

Öğretmenlerin Liderlik Stilleri Açısından Sınıf Atmosferinin Araştırılması*

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Özet: Bu araştırmanın amacı, öğretmenlerin benimsedikleri liderlik stilleri bağlamında oluşturdukları sınıf atmosferini incelemektir. Araştırma, nitel bir araştırma yöntemi olan vaka çalışması tasarımını benimser. Katılımcılar amaçlı örnekleme yöntemlerinden ölçüt örnekleme ile seçilmiştir ve sınıflarında 4 ilköğretim okulu öğretmeni ve 20 öğrenciden oluşmaktadır. Araştırmanın analizi betimsel analiz yöntemi ile yapılmıştır. Bu çalışmada elde edilen bulgulara göre, ders işlerken sınıf atmosferine en olumlu katkı, teknoloji ve materyal kullanımını, etkinlikler arası geçişin etkinliği, ders sırasında verilen örnekler ve yaşam gibi durumlarda ödüllendirilerek liderlik ile sağlanmaktadır. odaklılık. Ek olarak, sınıf atmosferine en olumlu katkı, öğrencilerin kendini ifade etme, eşitlik ve demokrasi gibi konularda da lider öğretmenleri ödüllendirerek sağlanır. Ayrıca öğrencilerin derse ve öğretmene karşı olumlu tutumlarının olduğu, öğrenme kaygısının optimum düzeyde olduğu ve beğenme duygusunun karşılıklı olarak sunulduğu ödüllendirici lider öğretmenin sınıfıdır. Bu nedenle ödüllendirici liderlik tarzı ders öğretiminde, demokratik ve duygusal boyutlarda diğer stillere göre daha olumludur.

Anahtar Kelimeler: *Sınıf Atmosferi, Liderlik, Öğretmen Liderliği, İlkokul Öğrencileri.*

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The Research of Classroom Atmosphere In Terms Of Leadership Styles Of Teachers*

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Abstract: The purpose of the present research is investigating the classroom atmosphere created by teachers in the context of the leadership styles they adopt. The research adopts case study design, which is a qualitative research method. The participants were selected through criterion sampling, which is one of the purposive sampling methods, consists of 4 primary school teachers and 20 students in their classes. The analysis of the research was done with the descriptive analysis method. According to the findings obtained in the present research, the most positive contribution to classroom atmosphere when teaching a lesson is provided by rewarding leadership, in cases such as technology and material use, the efficiency of transition between activities, examples given during the lesson and life-orientedness. Additionally, the most positive contribution to classroom atmosphere is provided by rewarding leader teachers, also in issues, such as students' self-expression, equality, and democracy. Moreover, it is the rewarding leader teacher's classroom where students have positive attitudes towards the lesson and the teacher, learning anxiety is at optimum level and the feeling of liking is presented mutually. Therefore, rewarding leadership style is more positive than other styles in teaching a lesson, democratic and emotional dimensions.

Key words: *Classroom Atmosphere, Leadership, Teacher Leadership, Primary School Students.*

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Introduction

Teacher-student communication plays a significant role in realizing the educational goals and an efficient education process (İpek and Terzi, 2010). This communication affects students' academic performance, cognitive and social development and motivation (Decker, Dona and Christenson, 2007; Davis, 2003). The source is mostly the teacher in teacher-student communication. That the source forms a healthy in-class communication is very important in terms of students' development. Teachers' ability to manage this communication network depends on their expertise and leadership skills.

Expertise of the teacher forms the basis of teacher quality and increasing the improvements in teaching-learning processes. This expertise can become more widespread when successful teachers design effective teaching practices, encourage the sharing of good practices, guide new teachers and cooperate with their colleagues in teaching (York-Barr and Duke, 2004). They can disturb teacher isolation and enable the formation of a more professional working environment through this kind of interactions (Barth, 2001; Hart, 1995; Lieberman and Miller, 1999; Talbert and McLaughlin, 1994; Weiss et al., 1992). In other words, there is a need for teacher expertise/leadership in teaching and learning to pioneer instructional development (Barth, 2001).

According to the related literature, leadership has positive effects on schools (Greenlee, 2007; Leithwood, Louis, Anderson and Wahlstrom, 2004; Taylor, Goeke, Klein, Onore and Geist, 2011; Wenner and Campbell, 2016). Leithwood, Louis, Anderson and Wahlstrom (2004), report that leadership is the second most important factor that contributes to what students learn at schools after teaching practices in classrooms. In recent years, especially teacher leadership has attracted more attention as an important aspect of school leadership. Mangin and Stoelinga (2008) state that teachers are positioned in a unique way in encouraging change at schools, because they are very knowledgeable and sufficient in complexities related to teaching. Additionally, research has reported that teacher leaders have the capacity to lead at schools by increasing cooperation between teachers, conducting best practices, encouraging professional development, offering help in making changes and focusing on content-specific issues (Curtis, 2013; Muijs and Harris, 2003, 2006).

International-level teacher leadership is offered as a potential solution to a series of educational issues including school development, student achievement, teacher learning, professional development and democratizing schools (Greenlee, 2007; Muijs and Harris, 2006; Taylor, Yates, Meyer and Kinsella, 2011). Advocates of teacher leadership believe that change in schools is context-specific and can be led by teachers, who develop, transform and form strong professional learning societies (Katzenmeyer and Moller, 2009; Katzenmeyer and Moller, 2013; Margolis and Deuel, 2009). It is stated that students can benefit from teachers' forming democratic and participatory management styles in at schools and in classrooms, and being highly motivated (Barth, 2001; Hart, 1995). Teachers' decision-making and leadership styles are central to creating these. Moreover, it is believed that students can learn only when teachers learn (Barth, 2001).

The outcomes of teacher leadership are generally defined as individual, classroom-level and school-level effects. Transformative nature of teacher leadership studies on individual teachers (Danielson, 2006; Lieberman and Miller, 2004) has been defined broadly in terms of professional development, in-class practices and psychological well-being. However, no comprehensive proof of the effects of teacher leadership on student learning and achievement has been reported yet.

The conceptualization of what teacher leadership means varies widely. Neumerski (2012) states that there is little consensus on what constitutes "teacher leadership". Yet still according to Neumerski (2012) it tends to be an umbrella term covering numerous jobs. Moreover, the concept of teacher leadership is even more complicated since the teacher leaders have the same titles across schools. The related literature has assigned teacher leaders with various

titles, such as coordinator, coach, expert, head teacher, head of department and mentor (Mangin and Stoelinga, 2008; Neumerski, 2012).

The concept of teacher leadership has been defined and explained in many different ways. Murphy (2005) explains the definitions and explanations of teacher leadership as: Leader teachers are the teachers who affect the behaviours of both students and adults in the school environment (Brownlee, 1999). On the other hand, Rosenholtz (1989) defines leader teachers as those who can manage to encourage others with their technical knowledge required to solve in-class problems and willingness to learn new things. Pellicer and Anderson (1995) state that teacher leadership is about the cooperation and solidarity among teachers, and this way teachers can be more effective in their students' learning and realizing school objectives is easier. These definitions of the concept of teacher leadership emphasizes the use of teachers' expertise in teaching and learning to develop culture and education at schools in a way developing students' learning. This perspective on teacher leadership involves leading colleagues who focus on teaching practices in addition to working to develop learning at organizational level (York-Barr and Duke, 2004). Teacher as a leader teaches by blending teaching and education together. They form a strong sense of trust between them and their students. They are both guides and counsellors in the classroom (Can, 2006). Therefore, it can be claimed that the functions of teachers as leaders in the classroom are designing teaching appropriately at student-level and guiding students. In order to be a good leader, the teachers need to know their students well, love them and create learning environments where students participate in willingly. Teachers, who share their vision with their students, plan teaching with their students and make their students adopt these plans and the necessities of their vision, can be defined as ideal leaders.

Teacher leadership has significant effects on students' academic achievement and other development areas, yet classroom atmosphere also has significant effects on students' academic achievement and other development areas. Classroom atmosphere is defined as an atmosphere created by the student-teacher and student-student interactions (Borich, 2014). In this context, it is reported that anything that occurs in the classrooms are psychological, social, emotional and physical factors affecting the classroom (Açıkgöz, 1988, Borich, 1996; Cited in: Karşı, 2012). The most important variable of these factors in the teachers, because teachers have very important roles and responsibilities within this atmosphere. Every teacher can create their own classroom atmosphere with the communication they establish with their students within their own thoughts and emotions, by making their students have a sense of belonging to the school and class, by supporting their emotional and social development, and providing their active participation in the learning process and contributing to their academic achievement, since a positive classroom atmosphere enables not only students' active participation in classroom decisions, but also their comprehension, which makes learning more effective (Kohn, 1996). Therefore, it can be claimed that positive classroom atmosphere can increase achievement among students. Accordingly, teacher-student relationship is a determiner in academic variables, and for this reason academic outcomes are affected by the relationships with teachers (Koşir ve Tement, 2014). Evertson and Weinstein (2006) reported that teachers' decisions and practices in classroom management had significant effects on students' development, and classroom management strategies based on rewarding and punishment had a negative effect on classroom atmosphere. Another study on teachers' effects on students conducted by Korur (2004) found that teachers' willingness in teaching, taking learning difficulties into consideration, arranging teaching strategies accordingly, transferring the knowledge they have, and using different teaching strategies when transferring knowledge increased student motivation. These studies indicate that teachers affect classroom atmosphere with both aspects; their sharing knowledge aspect and managing classroom aspect. Teachers have the strongest say in classroom management. As effective classroom managers, teachers are expected to make classroom ready for educational activities, define classroom rules and make students adopt these, conduct an effective teaching process and make students exhibit terminal behaviours in the classroom (Ağaoğlu, 2001).

Previous studies on teachers' effects on students' different features and the classroom atmosphere (Baştepe, 2012; Yavaşca, 2010; Erdoğan, 2009) mostly focus on the effects of teachers' personal and emotional features on students' emotional aspects and academic achievements. There are also studies on the leadership dimension among the teachers' personality features (Sezer, 2018; Aslan, 2011; Ceylan, 2007). However, these studies mostly focus on the effect of leadership on one single concept (attitude, development, belonging, etc.). Additionally, some studies have been conducted to reveal the effects of students' emotional status, attitudes and behaviours on teacher leadership (Durdu, 2015; Can and Baksi, 2014). Çakırer (2012), who mentions the way teachers touch their students' lives, define the leader teacher as follows: Leader teachers have an absolute effect on their students' lives. They make compulsory and positive changes. They can create long-lasting effects on their students' lives. Additionally, leader teachers are motivated to help their students (Taylor, Goeke, Klein, Onore, Geist, 2011).

The factors affecting classroom atmosphere dealt in the present study were retrieved from the factors reported by Macaully (1990) and Yavaşca (2010). Within this framework, the factors affecting classroom atmosphere were defined as; teaching of the lesson, classroom order, democratic environment, motivation, discipline, emotional dimension, communication and participation in the learning process. Leadership styles of teachers were retrieved from French and Rayen (1970; Cited in: Aydın, 2016) and defined as rewarding, expert, affinity and coercive leadership for the present research. Therefore, the general purpose of the present research is revealing the changes in the classroom atmosphere resulting from different leadership styles teachers have. In accordance with this purpose, the answer to the following question is sought:

- What are the changes resulting from different leadership styles teachers have, in the teaching of the lesson, classroom order, democratic environment, motivation, discipline, emotional dimension, communication and participation in the learning process factors that form the classroom atmosphere?

Method

Research Model

The present research adopted case study design, which is a qualitative research method. Case studies focus on a special case. Setting more than one data collection technique to work in case studies, enables the collection of rich and various data that confirm each other (Yıldırım and Şimşek, 2016). Both observation and interviews were conducted for the case study of the present research. Since the present research deals with the changes created by the teacher (leader) in the classroom atmosphere, holistic single case design is adopted. Analysis units of the present research are the classrooms.

Participants

The participants of the present research, which was conducted in order to reveal the changes in the classroom atmosphere resulting from the leadership styles of teachers, was formed through criterion sampling, which is one of the purposive sampling methods, and consists of 4 primary school teachers and 20 students in their classes, which were selected through convenience sampling.

The sampling of teachers was based on the following criteria;

- ✓ They have different in-class leadership styles: While selecting teachers with different leadership styles, In-class Leadership Scale, developed by Eriş (2019) was used. The leadership styles in the scale are; expert, rewarding, affinity and coercive leadership. With this scale, 4 teachers with different leadership styles were defined, and the research was conducted in their classrooms.

- ✓ Teachers teach 4th graders. (During the time period of the research)

✓ Teachers have been teaching the same class for 4 years: The reason for this criterion is that teachers with different leadership styles can reflect their attitudes, behaviours, approaches and philosophies better on their students better for four years.

✓ All teachers serve at the same school: all teachers were selected from the same school in order to minimize the effects of factors other than leadership on the classroom atmosphere.

20 students in the work group were selected through convenience sampling. This group of 20 students were formed by selecting 5 students each from the classrooms of 4 teachers with different leadership styles. Consents were received from teachers, managers and parents to interview students.

Data Collection Tools

In order to collect data for the present research, observation and interview forms were used.

First, a classroom observation form of 29 items was created. While creating the form, the related literature (Trickett and Moos,1973; Walberg, 1968; Fisher and Fraser, 1981; Fraser, 1986; Fraser, Anderson and Walberg, 1982; Treagust and Fraser, 1986; Trickett and Moos, 1973) was reviewed to define the main topics to be observed. As a result of the literature review, 8 factors were defined to be observed in the classrooms.

In order to present the subject of the present research, 8 factors affecting the classroom atmosphere are summarized below.

The factor of teaching of the lesson is about how the teacher teaches the lesson in accordance with their leadership style. Some sub-factors were defined for this factor. These are; how much teachers make use of *technology* in their lessons, how they use the *materials* while teaching the lessons, what kinds of *activities* are done in the classroom. How they make *transitions between activities*, what kinds of *examples* they give, how *time* is used in the lesson, how *life-oriented* the presented information is, how the *homework* is assigned.

The factor of classroom order is about how the teachers arrange their classrooms according to their leadership styles. Some sub-factors were defined for this factor. These are; the *cleanness* of the classrooms, *seating arrangement* in the classroom, *materials* in the classrooms, classroom *notice board*, *bookcase* in the classroom, *tablecloths* on desks, *technological equipment* in the classroom, and how the *classroom door* is equipped.

Democratic environment factor is about the democratic environment in the classroom according to the leadership styles of the teachers. Some sub-factors were defined for this factor. These are; *individualization of teaching* by the teacher's selecting the teaching method according to their students, *respecting individual differences* by the teachers' acknowledging that every student in the classroom is equal, *student autonomy* by the teachers' guiding students and reinforcing students' decision-making freedom, *democracy* by being democratic in setting rules and decisions related to the class, *no-discrimination zone* by students' feeling that every one of them have equal rights in the classroom, *power* by democratic distribution of power in the classroom, *satisfaction* by students' feeling satisfied and happy being in the classroom, *belonging* by students' feeling a sense of belonging in the classroom, *expression* by students' expressing themselves freely in the classroom.

Motivation factor is about teachers' motivating their students according to their leadership styles. Some sub-factors were defined for this factor. These are; how *supportive* teachers are of their students, how they *motivate* students while beginning the lesson, how they maintain students' *motivation*, what they do to attract students' *attention*.

Discipline factor is about how teachers maintain discipline in the classroom according to their leadership styles. Some sub-factors were defined for this factor. These are; *infighting rates* in the classroom, the frequency and types of *unwanted behaviour*, and forming and applying of the *classroom rules*.

The emotional factor is about how the emotional environment is in the classroom according to the leadership style of the teacher. Some sub-factors were defined for this factor. These are; students' *attitudes* towards the lesson and the teacher, students' *anxiety* about the lesson and the teacher, students' *fear* of the teacher, students' *liking* the lesson and the teacher and the students' *satisfaction* of the lesson. Because it is not possible to study the emotional status in a tangible way, the researcher interpreted the students in the classroom.

The communication factor is about how the communication is conducted in the classroom according to the leadership style of the teacher. Some sub-factors were defined for this factor. These are; *student-teacher relationship* in the classroom, *friendships* in the classroom, students' *socialization* in the classroom and at school, *competition* in the classroom, *bonding* between students, *integration* between students, and *cooperation* between students in the classroom.

The participation factor is about students' participation in the lesson according to the leadership style of the teacher. Some sub-factors were defined for this factor. These are; students' *participation* in the lesson and students' *attendance* to the school.

Taking the factors and sub-factors mentioned above, observations were reported with the 29-item observation to create an observation report. The frequency of leaders' practicing sub-factors in each factor was defined based on the observation reports. Observations were done on different days of the week at different class periods by informing the management and with the consent of the teachers.

The second data collection utilized for the present research is the semi-structured interview form. While creating the interview form, 5 main factors (democratic environment, motivation, discipline, emotional environment and communication) and sub-factors of these factors were taken into consideration. No questions related to other three factors (teaching of the lesson, classroom order, and participation) were included in the form. The reason for this was that teaching of the lesson, classroom order and participation could be observed directly, therefore the researchers didn't need another confirmation or data collection tool. Based on these, a 10-item interview form was created to interview students. This interview form was conducted on 20 students. Interviews were conducted through focus group discussion method. Pilot interviews were done before the actual interviews. After the pilot interviews, additional questions were included for the questions that students had difficulty in answering.

Data Collection Process

The data of the present research were collected through observations and interview forms. In order to select the classrooms to be observed and the leadership style of these classes, in-class leadership scale developed by Eriş (2019) was used. With this scale, four teachers with different leadership styles teaching at the same school were selected. After the teachers were selected, the classrooms to be observed were selected. The schools, classes, classroom populations, leadership styles, length of service and genders of the teachers observed for the present research are presented in Table 1.

Table 1. Personal Information of the Observed Teachers

School	Leadership Style	Length of Service	Gender	Class	Population
X Primary Sch.	Expert	10 years	Female	4/A	28
X Primary Sch.	Rewarding	10 years	Male	4/B	25
X Primary Sch.	Coercive	8 years	Female	4/C	22
X Primary Sch.	Affinity	5 years	Female	4/D	29

As presented in Table 1, there are no great differences between the length of service of the teachers. Three of the teachers are female and one is male. The populations of the of the classes being similar minimized the effects of crowded classrooms.

Structured field study was conducted for the present research. The researcher observing the classroom sat at the back of the class and took notes according to the purpose of the research

without making any interference. After leaving the schools on each observation day, the researcher read all observation notes, and completed the missing parts to write a descriptive observation report. Observation reports were analysed regularly at every weekend. This way, the negative effect of the time between observations and analyses was minimized. Analyses were conducted by the researcher and two experts in the field. At the end of 5 weeks, the codes were collected to define the frequencies.

During observations, the notes were taken taking the factors affecting the classroom atmosphere into consideration. The unclear issues during observations were defined. These issues were then clarified by asking questions to the teacher after the observation. Additionally, the researcher had conversations with the teachers during the breaks to gather information about the class and the teacher.

Before the observations, the researcher met the school management, the teachers and the students. Necessary information about the observation was provided to the management, teachers and the students before the observations. The observations were done one a week, during one class period.

In synchronization with the observations, focus group discussions were conducted with the total of 20 students (four groups of five students). The purpose of the interviews was to provide data variability for the research, exclude the limitations of the observation, and learn what could not be observed from the first person.

For the actual implementation, 5 students were selected from each observed classroom. After the selected students were informed about the interviews, they were interviewed. The available time for the interviews were set by the teachers and the researcher. Because the interviewees were young, too many questions were not asked, and the questions were suitable for short answers. Interviews lasted for 20-25 minutes for each group. The researcher took notes during the interviews, and also recorded them. Before the interviews, students' consents were taken for audio recording. The interviews were done in teachers' room, which was mostly free during the lessons. The interviews were conducted in a comfortable and intimate atmosphere. Reports of the interviews were written on digital environment using the notes taken and the recordings. This way, the negative effect of time passing between the interview and the analysis was minimized.

The classes, leadership styles of the teachers and the genders of the interviewed students are presented in Table 2.

Table 2. Classes, Leadership Style of the Teacher, and Gender of the Students

Class	Leadership Style	Gender
4/A	Expert	5 male
4/B	Rewarding	3 male, 2 female
4/C	Coercive	2 female, 3 male
4/D	Affinity	4 female, 1 male

Table 2 presents information about the students, who participated in focus group discussions. Four focus group discussions were conducted with these 20 students. There is a chance that participants affect each other, there is a dominant or shy participant in focus group discussions. The researcher must establish the balance in such cases. For this reason, the researcher provided participants with equal time and right to speak for each question. The students, who did not have answers or gave the same answers with the other participants, were encouraged to speak or give different answers.

Data Analysis

Descriptive analysis method was adopted to analyse the data collected from observations and interviews done for the present research. Codes were defined for every factor from the reports of observations, and the frequencies of codes were defined with tally charts. Codes were defined for student interviews too. The frequencies of these codes were also defined with this method.

The summarizing and interpretation of the collected data according to pre-defined themes is called as descriptive analysis method (Yıldırım and Şimşek, 2016). Direct quotations are also included in the analyses conducted in order to present the readers with interpretations of the collected data. In this analysis method, findings are described, and cause and effect relationships are established between descriptions. Additionally, conclusions are drawn from the explanations of the descriptions.

Validity and Reliability

Observation and interview techniques were utilized to collect data for the present research. Observations were done in every class for five weeks. Therefore, data variation was provided with different data collection techniques, and additionally long-term interaction was realized with 5-week observation process. Expert opinions were obtained for the content and construct validity of the observation and interview forms. The issues that could not be revealed completely with observation form were clarified with teachers, which provided depth-based data collection. Research method and observations done for the present research were explained in detail.

Findings

The findings of the present research were obtained through observations and interviews. Data collected with observations and interviews are presented within the framework of 8 pre-defined factors. The frequency for the leaders' presenting the behaviours related to observation factors and the frequency of the frequency of students' answers are presented with the data collected from the observations and interviews. Table 3 and 4 present observation data only, since no interviews were conducted for the related factors.

Table 3. Observation Codes and Frequencies for “Teaching of the Lesson”

Codes		Leadership Styles			
		Expert	Rewarding	Affinity	Coercive
Teaching the Lesson	Technology Use	++	+++	+	
	Material Use	+	+++	++	++
	Activity Transitions	+	+++	++	
	Examples	++	++		+
	Time Use	+	+++		++
	Life-oriented		+++	++	+
	Homework	++	++		+
	Activity type	Weekly worksheet	Weekly worksheet		

Table 3 presents the frequency of the behaviours related to teaching of the lesson factor presented by the leader. The frequencies presented are for the total of 5-week observation. For instance, expert leader used technology for 2 weeks (2 class periods). Considering the frequency of the given behaviours, the most functional leadership style for this dimension is the rewarding leadership, since every given behaviour was presented consistently. Affinity leader was the teacher, who presented the least of the behaviours given in this dimension.

Some points are not clear in the table presenting the frequencies. Technology was used by three leadership styles. However, there is no information on what technological tool was used or how efficiently it was used. Expert and rewarding leaders made use of technology in their lessons through the computer and projectors in the classrooms. It was observed that activities and question solving were done with computers and projectors. However, affinity leader used the computer once to present visuals related to the lesson. The same case applies to materials as well. Rewarding leader used three dimensional products as materials. Affinity leader used only worksheets. Expert and rewarding leaders distributed worksheets as homework to be answered later in the classroom in addition to the coursebooks and pencil-paper activities. Another point that requires clarification in the table is the “activity transitions”. The behaviours presented by all 4 leaders during activity transitions were observed. The time passing between activities, the discipline and order between activities, students' sensing the start of a new activity were taken

into consideration. It was observed that rewarding leader was more attentive about this behaviour. It was also observed that coercive leader was not very careful about activity transitions.

Table 4. Observation Codes and Frequencies for “Classroom Order”

Codes		Leadership Styles			
		Expert	Rewarding	Affinity	Coercive
Classroom Order	Cleanness	+	+	+	+
	Seating	U-shape	U-shape	Regular	Regular
	Material in the Classroom		+	+	
	Notice board	+	+	+	+
	Bookshelf	+	+		+
	Tablecloth	+	+		+
	Technological Devices	+	+	+	
	Classroom Door			+	

Table 4 presents the frequencies of the behaviours related to classroom order. Collected data show that most functional leadership styles for this dimension are expert and rewarding leadership. They equipped their classroom well to create more effective educational environment. The least functional leader in this dimension was the coercive leader.

In Tables 4 and 5, one + was used for each behaviour, although the observations were for 5 weeks. This is because these behaviours could be observed at once. For instance, because the bookshelf was the same in the classroom for 5 weeks, this was indicated with one +. Single + indicates the existence of the situations related to classroom order for 5 weeks, and lack of + shows that the classroom did not have the related feature.

While expert and rewarding leaders used U-shape in seating arrangement, affinity and coercive leaders used regular seating. The classrooms of every leader were clean and neat. Every classroom had a notice board. Yet, these were not the same in terms of quality. The board in rewarding leader’s classroom was full of materials and student works. They even used the wall since the board was full. The boards in expert and coercive leaders’ classrooms were simpler, while the board in affinity leader’s classroom was fuller comparatively. There were materials in two classrooms. These were rewarding and affinity leaders’ classrooms. However, rewarding leader was more attentive in terms of quality and using of these materials. There was a bookshelf in every classroom but the affinity leader’s classroom. Similarly, student desks had tablecloths in every classroom but the affinity leader’s classroom. The only classroom that was not very rich in terms of technological equipment was the coercive leader’s classroom. Other leaders equipped their classrooms with their own means and the parents’ support, while coercive leader did not. The only leader, who equipped the door, was affinity leader, while the doors were empty in other classrooms.

Table 5. Observation Codes and Frequencies for “Democratic Environment”

Codes		Leadership Styles			
		Expert	Rewarding	Affinity	Coercive
Democratic Environment	Individualization	+	++		
	Individual differences	++	+		+
	Autonomy	+++	+	+	+
	Democracy	+++	+++	+	+
	Equality	++	+++	+	+++
	Satisfaction	+	++	+	
	Belonging	+++	++	++	++
	Expression	+++	+++++	++	++

Table 5 presents the frequencies of behaviours related to democratic environment factor. Accordingly, the most functional leadership style for democratic environment was rewarding leadership, which was followed by expert leadership with a similar frequency. It was observed

that there was a positive atmosphere in these leaders' classrooms. Due to this atmosphere, students could be more comfortable mentally and focus on the lesson. The least functional leader in this dimension was the affinity leader.

Democratic environment dimension can be presented more clearly with some examples. For instance, as for autonomy dimension, students could take responsibility when the expert leader was not in the classroom. In one of the observation weeks, the teacher was late for class, and the students got ready for the lesson and started teacher's computer and projection as they waited for the teacher. They studied the question on the board until the teacher came. As for equality, coercive leader made sure that every student was active in maths lesson. Additionally, in maths lesson, coercive leader was careful about individual differences, and rewarded students orally based on their potentials. In terms of expression, students in rewarding leader's class could speak comfortably and expressed their ideas freely.

Findings related to democratic environment dimension obtained from focus group discussions with students are presented in Tables 6, 7 and 8.

Table 6. Codes and Frequencies for What the Teacher Does so that the Students Express their Opinions Freely

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
Quiets the class	1	3		1	5
Makes us feel safe	1	1		1	3
Cares about our opinions	1		1	1	3
I shy away		1	1		2
We can talk freely		1	1		2
Gives us time				1	1
Complies with our requests				1	1
Asks for our opinions				1	1
Calls us to speak				1	1
Loves us				1	1
Sometimes our turn won't come			1		1
I can go to my teacher			1		1
Creates a suitable environment	1				1
Motivates	1				1
Encourages	1				1
Helps	1				1

According to the students' answers related to democratic environment dimension, we can suggest that all leaders provides their students with freedom to express themselves in their classrooms. They follow different ways in providing freedom to speak. The most frequent behaviour exhibited to provide students with environment to express themselves was quieting the class. According to students' answers, teachers do not exhibit any behaviour that might disrupt the communication, and they provide their students with equal right to speak. Additionally, that students feel themselves safe and think that their opinions are important indicates that the teachers value their students.

During the observations, it was seen that there was a positive environment in the classrooms of rewarding and expert leaders. However, student interviews showed that coercive leader also provided the students with freedom to express themselves. There are some quotations from students related to democratic environment dimension.

"The teacher quiets the class and makes us listen to the speaker." (Rewarding leaders, 5th student)

"The teacher says that everybody has a right to speak and everybody' ideas are important." (Affinity leader, 5th student)

"The teacher gives us confidence and quiets the class." (Expert leader, 2nd student)

Table 7. Codes and Frequencies for Students' Opinions about whether Everyone has Equal Rights in the Classroom

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
Everybody is equal.	2	1	3		6
Calls everybody to speak.	1		1	2	4
Rewards everybody equally.		1		1	2
Loves everybody equally.	1			1	2
Everybody has right to be picked.				1	1
There are no obstacles before anybody.			1		1
When there is reward, it is distributed equally.		1			1
Scores everybody's exam paper with the same attention.		1			1
Cares about everybody equally.		1			1
Treats me differently.	1				1

According to the answers related to the democratic environment, all leaders can provide equality in their classrooms. Some of the examples given for equality were equal right to speak, equal love and equal rewarding. According to the answers, students mostly measure equality with equal right to speak. The fact that 20 interviewed students were not self-centred in terms of gender and achievement, even they were different in these terms, indicates that equality can be really sensed by the students in the classroom. Below are some quotations from students.

"Yes, everybody is equal. Our teacher cares about all of us equally." (Expert leader, 5th student)

"Everybody has equal right to speak." (Rewarding leader, 2nd student)

Table 8. Codes and Frequencies for What the Teacher Does so that Everybody Understands the Subject

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
Revises.	1	1	1	1	4
Asks what parts we cannot understand.			2	1	3
Gives lots of examples.	1	1			2
Makes additional support teaching.	1			1	2
Draws figures on the board.			1	1	2
Brings materials.	1	1			2
Plays videos on the computer.				1	1
Does everything.			1		1
Reflects visuals on the board.		1			1
Quiets the class.		1			1
Teaches with jokes.		1			1
Invites the ones who cannot understand to the board.	1				1
Plays games.	1				1

According to the students' answers, all leaders address to all of their students in their classrooms. They make revisions for the general audience. In terms of individuality, two leaders (rewarding and coercive) makes additional teaching to support the students, who have difficulty understanding.

"We revise all the time so that we understand." (Coercive leader, 4th student)

"The teacher asks whether we can understand or not, then revises accordingly." (Affinity leader, 4th student)

Table 9. Observation Codes and Frequencies for “Motivation”

Codes		Leadership Styles			
		Expert	Rewarding	Affinity	Coercive
Motivation	Supportive attitude	+	+++	+++	++
	Stimulation		+	++	+
	Motivation	+	++		+
	Attracting attention	++++	++++	++++	+

Table 9 presents the frequencies of behaviours related to motivation dimension. According to this, the most functional leadership style in motivation dimension is rewarding leadership. It can be claimed that coercive leader is not very good at preparing students for lesson psychologically.

The rewarding leader can keep students interested both at the beginning and during the lesson. In order to keep students' interest, the rewarding leader makes different introductions, uses the voice effectively, encourages students to be active during the lesson, sometimes asks personal questions in order to prevent boredom and opens themselves to the students. For instance, saying “I read an interesting book yesterday.” the rewarding teacher attracted students' interest. On the other hand, affinity leader had difficulty in attracting students' interests at the beginning of the lesson and lost the interest early in the lesson due to discipline problems. When the affinity leader got to the classroom, either there was problem, which started during the break, or the students were not ready for the lesson. For these reasons, the affinity leader had to gather students' attention first before starting the lesson, which delayed the interest of students. The teacher, who had students' interest, began the lessons, yet due to time loss and lack of silence during activity transitions, the interest could be lost again. It was also observed that some students disturbed the peace in the class. As the teacher dealt with these students, the flow of the lesson was disrupted, so the interest was lost. Expert and coercive leaders did not pay any extra effort to attract students' interest at the beginning of the lesson, yet they could manage to attract students' interest to the lesson and the teacher during the lesson. Even the lessons did not begin in an interesting way, students' love and respect for the expert leader made them focus on the lesson. Additionally, thanks to teacher's encouragement of the students to take active part in the lesson, and knowledge and skill, students could keep their interest in the lesson. Coercive leader also did not make any effort to attract students' attention, yet the students could focus, since they both respected and feared their teachers. Teachers' serious attitude and knowledge during teaching kept students' interest on the lesson.

Findings related to motivation factor obtained from focus group discussions with students are presented in Table 10.

Table 10. Codes and Frequencies for What the Teacher Does to Stimulate Students when Starting a New Subject

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
Plays videos.	1			1	2
Gives examples.	1	1			2
Shows visuals.				1	1
Presents important points.				1	1
Gives clues.				1	1
Does anything.				1	1
Talks about how we can use the new information.				1	1
My teachers speaking affects me.			1		1
My interest increases as I ask questions to my teacher.			1		1
Inverted sentences my teacher makes increases my interest.			1		1
Visuals related to the topic increases my interest.			1		1
My interest increases when the teacher brings the			1		1

computer.		
Makes shapes, figures on the computer.	1	1
Says that the subject is easy to learn.	1	1
Says that the subject can be asked in the exam.	1	1
Says that the subject is related to the previous one, so it will be easy for us.	1	1
Brings different models.	1	1
Asks questions.	1	1
Says that the subject is very important as we begin a new subject.	1	1

According to the answers to the questions related to motivation, all leaders present motivating, stimulating behaviours in the classroom. Some examples given were playing videos or giving examples. Below are some quotations from interviewed students.

“Plays videos.” (Coercive leader, 2nd student)

“Gives examples. For example, used pie example for fractions.” (Rewarding leader, 3rd student)

Table 11. Observation Codes and Frequencies for “Discipline”

Codes		Leadership Styles			
		Expert	Rewarding	Affinity	Coercive
Discipline	Discipline issues			+	
	Unwanted behaviours			+	
	Clarity of rules	+	+		+

Table 11 presents the frequencies of behaviours related to discipline dimension. The most functional leadership styles in discipline dimension are expert, rewarding and coercive leadership. However, the issue of maintaining discipline in the classroom needs clarification at this point. Expert and rewarding leaders did not need fear to maintain discipline. On the other hand, it can be stated that there was the fear factor in coercive leader’s classroom. Teacher’s reactions and students’ attitudes towards these reactions indicated the existence of fear. For instance, it was observed that one student got scolded for not bringing the coursebook, one student got hit on the head with the book and one student was made to wait standing in different observation weeks. Other students, who were under the influence of these behaviours, listened to the lesson silently. There were discipline problems in affinity leader’s classroom. The teacher, who started towards the class when the bell rang, saw that boys in her class and in the next class were fighting. Two female teachers calmed students down with difficulty and let them in the classroom. However, it was observed that these students did not shy away from their teacher. Instead of listening to the teacher in the classroom, they kept talking about the fight. In addition, the teacher had to warn students verbally during the flow of the lesson in other weeks. The lesson was disrupted constantly due to discipline problems, which decreased students’ interest in the lesson.

In this table with single marking for each behaviour indicated whether there were discipline issues or not, and this did not change for 5 weeks. While there were discipline problems in affinity leader’s classroom, only minor incidents occurred in other leaders’ classrooms. Some examples were rare talks between students and short and not often noise in the classroom. Even the affinity leader formed class rules with students at the beginning of the year, the students were observed to not obey these rules during the year. On the other hand, students in other leaders’ classrooms adopted the rules. There was just one time when rewarding leader needed remind the rules.

Findings related to discipline obtained from focus group discussions are presented in Tables 12 and 13.

Table 12. Codes and Frequencies for Students' Negative Behaviours in the Classroom

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
Students speak among themselves.	4	1	1		6
Sometimes it happens.		1		3	4
They speak without permission.		1	1		2
They stand without permission.	1	1			2
There are fights.			2		2
That kind of things don't occur much.				2	2
They don't bring their coursebooks.			1		1
They make jokes we don't like.		1			1

According to students' answers to questions related to discipline, coercive leader does not experience negative behaviours in the classroom very often. That students talk among themselves in the classrooms of expert and rewarding leaders was considered as a negative behaviour by the students. Negative behaviours occurred in affinity leader's classroom the most. Below are some quotations from students.

"They speak among themselves during the lesson." (Affinity leader, 4th student)

"They sometimes disturb the speaking student." (Expert leader, 1st student)

Table 13. Codes and Frequencies for teachers' reactions to negative behaviours

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
Warns.	2	4	3	4	13
Makes them wait standing.	1	1		1	3
Tells our parents.	1	1	1		3
Tells why the behaviour is bad.	2				2
Scores minus points.			1		1
Asks us to empathize.		1			1
Beats/hits.	1				1
Reminds the rules.	1				1

According to students' answers to the question related to teachers' reactions to negative behaviours, the most frequent reaction is "warning". This is followed by making wait standing and telling the parents. Below are some quotations from students.

"Just warns. Makes us promise not to do it again." (Coercive leader, 1st students)

"Informs our parents." (Expert leader, 3rd student)

"Warns. Sometimes makes us stand on one foot." (Rewarding leader, 2nd student)

Table 14. Observation Codes and Frequencies for "Emotional Dimension"

Codes		Leadership Styles			
		Expert	Rewarding	Affinity	Coercive
Emotional Dimension	Student attitude	+++	++++	+	+
	Student anxiety	+	++++	+	+
	Fear				+
	Liking	++++	++++	+	
	Satisfaction	+++	+++		+

Table 14 presents the frequencies of behaviours related to emotional dimension presented by the leaders. It can be seen that, the most functional leadership style for this dimension is rewarding leadership.

Emotional conditions cannot be observed in a concrete way. However, students' behaviours during the lesson, and their attitudes in the classroom can be clues. Taken these into consideration, it was observed that students in expert and rewarding leaders' classrooms had highly positive attitudes towards the lesson and their teachers. The students in other leaders' classrooms also had positive attitudes, yet not as much as the others. It can be reported that students in rewarding leader's classroom focused on the lesson with the motivation to learn. The dominant emotions in expert and rewarding leaders' classrooms were respect and love instead of fear. On the other hand, students in coercive leader's classroom had fear for their teachers in addition to those emotions. That students were silent throughout the lesson, the atmosphere was tense and students could not behave comfortably can be indicators of this. There was an opposite case in affinity leader's classroom, where students had no fear. Two classrooms, where the emotion of liking was presented mutually, were rewarding and expert leaders' classrooms. The emotion of liking was less comparatively, or the students failed to exhibit this in other classrooms. Students' satisfaction of knowledge could also be deduced through observations. It was observed that students in expert and rewarding leaders' classrooms followed the lessons with motivation and interest, which indicated satisfaction.

Table 15. Codes and Frequencies for why the tasks assigned by the teacher were done

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
For myself.	1	1		3	5
Because I love my teacher.	2			1	3
To win the reward.			2	1	3
To understand the subject better.		3			3
This is my responsibility.	1	1			2
For my future.				1	1
Because I respect my teacher.			1		1
To learn new things.			1		1
To share.			1		1
I love doing homework.		1			1
Because I am afraid.	1				1
To be successful.	1				1

According to students' answers to questions related to emotional dimension of the classroom atmosphere, students in all leaders' classrooms have positive attitudes towards their teachers. Students do the assigned homework mostly for themselves. This was followed by the love for the teacher and to win the reward. Below are some quotations from students:

"For myself, in order to understand the subject better." (Expert leader, 5th student)

"I do, because I love my teacher." (Rewarding leader, 1st student)

"I do to win the reward." (Coercive leader, 5th student)

Table 16. Codes and Frequencies for what makes students happy in the classroom

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
My teacher and friends	3	3		1	7
My teacher, school and friends	1	1		2	4
My teacher and class		1	1	1	3
To learn new things			3		3
To be successful			1		1
My teacher and school				1	1
My classmates and lessons	1				1
My teacher			1		1

With the questions related to emotional dimension of the classroom atmosphere, students' feelings of liking were investigated. According to the answers to these questions, there are

various reasons that make students happy. The most common of these were the teacher, friends and the school. Below are some quotations from students:

“My teacher and my class make me happy.” (Affinity leader, 5th student)

“My teacher, school and friends.” (Coercive leader, 2nd student)

Table 17. Observation Codes and Frequencies for “Communication”

Codes		Leadership Styles			
		Expert	Rewarding	Affinity	Coercive
Communication	Teacher-Student Relations	+++	++++	++	++
	Friendship	+++	++++	+++	++
	Socialization				+
	Competition	++	++	++	
	Bonding	+++	++++	++	+
	Integration	+++	+++	+++	+
	Cooperation	Out of Lesson	Out of Lesson		+++

Table 17 presents the frequencies of behaviours related to communication exhibited by leaders. It can be seen that the most functional leadership style for communication factor is rewarding leadership. Affinity and coercive leaders are equally functional in this dimension.

In general terms, there were no communication problems in classrooms. In other words, no communication problems among students and between teacher and students were observed. There were no socially excluded students. No insults or fights were observed between students in and out the classroom. However, in terms of the quality of the communication, expert and rewarding leaders were one step ahead. The communication was intimate rather than formal or organizational in expert and rewarding leaders' classrooms. There was a respectful communication between students. Additionally, this communication between students and the teacher went on with love during the breaks. The discipline problems in affinity leader's classroom sometimes disrupted the communication. There were sometimes small quarrels between noisy boys and girls. The tense atmosphere and the sense of discipline in coercive leader's classroom also disrupted the communication between students. The communication in this classroom was more organizational and formal.

Table 18. Codes and Frequencies for the communication between students in the classroom

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
There are no communication problems.		3	5	4	12
Everybody is good friends.	3				3
Everyone treats each other well.				1	1
We are like a family.				1	1
Some students fight with everybody.		1			1
We cannot get along well with some girls.		1			1
Groups in the class get along better.	1				1
Some are distant to everyone.	1				1

According to students' answers to questions related to communication in the classroom atmosphere, the communication in all leaders' classroom is good. Below are some quotations from students.

“Communication is good. Our teacher tells us to listen to each other.” (Rewarding leader, 4th student)

“Our communication is fine. Most talk to each other.” (Expert leader, 5th student)

Table 19. Codes and Frequencies for the communication between students and the teacher

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
We are on good terms with my teacher				5	5
I can talk to my teacher comfortably			5		5
Everybody is on good terms with our teacher		5			5
Our teacher is like a parent	5				5

According to students' answers to questions related to communication in the classroom, all leaders have good communication with their students. Below are some quotations from students.

“We are on great terms with my teacher. She is like my mother.” (Coercive leader, 1st student)

“My classroom is my second home. My friends are my second siblings. My teacher is my second mother.” (Affinity leader, 2nd student)

“We are great. I never want to leave her. She is always nice to us.” (Expert leader, 1st student)

“Our teacher always treats us well.” (Rewarding leader, 5th student)

Table 20. Codes and Frequencies for what teacher does to make students participate in the activities

Codes	Rewarding	Expert	Affinity	Coercive	Total Frequency
Nothing	5	5	4		14
Suggests us to participate in the ones that are suitable for us				3	3
Says don't participate if not suitable				1	1
Doesn't push us much				1	1
Tells we can earn good rewards at the end			1		1
Tells us to participate if we want	1				1

According to students' answers to questions related to participation and socialization behaviours in the communication dimension, coercive leader pays some effort to make students participate in social activities. Other leaders do not have any studies related to social activities in their classrooms. Below are some quotations from students.

“Suggests us to participate in the ones that are suitable for us. If not, she tells us not to participate.” (Coercive leader, 1st leader)

“Tells us to participate if we want to.” (Rewarding leader, 5th student)

Table 21. Observation Codes and Frequencies for “Participation and Attendance”

Codes		Leadership Styles			
		Expert	Rewarding	Affinity	Coercive
Participation	Participation in the lesson				
	High	+	+		
	Average			+	+
	Low				
	Attendance	+	+	+	+

Table 21 presents the frequencies of behaviours related to participation exhibited by the leaders. It can be seen that all leadership styles are equally functional for this dimension.

There were no attendance problems in any classrooms. There were also no problems in participating in the lesson. However, it was observed that there was a stability in participation

in expert and rewarding leaders' classrooms. Participation was high in every lesson. On the other hand, participation was not the same every week in affinity and coercive leaders' classroom. All students were active in some lessons, while only a few were active in others. In order to put that more clearly, the participation was labelled as high when more than half the class was active, average when half the class was active, and low when less than half was active.

Discussion And Conclusion

The present research studies the effects of different leadership styles on the classroom atmosphere. According to the findings obtained from the data collected with observation and interview forms, different leadership styles of teachers create different effects on classroom atmosphere. There are several studies in the related literature reporting similar findings (Butler, 1983, Cited in: Aslan, 2011; Ching-jun, 2009; Rahmi, 2010; Atman, 2010; Yin Cheong Cheng, 1994, Cited in: Aslan, 2011; Sezer, 2018).

According to the findings of the present research, leadership style of the teacher has some effects on the "Teaching of the Lesson" dimension of classroom atmosphere. Among leadership styles, rewarding leader was found to exhibit the most behaviours in this dimension. The rewarding leader taught his classes with material support and with a plan addressing to different senses considering the ages of the students. He also differed from others by attaching importance to examples and supporting his examples with real-life cases. It was also important that he was experienced with timing and supported lessons with homework. Findings of the similar studies in the related literature (Fraser and Fisher, 1983, Cited in: Künkül, 2008) are in agreement with this finding. Moreover, rewarding leader was also aware of the fact that the efficiency of the lesson is related with the physical conditions of the classroom. The rewarding leader, who was aware that just planning was not enough for an effective lesson, created the most appropriate physical atmosphere possible. The rewarding teacher provided a face-to-face interaction between students with the U-shape seating in his clean and neat classroom. He also managed to increase students' interest in the lesson with material support and effective use of the notice board.

Another finding of the present research is that teacher leadership has effects on the "Democratic Environment" dimension of classroom atmosphere. Goodenow (1992, 1993a, 1993b, Cited in: Çengel, 2013) and Can and Baksi (2014) also reported similar findings. Among the leadership styles, two differ from other in this dimension. It was found that expert and rewarding leaders exhibited more behaviours to create a democratic environment. Students in these leaders' classrooms were more comfortable with expressing themselves. Additionally, individual differences were taken into consideration and students were more autonomous. Rewarding leader also had a bookshelf, tablecloths on desks and cleaning supplies in the classroom, which is considered to increase the sense of belonging among students.

The present research also found that teacher leadership had some effects on motivation dimension of classroom atmosphere. The findings of similar studies (Kealoha, 2006; Ames, 1992, Cited in: Çengel, 2013; Meece, et al., 2006; Burnett, 2002; Fraser and Fisher, 1983, Cited in: Künkül, 2008; Ünal and Ada, 2003; Erdem, 2012; Paykoç, 1981, Cited in: Özkan, 2008) are in agreement with this findings. Additionally, Taylor, Goeke, Klein, Onore and Geist (2011) reported in their study that teacher leadership skills had positive contributions to student motivation, supported students in taking learning responsibility and this way affected students' participation in learning process. The most effective of leadership styles was the rewarding leadership in this dimension. The most important factor that differed rewarding leader from other was that he could manage to create motivation at the beginning and maintain this during the lesson. There were two sub-dimensions that differed rewarding leadership from other leadership styles. These were motivating and supportive attitude. Rewarding leader created a significant difference in motivation dimension with the symbolic reinforcements, rewards, motivating sentences and his supportive attitude towards students' positive behaviours. There is a finding that could not be obtained during observations but was

revealed with student interviews in attracting attention sub-dimension, which is that the coercive leader's students mentioned that she exhibited some behaviours related to this dimension. The students of the rewarding leader did not mention what their teacher did to attract their attention. The reason for this could be that the students of the rewarding leader were used to their teacher's practices and therefore they expected extra. On the other hand, that the coercive leader improvised motivating behaviours attracted students' attention more, which was more permanent on students' minds.

Another finding of the present research is that teacher leadership has effects on the discipline dimension of the classroom atmosphere. Sağlam (2006) also reported similar findings. The leader, who was ineffective in discipline dimension, was the affinity leader. To support this finding, it can be claimed that some students abused the dialogue established by the teacher. The discipline issues continued when the minor discipline issues did not receive any sanctions but just some verbal warnings. On the other hand, various factors played roles in maintaining the discipline in every leader's classroom. Expert leader could maintain the discipline with her knowledge, and students' love and respect for her. Rewarding leader could maintain discipline with rewards, expertise, experience and students' love and respect for him. Coercive leader could maintain discipline with experience, respect and fear.

According to the findings of the present research, teacher leadership has effects on the emotional dimension of the classroom atmosphere. There were two types of leaders, who were aware of the importance of students' attitudes, supporting and motivating students, attracting their attention and acted accordingly. These were expert and rewarding leaders. Teachers' loving approach towards their students and doing their job in an expert manner increased students' satisfaction and resulted in their positive attitude toward the lesson and being happy in the classroom. The findings present effects of affinity and coercive leaderships on the emotional dimension as well. The students of these leaders stated that they were being in the classroom. Similar situations were observed during observations as well. However, the reason why students were happy might be different. For example, students may enjoy discipline issues experienced in the proximity leader's classroom. It is possible to list these disciplinary problems such as speaking without permission, walking around without purpose, not doing homework. On the other hand, it is also possible for the students of the coercive leader to pretend to be happy out of fear.

According to the analyses, teacher leadership has effects on the communication dimension of the classroom atmosphere. Şeker (2000), Gülcan, Kuştepe and Aldemir (2002), Myers and Pianta (2008) also reported the effects of teacher leadership on the communication in the classroom in their studies. Education is a process of communication from the very beginning until the end. It can be claimed that any problem in communication might result in the ineffectiveness in the education. Neither teachers nor students would like to be in such an environment. Because both students and teachers were aware of this fact, a positive atmosphere was observed in terms of communication in every classroom. Teacher leadership also has effects on the participation dimension of the classroom atmosphere. Similarly, Künkül (2008) and Meece, et al., (2006) reported that teacher leadership had significant effects on students' motivation to participate in the lessons. However, it was observed that there were differences between leadership styles. Active participation of students in the education process is very important for modern sense of education. Teacher training programs also emphasize this fact. Especially at primary education level, teachers are not the ones who merely transfers knowledge but the ones who guide the students in their own learning. As a result of this fact, it was observed in all classrooms that students participated in the lessons and teachers encouraged their participation. There were minor differences between lessons or classes. Yet, the reason for this might be the psychological mood of students in that moment or their attitude towards specific subjects.

Suggestions

1. The issue of leadership can be emphasized in pre-service and in-service teacher training programs. Different effects of different leadership styles can be presented in these programs.
2. It should be emphasized that single-function teachers will not be sufficient for modern education understanding. Teachers should act according to the situation of the class rather than focusing on one leadership style.
3. The present research is limited to 4th grade teachers. Further studies can be conducted to reveal effects of leadership styles on different class levels.
4. The importance of leadership in the classroom setting should be presented more clearly with further study. Considering that the interests, needs and expectations of children of different ages are different from each other, effective leadership styles for each education level can be revealed through further studies.

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