



A Conceptual and Applied Analysis of the Level 5 Leadership¹

Beşinci Düzey Liderliğin Kavramsal ve Uygulamalı İncelenmesi

Halil KARADAŞ¹ ve Mehtap OCAK²

¹Doç. Dr., Mardin Artuklu Üniversitesi, Sağlık Bilimleri Fakültesi, Çocuk Gelişimi Bölümü, Mardin, halil.karadas@hotmail.com, orcid.org/0000-0003-0855-3702

²Öğretmen, Mardin Toki İlkokulu, Mardin, lorinocak@gmail.com, orcid.org/0009-0002-0569-0517

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ABSTRACT

The aim of this research is to examine the conceptual perspective of Fifth Level Leadership and to investigate the leadership behaviors of principals in public schools in terms of Fifth Level Leadership. The phenomenological design, one of the qualitative research methods, was used in the research. The study group consisted of 26 teachers working in various branches in Mardin province in 2022-2023. The data of the research was collected through a semi-structured interview form with six questions. It was revealed that modesty and empathy, which are the characteristic features of Fifth Level Leadership, contributed to teachers' willingness to go to school. In the research, it was determined that teachers who worked with Level Five Leaders went to work happily and peacefully, and their professional self-efficacy was contributed to. According to other results reached in the research, school principals generally exhibit a profile far from Fifth Level Leadership behaviors. The principal profile that teachers want to see is a modest, knowledgeable, postgraduate educated manager who tries to understand teachers, constantly improves himself, is open to communication and cares about appearance.

ÖZ

Bu araştırmanın amacı Beşinci Düzey Liderliğin kavramsal açıdan incelemek ve devlet okullarındaki müdürlerin liderlik davranışlarını Beşinci Düzey Liderlik açısından araştırmaktır. Araştırmada nitel araştırma yöntemlerinden olgubilim deseni kullanılmıştır. Araştırmanın çalışma grubu, 2022-2023 yılında Mardin ilinde, çeşitli branşlarda çalışan 26 öğretmenden oluşmaktadır. Araştırmanın verileri altı soruluk yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Beşinci Düzey Liderliğin karakteristik özelliklerinden alçak gönüllülük ve empati kurmanın, öğretmenlerin istekli bir şekilde okula gitmelerine katkı sunduğu ortaya çıkmıştır. Araştırmada Beşinci Düzey Liderler ile çalışan öğretmenlerin mutlu ve huzurlu bir şekilde işe gittikleri, mesleki öz yeterliklerine katkı sunulduğu tespit edilmiştir. Araştırmada ulaşılan diğer sonuçlara göre okul müdürleri genel anlamda Beşinci Düzey Liderlik davranışlarından uzak bir profil sergilemektedirler. Öğretmenlerin görmek istedikleri müdür profili alçakgönüllü, bilgili, lisansüstü eğitim düzeyi olan, öğretmenleri anlamaya çalışan, kendini sürekli geliştiren, iletişime açık ve dış görünüşe önem veren bir yönetici olması yönündedir.

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Sorumlu yazar/Corresponding author: Halil KARADAŞ, halil.karadas@hotmail.com

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1. Introduction

Throughout history, certain individuals have emerged to lead the communities they live in. These leaders have been known by various titles across different cultures and eras. In some societies, leadership was hereditary, with titles such as "sultan" passed down through family lines. In others, leaders were chosen by the people from among their own ranks. Leadership, being intrinsically linked to human social structures, has been a subject of curiosity and research from ancient times to the present. Scholars have extensively studied various aspects of leadership, including the characteristics and behaviors of leaders (Turan & Özkan, 2023; Bursalıoğlu, 2022). The effects of different management styles on organizational dynamics have also been a significant area of study (Hoy & Miskel, 2020). Furthermore, researchers have investigated the impact of leadership on employees' organizational commitment and professional satisfaction (Derya, 2010).

Although the concept of leadership is popular in the 21st century, its use dates back to earlier years (Uzun, 2005). There are different definitions of the concept in the literature (Bahar, 2019). The word leadership means guiding people on their journey (Bektaş & Turan, 2014), guiding in adapting to new situations that arise with changing situations and developing technology (Cemaloğlu & Gökyer, 2022; Karadaş & Isırgan, 2024; Mermer & Konan, 2021), knowing what followers want (Bennis, 2009) and the power to influence people (Biber, 2019; Peus et al., 2015; Çelik, 2011). Hoy and Miskel (2020) define leadership as a social process that affects group members' interpretation of internal and external events, setting goals and organizing activities, and their commonalities.

Many new leadership approaches have emerged with contemporary practices related to leadership (Katıtaş et al., 2022; Özcan, 2022; Turan & Özkan, 2023). Learning leadership, ethical leadership, quantum leadership, transformational leadership are some of them (Karadaş & Konan, 2021; Zengin et al., 2021). It is not possible to say that any of these leadership approaches can be effective in all organizations. Which type of leadership will be effective in which organization depends on environmental and organizational factors (Yalçınkaya, 2002). Transformational leadership, charismatic leadership, autocratic leadership, democratic leadership and Level 5 leadership are some of the new leadership approaches. Level 5 leadership, one of the new leadership approaches, was developed by Collins and his teammates as a result of various studies conducted on more than 1400 companies. The managers of 11 of these companies were named Level 5 leaders. These 11 managers have some common characteristics. First of all, it is possible to say that they are disciplined people, they have a disciplined thinking, and their actions are disciplined (Özşahin & Zehir, 2011). In addition, these managers took their already good companies to an excellent level (Jildeh et al, 2021; Collins, 2001).

Collins divides leadership into five stages and calls those at the highest level of leadership Level 5 leaders. He defines the common characteristics of these managers as humility and professional will. It is possible to say that humility refers to softness and permissiveness in general, a reserved, mild-mannered personality trait. The humble leaders defined by Collins are leaders who share their power with their employees, create a common goal with team culture, and create commitment and trust in the work environment (Küçük & Yavuz, 2018; Owens & Hekman, 2016). These leaders, who are free from ego and live without showing off, have great ambition and determination to achieve the goals of their organizations. According to (Collins, 2001) it is necessary to know what to look for in order to see Level 5 leaders. Because they are a fortune waiting to be discovered without showing off. Collins (2001) states that situations where successful structures established in the organization do not continue after the leader leaves the organization are signs that Level Five Leadership has not been achieved. Because the institutional structure established by Level Five Leaders in their organizations continues to exist after them (Özcan, 2022).

1.1. Emergence of 5th Level Leadership

Jim Collins, author of *From Good to Great*, discovered Level 5 leadership after extensive research with his teammates on 1400 companies on how good companies achieve sustainable greatness. At first, they wanted to call them servant leadership because of the humble behavior of these leaders, but they agreed that it would be more accurate to call them Level 5 leaders because these managers also have high ambition. At the end of the analysis, they found that these leaders were highly disciplined and focused on their work, working in gradual steps, in other words, the first feature discovered in these leaders was that they were the right people and leaders who knew how to set the right direction (Williams, 2005). Jim Collins divides leaders into two categories.

Those who have fifth level competencies and those who do not have these competencies. The personal egos and expectations of those who do not have fifth level competencies get in the way of their leadership behaviors and therefore they cannot show leadership behavior. Those with level five competencies are leaders who show leadership behavior by spreading their egos over a wide area for the benefit of the organization rather than in an individual sense (Collins, 2002).

According to the theory, it is not necessary to pass each stage in order to reach Level 5 (Collins, 2001), but Level 5 leaders have the characteristics of all levels. In this case, Level 5 leaders are at the top of the pyramid (Jildeh et al, 2021; Collins, 2002).

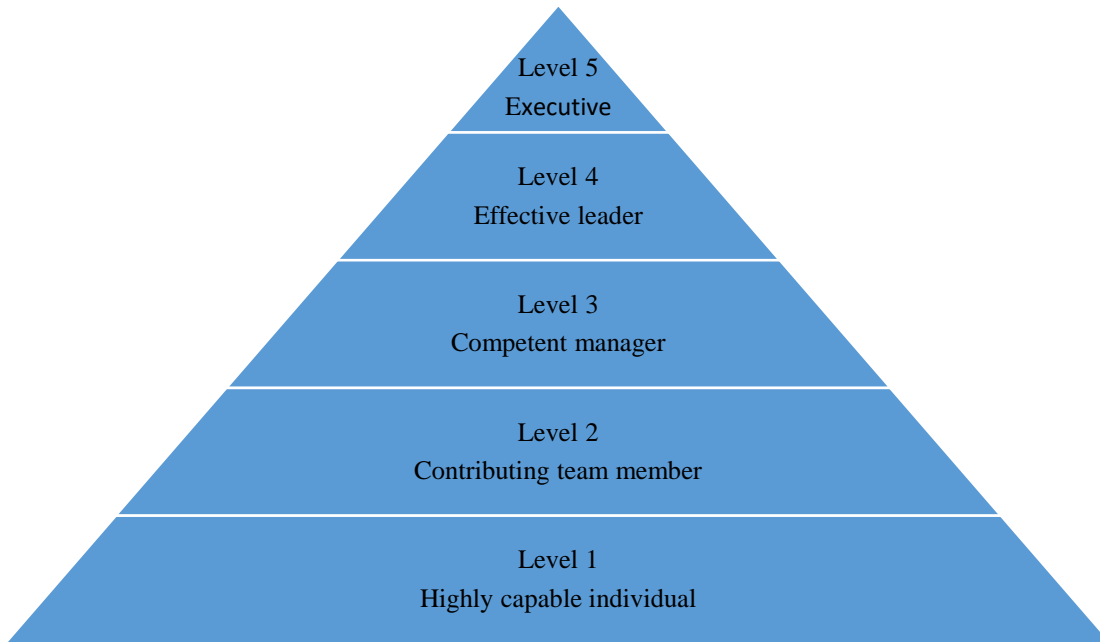


Figure 1. Levels of Leadership

- Level 1: The individual at Level 1 has high ability. He/she is an effective worker and performs near-perfect work alone.
- Level 2: The individual with high abilities adds these abilities to the process by working in harmony with his/her groupmates.
- Level 3: Manages the process by organizing employees and resources to achieve the predetermined goals of the organization.
- Level 4: Has a vision. Organizes employees to realize this vision and raises the organization to higher standards.
- Level 5: A leader who combines personal humility and professional will to take an already good company to great heights.

1.2. Humility Characteristics of Level 5 Leaders

The humble behaviors of Level 5 leaders are defined by Collins (2001) as follows: They are quiet, reserved leaders who do not praise themselves in public, who adopt a low-key lifestyle. According to the window and mirror theory present in these leaders, in case of any failure, Level 5 leaders look in the mirror. (Jildeh et al, 2021). They do not blame it on others or bad luck. In case of success, they look at the window and attribute the success to all employees. They do not emphasize themselves. When Collins interviewed these leaders and asked them to describe themselves, the response was *'I hope I'm not making myself out to be something very important'*. Humble leaders are free of arrogance and individual ego. They are aware of their strengths and shortcomings and act accordingly. They have positive effects on the organization due to their sincere relations with their employees. Humble leaders are a humanitarian leadership approach that creates a safe environment for employees, where they can act honestly and transparently and express their own ideas freely and thus make

employees feel valuable (Alimoğlu et al., 2022; Jildeh et al, 2021)). Caldwell et al. (2017) summarized the humble behaviors of Level 5 leaders as follows:

- Willingness to teach others in the organization
- Recognize their strengths and shortcomings
- Willingness to empower the person whose strengths are recognized in the organization
- Willingness to share success
- Being open to criticism (Caldwell et al., 2017)

Kurtz (2013) states that Level 5 leaders show extreme ambition and high determination to achieve organizational goals. They set big goals and are not satisfied with small goals. They are enthusiastic, hardworking and solution-oriented towards the organization. They do not avoid taking risks for success. These leaders leave a sustainable success after them. If the success continues after the leader, that leader is a Level 5 leader (Collins & Hansen, 2011).

In the scale developed by Reid et al. (2014), the professional will behavior characteristics of Level 5 leaders are summarized as follows.

- Being solution-oriented
- A dedication to the organization.
- To be able to boldly achieve results more quickly by influencing employees to achieve the desired result.
- Being ethical in the work environment.
- Being spontaneously motivated by the ambition to succeed (Reid et al., 2014).

Darwin Smith is a practical example of a Level 5 leader. Born into a poor peasant family from India, Smith went to school during the day and worked at night. Although he lost his fingers in a work accident, he did not quit his job or school, and after graduating from Harvard Law School, he became the head of a paper company called Kimberly-Clark. Thanks to his determination and outstanding success, he made an incredible breakthrough, increasing the company's share value to 4.1 times the stock market average. Smith dressed casually and his closest friends were plumbers and electricians. Smith demonstrated a high level of determination to rebuild Kimberly-Clark and bring it back from the brink of extinction. His bold moves as CEO elevated Kimberly-Clark and Smith to a prominent place in the world of leadership and business (Collins, 2001).

The Level 5 leadership approach will contribute to school administrators being raised at a humble and good level, thus increasing their humility behavior towards their stakeholders, teachers. The Level 5 leadership approach will contribute to the gradual development of school administrators and thus increase their humility towards teachers, their stakeholders (Jildeh et al, 2021). Although Level 5 leadership practices are practiced in companies, it is thought that this study will contribute to the literature since there is not enough study in the field of educational administration. The purpose of this study is to examine the leadership behaviors of school administrators in terms of Level 5 leadership according to teachers' views. In line with this purpose, answers to the following questions were sought.

1. What are teachers' opinions about working with humble managers in the context of the Level 5 leadership approach?

2. What are the contributions to teachers of working with a school administrator who is assumed to be a Level 5 Leader who constantly improves himself?

3. Explain the risk-taking situations of school administrators in school-related decisions in the context of the Level 5 leadership approach.

2. Methods

2.1. Study Design and Participants

In the study, phenomenology design, one of the qualitative research methods, was used. A phenomenology design is the meaning and experience experienced by a person because of experiencing a certain phenomenon (Creswell, 2023). Phenomenology is a qualitative approach in which an individual collects in-depth

information and describes a phenomenon through his or her own experience in real life or a certain period (Tekindal, 2023; Patton, 2018; Creswell, 2023). Within the scope of the research, the data collection phase was carried out in a natural process since the leadership behaviors of the administrators were examined in terms of 5th level leadership and the teachers' views on this issue were examined in depth in school environments.

This study was conducted in schools affiliated to the Ministry of National Education in Mardin province in the 2022-2023 academic year. In the study, maximum variation sampling technique, one of the purposeful sampling techniques, was used to determine the participants. Maximum variation is to reflect the diversity of the people who are parties to the problem being investigated in the sample at the highest level (Patton, 2018; Yıldırım & Şimşek, 2021). Information about the study group is given in Table 1

Table 1. Demographic Characteristics of the Teachers Participating in the Study

| Code | Gender | Tenure | Branch | Education Level |
|-------------|---------------|---------------|-------------------|------------------------|
| T1 | Female | 9 | Preschool | License |
| T2 | Male | 17 | Classroom Teacher | License |
| T3 | Female | 8 | Guidance | Master's Degree |
| T4 | Female | 11 | Preschool | Master's Degree |
| T5 | Female | 3 | Preschool | License |
| T6 | Female | 13 | Classroom Teacher | Master's Degree |
| T7 | Male | 6 | Guidance | License |
| T8 | Female | 3 | Computer | License |
| T9 | Male | 12 | Turkish | Master's Degree |
| T10 | Female | 8 | Religious Culture | License |
| T11 | Male | 9 | Science | License |
| T12 | Female | 5 | Preschool | License |
| T13 | Female | 10 | Preschool | License |
| T14 | Female | 12 | Classroom Teacher | License |
| T15 | Male | 15 | Classroom Teacher | License |
| T16 | Male | 16 | Social Studies | Master's Degree |
| T17 | Female | 8 | Guidance | License |
| T18 | Male | 5 | Religious Culture | License |
| T19 | Male | 3 | Metal | License |
| T20 | Male | 5 | Mathematics | License |
| T21 | Male | 7 | Mathematics | License |
| T22 | Female | 8 | Preschool | Master's Degree |
| T23 | Female | 11 | Preschool | License |
| T24 | Female | 2 | Guidance | License |
| T25 | Male | 5 | Religious Culture | License |
| T26 | Female | 12 | Mathematics | Master's Degree |

Table 1 shows that the participants consisted of a total of 26 teachers, 15 of whom were female and 11 of whom were male, 7 of whom were postgraduates and 19 of whom were undergraduates. In order to protect the confidentiality of the participants, a code was used for each participant.

2.2. Data Collection

A semi-structured interview form was used to collect data in the study. In the semi-structured interview form, the researcher has the freedom to ask both the questions he/she has prepared in advance and to ask additional questions without moving away from the main topic (Yıldırım & Şimşek, 2021). In the process of developing the form, firstly, a comprehensive literature review was conducted and the conceptual framework on the subject was determined. Then, a draft form consisting of 10 questions was prepared and submitted to the opinions of experts in the field of Educational Administration. After the opinions and suggestions of the experts, the number of questions was reduced to 5. Then, considering that the question of what kind of administrator teachers want would enrich the research, the form was finalized by adding the question "What kind of administrator would you like your school administrator to be in terms of characteristics such as education level, qualifications, personal characteristics, appearance?".

The open-ended questions asked to the teachers are as follows.

1. Can you explain your views on working with a manager who is humble and free from personal egos with examples you have experienced?
2. If an implementation in your school fails, how does your manager go about finding the source of the problem? Likewise, do you receive feedback in case of success? Can you explain?
3. Is your opinion consulted when making a decision that affects you at school? If so, on which issues. Please explain.
4. Do you think that charisma, appearance or special talent is a requirement for management, please explain?
5. Have you worked with a manager who continuously learns and improves himself/herself? How has this contributed to your work environment? Can you explain?
6. What kind of administrator would you like your school administrator to be in terms of education level, qualifications, personal characteristics, appearance, etc.? Please explain all aspects that come to your mind.

2.3. Qualitative analysis

In order to conduct the research on a healthy ground and to minimize possible errors, ethics committee approval was obtained from Mardin Artuklu University Scientific Research and Publication Ethics Committee. The data were collected by interview technique in the second semester of the 2022-2023 academic year. Participation was based on volunteerism. The interview form was sent to the participants in advance and an appointment was made for the interview. Then the interviews took place. Participants were informed about ensuring confidentiality and that they could withdraw at any stage without prejudice. Interviews were conducted face-to-face. These interviews lasted between 20-25 minutes. Interviews were conducted at times convenient for the participants. The teachers were convinced that the data collected in the research would be strictly confidential and would not be shared with anyone, and it was stated that answering the questions sincerely would make a great contribution to the research. Thus, with the permission of the teachers, the interviews were recorded on a voice recorder and the data were transcribed in Word. After transcription, spelling mistakes were corrected and sent to the participants and participant confirmation was obtained. The data were then analyzed by content analysis. In content analysis, similar data are grouped within the framework of certain codes and themes and these themes are interpreted (Yıldırım & Şimşek, 2021). The credibility of the research was increased by including direct quotations.

3. Finding

Findings Related to Teachers' Perceptions of Working with Humble and Selfless Administrators

Table 2. Teachers' Experiences About Working with Humble and Ego-Free Administrators

| Codes | F |
|---|---|
| It creates a comfortable working environment as it enables people to go to work willingly and happily | 9 |
| Increasing success | 6 |
| Easy communication between students, parents and teachers | 5 |
| Gives importance to the teacher's opinion and makes him/her feel valued | 4 |
| It may give negative results because it makes employees accustomed to comfort. | 3 |
| Enabling her to change her mind without turning the wrong one into her/his ego | 2 |
| Gives importance to the teacher's opinion and makes him/her feel valued | 2 |
| Employees working in a team spirit | 1 |

*n_{female} = 15, n_{male} = 11

According to Table 2, a significant portion of the teachers stated that working with humble administrators created a comfortable working environment for teachers to go to school more willingly and at school. Some of

the opinions of the teachers regarding their experiences of working with humble and ego-free administrators are as follows.

I think an administration stripped of its personal egos will contribute greatly to education. But I have never worked with such a manager. I hope it comes across. (T4)

Actually, on the one hand, it seems like a good thing, but I think it also has bad aspects. Why, for example, I think these people can get used to too much comfort. You know, my manager doesn't interfere with me, it's like he doesn't interfere with anything anyway. (T12)

He was always respectful of all of our opinions. Since he focused primarily on our ideas and the happiness of every staff member at his school, we were more peaceful and would come to school happier. (T6)

There was no position imposed on us, rather we worked together as a teammate with a team spirit. (T18)

The students come directly, that is, without any hesitation, I say, "I'm a teacher, can we get a ball?", I'll give an example. Or, for example, a student comes, my teacher says, "We have a room downstairs, let's use it." The child can explain his problems, I don't even bother with the parents and the teacher. (T15)

Working with someone like that makes you feel valuable, actually makes the work you do a little more valuable, and in my opinion, makes you open to success (T3)

...I remember that what was done was not right and he turned around from the wrong thing. I can easily say that if our school administrator had turned this into an ego and a personal issue, I am sure the problem would have gone to a different place. (T9)

Findings Related to Teachers' Opinions on the Way Administrators Follow to Find the Source of the Problem in the Case of Success or Failure in School Practices

The way managers follow to find the source of the problem in case of success and failure is presented in two separate tables as the way followed in case of success and the way followed in case of failure.

Table 3. The Path that Managers Follow in Case of Success

| Codes | F |
|--|----------|
| Appreciating the teacher's success | 9 |
| Congratulate the teacher in the community and show his success as an example | 5 |
| The manager attributes success to herself/himself | 3 |
| Success is attributed to parents and students | 3 |
| Used as advertising for the school | 2 |
| The teacher is honored and rewarded | 1 |
| No feedback is given | 1 |

*n female = 15, n male = 11

When the findings in Table 3 are examined, the majority of the teachers stated that their administrators gave them feedback in case of success, and that these were in the form of appreciating success, setting an example in the community, and rewarding, while others stated that the success was attributed to the principal, used as an advertisement for the school, or was attributed to parents and students. They expressed their opinion as follows. Some teachers' views are as follows.

We get feedback in case of success. The principal gathers us all and thanks us (T10)

When he/she is successful, he/she uses the teacher as an example, saying "that's what our teacher did and succeeded" (T4).

As feedback in case of success, I expected that yes, this teacher did this, it was very nice, but I didn't see it much. No feedback is given (T17)

If there is a success, the manager sees the success in himself, which is done to show himself off or to get more bonuses, and presents it to the people around him in that way (T7)

In case of success, it seems to put the parents and children ahead a little more. It feels like the teacher is not doing justice (T3)

There will be a chess tournament throughout the city, there will be mind games, of course, in case of first or second place, let's take a picture immediately and post it on Twitter. You know, there is ostentation in this regard, but I do not see support given to the teachers who prepare them for this course or the competitions in the background (T14)

The Path Managers Follow in Case of Failure

Table 4. The Path that Managers Follow in Case of Failure

| Codes | F |
|--|---|
| The teacher is directly blamed | 9 |
| The manager conducts environmental research without blaming anyone and gives everyone a share. | 8 |
| It is left alone without getting to the root of the problem. | 3 |

*n_{female} = 15, n_{male} = 11

According to the data in Table 4, 9 of the teachers stated that they were seen as the source of the problem if an implementation in the school resulted in failure, 9 stated that when there was a problem, the administrator took credit for everyone, including themselves, while 3 stated that the source of the problem was not investigated. Some of the participant views are given below.

In case of failure, our administrator's attitude is generally to blame the teacher... (T11)

...he leaves it at that, generally superficial, without getting to the root of the problem. Nothing is resolved (T8)

...for example, if a child has not yet learned to read and write, for example, what is the infrastructure, the guidance service, the family, the social economic situation, the family's communication with teachers at school, their situation in the classroom, any illness they have had in the past, they do a general scan and solve the problem (T15)

Findings Regarding the Administrators' Consultation of Teachers' Opinions in Decision Making

Table 5. Consulting the Teacher's Opinion

| Codes | F |
|--|----|
| The teacher's opinion is sought and and appropriate opinion is applied | 14 |
| The teacher's opinion is sought but not implemented | 6 |
| The teacher's opinion is not consulted | 4 |

*n_{female} = 15, n_{male} = 11

According to the findings in Table 5, most of the teachers stated that their opinions were consulted when making a decision, but 4 of them stated that although they were consulted, the administrators did not implement it. The rest stated that their opinions were not consulted. Some participant opinions are as follows.

We are never consulted on issues that concern us at school. School administrations are now mostly top-down, far from democratic environments. School administrations mostly act in a "done and done" manner (T9)

It is asked in the teachers' council, but the administrators usually decide. Even if we express our opinion, their opinion does not change. For example, they asked us to give our opinion about the school's slogan and the slogan that the teachers agreed on was not accepted, but the one the principal said was accepted (T16)

For example, he asked about the color of our school uniform. Our administrators chose the color of our school uniform according to us and the opinion of the majority (T6)

Findings related to the question whether charisma, appearance or special talent is a condition for management

Table 6. Prerequisites of charisma, appearance and special talent in management

| Codes | F |
|---|----|
| Charisma and appearance and special talent are prerequisites | 12 |
| Charisma, looks, and special talents are not prerequisites | 6 |
| Charisma and appearance are not prerequisites, but special talent is. | 3 |

*n_{female} = 15, n_{male} = 11

When the data in Table 6 are analyzed, most of the participants stated that charisma, appearance and special talent are prerequisites. Some participant views are as follows.

I think charisma, appearance and special talent are absolutely prerequisites in management. People who respect their jobs make this felt with their appearance (T3)
Charisma and looks are not a prerequisite, but special talent is. A manager must have high communication skills with people and the ability to express himself (T18)
...I think it was never effective. What we call a manager is not really a patronizing person, that is, he is not a symbol with his clothes or shape. He should come to the fore with his hard work, determination and the work he creates with his colleagues (T7)

Findings on the Effect of Working with a Self-Developing Administrator on Your School Environment

Table 7. The Effects of Continuously Self-Improving Managers on the Work Environment

| Codes | F |
|--|----|
| Encourages the teacher to learn | 12 |
| Increases success at school | 10 |
| Makes students at school happy | 9 |
| Provides a motivating work environment | 8 |
| Gives respect to the manager | 4 |
| The teacher's questions will not remain unanswered | 3 |
| It's tiring to work with someone who is constantly improving himself | 2 |

*n_{female} = 15, n_{male} = 11

When the data in Table 7 is examined, it is stated that working with Level 5 administrators has positive aspects such as encouraging the work environment, teachers to learn, increasing success at school, and creating a motivating work environment. Two people stated that working with these managers was tiring. Some participant opinions regarding the theme are below.

I have never worked with a manager who constantly learns and improves himself, but I would love to work with him (T6)
A person who constantly works and produces naturally expects the same from his colleagues. He expected us to produce constantly. We were very tired at that time... (T20)
Teachers should never have more knowledge than the principal, the principal must always be one step ahead, which causes the administrator to have more influence there (T15)

...he was trying to improve himself, he was trying to improve the school, and we were seeing the results of his efforts. It was a success. And the teachers were happy. Something that really changes the atmosphere of the school (T10)

Since we know the legislation very well, we can get answers to the questions we ask. It's nice from this perspective. We do not need to knock on other doors...(T17)

If a manager can improve himself, the teacher must also take him as an example and improve himself. It is a matter of impact (T13)

Findings related to the answers to the question of what kind of administrator you would like your school administrator to be in terms of education level, qualifications, personal characteristics, and appearance

Table 8. Characteristics of Administrators Desired by Teachers

| Themes | Code | F |
|---------------------|--|----|
| Education level | Academically advanced | 14 |
| | Degree | 9 |
| | Doctorate | 1 |
| Qualification | Listening and understanding the other person | 6 |
| | Being open to innovations and self-improvement | 6 |
| | Humble | 4 |
| | The style is neat | 4 |
| | Ability to maintain balance between parent and teacher | 2 |
| | Ability to take responsibility | 2 |
| | Having a spirit of leadership | 2 |
| | Cooperative | 2 |
| | Planned, forward-thinking | 1 |
| | Dominate the legislation | 1 |
| | His diction is correct, his communication is good | 4 |
| | Fair, democratic | 4 |
| | Self-confident | 3 |
| Temperament | Smiling | 2 |
| | Able to take from below | 2 |
| | That can make empathy | 2 |
| | Able to manage emotions | 1 |
| | Clean, attentive | 8 |
| Physical appearance | With suit | 7 |
| | Does not matter | 4 |
| | Must be different | 2 |

*n_{female} = 15, n_{male} = 11

When the data in Table 9 are examined, the characteristics that teachers look for in administrators as personal characteristics and qualities are shaped under the themes of administrator qualities and administrator

temperament. The qualities that teachers look for in their administrators are qualities such as listening to and understanding them, being open to innovations and improving themselves, and being humble. In the theme of the administrator's temperament, the codes that emerged were mostly listed as having a smooth diction, being open to communication, being fair and democratic. In terms of education level, most of the teachers want to work with an administrator who assimilates the education he/she has received and develops himself/herself rather than a diploma. Finally, in terms of appearance, 7 of the teachers wanted the administrators to be in suits, while 8 of them stated that it was sufficient for them to be clean and attentive. Some participant opinions are as follows.

Appearance is not important, as a personal trait, I would like him to be a humble and understanding manager. I would like him to be someone who never discriminates against teachers, who can ensure a good balance between teachers and parents, that is, who does not prioritize parents and teachers over each other (T1)

I would like a manager who listens to the other person, cares about their opinions and acts in this way. Of course, a manager should not be sloppy in appearance. In other words, he must be dressed properly and have a clean belt so that he can somehow impress the other person (S11).

I would like my manager to be innovative, someone who loves research, and to be planned. Its appearance must be different. Maybe differences can help our children accept each other more quickly. Because by showing an example of our administrator, who has a different appearance, we can make the students in our class with different appearances accept them more quickly (T6).

I think the education level should be a master's degree. As his personal characteristics, he should know how to take things from the bottom (T5)

As a personal characteristic, he must be forward-thinking, he must have a good command of the legislation, that is, he must keep up with the changes, and in terms of appearance, of course, I give an example of good clothing, when he wears a nice suit, he is noticed in society (T15)

I definitely do not limit the level of education to a diploma. I know people who have very high-level diplomas but cannot establish social relations at all, and unfortunately, this develops independently of their diploma. That's why being extroverted, being able to express yourself and influencing people is something different (T17).

...I want him to be at an equal and fair distance from his colleagues, really affectionate, but at the same time disciplined. Speaking style should be correct (T19)

I definitely want my school principal or administrators to have a high level of education, to have a doctorate etc. This can both be a role model for teachers and contribute to the management of the school. Besides, no matter how educated you are, you must be able to manage people. He needs to be able to manage emotions. I think that if a person's soul does not have leadership or management skills, you cannot do much in education (T9)

4. Conclusion and Discussion

In this study, it was aimed to examine the leadership characteristics of school administrators in terms of Level 5 leadership according to teachers' views. The results obtained for this purpose are given. When the findings related to the teachers' experiences of working with a humble and ego-free administrator were analyzed, they wanted to work with such an administrator because they thought that working with such administrators was positive. The rest of the researchers generally stated that when they worked with humble administrators, they went to school willingly, so there was a comfortable working environment, that they had a comfortable communication with their administrators, that this increased their success, and that the administrators were open to ideas and did not insist on their own truths and did not turn them into ego. In the literature review, Wang et al. (2018) also stated that humble leaders create a psychologically safe environment and make employees feel safe and encourage them to take risks and come up with new ideas. The findings are in parallel with the research. Accordingly, as a result of the research, it was stated that teachers positively evaluated the humble behaviors of their managers. In his study, Ünsal (2018) stated that teachers' experiences of working with humble managers were mostly in the form of being valued, being able to reach them easily whenever they

want, and accepting their mistakes. In Patterson's (2003) study, it was stated that humility behavior, which is dominant in servant leadership, is perceived as weakness and it is possible that this may have the opposite effect on employees. Similarly, two participants stated that the experience of working with a humble manager was negative because it accustomed employees to comfort. In general, it is possible to say that humble behavior in administrators is preferred by teachers, provided that it is not abused.

When the findings on the way the administrator follows in case of success and failure of the practices in the school are analyzed, most of the participants stated that the administrators gave feedback in the form of appreciating their success, rewarding them, and showing them as an example in the community. The rest stated that although it was actually the success of the teacher, the teachers were ignored and this success was presented as the school administration's own success, the school's advertisement or the success of the students and parents. It can be concluded that teachers want to be appreciated in the event of a success and the absence of this disturbs them. When the findings in the literature are examined, in the study conducted by Serin and Buluç (2012), teachers' appreciation of themselves by their principals, giving compliments in case of success, was the dimension that they realized the least among the dimensions of principals' instructional leadership by answering "occasionally". Özdemir (2012) concluded that teachers were not sufficiently appreciated by their principals. Considering the finding that most of our researchers were appreciated in case of success, the studies in the literature do not support our research.

In case of failure of the practices, some of the participants stated that the manager directly blamed them for this failure without taking any share for himself/herself, other of the participants stated that the manager did environmental research by taking a share for everyone in this failure, and other participants stated that the problem was left without any solution. Leaders who emphasize themselves in case of success and blame the other party directly in case of failure are toxic leaders (Kırbaç, 2013). When the literature was reviewed, it is possible to say that Demirtaş and Küçük (2019) supported our research findings since the toxic leadership views of teachers were low in their research.

In the question about the administrators' consultation of teachers' opinions during the decision-making process, it was found that more than half of the participants stated that the administrators consulted their opinions when making decisions, and that their opinions were asked on issues such as purchasing materials for their classrooms, deciding on the color of the school uniform, and opening new classrooms, which contributed to them seeing themselves as a part of the school and made them happy. Four of the teachers who stated that our opinion is consulted, even if their opinions are consulted, the principal does not take this into consideration during the implementation phase and does his own thing. In the study conducted by Aşgın and Özdoğan (2023), participants stated that their principals consulted their ideas in decision-making. Thanks to these practices of these leaders, who are called participatory leaders, school environments are more democratic and a sense of ownership has developed among employees. Güçlü et al. (2015). concluded that school principals and current legislation are effective in the decision-making process at school rather than teachers' own ideas, which is not in line with our research results. In the study conducted by Uzundağ and Özmuş (2021), it was concluded that school administrators do not consult the opinions of teachers in decision-making processes at school, and even if they do, they do not go beyond what they know and do not apply it.

When asked whether charisma, appearance or talent is a prerequisite according to teacher opinion, most of the participants stated that it is a prerequisite. Because, according to these teachers, this creates a weight in the administrators and causes them to be respected and admired by the other party. Kazan and Özgenel (2021) found that charismatic leadership contributes to school development, which is in line with our study. Yirci and Berk (2021) also concluded that administrators should pay attention to their appearance, which is in line with our research results.

When the findings regarding the experience of working with a manager who continuously improves himself/herself were analyzed, some of the participants stated that they had not worked with such a manager before. They stated that the administrators did not take any steps to improve themselves after reaching this position. In other words, teachers want their administrators to be self-developing administrators, but stated that they have not worked with such an administrator before. In his study, Tepe (2017) reached findings that overlap with our study in the sense that the self-development process of the administrators should continue after the principal is elected. The other participants who worked with self-developing principals stated that they developed themselves by following the example of their principals, which automatically increased success at

school, and that the questions they asked to their principals did not remain unanswered and were tiring. In the study conducted by Kasapoğlu and Çalık (2017), teachers stated that the level of self-improvement of the administrators was medium. According to the teachers, as the administrator improves himself/herself, his/her management skills increase. In the study conducted by Bakioğlu and Demiral (2013), administrators who develop themselves and follow innovations are less likely to feel pressure and stress in case of uncertainty. The findings are in parallel with the research.

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When the findings of the last question of the research are analyzed, teachers mostly stated that the educational level of their administrators was not very important, and that it was important to be able to absorb the education they received regardless of their educational level. Some of teachers stated that they wanted their administrators to have a master's degree and one teacher stated that they wanted their administrators to have a doctorate degree. There are parallel studies in the literature. In the study conducted by Altın and Vatanartıran (2014), master's degree was seen as a necessary criterion for principals to have the necessary equipment. In terms of qualifications and personal characteristics, teachers mostly stated that they wanted their principals to have characteristics such as listening and understanding others, being open to innovations and improving themselves, having a proper style, being fair and democratic. In terms of appearance, while some of them stated that it was enough to be clean and attentive, some of them stated that they wanted them to wear a suit. Teachers who do not care about clothing are in the minority. As a result, it is possible to say that the majority of the teachers want their administrators to have an attentive appearance. When the literature on previous studies on this subject is reviewed, Madenoğlu (2003) found that teachers want their administrators to be democratic, honest, have good communication, be open to innovations, and be educated in the field of school administration. In the study conducted by Diş and Akbaşlı (2019), teachers want their administrators to be democratic, fair, reliable, understand the teachers they face, and be open to development. The findings are in parallel with the research.

The research results reveal that it is possible for school administrators to reach the process of being humble, valuing teachers and becoming a leader through Level 5 leadership. Based on these results, it can be said that Level 5 leadership, also known as level leadership, will increase teacher-administrator interaction through the process of creating a humble leader.

Level 5 leadership attention to the limited number of studies on Level 5 leadership, it is suggested that more studies on this subject should be included. The research is qualitative research. The number of participants in qualitative research is limited. It is recommended that a scale related to the subject be developed and the study group of the research be expanded and applied. In the study, data were collected from teachers in public schools. It can be said that future research on the subject will enrich the research results by collecting data from teachers working in schools that are considered successful (qualified) in their region and comparing and evaluating the findings in the context of other schools in the region.

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Etik, Beyan ve Açıklamalar

1. Etik Kurul izni ile ilgili;

Bu çalışmanın yazar/yazarları, Mardin Artuklu Üniversitesi Bilimsel Araştırma ve Yayın Etik Kurulu'nun tarih 2023 sayı 02/06/2023-98233 ve karar ile etik kurul izin belgesi almış olduklarını beyan etmektedir.

2. Bu çalışmanın yazar/yazarları, araştırma ve yayın etiği ilkelerine uydıklarını kabul etmektedir.

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