

School Administrators' Global Leadership Attributes and Behaviors¹

Meral Halisdemir² A. Faruk Levent³

Article Type

Original Research

*International Journal of
Modern Education Studies*
2025

Volume 9, No 1

Pages: 83-114

<http://www.ijonmes.net>

Article Info:

Received : 23.12.2024

Revision : 02.03.2025

Accepted : 16.04.2025

Abstract:

The purpose of the study is examine school administrators' global leadership attributes and behaviors. A simultaneous parallel design, a mixed-method research approach, was employed. In the quantitative dimension, data were collected from 502 volunteer teachers selected through simple random sampling. The qualitative dimension utilized a phenomenological design with a purposive sample of 20 volunteer school administrators. Quantitative data were analyzed using descriptive statistics and parametric tests, while qualitative data were analyzed for themes and patterns. Quantitative findings revealed that teachers' perceptions of school administrators' global leadership attributes and behaviors were influenced by the gender variable. Qualitative findings indicated that school administrators demonstrated strong global leadership attributes and behaviors rooted in universal values. However, administrators tended to respond proactively in some instances and reactively in most cases when addressing challenges related to cultural differences. The quantitative and qualitative findings, analyzed within the framework of the simultaneous parallel design, were found to complement and support each other.

Keywords:


Global leadership; leadership attributes; leadership behaviors; school administrators

Citation:


Halisdemir, M. & Levent, A. F. (2025). School administrators' global leadership attributes and behaviors. *International Journal of Modern Education Studies*, 9(1), 83-114. <https://doi.org/10.51383/ijonmes.2024.398>

¹ This article is derived from the PhD dissertation of Meral Halisdemir, conducted under the supervision of A. Faruk Levent.

² Asst. Prof., Istanbul Commerce University, Istanbul, Türkiye. mhalisdemir@ticaret.edu.tr,

 <https://orcid.org/0000-0001-6023-8940>

³ Prof., Marmara University, Ataturk Educational Faculty, Istanbul, Türkiye. faruk.levent@marmara.edu.tr,

 <https://orcid.org/0000-0003-3429-6666>

INTRODUCTION

In the first quarter of the 21st century, one of the primary challenges in educational management is navigating the uncertainty brought about by rapid change. As instability continues to rise, educational administrators are increasingly viewed as key contributors to addressing the complex problems and challenges associated with globalization. In a world that is becoming ever more interconnected, school administrators are expected to step into the role of global leaders.

Educational leaders recognize that educational problems in their countries are similar to those in other countries and that some problems transcend national borders. It is through leadership that attention can be directed to common interests in the face of similar problems (Lewis & Malmgren, 2018). Leaders operating on a global scale need to be able to manage uncertain and complex situations and communicate effectively. All these point to the need for leaders to be “masters of reinvention” (Javidan et al., 2016). In the last quarter of a century, globalization has moved educational management and leadership from local to universal (Lewis & Malmgren, 2018). Several factors contribute to the growing expectation for school administrators to function as global leaders:

(1) The global outbreak of COVID-19 marked a significant turning point in education (Daniel, 2020). Universities and schools worldwide were compelled to suspend or cancel on-campus activities such as conferences, concerts, and sports events due to widespread public concern and panic. To adapt, educational institutions rapidly transitioned from face-to-face learning to distance education (Gewin, 2020). In this context, educational administrators are expected to cultivate global leadership skills to understand and respond to the micro-level impacts of macro-scale crises. Managing the disruptions caused by unexpected global events like pandemics requires leaders who can navigate chaos effectively, ensuring continuity and stability in schools.

(2) Given the interconnectedness of the modern world, the need to create globally conscious students has increased (Armstrong, 2023). Cultural diversity in schools is increasing due to internationalization and migration in education. This situation necessitates new strategies and decisions in education management (Juang & Schachner, 2020). The presence of global leaders is important to address and integrate the challenges posed by increasing diversity and demographic movements.

(3) Generation Z, defined as digital natives (Prensky, 2001), is now entering the workforce, and it is predicted that their career trends will be different from previous generations. Especially for the new generation, geographical borders are becoming less and less binding. It is predicted that digital natives will create radical changes in the workforce worldwide in the coming decades (Agarwal & Vaghela, 2018). In this context, it is necessary to meet the educational needs of generations oriented towards new lifestyles.

Today, many problems such as the climate crisis, financial crises, neo-liberal movements, and post-modern imperialist attacks have manifested as educational problems, raising awareness of globalization (Lewis & Malmgren, 2018). The impact of each global issue on schools requires an understanding of globalization. In this context, the accumulation of intellectual capital, including global leadership attributes and behaviors, education and experience abroad, and the acquisition of a global mindset, has become important in leadership education.

Global Leadership

Global leadership, which first emerged in the 1990s and was introduced into the literature in 2001, involves managing organizations and processes that engage with multiple cross-border stakeholders, navigating complexities arising from geographical and cultural differences (Mendenhall, 2018). Unlike traditional leadership, global leadership is an evolving field that extends beyond local leadership research and encompasses intricate theoretical frameworks. It continues to develop as scholars explore its complexities and broader implications (Maznevski & Chui, 2018).

The two main dimensions of globalization are “complexity” and “crossing borders”. Complexity, which is effective in the emergence of global leadership, creates unpredictable situations involving four factors: multiplicity, interdependence, uncertainty, and flow. These four factors can be briefly explained as follows (Mendenhall & Bird, 2013):

(1) *Multiplicity*: As globalization involves not just “more” but “more and different”, these leaders engage with different competitors and stakeholders, governmental and non-governmental organizations. Multiplicity represents a situation in which the leader has to deal with a variety of problems and make the right choice from an infinite number of possibilities.

(2) *Interdependence*: Interdependence has a high degree of difficulty because it requires diversity management. Factors that increase interdependence, such as alliances, initiatives, shared value chains, and virtual teamwork, set the bar for performance.

(3) *Uncertainty*: *The information pollution in global business environments includes foggy situations, such as the validity of interpretations that vary according to cultural norms, making cross-border management difficult.*

(4) *Flow and Continuous Change*: Continuous change is characterized by a dynamic and complex meta-context that influences educational environments. This dynamic involves non-linear patterns of flow, including shifts in values, organizational structures, socioeconomic trends, and political stability.

School administrators operating in this environment must develop the ability to anticipate and adapt to these non-linear changes. This requires global leadership skills to navigate uncertainties, balance competing priorities, and foster resilience within their institutions amid evolving external conditions.

The boundaries of global organizations are more permeable and ambiguous than traditional structures. In this context, global leadership requires more than local leadership (Maznevski & Chui, 2018). Global leaders need flexible boundaries, within and outside the organization, in the complex environments in which they operate, so they can physically move anywhere in the world. These elements are the main attributes that distinguish global leaders from other leaders. Another distinguishing feature of global leadership is the ability to influence different communities and focus on the world at large (Javidan & Walker, 2012; Quirk & Gustafson, 2019). These leaders must possess the specific skills required by global leadership and do so without relying on traditional sources of authority (Mendenhall, 2018). Global leadership embodies holism, and the literature frequently emphasizes the ability of these leaders to manage differences (Chin & Trimble, 2015). Developing a global mindset for leaders to master managing fragile, complex, and interdependent relationships is an important factor for success (Story, 2011).

Global Mindset

Global mindset is defined as the awareness of cultural and organizational diversity (Story, 2011). Global mindset is a concept that includes many elements such as attitudes, competencies, behaviors, strategies, and practices (Levy et al., 2007). Managing organizations on a global scale requires a new mindset. According to the 2004 Global Mindset Project (GMP), a worldwide study, there are three main components of global mindset: intellectual, psychological, and social capital (Javidan & Walker, 2012).

Zhang, Bohley, and Wheeler's (2017) study on educational leaders' understanding of global literacy in the United States explored how educators align their leadership skills with global literacy and global-local competencies. Saltsman and Shelton (2019) concluded that while generic leadership competencies remain relevant, global leadership competencies are valued more highly than local leadership skills and even more than management-oriented educational competencies. Similarly, Bainbridge and Thomas (2006) emphasized that effective educational leaders should embody both idealism and practicality, demonstrating a commitment to universal principles and the practical value of education.

An examination of the literature reveals a limited number of studies investigating the practical implications of global leadership attributes and behaviors of school administrators. This study aims to explore the global leadership attributes and behaviors of school administrators. Specifically, the quantitative aspect of the study seeks to determine whether the six themes and 21 items from the GLOBE scale developed by House et al. (2004)—“charismatic/value-based”, “team-oriented”, “self-protective”, “participative”, “humane-oriented” and “autonomous”—vary based on the variables of (1) gender, (2) education level, (3) professional seniority, and (4) duration of employment at their schools. The qualitative component of the study aims to examine school administrators' perceptions of global leadership attributes and behaviors.

METHOD

Research Model

This study, which investigates the global leadership attributes and behaviors of school administrators, employs the triangulation design, - one of the mixed-methods approaches that integrates qualitative and quantitative methodologies. In triangulation, simultaneous parallel, design, data collection, evaluation, and interpretation occur concurrently (Creswell, 2021). For the qualitative dimension of the study, data were gathered from school administrators; while for the quantitative dimension, data were collected from teachers who evaluated the school administrators. The model used within the scope of this research is given in Figure 1.

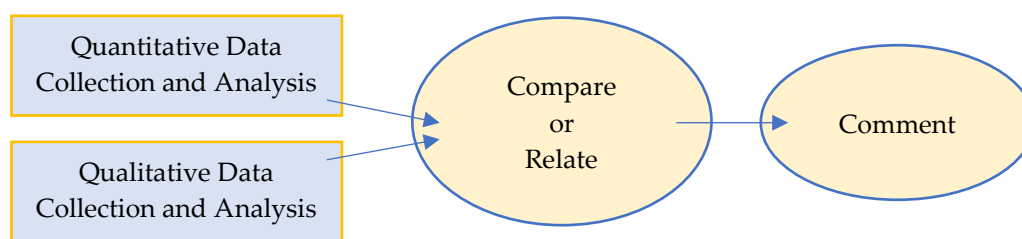


Figure 1. The Convergent Parallel Pattern (Creswell, 2021)

The general survey model was used in the quantitative dimension of the study. The survey model is a research model that aims to describe a past or existing situation as it is (Karasar, 2008). In the qualitative dimension of the study, the phenomenological design was preferred, and the essence of the subject was to be explored in depth. Accordingly, a literature review for global leadership was conducted, and then a semi-structured interview form was prepared. The interview questions were first subjected to a pilot study. After the necessary corrections were made, the questions were directed to the participants, who were school administrators.

The Study Group

The population for the quantitative dimension of the study comprises teachers working in public and private middle and high schools in Istanbul during the 2021-2022 academic year. The sample group includes 502 volunteer teachers selected using the simple random sampling method. Demographic information on the participant teachers is provided in Table 1.

Table 1*Demographic Information of the Participant Teachers*

Variable	Group	N	%
Gender	Female	337	67.1
	Male	165	32.9
Education level	Bachelor	377	75.1
	Postgraduate	125	24.9
Seniority	1-5 year	146	29.1
	6-10 year	85	16.9
	11-15 year	81	16.1
	16-20 year	66	13.1
	+20 year	124	24.7
Duration of employment at their current school	1-5 year	327	65.1
	6-10 year	110	21.9
	11-15 year	37	7.4
	16-20 year	16	3.2
	+20 year	12	2.4

The study group for the qualitative dimension of the research consists of school administrators working in middle and high schools in Istanbul during the 2021-2022 academic year. A total of 20 school administrators were selected using affinity sampling, a subtype of purposive sampling method. Demographic information of the participant school administrators is presented in Table 2.

Table 2*Demographic Information of the Participant School Administrators*

	Age	Gender	Position	Seniority (Year)	Experience abroad	Multicultural school experience	Master's Degree
P1	44	M	Principal	22	Experienced	In part	Yes
P2	49	M	Principal	19	Experienced	In part	Yes
P3	40	F	Vice Principal	4	Experienced	Experienced	Yes
P4	43	F	Vice Principal	7	None	Experienced	No
P5	49	F	Principal	20	Experienced	Experienced	Yes
P6	30	M	Principal	1	None	None	Continues
P7	31	M	Principal	5	None	In part	Continues
P8	53	M	Principal	24	None	None	No
P9	35	M	Principal	1	None	None	Yes
P10	40	M	Principal	10	Experienced	Experienced	No
P11	42	M	Principal	9	Experienced	In part	No
P12	39	F	Principal	4	Experienced	None	Yes
P13	37	F	Vice Principal	5	None	None	No
P14	50	M	Principal	21	None	None	No
P15	35	M	Principal	7	Experienced	In part	Continues
P16	43	M	Principal	12	None	None	No
P17	49	M	Principal	14	None	In part	No
P18	58	F	Principal	19	None	None	No
P19	50	F	Principal	13	None	None	No
P20	55	M	Principal	20	Experienced	In part	No

Data Collection Tools

In the quantitative dimension of the study, the Global Leadership and Organizational Behavior Effectiveness (GLOBE) Scale prepared by House et al. (2004) was used. In the GLOBE study, 21 sub-dimensions emerged under six main global leadership dimensions that contribute to or hinder effective leadership. The item matching of the six dimensions in the culturally validated implicit leadership theory with the 21 sub-dimensions is presented in Table 3.

Table 3

Global Culturally Endorsed Implicit Leadership (CLT) Dimensions

1. Charismatic/Value-Based <ul style="list-style-type: none"> • Charismatic I: Visionary • Charismatic II: Inspirational • Charismatic III: Self-sacrifice • Integrity • Decisive • Performance oriented 	2. Team-Oriented <ul style="list-style-type: none"> • Team I: Collaborative Team Orientation • Team II: Team Integrator • Diplomatic • Malevolent (reverse scored) • Administratively competent
3. Self-Protective <ul style="list-style-type: none"> • Self-centered • Status conscious • Conflict inducer • Face saver • Procedural 	4. Participative <ul style="list-style-type: none"> • Autocratic (reverse scored) • Nonparticipative (reverse scored)
5. Humane-Oriented <ul style="list-style-type: none"> • Modest • Humane orientation 	6. Autonomous <ul style="list-style-type: none"> • Autonomous

To assess the reliability of the Global Leadership and Organizational Behavior Effectiveness (GLOBE) scale, internal consistency was measured using Cronbach's alpha. The 21 leadership sub-dimensions had an average internal consistency value of 0.75, demonstrating sufficient reliability. Sub-dimensions with lower internal consistency were retained in the scale, as they were considered valuable for predicting specific leadership traits, and inter-item correlation tests were conducted to further evaluate the scale's reliability. The results indicate that the scale items demonstrated an adequate level of reliability.

In the qualitative dimension of the study, data were collected using a semi-structured interview form comprising seven questions. These questions were developed based on a literature review and initially tested with pilot practitioners. Following the feedback received, necessary revisions were made, and the questions were finalized with input from experts. The finalized semi-structured interview form was administered to the participants, who were school administrators, through face-to-face interviews.

Data Analysis

The data in the quantitative dimension of the research were analyzed using a statistical software package. To assess the reliability of the sub-dimensions of the GLOBE Scale, Cronbach's alpha internal consistency coefficients were calculated. Descriptive statistics were used to analyze the distribution of teachers according to demographic characteristics. For categorical demographic variables, percentage and frequency statistics were calculated, while for continuous variables, mean, standard deviation, minimum, and maximum values were determined. To evaluate the global leadership levels of school administrators, mean and standard deviation values were calculated. Difference tests were then conducted to assess whether the mean scores obtained by teachers for the sub-dimensions and themes of the scale, varied based on gender, educational level, professional seniority, and length of service in their schools. Due to the insufficient number of teachers with doctoral degrees, participants with master's and doctoral degrees were grouped into a single category. Independent samples t-tests were used for the gender and education level variables, while one-way analysis of variance (ANOVA) was applied for seniority and working time variables. All inferential analyses used a significance threshold of $p < 0.05$. To verify the normality of the scale distribution, kurtosis and skewness values were examined and found to be within the range of -2 to +2. These results indicated no violation of the normal distribution, allowing for the use of parametric analyses in the study.

Qualitative data were collected through face-to-face interviews, with the participants' permission to audio record the conversations. The collected data were then transferred to the MAXQDA 2022 program and analyzed using content analysis. As a result of the analysis, themes, sub-themes, and codes were identified.

Ethical considerations

In the course of this research, we paid scrupulous attention to ethical guidelines, ensuring that the integrity and reliability of the study were never compromised. For the quantitative phase, data were meticulously harvested electronically, ensuring the privacy and anonymity of respondents. The absence of demographic data collection further cemented this confidentiality. Moving onto the qualitative portion, every interviewee was formally apprised of the research's objectives, methodologies, and potential implications. Importantly, they were reassured in writing about their right to withdraw from the study without any repercussions. All data acquired, including the interview tools and participants' consent documents, were securely stored on the researcher's personal computer, fortified by stringent password protection measures.

Ethical Review Board: Marmara University, Institute of Educational Sciences

Date of Ethics Review Decision: 15.08.2022

Ethics Assessment Document Issue Number: 22.06.2022/05-53

FINDINGS

1. Quantitative Dimension of the Study

School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Gender

The findings from the independent samples t-test to assess differences in the charismatic/value-based dimension of school administrators' global leadership attributes and behaviors are presented in Table 4, as perceived by participant teachers based on their gender.

Table 4

Independent Samples t-test Results for Differences in the Charismatic/Value-Based Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Gender

	Group	N	\bar{X}	SD	t	df	p
Visionary	Female	337	6.78	0.52	4.27	500	0.001**
	Male	165	6.53	0.80			
Inspirational	Female	337	6.54	0.63	2.73	500	0.007**
	Male	165	6.35	0.86			
Self-sacrifice	Female	337	4.95	1.29	-3.07	500	0.002**
	Male	165	5.31	1.12			
Integrity	Female	337	6.71	0.57	2.31	500	0.021*
	Male	165	6.57	0.80			
Decisive	Female	337	6.57	0.69	3.06	500	0.002**
	Male	165	6.35	0.86			
Performance oriented	Female	337	5.68	1.06	-1.36	500	0.174
	Male	165	5.82	1.08			
Subscale Total	Female	337	2.10	0.96	0.90	500	0.370
	Male	165	2.59	1.21			

* $p < 0.05$; ** $p < 0.01$

As shown in Table 4, the mean scores obtained from female and male teachers for the “visionary” and “inspirational” sub-dimensions differ significantly ($p < 0.01$), with female teachers scoring significantly higher. Similarly, for the “self-sacrifice” sub-dimension, there was a statistically significant difference based on gender ($p < 0.01$), with male teachers obtaining significantly higher mean scores. The independent samples t-test for the “Integrity” sub-dimension revealed a statistically significant differentiation in mean scores ($p < 0.05$) with female teachers scoring significantly higher. Regarding the “Decisive” sub-dimension, a statistically significant difference was observed between female and male teachers ($p < 0.01$), with female teachers again scoring significantly higher. However, no significant difference was found between female and male participants in the “performance-oriented” sub-dimension or the overall “charismatic/value-based” dimension ($p > 0.05$).

To determine whether the global leadership attributes and behavior levels of school administrators differed based on teachers' gender in the team-oriented dimension, an independent samples t-test was applied. The findings are presented in Table 5.

Table 5

Independent Samples t-test Results for Differences in the Team-Oriented Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Gender

	Group	N	\bar{X}	SD	t	df	p
Collaborative team orientation	Female	337	6.21	0.52	2.21	500	0.028*
	Male	165	6.15	0.72			
Team integrator	Female	337	6.55	0.61	4.50	500	0.001**
	Male	165	6.41	0.86			
Diplomatic	Female	337	6.77	0.50	5.17	500	0.001**
	Male	165	6.49	0.88			
Malevolent (reverse scored)	Female	337	6.39	0.72	-5.42	500	0.001**
	Male	165	6.01	0.87			
Administratively competent	Female	337	1.21	0.60	4.44	500	0.001**
	Male	165	1.62	1.13			
Subscale Total	Female	337	4.90	1.31	3.29	500	0.001**
	Male	165	5.14	1.17			

* $p < 0.05$; ** $p < 0.01$

As seen in Table 5, the independent samples t-test conducted to determine the differences in mean scores for the sub-dimensions of "collaborative team orientation", "team integrator", "diplomatic", and "malevolent" based on gender revealed significant differences ($p < 0.05$, $p < 0.01$). This differentiation is due to higher mean scores from female teachers, in these sub-dimensions. However, in terms of the 'administratively competent' and 'team-oriented' sub-dimensions, a statistically significant difference was found between the mean scores of female and male teachers ($p < 0.01$), with male teachers reporting higher mean scores.

An independent samples t-test was conducted to determine whether the global leadership attributes and behaviors levels of school administrators differed based on the gender of teachers in the self-protective dimension. The findings are presented in Table 6.

Table 6

Independent Samples t-test Results for Differences in the Self-Protective Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Gender

	Group	N	\bar{X}	SD	t	df	p
Self-Centered	Female	337	6.74	0.57	-6.17	500	0.001**
	Male	165	6.46	0.81			
Status Conscious	Female	337	5.53	0.34	-1.21	500	0.227
	Male	165	5.40	0.57			
Conflict Inducer	Female	337	1.55	0.73	-3.09	500	0.002**
	Male	165	2.08	1.20			

Face Saver	Female	337	4.35	1.42	-3.93	500	0.001**
	Male	165	4.51	1.31			
Procedural	Female	337	3.74	1.20	-1.50	500	0.134
	Male	165	4.08	1.11			
Subscale Total	Female	337	6.26	1.01	-4.61	500	0.001**
	Male	165	6.14	1.07			

**p<0.01

As seen in Table 6, the results of the independent samples t-test, conducted to determine the differences in the mean scores for the egocentric sub-dimension and the total dimension based on gender, show a statistically significant difference ($p<0.01$). This difference is due to the higher mean scores obtained from female teachers. Additionally, the mean scores for the “conflict inducer” and “face saver” sub-dimensions differed statistically significantly ($p<0.01$), with male teachers obtaining higher mean scores. However, for the “status conscious” and “procedural” sub-dimensions, no significant difference was found based on gender ($p>0.05$).

An independent samples t-test was applied to determine whether the global leadership attributes and behavior levels of school administrators differed in relation to the gender of teachers, within the participative dimension. The findings are presented in Table 7.

Table 7

Independent Samples t-test Results for Differences in the Participative Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Gender

	Group	N	\bar{X}	SD	t	df	p
Autocratic	Female	337	2.47	1.31	-3.89	500	0.001**
	Male	165	2.97	1.45			
Nonparticipative	Female	337	4.11	1.24	-4.66	500	0.001**
	Male	165	4.29	1.28			
Subscale Total	Female	337	5.58	0.93	-4.89	500	0.001**
	Male	165	5.64	0.92			

**p<0.01

As shown in Table 7, the independent samples t-test results indicate that the scores for the “autocratic” and “non-participatory” sub-dimensions, as well as the “total sub-dimension”, differ statistically significantly between female and male teachers ($p<0.01$). This difference is attributed to the higher scores obtained by male teachers.

An independent samples t-test was conducted to determine whether the global leadership attributes and behaviors levels of school administrators in the humane-oriented dimension differed based on the gender of the teachers. The findings are presented in Table 8.

Table 8

Independent Samples t-test Results for Differences in the Humane-Oriented Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Gender

	Group	N	\bar{X}	SD	t	df	p
Modest	Female	337	2.08	1.11	1.23	500	0.219
	Male	165	2.52	1.32			
Humane orientation	Female	337	4.00	1.20	-0.68	500	0.500
	Male	165	4.54	1.27			
Subscale Total	Female	337	3.24	0.73	-1.98	500	0.048*
	Male	165	3.59	0.88			

* $p < 0.05$

As shown in Table 8, the independent samples t-test results indicate that the scores of female and male teachers did not differ statistically significant in the "humane orientation" sub-dimension and the "modest" sub-dimension ($p > 0.05$). However, the test results for the total sub-dimension scores revealed a statistically significant difference ($p < 0.05$), with male teachers achieving higher scores.

An independent samples t-test was conducted to determine whether the global leadership attributes and behaviors levels of school administrators differed based on teachers' gender in the autonomous dimension. The findings are presented in Table 9.

Table 9

Independent Samples t-test Results for Differences in the Autonomous Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Gender

	Group	N	\bar{X}	SD	t	df	p
Autonomous	Female	337	2.12	1.15	-4.63	500	0.001**
	Male	165	2.66	1.35			

** $p < 0.01$

As shown in Table 9, the results of the independent samples t-test conducted for the "autonomous" sub-dimension indicate a statistically significant difference in the scores of female and male teachers ($p < 0.01$). This difference is attributed to the higher mean scores obtained from male teachers.

School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Education Level

The findings of the independent samples t-test, conducted to determine whether school administrators' global leadership attributes and behaviors differ based on the teachers' education level, are presented in Table 10.

Table 10

Independent Samples t-test Results on the Differences in School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Education Level

Dimensions	Sub-dimensions	Group	p
Charismatic/Value-Based	Visionary	Bachelor's degree & Postgraduate	$p>0.05$
	Inspirational		
	Self-sacrifice		
	Integrity		
	Decisive		
	Performance oriented		
	Collaborative Team Orientation		
Team Oriented	Team Integrator	Bachelor's degree & Postgraduate	$p>0.05$
	Diplomatic		
	Malevolent		
	Administratively competent		
Self-Protective	Self-centered	Bachelor's degree & Postgraduate	$p>0.05$
	Status consciousness		
	Conflict inducer		
	Face saver		
Participative	Procedural	Bachelor's degree & Postgraduate	$p>0.05$
	Autocratic		
	Nonparticipative		
Humane Oriented	Modest	Bachelor's degree & Postgraduate	$p>0.05$
	Humane orientation		
Autonomous	Autonomous	Bachelor's degree & Postgraduate	$p>0.05$

As shown in Table 10, the results of the independent samples t-test revealed no statistically significant differences between the scores of male and female teachers ($p>0.05$).

The test was conducted to analyze the distribution of school administrators' global leadership attributes and behaviors across the sub-dimensions of the scale, based on the education level of teachers.

School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Professional Seniority

According to the results of the one-way analysis of variance conducted to determine whether the score distributions of school administrators in the "participatory", "humane oriented", and "autonomous" dimensions differed based on the professional seniority of teachers, no statistically significant difference was found ($p>0.05$).

An Independent samples t-test was applied to determine whether the global leadership attributes and behaviors of school administrators differed based on the professional seniority of teachers in the charismatic/value-based dimension, and the findings are presented in Table 11.

Table 11

Independent Samples t-test Results for Differences in the Charismatic/Value-Based Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Professional Seniority

	Group	N	Mean	Sd.		Sum of Square	Sd	Mean Square	F	p
Visionary	1-5	146	6.69	0.64	B.Groups	3	4	0.63	1.57	0.180
	6-10	85	6.64	0.67	W.Groups	199	497	0.40		
	11-15	81	6.85	0.36	Total	202	501			
	16-20	66	6.64	0.71						
	+20 year	124	6.68	0.69						
Inspirational	1-5	146	6.41	0.78	B.Groups	2	4	0.55	1.06	0.374
	6-10	85	6.47	0.64	W.Groups	257	497	0.52		
	11-15	81	6.61	0.54	Total	259	501			
	16-20	66	6.51	0.66						
	+20 year	124	6.46	0.82						
Self-sacrifice	1-5	146	4.87	1.17	B.Groups	16	4	4.11	2.70	0.030*
	6-10	85	4.96	1.08	W.Groups	757	497	1.52		
	11-15	81	5.03	1.46	Total	774	501			
	16-20	66	5.41	1.21						
	+20 year	124	5.20	1.25						
Integrity	1-5	146	6.59	0.67	B.Groups	3	4	0.70	1.62	0.168
	6-10	85	6.65	0.62	W.Groups	214	497	0.43		
	11-15	81	6.82	0.44	Total	217	501			
	16-20	66	6.69	0.64						
	+20 year	124	6.64	0.78						
Decisive	1-5	146	6.50	0.79	B.Groups	1	4	0.37	0.64	0.633
	6-10	85	6.51	0.63	W.Groups	286	497	0.58		
	11-15	81	6.58	0.62	Total	288	501			
	16-20	66	6.38	0.82						
	+20 year	124	6.50	0.84						

Performance oriented	1-5	146	5.54	1.03	B.Groups	15	4	3.83	3.44	0.009**
	6-10	85	5.65	1.07	W.Groups	553	497	1.11		
	11-15	81	5.62	1.10	Total	569	501			
	16-20	66	5.89	1.05						
	+20 year	124	5.97	1.05						
Total	1-5	146	6.10	0.54	B.Groups	2	4	0.55	1.57	0.181
	6-10	85	6.15	0.51	W.Groups	174	497	0.35		
	11-15	81	6.25	0.51	Total	176	501			
	16-20	66	6.25	0.67						
	+20 year	124	6.24	0.70						

**p<0.01

As seen in Table 11, it was determined that the mean scores obtained for the "performance-oriented" sub-dimension differed significantly among teachers with different professional seniority ($p<0.01$). Tukey HSD post hoc analysis was performed to identify which subgroups this differentiation was attributed to. It was found that the result was caused by differences between teachers with 1-5 years of seniority and those with over 20 years of seniority ($p<0.01$). There was no significant difference was observed between the other subgroups ($p>0.05$).

To determine whether the global leadership attributes and behaviors of school administrators differ according to the professional seniority of teachers in the team-oriented dimension, an independent samples t-test was applied, and the findings are presented in Table 12.

Table 12

Independent Samples t-test Results for Differences in the Team-Oriented Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Professional Seniority

	Group	N	Mean	Sd.		Sum of Square	Sd	Mean Square	F	p
Collaborative Team-Orientation	1-5	146	6.50	0.66	B.Groups	5	4	1.14	2.32	0.056
	6-10	85	6.54	0.70	W.Groups	245	497	0.49		
	11-15	81	6.55	0.56	Total	250	501			
	16-20	66	6.27	0.86						
	+20 year	124	6.58	0.74						
Team Integrator	1-5	146	6.69	0.60	B.Groups	1	4	0.21	0.48	0.748
	6-10	85	6.66	0.64	W.Groups	220	497	0.44		
	11-15	81	6.76	0.45	Total	221	501			
	16-20	66	6.68	0.66						
	+20 year	124	6.63	0.84						
Diplomatic	1-5	146	6.35	0.76	B.Groups	7	4	1.81	2.95	0.020*
	6-10	85	6.25	0.84	W.Groups	306	497	0.62		
	11-15	81	6.43	0.61	Total	313	501			
	16-20	66	6.16	0.89						
	+20 year	124	6.11	0.81						
Malevolent	1-5	146	1.39	0.88	B.Groups	2	4	0.44	0.63	0.645
	6-10	85	1.41	1.08	W.Groups	347	497	0.70		
	11-15	81	1.28	0.83	Total	349	501			

	16-20	66	1.24	0.56						
	+20 year	124	1.34	0.71						
	1-5	146	6.70	0.67	B.Groups	2	4	0.49	1.08	0.364
	6-10	85	6.62	0.66	W.Groups	225	497	0.45		
	11-15	81	6.73	0.56	Total	227	501			
Administratively competent	16-20	66	6.53	0.71						
	+20 year	124	6.62	0.73						
	1-5	146	5.53	0.39	B.Groups	2	4	0.38	2.04	0.087
	6-10	85	5.50	0.34	W.Groups	91	497	0.18		
	11-15	81	5.55	0.32	Total	93	501			
	16-20	66	5.37	0.47						
Total	+20 year	124	5.46	0.55						

**p<0.05

As seen in Table 12, the mean scores for the “diplomatic” sub-dimension differed significantly based on the professional seniority of teachers ($p<0.05$). To further explore this differentiation, Tukey HSD post hoc analysis was conducted, revealing that the significant difference was primarily between teachers with 11-15 years of seniority and those with more than 20 years of seniority ($p<0.05$).

An independent samples t-test was applied to determine whether school administrators' global leadership attributes and behaviors differed, based on teachers' professional seniority, in the “self-protective” dimension, and the findings are presented in Table 13.

Table 13

Independent Samples t-test Results for Differences in the Self-Protective Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Professional Seniority

	Group	N	M	SD.		Sum of Square	Sd	Mean Square	F	p
Self-centered	1-5	146	1.80	0.96	B.Groups	4	4	1.09	1.22	0.300
	6-10	85	1.83	1.13	W.Groups	444	497	0.89		
	11-15	81	1.60	0.86	Total	448	501			
	16-20	66	1.60	0.73						
	+20 year	124	1.71	0.95						
Status consciousness	1-5	146	4.37	1.43	B.Groups	4	4	0.91	0.47	0.756
	6-10	85	4.51	1.23	W.Groups	955	497	1.92		
	11-15	81	4.35	1.21	Total	959	501			
	16-20	66	4.25	1.49						
	+20 year	124	4.48	1.48						
	1-5	146	3.79	1.25	B.Groups	10	4	2.51	1.82	0.124
	6-10	85	3.85	1.16	W.Groups	685	497	1.38		
Conflict inducer	11-15	81	3.66	1.07	Total	695	501			
	16-20	66	3.81	1.21						
	+20 year	124	4.08	1.13						
	1-5	146	2.59	1.37	B.Groups	21	4	5.19	2.78	0.026*
	6-10	85	2.59	1.38	W.Groups	929	497	1.87		
	11-15	81	2.29	1.17	Total	949	501			
Face saver	16-20	66	2.67	1.45						
	+20 year	124	2.92	1.43						
Procedural	1-5	146	4.33	1.29	B.Groups	12	4	3.01	1.92	0.105
	6-10	85	4.03	1.14	W.Groups	779	497	1.57		

	11-15	81	3.97	1.22	Total	791	501			
	16-20	66	4.00	1.37						
	+20 year	124	4.29	1.23						
	1-5	146	3.38	0.84	B.Groups	6	4	1.44	2.25	0.062
	6-10	85	3.36	0.79	W.Groups	317	497	0.64		
	11-15	81	3.17	0.69	Total	322	501			
	16-20	66	3.27	0.71						
Total	+20 year	124	3.50	0.86						

**p<0.05

As seen in Table 13, the mean scores for the “face saver” sub-dimension significantly differed among teachers with varying professional seniority ($p<0.05$). Tukey HSD post hoc analysis revealed that this difference was due specifically to the distinction between teachers with 11-15 years of seniority and those with over 20 years of seniority ($p<0.05$).

School Administrators’ Global Leadership Attributes and Behaviors based on Teachers’ Length of Service

According to the results of the one-way analysis of variance (ANOVA) conducted to determine whether the score distributions of school administrators in the “autonomous”, “charismatic/value-based”, “self-protective”, and “participatory” dimensions differed based on the teachers' length of service in their schools, it was found that there was no statistically significant difference ($p > 0.05$).

An independent samples t-test was conducted to determine whether the global leadership attributes and behavior levels of school administrators differed based on the teachers' length of service in their schools, in the team-oriented dimension. The findings are presented in Table 14.

Table 14

Independent Samples t-test Results for Differences in the Team-Oriented Dimension of School Administrators’ Global Leadership Attributes and Behaviors based on Teachers’ Length of Service in their schools

	Group	n	Mean	SD		Sum of Square	Sd	Mean Square	F	p
Collaborative Team-Orientation	1-5	327	6.49	0.75	B.Groups	4	2	1.94	3.95	0.020*
	6-10	110	6.64	0.51	W.Groups	246	499	0.49		
	10+ year	65	6.34	0.75	Total	250	501			
Team Integrator	1-5	327	6.67	0.66	B.Groups	2	2	1.00	2.29	0.102
	6-10	110	6.77	0.51	W.Groups	219	499	0.44		
	10+ year	65	6.55	0.88	Total	221	501			
Diplomatic	1-5	327	6.28	0.80	B.Groups	1	2	0.49	0.78	0.458
	6-10	110	6.26	0.72	W.Groups	312	499	0.63		
	10+ year	65	6.15	0.85	Total	313	501			
Malevolent	1-5	327	1.37	0.87	B.Groups	2	2	0.96	1.38	0.254
	6-10	110	1.23	0.75	W.Groups	347	499	0.70		
	10+ year	65	1.42	0.79	Total	349	501			
Administratively competent	1-5	327	6.64	0.72	B.Groups	1	2	0.54	1.18	0.307
	6-10	110	6.73	0.48	W.Groups	226	499	0.45		
	10+ year	65	6.58	0.71	Total	227	501			

	1-5	327	5.49	0.44	B.Groups	1	2	0.30	1.60	0.203
	6-10	110	5.53	0.29	W.Groups	92	499	0.19		
Total	10+ year	65	5.41	0.54	Total	93	501			

As seen in Table 14, it was determined that the mean scores obtained for the "collaborative team orientation" sub-dimension differed significantly among the teachers based on their length of service in their schools ($p<0.05$). Tukey HSD post-hoc analysis revealed that this differentiation was primarily due to the differences between teachers with 16-20 years of service in their schools ($p<0.05$).

An independent samples t-test was applied to determine whether the global leadership attributes and behaviors of school administrators in the human-oriented dimension differed based on teachers' length of service in their schools. The findings are given in Table 15.

Table 15

Independent Samples t-test Results for Differences in the Human-Oriented Dimension of School Administrators' Global Leadership Attributes and Behaviors based on Teachers' Length of Service in their schools

	Group	n	Mean	Sd		Sum of Square	Sd	Mean Square	F	p
Modest	1-5	327	5.00	1.28	B.Groups	0	2	0.08	0.05	0.949
	6-10	110	4.96	1.29	W.Groups	809	499	1.62		
	10+ year	65	4.95	1.19	Total	809	501			
Humane Oriented	1-5	327	6.15	1.09	B.Groups	9	2	4.55	4.36	0.013*
	6-10	110	6.48	0.71	W.Groups	521	499	1.05		
	10+ year	65	6.15	1.12	Total	531	501			
Total	1-5	327	5.57	0.95	B.Groups	2	2	0.96	1.12	0.327
	6-10	110	5.72	0.81	W.Groups	426	499	0.85		
	10+ year	65	5.55	0.96	Total	428	501			

** $p<0.05$

As shown in Table 15, the mean scores obtained for the 'humanistic' sub-dimension differed significantly based on the length of service of the teachers in their schools ($p<0.05$). Tukey HSD post hoc analysis was conducted to identify the specific groups contributing to this difference. The significant difference was caused by the variation between teachers with 1-5 years of service and those with 6-10 years of service ($p<0.05$).

2. Qualitative Dimension of the Study

As a result of the content analysis of the data obtained from the interviews with the school administrators in the study group, two themes emerged regarding the global leadership attributes and behaviors of school administrators. The first theme focuses on the global leadership attributes, while the second theme addresses the global leadership

behaviors of the school administrators. The participants' opinions on the global leadership attributes of school administrators are presented in Table 16.

Table 16

Global Leadership Attributes of School Administrators

Sub-theme	Code	Participants
Psychological Capital	Positive perspective	P1, P2, P3, P4, P5, P7, P8, P10, P11, P13, P14, P15, P16, P17, P18, P19, P20
	Empathy skills	P1, P2, P3, P4, P7, P8, P10, P13, P14, P15, P16, P17, P18, P19, P20
	Self-confidence	P1, P2, P3, P5, P7, P8, P9, P11, P15, P17, P18, P19, P20
	Authenticity	P1, P2, P4, P5, P6, P8, P11, P13, P15, P16, P18
	Reactivity	P1, P7, P13, P14, P15, P16, P17, P18, P20
	Peaceful	P1, P2, P3, P4, P9, P12, P13, P15, P17
	Development orientated	P2, P3, P7, P8, P9, P15, P16, P17, P20
	Collective consciousness	P1, P8, P9, P10, P17, P19, P20
	Leadership	P1, P2, P15, P17, P18
	Pro-activity	P2, P5, P15
Social Capital	Communication skills	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P20
	Relationship management	P1, P3, P6, P7, P8, P10, P13, P15, P16, P17, P18, P19, P20
	Creating synergy for teamwork	P1, P4, P5, P13, P15, P16, P17, P18, P19, P20
	The art of rhetoric	P1, P2
	Information literacy	P1, P3, P5, P6, P8, P9, P11, P12, P13, P15, P16, P17, P18, P20
Intellectual Capital	Digital literacy	P1, P3, P4, P5, P7, P11, P12, P13, P14, P15, P17, P19
	Strategic thinking	P1, P2, P3, P7, P8, P12, P13, P17, P18, P19
	Visionary	P1, P6, P8, P12, P15, P17
	Master's degree graduation	P1, P2, P3, P5, P9, P12
	Organiser	P2, P5, P7, P9, P15
	Foreign language proficiency	P1, P3, P7, P8, P16
	Experience abroad	P1, P10, P18
	Intellectual property	P1, P7

When the "psychological capital" theme under the "global leadership attributes" theme was analyzed, the most frequently cited code was "positive perspective". While the code 'communication skills' was the most cited code in the social capital sub-theme, 'information literacy' was the most cited code in the 'intellectual capital' sub-theme. Some of the participant opinions on this theme are given below:

"...There was considerable turmoil arising from differences. Our Syrian students created a tense atmosphere in the school due to forming groups, and fights increased. We saw children who did not understand this. We experienced conflicts with parents who expressed that they

did not want Syrian parents. For a solution, we held meetings to explain that this was a difficult process everyone was going through and that we should get used to living together. Our counselling service stepped in. Our counselling service attempted to address questions such as whether the problem stems from the child's own psychology, whether it arises from dynamics within the group, or whether cultural differences create problems, all in collaboration with stakeholders throughout the school. These were problems related to the tension and shyness that occur when you enter a new environment, and they were related to the orientation process. We solved this in the process." (P4)

"There are foreign minority schools in our country. I have also observed schools where refugees are concentrated. Our policy there is: We will not turkify them. There are assimilation indices and migration policy indices, and countries are given assimilation grades. We should keep their culture alive so that we can attract more talented and qualified human resources from among them in our country. Discussing what different cultures do promotes peace and friendship among people and encourages empathetic thinking. For example, if a Russian and a Ukrainian came to our school after a war, how should we behave. Let the scenario be so clear. They do not understand each other and are in constant conflict. We always encounter people who are different, not only in terms of race or in a war situation, but also among teachers in the same school, who have different ideas. It is essential that we can manage differences here. Do you know what our first strategy should be in this regard? We need to respect different cultures." (P1)

"...I for my part do not want to be managed by my manager or supervisor when I witness issues that they are not competent handling. I do not see them as role models. On the contrary, I do not want them to be there; I want those who know this job to do it and those who can set an example for us to continue. Young people express this much more sharply: 'He doesn't know anything, what can he teach me?' or 'What kind of competence does he have that he can manage us?'. Here again, the subject comes to digitalisation. I am talking about Generation Z. They are very familiar with the internet. Very young children can easily play a game, make software, create a game, and sell it to the world. Some children became millionaires at the age of 12-13. With the intelligence of these children, the people we now call managers or leaders need to be digitally literate." (P4)

Participants' opinions on global leadership behaviours of school administrators are given in Table 17.

Table 17*Global Leadership Behaviours of School Administrators*

Sub-theme	Code	Participants
Approaches to problems arising from cultural differences	Adopting universal principles	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20
	Understanding that diversity is richness	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P20
	Developing a common vision	P1, P2, P3, P5, P7, P8, P14, P15, P17, P18, P20
	Conducting orientation activities	P1, P3, P4, P5, P7, P8, P10, P14, P15, P17
	Global reality awareness	P1, P2, P5, P6, P7, P10, P14, P15
	Effective use of communication channels	P1, P2, P11, P13, P14, P16, P18, P20
	Creating synergy with stakeholders	P1, P3, P8, P9, P10, P15, P16
	Creating an environment of trust	P10, P11, P14, P15, P20
	Setting a common goal	P1, P9, P15, P16
	Inspirational	P15, P19
	Developing a common mission	P1, P2, P3, P4, P7, P8, P14, P15, P16, P17, P18, P19
	Managing conflicts effectively	P1, P3, P4, P7, P8, P9, P10, P12, P13, P14, P15, P18
Strategies followed in multicultural school management	Team building	P1, P5, P7, P8, P10, P15, P17, P18
	Stakeholder synchronisation	P1, P3, P8, P9, P10, P15, P16
	To develop technological pedagogy infrastructure	P1, P15, P16, P18, P19, P20
	To make a needs analysis	P1, P2, P5, P15, P18
	Overcoming the language barrier	P1, P6, P15, P18
	Accountability	P10, P15, P19
	Sharing authority	P1, P2, P19
	Effective use of motivational tools	P17, P19

Under the theme global leadership behaviors, the most frequent reference to the theme “approaches to problems arising from cultural differences” was the code “adopting universal principles.” When the sub-theme “strategies followed in multicultural school management” was examined, the statements from school administrators were grouped under the code “developing a common mission.” Some of the participant opinions on these codes are as follows:

“... Firstly, a global leader must be an educated individual. They should not adopt positions based on their own religion and culture when forming perspectives and behaviors. Instead, they should consider all human beings as equal. Being objective is therefore critical. Leaders should enter a global educational environment without religious and national biases. They should treat all students equally, regardless of religion, language, and race, because children

are innocent. What prevents this? Universal values, such as understanding the essence of humanity, require a high level of empathy and understanding. We have this in our soul and we have it in our culture. There is Mevlana who said, 'Come, come again no matter what you are.' Can you understand the inclusiveness? Our history is full of examples that should be taught to global leaders." (P13)

"...Our school activities contribute to aligning with a common vision and mission. For example, we organised a competition for reading the National Anthem well, and the winner of the competition was a Syrian child. We examined harmonious and emotional reading. On the day of commemoration of the anniversary of March 18 Martyrs' Remembrance and Çanakkale Victory Day, we organised painting competitions, and a foreign student came among the top three. Here, the common vision and mission are realised through orientation activities. In activities such as running competitions, we give everyone the chance to participate together. We create a spirit of competition, and the children participate in these activities, engaging actively." (P3)

"...In our school, we encourage everyone to respect cultural diversity and treat all students equally in this regard. At the same time, we recognise each student as an equal and allow everyone to express himself or herself freely. Together with all our students, we strive to develop mutual trust and understanding by recognising our cultural differences and adopting universal principles such as equality, diversity and respect." (P17)

DISCUSSION

Discussion on the Quantitative Dimension of the Study

The findings obtained from the quantitative dimension of the study significantly predicted the global leadership attributes and behaviors of school administrators. When analyzing the scores from teachers who evaluated the global leadership attributes and behaviors of school administrators in six sub-dimensions – “charismatic/value-based”, “team-oriented”, “self-protection”, “participatory”, “humane-oriented” and “autonomous”-, a significant difference was found based on the gender variable. Specifically, gender emerged as a significant factor in teachers' perceptions of school administrators' leadership styles. However, no significant differences were found in the variables of "level of education", "professional seniority" or "working time in own school", suggesting that these factors did not influence how teachers evaluated the global leadership attributes and behaviors of school administrators. This result contrasts with previous studies, such as Cemaloğlu's (2007) research, which found significant differences in leadership styles, based on the gender of teachers. In contrast, Sakız et al. (2020) found no significant difference in the perceived self-efficacy and managerial skills of school administrators between male and female teachers. The most significant variable affecting school administrators' global leadership attributes and behaviors in this study was gender, with female teachers expressing both positive and negative attributes regarding school administrators. These findings align with the results of the GLOBE study, which identified

universally positive leadership attributes and universally negative leadership attributes. Leadership attributes that vary by culture include being autonomous, valuing status, and taking risks. Considering the universally positive and negative leadership attributes identified in the GLOBE study, the result of this study closely aligns with these highlighting the importance of attributes such as trust-building, fairness, and foresight in global leadership.

The study examined whether school administrators' global leadership attributes and behaviors differed according to teachers' professional seniority levels. The findings indicated significant variations in certain global leadership attributes and behaviors across different seniority groups. These results suggest that teachers' years of experience influence their perceptions of global leadership.

1. *Charismatic/Value-Based Leadership Attributes:* In the sub-themes of selfless-sacrifice and performance-oriented leadership, a significant difference was found based on teachers' professional seniority. Teachers with 1-5 years of experience were found to perceive school administrators as more selfless-sacrifice and performance-oriented compared to teachers with over 20 years of seniority. This could be attributed to the excitement and idealism of the early years of teaching, when novice teachers may view administrators as guides or mentors. As teachers gain more experience and seniority, they may interpret the behaviors and attributes of school administrators in a more professional or critical manner.

2. *Team-Oriented Leadership Attributes:* The study found that teachers' professional seniority influenced their perceptions of school administrators' diplomatic characteristics. Teachers with 11-15 years of seniority rated school administrators as more diplomatic than teachers with 20 or more years of experience. This difference may stem from the development of professional relationships over time. Teachers with mid-level experience may be more attuned to the diplomatic qualities of school leaders, while more experienced teachers may have developed their own strategies for navigating school dynamics, making them less reliant on the diplomacy of administrators.

3. *Self-Protective Leadership Attributes:* In terms of "self-protective" leadership attributes, a difference was observed in the "face saver" sub-dimension. Teachers with 11-15 years of seniority perceived school administrators as more "face saver" than those with over 20 years of experience. This could indicate that teachers with mid-level seniority are more focused on protecting their own reputation and may value the support of administrators in this regard. Conversely, teachers with more experience may have developed their own methods of managing their professional image and may place less importance on administrators' protective behaviors.

The study further explored whether the "team-oriented" leadership attributes and behaviors of school administrators differed based on teachers' length of service in their schools. The analysis found a significant difference in the 'collaborative' characteristic of school leaders. Specifically, teachers with 6-10 years of experience in their schools rated

school administrators as more collaborative than those with 16-20 years of experience. This difference is likely since the second five years of a teacher's career, often considered the period of professional development and productivity, is when teachers are more inclined to collaborate with colleagues and administrators. As teachers become more established in their roles, they may take a more independent approach to their work, which could reduce their perceived need for collaborative leadership from administrators.

In addition, the study examined whether “humane-oriented” leadership attributes and behaviors of school administrators differed based on teachers' length of service in their schools. A significant difference was found in the “modest” sub-dimension between teachers with one to five years of experience and those with six to ten years of experience. Teachers with 6-10 years of experience rated school administrators as more modest than teachers with only 1-5 years of experience. This could suggest that as teachers gain experience in a school environment, they begin to value and recognize the humanistic qualities of school administrators, such as empathy, support, and personal engagement. Teachers who are newer to the profession may not yet have developed the same level of awareness or appreciation for these qualities, focusing more on the administrative or managerial aspects of leadership.

These findings indicate that teachers' perceptions of team-oriented and humane-oriented leadership attributes are influenced by their professional tenure within a school, with mid-career teachers (6-10 years) generally perceiving administrators as more collaborative and humanistic compared to their less experienced or more veteran counterparts.

Discussion on the Qualitative Dimension of the Study

The analysis of the interviews with school administrators regarding their global leadership attributes revealed that psychological capital and social capital, which are key components of a global mindset, were areas school administrators demonstrated strengths. However, intellectual capital was found to be a weaker area, particularly in concrete aspects such as foreign language mastery, foreign experience, and intellectual property (e.g., having scientific publications). This finding is consistent with previous studies. For instance, Akyürek (2021) found that the psychological capital levels of school administrators, as perceived by teachers, were high. Similarly, Demirer and Ergezen (2022) emphasized that enhancing intellectual capital among school administrators necessitates substantial support from the Ministry of National Education, including measures to retain highly qualified leaders with advanced degrees in the field.

Additionally, studies by Çetin et al. (2017) found a moderate positive relationship between school administrators' innovation management skills and their ability to leverage intellectual capital. This relationship underscores the importance of fostering innovation within educational leadership as a means of strengthening intellectual capital. Moreover, international exposure plays a pivotal role in developing intellectual capital and a global

mindset. Research by Bongila (2022) and Geyer, Putz, and Misra (2017) emphasized the positive impact of study abroad programs in helping students develop their global mindset, suggesting that these experiences provide opportunities for self-discovery and the development of a broader, more global perspective. Likewise, studies by Richardson, Imig, and Flora (2014) and Dayton et al. (2018) affirmed that "study abroad experiences" contribute to graduate students' ability to gain a global perspective, a perspective that can be applied to their professional roles, including leadership in schools.

In this study, it was observed that school administrators in culturally diverse schools exhibited proactive attributes and behaviors but generally displayed reactive behaviors most of the time. The distinction between active and reactive crisis management is crucial for understanding leadership dynamics in such contexts. Pro-active crisis management involves anticipating potential crises and implementing measures beforehand, such as trend analysis and preventive action plans. In contrast, reactive crisis management refers to the strategies employed during and after the crisis, focusing on responding to immediate challenges (Kuşay, 2017). The study suggests that school administrators in culturally diverse settings tend to be less effective in proactive methods, particularly in areas like trend analysis and preventive action planning (Jäntti & Cater-Steel, 2017). This weakness in proactive management can limit the administrators' ability to anticipate and prevent issues before they arise. Goerdel (2006) indicates that proactive management is key for facilitating interaction, coordination, and control within a globally diverse organization and among stakeholders, making it essential for administrators in diverse environments to cultivate these skills. Moreover, proactive behaviors are essential in improving job performance and maintaining preparedness to address potential future issues. Studies by Crant (2000), Sevil and Bülbül (2019), confirm that pro-active behaviors not only enhance performance but also ensure that administrators are better equipped to handle challenges before they escalate.

In the interviews with school administrators, it was found that those who adopted universal principles in managing culturally diverse schools emphasized the view that cultural diversity is an asset, displaying an inclusive, unifying, and integrative approach to leadership. These school administrators actively engaged in strategies that foster collaboration, such as forming teams around a common mission and cooperating with stakeholders. This proactive and inclusive stance reflects key components of global leadership behaviors, where the integration of diverse cultural identities is a central focus. Participants highlighted the importance of creating homogeneous groups and encouraging students to work toward common goals in fields like arts and sports to foster unity and belonging. These strategies are especially relevant for overcoming challenges in culturally diverse environments. Despite these positive orientations, principals also faced significant challenges, including language barriers and a lack of technological infrastructure. A study by Levent and Çayak (2017) also identified communication problems as a major challenge for school administrators, particularly when integrating foreign students. This issue was echoed in the interviews, where school principals discussed their personal efforts to bridge

these gaps, such as attempting to learn foreign languages or seeking interpreter support. These efforts reflect a drive to address the weaknesses in intellectual capital, particularly in terms of language skills and effective communication. Furthermore, the principals expressed an awareness of the global realities impacting education, but they acknowledged the need for additional resource support, especially in intellectual capital. For principals to fully exhibit global leadership attributes and behaviors, investing in professional development, enhancing intellectual capital (e.g., language acquisition, global exposure), and improving technological infrastructure are essential steps.

According to Saltsman and Shelton (2019), there is a growing recognition among researchers that while current programs for educational leadership are effective for local leadership contexts, they fall short when it comes to preparing leaders for the global educational landscape. This gap in global leadership training is identified as a chronic issue that needs to be addressed to ensure that educational leaders are equipped to handle the challenges of an increasingly interconnected world. To foster meaningful change in schools, it is essential to blend traditional sociocultural norms with global principles (Kaur & Noman, 2020). This integration helps ensure that school leadership is both locally relevant and globally informed. Moreover, aligning with global organizations is necessary to create shared value for all stakeholders, as emphasized by Kennedy (2003). Such alignment ensures that the leadership strategies applied are not only effective within local contexts but are also globally conscious. The UNDESA/IASIA initiative highlights the importance of designing and implementing leadership capacity-building programs that equip educational leaders with the skills needed to address the key challenges of the modern world. These programs should adopt an interdisciplinary and global approach to ensure that leaders are prepared to navigate the complexities of a globalized educational environment (Turner et al., 2018). Given the ever-evolving economic and political conditions, there is an urgent need for pedagogical innovations that align with international curricula. As new market economies emerge and global dynamics shift, educators must develop innovative teaching methods and curricula that integrate globalization trends (Sjoberg & Shabalina, 2010). This approach allows educational institutions to stay competitive in the face of global challenges. Ultimately, educational leaders must cultivate a global mindset and work on developing their psychological, intellectual, and social capital (Story, 2011). This development is crucial for leaders to operate effectively in a rapidly changing, diverse, and interconnected world, fostering success and innovation in schools globally.

CONCLUSION

In this study, which examined the global leadership attributes and behaviours of school administrators, the study revealed that the quantitative and qualitative findings, evaluated within the framework of simultaneous parallel design, supported each other. The themes and codes obtained in the qualitative dimension of the study overlap with those of the GLOBE study in the quantitative field. The quantitative findings of the study determined that the global leadership attributes and behaviours of school administrators

were strong in terms of universal values. According to the opinions of the qualitative research participants, common solutions to problems can be developed based on general problems in the world. In addition, globalisation can create an opportunity and collective consciousness for all people to gather around common values, and the new connections brought by globalisation can make it possible to be part of a larger community by accepting cultural differences.

Based on the findings from this study, the following suggestions can be made to further enhance the development of school administrators and their global leadership attributes and behaviours:

- In-service training, seminars, and workshops can be organised on language proficiency, academic literacy, digital skills, proactivity, and leadership skills to enrich the intellectual capital of school administrators.
- It is recommended that the trips abroad planned for school administrators should be purposeful and well-structured. School administrators who have travelled abroad can be asked to write a report about the gains. This feedback can be evaluated, and these experiences can be shared with other school administrators.
- It is suggested that school administrators should be given opportunities to receive master's or doctoral education abroad, and that these individuals should be included in the decision-making process in educational policies.
- In this study, it was concluded that the gender of teachers who evaluated school administrators was an effective variable in global leadership attributes and behaviours. The mean scores obtained from female teachers for both positive and negative attributes of school administrators are higher, showing that this issue is worthy of further research. In addition, future studies can be planned to evaluate male and female school administrators.
- The examination of the literature highlights the need to study the field of global leadership. In this context, the scope of the research can be expanded with different samples and study groups.

REFERENCES

- Agarwal, H., & Vaghela, P. (2018). Work values of Gen Z: Bridging the gap to the next generation. In *National Conference on Innovative Business Management Practices in 21st Century* (pp. 1-26). Parul University.
- Akyürek, M. İ. (2021). Investigation of school administrators' psychological capital level. *Journal of Education and Humanities: Theory and Practice*, 12(23), 149-170.

- Armstrong, J. (2023). *A phenomenological study on Kentucky principals' perceptions of global competency in high school curriculum* (Doctoral dissertation), University of the Cumberlands.
- Bainbridge, W. L. & Thomas D. M. (2006). Global perspective on school leadership. In E. E. Davis (Ed.). *Qualities for effective leadership; School leader speak* (pp.1-9). Maryland, MD: Rowman & Littlefield.
- Bako, M. (2016). *The leadership style preferences of academics from different generations: Baby Boomers, Generation X, Generation Y and Generation Z*. (Master's thesis), Altınbaş Üniversitesi.
- Bongila, J. P. (2022). Pedagogy of global positioning leadership as applied to study abroad. *Journal of Comparative & International Higher Education*, 14(1), 69-85. <https://doi.org/10.32674/jcihe.v14i1.3131>
- Cemaloğlu, N. (2007). An analysis of the school administrators' leadership styles in terms of different variables. *Türk Eğitim Bilimleri Dergisi*, 5(1), 73-112.
- Chin, J., & Trimble, J. (2015). *Diversity and leadership*. SAGE Publications, <https://doi.org/10.4135/9781483368801>
- Crant, J. M. (2000). Proactive behavior in organizations. *Journal of Management*, 26(3), 435-462.
- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE Publications.
- Çetin, M., Akpolat, T. & Özdemir, A. N. (2017). The relationship between intellectual capital use and school administrators on innovation management. *INES Journal*, 13, 141-157.
- Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1), 91-96.
- Dayton, K., Koster, K., Prenkert, J., & Ridlon, R. (2018). Short-term global business immersion courses: short-term program, long-term effects? *Business Horizons*, 61(6), 903-911. <https://doi.org/10.1016/j.bushor.2018.06.003>
- Demirer, M. & Ergezen, M. D. (2022). Selecting and assigning school administrators to secondary education institutions affiliated to the Ministry of National Education: A model proposal. *IBAD Journal of Social Sciences*, 12, 520-538. <https://doi.org/10.21733/ibad.1017971>
- Gewin, V. (2020). Five tips for moving teaching online as COVID-19 takes hold. *Nature*, 580(7802), 295-297.
- Geyer, A., Putz, J., & Misra, K. (2017). The effect of short-term study abroad experience on American students' leadership skills and career aspirations. *International Journal of Educational Management*, 31(7), 1042-1045.
- Goerdel, H. T. (2006). Taking initiative: proactive management and organizational performance in networked environments. *Journal of Public Administration Research and Theory*, 16(3), 351-367. <https://doi.org/10.1093/jopart/mui051>

- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Thousand Oaks: Sage Publications.
- Jäntti, M., & Cater-Steel, A. (2017). Proactive management of IT operations to improve IT services. *JISTEM (Journal of Information Systems and Technology Management)*, 14(2), 191-218.
- Javidan, M., & Walker, J. L. (2012). *A whole new global mindset for leadership. people and strategy*, 35(2), 36-41.
- Javidan, M., Dorfman, P. W., De Luque, M. S., & House, R. J. (2016). In the eye of the beholder: cross-cultural lessons in leadership from Project Globe. Reiche, S. B., Stahl, G. K., Mendenhall, M. E., Oddou, G. R., (Eds.), *Readings and cases in international human resource management* (pp. 119-154). New York: Routledge.
- Juang, L. P. & Schachner, M. K. (2020). Cultural diversity, migration and education. *Int J Psychol*, 55, 695-701. <https://doi.org/10.1002/ijop.12702>
- Kaur, A., & Noman, M. (2020). *Educational leadership and self-determination theory in collectivist cultures*.
<https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-592?rskey=v2Eecp&result=4>
- Kennedy, J. W. (2003). *A study of the moral reasoning skills of proactive and reactive organizational management*. Nova Southeastern University.
<https://www.proquest.com/pagepdf/305244535?accountid=17143>
- Kuşay, Y. (2017). The communication strategies of shopping centers in proactive and reactive crisis communication. *International Journal of Social Sciences and Education Research*, 3(2), 379-396.
- Levent, F., & Çayak, S. (2017). Opinions of school administrators on the education of Syrian students in Türkiye. *HAYEF Journal of Education*, 14(1), 21-46.
- Levy, O., Taylor, S., Boyacigiller, N. A., & Beechler, S. (2007). Global mindset: A review and proposed extensions. In Javidan M., Steers R. M., Hitt M. A. (Eds.), *Advances in international management: The global mindset* (pp. 11-47). Oxford, UK: Elsevier.
- Lewis, C., & Malmgren, P. (2018). *The leadership lab: Understanding leadership in the 21st century*. Kogan Page Publishers.
- Maznevski, M. L. & Chui, C. (2018). Leading global teams. (Eds. Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G.R., Stevens, M. J., Maznevski, M. L. & Stahl, G. K.), *Global leadership: research, practice and development* (pp. 119-143). New York & London: Routledge.
- Mendenhall, M. E. (2018). Leadership and the birth of global leadership. (Eds. Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., Stevens, M. J., Maznevski, M. L. & Stahl, G. K.),

- Global Leadership: Research, Practice and Development* (pp.3-28). New York & London: Routledge.
- Mendenhall, M. E., & Bird, A. (2013). In search of global leadership. *Organizational Dynamics*, 42(3), 167-174.
- Prensky, M. (2001). Digital natives, digital immigrants part 2: do they really think differently? *On the Horizon*, 9, 1-6.
<http://dx.doi.org/10.1108/10748120110424843>
- Richardson, J. W., Imig, S., & Flora, K. (2014). Evaluating school leadership development through an international experience. *International Journal of Leadership in Education*, 17(3), 353-369.
<https://doi.org/10.1080/13603124.2013.817611>
- Quirk, S. L. & Gustafson, J. (2019). Developing the next generation of global leaders: proposing an iterative framework for student global leadership development. (Eds. Osland J. S., Mendenhall M. E., & Li, M.), *Advances in Global Leadership* (pp. 215-256). United Kingdom: Emerald Publishing.
- Sakız, H., Ekinci, A., & Sarıçam, H. (2020). Teachers' perceptions of their school managers' skills and their own self-efficacy levels. *International Journal of Leadership in Education*, 23(5), 585-603.
- Saltsman, G., & Shelton, K. (2019). Leadership competencies for global education leaders: a delphi study of UNESCO delegates and administrators. *Education Leadership Review*, 20(1), 150-166.
- Sevil, E., & Bülbül, T. (2019). The relationship between self-esteem levels of school managers and taking personal initiative. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 15(3), 700-719.
- Sjoberg, S. D., & Shabalina, O. I. (2010). More than a sight-seeing trip: enhancing the value in short-term study abroad. *Business Education Innovation Journal*, 2(2), 46-58.
- Story, J. S. (2011). A developmental approach to global leadership. *International Journal of Leadership Studies*, 6(3), 375-389.
- Tekin, Z. (2019). Managing cultural differences in the context of global leadership. *Journal of the Human and Social Science Researches*, 8(2), 1226-1238.
<https://doi.org/10.15869/itobiad.516129>
- Turner, J. R., Baker, R., Schroeder, J., Johnson, K. R., & Chung, C. H. (2018). The global leadership capacity wheel: comparing HRD Leadership literature with research from global and indigenous leadership. *European Journal of Training and Development*, 43(1/2), 105-131.
- Zhang, G., Bohley, K. A., & Wheeler, L. (2017). Global perspective and the implications for school leadership. *Journal of Academic Administration in Higher Education*, 13(2), 9-14.

Data Availability Declaration

While the primary datasets utilized in this study are not publicly accessible due to certain constraints, they are available to researchers upon a formal request. The authors have emphasized maintaining the integrity of the data and its analytical rigor. To access the datasets or seek further clarifications, kindly reach out to the corresponding author. Our aim is to foster collaborative academic efforts while upholding the highest standards of research integrity.

Author Contributions

A. Faruk Levent spearheaded the conceptualization, designed the research methodology, and supervised the entire project. Meral Halisdemir was responsible for the data collection, analysis, and interpretation, bringing analytical rigor to the study. A. Faruk Levent took the lead in drafting the manuscript, ensuring its alignment with scholarly standards, and revising it for intellectual depth. All authors collaboratively discussed the results, provided critical insights, and contributed to the final manuscript. They have read, approved, and take joint accountability for the presented work's accuracy and integrity.

Author(s)' statements on ethics and conflict of interest

Ethics statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

Statement of interest: We have no conflict of interest to declare.


Funding: None

Acknowledgements: None

Biographical notes:

Meral Halisdemir: She is an assistant professor at the Faculty of Humanities and Social Sciences, Istanbul Commerce University, Istanbul, Türkiye. Her research focuses on teacher training, educational management and leadership.

A. Faruk Levent: He is a professor at the Ataturk Faculty of Education, Marmara University, Istanbul, Türkiye. His research focuses on organizational behavior, gifted education policies, ethics education and international higher education.

 Scopus Author Identifier Number: 49963937600

 Google Scholar Researcher ID: 4hnq1M4AAAAJ