristics and qualities of a positive role model (Easts1).’’

In institutions like the SFL, where interpersonal dialogue is abundant, collaboration is paramount, and fostering well-being among all stakeholders is crucial, school leaders' personality traits are as important as their academic qualifications. The seamless implementation of all academic and administrative activities, as required by work ethics within the framework of laws and regulations, depends on the characteristic traits of the school leader and the relationship they establish with these stakeholders. Firstly, it is considered essential for a school leader to serve as an exemplary personality, inspiring both colleagues and students alike and being trusted by everyone. In this regard, a school leader who is conscientious of their responsibilities can establish an appropriate environment through diligence and by fulfilling their duties and authorities flawlessly. Ensuring that all parties involved in a dispute trust the fairness and reliability of the school leader increases the likelihood of resolving problems. As mentioned by a participant, a lack of justice undermines any notion of order or sustainable professionalism. Finally, considering the dynamics of a school where numerous tasks need to be accomplished within limited timeframes, where needs and expectations vary, and where dealing with problems is constant, patience is also deemed a necessary personality trait for a school leader. Being patient during stressful times of conflict and unmet expectations, maintaining composure, and making decisions based on logic and within legal frameworks are fundamental expectations from school leaders.

As shown in Table 12, among the qualifications necessary for being appointed as the director of a school of foreign languages, the last point raised by the participants is operational efficiency. Four participants (24%) have emphasized the need for the selected individual to have advanced planning skills to ensure the healthy execution of both academic and administrative processes. The school leader, who is expected to formulate policies in line with the needs, expectations, vision, and strategic objectives of the educational institution, is also expected to operate within the framework of laws and regulations. Additionally, as evident from the table, conducting meetings when

necessary, chairing meetings, or representing their institution in senior management meetings are mentioned as qualities expected from the school leader. Lastly, the school leader is expected to be equipped and experienced in foreseeing potential problems within the institution or external issues that may affect the institution, adopting a proactive approach to be prepared for them, and addressing problems swiftly and effectively in crisis situations. The following quotations illustrate the theme:

“Definitely the manager should have planning skills and know the regulations and laws issues (MarP2).”

“The ability to think strategically and develop a vision for the school is crucial. Competent directors can create plans for the school's growth, improvement, and adaptation to changing educational landscapes (CentralP1).”

“The individual is required to be present at all standard and exceptional meetings and maintain a comprehensive and precise record of the discussions and official actions taken during these meetings as well as foresees potential issues. Recommends policies or courses of staff action (EastS1).”

“I believe there should be qualifications or criteria for the appointment of the SFL director. These may include the ability to develop and implement educational programs and experience in budget management and resource allocation (CentralS3).”

Upon careful analysis of the comments expressed by the participants above, it is understood that strong planning skills in daily and medium-to-long-term practices play a significant role in both the flawless and smooth implementation of legal and academic activities and in achieving efficient and effective outcomes. In this context, it is essential for the school leader to be well-versed in all laws and regulations applicable to the school and to ensure their correct implementation for a healthy management approach. Within this framework of established legal regulations, the school leader is expected to engage in short, medium, and long-term planning, develop effective policies in line with the school's needs and objectives, and implement them. Having experience in the efficient use of resources and budget and being able to determine plans and policies aimed at the success of the school and the well-being of all stakeholders are qualities expected from an individual serving as a leader in an educational organization. Given the dynamic nature of school, it may be necessary for the school leader to

occasionally organize meetings to measure stakeholder satisfaction, intervene in the process when necessary, and make improvements to create a more effective educational environment. In these meetings, the school leader's role is crucial, either in leading meetings aimed at addressing issues with a collaborative and participatory approach or in representing the institution in meetings aimed at providing support for strategic decisions made at the senior management level. Ultimately, one of the most important qualities that a school leader must possess is ensuring operational efficiency at the highest level in all practices and ensuring their sustainability.

4.5. Findings Related to the Fourth Research Question

4.5.1. SFL Directors' Suggestions on Leadership and Management Development Curriculum

The responses of 17 participants who serve as the SFL directors in foundation and state universities across all regions of Türkiye to the self-assessment sheet, which served as the third and last data collection tool, were analyzed by two researchers regarding the fourth research question on which modules should be included in the leadership and management development curriculum for the SFL directors in Türkiye. The participants were shared a chart involving the curriculum design of leadership and management development programs that the school leaders are supposed to complete to be appointed in nine countries and asked to express their thoughts and feelings on the training and preparation process of the SFL directors in Türkiye, the evaluation of their personal, professional and leadership competency by considering the curriculum provided in different countries and their suggestions on the curriculum design of leadership and management development program for the SFL directors in the Turkish context.

In the chart provided to participants through the self-assessment sheet, a total of 27 modules regarding their responsibilities in academic and administrative areas are included in the leadership development curriculum program implemented in nine countries. Additionally, participants were asked to indicate other modules that they believe should be added to the leadership and management curriculum program for the SFL director in Türkiye, although they are not listed in the table. As a result, with the modules such as professional development, team building and management, quality assurance and evaluation, multicultural education and diversity management,

pedagogical innovation, professional ethics, and leadership in times of change added by the participants, this number has increased to approximately 40.

All responses from participants were analyzed by two researchers using the cyclical model of inductive content analysis suggested by Creswell (2012), and it was suggested that ten modules, agreed upon by at least half of the participants, should be included in the leadership and management development curriculum program for the SFL directors working at both foundation and state universities fulfill their defined duties and responsibilities most effectively in Turkish context. The modules obtained are listed in Table 13.

Table 13.

SFL Directors' Suggestions on Leadership and Management Development Curriculum

Modules	f	%
Instructional Leadership	15	88
ICT and Learning	13	77
Managing People	12	71
Communication Skills	12	71
Conflict Management	11	65
Management and Administration	11	65
Law	10	59
Curriculum	9	53
Leadership	9	53
Strategic Planning	9	53

As clearly indicated in Table 13, an analysis of the responses provided by participants in the self-assessment sheet reveals that the most important module that should be included in the leadership and management development curriculum program for school leaders serving as the SFL directors at both foundation and state universities in Türkiye is the instructional leadership. Fifteen participants (88%) stated that the topic where school leaders would feel the most need for education and preparation is instructional leadership, which emphasizes in-class academic activities and aims to support teachers' professional development and increase their knowledge and skills, thereby focusing on student success and school development. The following quotations illustrate the theme:

‘‘Firstly, instructional leadership is key for Turkish educational leaders because it’s crucial for running schools well and achieving high academic standards (AegeanP1).’’

‘‘Instructional leadership module should be embedded into the content of leadership development program in Turkish context because prospective school director should possess interpersonal skills, planning skills, instructional observation skills and research and evaluation skills to perform the tasks of instructional leader (AegeanS1).’’

‘‘Instructional leadership helps to supports teacher development and fosters effective teaching practices (MedP1).’’

‘‘Firstly, instructional leadership emerges as a critical area. Given the focus on English language teaching within Turkish SFLs, expertise in guiding lecturers to implement effective teaching strategies tailored to language acquisition is paramount (CentralS3).’’

‘‘First of all, given the importance of educational quality and teaching effectiveness, instructional leadership module should be a core part of the curriculum. Instructional leadership focuses on improving teaching and learning, which is critical in the language education sector (SouthS1).’’

‘‘Instructional leadership is substantive in the curriculum design of leadership development programs for School of Foreign Languages directors since directors play an important role in shaping the quality of language education. SFL directors can effectively support and guide their teaching staff (BlackS2).’’

The module identified by the majority of participants as essential in the leadership and management development curriculum program, the instructional leadership, is closely linked to the quality of the educational service provided and the effectiveness of teaching and learning processes. It is believed that potential school leaders need to have knowledge and skills in instructional leadership to deliver high-quality education and ensure smooth operation of all academic processes in the school. Effective school leadership, therefore, emphasizes the need for essential skills such as interpersonal relationship building, planning, classroom observations, and conducting research and evaluations, underscoring the importance of instructional leadership as a crucial component of the curriculum program to be developed for the SFL directors in Türkiye.

Improving the quality of educational services and employing effective teaching methods require school leaders to adopt a supportive and guiding approach to the professional development of teachers. In this context, it is crucial for school leaders to analyze teachers' professional development needs, identify the most efficient methods to address these needs based on the findings, provide training accordingly, and implement new teaching methods that meet the changing needs and expectations of the times with an innovative approach. Therefore, instructional leadership emerges as a module that should be included in the curriculum program to address fundamental aspects such as supporting teachers' development, identifying efficient training methods, and implementing innovative teaching approaches to meet the evolving needs and expectations of the era.

Table 13 clearly indicates that the second topic identified as essential in the leadership development curriculum for the SFL directors in the context of Türkiye is the module on ICT and learning, examining the impact of digitalization on education. In this regard, 13 participants (77%) believe that school leaders need to be experts in digital literacy and how to integrate it into the curriculum. The following quotations illustrate the theme:

“Other topics that I believe I can suggest including in the new curriculum program to be created is incorporating technology effectively into language instruction, including the use of online resources, language learning apps, and multimedia tools to enhance student engagement and learning outcomes (CentralP1).”

“Other topics that may be relevant for inclusion in the curriculum program for Turkish SFL directors include using technology to enhance English language teaching and provide students with digital literacy skills relevant to today's interconnected world (CentralS3).”

“Finally, the role of technology in language learning cannot be overstated. This module should cover the integration of ICT tools in language teaching, online learning platforms, and leveraging digital resources for language acquisition (SouthS1).”

“ICT and e-learning are valuable qualifications to keep up with the century. ICT competence is required for all intellectuals leading education, especially now that

artificial intelligence (AI) is so widely discussed and adapted in every field (MarP1).''

‘‘Apart from the suggested topics in the chart, use of technology could be added to the leadership development program for SFL Directors. It would be beneficial for directors to know how to successfully integrate new technologies and especially, artificial intelligence into their teaching and administrative policies (CentralS2).’’

‘‘Integrating Information and Communication Technology (ICT) into learning is also crucial in today's digital age, so leaders need to know how to use technology effectively in education (AegeanP1).’’

Taking into account the points highlighted by the participants above and the widespread use of technological resources in language education, the importance of digital literacy becomes significant in facilitating and enhancing the effectiveness of the language learning process. The use of online resources, language learning applications, and multimedia tools contributes to students displaying a positive attitude towards classes and enhances student engagement and success. Considering the scope and impact of artificial intelligence and digitalization in today's world, students being knowledgeable in this regard and maximizing the effectiveness of these tools in their learning processes become crucial factors for their career planning and social lives. In this context, integrating technology, artificial intelligence, and online resources into both the curriculum and classroom academic activities will positively impact the language learning and teaching process. Nowadays, these technological tools play a significant role not only in achieving academic goals within the classroom but also in determining and implementing administrative and managerial policies. All these aspects highlight the necessity for school leaders to have advanced digital literacy skills. Therefore, including a module on information and communication technologies and its relation to education in the leadership and management development curriculum designed for the SFL directors would be highly beneficial.

Table 13 also indicates that one of the modules considered beneficial to be included in the leadership development curriculum program deemed necessary for school directors and to be taken before appointment is managing people. 12 participants (71%) have included this module as the third most preferred one in the leadership development curriculum program because they believe school leaders need to manage

all stakeholders, establish healthy relationships, and unite everyone around the same vision. The following quotations illustrate the theme:

“Effectively managing teachers, administrative staff, and support personnel is vital for maintaining a productive and harmonious work environment. This involves recruitment, training, performance evaluation, and addressing any conflicts or issues that may arise among staff members (CentralPI).”

“Managing people module should be embedded into the content of leadership development program in Turkish context because prospective school directors should know how to hire, lead and develop team members to support the school’s overall mission (AegeanSI).”

“Managing people should be involved in the curriculum to foster a positive work environment and maximize staff performance (MarSI).”

“In my opinion, there are problematic characteristics available, especially in the prototype of the "principal" that we are used to. There are managers who cannot be mentors and there are managers who cannot manage people, and I think it is pointless to look for other reasons for "failure" when this is where the problem lies in the first place. For this reason, managing people and mentoring are also very important and should definitely be included in the program design; they should be at the top of the list (MarPI).”

“Managing people is also important, as it shows the need for strong people skills to handle the different situations that come up in schools (AegeanPI).”

“Managing people is crucial for motivating SFL staff, developing their talents, and fostering effective teamwork (MedPI).”

Taking into account all the issues stated above by the participants, one of the areas where school leaders are in most need of education is managing people. From the recruitment process of teachers to planning training sessions to support their professional development, and from evaluating their performances to effectively resolving any conflicts that may arise, managing stakeholders throughout all processes is an inevitable necessity for creating a productive and harmonious working environment. Establishing a positive educational atmosphere, ensuring the motivation of academic staff to maximize their performance, and strengthening effective teamwork by developing their knowledge and skills all depend on effective people management. In

this context, future school leaders should be well aware of how recruitment processes and stakeholder guidance for their development will be conducted, ensuring adherence to the school's vision and mission to facilitate school improvement. All these factors necessitate the inclusion of people management in the leadership and management development curriculum program in Turkish context.

Table 13 also indicates that another module that should be included in the leadership and management development curriculum program, which covers the topics that school leaders need to receive training on before being appointed as directors of foreign language schools, is communication skills. 12 participants (71%) emphasized the need for effective communication skills in the curriculum program to ensure the success of academic and administrative processes conducted with the participation of all stakeholders, thereby highlighting the importance of including this module. The following quotations illustrate the theme:

“Effective communication fosters trust, collaboration, and a positive school climate (SouthS2).”

“Third, in the context of language education, exceptional communication skills are very important. This module should not only cover general communication but also the nuances of cross-cultural communication, reflecting the diverse backgrounds of students and staff in SFL programs (SouthS1).”

“Effective communication with all stakeholders is essential for conveying expectations, providing feedback, resolving conflicts, and building trust. Managers must be able to communicate clearly and empathetically in various contexts (CentralP1).”

“Communication skills module should be embedded into the content of leadership development program in Turkish context because successful communication helps school directors to better understand people and situations. It helps them to overcome diversities, build trust and respect, and create conditions for sharing creative ideas and solving problems (AegeanS1).”

“I think that a leadership development program for SFL Directors in Türkiye should include components related to psychology and communication skills as a successful director should understand the psychology of the staff and students and should be able to communicate with them appropriately (CentralS2).”

When carefully examining the comments made regarding the communication skills module, which the majority of participants express should be included in the curriculum, it becomes clear that effective communication skills can facilitate the establishment of trust, collaboration, and a positive school climate, which are crucial for the context of foreign language schools. These skills help school leaders better understand the people they work with, establish empathy, and create a conducive environment for education by valuing people's psychological well-being. Consequently, a productive environment can be created where differences and challenges are overcome, interpersonal trust and respect are built, and effective collaboration leads to problem-solving. Considering the points raised by the participants, it is evident that effective communication skills are valuable for school leaders in various aspects: expressing expectations from all stakeholders, providing feedback on their performance, resolving issues and conflicts within the institution, and perhaps most importantly, empathizing when necessary. Only through this can trust and respect be fostered in educational institutions that embrace a collaborative approach. Moreover, it is emphasized that school leaders should communicate using clear and understandable language and adapt their communication style to the context and nature of the problem. Lastly, it is noted that this module, which should be included in leadership and management development curricula, should not only cover general communication skills principles but also embody an understanding that considers intercultural differences, taking into account the diverse backgrounds of students and teachers.

Table 13 also indicates that in Türkiye, the fifth module that should be included in the leadership and management development curriculum for school leaders who will serve as directors of foreign language schools in state and foundation universities is conflict management. Eleven participants (65%) have stated that school leaders require training for effectively resolving conflicts that may arise among stakeholders within the institution and for fostering a learning environment built on healthy relationships. The following quotations illustrate the theme:

“Conflict management skills are crucial for SFL directors in Türkiye, for conflicts are rather common in Turkish universities (SouthS2).”

“Conflict management module should be embedded into the content of leadership development program in Turkish context because school directors should learn how to use processes, tools and skills to find creative and respectful ways to manage disagreements and disputes (AegeanS1).”

“Conflict Management is another essential skill for leaders, as they often need to handle conflicts and have good emotional intelligence. Including training on Conflict Management and Psychology would help leaders deal with conflicts positively and build good relationships in schools (AegeanP1).”

“Conflict management develops skills to navigate and resolve potential conflicts within the school environment (MedP1).”

When we carefully examine the points emphasized by the participants, we can conclude that there are numerous conflicts and differing opinions within our universities in Türkiye. In this context, it is natural for school leaders to require training on how to manage such conflicts and debates that may arise within the institution, what tools and methods they will use to resolve these issues, and ultimately how they will create a healthy communication environment within the institution while doing so. Managing the process with a creative, solution-oriented approach that does not compromise respect among stakeholders emerges as a crucial skill for school leaders in handling potential problems and disagreements that may arise among them. Therefore, it is necessary for school leaders to have good emotional intelligence and for psychology-related training to be added to leadership development curriculum programs so that they can manage conflicts by prioritizing everyone's well-being and by building good relationships within the institution. Additionally, it is essential for school leaders to anticipate problems beforehand and implement preventive activities before these issues arise, both within and outside the institution, in order to establish a healthy relationship and communication environment. However, even if problems arise, it is crucial for the school leader to receive conflict management training supported by psychology in this context, to solve problems in a creative and constructive manner that benefits all stakeholders, which is an aspect to be considered for the organizational structure.

The sixth module requested by the participants to be included in the leadership and management development curriculum designed for foreign language school directors and planned to better prepare for their duties and responsibilities before being appointed as school leaders is management and administration. As clearly stated in Table 13, 11 participants (65%) strongly suggest the management and administration module emphasizing it as essential training for school leaders. The following quotations illustrate the theme:

“Management module is required for efficient resource allocation, budgeting, and daily operations (MarS1).”

“Management module should be included in the curriculum to enhance decision-making, teamwork, productivity, communication, etc. (SouthS2).”

“Secondly, Management and Administration are essential for the effective operation of SFL programs. This includes managing resources efficiently, navigating policy landscapes, and ensuring that administrative tasks support the educational mission (SouthS1).”

“Secondly, management skills are essential for overseeing day-to-day operations, resource allocation, and budget management within Turkish SFLs. This includes modules on financial management, team leadership, and facilities maintenance to ensure the smooth running of the program (CentralS3).”

“Management provides essential skills for effectively managing school operations and workflows (MedP1).”

“Understanding administrative principles and practices is essential for SFL directors to effectively manage the organizational structure of their schools. Curriculum design should include components that address administrative responsibilities such as budgeting, scheduling, staffing, and resource allocation. SFL directors in the Turkish context can enhance their leadership effectiveness, organizational management skills, and capacity to lead their schools toward excellence in language education by integrating administrative principles and practices into the curriculum design of leadership development programs (BlackS2).”

When carefully examining the points emphasized by the participants above, it is understood that the management and administration module provides school leaders with the skills necessary to ensure smooth daily academic and administrative processes at the university, as outlined in their job descriptions. This enables effective assurance that all operational tasks and workflows of the school are implemented in accordance with the laws, facilitated effectively through the knowledge, skills, and experiences provided by this module. Through this module, school leaders acquire arrangements such as effective resource allocation, budget process planning, and implementation of daily administrative and academic tasks, fostering an improved decision-making process, following a collaborative management approach, and consequently achieving

productivity and effective communication within the institution. Additionally, through this module, financial management, effective management of organizational structure, team leadership, and the sustainability of activities can be ensured, facilitating the effective implementation of programs within the institution. Lastly, through this module, school leaders can effectively fulfill their duties and responsibilities by possessing the necessary skills and competencies to observe the effectiveness and success of established policies and ensure that administrative tasks support the educational vision. All of these aspects make the management and administration module one of the cornerstone components of leadership development curriculum, and it is attributed significant importance in the Turkish context.

In addition, the seventh module considered necessary to be included in the leadership development curriculum designed for foreign language school directors is law. As clearly stated in Table 13, 10 participants (59%) emphasized that school leaders need to be well-versed in all laws, regulations, and directives related to the educational process, and they need to continuously monitor changes in legal provisions throughout the process. In this sense, it has been indicated that school leaders need to receive education on the legal framework before they are appointed. The following quotations illustrate the theme:

“Understanding policy and legal frameworks is also essential to ensure compliance with national regulations and protect the rights of students and staff within ESL programs operating in Türkiye (CentralS3).”

“Law module should be embedded into the content of leadership development program in Turkish context because prospective school directors need legal knowledge to protect the rights and freedoms of students as well as teachers (AegeanS1).”

“For legal compliance SFL directors need to be familiar with laws and regulations related to education, employment, and other relevant areas to ensure that their institutions operate within legal boundaries. This includes laws governing curriculum standards, teacher qualifications, student rights, and administrative procedures. This helps them to fulfill their roles responsibly, ethically, and in compliance with legal requirements (BlackS2).”

“Managers and directors can have the power to make well-informed decisions that are in line with the school's mission and legal obligations. This encompasses

choices about the creation of educational programs, hiring of personnel, handling of finances, and acceptance of students. Legal empowerment guarantees that these choices are made with a clear understanding of their legal consequences and creates legal backing in the governance and administration of the SFLs. Creating a module of regulation and law, which may differ from one country to another can offer variety and foundational knowledge for the leadership program (MedSI).''

Taking into account the points expressed by the participants above, it is understood that the most fundamental issue school leaders need to know before their appointment is understanding the legal framework within which all educational and administrative activities should be conducted. School leaders who are well-versed in education law, labor law, and all related legal regulations ensure that their institution operates in accordance with these fundamental laws. They are responsible for setting curriculum standards, ensuring that teachers meet hiring requirements, safeguarding the rights of students and all staff, and being knowledgeable about laws and regulations that encompass all administrative processes. Only in this way can school leaders fulfill their duties and responsibilities as defined by law, behave in accordance with ethical standards, and act in compliance with legal regulations. It is essential for school leaders to receive education on this matter to make decisions within the mission and legal framework of the school. Being knowledgeable about legal regulations closely related to educational and administrative processes, such as designing education programs, monitoring staff recruitment processes, managing financial processes correctly, and student admissions, is necessary. In this context, the inclusion of this module in the leadership and management development curriculum program is important for school leaders to be aware of their legal responsibilities, make decisions accordingly, and be aware of the potential consequences of their decisions.

As shown in Table 13, the eighth module identified by 9 participants (53%) and incorporated into the leadership development curriculum designed for foreign language school directors is the curriculum development module. In this context, it has been emphasized that school leaders need to receive training in this area before their appointment to develop a curriculum that aligns with the vision and mission of their institutions, prioritizes student success, and aims to achieve the desired outcomes at the end of the learning process. The following quotations illustrate the theme:

“A well-designed curriculum is very essential for ensuring that leadership development programs effectively meet the needs of SFL directors and equips them with the confidence, knowledge and skills to successfully lead their school. It should integrate instructional leadership principles and practices focusing on areas such as curriculum development, teacher support and student learning outcomes (BlackS2).”

“Fourth, specific to SFL directors, there's a need for a strong understanding of curriculum design that is responsive to the needs of language learners, incorporating the latest in language acquisition research and technology (SouthS1).”

“Developing and implementing a well-structured curriculum is crucial for ensuring that students receive a comprehensive language education. Managers must oversee curriculum design, updates, and alignment with national standards or international frameworks (CentralP1).”

“Curriculum module should be embedded into the content of leadership development program in Turkish context because it communicates clear expectations for both teachers and students about what ought to be achieved by the end-point of the course (AegeanS1).”

Upon careful examination of the points emphasized by some participants above, it is understood that one of the most important topics that should be included in the leadership development curriculum designed for foreign language school directors is the creation of curriculum programs that meet the needs and expectations of language learners, encompassing the findings of research on language acquisition and technological developments. In this context, it is crucial for school leaders to receive education before appointment and specialize in fundamental aspects such as preparing the curriculum program, conducting needs analysis, defining appropriate outcomes and objectives, selecting and developing instructional materials to achieve these objectives, and effectively teaching and assessing the identified subjects. Through this module, the intended aim is for school leaders to acquire the necessary confidence, knowledge, and skills to successfully and effectively manage their institutions. Thus, ensuring that students receive comprehensive curriculum programs that adhere to international and national standards and are regularly updated to meet evolving needs is one of the most

important tasks of school leaders. It is evident that curriculum programs are essential for student success and school development as they clearly articulate the knowledge and skills that both teachers and students need to acquire by the end of the program. Therefore, this module must be included in the designed leadership development curriculum program.

The ninth module deemed necessary to be included in the leadership development curriculum for foreign language school directors is leadership. As clearly stated in Table 13, 9 participants (53%) emphasized the need for this module to provide school leaders with the knowledge and experience to acquire leadership skills and effectively manage all academic and administrative processes. The following quotations illustrate the theme:

“Leadership is needed for inspiring and guiding staff towards achieving the school's vision and goals (MarS1).”

“Leadership courses are not just beneficial for directors themselves, but for the entire school community. They can help directors create a more successful and positive learning environment for everyone (SouthS2).”

“Strong leadership skills are essential for inspiring and motivating staff, fostering innovation, and guiding the school toward its goals. Managers should lead by example, demonstrate integrity, and empower others to contribute to the school's success (CentralP1).”

“Leadership module should be embedded into the content of leadership development program in Turkish context because prospective school directors should inspire students and teachers to pursue their dreams (AegeanS1).”

“Leadership teaches different leadership styles and effective leadership practices (MedP1).”

Upon examining the comments expressed by the participants above, it is evident that the concept of leadership is aligned with the vision of the school, and in this context, it is understood that effective leadership serves as the source of inspiration, guidance, and motivation needed by all stakeholders to achieve the set goals. We recognize that for teachers and students, who are among the most important stakeholders in the education system, to pursue their dreams and achieve their goals, it is essential for the school leader to be equipped with leadership skills. Therefore, it has been emphasized that this training should be included in the leadership development

curriculum to acquire the knowledge and skills needed by school leaders. In this regard, it has been pointed out that this module, where leadership skills are acquired, not only benefits the school leader but also underscores its necessity for the well-being of all stakeholders. As a natural consequence, creating an environment where all stakeholders actively participate in the educational process and a successful and positive learning culture is fostered becomes possible. Additionally, strong leadership skills have a guiding and supportive impact on achieving the school's goals, motivating stakeholders, promoting a lifelong learning mindset, and prioritizing innovation. In this context, it is emphasized that through this module, school leaders can effectively fulfill their duties by becoming exemplary figures, fostering collaboration with all stakeholders, and sharing power to support them in achieving the success and development of the school. Finally, through this module, school leaders will have the opportunity to acquire the necessary knowledge and skills about different leadership models and effective leadership practices, learn how to make the most appropriate decisions in various situations, manage internal and external relationships, and enhance the success and development of the school.

Finally, as shown in Table 13, the module that more than half of the participants agreed upon to be included in the curriculum program designed for the leadership development of foreign language school directors and deemed necessary to be taken before appointment is strategic planning. Nine participants (53%) believe that school leaders should have the necessary knowledge and skills to plan, implement, and evaluate the short, medium, and long-term outcomes in order to fulfill their duties and responsibilities regarding strategic planning related to their institutions. The following quotations illustrate the theme:

“Strategic planning is critical for setting clear objectives, allocating resources effectively, and adapting to changes in the educational landscape. Managers must develop long-term plans and short-term goals to steer the school toward success (CentralP1).”

“Then comes “planning and assessment & evaluation” because these are the topics necessary for improving the quality (Plan-Do-Check-Action). We have to follow a painstaking and valuable cycle to plan, evaluate and improve (MarP1).”

“Strategic Planning and Marketing are crucial for making schools competitive and attracting students. Learning about Marketing and Strategic Planning would

help leaders develop plans to improve their school's reputation and visibility (AegeanP1).''

‘‘Planning is needed for developing short-term and long-term plans to achieve educational objectives (MarS1).’’

Upon careful examination of the points expressed by some participants above, it can be concluded that strategic planning is a crucial aspect for school leaders in shaping the future of their institutions and determining how they can achieve their goals within the framework of their defined vision. Therefore, through training provided in planning, school leaders can acquire the skills to set clear objectives, allocate resources effectively in line with these objectives, adapt to changes occurring in the education community, make correct decisions, and effectively execute this process. In this context, leaders have the opportunity to follow a path leading their institutions to success by establishing long-term plans and setting short-term goals. Furthermore, upon careful examination of the responses expressed by participants, it is understood that strategic planning holds critical value for the quality assurance systems of institutions. By following the plan-do-check-action cycle, leaders can effectively advance all academic and administrative processes. By analyzing the identified issues, obtaining data, planning, implementing the plan appropriately, evaluating the results after the implementation process, and ultimately carrying out improvement activities, they can enhance institutional success and development through strategic planning skills. Lastly, strategic planning skills are of great importance for directly influencing school development factors such as the institution becoming competitive with competitors, thereby attracting and appealing to more successful students, and enhancing the reputation and visibility of the school. When all these aspects are considered, it is critical for the strategic planning module to be included in the leadership development curriculum program for school leaders, both for the professional and personal development of leaders and for the success and development of their institutions.

4.6. Findings Related to the Fifth Research Question

4.6.1. SFL Directors' Preferences of Treating CPD Needs

The responses of 17 participants who serve as SFL directors in foundation and state universities across all regions of Türkiye to the semi-structured e-mail interview questions, which served as the second data collection tool, were analyzed by two

researchers regarding the fifth research question on how the continuous professional development needs of school directors should be addressed.

The majority of participants expressed difficulties they experienced in fulfilling their duties and responsibilities as SFL directors after their appointment due to the lack of a systematic and comprehensive training or orientation program provided before their appointment. While some participants had previous managerial experience or teaching experience in their own institutions, they emphasized the importance of informative and preparatory training to start and continue this process more effectively. In this context, factors such as the dynamic nature of educational processes, the necessity of implementing changing or newly added laws and regulations, and the continuous development of technology along with updated educational methods and techniques create a need for continuous professional development for individuals appointed as school leaders. Taking these factors into account, participants were asked for their opinions on how the continuous professional development needs and expectations of school directors could be addressed, and the themes obtained using Creswell's (2012) cyclical inductive content analysis model are listed in Table 14.

Table 14.

SFL Directors' Preferences of Treating CPD Needs

Ways to Treat CPD Needs	f	%
Joining Management Related CPD Events	11	65
Staying Informed of Recent Trends	7	41
Needs Analysis & Personalized Development Program	6	35
Networking	5	29
Higher Management Support	4	24
Mentorship Program	4	24
Collaborative Learning Communities	4	24
Pre- and Post-Appointment Trainings	2	12
Succession Planning	2	12
Feedback and Evaluation	2	12
Action Research & Reflection	1	6

As expressed in Table 14, directors of foreign language schools predominantly emphasized attending leadership and management-related conferences, symposiums, or training sessions organized on national or international platforms as the most frequently mentioned method to address their continuous professional development needs. 11 participants (65%) stated that they could acquire the knowledge and experience

necessary for their leadership duties through these widely attended and comprehensive training sessions, facilitating information and experience sharing. The following quotations illustrate the theme:

‘‘Ensuring high-quality education and effective school leadership hinges on addressing the continuous professional development needs of SFL directors. High-quality leadership development programs focusing on curriculum, instruction, data analysis, and communication can then be implemented (MedP1).’’

‘‘Here are some strategies to address the needs of SFL directors, ensuring high-quality education and effective school leadership: organizing regular training sessions and workshops on relevant topics such as language education methodologies, educational leadership, technology integration, and pedagogical advancements and bringing in external experts or encouraging directors to attend conferences and seminars to broaden their perspectives (CentralP1).’’

‘‘Providing directors with access to a variety of relevant training programs, workshops, seminars, and conferences are crucial. These programs should cover a range of topics such as leadership development, educational trends, student engagement strategies, and organizational management (BlackS2).’’

‘‘By prioritizing CPD tailored to the unique demands of language education, SFL directors can effectively lead their institutions towards excellence, ensuring that students receive a high-quality language education that equips them with the skills needed for success in a globalized world. In order to achieve this goal, directors should be supported and encouraged to participate in international and national conferences, meetings, symposiums (CentralS1).’’

Upon careful examination of the statements provided by some participants, it is clearly understood that school directors associate their continuous professional development process with effective school leadership and high-quality education. It is evident that meeting the continuous professional development needs of school directors is crucial for the realization of effective school leadership and high-quality education, which are necessary to enhance student success and ensure the well-being of all stakeholders. In this context, it has been emphasized that educational activities such as

organized conferences and symposiums should cover crucial topics such as curriculum development, effective communication skills, language education methodology, educational leadership, integration of technology into education, and organizational management, which are critical factors influencing school success. It is believed that through these training sessions, school leaders' perspectives, knowledge, and skills will further develop, and the development of stakeholders within the institution will be ensured through the transfer of acquired knowledge to their respective institutions. Therefore, it is of great importance to encourage, reward, and financially support the participation of school leaders in such conferences and training activities when necessary.

As shown in Table 14, the second most commonly mentioned issue regarding how the continuous professional development needs of the SFL directors should be met is staying informed about recent trends. 41% of the participants (7 participants) expressed that school leaders need to be familiar with current developments in their regions and worldwide to adapt to the changing world, and by adapting these current practices to their own institutions, they can contribute to the success of the school. The following quotations illustrate the theme:

‘‘A SFL director should follow the recent trends in language teaching and should continue joining professional development trainings on management (CentralS2).’’

‘‘Moreover, to be updated, the person must be conscious. We don’t have to “know” everything we delegated maybe. That’s why we share the work; but this doesn’t work anymore. You should always be curious about the new era and lead the others (MarP1).’’

‘‘Every director should practice what they preach. If SFL directors expect their faculty members to stay updated on current educational practices and developments in the field through regular continuing professional development, they must lead by example (AegeanP1).’’

‘‘Continuing professional development (CPD) for SFL directors is vital for maintaining high-quality education and effective leadership. This should include regular training in the latest language teaching methodologies, leadership skills workshops, and opportunities for international networking and collaboration.

CPD programs should also address emerging technologies in language learning and administrative best practices (SouthSI).''

As mentioned by some participants above, school leaders should not only focus on language education within their own institution but should primarily keep track of innovations happening in their region and globally. In this context, school leaders can access the opportunity to monitor and compare the education services and approaches they provide in their own institution by following both regional and global developments. Considering the constantly changing and evolving education methods and techniques in the age of technology, school leaders' curiosity and efforts to adapt better practices to their own institution will positively contribute to achieving contemporary education standards. School leaders should aim to improve school success and student satisfaction by adopting approaches that have been appreciated and admired in successful institutions and adapting them to their own institution. This will inevitably lead to positive results as it will enhance the quality of education and enable graduates to enter the workforce more prepared. Furthermore, in order to enhance students' academic performance, school leaders should not only guide their academic staff continuously and support their development processes but also lead by example by actively participating in their own continuous professional development process to serve as a proper role model to their team. In doing so, school leaders can successfully increase their colleagues' motivation and self-confidence while maintaining their own professional growth.

Upon careful examination of Table 14, which illustrates how the continuous professional development needs of the SFL directors should be met, it could be clearly understood that the third most commonly mentioned method by participants was conducting needs analysis and preparing a personalized development program. Six participants (35%) emphasized the importance of firstly discussing with school leaders to identify individual needs, followed by preparing a personalized program tailored to the identified needs and managing this process accordingly. The following quotations illustrate the theme:

‘Frankly, this is something that depends on the person. To unveil the need(s), some self-awareness solutions can be tried and again to understand the needs, professional support is necessary, too. We may call it a kind of need analysis. Tailored programs can be followed. There is no one right thing in this position.

Solutions and actions depend on and shaped by the culture of the institution, needs of the institutions and by the experiences you have (MarP1).’’

‘‘To ensure high-quality education and effective school leadership among SFL directors, their continuing professional development needs should be treated with careful consideration and strategic planning. Each SFL director should have an individualized plan tailored to their specific needs, goals, and areas for growth (BlackS2).’’

‘‘Here are some strategies to address the needs of SFL directors, ensuring high-quality education and effective school leadership: Conducting a thorough assessment of each director's strengths, areas for growth, and career goals, and collaboratively developing individualized professional development plans based on the specific needs and aspirations of the director (CentralP1).’’

‘‘As far as I am concerned SFL professional development needs should be done according to certain need-analysis methods to be applied specifically since these needs change according to different contexts. In other words, it can be said that all there continuing professional development trainings ought to cater for specific needs (EastS1).’’

Taking into account the issues expressed by some participants above, it is understood that instead of general training activities related to school leadership, individualized training programs tailored to the specific needs of each school leader should be designed. It is acknowledged that there is no one-size-fits-all approach suitable for all school leaders, and therefore, a leadership development program should be personalized, taking into consideration individual needs, institutional culture, organizational requirements, and existing experiences. Establishing a systematic approach to high-quality education services and effective school management requires careful assessment of the continuous professional development needs of school leaders and strategic planning. Customized reports should be prepared for each school leader, considering individual needs, career goals, and areas requiring development, and the most effective and efficient ways to address these needs should be identified with the involvement of relevant stakeholders. As a natural outcome, school leaders who engage in professional development through individualized programs tailored to their specific needs will enhance the effectiveness and success of the school, create a climate of

encouragement and support for the development of all stakeholders, and utilize time more efficiently.

As expressed in Table 14, the fourth most commonly mentioned method by participants to address the CPD needs of foreign language school directors is networking. 5 participants (29%) stated that school leaders can enhance their awareness by establishing a network in the national and international arenas regarding leadership and management, and thus, meet their professional development needs by sharing knowledge and experience with other administrators and leaders within their network. The following quotations illustrate the theme:

“SFL directors’ continuing professional development should include ongoing training, networking opportunities, mentorship, access to resources, performance evaluation, and tailored development plans. This ensures they stay updated on best practices, connect with peers, receive support, access relevant resources, receive feedback, and have personalized growth plans (CentralS3).”

“Here are some strategies to address the needs of SFL directors, ensuring high-quality education and effective school leadership: Facilitating networking opportunities within the education community, both locally and globally, and encouraging directors to participate in professional organizations and online forums to share insights, discuss challenges, and stay informed about industry trends (CentralP1).”

“We must be supported by our decisions for taking any actions (chancing some elements in the SFLs) urgent and necessary, and we should be encouraged to network with other universities through some events (meetings and conferences) to be more visible outside of the campus. We must be financially supported to join the programs to develop our managerial skills and networking (MedS1).”

“Continuing professional development (CPD) for SFL directors is vital for maintaining high-quality education and effective leadership. This should include regular training in the latest language teaching methodologies, leadership skills workshops, and opportunities for international networking and collaboration (SouthS1).”

Upon careful examination of the thoughts expressed by some participants above, we can conclude that networking is one of the best methods for school leaders to stay

informed about educational and technological developments and model practices worldwide. School leaders can connect with leaders of language education institutions nationally or internationally, not only to make their institutions more visible and recognizable but also to access language education-related resources firsthand and easily obtain the support they need. Additionally, through idea exchange and sharing experiences, school leaders can discuss the challenges they face and collectively find the most effective and appropriate solutions. This can lead to the implementation of standardized and contemporary practices both nationally and internationally. One of the most significant supports that networking provides to school leaders is undoubtedly the opportunity to receive feedback on all academic and administrative activities implemented in their institutions. Through this feedback, school leaders can identify both the strengths and areas for improvement of their institutions, as well as gain insight into potential global risks and opportunities. Consequently, by networking and establishing collaboration mechanisms with national and international stakeholders, school leaders can play a crucial role in providing high-quality education services in their institutions and establishing the most effective educational leadership system that greatly influences student success and well-being of all stakeholders.

Table 14 also clearly indicates that one of the important methods expressed by the participants for addressing the continuous professional development needs of foreign language school directors is the support from senior management. 4 participants (24%) have expressed that in this regard, the support that school leaders will receive from university senior management and the CoHE is necessary for the process to be managed more comprehensively and systematically. The following quotations illustrate the theme:

“They should participate and succeed in the activities organised by the university administration related to management. They should believe in quality management systems and have their units receive training on the subject and document it (MarS1).”

“Most depend on the approach of Rectorate or Presidency towards language learning and teaching. If the upper managers, the rector and the president of course, have a good vision and foreseeing ability for the importance of foreign language learning and the effects of it for the students’ social and career

positions, they try to do more to help the sfl manager and give more support to do some betterment at the school (MarP2).''

''They should be sent to English speaking countries for short periods to widen their perspectives, view new innovations, experience best practices on how English is taught in these countries and adapt these to English language teaching in Turkish EFL context (AegeanS1).''

''In-service training needs of directors can only be organized and implemented by a higher committee. Unfortunately, there seems to be no such board. In fact, higher boards such as the Council of Higher Education and the Interuniversity Board should also have such duties (SouthS2).''

When carefully examining the important points raised by some participants above, it is understood that university senior managements can effectively support the continuous professional development needs of school leaders by ensuring their participation in organized trainings on effective school leadership and quality management systems. Successful school leaders who participate in such training programs are more likely to believe in quality management systems and can facilitate the education and training of units within their departments, such as assessment and evaluation, curriculum development, thereby managing the overall quality process within the institution more smoothly and successfully. Additionally, the perceptions and approaches of university management towards language education processes, the visionary perspective provided by foreign language education, and their impact on students' career planning and social lives are seen as important factors in meeting the continuous professional development needs of school leaders. In this regard, it is expected that university senior management, which values language education and students' academic and social achievements, will naturally prioritize the development of school leaders and academic staff within the department. Furthermore, as expressed by one participant, sending school leaders to English-speaking countries by the university senior management, where they can observe good practices firsthand, witness innovative language education methods and techniques, and broaden their horizons, can also be beneficial. In this context, it is of great importance for university senior management to provide both financial and academic support to ensure that best practices can be implemented in their own institutions. Lastly, as expressed by another participant, in order to meet the dynamic and multidimensional professional

development needs of school leaders, it is seen as an effective solution to establish, implement, and evaluate a comprehensive and systematic training program through a board established under the CoHE. In this regard, initiating a process by CoHE where all universities establish a board aimed at meeting the continuous professional development needs not only of the SFL directors but also of leaders in all academic positions, can lead to beneficial outcomes by enabling closer monitoring of the process by university senior management.

When carefully evaluating Table 14, it is observed that one of the most crucial methods proposed by participants to address the continuous professional development needs of foreign language school directors is the implementation of mentoring programs. 4 participants (24%) emphasize that by organizing a mentorship program with the support of experts in educational leadership from within or outside the institution, it is possible to identify and address the development needs of school leaders in the most effective way. The following quotations illustrate the theme:

‘‘Here are some strategies to address the needs of SFL directors, ensuring high-quality education and effective school leadership: Establishing mentorship programs where experienced leaders within or outside the institution can guide SFL directors, and fostering a culture of peer support, allowing directors to learn from each other's experiences (CentralP1).’’

‘‘Additionally, personalized support through mentorship and coaching from experienced leaders or educational experts can be invaluable (MedP1).’’

‘‘Mentorship is another virtue and it can be learned in time (MarP1).’’

‘‘Encouraging participation in conferences and seminars, as well as fostering a culture of peer learning and mentorship within the school, can significantly contribute to a director's professional growth and, by extension, the institution's success (SouthS1).’’

Guidance from an educational leader who is an expert in language education, either from within or outside the institution, plays an outstanding role in meeting the professional development needs of foreign language school directors. Through this guidance, directors are leaded, allowing them to receive peer support and learn from each other's experiences, thus fostering a collaborative culture and enhancing communication skills. This also enables the creation of a personalized development

program that includes directly targeted steps, facilitating the achievement of set goals in the shortest and most effective manner possible. The mentorship program, which emerges as a method that significantly influences not only the individual and professional development of the school leader but also the academic success of the institution, holds importance in realizing the institution's goals and vision, thereby creating an educational environment where all stakeholders benefit. When Table 14, which identifies the most effective methods for meeting the professional development needs of foreign language school directors, is carefully analyzed, it is evident that another method suggested by participants is the formation of collaborative learning communities. Four participants (24%) emphasized the importance of fostering collaboration among school leaders to create communities where leaders can learn from each other, thus addressing their professional development needs. In this context, the organization of educational activities where experiences, knowledge, and opinions are shared at regular intervals by school leaders serving in similar roles has been valued and recommended by participants. The following quotations illustrate the theme:

‘Here are some strategies to address the needs of SFL directors, ensuring high-quality education and effective school leadership: Creating collaborative learning communities within the school, encouraging directors to engage in regular discussions and knowledge-sharing sessions, and fostering a culture of continuous learning, where directors collectively explore innovative approaches to language education (CentralP1).’

‘Fostering peer learning communities where SFL directors can collaborate, share best practices, and learn from one another is also very important. This can be facilitated through regular meetings, online forums, and collaborative projects (BlackS2).’

‘Fostering a culture of collaboration through professional learning communities allows directors to share best practices, learn from each other, and tackle common challenges (MedP1).’

School leaders can play a significant role in creating an environment where stakeholders actively participate in all academic and administrative processes by forming collaborative learning communities within the institution. Through knowledge-sharing sessions, they can foster an effective and productive environment where

everyone learns from each other. This enables school leaders to better analyze all processes and make more informed decisions, while also enhancing their own professional development by increasing their experience and knowledge. Additionally, the establishment of such collaborative learning communities, where innovative approaches to language education are discussed and explored with the participation of other school leaders, can support their ongoing professional development processes. Regular meetings, online forums, and inter-institutional projects can create communities where school leaders collaborate, share best practices, and learn from each other. This not only benefits the professional development of other academic and administrative staff within the institution but also contributes to addressing regional and national challenges by collectively identifying appropriate solutions and valuing collective wisdom. Through this method, it may be possible to foster a culture of quality education and effective school leadership across all institutions.

Table 14 clearly indicates that another method suggested by participants to meet the continuous professional and career development needs of foreign language school directors is pre- and post-appointment trainings. In this context, 2 participants (12%) emphasized the importance of school leaders participating in in-house training sessions, organized and evaluated for effectiveness by the senior management of their respective educational institutions, both before and after their appointment. This is particularly crucial to support their development in leadership and management concepts and to ensure a smoother transition from teaching to administrative roles. Participants highlighted the necessity for school leaders to be informed about their roles and responsibilities and to possess the skills and qualifications required for the position before their appointment. They also emphasized the importance of continuing educational activities in areas of need after the appointment, in alignment with the evolving demands of the era. The following quotations illustrate the theme:

“They should organise in-service trainings in certain periods for the staff working in the colleges they manage and they should participate in these trainings. They should participate and succeed in the activities organised by the university administration related to management (MarS1).”

“Leadership is also another field to be studied; however, in Türkiye we are appointed as directors without any previous trainings. Therefore, we should also

get in-service, pre-service training about the leadership, it is very crucial (BlackS3).''

Upon careful examination of the comments expressed by the participants, it is evident that no specific training or orientation program is generally provided to school leaders before being appointed as directors of foreign language schools. Considering the responsibilities and duties required for school leadership, it is clear that implementing a comprehensive and informative pre-appointment training program for prospective appointees is highly valuable for the smooth transition and execution of all academic and administrative activities in the school. Given the advancements in education and technology, addressing the professional and career needs of school leaders in both pre- and post-appointment phases with the most appropriate methods is essential. This necessitates the planning and implementation of in-service trainings during the process, along with evaluating its effectiveness. It is crucial to note that school leaders alone are not solely responsible for this matter; university senior management should also take initiative to support school leaders in this regard and provide necessary academic and financial support. Taking responsibility for planning and implementing leadership training tailored to the needs of school leaders on a regular basis, considering their requirements, will positively impact school success and the well-being of all stakeholders.

Upon careful examination of Table 14, which demonstrates how the continuous and professional development needs of directors of foreign language schools should be addressed, it is evident that the participants have emphasized the importance of succession planning. Two participants (12%) have highlighted the significance of existing school leaders in the development of future leaders, stating that informing academic staff who may succeed them about the responsibilities and authorities of the directorship role is an effective method. In this context, it has been noted that transferring the knowledge, experience, and responsibilities required for the directorship role, especially to deputy directors, throughout the process, contributes to preparing potential future leaders and also enhances the professional development of the current leader. The following quotations illustrate the theme:

“During my time as vice-director, I had a close and good dialog with our director, so she taught me a lot and actually her aim was to teach me (MarP1).”

‘‘Here are some strategies to address the needs of SFL directors, ensuring high-quality education and effective school leadership: Including succession planning as part of CPD, identifying potential leaders within the school and providing them with the necessary training and opportunities to step into leadership roles (CentralP1).’’

Analyzing the comments expressed by some participants above, it is understood that college administrators, without receiving any training or orientation programs before their appointments, and having a good understanding of the challenges they face, take the initiative to contribute to solving the problem to ensure that the future school leaders do not face the same challenges. In this way, current school leaders actively involve their colleagues, especially those serving as assistant principals, in the management process to support the development of future school leaders. The close working environment between the school director and assistant principals, their involvement in decision-making processes, and their joint management of the institution benefit both sides. In this scenario, while the school leader supports their professional development through collaboration, collective wisdom, and consultation processes, they also have the opportunity to implement a succession planning that benefits all parties by educating the institution's future leaders and sharing knowledge and experience with them before their appointments. At this point, identifying potential leaders within the institution, giving them responsibilities and decision-making authority in management processes, allowing them to experience leadership and managerial roles in advance, and providing them with the opportunity to learn and gain experience through practice and experience during the process, result in positive outcomes for all stakeholders in the institution. In this way, both the smooth implementation of daily operational processes and efficient investments for the future become possible.

Table 14 clearly indicates that another method suggested by participants for meeting the continuous professional and career development needs of foreign language school directors is feedback and evaluation. In this context, 2 participants (12%) emphasized that the continuous evaluation of school leaders' practices and decisions, and focusing on corrective actions based on the feedback obtained, can facilitate professional and career development. The following quotations illustrate the theme:

‘‘SFL directors' continuing professional development should include ongoing training, networking opportunities, mentorship, access to resources, performance

evaluation, and tailored development plans. This ensures they stay updated on best practices, connect with peers, receive support, access relevant resources, receive feedback, and have personalized growth plans (CentralS3).''

''Here are some strategies to address the needs of SFL directors, ensuring high-quality education and effective school leadership: Establishing a system for ongoing feedback and evaluation of directors' performance, and using feedback mechanisms to identify areas for improvement and tailor CPD initiatives accordingly (CentralP1).''

Examining the thoughts expressed by participants above, we can conclude that evaluating the performance of school leaders and organizing developmental activities based on the analysis and feedback resulting from this evaluation have a supportive and accelerating effect on the professional and career development processes of foreign language school directors. In this context, continuously measuring the performance of school leaders, identifying strengths and areas for improvement, and planning developmental and corrective activities for these areas will be a method to ensure the continuous professional development of school leaders. Therefore, there is a need for a unit within the university to design this evaluation process and to develop a plan to meet the emerging development needs of leaders. This unit could be overseen by deputy rectors within the university administration or managed by a team of experts in educational leadership.

Finally, Table 14 clearly demonstrates that the last method proposed by a participant for meeting the continuous professional and career development needs of foreign language school directors is action research and reflection. In this context, 1 participant (6%) emphasized the importance of school leaders engaging in continuous action research projects and activities within their institutions to swiftly address identified issues. The following quotations illustrate the theme:

''Here are some strategies to address the needs of SFL directors, ensuring high-quality education and effective school leadership: Promoting the use of action research projects, allowing directors to investigate specific challenges within their schools and implement evidence-based solutions, and encouraging regular reflection on their leadership practices and the impact on teaching and learning outcomes (CentralP1).''

As expressed by only one participant above, just like teachers use problem-solving approaches within classrooms, school leaders researching issues within their institutions and developing evidence-based solutions is one of the most effective methods to follow. This not only ensures smoother implementation of educational processes and other activities within their institutions but also supports their individual professional development. Although mentioned by only one participant, this method is highly effective and practical as it allows for the simultaneous resolution of multiple issues. By consistently implementing action research projects, school leaders not only find more lasting solutions to problems but also create a positive climate where academic staff can fulfill their duties and responsibilities more effectively. Reflective practices on all activities related to educational leadership further support leadership development and yield positive outcomes on educational outputs.

In conclusion, it is essential to emphasize that individuals selected as directors of foreign language schools need to possess certain qualifications. Despite any teaching experience or prior administrative roles, it is evident that comprehensive and informative training or orientation programs are necessary before assuming the role of director to effectively fulfill the duties and responsibilities required by the position. Leading a school without receiving the necessary training and guidance can inevitably lead to challenges in process management, setting the right example for other stakeholders, and particularly facing serious issues in administrative matters. Therefore, it is more expected for school leaders who possess the necessary qualifications and receive training before their appointment to demonstrate a smoother and more effective management approach.

Given the emergence of new approaches in education, changes in student needs and expectations, and technological advancements, addressing the continuous professional development needs of school leaders is of great importance. Considering that effective leadership is seen as the second most crucial factor influencing the success of the school and students after educational activities, the overall well-being of stakeholders and high academic performance are somewhat related to the continuous professional development of school leaders. While we expect all methods recommended by participants to be effective, it is necessary to determine the specific needs of each school leader for the most effective method and follow a personalized development program accordingly. In the planning of meeting these individual needs, the involvement of university top management and their financial support and recognition

of school leaders would be highly beneficial. Equally important is investing in the future of the institution while addressing its continuous and professional needs. One of the most important tasks of a school leader is to identify potential leaders within the institution and actively participate in developing and guiding their leadership and managerial skills. Thus, while addressing individual development needs, the school leader should also contribute to the emergence of new leaders for the institution's future. This will not only help meet daily goals but also secure the institution's future, ensuring that investments made contribute significantly to the institution in the medium and long term.

4.7. Overview of the Findings

Figure 3 presents an overview of the findings by highlighting the most prominent responses to each research question in light of the analysis of responses given by participants to the three qualitative data collection tools used during the research process. In this regard, the interconnected and mutually supportive findings can be examined in a summary form.

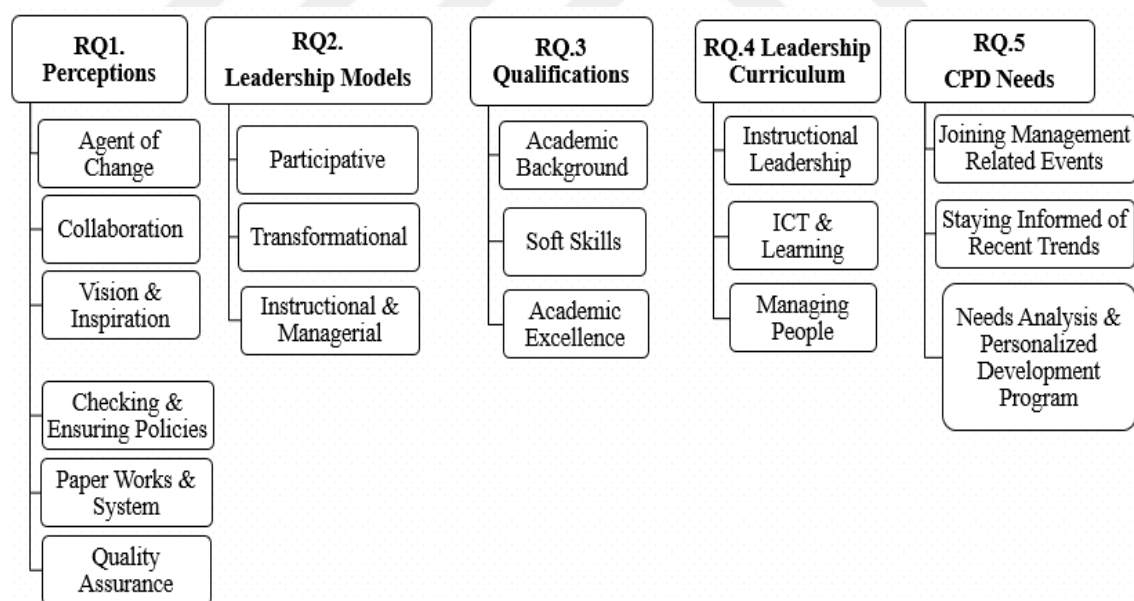


Figure 3. The overview of the findings

As clearly expressed in the Figure 3, participants most associated the concept of leadership with an agent of change, collaboration, and vision and inspiration, while they linked the concept of management to the checking and ensuring of existing policies, paper works and systems, and quality assurance. The leadership models most preferred

by participants in their own management contexts were, respectively, participative, transformational, instructional, and managerial leadership models. Additionally, the top three most prominent qualifications required for appointment as the director of the SFL were candidates' academic background, soft skills, and academic excellence-oriented approach. Before being appointed as a school leader, the areas in which leadership candidates felt they needed the most training were instructional leadership, ICT and its integration into the learning process, and managing people. Finally, the top three methods suggested to meet the continuous professional development needs of school leaders were attending management-related conferences, staying informed about the latest developments and trends in education, and conducting a needs analysis to design a personalized development program for each leader.



CHAPTER V

DISCUSSION

5.1. Introduction

This chapter presents the discussion of findings from the qualitative data in the light of relevant literature. The discussion is structured based on the research questions.

Section 5.2 presents the perceptions of the SFL directors regarding leadership and management concepts (research question 1; *What are the SFL directors' perceptions about leadership and management in their own teaching contexts?*).

Section 5.3 presents the dominant educational leadership models adopted by the SFL directors in their own context (research question 2; *Which models of educational leadership do the SFL directors adopt in their own management contexts?*).

Section 5.4 presents the perceptions of the SFL directors regarding the qualifications that prospective school directors should possess to be appointed (research question 3; *What do the SFL directors think about the qualifications required to be appointed as the leader or manager?*).

Section 5.5 presents the SFL directors' suggestions on leadership and management development curriculum design to be applied for the prospective school directors before their appointment (research question 4; *What do the SFL directors suggest as an appropriate curriculum design with the intent of meeting the demands of qualifications?*).

Section 5.6 presents the SFL directors' preferences of treating their CPD needs after their appointment (research question 5; *What do the SFL directors think about their continuing professional development needs after the appointment process?*).

5.2. The SFL Directors' Perceptions Regarding Leadership and Management Concepts

According to the qualitative analyses used to determine the perceptions of foreign language school principals regarding the concepts of leadership and management, it was found that 41% of the participants used these two concepts interchangeably, while a significant majority (59%) distinguished between the two concepts. These results indicate that the concepts of leadership and management have been generally distinguished from each other and associated with different perceptions and definitions.

The results of the current study show some differences from Glatter's (1979) study on the definition of management. While Glatter emphasized that management activities require collaboration between internal work within the educational institution, its relationship with the social environment, and its interactions with higher-level administration, the findings of this study associate collaboration with stakeholders more closely with the concept of leadership. This difference may stem from the fact that, in our country, management is primarily related to organizing internal activities and implementing the existing system, whereas leadership is more associated with collaborating with both internal and external stakeholders to develop areas of activity, introducing new additions to the current system, and prioritizing interdisciplinary efforts.

Additionally, the findings of this study bear similarities to Bolam's (1999) distinct definitions of leadership and management. Bolam characterized management as a responsibility related to implementing decisions previously made by consensus, whereas he associated leadership with policy-making and facilitating school improvement through institutional reforms and changes. The results of this study also support this distinction, as participants defined management as a process of executing the existing system, decisions, and regulations, while describing leadership as an agent of change. In this context, leadership is associated with policymaking, driving positive institutional change, and achieving this through the changes introduced within the organization. The most distinctive feature between the two concepts clearly emerges as management being status quo-oriented, whereas leadership is change-focused.

The findings of this study show similarities with Sapre's (2002) work. While Sapre associated management with effectively utilizing all resources to achieve predetermined educational goals, this study also linked management to effective resource allocation. In this context, the participants emphasized that effective management involves the efficient allocation and utilization of resources, as well as controlling and implementing established policies effectively, prioritizing strategic plans. Considering that managers in our country often operate with limited resources and opportunities, it is unsurprising that the effective and efficient use of these resources emerged as a prominent focus.

Additionally, the results align with the study conducted by Soini et al. (2010). Their research found that management is associated with two critical educational goals: achieving high-quality learning outcomes and fostering student development and well-

being. These findings are further supported by Bush's (2003, 2008) studies, which emphasize that the core focus of management activities is educational outcomes. In the present study, participants did not differentiate between management and leadership but instead associated both concepts with ensuring the quality of education. They highlighted outcomes such as improving educational and teaching standards, enhancing learners' academic performance, setting and achieving educational goals, and creating a positive and inclusive learning environment that supports stakeholder well-being. Considering the higher education ecosystem in our country, where education and teaching activities, research and development, and societal contributions are the primary focus areas, it seems natural that these outcomes emerged in the study and were linked to both management and leadership.

There are similarities between the findings of this study and those of Wasserberg (2000) and Yukl (2002) regarding the definition of educational leadership. Leadership, defined as a conscious social influence in designing all activities and relationships within an educational institution, is observed to be associated with certain values shared by all stakeholders. The findings of this study also support this view, as participants linked effective leadership with a sense of unity and the ability to build bridges among stakeholders. This approach aims to establish connections among all stakeholders involved in educational activities and, through effective leadership, prioritize uniting everyone around shared values and norms to build a collaborative team dynamic. In this context, the study aligns with the findings of Day et al. (2001), who conducted research on 12 successful educational institutions. Day et al. emphasized that leadership plays a key role in constructing values aligned with the school's goals and vision. They also highlighted that leadership is closely related to creating a unifying vision and fostering change within the institution. The results of this study also support this perspective by associating leadership with vision creation and change management. It underscores the importance of a shared vision developed with the participation of all stakeholders, emphasizing the adoption of this vision by everyone and the establishment of a sense of unity. These elements collectively contribute to school success and development, while also ensuring the well-being of stakeholders, the academic achievement of learners, and the alignment of shared goals, values, and vision.

This study shares some common findings with the research conducted by Kouzes and Posner (1996) and Foreman (1998). These studies associated leadership with planning a shared future and creating a vision for educational institutions, noting that

this process is challenging for leaders and often accompanied by anxiety during implementation. The findings of this study also linked vision creation and inspiring stakeholders with leadership. In this context, it revealed that leaders must develop policies for the future of their institutions and manage this challenging and anxiety-inducing process with strong decision-making skills. This underscores that vision creation is a multifaceted and complex process and highlights the difficulty leaders face in uniting stakeholders around shared goals and future planning. As demonstrated by the results of this study, effective leadership is closely tied to policy-making, strong decision-making skills, and the ability to initiate, manage, and implement the change process.

In addition, the findings of this study align with the results of Bush's (1998, 2003) studies and Day et al.'s (2001) research, which focused on defining the concepts of leadership and management through a study of 12 successful educational institutions. Bush linked management with carrying out the rules and technical issues while associating leadership with the objectives of education and values. Likewise, according to their findings, Day et al. associated management with the implementation of systems and paperwork determined by authorities, using a centralized perspective, while linking leadership to the personal and professional development of individuals. Similarly, in the present study, slightly more than half of the participants associated management with paperwork and systems. Some participants also emphasized leadership as an agent of change, relating it to the professional and personal development of stakeholders. This could be attributed to the fact that managers are often required to handle paperwork consistently due to legal and regulatory obligations. For instance, during periodic inspections or quality assurance evaluations in educational institutions, administrative tasks related to documentation and system processes are critical for managers. On the other hand, leadership focuses on supporting the personal and professional growth of stakeholders within the educational system to enhance the institution's success and effectiveness, ultimately achieving the desired outcomes of educational activities. These distinctions might explain the differences highlighted between the concepts of leadership and management both in the current study and the study conducted by Day et al.

Finally, the results of this study are similar to those of Cuban's (1988) research. Cuban made a clear distinction between management and leadership, defining management as the maintenance of existing processes, while associating leadership with

change. The findings of the current study also supported this view. The vast majority of participants associated leadership with the agent of change, while all participants linked management to the control and maintenance of existing academic and administrative policies. The primary factor underlying the association of leadership with change is the leader's focus on planning and setting new goals for the institution's future. In this context, the leader must establish a vision and roadmap for the institution's development and a better future, bringing stakeholders together toward these goals and inspiring them to manage the change process effectively. The perception of management as maintaining the status quo, on the other hand, is more about ensuring the effective and smooth implementation of pre-established organizational procedures rather than creating a new roadmap. This is also supported by the present study, which highlights the importance of appointing individuals to manage educational institutions based on their leadership and management qualities, considering the institution's needs, mission, and future goals.

The results reveal that while management is more directly related to the control and appropriate application of established policies, preserving the status quo, leadership is more closely related to change and the management and guiding of this change process. Additionally, a leader is supposed to establish a vision for the company and motivate other stakeholders to make it a reality. In contrast, managers are supposed to make sure that all official papers and systemic issues needed by legal procedures are implemented smoothly within the parameters of laws, rules, and guidelines.

5.3. The Dominant Educational Leadership Models Adopted by The SFL Directors in Their Own Context

According to the qualitative findings, all participants demonstrate a high level of awareness regarding educational leadership models, the underlying rationale and philosophy of these models, and the circumstances under which each model may yield more favorable outcomes. In this context, it is evident that they make conscious decisions about the leadership model they predominantly use in their own leadership contexts and are capable of choosing different models based on the situation in dynamic process management. Qualitative findings also show that the majority of participants (65%) prefer to use more than one leadership model simultaneously as dominant approaches. This is not particularly surprising when considering the context of SFL operating within the higher education system in our country. These units are tasked with

involving stakeholders in decision-making processes and fostering collaboration, prioritizing teachers' professional development to support their growth while also enhancing students' academic success, following change with a visionary perspective, and emphasizing classroom academic activities. All these responsibilities may explain why school leaders need to utilize multiple leadership models.

The results of the current study share some similarities with the findings of Leithwood et al. (1999), Dressler (2001) and Bush (2003). These studies describe the managerial leadership model as one where the leader focuses on using their authority to ensure tasks within the institution are completed thoroughly, demonstrating behaviors aimed at maintaining the existing order, and where all stakeholders concentrate on fulfilling the activities defined within their respective roles and responsibilities rather than creating a vision for the future of the institutions they work. Similarly, some participants stated that they often had to prefer this leadership model for various reasons, such as the teachers they work with lacking sufficient experience and therefore requiring constant guidance, the need for an authoritative approach due to the personality traits of the younger generation, and ensuring smoother execution of certain administrative processes. In addition, consistent with the studies conducted by Gaziel (1998) and Svecova (2000), the findings of this research indicate that in countries with centralized and bureaucratic systems, such as Türkiye, the preference for managerial leadership can also be seen as a natural consequence of cultural and educational system traditions.

The findings of this study also share some common results with the research conducted by Leithwood et al. (1999), Caldwell and Spinks (1992), and Leithwood (1994). These studies emphasize that leaders who prefer the transformational leadership model aim to create a supportive and productive school culture and a participatory work environment by increasing stakeholders' motivation and sense of belonging to the institution, uniting them around shared goals, values, and a vision. The results of this qualitative study revealed that 41% of participants stated they predominantly use the transformational leadership model in their contexts for similar reasons. In the context of SFL, achieving predetermined goals, ensuring sustainable success, and seamlessly implementing all academic and administrative processes require this sense of unity and institutional belonging. Therefore, it is essential for leaders to adopt the transformational leadership model to prioritize collective wisdom by uniting stakeholders around the school's development, the success of learners, and the

institution's shared values. Considering the context of SFL within the Turkish higher education system, where there is an effort to provide an effective language education program in a short period to students whose readiness levels for foreign language education are generally insufficient, it is a natural and expected outcome that transformational leadership is one of the most preferred models.

The qualitative data analysis from this study reveals significant similarities with the findings of Blase and Blase's (1998) research conducted with 800 school leaders in the United States. According to their study, three key stages of the instructional leadership model were emphasized: providing professional development training for teachers, enhancing teachers' knowledge and skills, and encouraging them to apply what they have learned in the classroom. The results of the current study also support these findings. School leaders expressed a preference for the instructional leadership model, adopting an approach centered on classroom practices to strengthen students' learning processes. In this context, school leaders aimed to create a meaningful and productive educational environment for learners by supporting teachers' professional and personal development and promoting lifelong learning policies.

The findings of the current study also align with the studies of Southworth (2002) and Bush and Glover (2003), which highlighted that leaders aim to influence student development through teachers. In Türkiye, both at the national education level and in higher education, great importance is placed on in-service training for teachers. In this context, key areas of focus include equipping teachers with knowledge and skills, encouraging them to follow new trends and integrate these into classroom activities, and ultimately enhancing learners' academic development and school success. When evaluating this within the context of SFL, both the expectations of upper management and the career planning needs of students receiving foreign language education underscore the importance of classroom practices and the language acquisition process. This provides a valid rationale for leaders to frequently adopt the instructional leadership model. At this point, as also supported by the findings of the study conducted by Hallinger and Murphy (1985), school leaders who adopt the instructional leadership model play significant roles in three key stages: defining the school's mission, ensuring the preparation and implementation of the educational program, and, finally, improving the school climate.

Furthermore, the results of the present study share some similarities with the findings of Bush (2003), Sergiovanni (1984), and Savery et al. (1992). These studies

highlight key outcomes at the core of the participative leadership model, including involving all stakeholders in the decision-making process, sharing the responsibilities traditionally borne by management, strengthening interpersonal relationships as a natural result of participation, and alleviating the leader's workload. Furthermore, these studies demonstrate that stakeholder involvement in decision-making positively impacts the implementation of decisions and the adoption of established goals. In this context, the findings of the present study suggest that school leaders commonly employ the participative leadership model, emphasizing creating a democratic environment in their institutions, valuing stakeholders' opinions and emotions, sustaining school success through this approach, and sharing leadership responsibilities. A significant majority of participants (76.5%) identified key factors behind their preference for this leadership model, such as the nature of the language education process requiring active stakeholder participation, fostering a sense of ownership, and maintaining high motivation to achieve set goals. These findings may have encouraged school leaders to adopt the participative leadership model in vision development, program preparation, assessment and evaluation stages, continuous professional development activities, and implementing the most effective classroom practices.

The findings of the present study reveal some similarities and differences with studies investigating the leadership models referenced in training programs recommended for school principals in Türkiye. For instance, the managerial, transformational, and instructional leadership models referenced in Kesim's (2009) study align with the current study, whereas the proposed interpersonal leadership model is not included in the present study. Additionally, the research conducted by Sezer (2016) associated the managerial and instructional leadership models with school leaders, a finding also supported by the present study. Unlike the current study, however, Sezer also identified the interpersonal leadership model as suitable for school leaders in the Turkish context. The presence of the interpersonal leadership model in both studies highlights the focus in Türkiye on collaboration and fostering strong relationships among individuals within institutions to enhance school success. In the present study, these goals were associated with the participative leadership model.

In addition to these studies, the managerial and interpersonal leadership models were also linked to school principals in the Turkish context in studies conducted by Yirci (2009), Aslan (2009), Balyer and Gündüz (2011), Altın and Vatanartıran (2014), and Turhan and Karabatak (2015). Similarly, the findings of research by Işık (2003) and

Ereş (2005) also highlighted the managerial leadership model for school leaders. All these studies indicate that in Türkiye, leaders appointed as school principals are predominantly associated with managerial and interpersonal leadership models. However, the present study differs from these findings by not emphasizing the interpersonal leadership model at all and identifying the managerial leadership model as the least associated leadership approach. The reason for this difference could be that, in today's world, it is no longer feasible for school leaders to achieve success solely by exercising authority, bearing the burden of management power alone, and excluding stakeholders from the decision-making process. Thus, the limited use of the managerial leadership model can be seen as an understandable outcome. As for the interpersonal leadership model not being dominantly preferred in the current study, this could be due to the presence of the participative leadership model. Through this approach, stakeholders are already united around a shared vision and set of values, and management power is shared through delegation. In addition, while the present study was conducted in a context within the higher education system, the other studies in question were carried out in educational institutions affiliated with the MoNE. This could be a significant reason for the differences in research findings. As a result, the interpersonal leadership model may not have emerged as a dominantly preferred leadership style.

In conclusion, qualitative data analyses indicate that school leaders possess a high level of awareness regarding different leadership models and are competent in applying various models when necessary. In the context of SFL, the most preferred leadership models appear to be participatory and transformational leadership. The primary reasons for this preference are the ability to implement necessary institutional reforms within a collaborative educational climate that fosters a sense of belonging, and the drive to achieve goals quickly and effectively through a high level of motivation and a committed approach from stakeholders involved in the process, guided by a visionary perspective.

5.4. The Perceptions of the SFL Directors Regarding the Qualifications That Prospective School Directors Should Possess to be Appointed

The findings of the qualitative data indicate that participants believe that when considering the academic and administrative responsibilities expected of a SFL leader, appointees should possess the necessary qualifications to fulfill these duties. In this

context, it was explicitly stated that leadership candidates should have an academic background in language education, soft skills such as communication, leadership, decision-making, and delegation, as well as sufficient knowledge, skills, and expertise in areas such as academic specialization, personal traits, and operational efficiency. Given the diverse roles and responsibilities of school leaders—including program development and implementation, assessment and evaluation, human resource management, budget management, and proficiency in laws and curricula—selecting and appointing a candidate who possesses all these qualifications is of critical importance for the institution's success and future.

The findings of this study align with the results of studies conducted by Bennis and Nanus (1985) and Beare et al. (1992). These studies emphasize that an effective school leader must develop a strategic plan for the institution's future and success, establish a shared vision, and involve key stakeholders in the decision-making process. Similarly, the findings of the current study support these views, highlighting that candidates for the position of the SFL director should possess skills in strategic thinking, planning, and policy development. Additionally, this study underscores the importance of a leadership approach that fosters teamwork and collaboration. These qualities are also regarded as enhancing the operational efficiency of the school leader.

The findings of this study also align with those of Şimşek (2004), who emphasizes that a school leader should first have sufficient experience as a teacher. Additionally, the findings of Ng (2016) emphasize that school leaders, particularly in countries where a centralized management system prevails, are appointed based on their teaching experience. This perspective is supported by other studies (Balyer & Gündüz, 2011; Bjork, 2000; Gamage & Ueyama, 2005), which suggest that school leaders should have extensive teaching experience before taking on leadership roles. In this context, the results of the current study clearly show that the vast majority of participants (82%) believe that a school leader must have teaching experience and expertise in language education. This does not imply that a good teacher automatically makes a successful leader, but rather underscores the necessity for an effective leader to have teaching experience. Considering the valuable academic and soft skills provided by teaching—such as communication, problem-solving, and people and process management—it becomes evident that the transition from teaching to leadership is a critical process. In the Turkish higher education system, as Bennett (1933) also noted, appointments are often made internally within institutions. This highlights the importance of preparing

teachers with the necessary knowledge, skills, and competencies for leadership. However, this lack of preparation often results in a challenging and difficult transition process for teachers who have little or no prior administrative experience and are not provided with orientation or preparatory training. Addressing this issue is crucial to ensure smoother transitions into leadership roles.

Additionally, the findings of this study align with those of Pennington and Xiao (1990). Their research emphasizes that leaders in language education institutions must possess highly developed human skills, such as creating a collaborative school climate, fostering team spirit, anticipating and addressing potential problems and conflicts, and motivating those they work with. The results of the current study similarly indicate that participants believe the SFL directors should embody all these qualities. Establishing a collaborative school culture through a participative leadership approach, focusing on resolving conflicts arising from interpersonal relationships in a way that benefits all stakeholders, and fostering institutional belonging while providing the necessary motivation and support to achieve set goals are essential for sustainable success and a harmonious environment. These considerations likely underpin the validity of these findings.

Furthermore, the findings of this study reveal significant similarities with the research conducted by Balyer (2013) and Akın (2012). These studies emphasize that leadership candidates should have completed postgraduate education, which aligns with the present study's findings. It highlights that the academic expertise required for the role of the SFL director is of great importance. In this context, it has been stated that SFL directors should complete master's and doctoral studies in fields related to language education and possess deep expertise in these areas. This qualification can have a transformative impact, especially in preparing and implementing language education programs, evaluating their effectiveness, confirming that the educational outcomes have been achieved, managing assessment and evaluation processes, addressing personnel recruitment and professional development needs, and resolving challenges encountered during the process with academically sound methods. When viewed from this perspective, having a leader with expertise in language education, familiarity with national and international systems, and the ability to ensure the smooth execution of all academic activities may emerge as a critical factor in supporting school success and student development.

Finally, the findings of this study are also in alignment with the results of the research conducted by Jones et al. (2015). According to the relevant study, leadership candidates should possess effective management and leadership practices and be able to demonstrate them in the institutions they work for. The findings of the current study also indicate that leadership candidates in the context of the SFL are expected to possess certain leadership skills and experience. Particularly, experiences such as taking an active role as a deputy principal or in academic and administrative units within the SFL, and the leadership traits gained through these processes can provide significant benefits during the transition to the leadership phase. This highlights the importance of delegation, while also emphasizing that school leaders focusing on identifying potential leaders within the institution and preparing them for the future can have important outcomes. In this way, leaders can share the management load with stakeholders, allowing them to channel their energy toward more beneficial areas for the institution, while also making a high-value investment for the future of the institution.

It can be concluded from the results that given the duties and responsibilities of leaders to be appointed in the context of the SFL, it is clear that they must possess numerous academic, administrative, and human qualities. In order to effectively carry out the defined responsibilities, leadership candidates should be experts in their fields, possess soft skills that facilitate process management, have academic excellence to support the development processes of the institution and all stakeholders, demonstrate certain personality traits for managing human relations, and ensure operational efficiency which are referred as essential qualities.

5.5. The SFL Directors' Suggestions on Leadership and Management Development Curriculum Design to be Applied for the Prospective School Directors Before Their Appointment

The findings of the qualitative data indicate that due to the absence of a thorough and organized training or orientation program before their appointment, the majority of participants reported challenges they encountered carrying out their duties and obligations as SFL directors after being appointed. Starting such a challenging role without receiving training on the administrative and academic duties required for school leadership or without acquiring the knowledge and skills necessary for managing people can create a situation that is stressful, exhausting, and prone to errors for appointed principals. Therefore, it is clear that candidates for the position of SFL director need

systematic and detailed training related to their responsibilities. The findings of this study will be compared and contrasted with previous research and training programs implemented in different countries.

The findings of the current study align with the results of numerous studies (Beycioğlu & Wildy, 2015; Cheng et al., 2023; Cheng & Zhu, 2021; Hallinger & Snidvongs, 2008; Jooste et al., 2018; Oplatka, 2012; Spillane & Lee, 2014) that emphasize the critical importance of leadership development programs for leaders and academics in the university context, particularly highlighting the need for a comprehensive and informative training process for leadership candidates. The results indicate that the SFL Directors require an extensive and informative training or orientation process on both administrative and academic matters prior to their appointment. Such a training program could significantly facilitate a smoother and more prepared transition from teaching to leadership, contributing to the demonstration of effective leadership skills and behaviors. This process is crucial not only for the leaders themselves but also for the academic staff who work closely with them and, naturally, for the students. Considering that effective leadership is the most influential factor in school and student success after classroom practices, the importance of providing such a training program before appointment becomes evident in terms of enabling leaders to fulfill their duties and responsibilities more effectively.

The findings of the current study share some similarities and differences with Chin's (2003) research, which highlights the need for training programs with specialized modules to enable school leaders to effectively fulfill their duties and responsibilities. Chin's study emphasizes that such programs are typically designed with curricula tailored to specific needs. While Chin notes that the content and methods of these programs may vary by country and even regions within a country, his research identifies common elements in leadership training curricula. Similarly, the current study proposes a leadership development curriculum program for the SFL directors in the context of Türkiye. The points of alignment between this study and Chin's findings include: the inclusion of topics on effective social relationships and conflict resolution, administrative processes related to laws, regulations, and practices, the ability to create a vision and make strategic decisions with a quality-oriented management approach, curriculum design and methodology, and fostering collaboration with internal and external stakeholders. However, areas where Chin's findings diverge from the current study include financial management, assessment and evaluation, and initiating and

managing change. As Bush and Jackson (2002) point out in their research on leadership programs across four continents and seven countries, such differences may stem from cultural and contextual factors. In this study, most participants were from public universities, where financial management training was not considered a priority, likely due to the centralized nature of budgeting in such institutions. Furthermore, while some participants suggested the inclusion of an assessment and evaluation module, it was excluded from the proposed curriculum since this study incorporated only the modules recommended by at least half of the participants. Consequently, assessment and evaluation did not meet the threshold for inclusion in the curriculum.

Similar to Chin's research, the findings of this study show some similarities and differences with the results of Murphy and Shipman's (2003) research, which aimed to standardize the content and methodology of leadership development curricula implemented in the United States. According to their study, the curriculum should be student-centered, emphasize the evolving roles and significance of school leaders, and adopt a collaborative approach to support teachers' professional development, thereby improving the quality of education. In this context, the creation of a system to measure school leaders' performance, provide feedback, and ensure equal access for all stakeholders is prioritized. The findings of the current study reveal that a majority of school leaders (88%) emphasized the inclusion of an instructional leadership module in the curriculum, focusing on enhancing educational quality and student-centered approaches by prioritizing students' academic development and teachers' professional growth. Additionally, participants recommended the inclusion of modules such as communication skills and conflict resolution to promote collaboration and address potential challenges using the most practical methods. The most distinct difference between this study and Murphy and Shipman's findings lies in the absence of a system for measuring and providing feedback on school leaders' performance within the proposed curriculum. This exclusion might be attributed to the evolving nature of the curriculum, which is expected to adapt over time by identifying emerging needs and making necessary adjustments, such as adding or removing modules. As the curriculum is implemented and outcomes are evaluated, it is anticipated that a system for internal evaluation of the program, as well as a mechanism to address professional development needs that arise for school leaders after completing the program, will be established.

The leadership development curriculum shaped by the findings of this study, which outlines the training SFL directors in Türkiye should undertake before their

appointment, shares both common and distinct modules with the leadership development program proposed by Bjork and Murphy (2005) for school leaders in the United States. The common modules recommended for candidates in both countries include curriculum, law, and managing people. Regardless of the country—whether it employs centralized or regional decision-making and appointment mechanisms—the existence of laws and regulations that define the framework of educational institutions is inevitable. Additionally, the preparation of a curriculum tailored to the field, which facilitates students' learning processes, makes them meaningful, and achieves expected outcomes, is a shared approach across many countries. Furthermore, the necessity of managing people for teacher recruitment, administration, and the effective use of resources is universally essential, independent of cultural, political, or educational foundations. These factors justify the inclusion of these common modules. When evaluating the differences between the two programs, the U.S. context includes modules such as finance, research methods, managing links, psychology, and community links. These reflect an educational environment that requires close relationships with stakeholders and communities and the obligation to create and manage budgets. In contrast, the modules emphasized in the Turkish context include instructional leadership, ICT and learning, communication skills, conflict resolution, and planning. Both countries' programs consist of 10 modules, with 7 differing between the two. As Ylimaki and Jacobson (2013) also point out, these differences can be attributed to factors such as accountability policies, decentralization, and the impact of demographic changes on the content and focus of leadership programs. The cultural context, the environment of educational institutions, societal structures, and socio-economic realities may influence the variations in leadership development curricula across countries.

The findings of this study both correspond with and diverge from those of Huber and Leithwood (2004), which emphasized the need for Canadian school leaders to complete the eight-module Principals' Qualification Program. Leadership, management, and continuous professional development modules, which fall under the category of managing people, are consistent with the findings of the current study. In this context, both studies share the goal of fostering a positive school climate by addressing the professional development needs of both teachers and leaders through effective leadership practices. However, the Canadian program includes modules not present in this study, similar to those identified in the American context. These additional modules focus on the relationship between schools and their communities as well as a change-

oriented approach. The Canadian program highlights the initiation, implementation, and internalization of change, a component noticeably absent in the findings of this study. The emphasis on change in the Canadian program likely stems from the need for school leaders to be innovative and visionary, enabling them to manage evolving needs and institutional policies effectively, thereby promoting school development. The divergence in focus between the two studies may be attributed to cultural and contextual differences, as noted by Bush and Jackson (2002).

When examining leadership development curricula implemented in Europe, significant differences can be observed, as noted by Watson (2003). For instance, research by Huber and Meuret (2004) indicates that the program implemented in France bears substantial similarities to the program in the United States. Based on the findings of this study, the proposed curriculum for the SFL Directors in Türkiye also appears to align closely with the French program in terms of modules such as management, law, managing people, communication skills, and administration. However, notable differences emerge, particularly in modules like financial management, psychology, and evaluation. A more significant distinction is that school leaders who receive the curriculum in France are subsequently appointed as assistant principals to the educational institutions. The primary rationale behind this practice might be to combine theory and practice, providing school leaders with the opportunity to apply what they have learned and to learn through hands-on experience. As emphasized by Fouquet (2006), this approach allows potential leaders to work alongside experienced school principals, gaining insights into leadership practices and characteristics through observation, dialogue, and experience-sharing. Such an environment can definitely support their leadership developmental process. In the context of Türkiye, a similar policy could be implemented by appointing potential leadership candidates as assistant directors within their institutions. This would provide them with both theoretical and practical opportunities during this phase, serving as a meaningful investment in the future of these institutions. Furthermore, this approach could accelerate the preparation process for leadership candidates during their transition from teaching to leadership, enabling them to perform their duties and responsibilities more effectively and efficiently. This strategy could strengthen the current state of institutions while also ensuring the establishment of sustainable institutional success.

In leadership development programs implemented in Finland, various approaches prepared by universities and other institutions can be observed as stated by Varri and

Alava (2005). When examining the leadership development curriculum designed specifically by universities, the findings of the current study reveal some fundamental similarities. Common modules such as educational leadership, planning and policymaking, law, and communication skills are present in both. However, certain modules included in the Finnish program but absent in this study stand out, such as decision-making skills, financial management, and assessment and evaluation. Considering factors such as culture, population density, educational quality, and societal characteristics, the differences between this study and the Finnish program can be naturally expected.

The findings of this study closely correspond with the results of research conducted by Wales and Welle-Strand (2005) on Norway's university-led leadership development curriculum. Of the eight modules included in Norway's program, six are also part of the curriculum proposed in this study: educational leadership, law, managing people, leadership, administration, and ICT and learning. When evaluating this overlap, it is evident that the modules missing from this study's leadership development program but present in Norway's program are assessment and school development. Among the modules found in other countries' programs but not aligned with this study's findings, the most significant is the assessment module. One potential reason for its absence could be the assumption that school leaders are already subject matter experts and thus possess sufficient competence in assessment, making its inclusion in the proposed curriculum unnecessary. Additionally, one of the key aspects linking Norway's program to the leadership development curriculum derived from this study is the emphasis on digitalization and the integration of information and communication technology into education. The results of this study also reveal that a significant majority of participants (77%) prioritize ICT and learning, highlighting the necessity of making technology an integral part of the learning process. In the context of Türkiye, this underscores the importance of closely following technological advancements, recognizing their potential to significantly impact learning and school success, and emphasizing the need for technology to be a critical component of the curriculum.

The findings of the current study highlight both similarities and differences compared to the outcomes of Austria's leadership development program (Huber & Schratz, 2004). Modules such as instructional leadership, law, leadership, communication skills, and conflict resolution are common to both curricula. However,

two modules included in Austria's leadership development program but absent from the curriculum proposed in this study are financial management and school development. The exclusion of the financial management module in this study's curriculum may be attributed to the fact that the majority of participants work at state universities, where dedicated units handle financial processes, thus reducing the burden of financial management on school leaders. Similarly, the absence of a school development module might be explained by the inclusion of the instructional leadership module, which focuses on classroom practices and teacher professional development. By extension, this module inherently aims to improve student success and school development. As also noted by Huber and Schratz (2004), one of the primary focuses of Austria's program is the emphasis on stakeholder communication and the creation of an environment for mutual learning. In this regard, the inclusion of both the communication skills and conflict resolution modules in the current study's leadership development program underscores a similar focus, aligning with the importance of fostering effective communication and collaborative learning environments.

The findings of this study share some similarities and differences with the outcomes of Singapore's curriculum program titled *Leaders in Education* (Chong et al., 2003), which consists of five modules. Common modules include instructional leadership, managing people, and ICT and learning. However, what sets Singapore's leadership development curriculum apart from the program proposed in this study are modules that particularly focus on a competitive and perfectionist approach, such as marketing and strategic choice and management of change. When evaluating the content and focus areas of the curriculum program in the context of Singapore, it becomes evident that marketing, strategic decision-making, and change management skills are emphasized. As supported by Bush and Jackson (2002) and Ylimaki and Jacobson (2013), factors such as a country's decentralization needs, school-community relationships, and cultural structure can have a significant impact on the content and focus of leadership programs. This may explain the differences observed in the findings of the present study.

The leadership development program implemented in China (Daming, 2003) and the curriculum program provided in Taiwan since 2001 (Lin, 2003) share identical modules, namely instructional leadership, management, politics and policy, and administration. The findings of the present study also indicate significant similarities with the content of the curriculum programs implemented in these two countries. This is

because the study's results show that in-class practices, student achievement, and school development, along with the careful adherence to and implementation of all defined administrative procedures, hold a prominent place within leadership development curricula. It is evident that these aspects have similarly influenced the content and focus of leadership development programs in the contexts of China and Taiwan. The most notable difference, however, lies in the inclusion of politics and policy module for school leaders. Considering the contexts of Taiwan and China, factors such as cultural differences, population density, and political processes may have influenced the content of leadership development curricula in this regard. One of the key outcomes of the present study, the planning module, encompasses aspects such as analyzing the current state of the institution, planning its future with a visionary perspective, implementing these plans, and measuring their effectiveness. In this sense, it could partially align with the politics and policy module found in the programs of these two countries.

The findings of the present study share significant common points with the outcomes of the model developed by Kesim (2009). Kesim emphasizes that school leaders should center ICT and lifelong learning processes, establishing a vision for institutions and supporting teachers' professional development. The results of the current study align with this perspective, highlighting the inclusion of an ICT and learning module in the leadership development curriculum to equip school leaders with the necessary knowledge and skills regarding technological advancements and their integration into the learning process. In this context, one of the key responsibilities of school leaders is to respond to the evolving technology of the era and the needs and expectations of students while identifying and addressing teachers' personal and professional needs through appropriate training activities.

As supported by Bush and Jackson (2002), it is evident that countries place significant importance on the training of candidates appointed as leaders in educational institutions. To ensure these leaders fulfill their duties and responsibilities most effectively, leadership development curricula are designed to equip them with the necessary knowledge, skills, and competencies. The content and focus of leadership programs can vary due to factors such as culture, politics, centralized or decentralized governance, technological advancements, and the evolving expectations and needs of stakeholders (Ylimaki & Jacobson, 2013). In this context, Bush and Jackson (2002) identified five core modules that more than half of the countries include in their programs, which they suggest form the foundation of an international leadership

curriculum: instructional leadership, law, finance, managing people, and administration. When compared with the findings of the present study, it is observed that four of these five modules are included in the leadership development curriculum designed for the SFL directors in Türkiye. All modules except finance management align with the outcomes of this study. This demonstrates that the outcomes of the present study are largely in alignment with the standards of international leadership development curricula. The exclusion of finance management may be attributed to the fact that the majority of participants are directors working in state universities, where financial processes are managed by specialized units, reducing the direct involvement of school leaders. However, perceptions in private universities may differ in this regard, and in a study with a larger participant base, the importance of finance management might emerge more prominently.

In conclusion, one of the most significant outcomes of the current study is the development of a comprehensive and informative leadership development curriculum for prospective leaders who will be appointed as directors of SFL in the Turkish context. This program includes modules such as instructional leadership, ICT and learning, managing people, conflict resolution, management and administration, law, curriculum, leadership, and planning. By offering such a comprehensive program to leader candidates before their appointment, it aims to enhance school leaders' effectiveness and create the most efficient teaching and learning environment for all stakeholders. The responsibility for this lies with the CoHE, universities, and all academic units tasked with bringing out leaders to manage institutions. By utilizing collective wisdom among all stakeholders, school success can be made sustainable, contributing to the improvement of education quality.

5.6. The SFL Directors' Preferences of Treating Their CPD Needs After Their Appointment

The results of numerous studies indicate that school leaders require comprehensive and informative training on topics within their areas of responsibility before their appointments (Beycioğlu & Wildy, 2015; Cheng & Zhu, 2021; Cheng et al., 2023; Lumby et al., 2009; Receptoğlu & Kılınç, 2014). The absence of such training can lead to anxiety, burnout, and a higher tendency for mistakes when transitioning from teaching to leadership roles. Additionally, as noted by Hacifazlıoğlu (2010), school leaders, particularly those serving in higher education, continue to need professional and

personal development activities after their appointments due to individual needs or changing circumstances. In this context, the present study not only addresses the training required for the SFL directors in Türkiye before their appointments but also provides insights into how their professional and personal development needs can be met after they assume their roles.

The findings of the present study align with the results of Huber's (2004) evaluation of leadership development programs across 15 countries, which emphasized the distinctive impact of school leadership on student achievement and school improvement. The current study revealed that participants focused on the language acquisition processes of students while sharing their views on the qualifications SFL directors should possess, the areas in which they should receive training prior to their appointment, and how their developmental needs should be addressed after assuming their roles. Participants also provided meaningful suggestions on how SFL directors could support the well-being, professional development, and classroom practices of other stakeholders and, in doing so, contribute to overall school improvement. Beare et al. (1992) and Harris (2004), supporting this view, emphasize that priority should be given to identifying potential leadership candidates within educational institutions and supporting their development as an investment in the institution's future. These perspectives align with one of the findings of the present study, which proposes a succession program to address the professional development needs of SFL directors. Participants suggested that focusing on the personal and leadership qualities of teachers serving in academic or administrative units within the school could be beneficial for identifying potential leaders with a vision for institutional sustainability, success, and quality. In this context, preparation for leadership roles could be facilitated through activities such as sharing administrative responsibilities, involving potential leaders in decision-making processes, and fostering experience sharing. This approach would not only ensure a smooth transition from teaching to leadership but also enable experiential learning and skill acquisition. As a result, increasing the number of individuals with leadership qualities who can contribute to institutional development could create a meaningful, valuable, and high-impact investment in the institution's future.

According to the research findings of Beycioğlu and Wildy (2015), school leaders play a critical role in creating an effective school climate and fostering school development. Therefore, they require training both before and after their appointments. Another study supporting this view, conducted by Caldwell et al. (2003), highlights a

consensus that school leaders need a preparatory phase before appointment and ongoing support for their professional development needs after taking on their roles. The findings of the present study align with both of these studies. Some participants noted that in the Turkish context, individuals appointed as SFL directors would benefit from an orientation process and training programs organized by the higher administration of their respective universities. Additionally, the findings indicate that after appointment, school leaders' professional development needs should be identified with the support of university management, relevant training activities should be organized, and their performance should be monitored through appropriate evaluation processes. As stated by Eurydice (2013), in some countries such as Spain, Finland, Italy, and Poland, leadership training is provided before appointment, while in others, such as France, Slovakia, and the Czech Republic, leadership training can also be offered after appointment. It is a debatable topic as to which method yields more effective and successful results, but in this regard, providing training both before and after appointment may prepare school leaders for their roles, enable them to perform effectively during their tenure, and address their ongoing professional and personal development needs.

Additionally, Hacifazlıoğlu (2010) conducted a study with participants in leadership roles at the higher education level in Türkiye and the United States, aiming to identify the types of problems they faced during their initial years after appointment and how they managed these challenges. According to the findings, leaders encountered issues such as adapting to the leadership position and institution, balancing responsibilities, dealing with resistance, and strengthening interpersonal relationships. To address these challenges, they utilized leadership development programs, engaged in mentoring and role modeling practices, and created communities of practice. Two key findings of the current study align with these results: the implementation of mentorship programs and the establishment of collaborative learning communities are among the methods that can be used to address the ongoing professional development needs of the SFL directors. Some participants expressed that implementing mentorship programs could support leaders by enabling them to acquire knowledge and skills from experts in leadership, helping them find more sustainable solutions to the challenges they face while also providing opportunities for professional growth. Additionally, some participants suggested creating collaborative learning communities where individuals with similar roles and responsibilities can learn from one another, share their

experiences, and exchange ideas on how to approach potential challenges. These methods aim to foster a constructive, meaningful, and developmental learning environment through dialogue among leaders in the field. In this context, the findings of the current study highlight the importance of establishing communities of practice.

According to the findings of Pennington and Xiao (1990), who compared the skills, qualifications, and personality traits of program managers in language education institutions with the authority and responsibilities required by their roles, it was emphasized that leaders need to foster collaboration. Additionally, despite having responsibilities in various areas, it was highlighted that leaders should attend conferences, publish, and participate in leadership-related training activities to maintain their personal and professional development. The findings of the current study align with these results, suggesting that the SFL directors should establish networks of collaboration after their appointments. By leveraging such networks, leaders are encouraged to focus on activities that enhance both the learning process and their performance, such as publications and projects. It is emphasized that through the networks they build, leaders can more effectively and efficiently resolve academic and administrative challenges that would be difficult to tackle alone. Another key outcome of the current study, which highlights the importance of continuous professional development activities related to leadership, is also consistent with these findings. The participants' strong preference for this method may stem from the fact that most leaders do not receive any training before their appointment. In this context, participating in leadership and management-related CPD activities could help them acquire the necessary knowledge, skills, and competencies. This, in turn, can also be seen as an opportunity to enhance their networking capabilities.

According to Schleicher (2012), there are various educational programs available for school leaders in England. These programs can be divided into three stages: pre-appointment qualification programs, post-appointment orientation-focused programs that support the initial phase, and in-service training programs for principals who have gained experience in school leadership. (tense tutarlılığı past) The findings of the current study are consistent with these research results as participants recommended that leaders selected as the SFL directors should undergo specific training before their appointments to acquire the necessary qualifications, thereby engaging in a preparation and orientation process for their leadership roles. Additionally, participants emphasized the need for providing professional development training tailored to leaders' needs after

appointment, highlighting the necessity of supporting education with both pre- and post-appointment training. In this context, it would be valuable for the university's higher administration to plan, implement, and evaluate these trainings within the framework of the university's vision, mission, strategic goals, and planning to ensure they effectively serve their purpose. This process will not only provide institutional benefits but also support leaders in their preparation, adaptation, and continuous professional development stages.

In addition to that, the findings of the research conducted by Thody, Papanoum, Johansson, and Pashiardis (2007) indicate that in England, newly appointed school leaders are provided with a fund to address their professional development needs individually. Through this fund, school leaders can fulfill their development needs by enrolling in programs such as training or doctoral studies, participating in mentoring programs, or receiving consultancy services. The results of the current study share some common points with these findings. Some participants suggested that, after appointment, the SFL directors should undergo a needs analysis to determine the areas in which training is required and to support their continuous professional development. Based on the results, personalized development programs could then be designed. This reflects the fact that school leaders may have varying professional development needs depending on factors such as the region and city they are located in, the teacher and student profiles they work with, community and cultural contexts, and whether the university is public or foundation. Ultimately, the needs of all leaders can differ, underscoring the importance of tailored, personalized development programs. Additionally, the findings of the current study show that participants emphasized mentoring programs as an essential method for meeting the professional development needs of the SFL directors. This approach can yield highly beneficial outcomes by enabling leaders to receive consultancy from experienced experts in leadership, exchange ideas, and create an interactive environment for learning and growth.

According to studies conducted by Işık (2003), Yirci (2009), Kesim (2009), Balyer and Gündüz (2011), and Sezer (2016), collaboration between institutions such as the CoHE, universities and the Ministry of National Education is recommended for the training of school leaders. The findings of the current study align with these results. Participants emphasized the critical importance of the university's senior management and CoHE taking responsibility in addressing the continuous professional development needs of newly appointed SFL directors. This includes developing leadership

development programs and providing financial support for participation in training activities. In this context, CoHE can establish a committee that brings together qualified personnel from all universities to design programs aligned with national policies and vision. These programs can prepare leaders effectively for their roles and address their professional development needs after appointment. Programs developed by institutions authorized by this committee can be implemented for leadership candidates, ensuring their performance is monitored and feedback is provided, thus establishing a sustainable system. Additionally, each university can organize programs and training tailored to its own specific needs, addressing both the individualized and institutional development requirements of all academic unit leaders. If school leaders feel the support, encouragement, and guidance of their senior management, it is evident that these leadership programs will yield positive outcomes for all stakeholders involved.

In conclusion, school leaders need to continuously develop themselves, stay updated with new trends, and foster collaboration to ensure the sustainability of their institutions' success and quality, both before and after their appointment. In this context, all stakeholders have responsibilities. School leaders can address their evolving professional development needs by attending national and international conferences and congresses, participating in leadership and management training programs, building strong networks, learning from one another, sharing experiences, and creating collaborative learning communities. By utilizing methods such as mentorship programs, succession planning, action research, and reflective practices, they can effectively manage daily administrative processes while also contributing to their individual growth and making valuable investments for the future of their institutions. An effective performance evaluation system, constructive feedback mechanisms focusing on strengths and areas for improvement, and individualized development programs based on thorough needs analyses can elevate the country's educational standards and outcomes to meet the demands of modern life.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter presents the conclusions reached by benefiting from the findings of the study. Additionally, some suggestions for further research are provided, along with the implications of the study.

6.2. Conclusions

The current study aims to identify the perceptions of foreign language school directors regarding management and leadership concepts, as well as to investigate which leadership models they predominantly implement in their own institutions. Additionally, it seeks to determine the qualifications and characteristics that prospective leaders should possess during the appointment of foreign language school directors, and to identify which modules of a leadership and management curriculum should be implemented for them before their appointment. Finally, the present study aims to explore the methods and approaches by which the continuing professional development needs of appointed school leaders in foreign language schools should be met. To achieve these objectives, a qualitative descriptive research design was adopted, and the data was collected by employing three data collection tools: a questionnaire involving open-ended questions, semi-structured e-mail interview, and a self-assessment sheet.

This study was conducted using the convenience sampling method with 17 participants who serve as directors of foreign language schools in both state and foundation universities across the seven regions of Türkiye. After voluntarily participating in the study, the participants were sequentially administered the three data collection instruments mentioned above. Following this process, the qualitative data that emerged were analyzed by two researchers using the cyclical model of Creswell's inductive content analysis. The conclusion of the current research is explained regarding each research question.

Research Question 1: What are the SFL directors' perceptions about leadership and management in their own teaching contexts?

The findings of the present study revealed that seven participants use the terms leadership and management interchangeably, without making a clear distinction between the two concepts, using them in the same sense and definitions. On the other hand, the remaining ten participants distinctly differentiate these two concepts, assigning different meanings to these words and identifying that both concepts should be used in a balanced manner for an effective management process. The participants associated the concept of leadership with the agent of change, fostering a culture of collaboration, vision and inspiration, mediation, school development, policy making, quality orientation and continuous cognitive labor, while they aligned the concept of management with checking and ensuring policies, paper works and system, quality assurance, mediation, participative approach and change management.

While management is more strongly linked to maintaining the status quo through control and appropriate application of established policies, leadership is more closely related with change and the management and guidance of this transition process. Furthermore, some participants connected management to formal documentation, legal procedures, and systemic problems, while others connected leadership to inspiring others and generating a vision. This suggests that a leader's role is to envision the organization and motivate other stakeholders to make this vision a reality. On the other side, managers are supposed to make sure that all official documents and systemic issues that are mandated by legal processes are implemented smoothly within the bounds of laws, rules, and guidelines. Finally, improvement of schools is a crucial element that is prominent in the leadership concept but not in the management concept.

In addition, many similar themes have arisen from the analysis of the participants' perspectives on management and leadership. Participants stressed, for example, how crucial it is for managers and leaders to foster a collaborative culture within their contexts and include all parties involved in the educational service in the planning and decision-making process. In addition, respondents indicated that managers and leaders have to be skillful in mediation especially while dealing with conflicts. Lastly, participants discussed how management and leadership ideas share a quality-focused approach to raising the bar for educational activities and enhancing students' academic achievement.

Research Question 2: Which models of educational leadership do the SFL directors adopt in their own management contexts?

One of the most important conclusions that can be drawn from the analysis of the seventeen participants' responses to the questionnaire involving open-ended questions about the leadership models that are most frequently used in their institutions is that school leaders dominantly use the participative leadership model, either on its own or in conjunction with an eclectic leadership model. This method makes it easier to share governance, promotes teamwork, and builds a welcoming and encouraging learning atmosphere where everyone works together to accomplish the objectives.

Moreover, the transformational leadership paradigm is the second most popular model among school administrators. By using this strategy, school administrators can better unite stakeholders behind shared objectives, tactics, or values, so enhancing their motivation and commitment.

The instructional and managerial leadership models rank third among school administrators' preferred models of leadership. Their primary focus is on engaging with both academic staff and students, providing support for educational endeavors, fostering a productive and efficient learning environment, and promoting the professional growth of faculty members. They also utilize their authority to guarantee the efficient and seamless execution of all policy applications within the school, as well as overseeing and planning improvement initiatives.

In summary, the replies from the participants indicate that school leaders typically utilize the leadership model that best fits their needs because they are aware of the features of their environment and the kind of problem they are dealing with. The information indicates that there isn't one leadership style that works for all school leaders, and that instead, numerous models are adopted depending on the demands and significance of the activities they oversee.

Research Question 3: What do the SFL directors think about the qualifications required to be appointed as the leader or manager?

The results indicate that participants have emphasized that the most mentioned qualities by school leaders are their academic background and the soft skills they need to possess. In this context, it is pointed out that a school leader who will serve as the director of a foreign languages school should be an expert in language education and have teaching experience in the school where they will lead. Additionally, participants

highlighted that school leaders should have some soft skills that facilitate process management, such as communication and interpersonal skills, leadership experience, teamwork and collaboration, work ethic, decision-making, and strategic thinking skills.

Furthermore, one of the most important qualities that a school leader should possess is being focused on academic excellence. In this regard, it is noted that the school leader should have a contemporary vision, proficiency in foreign languages, mastery of curriculum, pedagogy, assessment, and innovative teaching methods and techniques, which significantly affect the academic success of the school.

The analysis results also indicate that for a school leader to be successful in academic and administrative matters, it is important for them to have some personality traits such as being fair and trustworthy, hardworking and patient, and being a good role model.

Finally, it is emphasized by the participants that the school leader's ability to plan, mastery of laws and regulations, conducting meetings or representing the institution in organized meetings, and having operational efficiency such as foreseeing potential problems, determining necessary policies, and solving problems significantly affect the success of the institution and the academic performance of students.

Research Question 4: What do the SFL directors suggest as an appropriate curriculum design with the intent of meeting the demands of qualifications?

The results revealed that foreign language school directors require a comprehensive and systematic training program in certain areas to better fulfill their duties and meet expectations before assuming their roles. Taking into account the thoughts and suggestions of participants who serve as foreign language school directors in both state and private universities across seven regions of Türkiye, and modules recommended by at least half of the participants have been included in the leadership and management development curriculum program. In this case, a curriculum program consisting of a total of 10 modules was proposed for prospective leaders who will be appointed as the SFL directors in Türkiye, aiming to facilitate both academic and administrative process management. Topping the list is the instructional leadership module, which focuses on in-class academic activities, student success, teachers' continuous development, and school improvement, followed by the ICT and learning module, which addresses information and communication technologies and their integration into education. The third most preferred module in the curriculum program

is managing people, which includes various aspects ranging from personnel recruitment to supporting development processes and from performance evaluation to conflict resolution. In the fourth place, communication skills have been included to ensure harmony among all stakeholders and to facilitate the establishment of healthy relationships and the achievement of defined goals.

The fifth most preferred module in the curriculum program is the conflict management module, which is implemented in the process of managing disagreements commonly encountered in our universities. In the sixth place, the management and administration module has been included to ensure the effective distribution of resources necessary for the successful implementation of educational programs, the smooth management of budgets and defined policies, and the alignment of administrative processes with academic objectives. The seventh most preferred module in the curriculum program is the law module, which protects the rights of all stakeholders in the institution and emphasizes the legal framework within which all academic and administrative processes should be conducted. In the eighth place, there is a curriculum module that meets the needs of students, adapts to the changes emerging in the educational community and as a result of technological developments, and provides comprehensive language education opportunities that comply with international standards. Another module that is expressed to be included in the curriculum program is the leadership model, which encompasses skills that motivate and guide teachers and students, adopt an innovative approach, and ensure unity to achieve the institution's goals. Finally, the strategic planning module, emphasizing the establishment of short-term, medium-term, and long-term goals for the institution, ensuring the quality system, and highlighting the continuous development of the institution, has also found its place in the leaders' development curriculum program.

Research Question 5: What do the SFL directors think about their continuing professional development needs after the appointment process?

The results display that the majority of participants said that the absence of an organized, thorough training or orientation program prior to their appointment made it difficult for them to carry out their obligations and responsibilities as SFL directors. In this context, the need for ongoing professional development for those appointed to school leadership positions is created by elements like the dynamic nature of educational processes, the requirement to implement newly added or changing laws and

regulations, and the ongoing development of technology in conjunction with updated educational methods and techniques.

The results indicate that to meet their continuing professional development needs the SFL directors prefer to use various ways such as joining management and leadership-related conferences, seminars, and workshops, staying informed of the recent trends on educational facilities, making needs analysis and creating a personalized development program, networking, receiving the feedback and evaluation on performance and higher management support, involving in mentorship programs and collaborative learning communities, organizing pre- and post-appointment trainings, developing succession planning, action research and reflection.

It is critical to meet school leaders' ongoing professional development needs in light of the advent of new educational paradigms, shifting demands and expectations from students, and improvements in technology. A strong correlation exists between the ongoing professional development of school leaders and the general well-being of stakeholders as well as high academic performance, given that effective leadership is regarded as the second most important factor influencing the success of the school and students after educational activities. Although we anticipate that every strategy suggested by participants will work, the best strategy depends on identifying the unique requirements of the school leader and tailoring a customized development plan to meet those needs. The involvement of university senior management, as well as their financial support and acknowledgment of school leaders, would be very helpful in determining how to address these unique demands.

While attending to the institution's ongoing and professional demands, investing in its future is as crucial. Identifying future leaders within the organization and actively participating in the development and guidance of their managerial and leadership abilities is one of the most significant responsibilities of a school leader. Therefore, the school leader should support the formation of new leaders for the institution's future in addition to attending to the demands of individual development. This will ensure that investments made have a substantial medium- and long-term impact on the organization, in addition to helping it fulfill daily goals and safeguarding its future.

In the context of the SFL, this study examined directors' views on leadership and management, the leadership models they implement, the qualifications required for appointment, the training needed before appointment, and the continuous professional development required after appointment. Figure 4 is significant in demonstrating the

reliability and validity of the study's outcomes, as it highlights how all findings support each other.

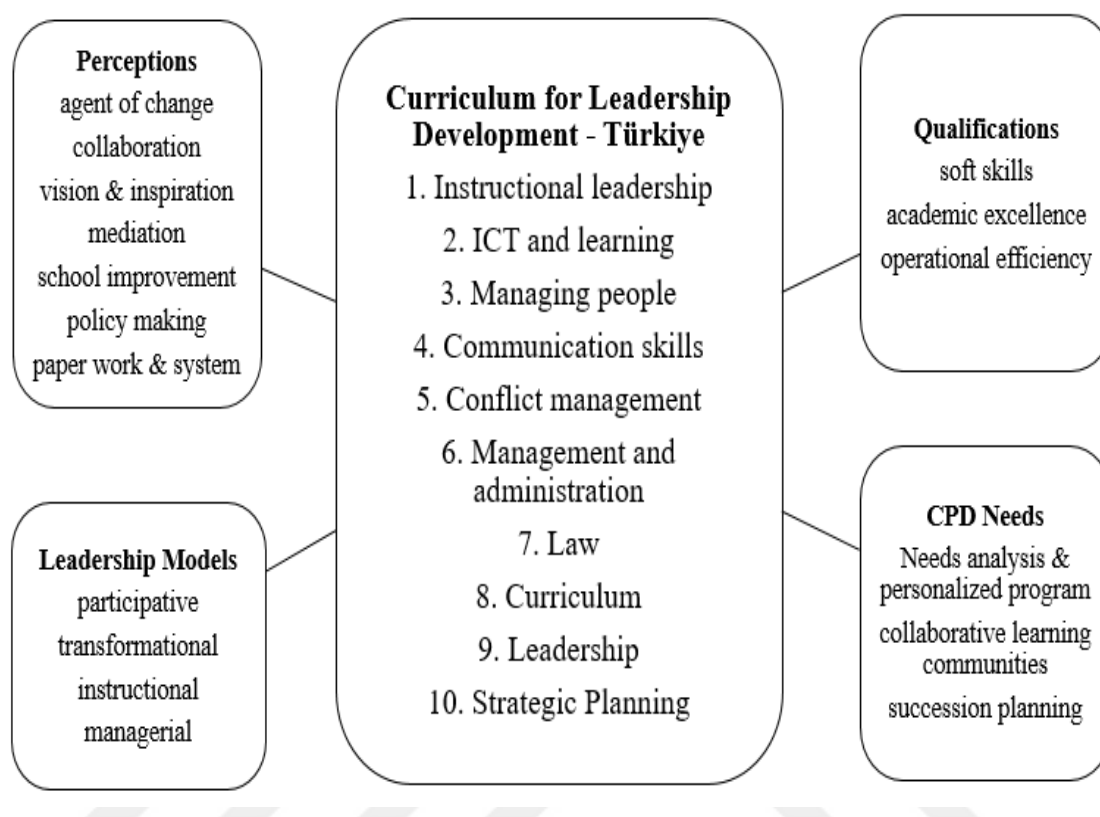


Figure 4. Interconnected insights of the findings

When comparing the areas that school leaders identified as necessary before their appointment with their responses to other research questions, a significant alignment among the study's findings becomes evident. For example, the concept of leadership mentioned in participants' views is directly related to the instructional leadership model, which focuses on school development, as well as the instructional leadership training module identified as a key need. Additionally, there is a strong connection between the needs analysis and personalized development programs—one of the suggested methods for meeting continuous professional development needs—and the perceptions of policy-making within leadership and management concepts, as well as the strategic planning module included in the leadership development curriculum. This demonstrates that the findings of the current study are mutually supportive.

6.3. Implications of the Study

When the findings are taken into consideration, the current study has some implications for the stakeholders of foreign language education. To start with, this study investigated the SFL directors' perceptions of leadership and management as these concepts are closely related with the learners' academic success and an effective school climate which naturally impact the smooth operations of daily activities in educational contexts (Bush, 2008; Wasserberg, 2000). Considering the distinct impact of effective leadership and management concepts on the quality of educational services and learning outcomes, the perceptions, mindset, and management style of the director of the SFL regarding academic and administrative processes play a significant role in the smooth implementation of all educational activities. In this context, adhering to established laws and regulations, it is essential for educational institutions not only to maintain the current order but also create a new vision that adapts to innovations and changes and support an approach that ensures the healthy execution of this change process. This approach is crucial for educational institutions to fulfill their responsibilities and duties within society. In institutions that aim for change, school development, policy-making, and quality-centeredness, considering the future leaders' perceptions of management and leadership is a criterion that closely influences school success, students' academic development, and the well-being of all stakeholders when selecting school leaders. As a result, the first implication of this study is that when selecting school leaders, it is essential to consider leaders' perceptions of management and leadership concepts. Therefore, it is necessary for them to be compatible with a system that fosters a culture of collaboration, serves as a vision and inspiration, ensures the healthy execution of the current order, and, at the same time, aligns with a participatory and quality-focused approach aiming for change and development.

This study was also conducted to determine which leadership models foreign language school directors predominantly use in their institutions. Upon evaluating the findings, it was understood that the most preferred models are participative, transformational, instructional, and managerial models, respectively. When looking at the comments expressed by the participants, it is understood that some of the most important criteria in the preference of leadership model include the vision and goals of the school leader, school dynamics, issues within the institution that need resolution, and finally, the characteristic traits of school leaders. As expressed by Bush (2003) and

Leithwood et al. (1999), the central focus of the participative leadership model is to involve all stakeholders in the decision-making processes and to share the roles and responsibilities of management among the stakeholders of the institution. This reduces the burden on the leader while simultaneously increasing the sense of ownership and motivation among the stakeholders in the institution. Similarly, the transformational leadership model also fosters unity and a participatory understanding by rallying all stakeholders around common goals, vision, and values (Caldwell & Spinks, 1992). In this context, another implication of the present study is that for a school to be successful, it is recommended that institutions aiming to foster a collaborative understanding and convergence of all stakeholders towards common goals predominantly implement participative and transformational leadership models, as also suggested in this study. Additionally, as also highlighted in this study, institutions viewing teaching and learning-related activities as the fundamental building blocks of educational organization should particularly focus on the development of the academic staff and enhancing students' academic achievements (Southworth, 2002). This instructional leadership model not only supports the continuous professional development of teachers but also aims to systematically increase students' academic performance. This necessitates a leadership model, which, utilizing the authority of the school leader, aims for the smooth implementation of all academic and administrative processes in the school, and endeavors for everyone to fulfill their duties and responsibilities. This model aligns with managerial leadership. In this context, another implication of this study is the importance of raising awareness, particularly among the academic staff, about leadership models and their key characteristics. Specifically, including leadership models in all undergraduate or graduate programs related to language education can contribute to increasing awareness.

Additionally, the present study aimed to investigate the qualifications and characteristics that school leaders to be appointed as directors of foreign language schools should possess. According to the findings, it was indicated that school leaders should be experts in language education and have teaching experience in the institution where they will be appointed. Furthermore, it was emphasized that school leaders are expected to have some soft skills such as communication skills, the ability to collaborate, strategic thinking, decision-making skills, and also possess qualities of academic excellence. Lastly, it was highlighted that, in addition to certain characteristic traits, school leaders should also have operational efficiency. Taking all these

qualifications into consideration, one implication of this study can be expressed as follows: when appointing directors for foreign language schools, university rectors should prioritize selecting an academic staff member who is an expert in language education and preferably familiar with the institution's culture, vision, and goals. It is crucial that someone with expertise in different fields but lacking experience in language education not be appointed as a school leader, as this would not be considered beneficial within the context of a foreign language school. As expressed by the participants, having an academic background in language education and possessing certain soft skills are among the most important qualifications. In this context, another implication of this study is the importance of future leaders in language education programs at the undergraduate, graduate, and doctoral levels acquiring these skills in their curriculum, thereby ensuring that leadership and management skills are acquired through these educational programs prior to appointment. When considering the absence of a systematic training or orientation program provided before the appointment as a director of a foreign language school, it can be inferred that equipping future leader candidates with these skills prior to their appointment and thus ensuring their mastery of the duties and responsibilities required by management and leadership would have a positive implication on school success and students' academic achievements. Another implication related to this issue is to establish certification programs to provide training in critical areas such as curriculum, pedagogy, methodology, laws and regulations, planning skills, and assessment and evaluation, as school leaders are expected to be knowledgeable in these areas. In this context, it can be considered an important implication to offer training opportunities to potential school leaders through certification programs organized either by academic staff specializing in these areas or directly by the CoHE.

In addition to the qualifications required for the appointment of the SFL directors, the present study investigated the curriculum design for the SFL directors' leadership and management development in the Turkish context. As implemented in many countries, school leaders should have an intensive training on the modules required to be well-prepared and fulfill the duties and responsibilities associated with the position before the appointment process (Bjork & Murphy, 2005; Bush & Jackson, 2002; Caldwell, Calnin & Cahill, 2003; Daming, 2003). One of the most important implications of this study is the establishment of a committee appointed by the CoHE to create a syllabus for the suggested curriculum program based on the modules preferred

by the participants for the Turkish context. It is crucial to develop a suitable syllabus for the curriculum program as soon as possible. Consequently, it is considered essential for potential school leaders to be identified, and after the syllabus development of the relevant modules, they should undergo comprehensive training and be provided with internship opportunities to apply their training, which should be organized by the CoHE. In this way, potential school leaders will not only receive comprehensive training in the areas required by their duties and responsibilities but also have the opportunity to apply this training by working alongside expert and experienced leaders. After this internship program, it may be possible for them to achieve the high-performance targets set as school leaders in an effective and efficient manner.

Finally, the present study investigated the SFL directors' preferences of meeting continuing professional development needs after the appointment process to ensure smooth operation of all academic and administrative duties and responsibilities. The common point among all the methods recommended by the participants is for school leaders to continuously renew themselves by analyzing their individual development needs and creating personalized plans in light of changing teaching methods and technological advancements, and reflecting these innovations in the institution (Hacifazlıoğlu, 2010). In this context, while meeting their own development needs, school leaders can make the right investment for the future of the institution by identifying potential leaders within the organization and enabling them to take on responsibilities at the management level. At this point, this goal can be easily achieved through the establishment of two systems within universities. One of the most important implications of the current study related to this issue is the establishment of a committee by the university's senior management. This committee can conduct a needs analysis for the professional development of all academic leaders within the university, prepare individual development programs for each leader, and be responsible for systematically and regularly meeting these needs through necessary educational activities. Through these training sessions, the performance of school leaders can be evaluated, providing constructive feedback to support both the success of the units and the well-being and professional development of school leaders. The second implication in this regard is the establishment of a regular knowledge-sharing system within the foreign language school. Especially, training the assistants of the school leader as potential leaders, sharing experiences, and adopting a participatory approach in decision-making processes will ensure the future of the institution. In this context, through two

systematic structures established both within the foreign language school and at the university senior management level, short- and medium-term goals can be achieved, and the long-term leadership needs of the institution can be addressed.

6.4. Suggestions for Future Research

Based on the findings of the current study, it is suggested that future research should delve into qualifications that school leaders should possess, the curriculum design that needs to be developed for leaders, and their continuing professional development needs. First and foremost, conducting further research that includes university rectors as participants would be particularly beneficial in understanding what qualifications are considered when selecting school directors. Since rectors have the authority to appoint school leaders, exploring their thoughts on this matter, their perceptions and visions regarding foreign language education, their expectations from the school leaders they will collaborate with, and the criteria they evaluate for appointments will enable a deeper examination of the topic.

Another recommendation for further research is to examine the views and perceptions of teaching staff and students being in close contact with the foreign language school director regarding the qualifications the school leader should possess and the leadership model used in the school. In this context, since the current research only includes the opinions and thoughts of school directors, obtaining the views of other key stakeholders and thus achieving a more participatory perspective would be beneficial for the well-being of all stakeholders.

Another topic for further research that we recommend is related to the sampling model used. Although the current study includes school leaders serving as directors of foreign language schools from both state and foundation universities in all regions of Türkiye, a more comprehensive sampling method could be employed to conduct a study that allows generalization for the entire country, taking into account the number and proportion of universities in each region. In this case, the qualifications that school leaders should possess, the modules included in the suggested curriculum design, and the methods for treating continuous professional development needs may vary, requiring additional measures and studies to be taken accordingly.

Another further research topic that could be suggested in addition to these studies is conducting a similar study for other academic leaders at the higher education level, such as deans, department heads, and directors of vocational schools. More research

could be done on what qualifications are required for appointments to these positions, what expectations are placed on appointed leaders, and how their development needs can be met to be more successful in these roles. This could increase awareness of the importance of educational leadership.

This study has resulted in the development of a curriculum development program indicating the areas in which foreign language school directors need training before their appointment. Conducting further research on preparing a syllabus for this proposed curriculum program and investigating the roles of the CoHE and university senior management in this regard would be beneficial.

Additionally, the recommended further research topic is conducting a study to identify the academic and administrative challenges faced by foreign language school directors in their own contexts. As this study has shown, school leaders prefer different leadership models within their institutions, and the underlying factor behind these different preferences is the problems they encounter and the solution methods required for these problems. Therefore, it would be beneficial to conduct further research aimed at examining why certain leadership models are adopted and what kind of efforts are made to address these challenges.

Lastly, considering the fact that school leaders are often selected from within the institution, the transition from teaching to leadership plays a crucial role in ensuring the sustainable success of institutions and the academic development of students. In this context, one potential topic for further research could be the transition process from teaching to leadership. Studies focusing on how this transition can be made seamless, the roles and responsibilities of teachers, leaders, and upper management within institutions, and how teacher preparation and training for leadership and managerial roles should be planned are essential.

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APPENDICES

Appendix 1. Ethics Committee Approval Document

21/02/2023-640442



T.C.
ÇUKUROVA ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : E-95704281-604.02-640442
Konu : Etik Kurul Onay Belgesi

21/02/2023

YABANCI DİLLER EĞİTİMİ BÖLÜM BAŞKANLIĞINA

İlgi : 54767575 - 27/12/2022 tarihli, 595077 sayılı ve "Etik Kurulu Değerlendirmesi Hk." konulu yazı,

İngiliz Dili Eğitimi A.D. doktora öğrencisi 2020933099 no'lu Mehmet Salih YOĞUN'un danışmanı Prof. Dr. Yonca ÖZKAN yönetiminde hazırlamakta olduğu "A Qualitative Study on Developing Leadership and Management Curriculum for the School of Foreign Language Directors in Turkey" (Türkiye'de Yabancı Diller Yüksekokul Müdürleri için Liderlik ve Yöneticilik Müfredat Geliştirme Üzerine Nitel Bir Çalışma) başlıklı doktora tez çalışmasına ilişkin "Etik Kurul Onay Belgesi" ekte sunulmuştur.

Gereğini bilgilerinize rica ederim.

Prof.Dr. Serap ÇABUK
Enstitü Müdürü

Ek:Etik Kurul Onay Belgesi

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BS47K3LENZ* Pin Kodu : 16192

Belge Takip Adresi :

<https://turkiye.gov.tr/ebd?eK=5540&eD=BS47K3LENZ&eS=640442>

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Bilgi için: Semra OGUL
Unvanı: Bilgisayar İşletmeni
Tel No: 0(322) 338 72 54



Bu belge, güvenli elektronik imza ile imzalanmıştır.

Appendix 2. Questionnaire Involving Open-ended Questions

Questionnaire Involving Open-ended Questions:

1. How do you define and conceptualize leadership and management at the SFL context?

2. Could you please explain the main problems you encounter while managing and leading your institution?

3. What is the dominant model of educational leadership (e.g. participative, instructional, managerial, transformational, interpersonal, etc.) you adopt in your own institution to deal with these problems? Do you use a combination of some of these models? Can you give some examples from your specific context as a director of School of Foreign Languages?

Appendix 3. Semi-structured E-mail Interview Questions

Semi-structured E-mail Interview Questions:

1. What were your initial thoughts and feelings in the first few weeks of your appointment?

2. Did you receive any training regarding to the roles and responsibilities of the management position before the appointment process?

3. To what extent did you find your professional competency satisfactory to meet the requirements of such a crucial responsibility?

4. Do you believe there should be some qualifications or criteria to be appointed as the SFL director? If yes, what are they?

5. How should the SFL directors' continuing professional development needs be treated to ensure high quality education and effective school leadership?

Appendix 4. Self-assessment Sheet

Self-assessment Sheet:

Dear SFL Director,

The chart in the next page involves the curriculum design of leadership development programs that the managers are supposed to complete to be appointed in nine countries. Please analyse the chart and express your thoughts and feelings on:

- the training and preparation process of the SFL directors in Turkey,
- the evaluation of your personal professional and leadership competency by considering the curriculum provided in different countries, and
- the required curriculum design of leadership development program for the SFL directors in Turkish context

Appendix 5. Informed Consent Form

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Bir doktora çalışmasında katılımcı olarak yer almak üzere davet edildiniz. Bu çalışmada yer almayı onaylamadan önce, çalışmanın ne amaçla ve nasıl yapılacağını anlamanız ve kararınızı buna göre özgürce vermeniz çok önemlidir. Size özel hazırlanmış bu onam formunu lütfen dikkatlice okuyunuz.

Çalışmanın amacı:

Türkiye’de Yabancı Diller Yüksekokulu Müdürü olarak görev almakta olan yöneticilerin liderlik ve yönetim kavramları ile ilgili algılarını belirlemek, yüksekokul müdürü olarak atama yapılabilmesi için gerekli olan şartlar ve vasıfların ne olması gerekliliği, böyle bir görev için adayların önceden ne tür bir eğitimden geçmeleri gerektiği ve atama sonrasında sürekli mesleki gelişim ihtiyaçlarının nasıl karşılanması gerektiği hususunda görüşleri incelemektir.

Çalışmanın uygulanması:

Çalışmada gönüllü olarak yer alacak yabancı diller yüksekokul müdürleri kendilerine mail yoluyla iletilen açık uçlu sorulara, yarı yapılandırılmış görüşme sorularına ve öz-değerlendirme dosyasına kendi görüş ve düşünceleriyle cevap vermeleri istenecektir. Araştırmacı mail yoluyla aldığı cevaplara anlamı netleştirmek ya da daha derin değerlendirme yapabilecek sorular sorarak katılımcılardan yeni cevaplar isteyebilecektir. Katılımcılar tüm veri toplama araçlarına cevaplarını mail yoluyla araştırmacıya ileteceklerdir.

Çalışmanın olası yararları ve riskleri:

Bu çalışmada elde edilecek bulgular ile şu anda görev almakta olan Yabancı Diller Yüksekokul Müdürlerinin yönetim ve liderlik kavramları hakkındaki algıları belirlenecek, atama süreci öncesinde ne tür bir eğitim içeriğinin hazırlanması gerektiği tespit edilecek, ve görevde olan yöneticilerin sürekli mesleki gelişim ihtiyaçlarına nasıl cevap verileceği incelenecektir. Çalışmaya bağlı herhangi bir risk söz konusu değildir.

Sizden istenen kişisel bilgiler ve iletişim bilgileri sadece gereken durumlarda sizinle iletişime geçmek için kullanılacaktır. Çalışmaya katılmaktan istediğiniz zaman ve herhangi bir nedenle vazgeçme hakkınız bulunmaktadır. Katılımcıların tüm kişisel bilgileri gizli tutulacak ve elde edilen veriler sadece ilgili doktora çalışmasında ve ona bağlı gelecek çalışmalarda akademik amaçlarla kullanılacaktır.

Appendix 8. A Sample of Coding Process – Coder 1

Participant: AegeanP1

Open-ended Questions:

1. How do you define and conceptualize leadership and management at the SFL context?

In the School of Foreign Languages (SoFL) context, leadership involves inspiring and guiding a diverse team of language educators and administrative staff toward a common vision of academic excellence and linguistic proficiency. It's about fostering a collaborative and inclusive environment that values the unique contributions of each team member. Management, on the other hand, entails the efficient organization of resources, including faculty, facilities, and finances, to ensure the smooth functioning of the school. The SoFL setting requires leaders to possess a deep understanding of language education, cultural nuances, and the academic needs of students. It also involves maintaining a flexible and adaptive approach to cater to the evolving demands of language education in a globalized world.

2. Could you please explain the main problems you encounter while managing and leading your institution?

The predominant challenges faced in managing and leading the SoFL include:

- **Intermediary Role:** Acting as a liaison between upper management and faculty poses a significant challenge for me. Balancing the interests and perspectives of both parties, while aligning them with the overall goals of the SoFL, requires diplomatic and effective communication skills.
- **Salary Issues:** The most recurrent challenge revolves around salary concerns. Addressing the financial needs of staff poses a continual management dilemma. As the Director of SoFL, I am not in any position to decide the salaries offered by our university, but I know that we need to offer more than state universities to keep our best teachers. However, not being involved in the decision-making process for salaries, I feel unable to deal with this problem on my own. I do my best to manage up and inform the upper management about the unrest at the SoFL, but I cannot do more than that.
- **Retention Struggles:** The constant risk of losing talented educators to state universities intensifies the urgency of addressing salary disparities. Retaining experienced and qualified faculty members is crucial for maintaining the academic quality and reputation of the SoFL.
- **Resource Allocation:** Effectively allocating resources, such as technology, teaching materials, and professional development opportunities, is a perpetual challenge. I am also responsible for budget making for the SoFL, but generally, the budget that I prepare is not always approved by the board of trustees 100%. They cut too many items without consulting whether they are crucially necessary for us or not.

Appendix 8. A Sample of Coding Process – Coder 1 (continued)

Participant: AegeanPI

Coder 1

3. What is the dominant model of educational leadership (e.g. participative, instructional, managerial, transformational, interpersonal, etc.) you adopt in your own institution to deal with these problems? Do you use a combination of some of these models? Can you give some examples from your specific context as a director of School of Foreign Languages?

The dominant model of educational leadership in the SoFL (which involves a CEA accredited prep program) is a combination of participative and transformational leadership. This approach emphasizes collaboration and shared decision-making, ensuring that the diverse perspectives within the institution are considered. By involving faculty and staff in decision-making processes, it fosters a sense of ownership and commitment.

Dominant Leadership Model

Examples from my institution:

Participative Leadership Model

- For major decisions, such as curriculum changes or policy implementations, we conduct regular meetings where faculty members express their opinions and contribute to the decision-making process.
- To address salary concerns, the management team actively engages with staff, communicating with them and not only addressing immediate concerns but also articulating long-term plans that demonstrate a commitment to enhancing the overall well-being of the institution.
- Encouraging an inclusive atmosphere, we conduct regular forums and surveys to gather feedback from faculty and staff, ensuring that their voices are heard and valued in shaping the direction of the SoFL.

Transformational Leadership Model

Participative Leadership Model

Appendix 9. A Sample of Coding Process – Coder 2

Participant: *AegeanP1*

Coder 2

Open-ended Questions:

Leadership

1. How do you define and conceptualize leadership and management at the SoFL context?

In the School of Foreign Languages (SoFL) context, leadership involves **inspiring and guiding** a diverse team of language educators and administrative staff toward a common **vision** of academic excellence and linguistic proficiency. It's about **fostering a collaborative and inclusive environment** that values the unique contributions of each team member. Management, on the other hand, entails the efficient organization of resources, including faculty, facilities, and finances, to ensure the **smooth functioning of the school**. The SoFL setting requires leaders to possess a deep understanding of language education, cultural nuances, and the academic needs of students. It also involves maintaining a flexible and adaptive approach to cater to the evolving demands of language education in a globalized world.

Management

2. Could you please explain the main problems you encounter while managing and leading your institution?

The predominant challenges faced in managing and leading the SoFL include:

- **Intermediary Role:** Acting as a liaison between upper management and faculty poses a significant challenge for me. Balancing the interests and perspectives of both parties, while aligning them with the overall goals of the SoFL, requires diplomatic and effective communication skills.
- **Salary Issues:** The most recurrent challenge revolves around salary concerns. Addressing the financial needs of staff poses a continual management dilemma. As the Director of SoFL, I am not in any position to decide the salaries offered by our university, but I know that we need to offer more than state universities to keep our best teachers. However, not being involved in the decision-making process for salaries, I feel unable to deal with this problem on my own. I do my best to manage up and inform the upper management about the unrest at the SoFL, but I cannot do more than that.
- **Retention Struggles:** The constant risk of losing talented educators to state universities intensifies the urgency of addressing salary disparities. Retaining experienced and qualified faculty members is crucial for maintaining the academic quality and reputation of the SoFL.
- **Resource Allocation:** Effectively allocating resources, such as technology, teaching materials, and professional development opportunities, is a perpetual challenge. I am also responsible for budget making for the SoFL, but generally, the budget that I prepare is not always approved by the board of trustees 100%. They cut too many items without consulting whether they are crucially necessary for us or not.

Appendix 9. A Sample of Coding Process – Coder 2 (continued)

Participant: AegeanP1

Coder 2

3. What is the dominant model of educational leadership (e.g. participative, instructional, managerial, transformational, interpersonal, etc.) you adopt in your own institution to deal with these problems? Do you use a combination of some of these models? Can you give some examples from your specific context as a director of School of Foreign Languages?

The dominant model of educational leadership in the SoFL (which involves a CEA accredited prep program) is a combination of participative and transformational leadership. This approach emphasizes collaboration and shared decision-making, ensuring that the diverse perspectives within the institution are considered. By involving faculty and staff in decision-making processes, it fosters a sense of ownership and commitment.

Examples from my institution:

- For major decisions, such as curriculum changes or policy implementations, we conduct regular meetings where faculty members express their opinions and contribute to the decision-making process.
- To address salary concerns, the management team actively engages with staff, communicating with them and not only addressing immediate concerns but also articulating long-term plans that demonstrate a commitment to enhancing the overall well-being of the institution.
- Encouraging an inclusive atmosphere, we conduct regular forums and surveys to gather feedback from faculty and staff, ensuring that their voices are heard and valued in shaping the direction of the SoFL.

Both Participative
and
Transformational

Dominant Model
Adopted