

Development of Scale for Leadership Types Study of Accuracy and Validity

Ibrahim Habacı

Çanakkale Onsekiz Mart University, Turkey

Abstract: In the age in which change and development is avoidable, management and use of information is an essential process. Upgrading the education programs and enlarging the educational content through covering contemporary topics influence the permanence of the information. No matter how capable the human brain in storing new information, it must employ it efficiently. The process of information management is the core of leadership as it is involved among the features of leadership for man to act as individuals. To be a leader requires handling the possible problems and environment fast and effectively and managing communities. It is vital for the information and its permanence to be dynamic and transferrable to new generations, which results from the teachable nature of leadership. Under the light the information above, what kind of leadership a teacher has was tried to be figured out in this study. For the same purpose, a scale was developed and results obtained presented here. *Purpose:* In the study, what kind of leadership a teacher has was tried to be figured out. The scale was tested for its validity and reliability. The data about the construct validity of the scale was obtained through factor analysis. Depending on component factor analysis, three sub-dimensions [Authoritarian Leader, Democratic Leader and Charismatic Leader] were reached. The sum of reliability coefficient was reached 0.751 and moreover, some variables like gender, socio-economical environment of the school and term of service have effect on the types of teachers' leadership.

Key words: Scale of Leadership Types • Leadership • Reliability • Validity

INTRODUCTION

Method: Within this part is presented the information about model of study, population, sample and the instruments used.

Model: As a descriptive study, survey was the implemented method, which is used to describe an actual situation [1]. Description is an extensive study and as the principles it is depended are appropriate for the content of this study, it was preferred.

Population and Sample: This study was done in the second half of 2008-2009 academic year and the population was selected as primary school form teachers working in Izmir city. In the city, there are 33417 teachers and 1462 schools [2] In Konak district in Izmir, there are 115 schools and 2621 teachers, 1023 of this number are form teachers. However, for the study, 256 teachers working, which comprises 25.02% of the total form teachers in Konak were interviewed. The data obtained from these teachers was used to make a generalization.

Measurement Instrument: As the goal of this research is to describe the types of teachers' leadership, observation, survey and scales are the appropriate instruments. The former two instruments were not preferred since the number of teachers was very high and since the results would be much subjective and since they requires much time. Therefore, for such researches, scales were preferred as they minimize such limitations. It gives more objective results which are easily proved by evidences and it is more practical in time and economy [3].

In the literature, there are more scales relating to the content of this study; however, their content is most on the leadership of school principles. Moreover, there doesn't exist a scale specific for teacher leadership. Therefore, there tried to develop a new scales gathering data. The information about the scale will be presented under the part titles scales.

The Phases in Developing Scales for Leadership Types: Comprising the society, every individual mean to behave independently and on their own both effecting their environment and getting influenced by the environment.

They reflect their personality types and try to be the dominant in the society. In society, there should be defined common points for the norms; otherwise, there, inevitably, happen clashes, which make it a must for the emergence of a leader. There is not a certain definition of leadership and it is not specific to any person or community. However, it has some features that must be emphasized.

According to Eren [4], it is defined as the skills and knowledge gathering people for the shared goals, putting them into action for the same goals.

A leader defines the others' roles and decides on the action, its times, place and how it will be done and then he controls the outcomes. He cares about relationships and he always support the inferior respecting their position and rights and motivating them for the shared goals [5].

Influence is the mostly emphasized feature of the leader and in past, having warrior features and authority were the ones. However, being smart and original and valuing the others are the essential features needed to have a mutual interaction with others.

A leader is the person, controlling the group well and without expecting any position and praise and he makes benefit of the situation for the group and himself and leading them for the shared goal. He is both a leader and a person guided [6].

Types of Leadership: Among the scientists classifying leader, German Scientist Max Weber is the person grouping them according to their types. Types of leadership and their authority types are defined as follows [7]:

1. Authoritative Leader [Traditional Authority]
2. Democratic Leader [Legal Authority]
3. Charismatic Authority [Charismatic Authority]

This type of classification depends both on leader's personality and the leader's perspective on how to manage the society he is in. It can be concluded that with an angry nature, he can be authoritative, with a nature open to criticism and new ideas, he can be democratic and with high qualities, he can be a charismatic leaders.

Authoritative Leader: These types of leaders are mostly seen in feudal communities and their responsibilities are defined by norm and traditions. When they go over the limits or authorities, they have to face some limitations. In

these communities, these leaders are also the religious leaders. An authoritative leader decides on the group policy on his own and he has the power to praise and to punish. He is indispensable for the group as he sets or orders someone that he can control to deal with the communication in the group or community. It can be claimed that he keeps any person who damages his authority away from the community and his authority. Authority leader is the person who has all power and authority in his hand.

Ankan defines the features of authoritative leader as follows [8]:

1. An authoritative leader defines and decides on the group's goal and policy.
2. An authoritative leader decides on what to be done and how it will be done.
3. An authoritative leader doesn't involve the group activities.
4. An authoritative leader has negative or positive personal attitudes towards his inferiors.
5. An authoritative leader orders only and expects group members carry them out. He praises those obedient and punishes those who are not.
6. An authoritative leader's power is limited to his authority and power and he doesn't need to justify for his commands and ignores suggestions.
7. An authoritative leader has a personal attitude in praising people around and he doesn't need any reason for criticism and he doesn't involve group activities.

Regarding the points mentioned above, we can reach some conclusions and generalizations. Leadership means having pressure on group members and leader has the total authority. There is a chain of command and it is emphasized that rules are to be obeyed. The leader gives orders and he is not criticized for his mistakes but his inferiors are.

Democratic Leader: According to Goleman and his friends [9], if a leader has a vision, his democratic attitude helps him to implement his vision or find new means to carry his vision. However, over dependency on his thoughts may give way to foggy or confusion among members or block the way to reach a consensus. Moreover, a leader that lacks the ability to interact or socialize with many people is likely to have more misunderstanding or be more misguided.

The features of a democratic leader are as follows [8]

1. A democratic leader defines the group policy together with group members.
2. A democratic leader share some basic information with his group members before they have a discussion and he presents at least two options for the technical part of the process and asks the members to reach a consensus.
3. A democratic leader lets the group members share the responsibilities and tasks.
4. A democratic leader tries to be objective about his judgments and criticisms.
5. A democratic leader trusts the members about any topic and any step in the process.
6. Group members in a democratic environment feel comfortable and secure before stating and doing anything.

The fundamental feature of this leadership type is that members can be functional in the process without having a leader before them, but they need a leader in the decision making process [10].

Charismatic Leader: Charismatic leadership requires directors to have vision and mission. Other features of charismatic leadership feeling of trust and loyalty. These leaders have a great influence on people around through their personality and communications skills [11]. Charisma dates back to ancient Greek and it means “favor given” or “gift of grace”. The discussion of charisma was started to be discussed by philosopher like Plato in ancient ages [12].

Charisma, according to Weber, is a gift from the God and to him, these leaders have extraordinary talents and power. What he means with the term charisma is that they are like prophets among common people [13].

Features of charismatic leaders can be listed as follows [14];

1. Having extraordinary talents,
2. Having High self-esteem,
3. Being highly effective and dominant,
4. Having the skill to persuade people,
5. Taking risks,
6. Devoting himself fort he goals,
7. Accepting high cost and much effort to reach his vision,

8. Caring for the people around,
9. Coming up with radical solutions against chaos,
10. Having permanency in his talents and skills,
11. Being smarter compared to others.

When a person has these features, he is expected to have more skills and knowledge and to be capable of motivating himself and others. He should have the art public speaking and he must be highly self-motivating.

So as to defines features of leadership, a literature survey was carried and from resources like [15], [4], [6], [7], [16], [17], [9], [8], [11], [13], some related information was obtained. This research mostly focused on three types of leadership as 1. Authoritative Leadership, 2. Democratic Leadership and 3. Charismatic Leadership.

Depending on the information and getting help from the experts in the field, a scale with 49 items was composed. This scale, before using, was tested with 115 teachers as a pilot study. Afterwards, statistical analysis was carried and scale's Cronbach Alpha coefficient of reliability was reached as 0.727. Those items all teachers gave the same answers were replaced or revised and some having a mark between 0 and 0.20 were especially removed after item discrimination analysis was done. When the scale was completed, 42 items were left and items 1, 2, 7, 9, 11, 17, 19, 21, 22, 24, 26, 33, 37, 40 were on authoritative leader; 3, 4, 5, 8, 10, 14, 16, 23, 28, 29, 32, 35, 39, 42 were on democratic leader; 6, 12, 13, 15, 18, 20, 25, 27, 30, 31, 34, 36, 38, 41 were on charismatic leader. The scale was formed as five-point Likert scale and answers were graded as “4, Strongly Agree, 3, Agree, 0, Neither agree nor disagree, 2, Disagree and 1 Strongly Disagree”. As items 2, 5, 7, 9, 33 and 37 are negative one, necessary regulations were done in SPSS.

So as to get information about the people involving in the study, a part asking 1-Gender, 2- Term of service, 3- Graduation and 4- Socio-economical status was composed.

The answers given by teachers were added and teachers' leadership types were tried to be identified.

Cronbach's Alpha value was 0.751 and as a value over 0.70 was applicable and appropriate [18], after getting approved from the experts it was concluded that this value was applicable.

This scale was carried out randomly chosen school and 256 teachers in Konak, Izmir. Afterwards, teachers' answers were added and using SPSS 14.0 packet program for reliability study, their leadership types determined.

As five-point Likert scale is a instrument measuring affective features, Cronbach's Alpha coefficient of reliability was calculated. It was concluded that the results obtained were believed to be applicable after getting approved from the experts.

Development of Scale for Leadership Types KMO and Bartlett's Test

kaiser-Meyer-Olkin measure of sampling adequacy		,690
Bartlett's Test		1870,790
Chi-square	Df	861
	Sig.	,000

Kaiser-Meyer-Olkin is about the correlation between sampling adequacy and the items. The value is accepted to be over 0.60 [18]. In the table above the value is 0.690 meaning acceptable.

When KMO is higher, then Bartlett's Test gets statistically higher. When both values are higher, it means the test is highly applicable and there is a high level of correlation between items.

Developing Scale for Leadership Types Results of Item Analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,397	17,612	17,612	7,397	17,612	17,612
2	2,960	7,048	24,660	2,960	7,048	24,660
3	2,359	5,617	30,277	2,359	5,617	30,277
4	2,085	4,965	35,242	2,085	4,965	35,242
5	1,900	4,524	39,766	1,900	4,524	39,766
6	1,763	4,198	43,964	1,763	4,198	43,964
7	1,676	3,990	47,954	1,676	3,990	47,954
8	1,520	3,618	51,572	1,520	3,618	51,572
9	1,319	3,140	54,711	1,319	3,140	54,711
10	1,240	2,953	57,665	1,240	2,953	57,665
11	1,181	2,811	60,476	1,181	2,811	60,476
12	1,138	2,709	63,185	1,138	2,709	63,185
13	1,118	2,663	65,848	1,118	2,663	65,848
14	1,030	2,452	68,300	1,030	2,452	68,300

According to the data presented in the table 42 items are accumulated in 14 factors. The test with 14-factor can explain %68.300 of total variables. During the development phase The scale for leadership types was determined to have three factors as authoritative, democratic and charismatic leader. When the factor analysis was done in line with these three factors, the data below was obtained and 3-factor scale can explain only % 30.478 of the total.

Developing Scale for Leadership Types Results of Item Analysis [3-Factor]

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,439	17,713	17,713	7,439	17,713	17,713
2	2,986	7,110	24,822	2,986	7,110	24,822
3	2,375	5,656	30,478	2,375	5,656	30,478

Frequencies and Percentages of Sampling according to Variables

	Variable	Frequency	%
SOCIO-ECONOMIC STATUS	Low	61	23.82
	Mid	86	33.59
	High	109	42.57
	Total	256	100
TERM OF SERVICE	1-5	68	26.56
	6-10	54	21.09
	11-15	50	19.53
	16-20	48	18.75
	21-25	16	6.25
	26+	20	7.81
	Total	256	100,0

Frequencies and Percentages of Sampling according to Variables

	Variable	Frequency	%
GENDER	Male	112	43.75
	Female	144	56.25
	Total	256	100,0
GRADUATION	Faculty of Education	160	62.5
	Faculty of Lit. and Sci.	64	25
	MA	11	4.29
	PhD	2	0.78
	Other	19	7.42
	Total	256	100,0

All teachers in this table work as form teachers in Konak district in Izmir.

The relation between Leadership Types and Gender

			Gender		
			Male	Female	Total
Leadership	Authoritative Leader	Count	24	12	36
		Expected Count	15,8	20,3	36,0
		% within leadership	66,7%	33,3%	100,0%
		% within gender	21,4%	8,3%	14,1%
	Democratic Leader	Count	66	65	131
		Expected Count	57,3	73,7	131,0
		% within leadership	50,4%	49,6%	100,0%
		% within gender	58,9%	45,1%	51,2%
	Charismatic Leader	Count	22	67	89
		Expected Count	38,9	50,1	89,0
		% within leadership	24,7%	75,3%	100,0%
		% within gender	19,6%	46,5%	34,8%
Total		Count	112	144	256
		Expected Count	112,0	144,0	256,0
		% within leadership	43,8%	56,3%	100,0%
		% within gender	100,0%	100,0%	100,0%

According to the results, male teachers tend to be authoritative leader more than females. However, it was observed that female teachers tend to democratic leaders. Then, the number of male teachers preferring charismatic leader is higher than female ones. Chi-square distribution test gave similar results.

The relation between Leadership Types and Gender Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	24,749(a)	2	,000
Possibility rate	25,682	2	,000
Linear association	24,009	1	,000
Total	256		

This table shows that the value is $p = 0.000$ and it meets the condition for $p < 0.05$, it can be claimed that there is a meaningful correlation between leadership type and gender.

The relation between Leadership Types and Socio-economical Status

			Socio-economical Status			
			High	Mid	Low	Total
Leadership	Authoritative Leader	Count	8	1	27	36
		Expected Count	15,3	12,1	8,6	36,0
		% within leadership	22,2%	2,8%	75,0%	100,0%
		% within socioeconomic	7,3%	1,2%	44,3%	14,1%
	Democratic Leader	Count	33	75	23	131
		Expected Count	55,8	44,0	31,2	131,0
		% within leadership	25,2%	57,3%	17,6%	100,0%
		% within socioeconomic	30,3%	87,2%	37,7%	51,2%
	Charismatic Leader	Count	68	10	11	89
		Expected Count	37,9	29,9	21,2	89,0
		% within leadership	76,4%	11,2%	12,4%	100,0%
		% within socioeconomic	62,4%	11,6%	18,0%	34,8%
Total	Count		109	86	61	256
	Expected Count		109,0	86,0	61,0	256,0
	% within leadership		42,6%	33,6%	23,8%	100,0%
	% within socioeconomic		100,0%	100,0%	100,0%	100,0%

According to the result, teachers working in an environment with low socio-economical status tend to more authoritative. Teachers having democratic leader features are observed to work in environments with high socio-economical status families. Then, teachers perform charismatic leadership features more in high socio-economical environments than low ones. According to this table, it can be stated that there is a correlation between socio-economical environment and leadership type and Chi-square distribution test also verifies this result.

The relation between Leadership Types and Graduation

			Graduation				
			Edu. Fac	L&S Fac	MA	PhD	Others
Leadership	Authoritative Leader	Count	28	3	0	0	5
		Expected Count	22,5	9,0	1,5	,3	2,7
		% within leadership	77,8%	8,3%	,0%	,0%	13,9%
		% within graduation	17,5%	4,7%	,0%	,0%	26,3%
	Democratic Leader	Count	119	8	1	1	2
		Expected Count	81,9	32,8	5,6	1,0	9,7
		% within leadership	90,8%	6,1%	,8%	,8%	1,5%
		% within graduation	74,4%	12,5%	9,1%	50,0%	10,5%
	Charismatic Leader	Count	13	53	10	1	12
		Expected Count	55,6	22,3	3,8	,7	6,6
		% within leadership	14,6%	59,6%	11,2%	1,1%	13,5%
		% within graduation	8,1%	82,8%	90,9%	50,0%	63,2%
Total	Count		160	64	11	2	19
	Expected Count		160,0	64,0	11,0	2,0	19,0
	% within leadership		62,5%	25,0%	4,3%	,8%	7,4%
	% within graduation		100,0%	100,0%	100,0%	100,0%	100,0%

According to these results, it can be stated that graduates of faculty of education tend to be democratic leaders more. Then, those of faculty of literature and science are likely to be democratic leader first and charismatic leaders second. However, the results taken from this table indicates that those who are more likely to be authoritative leaders are graduates of other faculties. Chi-square test also verifies these results.

The relation between Leadership Types and Graduation Chi-square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	144,353(a)	8	,000
Possibility rate	157,025	8	,000
Linear association	30,668	1	,000
Total	256		

This table shows that the value is $p = 0.000$ and it meets the condition for $p < 0.05$, it can be claimed that there is a meaningful correlation between leadership type and graduation.

According to the scale for leadership types, term of service and leadership types correlation is presented in the table below.

The relation between Leadership Types and Term of Service

			Term of Service						Total
			0-5	6-10	11-15	16-20	21-25	26+	
Leadership	Authoritative Leader	Count	17	6	0	4	4	5	36
		Expected Count	9,8	7,0	7,2	6,9	2,3	2,8	36,0
		% within leadership	47,2%	16,7%	,0%	11,1%	11,1%	13,9%	100,0%
		% within term of service	24,3%	12,0%	,0%	8,2%	25,0%	25,0%	14,1%
	Democratic Leader	Count	38	38	43	8	0	4	131
		Expected Count	35,8	25,6	26,1	25,1	8,2	10,2	131,0
		% within leadership	29,0%	29,0%	32,8%	6,1%	,0%	3,1%	100,0%
		% within term of service	54,3%	76,0%	84,3%	16,3%	,0%	20,0%	51,2%
	Charismatic leader	Count	15	6	8	37	12	11	89
		Expected Count	24,3	17,4	17,7	17,0	5,6	7,0	89,0
		% within leadership	16,9%	6,7%	9,0%	41,6%	13,5%	12,4%	100,0%
		% within term of service	21,4%	12,0%	15,7%	75,5%	75,0%	55,0%	34,8%
TOTAL	Count		70	50	51	49	16	20	256
	Expected Count		70,0	50,0	51,0	49,0	16,0	20,0	256,0
	% within leadership		27,3%	19,5%	19,9%	19,1%	6,3%	7,8%	100,0%
	% within term of service		100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

According to these results in this table, those having a term of service over 25 years tend to more authoritative than others. However, the more years a teacher works, the less he prefers or performs democratic leadership features. Besides, teachers perform charismatic leader behaviors less as they have longer term of service in their profession. Chi-square distribution test was applied to verify the data obtained.

The relation between Leadership Types and Term of Service Chi-square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	107,095(a)	10	,000
Possibility rate	120,306	10	,000
Linear association	23,997	1	,000
Total	256		

This table shows that the value is $p = 0.000$ and it meets the condition for $p < 0.05$, it can be claimed that there is a meaningful correlation between leadership type and term of service.

RESULT, DISCUSSION AND SUGGESTIONS

The study of reliability and validity for the scale defining teachers' leadership types was carried and construct validity was done through factor analysis. For the items to be involved, Component Factor, item test and item correlation and experts opinions were taken into consideration.

After these studies, scale's 3 dimensions and the amount of variance explained were verified to be plenty. The variance explained with 3 factors is %30.478, Cronbach Alpha coefficient of reliability is 0.75. When the measurement tools and foreseen reliability value that was 0.70 were taken into account, the reliability level of the scale was acceptable.

This scale was applied to form teachers in primary school, but it can be improved so as to apply different groups with the help of experts and researchers.

Depending on the data obtained from this study, it can be stated that 42-item Scale for Leadership Types is both valid and reliable. For further studies, it is suggested that this scale can be improved and adapted for different groups in different fields.

Scale for Leadership Types

Dear Colleagues: This scale was developed to identify teachers' leadership types and your answers to those items here will be used for this study only, but nowhere else. As this scale form will be evaluated for scientific purposes, you don't need to write your name on it. Thanks for your contributions in advance. Wish you a successful academic year.

PART 1

Instructions; Put an (X) in the parenthesis for your answers.

1. 1. Gender

Male () Female ()

1. 2. Term of Service

0 – 5 years () 6 – 10 years () 11 – 15 years ()

16 – 20 years () 21 – 25 years () 25 years and more ()

1. 3. Graduation

Faculty of Education () Faculty of Lit. and Sci. () MA ()

PhD () Other ()(Please specify)

Scale for Leadership Types

Put an (X) for your answers to these items.

Items	Strongly Agree		Neither Agree nor Disagree		Strongly Disagree	
	Agree	Agree	Disagree	Disagree	Disagree	Disagree
1 I am the last speaker in the classroom.						
2 I never hesitate criticizing people.						
3 I respect everybody' thoughts.						
4 I can adapt easily to new conditions.						
5 I don't look down on others.						
6 There people around imitating me.						
7 While acting, I don't hesitate involving my emotions.						
8 I am against using punishment in education.						

Continued

Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
9 I hate being criticized.					
10 I can reach a consensus all the time.					
11 I make the rules in the classroom.					
12 Rather than emotionally, I act logically.					
13 While making decision, I use empathy.					
14 To me, rules can be changed.					
15 I am a perfectionist.					
16 Improving communication skills is important to me.					
17 Students are always to be controlled.					
18 I have a high level of persuasion skills.					
19 When I am talking, people listen to me carefully.					
20 I use my pitch very effectively.					
21 Punishment has an important in modifying behaviors.					
22 Those breaking rules must be punished.					
23 Students and I make the rules for class together.					
24 I judge people speaking.					
25 I can motivate people well.					
26 I praise those working hard only.					
27 I try people to realize themselves.					
28 I am objective to everybody.					
29 I support the shared decisions.					
30 People accept me as a model.					
31 I continuously work for my goals.					
32 I trust people.					
33 I cannot tolerate people interrupting me while speaking.					
34 People around ask for my opinions when they need help.					
35 What people think is important for me.					
36 I have a high level of self-esteem.					
37 I don't need a reason to criticize people.					
38 People trust me.					
39 I place importance on liberalism.					
40 New conditions disturb me.					
41 People take my ideas into consideration.					
42 I am for freedom in educational environment.					

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