SCHOOL PRINCIPALS' PERFORMANCE AND ITS RELATIONSHIP WITH TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR

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Abstract

Performance evaluation plays an important role in achieving the objectives of the organization. 360 degree performance evaluation system has become more widespread in recent years. Today, having a high level of organizational citizenship behavior is necessary for the performance and efficiency of the organization. In particular, it is important that educators have an organizational citizenship behavior. In this study, mixed method model was used. In the quantitative dimension of the research, the school administrators 'performance of management and teachers' organizational citizenship behaviors were measured using quantitative scales. In the qualitative dimension, the effect of school principals 'managerial performance on teachers' organizational citizenship behavior was analyzed in depth with the help of semi-structured interview form. The school type variable was found both statistically (theoretically, hypothetically) and practically (methodologically) effective only in terms of the scores obtained from the 360 degree performance evaluation system. In a particular manner, "Multi-Programmed High Schools" were at the bottom in terms of evaluating the managerial and technical performances of the superiors. In terms of varying educational levels and institutional status the subordinates evaluated their school principals' managerial performances in distinct levels. Both for the scores obtained from 360 degree performance evaluation system and the organizational citizenship behavior, there were statistical and practical effects. Lastly, novice subordinates had evaluated their school principals' managerial performances in lower levels and more experienced (more than 16

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years) subordinateshad scored their school principals' managerial performances significantly compare to the novice ones.

Keywords: 360 degree performance evaluation system, organizational citizenship behavior, school principals' managerial performances, performance evaluation, organizational commitment.

Introductıon

Schools, like all organizations, set specific goals to be achieved. The truth is that schools are committed to their managers and teachers to achieve their goals. An organization's vision of success is lost as long as the employees of an organization do not get the most out of their work (Chopra, 2017). School principals who have taken on the task of managing the school organization should gather the school staff around the common goals of the school organization (Çakiroğlu & Tabancali, 2017).

Performance evaluation is necessary to measure the performance of employees and the organization to control progress towards the desired goals and objectives (Padmaja & Rao, 2015). Performance evaluation plays an important role in achieving the objectives of the organization and contributing to the employees individually (Levent & Acar, 2017). One popular approach to performance evaluation is to use multi-source performance evaluation and feedback. 360 Degree Performance Evaluation System (360° PES) has become more widespread in recent years (Uygur & Sümerli Sarigül, 2015).

In this study, four particularly selected presage conditions or variableswere multiplied with the two measurement tools (quantitative) and interview form (qualitative) represent an extended array of claims pertaining school principals' managerial performances that were evaluated by externals as the participatory principals' subordinates.

Examining the relationship between teachers 'organizational citizenship levels and school principals' 360° PES seems to be important and constitutes the problem of the research. 360° PES to be implemented for the first time in Turkey in the field of education makes this research is also important. The problems sought in the research are as follows: (1) What is the level of school principals' managerial performance? (2) Do school principals' managerial performances vary according to school type, seniority and educational level? (3) For what reasons can the possible differences between school principals' managerial performances be caused? (Qualitative research) (4) What is the level of organizational citizenship behavior of teachers? (5) Do teachers' organizational citizenship behaviors change according to school type, seniority and education level? (6) What are the possible differences between teachers' organizational citizenship behaviors? (Qualitative

research) (7) How much of the variance in school principals 'executive performance is explained by teachers' organizational citizenship status?

Literature review

360° Performance Evaluation System

360° PES aims to question a multidimensional and continuous understanding within the performance evaluation methodology and is a system that evaluates it as well as being evaluated by supervisors (Kahya & Çemrek, 2017).

The most important feature that distinguishes 360° PES from other methods is that it provides information from multiple sources (Günay, 2018). 360° PES has significant advantages to address the shortcomings of traditional performance evaluation systems. This system provides managers with more comprehensive and objective information about the performance of employees with the opinions received from many evaluation groups (Barutçugil, 2002). Evaluation of employees not only by their superiors but also by their subordinates makes it easier to obtain more realistic and persuasive information (Baltaci & Burgazoğlu, 2014), (McFarland, 2001), (Yilmaz, 2005), (Kahya & Çemrek, 2017). In addition, 360° PES supports employee development, strengthens communication between employees and contributes to the development of a corporate culture focused on development (Kubat, 2012). Thus, it reflects a better cultural environment and increases the prestige of the organization (Chopra, 2017).

Along with these advantages, 360° PES has some disadvantages. These; prolonged feedback process (McFarland, 2001), complex implementation (Levent & Acar, 2017), evaluators' demographic characteristics can influence objective evaluation (Kahya & Çemrek, 2017) and may cause anger and frustration among employees (Chopra, 2017).

Organizational Citizenship Behavior

The concept of organizational citizenship behavior (OCB) is an individual's voluntary behavior that contributes to the effective functioning of the organization. (OCB) is not directly recognized by the organization's formal reward system (Organ, 1988). The (OCB) has three main elements. Behaviors go beyond formal obligations or business constraints. Volunteerism is inherent in behavior. Employees do this behavior willingly and consciously without coercion. Such behaviors do not need to be included in the reward system of the organization (Çakiroğlu & Tabancali, 2017).

Today, having a high level of (OCB) is necessary for the performance and efficiency of the organization. In particular, it is important that educators have an (OCB). This is because it affects the quality of education (Demir, 2019). OCB is

considered in 5 dimensions. The first dimension, altruism, involves individuals helping other members of the organization without waiting for their response and voluntary behaviors to prevent conflicts within the organization (Koçak, 2018). The second dimension, high task awareness, involves individuals' behaviors that go beyond formal role requirements within the framework of the rules and procedures of the organization (Kavak & DemiRöz, 2018). The third dimension of the OCB means that gentleman / volunteerism is an approach to tolerance and avoiding negative behaviors of employees. The fourth dimension is the support/civil virtue dimension, the active participation of employees voluntarily in organizational issues, the awareness of responsibility and the active role in organizational issues. Courtesy-based information dimension is a set of behaviors that are used to prevent problems and to reduce the impact of problems without exploiting the rights of others (Palalar Alkan & Arikboğa, 2017).

The Relationship Between 360 Degree Performance Evaluation System and Organizational Citizenship Behavior and Their Roles in Education

The performance evaluation system determines the development needs of the employee, creates a common ground between the employee, increases communication, provides the opportunity for the employee to reflect on himself and to set individual goals and helps the employee to internalize the culture, norms and values of the organization (Padmaja & Rao, 2015). When implemented in a neutral organizational climate, 360° PES will be absolutely successful in improving employee performance and motivating the workforce by motivating them with a transparent work culture (Chopra, 2017).

It is accepted that the success of schools depends on teachers who are willing to go above and beyond their job descriptions in order to achieve their goals (Belogolovsky & Somech, 2010). Because it is thought that it is not possible for schools to fully determine the role behaviors that their stakeholders (government, school administration, parents and students) will expect from their teachers in line with their different interests and expectations (Runhaar et al., 2013). It has been observed that the teachers who have been treated fairly by school principals have increased confidence (Bastas & Öztuğ, 2012) and tendency to show organizational citizenship behavior for the sake of school organizations (Kavak & DemiRöz, 2018).

Methodology

Research Model

In this study, mixed method model was used. Mixed methods include the collection, analysis, and interpretation of qualitative and quantitative data on the same underlying phenomena in a single study or a series of studies (Leech & Onwuegbuzie, 2007). This pattern begins with the collection and analysis of quantitative data that respond to the research question as a primary priority. This is followed by the collection and analysis of qualitative data (Creswell & Plano Clark, 2018).

In the quantitative dimension of the research, the school administrators 'performance of management and teachers' organizational citizenship behaviors were measured using quantitative scales. In the qualitative dimension, the effect of school principals 'managerial performance on teachers' organizational citizenship behavior was analyzed in depth with the help of semi-structured interview form.

Participants

This study was conducted by including the schools in the district of Sultangazi which has been considereda disadvantaged region located in county. Stratified sampling method which is one of the random sampling approaches was applied for the generalization of the results obtained from the sample to the population. Table 1, located below, is composed from the obtained demographical data. Displayed data was current on that time; it was from 2016-2017 academic year.

Table 1. Descriptive presentation of the socio-demographics regarding the participants

Variables		Frequency (f)	Percent (%)
School Type	Anatolian İmam Hatip (religious) High School	113	17,8
	Anatolian High School	20	3,1
	Middle School	121	19,0
	Vocational High School	32	5,0
	Primary/Elementary School	273	42,9
	İmam HatipMiddle School	47	7,4
	Multi-ProgrammedAnatolian High School	30	4,7
Institutional status	School principal	12	1,9
	Deputy principal	30	4,7
	Teacher	594	93,4

Occupational experience	3-5 years	203	31,9
	6-8 years	173	27,2
	9-15 years	123	19,3
	16+ years	137	21,5
Education level	Graduate	549	86,3
	Master's degree	77	12,1
	Doctorate (PhD)	10	1,6
	Total	636	100

The main purpose of carrying out stratified random sampling was to perform a random selection of the participants by ensuring that their prior proportions in the population were remainedsame in the sample (Creswell & Plano Clark, 2018). Based on these figures, the minimum sampling size to represent the population of 2588 principals and teachers was calculated to be 341 (Büyüköztürk et al., 2008). The obtained results showed that the representative power of the research sample consisting of 636 units can be said to be sufficient. As seen in *Table 1*, 636 participants were able to participate fully without leaving any data-gathering tool empty.

Data Collection Tools

Two quantitatively-oriented data collection tools were used for describing two variables as (i) school principals' managerial performances and (ii) teachers's organizational citizenship behaviours. Two data collection tools can be listed as: (1) 360° Performance Evaluation Scale (360° PES); (2) Organizational Citizenship Behaviour Scale (OCBS).

360° PES, developed by Camgöz and Alperten (2006) was used in accordance with the main objectives of this study. The administrator features in this form are grouped under six headings. These are: (i) motivation, (ii) manager's contribution to individual development, (iii) competence in practice, (iv) ways of assessing subordinates, (v) technical skills, and (vi) personal integrity. 360° PES is 39 items in total. A different number of items were collected under each heading (Camgöz & Alperten, 2006).

Within the context of this study, concept of single-sourced means that school principals are evaluated one-sidedly consisting of institutional subordinates. Beyond, the participatory school principals were also evaluated themselves in the same wayby virtue of 360° PES. Therefore, the evaluator source was more than one.

Organizational Citizenship Behaviour Scale (OCBS): Psychometric properties of OCBS were re-evaluated by Basim and Şeşen (2006) and adapted to Turkish organisational and managerial culture. The internal consistency index is validly adequate for the tested items of OCBS and Cronbach's alpha coefficients were

extracted (r= .89 and .94) and can be held in Turkey with success particularly for organisational institutions. The OCBS incorporates five basic factors in its final form (Basim & Sesen, 2006). Five dimensions were formed as a result of factor analysis on the scale and the cumulation of items allocated in each factorised dimension are as follows: Altruism/Generosity (n= 5); Conscientiousness (n= 3); Courtesy (n= 3); Gentility (n= 4); Civic Virtue (n= 4). As a whole, the OCBS incorporated 19 items.

Data Analysis Purposes and Procedures

In the current study, various quantitative analyses were attained to address research questions. For addressing the research questions, the quantitatively-oriented data that were obtained from 360° PES and OCBS were analysed. Table 2, as located below, summarizes the specifically obtained scores and particularly defined variables used for each quantitative analysis in the SPSS 20.0 program in detail. In *Table 2*, details of analysis for each research question are also displayed.

Table 2. Descriptions of the analyses purposes and procedures

Research question	Obtained scores	Focused Variable	Type of analysis
RQ-1	*360° PES* (managerial performances)	School types (seven sub-categories)	One-way variance analysis (one-way ANOVA)
RQ-2		Institutional statuses (three sub-categories)	One-way variance analysis (one-way ANOVA)
RQ-3	*OCBS* (organisational citizenship behaviour)	Occupational experiences (four sub-categories)	One-way variance analysis (one-way ANOVA)
RQ-4		Educational levels (three sub-categories)	One-way variance analysis (one-way ANOVA)

As can be seen in *Table 2*, at the outset, for instance, it was tried to determine how and under what circumstances the subordinates who were employed in different school types evaluated their school principals' managerialperformances. For this purpose, one-way ANOVA, containing only a factor wastreated by differentiating only the school type and three affected dependent variables (Tabachnick et al., 2019). The same variance analysis rationale was applied to RQ-2, RO-3 and RQ-4 (see also *Table 2*). For addressing the remaining research question, As a critical point, Levene's tests were applied for the scores obtained from the selected dependent variables and the results confirmed that equality of error variances was at acceptable levels for all scales. This therefore permitted parametric variance analysis tests such as ANOVA and t-test (Tabachnick et al., 2019).

The Cronbach Alpha reliability coefficients of the scales were calculated for the item clusters of both the scales and the sub-factors. For each scale, the reliability coefficient was found as .982 for 360° PES (39 items) and .855 for OCBS (19 items).

The interview method was used in the qualitative dimension of the research. Semi-structured interview questionnaires were also sent to all participants before the interviews. In all of the interviews, written approvals were received from participants. The interviews were also recorded and written notes were taken during the interviews. Interviews lasted from 26 to 53 min, with an average time of 38 min. Notes taken during the interviews, voice recordings, and the written answers of the participants were all resolved and subjected to content analysis.

Results

Quantitative Results

The scores from two scales, 360° PES, OCBS, were statistically contrasted and compared with regards to the school types of the participants. Findings of one-way ANOVA for the determination of the school types-based differences are presented in *Table 3*.

*Table 3.*One-way ANOVA outputs for the focused variableas school type

Scores		SS	df	MS	F	p
360° PES	Between groups	94800,99	6	15800,16	12,350	,000
	Within groups	804727,01	629	1279,37		
	Total	899528	635			
OCBS	Between groups	998,65	6	166,44	2,480	,022
	Within groups	42219,83	629	67,12		
	Total	43218,48	635			

As deduced from *Table 3*, the ANOVA results showed that there was a significance (mean) difference across school types in terms of the scores obtained for 360° PES (F(6,629)=12,350; p≤0,01; p=0,000) and for OCBS (F(6,629)=166,44; p≤0,05; p=0,022). For the post hoc analysis, a Bonferroni adjustment was applied with α set at .05 levels for all scales (360° PES and OCBS). For 360° PES, the post hoc comparisons revealed significant mean differences (X = 111,26; SS = 35,85) between "Multi-Programmed Anatolian High Schools" and other "school types", except for "Middle Schools" (X=125,09; SS=33,50; p≥0,05; p=0,484). 360° PES scores were significantly lower for "Multi-Programmed Anatolian High Schools" compare to other school types, except for "Middle Schools". In addition, the post hoc comparisons revealed significant mean differences between "Middle

Schools" (X=125,09; SS=33,50)and other types schools, except for "Anatolian İmam Hatip High School" (X=133,09, SS=40,58; p≥0,05; p=0,689) and "Multi-Programmed Anatolian High Schools" (X=111,26; SS=35,85; p≥0,05; p=0,484). Moreover, the post hoc comparisons revealed significant mean differences between "Anatolian İmam Hatip High Schools" (X=133,09, SS=40,58) and other types of schools. When all combinations and variances within the post hoc comparisons are considered in a hierarchical and sequential manner, *Table 4* was composed.

Table 4. School principals' managerial performances' comparative analysis regarding school type

School type	Higher compare to…	Lower compare to…	No mean difference
Multi-Programmed Anatolian High Schools	NONE	Anatolian İmam Hatip High School, İmam Hatip Middle Schools, Vocational High School, Anatolian High Schools, Primary/Elementary Schools	Middle Schools
Middle Schools	NONE	İmam Hatip Middle Schools, Vocational High School, Anatolian High Schools, Primary/Elementary Schools	Multi-Programmed Anatolian High Schools, Anatolian İmam Hatip High School
Anatolian İmam Hatip High Schools	Multi-Programmed Anatolian High Schools	Anatolian High Schools, Primary/Elementary Schools	Middle Schools, İmam Hatip Middle Schools, Vocational High School
İmam Hatip Middle Schools	Multi-Programmed Anatolian High Schools, Middle Schools	NONE	Anatolian İmam Hatip High School, Anatolian High Schools, Vocational High School, Primary/Elementary Schools
Vocational High Schools	Multi-Programmed Anatolian High Schools, Middle Schools	NONE	Anatolian İmam Hatip High School, Anatolian High Schools, Primary/Elementary Schools, İmam Hatip Middle Schools

Primary/ Elementary Schools	Multi-Programmed Anatolian High Schools, Middle Schools, Anatolian İmam Hatip High School	NONE	Anatolian High Schools, Vocational High School, İmam Hatip Middle Schools
Anatolian High Schools	Multi-Programmed Anatolian High Schools, Middle Schools, Anatolian İmam Hatip High School	NONE	Vocational High School, İmam Hatip Middle Schools, Primary/ Elementary Schools

When *Table 4* is considered, it was found out that "Multi-Programmed Anatolian High Schools" were at the bottom with regards toschool principals' managerial performances that were measured by 360° PES and scored by the participatory subordinates. This conclusion is also valid for another school type as "Middle Schools".As a logical inference, school principals' managerial performances in "Anatolian İmam Hatip High Schools"can be placed within an intermediate or transition zone compare to other school types. Moreover, "İmam Hatip Middle Schools" were beyond the aforesaid three types in terms of 360° PES scores. In an incremental manner, "Vocational High Schools", "Elementary Schools" and "Anatolian High Schools" were assessed higher compare to all other types of schools pertaining school principals' educational leadership and educational management assessed by the subordinates.

When the variance analysis of the relationship between the school type variable and the evaluation of principals' internal manager performance by their subordinates (360° PES) was examined, two different categories or groups were formed on behalf of the scores of the scale: "advantageous school types" and "disadvantaged school types". In the analysis of comparisons of school administrators' performance according to school types, schools with higher executive performance were identified as Anatolian High Schools, Primary Schools, Vocational High Schools and Imam Hatip Secondary Schools, respectively. On the contrary, disadvantaged school types were determined as Multi-Programmed Anatolian High Schools, Secondary Schools and Anatolian Imam Hatip High Schools, respectively.

Lastly, post hoc analyses were also maintained for the scores obtained from OCBS. The post hoc comparisons revealed significant mean differences only between"Elementary Schools (X=76,31, SD=8,76)" and "Middle Schools (X=73,04, SD=6,92)" pertaining OCBS scores in favour of subordinates who were employed in "Elementary Schools" ($p \leq 0.05$; p=.005). There were no mean differences for the OCBS scores among other school types.

Whether or not scores given to all scales were influenced by participants' educational levels was delved intoin this study. Findings of one-way ANOVA for the determination of the educational levels based differences are presented in *Table 5*.

Table 5. One-way ANOVA results for the educational levels of the subordinates deduced from the three scores

Scores		SS	df	MS	F	p
360° PES	Between groups	8503,03	2	4251,51	3,020	,049
	Within groups	891024,96	633	1407,62		
	Total	899528	635			
OCBS	Between groups	516,99	2	258,49	3,832	,022
	Within groups	42701,48	633	67,45		
	Total	43218,48	635			

When *Table 5* considered, scores for 360° PES were statistically differed across the subordinates' educational levels (F(2,633) = 3,020; p≤0,05, p=0,049). Throughpost hoc analyses conducted by Tukey HSD test, it was also found that there was a significant mean difference between the subordinates with a doctoral degree (X=156; SS=20,24) and the subordinates with a master's degree (X=131,54; SS=42,65) in favour of the subordinates with a doctoral degree (p≤0,05; p=0,018). As an inference, it was understood that, an increase in the educational level of the subordinates as deputy principals and teachers was in action in evaluating the managerial performances of the school principals in higher levels.

There were also some nuances for the scores of the OCBS obtained for determining the participatory subordinates' tendencies regarding organisational citizenship or socialised accountability behaviours.As deduced from Table 5, and as ANOVA results showed that, there was a statistical differenceamong the subordinates with varying educational levels for the scores of the OCBS (F(2,633) = 3,832; p≤0,05, p=,022). Tukey HSD test revealed that there was a significant mean difference for the OCBS scores between the subordinates with a master's degree (X=77,80; SS=7,18) and the subordinates with a bachelor's degree (X=75,08; SS=8,37) in favour of the subordinates with a master's degree (p≤0,05; p=0,018).

Institutional statuses of the participants (school principals, deputy principals and teachers) were also compared. Details of the variance analysis can be seen in *Table 6*.

Table 6. One-way ANOVA results in terms of institutional status of the participants

Scores		SS	df	MS	F	p
360° PES	Between groups	8788,68	2	4394,34	3,123	,045
	Within groups	890739,31	633	1407,17		
	Total	899528	635			
OCBS	Between groups	1173,84	2	586,92	8,836	,000
	Within groups	42044,64	633	66,42		
	Total	43218,48	635			

As showed from *Table 6*, for 360° PES scores, there was a statistically significant difference among the three institutional statuses (F(2,633)= 3,123; p≤0,05; p=,045).Furthermore, post hoc comparisons confirmed that deputy principals evaluated their superiors' managerial performances at the higher levels (X=155,76; SS=40,27) compare to the teachers who had scored their school principals' managerial performances at considerably lower levels (X=139,04; SS=37,10) and there was a significant mean difference between the deputy principals and the teachers for 360° PES scores in favour of the deputy principals (p≤0,05; p=0,046). No significant mean differences were detected between the deputy principals (X=155,76; SS=40,27; p≥0,05; p=0,820) and the school principals (X=148,08; SS=49,85) or the teachers (X=139,04; SS=37,10; p≥0,05; p=0,687) and the school principals (X=148,08; SS=49,85) for the 360° PES scores.

Similar results were also valid for the scores of the OCBS as the deputy school principals statistically outperformed (X=81,53; SS=7,13) both their school principals (X=74,58; SS=18,72; p≤,05; p=0,034) and subordinate colleagues as the teachers (X=75,14; SS=7,86; p≤,001; p=0,000) in terms of enacting organisational citizenship behaviour in their school districts. This striking result was not valid with regards to the occurred mean differences between the school principals (X=74,58; SS=18,72) and teachers (X=75,14; SS=7,86) for the obtained scores of the OCBS (p≥0,05; p=0,970).

*Table 7.*Variances for the occupational experiences of the participants

	Scores	SS	df	MS	F	p
360° PES	Between groups	13103,58	3	4367,86	3,114	,026
	Within groups	886424,41	632	1402,57		
	Total	899528	635			
OCBS	Between groups	85,16	3	28,38	,416	,742
	Within groups	43133,31	632	68,24		
	Total	43218,48	635			

Within the context of this study, lastly, as a secondary variable, "occupational experiences" of the superiors and subordinate participants were considered and analysed by means of the obtained scores as 360° PES and OCBS. Variance analysis results are exhibited in Table 7 located above. For the scores obtained from 360° PES, it was detected that school principals' managerial performances were evaluated significantly differently by the participatory subordinates who had distinctive occupational experiences ($F(3,632)=3,114$; $p\leq0,05$; $p=0,026$). For post hoc comparisons, Tukey HSD was resumed and it was concluded that there was a substantial mean difference between the subordinates with 16+ ($X=146,96$; $SS=35,77$) occupational experience and the subordinates with 3-5 years occupational experience ($X=135,30$; $SS=36,74$) for the scores of 360° PES ($p\leq,05$; $p=0,026$) in favour of the more experienced subordinate employers within the school institutions. This result confirms that novice subordinates evaluates their school principals for substantially lower levels compare to informed or experienced subordinates. It was also found out that occupational experience levels were not in action in altering the subordinates' organisational citizenship behaviours ($F(3,632)$; $p\geq0,05$; $p=0,742$) for the sake of their schools.

Qualitative Results

In this section, the data obtained from the qualitative data are presented in order to support the generalized results above from a qualitative perspective and to extend the scope of the research results. In the protocol (written reflection form), four different questions were addressed to the participants in order to link the evaluation of managers' internal manager performance by their subordinates (360° PES) and the positive behavior and performance rates and status of the organization (OCBS). Analyzes were presented in the context of each question in the context of relevant themes, through sample citations.

First Theme: Principal's Educational Leadership

"How well does your ideal definition of educational leadership overlap with your current school principal's educational leadership practice?"

Table 8. First Theme: Principal's Educational Leadership

Disadvantaged School Types	Advantageous School Types
I don't think the leader qualification is too intense, because it's not a dominant character in appearance.	My manager generally meets the desired criteria as it facilitates the ideas that come with education.
I don't see him as an educational leader because I think he doesn't have managerial skills.	All kinds of innovations to the benefit of our students are being followed by our school management.

It does not match at all. I didn't find any work on educational leadership.	The ideal is unreachable; but my manager is a positive and developmental, close to ideal character.

The main theme that emerged in this context is that the principals working in the advantageous category have to adapt and fulfill the necessity instead of resisting the newly emerging educational and managerial ideas or practices that need to be adapted. Teachers working in disadvantaged schools often expect to see their principal as a dominant and despotic character in the context of educational leadership.

Second Theme: Principal's Working Principles and His Exemplary Personality

"Would you show your manager's working principles, their state and behavior in general as an example?"

Table 9. Second Theme: Principal's Working Principles and His Exemplary Personality

Disadvantaged School Types	Advantageous School Types
I like his style and his kindness, for example, but I don't think he can handle risk management.	As soon as I think about the practices in my previous school, I inevitably make comparisons and my current principal is a valuable person and certainly has exemplary behaviors and knowledge.
I can not show. Because I know managers who do their job better and I can show them as an example.	My manager makes every effort to improve the comfort and working conditions of his colleagues. For example, teachers can eat hot lunch at break noon.
Humanitarian aspects, yes, but not in administrative and administrative aspects!	Yes, I think he is a good, fair, moral, decent, humble person. Disciplined in terms of working principle. This aspect can be given as an example.
No, I wouldn't show it because I know there are better examples.	

It was observed that a similar social comparison approach was adopted by the teachers working in advantageous schools, and that the teachers in this category compared their principals with the principals working in other schools and developed the criteria according to other superiors. One of the most important reasons why teachers working in advantageous schools show their principals as exemplary managers is the ability of teachers to çeşitli take various actions that can improve their material and contextual working conditions and conditions.

Third Theme: Teachers Recommend Their Schools to Their Colleagues

"When you think about all aspects of your institution, would you recommend it to someone?"

*Table 10. T*hird Theme: Teachers Recommend Their Schools to Their Colleagues

Disadvantaged School Types	Advantageous School Types
I do not recommend because in any event the teacher can be blamed because it is a difficult school.	Definitely. It is a school that attracts me because of the boutique aspect and sincere management atmosphere.
I think there is a gap in the administrative. Whenever I need to consult with the administration or talk about a problem, I cannot find the addressee.	Based on the ideas of the teachers of our higher school administration compared to the schools of our region and makes every effort to improve the comfort and working conditions of the staff.
No on school discipline, educational work and operations!	Yes, I would. Both our colleagues and our students understand the state in harmony with everyone in such a warm environment.
Yes, I would. Because many negative experiences can be experienced!	I would suggest. It is a seamless school in terms of administration and student.

As subordinates who perform their duties in disadvantaged schools, some of the teachers stated that they can recommend their institutions to other colleagues in certain aspects ironically. Teachers in disadvantaged schools stated that future teachers could recommend their schools to their colleagues in order to experience a problematic managerial approach.

When the statements of teachers in advantageous schools as subordinate participants were abstracted, they made it clear that that they would recommend their school to other colleagues because of their conscious learner characteristics and a sample school with a boutique characteristic.

Fourth Theme: Teachers' Reactions to the Fiction That They Need To Work Continuously In Their Current School

"Fictiously, if you knew that you would be staying in the institution you were working for "many years" and that this was yasal legally guaranteed u, what would it make you feel?"

Table 11. Fourth Theme: Teachers' Reactions to the Fiction That They Need To Work Continuously In Their Current School

Disadvantaged School Types	Advantageous School Types
I feel good in a way bad in a way. I feel good, I feel bad close to my home.	I guess it wouldn't be nice to stay tied up somewhere. But I liked it when I thought of my school with the staff.
I was worried about my future. Because I don't think some of the shortcomings can be solved, especially administratively.	I'd be happy. I'm not short of supplies. Students can easily access all kinds of teaching tools and equipment.
I used to think I was in such a difficult situation that I was inexorable.	I'd appreciate it if I knew I'd stay for long years. Because, as mentioned in the previous question, everyone is willing to work.
	Being forced is a behavior that pushes people. However, the fact that I am in the institution I have a good management affects me positively.

Teachers working in disadvantaged schools generally expressed serious concern about future uncertainties and shortcomings, especially in the administrative context. In this sense, the phenomenon of the future can be explained by a regular disorder situation for teachers working in disadvantaged schools.

On the other hand, teachers in advantageous schools, when expressed in a generalist manner, almost none of the teachers tend to stay in a permanent institution and plan a future. For them, the constant and essential is change. However, most important factors those positively affects the teachers working in advantageous schools and ensure their continuity in their institutions is the existence of adequate and necessary infrastructural systems for the realization of teaching. Working in schools where teaching is supported administratively and pedagogically does not create any future concerns and does not allow them to create any chaotic scenarios.

Discussion

To consider the collective effects of the selected variables on the dependent variables taken in this study as 360° PES and OCBS, an overarching summary of the results presented below are compared and contrasted in *Table 12* in which both practical and statistical effects of the variables can be monitored.

Table 12. Comparative statistical and practical effects of the variables on the scores obtained from three scales

Focused variables	Selected Dependent Variables			
	360° PES		OCBS	
	Statistical effect	Practical effect	Statistical effect	Practical effect
School type	Detected	Detected	Detected	Not detected
Educational level	Detected	Detected	Detected	Not detected
Institutional status	Detected	Detected	Detected	Detected
Occupational experience	Detected	Detected	Not detected	Not detected

As seen *Table 12*, the school type variable was found both statistically (theoretically, hypothetically) and practically (methodologically) effective only in terms of the scores obtained from the 360° PES. This confirms that subordinates in diverse schools evaluated their superiors as school principals' school-based managerial performances in distinct levels. In a particular manner, Multi-Programmed High schools were at the bottom in terms of evaluating the managerial and technical performances of the superiors. On the other hand, within Elementary Schools and Anatolian High Schools, the subordinates were tending to assess their school principals in the highest levels. This contrast results can be explicated by referring to the general academic status and prestige of these school types throughout the country. As generalised (OECD, 2004), (OECD, 2007) reports documented the fact that, there have been greater academic and managerial dissimilarities and differences among the school types such as General High Schools, Anatolian High Schools, Science High Schools, Vocational Schools and Multi-Programmed High Schools in Turkey (Eraslan, 2009), (Kavak & Özdemir, 2013), (Koç & Bastas, 2019)the new management model in which school principals share the authority to make their own teams is of great importance to researchers, educational policy makers, and executors. This study aims to designate the effects of project schools' structural and managerial characteristics on teachers' organizational commitment and the schools' organizational sustainability. It was designed using a sequential mixed research method including scaling and interviewing techniques. In addition, the teachers' organizational commitment levels in project schools, which were designated as the experimental group, are compared with the teachers' organizational commitment levels in non-project schools, which were selected as the control group. The study, conducted in 2018–2019, is comprised of 15 project schools and 9 non-project schools located in Istanbul and involved 603 teachers working in these schools. The results

show that the structural and managerial features of project schools have positive effects on teachers' organizational commitment and that this school model seems sustainable, based on all the positive points gathered.","container-title":"Sustainability","DOI":"10.3390/su11133549","ISSN":"2071-1050","issue":"13","journalAbbreviation":"Sustainability","language":"en","page":"3549","source":"DOI.org (Crossref.

Particularly for the 360° PES scores, in terms of varying educational levels, the subordinates evaluated their school principals' managerial performances in distinct levels and this result was seemed both statistically and practically influential. As shown, the subordinates with a doctoral degree assessed their school principals in higher levels pertaining school-based managerial performances compare to other educational levels as graduate or master's degree. More educated or informed subordinates could understand and ponder about the real-life conditions and circumstances of being evaluated school principals and may score their managerial performances within higher levels that were emerged in this study.

The arguments proposed for the educational level may also be valid and explanatory for the findings related to the institutional status variables. Both for the scores obtained from 360° PES and the OCBS, there were statistical and practical effects. As presented, deputy principals evaluated their superiors' managerial performances at higher stages compare to the other subordinates as teachers and even the superiors. To advocate, by means of social, emotional, cultural and formal communication, the deputy principals, in this study, might be associated and accompanied by their superiors and had witnessed and familiarised the managerial processes and issues in a closer manner. Since, as it has been confirmed, there may be a close correlation between the job satisfaction or job engagement of the deputy principals and the communicative tools that are created and readjusted by mainly their superiors (Amber et al. 2008; Bratton et al. 2007; Brown 2003; Miller 2009).

Conclusion

As presented, novice subordinates had evaluated their school principals' managerial performances in lower levels and more experienced (more than 16 years) subordinateshad scored their school principals' managerial performances significantly compare to the novice ones. By attaching above-stated arguments, once again, more experienced subordinates could have more crystallised and accumulated information regarding the managerial issues embedded in a school system, but this argument may not be valid for the novice subordinates.

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