A STUDY ON THE IMPACT OF EFFECTIVE LEADERSHIP ON THE DECISION MAKING STYLE OF SCHOOL ADMINISTRATORS

Okul Yöneticilerde Etkin Liderliğin Karar Verme Stiline Etkisi Üzerine Bir Araştırma

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ABSTRACT

The main goal of this study is to determine the impact of effective leadership on the decision making styles of school administrators. In this context, a survey form was prepared and administered between 01/04/2021-30/04/2021 to 248 participants (110 administrators, 138 teachers) from 207 educational institutions, which operate in 5 towns in Izmir province. The findings showed that effective leadership influenced the decision making style of school administrators and there was a positive linear relationship between decision making style variables. Among the factors of effective leadership and decision making, no differences were detected with respect to socio-demographic characteristics such as gender, age, marital status, level of education, seniority, professional status or administrative level. According to the high frequency ratio of decision making style expressions, it was found out that school administrators preferred decision making styles in the following order: spontaneous, intuitive, dependent, evasive and rational. As a result, it may be concluded that effective leadership influences the decision making style of school administrators. Especially when the timing of the research, which was conducted during the pandemic, is considered, it may be inferred that the process has reflected upon work environments. Due to its substantial role in the development and sustainability of high standards in education, and its liability for negative consequences at the administrative and organizational levels in the short, medium and long terms, it may be indicated that the impact of effective leadership on decision making style, as well as administration and organization, is an important component of determining success and failure in every field.

Key Words: Administration, Administrator, Effective Leadership, Decision Making Style

ÖZET

Bu çalışmanın temel amacı, okul yöneticilerinde etkin liderliğin karar verme stillerine etkisinin belirlenmesidir. Bu kapsamda, araştırmaya yönelik olarak hazırlanan anket formu 01/04/2021-30/04/2021 tarihleri arasında İzmir ilinde 5 ilçede eğitim veren 207 eğitim kurumu kapsamında uygulanmış ve 248 (110 yönetici, 138 öğretmen) katılımcı araştırmaya dahil edilmiştir. Araştırma sonucunda, okul yöneticilerinde etkin liderliğin karar verme stili üzerine etkisi olduğu ve etkin liderlik ve karar verme stili değişkenleri arasında doğrusal yönde bir pozitif bir ilişki bulunduğu görülmüştür. Etkin liderlik ve karar verme stili faktörleri kapsamında cinsiyet, yaş, medeni durum, eğitim düzeyi, mesleki kıdem, mesleki pozisyon ve yöneticilik düzeyi gibi sosyo-demografik özellikler açısından farklılık bulunmamıştır. İfade yüksek sıklık oranına göre okul yöneticilerinin sıralamada ani, sezgisel, bağımlı, kaçınmacı ve rasyonel karar verme stilini tercih ettikleri bulunmuştur. Sonuç olarak bu çalışma ile okul yöneticilerinde etkin liderliğin karar verme stiline etkisi olduğu bu bağlamda özellikle araştırmanın pandemi sürecinde yapılmış olması da göz önüne alındığında, sürecin iş ortamlarına yansıdığı ifade edilebileceği gibi, büyük ölçekte eğitim gelişimi ve eğitimin yüksek düzeyde sürdürülebilirliğinde, yönetsel ve organizasyonel olumsuz sonuçlarının kısa, orta ve uzun vadede sorumlusu olarak, etkin liderlik karar verme stili ile yönetim ve organizasyon üzerindeki etkisi, her alanda başarı veya başarısızlığı belirleyen önemli bileşen olduğu belirtilebilir.

Anahtar Kelimeler: Yönetim, Yönetici, Etkin Liderlik, Karar Verme Stili

1. INTRODUCTION

With proper leadership, school systems may fulfill their goals of providing a high level of education for students who are well prepared for their future. School administrators undertake a very important role in ensuring that the system works efficiently and productively. Demonstrating perfection in every field of education, should be the main duty of a school administrator. Successful school administrators should have the vision to support students' goals and aspirations, and demonstrate effective leadership in this process. With the help of supportive principles, they should not fear change in executing the missions that correspond

to this vision. Considering that barriers may arise due to fear of change and fear of failure; change, uncertainty and shortcomings in comprehending the need to learn new things, may reflect upon school administrators' decision making processes. Although articulated in various manners, researchers who examine leadership in education agree that for commitment to high standards and student success throughout the school, it is necessary to create a vision and this is the responsibility of effective administrators.

On the other hand, a successful person knows what he wants and he possesses the ability to take decisions on a daily basis in that regard. By and large, successful decisions are the result of: (1) knowledge of available choices, (2) clarifying the validity and values of each, (3) choosing a preferred direction and (4) making use of available resources in following that direction. Throughout history, it has been observed that experienced practitioners emphasize systematic components in taking and executing decisions. Especially people who are able to control their emotions and who can recognize what is right or wrong for the administration and organization, are designated as leaders. From past to present, it has been underlined that effective leadership requires extraordinary skills in decision making. Great and effective leaders understand how to balance emotion and reason, as they take decisions that would benefit themselves, the employees and the organization.

Accordingly, when their role in building a "professional community" of teachers who guide each other in developing education and instruction is considered, it may be argued that school administrators are an important parameter within the cycle of effective leadership and decision making style. This may be an important indicator regarding students from pre-school to higher education in the short run, and the construction/shaping of the society, as well as its reflections in the economic, social and economic fields dimension, in the long run. It may be argued that it is possible to reach national or international goals with qualified educational and instructional programs that are promising for the future, and a proper decision making mechanism at the administrative and organizational dimensions. Through a process that supports every output of the "school community" of students, teachers and other stakeholders, plans, executes, cooperates, and builds strong communication networks, effective leadership is the key to this success.

2. LITERATURE REVIEW

2.1. Effective Leadership and Administrative Paradigms

Leadership is not simply one characteristic, but a complex phenomenon that takes shape with the combination of numerous characteristics. A sufficient evaluation of leadership would determine its constituent components. Hence, any study on leadership should develop a list of these elements. The first distinction that is to be made in a study about leadership is differentiating between leader and administrator. Those who reach leadership positions with the ability or prestige, are men who possess the drive and a program. The second is between situational and individual emphasis. Specifically, situational attributes related to prestige should be differentiated from individual characteristics. The third is between so called natural leadership and leadership that arises in certain situations. This distinction may be summarized with the expression "specificity of leadership" (Cowley, 1928: 146).

Today, it is acknowledged that no successful organization would be in that position without effective leadership. Effective leadership is almost always one of the primary driving forces for growth, development and innovation. Effective leadership is much more meaningful, influential and extensive. There is no predetermined formula; it depends on the organizational culture and necessities (Adair, 2020: 26).

According to Kahn and Katz (1960: 18), the definition of leadership is leading a group of people or an organization. At every step of the organizational ladder, leaders are an indispensable part of the general success of the enterprise. Effective leadership is about executing the vision of the corporation (or, in some instances, re-defining and developing it) and determining the environment and culture of this specific organization. Leadership means creating and planning, securing resources, monitoring mistakes and correcting them. Leadership has to do with motivating people to work together in cooperation within their team or, in some situations, with other teams.

At this juncture, it is important to emphasize that leadership is not the same as administration. Administration is also an indispensable part of organizational success. Yet, in its essence, it is not the same thing with leadership. Administrators operate transactions. They oversee issues such as logistics and balancing the budget. Good administrators may also possess effective leadership abilities – which is ideal. However, the two do not necessarily go hand in hand (Adair, 2020: 29).

Effective leaders shine out not only when things go well, but also (and even when) things become difficult. People around effective leaders respect them (they do not fear them). They become motivated to work harder and make more important contributions to the improvement of the organization. According to an article from Pennsylvania State University, "Effective leadership is necessary for a functioning society." At a smaller scale, this is also the case for institutions and corporations. It is basically impossible for a company to continue its development and growth without effective leadership. Especially in this era, when digital technology changes every aspect of doing business and how people interact with brands, a brand without effective leaders would be like a ship without a direction, sailing without a captain. Effective leaders are the key to increasing productivity and improving morale among the members of an organization. Part of providing effective leadership consists of attaining goals and providing the necessary resources to this end. At its core, effective leadership encapsulates epitomic leadership (Adair, 2020: 45). According to Adair (2020), the characteristics of an effective leader may be summarized as the following:

✓ Good leaders are determined,

✓ They hold their promises and execute them,

✓ They keep their goals in sight,

✓ They are passionate for what they do,

✓ Good leaders are modest and accountable,

✓ They know that success depends on teamwork and they respect other people's efforts and contributions,

✓ They help people grow,

✓ They communicate effectively,

✓ They are confident in themselves and they do not fear the unknown (they are entrepreneurial),

✓ They are trustworthy,

✓ They motivate.

Effective administration requires effective leadership. It is seldom possible to differentiate the behavioral functions of administration and leadership. The reason is that every effective action for organizational interest includes a degree of leadership action. Today, it is apparent that leadership behavior of an administrator is an important parameter in determining the distinction between effective and ineffective institutions. At the administrative dimension, how an administrator is affected by his past, his knowledge and his values (the powers of the administrator), are related to his leadership style. According to Doğanay (2020), in the administrative context, at the age of science, scientific data are the measure, instead of past dogmas or beliefs. However, old beliefs and attitudes are also sustained. Indeed, some philosophers have mentioned the existence of psychological powers that arise from unconscious cognitive processes. At this point, because of their certain power that dominates and characterizes the structure of expectations, the leader-administrator's actions may be thought in the context of inductive, exchange related, intellectual or authoritarian expectations of the administrative class. The administrator embodies a combination of perception, personality, behavioral tendencies (Normality, Abnormality, Complex Obligations, Anti-Democratic Structural Problems), expectations, willpower and exteriorization that constitute a dynamic psychological field with respect to time and space. He perceives and acts as a result of the combination of these factors. These are powers that drive the administrator to become aware of others and uncover their tendencies and characteristics. However, perception is a process that selects, changes and interprets this actuality. Therefore, the administrator's perception that depends on social interaction, is defined as a field of articulation. At this juncture, it may be argued that the theoretical, ideological and practical actions of the effective leader should be shaped upon a scientific basis (Doğanay, 2020:68).

The use actionable tools for administrative and organizational change and development is made possible through effective leadership. Because; the various dispositions of organizations and the change of work profile necessitate the concept of leadership to be a multidimensional process that require individuals to possess various qualities simultaneously. Work and human centered leadership abilities are indispensable for the successful application of effective leadership. It is especially necessary to establish this balance properly in the decision making process (Jami, 2018:4).

2.2. Decision Making Style and Scientific Application Methodology

The decision making process may be defined as the result of the cognitive and emotional processes for choosing a line of action among various alternatives. In daily life, decisions are made constantly. In some situations, these are automatic. In others, decision making may become a longer, more difficult and complex process. For this reason, decision making characterizes some of the most important events in life. For Bentham (1948:30), one usually has to consider at least two choices differentiated by various features and elements.

Today, in contrast to the first theories which postulated that decision making relies upon rational choice, it is acknowledged that in addition to rationality, human decision making depends on hedonic and emotional motivations (Cabanac, 1992:174). For years, important research has been conducted on decision making by academics in various fields, such as psychologists, sociologists, economists and philosophers. A prominent researcher among them is Blaise Pascal (1970). According to Wargo (2011:4), Pascal is famous for the first time formulation of what is known in decision making research as the "theory of expected value". When a person is subjected to making a choice between uncertain alternatives, he should determine the positive and negative values of every probable result in combination with others, he should multiply the probability of the result with the next and then select the choice that produces the highest value. In addition to the values and probabilities of numerous uncertain results, this Dutch-Swiss mathematician also stated that there are two distinct factors that the decision maker must take into account: his comfortability with or evasiveness towards risk, and expected return that depends on his preferences or needs. In other words, value is not absolute. The essence of the matter is, no matter how much our frontal lobes have grown, none of us can make decisions optimally. For Pascal *"the world would be a better place if we did."*. Hence, the future of decision science rests on applying heuristic methods on the problem of improving people's real world choices. Adopting an outsider's point of view may reduce overconfidence in the decision makers' accumulated knowledge, chances of success and the time span of task completion. Encouraging decision makers to evaluate alternatives to the choices they have made and educating them in statistical reasoning may reduce errors of judgement and prejudices. Simultaneous assessment of multiple choices instead of considering them separately, may optimize the results and increase one's will to put a choice into practice. In that respect, Kahneman and Tversky's research (1974; 1981) show that people do not think in exactly statistical and rational terms. Instead, they employ so called intuitive strategies.

There exists a variety of ambitious approaches and theories in the literature. In terms of supportive theories and models, those by Keen and Scott Morton (1978), Huber (1981), and the list adapted by Das and Teng (1999) – the approach of meta-categorization, natural decision making and multiple perspectives - are relatively new and include unprecedented categories. Especially in the rational model, the rational administrator's view presupposes a rational decision maker with perfect information. This model (the economic man), was preferred by neoclassical economic theory in the 1970s. Rational choice process is comprised of the execution of predetermined steps in order. According to Simon (1977: 39), in classical or perfect rationality, decision analysis is used for combining methods numerically. Values or supportive programs focus on the determination of alternatives and their choice during the "selection" process. The alternative that has the maximum utility (or maximum subjective expected utility) is selected.

As for bounded rationality style, the process oriented "satisfactory view" is taken as the baseline. The rational administrator always places emphasis on knowledge. The most appropriate choices are not always the necessary ones. For Simon, people's rational behavior is shaped like a pair of scissors. The two blades form the function of the task. The main actor is the environment and the abilities of calculation. These scissors turn the problem area into a mucus. Bounded rationality may be characterized by activities of satisfaction and curvature (Simon,1977: 39).

According to the incremental approach, rational incremental outlook enables the organization of step by step incremental actions and strategy. Marginal and applicable changes were made ("Concocted") under Lindblom's (1959) disconnected incrementality. It is required to act not only towards goals, but also according to the principle of reciprocity in order to solve problems and reach a desired outcome. Basically, analytical models collect data for sustaining the system, providing an objective or rational depiction of the situation, and finding out as much as possible about the regional and individual perspectives of role players and stakeholders. Data collection is also needed for following a "comprehensive" approach, and it is essential to collect organizational and technical data in multiple modes, from as much sources as possible (Levine and Pomerol, 1995: 43).

At this point, it was observed that the "Decision Making Styles Scale" is often preferred in empirical studies. For developing a conceptually cohesive and psychometrically sound scale for determining decision making styles, Scott and Bruce (1995: 812-830) conducted a multi-level study with four cases. Structural definitions were developed from former theories and the items were written in order to evaluate rational, evasive, intuitive and dependent decision making styles. In order to develop four conceptually different scales that are admissible with respect to internal consistency (between alfa .68 and .94) and a decisive factorial structure, a main-axis factor analysis with varimax rotation and respective items' analyses were conducted. During the scale development process, a fifth style became self-evident. Independency tests and simultaneous validity analyses were conducted between the five scales of decision making styles. Last, a new instrument was discussed with reference to the existing literature. Provided by Taşdelen (2002), the "Decision Making Styles Scale" (DMSS) is comprised of the original form that consists of 24 items that include five sub-dimensions: rational, intuitive, dependent, spontaneous and evasive. Rational Decision Making Style corresponds to the approach in which alternatives are explored and processed rationally; Intuitive Decision Making Style corresponds to the approach in which one trusts their foresight and emotions; Dependent Decision Making Style corresponds to the approach in which others' suggestions and prescriptions are evaluated; Spontaneous Decision Making Style corresponds to the approach that processes alternatives rapidly without thinking; and Evasive Decision Making Style corresponds to the tendency to avoid decision making.

2.3. School Administrators, Effective Leadership and Decision Making Style: Conceptual Evaluation

Career success in a global economy depends on strong education. The need for narrowing the huge gap between the academic performances of advantaged and disadvantaged students is stressed in the developed countries of the world, so that all segments of the society may compete fairly. According to Porter (2018:13), this starts with school administrators, spelling "high standards and meticulousness".

An effective school administrator also ensures that the idea of academic success for all, is embraced by the school community (parents-students-teachers) (Knapp, 2010:2).

The school administrator has to possess the skills and abilities of effective leadership (Bradly, Knapp and Dareff, 2009: 55).

A main component of school leadership is developing a common vision around standards and success for all students. Effective school administrators ensure that their schools enable both adults and children to make learning a central part of their daily activities. In addition to the basic necessities such as security and order, a "healthy school environment" provides children with less tangible elements, such as a "supportive and susceptible" attitude and fostering the feeling that the teachers are a part of them (Goldring, et al.,2007:7-8).

In developed countries, building a community dedicated to good education is the main principle. Elements of authority dimension and administrative processes such as the formation of the teacher cadre (recruitment-dismissal) and embracing a team centered approach, are absent in the Turkish education system. At schools that operate under the Ministry of National Education (MNE), school administrators serve under appointment (M.E.B.,2021). There are numerous national and international studies focused on school administrators (principals), leadership and decision making. For instance, the study conducted by Izgar and Altınok (2013), examined the decision making strategies of school administrators. The research population was comprised of school administrators employed at schools under the MNE, during the 2001-2002 school year. The sample of the study was selected by random sampling among school administrators that served in the towns of Selçuklu, Meram and Karatay in Konya province 238 administrators. The decision making strategies of the administrators were measured by the "Decision Strategies Scale". The sub-scale point averages were tested by t test, F test and tukey test. The results were summarized as follows: with respect to the gender variable, a significant level of difference was detected among the independent decision making strategy mean scores, in favor of female administrators. No significant differences were detected between administrators' decision making strategies in terms of the type of school employed. With respect to the level of education variable, a significant difference was detected in favor of the postgraduate group, within rational decision making strategy. Akçekoce and Bilgin (2016), conducted a research for determining teachers' views about the impact of leadership style of middle school administrators on teachers' performance. The population was comprised of 1524 teachers serving in public and private middle schools at the town of Etimesgut in the 2014-2015 school year. The sample was determined by random sampling and consisted of 306 teachers. The data were collected through a survey called "Leadership Research" that was comprised of two parts: "Personal Information and Information about the Institution Served", "The Effect of Leadership Properties on Teachers' Performance". Ethical, transformative, cultural, educational and visionary leadership

styles were addressed by the scope of the research. Among the leadership styles covered by the study, it was established that "Ethical Leadership", "Transformative Leadership", "Cultural Leadership", "Educational Leadership", and "Visionary Leadership" styles were effective on teachers at the level of "I agree". With factor analysis technique, five behaviors were determined in relation to leadership features. Among these behaviors, "Coherence of speech and action", "Embedding ethical principles in school culture", "Respect for ethical values and traditions", and "Providing order and discipline for effective education" were effective at the level of "I strongly agree". The behaviors "Preparing the environment for teachers to learn about school history" and "On-site monitoring of education and instruction by visiting classrooms" were effective at the level "I somewhat agree". According to Kılınçarslan's (2013) masters' thesis research, a significant relationship was found out between school principals' leadership styles and teachers' institutional commitment.

It is apparent that previous research focused on only one of the concepts of leadership or decision making strategies. It may be stated that there are no studies on the impact of effective leadership on decision making styles of school administrators. Therefore, this study will provide a significant contribution to the literature.

3. THE RESEARCH

3.1. Purpose of Research

The main purpose of this study is to determine the impact of effective leadership on the decision making styles of school administrators. In this scope, it is important to determine the level of effective leadership and its effect on the decision making style of school administrators that are employed at public, formal and extensive educational institutions and play an active role in education. At the same time, to be able to observe the relationship between effective leadership and decision making style, and to analyze whether this relationship differentiates with respect to demographic features (gender, age, marital status, level of education, professional status and administrative level) will provide important contributions of the research to the literature.

3.2. Data Collection Tools

Survey method was used for data collection in the research. Simple random sampling was used. The measurement tool comprised of three parts. The independent variables of the research - gender, age, marital status, level of education, professional status and level of administration - take place in the first part. The second part is comprised of the 5-dimension decision making style scale that consists of 25 expressions. MLQ multidimensional measurement tool that consists of 10 expressions makes up the third part. The survey form which was used as the data collection tool was prepared by using MLQ Multidimensional Measurement Tool developed by Bass and Avolio (1993) and adapted to Turkish by Canbaş (2004), as well as the decision making style scale (five dimensions) developed by Scott and Bruce (1995).

3.3. Data Collection and Analysis

The survey form prepared for the research was applied on 1-30 April 2021 in five towns of Izmir province. 110 administrators and 138 teachers from 207 schools and institutions participated. SPSS software was used for the statistical analyses. In this scope, factor analysis, population mean based t test, two independent sample t test, Mann-Whitney U test and correlation analysis were executed. The sample was determined as n=248 and included in the statistical program. For sampling, simple random sampling method was used and the analyses were conducted at p=0,5/q=0,5 sampling error.

3.4. The Theoretical Research Model

The theoretical research model of the study is built upon the assumption that effective leadership influences the decision making styles of school administrators. According to the model, effective leadership is about retaining situations such as time, location, conditions, requirements etc. It includes the time necessary for making decisions. Most of the time, so much time may be spent during the decision making process that many opportunities may be missed. At times, even production might be suspended. Effective leadership is completely about making conscious and correct decisions. However, one should always consider the time frame as well. The effective leader should make a commitment for evaluating risks and opportunities, and meeting goals. He should determine the critical factors that would affect the result of a decision. His communication should be strong and he should work in a manner that motivates others. Facing high pressure, complex situations, too much, too little or contradictory information are the reality of being a leader. It is never easy to make decisions in complex situations. From this perspective, within the framework

of the model, the study determines the relationality of effective leadership and decision making styles. It also specifies the importance and level of influence with respect to factors relating to rational, intuitive, dependent, evasive and spontaneous decision making styles (Figure 1.).
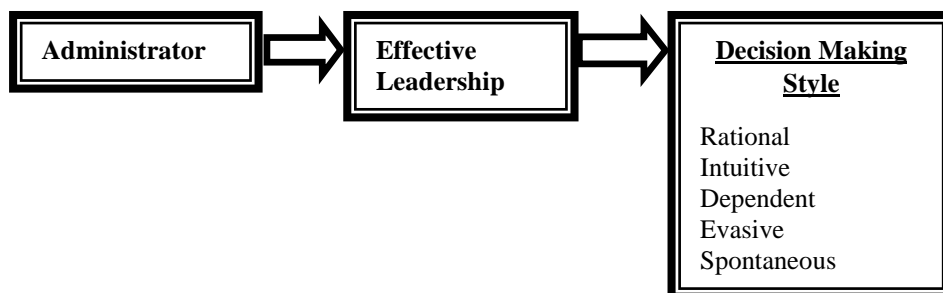

Figure 1. The Theoretical Research Model

3.5. Research Hypotheses

Three main hypotheses that offer insight to the subject matter, take part in the research:

H_1: Effective leadership factor affects decision making style factor.

H_2: There is a positive linear relationship between effective leadership and decision making style factors.

H_3: Within the scope of effective leadership and decision making style factors, there is a difference with respect to ………(demographic) variables.

4. FINDINGS

4.1. Findings for Socio-Demographic (Independent) Variables

The general average age and standard deviation of the participants of the survey (n=248) were 37,1±6,01. Female (n= 95) average age and standard deviation were 36;4± 6,76; and male (n= 153) average age and standard deviation were 41;4± 5,75. Those with a bachelor's degree were 92,7% (n=230), master's degree was 6,9% (n=17) and PhD and above were 0,4% (n=1) of the respondents. As for years of professional experience, 53,2% of the respondents (n=132) had 1-10 years, 30,2 % (n=75) had 11-20 years and 16,6% (n=41) had over 20 years of experience. 55,6% (n=138) of the respondents were teachers, while 44,4% (n=110) were administrators. In terms of administrative level, (n=48) 19,4% were principals, (n=2) 8% were head vice principals and (n=60) 24,2% were vice principals. (Table 1 does not include n=138 teacher participants (55,6%). n=248 (100,0%)). Of the administrators - 44,4% (n=110) of the respondents, 20,9% (n=23) were female and 79,1% (n=87) were male. At this juncture, it should be noted that the gender distribution was not even among administrator participants. Female administrators were much fewer than male administrators. (Table 1).

Table 1. The Distribution According to Socio- Demographic (Independent) Variables (The Demographic Characteristics of the Participants (n=248)

Demographic Information		n	%	Demographic Information			n	%
Gender	Female	95	38,3	Level of Education	Bachelor's degree		230	92,7
	Male	153	61,7		Master's degree		17	6,9
Marital Status	Married	162	65,3		PhD and above		1	,4
	Single	86	34,7	Seniority	1 -10 years		132	53,2
Age	25-35	83	33,5		11-20 years		75	30,2
	36-45	126	50,8		20 years and above		41	16,6
	46-55	24	9,7		Total		248	100,0
	56-64	15	6,0	Professional Status	Teacher		138	55,6
	Total	248	100,0		Administrator		110	44,4
Administrative Level	Principal	48	19,4		Total		248	100,0
	Head vice principal	2	,8	Administrative Level	Gender	Female	23	20,9
	Vice principal	60	24,2			Male	87	79,1
	Total	110	44,4			Total	110	100,0

4.2. Reliability of the Measurement Tool

Factor analysis was conducted for the 25 expressions that comprised the second part of the survey. Principal components analysis was preferred. As a result of Kaiser-Meyer-Olkin value 0,966 and Bartlett Sphericity Test, null hypothesis (H_0: correlation matrix is unit matrix) was rejected ($\chi^2=5396,528$, p=0.000). The anti image correlation matrix diagonal values were between 0,959- 0,777. According to these results, the 25 expressions were suitable for factor analysis. 5 factors emerged as the result of factor analysis. The factors explained the total variance at the rate of 79,031%. The Cronbach Alfa value of the five factor structure was 0.922. Internal consistency was ensured. According to this result, it was determined that the factors indicated by the expressions in the survey explained the subject with a high level of reliability. (Table 2), (Table 4.).

Tablo 2. Factor Analysis, Validity-Reliability and Descriptive Statistics

Decision Making Style Expressions	Factor Names	Factors					Cronbach Alpha General=,922		$\overline{x} \pm s$
		1	2	3	4	5			
I double-check my information sources to make sure before making decisions	Rational	**,891**	,223	,122	,241	,212	,926		3,9±,55
I have valid reasons before making decisions		**,877**	,134	,144	,044	,173	,915		3,7±,55
I decide in a logical and systematic manner		**,860**	,227	,111	,186	,029	,917	,923	3,4±,52
My decision making requires careful consideration		**,760**	,196	,122	,222	,068	,912		3,5±,52
When making decisions, I take into account various options towards a specific goal		**,658**	,083	,011	,131	,016	,915		3,4±,53
I trust my instincts when I make decisions	Intuitive	,443	**,871**	,138	,227	,170	,925		3,5±,55
I tend to trust my intuition when making a decision		,352	**,837**	,166	,196	,103	,914		3,4±,71
I usually make decisions which I feel are right		,119	**,784**	,237	,183	,135	,912	,919	3,5±,64
When making my decisions, it is more important that I feel that my decision is right, than a rational reason		,117	**,677**	,212	,227	,146	,901		3,4±,57
When making decisions, I trust my inner feelings and reactions		,384	**,555**	,327	,201	,198	,898		3,4±,59
When making important decisions, I frequently need the help of others	Dependent	,468	,222	**,856**	,214	,156	,935		3,6±,54
It is easier for me to make important decisions if I have the support of others		,439	,231	**,828**	,283	,048	,932		3,4±,56
When making important decisions, I make use of others' advice		,374	,271	**,765**	,228	,044	,920		3,2±,49
When I face important decisions, I like it when someone shows me the right direction		,314	,284	**,756**	,362	,031	,919	,924	3,2±,56
I rarely make my important decisions without consulting other people		,251	,284	**,628**	,358	,061	,910		3,5±,55
I avoid making my important decisions unless I feel under pressure		,214	,277	**,565**	,190	,052	,895		3,5±,55
I delay my decisions as much as possible	Evasive	,283	,237	,497	**,892**	,077	,965		3,4±,52
I frequently delay making decisions until I come to the phase of making important decisions		,228	,157	,468	**,835**	,069	,952		3,5±,52
I usually make my important decisions at the last minute		,222	,131	,439	**,753**	,080	,915	,923	3,4±,53
I delay many decisions because it makes me uncomfortable to think about them		,220	,155	,211	**,665**	,282	,896		3,5±,55
I usually make sudden decisions	Spontaneous	,165	,183	,138	,566	**,867**	,865		3,4±,71
I mostly make my decisions at the moment		,116	,138	,074	,262	**,856**	,965		3,5±,64
I decide rapidly		,068	,123	,062	,170	**,828**	,951	,921	3,4±,57
I usually make my decisions without		,052	,130	,054	,087	**,765**	,928		3,4±,53

thinking								
When making decisions, I do what seems natural at the moment		,012	,101	,051	,084	**,662**	,912		3,3±,52

Factor analysis was applied for the 10 expressions in the third part of the survey. Principal components analysis was preferred. As a result of the Kaiser-Meyer-Olkin value 0,936 and Bartlett Sphericity Test, null hypothesis (H_0: correlation matrix is unit matrix) was rejected (χ^2=554,412, p=0.000). The anti image correlation matrix diagonal values were between 0,939- 0,757. According to these results, the questions that were comprised of the 10 expressions were found suitable for factor analysis. 1 factor emerged from factor analysis. The factors explained the total variance at the rate of 76,954%. The Cronbach Alfa value of the single factor structure was 0.889. Internal consistency was ensured. According to this result, it was determined that the factors indicated by the expressions in the survey explained the subject with a high level of reliability. (Table 3).

Table 3. Factor Analysis, Validity-Reliability and Descriptive Statistics

				N=248
Effective Ledership (MLQ) Expressions	**Cronbach Alpha**	$\bar{x} \pm s$	**Single Sample t test (Test Değeri 3 ≤ μ)**	
	General:,889		**t**	**p**
I help people and I expect their effort in return.	,935	3,9±,56	3,842	,000
In jobs that are done, I question presuppositions of righteousness.	,921	3,5±,57	3,947	,000
I can't manage to intervene until problems become serious.	,919	3,6±,52	3,778	,000
I focus my attention on disarray, mistakes, exceptions and deviations from the standard.	,856	3,5±,56	3,794	,000
I avoid getting involved when important matters arise.	,845	3,4±,53	3,883	,000
I express that I trust that goals will be met.	,836	3,8±,55	3,919	,000
I am effective in fulfilling people's work related needs.	,828	3,8±,71	3,983	,000
I employ leadership methods that produce contentment.	,815	3,7±,64	3,830	,000
I help people develop their strengths.	,809	3,8±,57	3,592	,000
I offer new perspectives about how to complete tasks.	,798	3,8±,59	3,584	,000

4.3. Findings for the Factors

According to the findings of the factor analysis, it was determined that every factor was considered as important by the respondents, as demonstrated in Table 2. In this context, according to the single sample t-test on Rational (R), Intuitive (I), Dependent (D), Evasive (E) and Spontaneous (S) factorial dimensions (p=0.000), all five factors were found to be highly significant (Table 2), (Table 3.), (Table 4.). According to these results, H_1 hypothesis, that effective leadership factor affects decision making style factor, was accepted for every single factor (Table 4).

Table 4. Single Sample t-Test in the Scope of the Factors

		Decision Making Style Factors	**N=248**	$\bar{x} \pm s$	**Single Sample t test (Test Value 3 ≤ μ)**	
					t	**p**
Leadership	f1	Rational (R)	248	3,9±,55	26,255	,000
	f2	Intuitive (I),	248	3,5±,55	12,327	,000
	f3	Dependent (D),	248	3,8±,52	23,831	,000
	f4	Evasive (E)	248	3,2±,52	25,303	,000
	f5	Spontaneous (S)	248	3,4±,53	17,645	,000
		Decision Making Style Factors	248	3,6±,53	21,131	,000

It was considered in the study that the statistical determination of relationality between the factors was also important. In that respect, the hypothesis that "There is a positive linear relationship between effective leadership and decision making style factors.", covered by H_2 hypothesis, was accepted. Moreover, all correlation values were in the positive direction, as demonstrated by Table 5. When it is considered that for dual factor intervals, 0,6-0,4 is medium, 0,6-0,8 is high, and 0,4-0,2 is low, the examination of Table 5 shows that between the leadership variable and the decision making style variables f1= Rational (R), f2=Intuitive (I), f3=Dependent (D), f4=Evasive (E) and f5= Spontaneous (S), there is a high level of positive correlation (p=0.000) at the r= 0,7 - 0,6 interval (Table 5.).

Table 5. Descriptive Correlations Between the Factors

N=248		f1	f2	f3	f4	f5	f11
f1	r	1	,791**	,797**	,703**	,577**	,683**
	p		,000	,000	,000	,000	,000
f2	r	,791**	1	,586**	,788**	,614**	,676**
	p	,000		,000	,000	,000	,000
f3	r	,797**	,586**	1	,601**	,768**	,785**
	p	,000	,000		,000	,000	,000
f4	r	,703**	,788**	,601**	1	,559**	,713**
	p	,000	,000	,000		,000	,000
f5	r	,577**	,614**	,768**	,559**	1	,687**
	p	,000	,000	,000	,000		,000
f11	r	,683**	,676**	,785**	,713**	,687**	1
	p	,000	,000	,000	,000	,000	
**. Level of significance of Correlation 0.01 (2-tailed) and n=248							

4.4. Findings in the Scope of Factors and Independent Variables

H_3 hypothesis (Within the scope of effective leadership and decision making style factors, there is a difference with respect to ………(demographic) variables.) that covered the independent variables of the study – gender, age, marital status, level of education, seniority, professional status and administrative level – were not accepted. In this context, in the scope of gender, age, marital status, level of education, seniority, professional status and administrative level, from the perspective of effective leadership and decision making style, there is no difference towards a negative effect for teamwork (Table 6).

Table 6. Findings for Factors and Independent Variables

Independent Variable		$\overline{x} \pm s$	Test Results (Test Value 3 ≤ μ)		Independent Variable		$\overline{x} \pm s$	Test Results (Test Value 3 ≤ μ)	
Gender	female	3,4±,44	t = -0,692	0,490	Level of Education	Bachelor's degree	-	μ =278,400	0,362
	male	3,5±,52				Master's degree	-		
Marital Status	married	3,4±,44	t =-0,074	0,941		PhD and above	-		
	single	3,5±,52			Seniority	1 -10 years	132	μ =288,500	0,463
Age	25-35	3,4±,51	t =-0,069	0,731		11-20 years	75		
	36-45	3,4±,46				20 years and above	39		
	46-55	3,4±,49							
	56-64	3,4±,50			Professional Status	teacher	138	t =-0,054	0,846
						administrator	110	t =-0,083	0,724
Administrative Level	principal	3,4±,51	t = 0,184	0,855					
	Head vice principal	3,4±,46				Total	248		
	Vice principal	3,4±,50							

5. CONCLUSION AND SUGGESTIONS

The world is in a phase of rapid growth, change and transformation in terms of scientific and medical discoveries, as well as information and communication technologies. The inequalities that stem from such developments between different locations of the world and/or individuals, have led countries to specialization in education and instruction. Especially countries that have developed with respect to specialized knowledge and authority in professions such as education, prioritize education as the key to solving economic and social problems. At this juncture, it may be said that schools are like states, encompassing a miniature society from pre-school to formal and extended education, and to higher education. The administrators of schools, which have an undeniable place in people's lives, have a very important responsibility. The focus of this research on the school administrator variable may be said to have originated from this concern.

Because, the success of any organization, depends on the effectiveness of its leader. Reflecting effective leadership style is more important than ever in the contemporary world, with its competitive environment. Effective leadership ensures effective productivity and increases efficiency and productivity towards organizational goals. Effective leadership style of school administrators encompasses the process of ensuring that the employees of the organization work in an effective manner towards goals. It consists of attaining the organizational goals, or the activities of influencing, motivating and directing for this end (Beri and Shu'Aibu,2018: 846).

Besides, an effective organization usually depends on the effect of the constructive leader who is also a professional decision maker. Therefore, decision making is the main function in any organization. Influenced by the administrator's effectiveness, the quality of the decisions that were made, are the success of the whole organization. The success of the administrator in all roles, reflect the decisions he has made. Additionally, the administrator should be a good decision maker before he makes good decisions. He is situated as the planner, organizer, leader and supervisor of the organization (Rue et al., 2000: 75).

In this context, it was found by the study that effective leadership influences the decision making style among school administrators. It was also determined that there is a positive linear relationship between effective leadership and decision making style. When the high frequency ratio was examined for decision making style expressions among school administrators, the following stood out: "I decide rapidly" n= 186 (%75,0), "I usually make my decisions without thinking" n= 165 (66,5%) and "when making decisions, I do what seems natural at the moment" n= 174 (70,2%) (spontaneous decision making style); "when making decisions, I trust my inner feelings and reactions" n= 189(76,2%) (intuitive decision making style); "it is easier for me to make decisions if I have the support of others" n= 186 (75,0%) (dependent decision making style); and " I frequently delay making decisions until I come to the phase of making important decisions" n= 170 (68,5%) (evasive decision making style). Another important point that merits attention (Table 1.) was that of the administrators - 44,4% (n=110), 20,9% (n=23) were female and 79,1% (n=87) were male. The administrator participants were not distributed evenly in terms of gender. Consequently, it may be stressed that the female ratio is much lower than the male ratio among administrators, or that female administrators comprise around 20% of educational institutions.

In conclusion, this study has revealed the important reality that effective leadership characteristics of school administrators should be taken into consideration and organizational and administrative studies should emphasize administrators' decision making styles. Moreover, it may be argued and suggested that features of good administration of schools are effective elements for the aims and goals of school administration, as well as reaching the educational goals through a rational, social and democratic educational philosophy.

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