

# Relations between Value-Based Leadership and Distributed Leadership: A Casual Research on School Principals' Behaviors\*

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## Abstract

In this study, the relations between value-based leadership and distributed leadership behaviors of school principals were defined on the basis of the views of the primary school teachers. A casual research was designed for this. 225 primary school teachers were took part in study group determined the maximum variation sampling method. Data were gathered by scale of Values-Based Leadership and Distributed Leadership Inventory. Confirmatory and exploratory factor analyses were used to define construct validity of the scales. Pearson's Product Moment Correlation and Multiple Linear Regression Analysis techniques were used in the analysis processes. Findings showed that there were .74 positive correlation between Value Based Leadership and Distributed Leadership. The results of regression analysis indicated that the distributed leadership was explained by value-based leadership from 27% to 43%. Four dimensions for distributed were leadership were team work (41%), support (47%), vision creating (43%) and control (27% of).

## Key Words

Value-Based Leadership, Distributed Leadership, School Principals, Leadership Implementations, Teacher Opinions.

The nature of leadership as a multi-dimensional and interdisciplinary subject has been questioned by the theorists. According to Bass (1981), Stogdill's study provided some evidence that a focus on values was not considered among the most critical traits of leadership. Graber and Kilpatrick (2008) pointed out that Selznick (1957) wrote organizations become mature and "institutionalized" only when leaders infuse them with values and for Burns (1978) leadership clearly involves influencing and clarifying human values and aligning them with the ne-

eds of the organization. According to Davis (2011), values serve as a moral compass to guide decisions and action; as a foundation that provides stability during growth and chaos; as a magnet that attracts people like values and as glue that hold members of a team together, especially in difficult times; as an identity that defines the team; and as a measuring device that sets standards for both individual and team performance (p. 5).

Dolan and Garcia (2002) share that "values guide for employees at all levels and functions (p. 101). And, Kouzes and Posner (1993) point out that "values for the employees create an inner compass for solution of every problem. In this mean, it can be said that values are a direction for employees and organizations, especially for an uncertainty situations.

Leadership writers and theorists have increasingly described values as a key component of effective leadership. A common theme is that leaders should possess a strong foundation of personal values, principles, or ethics. Another recurring thought is that the values of the leader should reflect the organization's values, which are transmitted to or

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at least accepted by the organization's members (Graber & Kilpatrick, 2008, p. 180). Research evidences also showed that efforts to take into account personal values had a positive effect on leadership (Mancheno, Endres, Polak, & Athanasaw, 2009). If the leadership is accepted as an influence processes, the relationship between values and leadership is emerging with leader's impact on followers' values.

Nicholls (1999) discusses three types of leadership: inspirational, strategic and supervisory in his writing. According to him value-centered leadership is a guide to leadership in depth. With this, value-centered leadership is an operational model for strategic leadership in depth. It permits a definition of strategic behavior that can be applied at any level in an organization.

On the other hand organizational culture is a value partnership for the members. This partnership is always done under the value-based leadership (Bouch, 2006; Worline & Boik, 2006). According to O'Toole (1996) some characteristics of values-based leadership are integrity, vision, trust, listening, respect for followers, clear thinking and inclusion. Values centered leadership was explained by Balcı as maximize the effectiveness of the organization around common values via the integration of employees (Yılmaz, 2008). Çelik (1997) refers that the successful organizations are managed by accordance with a values system and schools must managed with values.

Distributed leadership does not mean with shared, team or democratic leadership. Storey (2004) pointed out that we used shared leadership as distributed leadership in our research. But its real meaning was different from shared. Spillane (2005a) also pointed out that it often is used interchangeably with "shared leadership," "team leadership," and "democratic leadership. But its real meaning is very different from these. Thinking of distributed leadership is in a deep relation with quantum mechanics, emergency theory and activity theory (Baloğlu, 2011). In this approach leadership is not series of behaviors exhibited by a person, is seen as a pattern of relationships within the normative in the organization (Harris, 2005).

It initially has come up as a reaction to the work of the leadership of one man and Gronn (2000), Spillane (2005a; 2005b) and Elmore's works (2000) made it a taxonomic point of view, emphasizing the application of leadership has become. Model integrates one-man leadership and multiple leadership practices in the same system. Gronn (2009a; 2009b) has called this leadership as hybrid structure. According to Gronn (2002) distributed leadership means people are working in concert to pool their initiatives and expertise so that the outcome is greater than the sum of their individual actions. He pointed out three forms of concertive action that can be observed as spontaneous

collaboration, intuitive working relations, and institutionalized practices. Spillane (2005a) point out that leadership is the product of the interactive web of two and more actors' interactions, their use of artifacts, and their situation. According to Spillane, Halverson, and Diamond (2001) leadership practice takes shape in the interactions of people and their situation, rather than from the actions of an individual leader and distributed leadership focuses on how the leader and their followers work in concert to solve a problem or achieve a goal. Spillane (2005b) pointed out that leadership can distribute as collective or coordinately among multiple leaders. Emphasizing individual expertise, as well as working in concert towards a common goal Elmore (2000) used the standards-based reform movement as a basement for distributed leadership. As to MacBeath (2005), he added six distribution kinds as formal, informal, pragmatic, strategic, incremental, opportunist and cultural distribution. According to him and his colleagues formal distribution is bringing another distribution kind in the time (MacBeath, Oduro, & Waterhouse, 2004; Spillane 2006).

Many researchers look at the school leadership as the most important factor for improving school effectiveness (Balcı, 2002; Sammons, Hillman, & Mortimer, 1995; Scheerens, 1992) In today's educational management practices, the effects of the positivist paradigm are questioned by its antagonists (Turan 2004; Turan & Şişman 2004) and at the same time, this questioning has been made for the paradigm of one person leadership. (Goleman, 2002; Harris, 2004) According to Sergiovanni a moral society have to be managing with moral leadership (Akbaba-Altun, 2003). This situation brings together on a common basis value-based leadership behaviors and distributed leadership behaviors of school principals in leadership practices.

### Purpose

The aim of this study is to define the casual relations between value-based leadership and distributed leadership behaviors of school principals with the views of the primary school teachers.

### Method

#### Model

The research was planned in a casual design. In this scope, value based leadership consists of (i) team working, (ii) support, (iii) vision and (iv) supervision. They were appointed as independent variable; distributed leadership was appointed depend variable. Nishiniura (2008) pointed out that a research on values had to be handled in a qualification model for good measurement, but because of the need empiric evidence a quantitative model was prefer-

red for this research.

### Study Group

225 primary school teachers were took part in the study group determined the maximum variation sampling method.

### Instruments

Data were gathered by two scales. Values-Based Leadership Scale (VBL) developed Garg and Krishnan (2003). A five point likert, 20 items, one dimension scale was adapted in Turkish Culture and result of confirmatory factor analyze showed that [GFI=0.94, AGFI=0.96, CFI = 0.91, RMSEA=0.08] factor loads of the scale ranked 0.51 to 0.79. Cronbach alpha internal consistency coefficient was found 0.94

Distributed Leadership (DL) Inventory was developed Hulpia, Devos, and Rosseel (2009). A five point likert scale, 23 items, three dimension scale was adapted in Turkish Culture and it was found that values were rising to theoretical limits [GFI=0.67, AGFI = 0.68, PGFI=0.66, RMSEA=0.15]. Upon this, Exploratory factor analyze was made. Kaiser Meyer Olkin was found 0.93 and Bartlett was found [ $p<.01$ ]. Varimax indicated that the scale was four dimensions in Turkish Culture. Fourth dimension (1, .2., 3. and 4.items on the original scale) was named as Vision. Total explained variance was 70.04. Item loadings of sub-scale ranged from 0.64 to 0.81. Cronbach Alphas were ranked between 0.86 and 0.94.

### Procedures

The related literature was reviewed, theoretical basement consisted and scales were supplied by permissions of authors and implanted at the study group. Pearson's Product Moment Correlation and Multiple Linear Regression Analysis techniques were used in the analysis processes in this scope, in first step: teachers' answers were dappled on the scale. In second step: Pearson Moment Correlation Analyze was made points of the scale. In third step: The multiple regression analyze was made for define the level of prediction of VBL the points of DL.

### Results

Findings showed that there was .74 positive correlation between Value Based Leadership and Distributed Leadership. The results of regression analysis indicated that the value-based leadership explains 41% of team work ( $R=.64$ ,  $R^2=.41$ ,  $F=160.36$ ,  $p<.01$ ); 43% of support ( $R=.69$ ,  $R^2=.47$ ,  $F=205.41$ ,  $p<.01$ ); 43% of vision creating ( $R=.66$ ,  $R^2=.43$ ,  $F=172.69$ ,  $p<.01$ ) and 27% of supervision ( $R=.51$ ,  $R^2=.27$ ,  $F=82.27.69$ ,  $p<.01$ ). These were sub scales

of Distributed Leadership Inventory.

### Discussion

In this research, the relations between value-based leadership and distributed leadership behaviors of school principals were tried to explain by the views of primary school teachers. It was found that there was [ $r=.74$ ;  $*p<.01$ ] positive correlation between two leadership styles. In addition this, findings of regression analyze showed that value based leadership estimated % 41 Team Working ( $R^2=.41$ ,  $p<.01$ ); %47 Supporting ( $R^2=.47$ ,  $p<.01$ ); % 43 Vision ( $R^2=.43$ ,  $p<.01$ ) and % 27 Supervision ( $R^2=.27$ ,  $p<.01$ ). These were sub scales of distributed leadership.

These findings may be a feature of the group handled in this research scope. A survey findings made by House et al. (1999) showed that cultural differences were impacting people's ways of thinking on leadership and, the priorities of leadership were different from culture to culture. Same research findings show that value-based leadership would be universally endorsed is strongly supported. Team-oriented leadership is strongly correlated with value-based leadership, and also universally endorsed. They identified 21 specific leader attributes and behaviors that are universally viewed as contributing to leadership effectiveness. Eleven of the specific leader characteristics composing the global charismatic/value-based leadership dimension were among these 21 attributes. It can be said that these findings are in a parallelism with this research findings. In addition this, the same findings of study can be considered as an indicator of its consistency too.

The high correlation between values-based leadership and distributed leadership is an important cause of both the leadership of both species may be based on the sharing action. Value-oriented leaders try to ensure the entirety of members with as values same as friendship, cooperation, solidarity, love, respect and tolerance. As to distributed leadership, it complements each other in the knowledge, skills, or is created by bringing together the expertise focuses on multiple leadership structures. In this sense, both the type of leadership is sharing a common point. However, when values-based leadership includes a share for a the abstract value or set of values, distributed leadership includes the conceptually sharing with the integration concrete structures such as cooperation and work together. From this point on, it can be said that common point for these two leadership models is to be the feeling of being part of a larger and more powerful structure. A research findings made by Connors (2006) on the groups which attained maximum benefits from their social capital in organizations showed that support for the idea of values-based leaders as being promo-

ters of social capital in their groups, which in its turn becomes a driver of group performance. Values-based leaders were especially well positioned to develop the social capital of their groups because they have strong inspirational abilities and a solid value structure, and because they did not need to resort to authoritarian approaches to influence their subordinates. These results indicate that there is an important relation between the support and social capital developed in complementary structures. These results are a confirmation to complement and a strong evidence for how important values it is.

A research findings made by Ehrhart and Klein (2001) on values and personality dimensions used to predict participants' preferences for relationship showed that values and personality were useful in predicting leadership preferences. One of the most interesting findings of this research was the supervision was that at least estimated sub-dimensions became among others. This can be cultural differentiation or a priority to reflect the value attributed to supervision, perceived as a problem. Real reason of this could be that school principals were good at teamwork, vision sharing and support than supervision made with others. They may be more carefully at sharing the power.

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