School Administrator's Management Capabilities of Teacher Differences

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Abstract

The aim of the research was to determine school administrators' management capabilities of teacher differences. The research was conducted with mixed explanatory sequential design which means using a combination of qualitative and quantitative research methods. In the quantitative phase of the research, the sample of the study consists of 324 teachers and 43 school principals who work in the state primary, secondary and high school in the province of Uşak in 2017- 2018. In the qualitative stage of the research, the study group was determined on the basis of volunteerism. Accordingly, 11 school administrators and 14 teachers from the sample group in the quantitative phase participated in the study. The quantitative data of the study was gathered through 'The Scale of Diversity Management' However, semi- structured interview form was used as a qualitative data collection tool. In the analysis process, test t and One Way ANOVA were performed. Nevertheless, descriptive analysis was employed for the qualitative data. Findings demonstrated that teacher perceptions on school administrators' management capabilities of differences were high. According to the results of interviews conducted to gather information in- depth, school administrators were stated to be capable of managing the differences. It was found that there was a significant difference between school administrators and teachers in terms of task concerning the level of school administrators' management capabilities of teacher differences. The perceptions of school administrators on the management of teacher differences were higher compared to the perceptions of teachers. Based on the qualitative findings of the study, virtually all the school administrators pointed out that they were able to manage teacher differences and to use them in favour of the school. On the contrary, teachers rendered that most of the school administrators were able to be notice differences; however, they had problems in using the differences in favour of their schools. Another finding of the study referred that the levels of school administrators' management capabilities of teacher differences varied depending on the year of service. Senior teachers considered the levels of school administrators' management capabilities of teacher differences relatively high. Additionally, the perceptions of teachers working at different stages of schools regarding school administrators' management capabilities of differences were observed to differ. The perceptions of primary school teachers, compared to secondary and high school teachers, with respect to school administrators' management capabilities of teacher differences were higher. As a result, in light of the findings, school administrators are advised to recognize teacher differences more closely and to achieve the aims of their schools by converting the differences in opportunities.

Key Words: Noticing the differences; benefiting the differences; managing the differences; teacher difference.

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INTRODUCTION

The efficient management of employees having different properties plays the key role in order for organizations to exist and achieve their aims effectively. The employees would like to experience their differences freely and expect to be respected while complying with their organizations and colleagues. Therefore, differences are regarded as phenomena requiring being administered (Özkaya, Özbilgin & Şengül, 2008; Sürgevil & Budak, 2008). In a broad sense, a difference refers to explicit distinctions among individuals on their properties (Sulman, Kanee, Stewart & Savage, 2007). The employees reflect their differences to their professional lives as well as their social lives. The differences must be approached based on different aspects. The concrete aspects of difference are race, gender, ethnic group, age, character and similar properties. However, the abstract aspects of difference may be described as values, knowledge, talents, and experiences, past style, organizational function and education. The organization is required to recognize those differences and make them valuable. Recognizing the differences in an organization ensures that the organization recognizes its employee more closely as well as the employees understand one another better (Vuuren, Westhuizen & Walt, 2012; Patrick & Kumar,2012).

The management of differences may be identified as the administration process of noticing differences of employees and manipulating them in accordance with organizational aims. In the management of differences, it is attempted that employees' skills are utilized in its highest level so that they are able to make contributions to the aims of the organization. The organizations remove the obstacles resulting from such differences as language, gender, race, ethnic identity, marriage status, religion, talent and disability through the management of differences (Gathers, 2003; Balay & Sağlam, 2004; Soydaş Uzunçarşılı Soydaş & Uzunçarşılı, 2007; Memduhoğlu, 2011).

The management of differences includes recognizing and respecting the employees' differences and evaluating them according to those differences (Bergen, Soper & Foster, 2002). According to Memduhoğlu (2011), organizations must be responsive to individual differences of their employees and regard this variety as wealth in order to sustain their existence. In this context, the organization's skill to manage the differences refers to the ability to establish and maintain organizational workforce representing a combination of appropriate and suitable individual properties of employees in order to achieve the organizational aim (Certo & Certo, 2012). Sürgevil and Budak (2008) described the management of differences as 'the manipulation of the process and strategies that convert the employees' differences into a wealth rather than a financial burden for the organization.' The organizations must effectively address the issues of administrators' communication and adaptivity in order for the employees to contribute to the organizational effectiveness (Patrick and Kumar, 2012). The management of differences aims to make the employees and organization to have an advantage thanks to its diversity (Soysal & Yalçın, 2016).

Organization administrators will be able to benefit from positive results of the diversity as long as they approach the issue of difference with a more holistic view. The important point is to get the individuals having different opinion and insight concentrate upon the same target and to motivate them for the organizational aims (Taşar Ünalp, 2007; Aksu, 2008; Memduhoğlu & Ayyürek, 2014). On the other hand, Basset- Jones (2005) emphasized that the difference may lead to conflicts that decrease the performance of the organization, causing lack of motivation, if not interpreted correctly. Therefore, the administrators who want to increase organizational effectiveness must administer their organizations by considering the advantages and disadvantages of the employees' differences as a paradoxical situation.

The administrators who want to procure the organizational effectiveness at its best in the ever-changing environmental conditions require accepting the employees' differences and bring synergy through the strategies, policies and programs (Demirel & Özbezek, 2016). In this regard, the management of differences is the process of creating and sustaining a working environment in which the employees' similarities and differences are assessed. Thus, all individuals are able to make the best contribution for the organization to achieve its strategical aims and targets, realizing their own

potentials (Patrick & Kumar, 2012). With the purpose of utilizing the differences in favour of the organization, an administrator must be capable of being aware, noticing and overcoming (Demirci, 2002; Gül & Şeker, 2005; Kreitz, 2008). In a study carried out by Balyer and Gündüz (2010), it was concluded that the teachers' perception levels on the management of differences at schools were considerably lower than those of the administrators.

Garcia and Hoelsher (2010) highlighted that providing the consistence among the employees having different identities was a tough work. Although the case is considered difficult to overcome for the administrators, it is highly crucial on the grounds of enriching the school thanks to the employees' differences, making the school open for development as a dynamic structure, contributing to the school, providing opportunities to find new solutions, considering the events in another person's perspective, eliminating the prejudices and generating a prosperous communication environment. Supposing that such advantages constituted by the differences are not utilized appropriately, disagreements, groups and conflicts may be brought about at schools (Memduhoğlu, 2011). In addition, it should be noted that experiencing conflicts is probable at schools in such cases when individual differences emerge. The key point is that the conflict processes must be managed in accordance with the organizational benefits and the organization should sustain its existence sturdily (Çelik & Tosun, 2019).

Generating a structure in an organization where the diversities are perceived as a wealth is of importance. When the differences in the organizations are managed successfully, the employees' organizational adoption, job satisfaction and creativity are increased and team work is strengthened. Additionally, the organization's productivity and ability to figure out problems improves. Furthermore, the management of differences at schools ensures an increase in democratic awareness and makes the employees reveal their own potential (Öncer, 2004; Kandemir, 2006; Memduhoğlu, 2007; Choi & Rainey, 2014). Appreciating the differences in organizations reduces prejudices and conflicts, thereby increasing collaboration, synergy and social adaptation (Vuuren, Westhuizen & Walt, 2012). In addition, the management of differences affects the employees' attitudes, emotional engagement, behaviours and performances positively (Ashikali & Groeneveld, 2015). In a study conducted by Ordu (2016), it was determined that there was significant relationship among the management of differences, job satisfaction and individual performance. The management of differences, as well, provides equality of opportunities in the organization and removes unfair discrimination (Geleta & Amsale, 2016). Among other reasons why the management of differences is adopted in organizations is that it motivates the employees', increases creativity as well as ensures social justice (Gathers, 2003).

Paying attention to differences has a highly positive effect on the inclusion of organizational culture since promoting cultural values regarding differences in the organization is essential in terms of the dignity of the organization. The inclusion of organizational culture makes the talented employees engage in the organization. Thus, the organization improves by means of creativity, experiences, motivation, performances, creative thinking and problem- solving skills of the employees having the knowledge and talent. In addition, the existence of the organization depends upon the organization members' management skills of differences, the employees' knowledge, skills and attitudes (Connerley & Pedersen, 2005 as cited in Geleta & Amsale, 2016; Urbancová Čermáková & Vostrovská, 2016; Ashikali & Groeneveld, 2015).

Based on the pervious information, the levels of school administrators' management skills of differences, the effectiveness of school (Gül & Türkmen, 2017), not restricting the employees due to their differences and considering them as apart of school culture (Balay & Sağlam, 2004) are of importance in order to balance between different values of all the employees (Bursalıoğlu, 2002). In this regard, when schools are considered as the most important institutions that shape the society, regarding the differences as organizational wealth with the appropriate management becomes significant (Taşlıyan, Hırlak & Çiftçi, 2016). When it is considered that the differences are of advantages as long as they are administered effectively, the success of educational institutions depends on being able to notice, understand and manage the employees' differences (Polat, 2012). In the

previous studies conducted by Memduhoğlu (2007), Balyer and Gündüz (2010), Çetin and Bostancı (2011), Memduhoğlu (2011), Karademir, Çoban, Devecioğlu, Karakaya and Yücel (2012), Memduhoğlu and Ayyürek (2014) and Kılıçlar Şahin (2015), the significance of the management of differences were addressed. As a result, it can be inferred that the administrators' effectiveness in the management of differences play a key role in leading the employees' for the same goal and realizing the organizational aims. With this aim, determining the management levels of school administrators who administer educational organizations, one of leading actors of the future, is considered to contribute to the education system to achieve and to raise awareness about the management of differences by revealing current situation. However, in this study conducted to determine school administrators' management capabilities of teacher differences, the answers to the following questions have been sought:

1. What are the levels of school administrators' management capabilities of teacher differences according to teacher perceptions?

2. Do the levels of school administrators' management capabilities of teacher differences differ according to the opinions of teachers and administrators?

3. Do the teacher perceptions on the levels of school administrators' management capabilities of teacher differences differ according to occupational seniority and types of schools where they work?

4. What are teacher opinions on school administrators' management capabilities of teacher differences?

METHOD

Research Design

The research was conducted with mixed explanatory sequential design which means using a combination of qualitative and quantitative research methods. In the explanatory sequential design, qualitative data are collected in the second phase of the study and the quantitative data increases the structural function of qualitative data (Creswell, 2003 as cited in Tunalı, Gözü & Özen, 2016). Therefore, a scale was applied to the study group; then, the interviews were conducted with the voluntary teachers.

The Study Group

In the quantitative phase of the research, the sample of the study consists of 324 teachers and 43 school administrators who work in the state primary, secondary and high school in the province of Uşak in 2017- 2018. In the qualitative stage of the research, the study group was determined on the basis of volunteerism. Accordingly, 11 school administrators and 14 teachers from the sample group in the quantitative phase participated in the study. The descriptive data concerning the study group are as follows:

Table 1 Descriptive Data concerning the Study Group

Variable		N	f(%)
Gender	Female	173	47,1
	Male	194	52,9
Mission	Manager	43	11,7
	Teacher	324	88,3
School Level	Primary School	93	25,3
	Secondary School	149	40,6
	High School	125	34,1
Seniority	1-10 Years	224	61
	11 Years and over	143	39
Total		367	100

Of 367 participants constituting the study group, 194 were male and 173 were female. In the study group, there were 43 school administrators and 324 teachers. Based on the type of school, the data were collected from secondary school most whereas, in primary school, the data were collected least. According to occupational seniority, there were 224 participants whose year of service was 1- 10 years whereas there were 124 participants whose year of service 11 years and over. The descriptive data regarding 25 participants constituting the study group for qualitative research are as follows:

Table 2 Descriptive Data concerning the Study Group for Qualitative Research

Feature		N	f(%)
Degree	Manager	11	44
	Teacher	14	56
Marital Status	Single	3	12
	Married	22	88
Professional Seniority	1-10 years	5	20
	11 years and over	20	80
Gender	Female	8	32
	Male	17	68

As Table 2 displays, the number of teachers and school administrators are close to one another although the majority of them are married. In addition, their occupational seniorities are more than 10 years and most of them are male.

Data Collection Tools

The quantitative data were collected through 'The Scale of School Administrators' Management Skills of Differences' developed by Çetin and Bostancı (2011). The scale consists of 4 subscales and 23 items as follows: (1) being able to notice the differences, (2) being able to admit the differences, (3) being able to manage the differences and (4) being able to utilize the differences. The scale is a 5- point Likert type from Never (1) to Always (5). As a result of confirmatory factor analysis, the structure of scale has been observed to be confirmed based on fit values. The fit values were $CMIN/DF$=3,654 p<.05, RMSEA=0,085 GFI=0, CFI= 0,934, IFI = 0,925, AGFI=0,805 NFI= 0,902. The analysis results concerning the reliability of scale were presented in Table 3. According to Cronbach Alpha Coefficient regarding the dimension of scale, it was revealed that the reliability coefficient was between the desired values.

Table 3 The Analysis Results concerning the Reliability of Subscales

Managing the differences	Coefficient of Cronbach Alpha
Notice differences	,930
Admit differences	,911
Manage differences	,954
Utilize differences	,903

In the qualitative phase of the study, the literature was reviewed and a semi- structured interview form was prepared in order to gather information. The expert opinions were requested about the interview form and the lucidness of the language was confirmed through pre- interviews with the teachers and administrators. Then, the interview form, in its final form, was applied to the teachers and school administrators in order to receive their opinion on school administrators' capabilities of noticing, admitting, managing and utilizing teacher differences.

Data Analysis

In order to determine data analysis techniques in the research, skewness and kurtosis coefficients were examined to reveal whether data showed normal distribution. Karagöz (2016) stated that skewness and kurtosis coefficients must be between -2 and +2 to accept that the data showed normal distribution. As seen in Table 4, since the skewness and kurtosis coefficients were between

acceptable values, normal distribution tests were carried out during analysis. The arithmetic mean, standard deviation, t- test and One Way Anova (ANOVA) were used for data analysis as data showed normal distribution. The mean values concerning the investigation of school administrators' management capabilities of teacher differences were accepted as follows: 1,00– 1,80= Very Low; 1,81– 2,60= Low; 2,61– 3,40= Medium; 3,41– 4,20=High and 4,21– 5,00=Very High.

Table 4 Skewness and Kurtosis Coefficients of the Scale and Subscales

Managing the differences	Skewness	Kurtosis
Notice differences	-,978	,504
Admit differences	-,681	-,0,79
Manage differences	-,970	,593
Utilize differences	-,919	,270

The qualitative data gathered to elaborate on the research were analysed through descriptive analysis technique. The data were investigated under the titles of being able to notice differences, admit differences, manage differences and utilize differences. The data obtained in descriptive analysis can be analysed under the themes determined previously (Yıldırım and Şimşek, 2011). The analysis of themes was re- evaluated by an expert and fit values of evaluations were found %95 based on Huberman (1994) formula. Subthemes gathered through data analysis were corroborated by direct citations.

FINDINGS

This section includes the findings in the light of the data as a result of the research and the interpretations based on these findings in order to find answers to the questions constituting the main and sub- problem statements of the study. In the quantitative phase of the study, the arithmetic means regarding teacher perceptions on 4 sub- scales associated with school administrators' management capabilities of teacher differences were displayed in Table 5.

Table 5 The Level of Teacher Perceptions concerning the Investigation of School

Administrators' Management Capabilities of Teacher Differences

Managing the differences	N	$\overline{X}$	Ss	Level of Admission
Notice differences	324	3,62	1,00	High
Admit differences	324	3,61	,99	High
Manage differences	324	3,70	,89	High
Utilize differences	324	3,64	,94	High

As seen in Table 5, teacher perceptions on school administrators' being able to notice differences, which is the first sub- scale, were high. In other words, teachers thought that school administrators became aware of teacher differences. During the interviews on this sub- scale, teachers stated that school administrators noticed teacher differences by informal relationships most as well as by communication skills, observations and experiments. However, school administrators suggested that they used communication skills most in terms of becoming aware of teacher differences and added that the duration when they worked together also played key role as well as experiments and informal relationships. Therefore, these findings have been revealed to be promoted by teacher perceptions on school administrators' being able to notice differences in the quantitative phase of the study. The administrators and teachers' opinions are as follows:

T5: *… our school administrator is a really social person and s/he also meets most of the teachers outside the school, helping him/her know the teachers better…*

T2: *… I worked with both senior and inexperienced administrators. I think that experience is important in understanding differences....*

P4: *... since I have been working as a administrator for a long time, I immediately notice teacher differences during my negotiations with them...*

P8:*... I am able to notice the differences of teachers who work at our school for a long time more quickly than the ones who have just begun working with us. The periods when we work together facilitate the way for me to notice teacher differences...*

According to Table 6, teacher perceptions on school administrators' admitting teacher differences were high. In the light of the findings, it can be inferred that teachers thought that school administrators admitted teacher differences. Teachers' answers during qualitative interviews comply with these findings. Teachers emphasized that school administrators mostly admitted and respected teacher differences and supported those differences in accordance with the laws. However, school administrators asserted that they respected the differences in line with the laws and added that differences were valuable and beneficial and contributed to the organizational wealth. The findings concerning the opinions of teachers and school administrators on school administrators' being able to admit teacher differences are as follows:

T3:*... our school administrator admits teacher differences and treats suitably. I have not witnessed or heard that s/he criticized or pressured anybody because of their individual differences or preferences...*

T1:*... our school administrator admits and even supports teacher differences. S/he states that the differences encolour our school atmosphere unless they represent the people well or badly...*

P6:*... I consider teacher differences as a kind of wealth. I do not prefer discouraging them...*

P2:*... I admit and even support teacher differences as long as they do not cause discrimination among individuals and they comply with the rules. The differences enhance synergy...*

As displayed in Table 6, teacher perceptions on school administrators' management capabilities of teacher differences were high. In other words, it can be concluded that teachers thought school administrators administered differences successfully. During qualitative interviews, teachers emphasized that school administrators were able to notice teacher differences especially when distributing the tasks. This situation was considered to be useful according to some teachers. However, some teachers highlighted that school administrators regarded the management of differences as ignoring them. The opinions of teachers and school administrators on this topic are as follows:

T9:*... our school administrator distributes tasks depending on teacher differences especially in board meetings. Similarly, s/he gives responsibilities for the events to be realized in a year based on teacher differences, thereby enhancing the quality of the work...*

T11:*... according to school administration, the management of teacher differences refers to assuming the same attitudes. Unfortunately, by this means, they think that they treat each individual equally and manage differences...*

P2:*... I think that I am able to manage but I often face resistance. The teacher has the capacity to perform his/her task. However, s/he does not because s/he skips the work...*

P7:*... the current regulations on Turkish education system do not permit us to manage our employees' differences. It is only possible, to some extent, to lead them through a good communication with teachers...*

The fact that teacher perceptions on school administrators' capabilities to utilize teacher differences were high can be inferred from Table 6. Therefore, it can be concluded that teachers thought school administrators utilized teacher differences. According to qualitative interviews,

teachers were observed to think that school administrators utilized differences especially when distributing tasks and performing projects. Accordingly, school administrators agreed on this issue. Nearly all school administrators said that they were able to utilize teacher differences for the benefit of their schools. The opinions on this subscale are presented below:

T8: *... s/he utilizes, for example, s/he gives the responsibility to solve the problem in the school to the one who can solve it. When s/he encounters a problem, s/he determines who is going to solve it and always chooses the most suitable person. Moreover, s/he always appreciates individual differences...*

T12:*... school administration refers hard-working teachers to projects nowadays when the project works increase in schools and decreases their work load. Thus, the teachers who carry out projects are pleased while others who are not able to perform projects are also happy because they do not take responsibility...*

P3*... each teacher has a different capacity and interest; therefore, I give the task to the one who is able to manage.*

P1:*... I utilize teacher differences in order to balance between the classes' achievement levels. I try to assign a suitable teacher for the classes whose achievement level is low... Namely, I utilize teacher differences to increase academic achievement...*

T- test was conducted to investigate school administrators' management capabilities of teacher differences and the differentiation level of four subscales depending on task variable. The results are shown in Table 6.

Table 6 The Investigation of School Administrators' Management Capabilities of Teacher Differences depending on Task Variable

Managing the differences	Task	N	$\overline{X}$	Ss	t	p
Notice differences	Manager	43	4,14	,34	6,84	,000
	Teacher	324	3,61	1,00		
Admit differences	Manager	43	3,88	,67	2,29	,025
	Teacher	324	3,61	,99		
Manage differences	Manager	43	3,93	,49	2,49	,014
	Teacher	324	3,70	,89		
Utilize differences	Manager	43	4,09	,43	5,33	,000
	Teacher	324	3,64	,94		

According to Table 6, there were differences in each subscale as a result of t- test: being able to notice differences [t(467) = 6,84, p<.05], being able to admit differences [t(467) = 2,29, p<.05], being able to manage differences [t(467) = 2,49, p<.05] and being able to utilize differences [t(467) = 5,33, p>.05]. The school administrators' perceptions on the management of teacher differences were observed to be higher than those of teachers.

The results of t- test conducted to determine whether four subscales on school administrators' management capabilities of teacher differences change depending on occupational seniority are presented in Table 7.

Table 7 The Investigation of School Administrators' Management Capabilities of Teacher

Differences depending on Occupational Seniority

Managing the differences	Seniority	N	$\overline{X}$	Ss	t	p
Notice differences	1-10 Years	201	3,48	1,07	-3,450	,001
	11 Years and over	123	3,85	,85		
Admit differences	1-10 Years	201	3,51	1,06	-2,431	,016
	11 Years and over	123	3,78	,87		
Manage differences	1-10 Years	201	3,60	,95	-2,807	,005
	11 Years and over	123	3,87	,78		
Utilize differences	1-10 Years	201	3,55	1,02	-2,421	,016
	11 Years and over	123	3,79	,79		

According to Table 7, the perceptions of teachers who have 1-10 and 11 and over years of service on school administrators' management capabilities of teacher differences show changes within all subscales: being able to notice differences [t(324) = 3,45, p<.05], being able to admit differences [t(324) = 2,43, p<.05], being able to manage differences [t(324) = 2,81, p<.05] and being able to utilize differences [t(324) = 2.42, p>.05]. The results of One Way ANOVA carried out to determine whether the levels of school administrators' management capabilities of teacher differences change depending on the types of the school the teachers work at are displayed in Table 8.

Table 8 The Investigation of the Levels of School Administrators' Management Capabilities of

Teacher Differences depending on the Types of School

Managing the differences	School Level	N	$\overline{X}$	Ss	Var. K.	K.T. Sd	Sd	KO	F	ANOVA Test	
										p	Fark
Notice differences	Primary(1)	86	4,11	,74	G. Arası	33,501	2	16,751	18,463	,000	1-2
	Secondary(2)	120	3,29	1,10	G. İçi	291,23	321	907			1-3
					Toplam	324,74	323				3-2
	High (3)	118	3,59	,92							
Admit differences	Primary(1)	86	3,97	,84	G. Arası	17,055	2	8,527	8,968	,001	1-2
	Secondary(2)	120	3,40	1,06	G. İçi	305,214	321	,951			1-3
					Toplam	322,269	323				
	High (3)	118	3,57	,98							
Manage differences	Primary(1)	86	4,03	,70	G. Arası	13,947	2	6,974	9,053	,000	1-2
	Secondary(2)	120	3,51	,98	G. İçi	247,263	321	,770			1-3
					Toplam	261,210	323				
	High (3)	118	3,67	,88							
Utilize differences	Primary(1)	86	3,88	,83	G. Arası	6,935	2	3,467	3,931	,021	1-2
	Secondary(2)	120	3,53	1,08	G. İçi	283,175	321	,882			
					Toplam	290,110	323				
	High (3)	118	3,58	,87							

As a result of One Way ANOVA conducted to determine whether there is a significant difference between average points related to teacher perceptions on school administrators' management capabilities of teacher differences based on the type of school, the following findings have been revealed. Teacher perceptions on school administrators' management capabilities of teacher differences vary according to the type of school they work at [$F_{(2-323)}$=18,463; p<0.05]. The difference is between the teachers working at primary and secondary schools and between the teachers working at high schools and secondary schools. Compared to the teachers in high schools and secondary schools, the ones working at primary schools stated that the levels of school administrators' management capabilities of teacher differences were relatively high. In addition, it has been understood that teacher perceptions on school administrators' being able to admit differences vary based on the types of school [$F_{(2-323)}$=8,968; p<0.05]. The difference is between the teachers in primary schools and in high schools and secondary schools. The perceptions of teachers working at primary schools on the levels of school administrators' being able to admit differences, rather than the

ones working at high schools and secondary schools, were high. In the study, it was observed that teacher perceptions on school administrators' being able to manage differences vary depending on the type of school [$F_{(2-323)}$=9,053; p<0.05]. The primary school teachers, compare to high school and secondary school teachers, stated that the levels of school administrators' being able to manage differences were high. It was found that there was a significant difference between average points related to teacher perceptions on the levels of school administrators' being able to utilize differences based on the types of school [$F_{(2-323)}$=3,931; p<0.05]. The difference is between primary and secondary school teachers. Compared to secondary school teachers, primary school teachers thought that the levels of school administrators' being able to utilize teacher differences were higher.

DISCUSSION AND RESULT

The study attempts to reveal the levels of school administrators' management capabilities of teacher differences. The results of the study indicated that teacher perceptions on the levels of school administrators' management capabilities of teacher differences were high. However, Balyer and Gündüz (2010) ascertained that school administrators' management capabilities of teacher differences were low according to teacher perceptions. The school administrators stated that they were able to 'manage differences' at higher levels than being able to notice, admit and utilize differences in the study. According to a study conducted by Çetin and Bostancı (2011), teachers emphasized that school administrators were able to 'utilize differences' at higher levels than being able to notice, admit and manage differences. Keskinkılıç Kaya and Alabay (2016) determined that the perceptions of pre-school teachers on the management of differences were above the average. Kurtulmuş (2016) revealed that the perceptions of secondary school teachers on the management of difference were at a 'good' level. Additionally, Karademir et al. (2012) found that teacher perceptions on the management of differences at schools were high.

During qualitative interviews conducted to elaborate on the research, teachers stated that school administrators were able to notice teacher differences through informal relationships most and added that they also noticed the differences via communication skills, observations and experiences. However, school administrators said that they noticed teacher differences through communication skills most as well as experiences, informal relationships and the duration in which they work together. According to teachers, school administrators admitted teacher differences in general, respected and supported them in accordance with the laws. In addition, school administrators were found to emphasize that they respected teacher differences as long as they were in line with the laws; teacher differences were valuable and beneficial and contributed to the organizational wealth. However, teachers mostly experienced the management of differences while school administrators were making task distribution. This situation is considered to be useful according to some teachers. On the contrary, certain teachers stated that school administrators regarded the management of teacher differences as ignoring them. Last but not least, teachers thought that school administrators utilized teacher differences most while distributing tasks and performing projects and school administrators agreed on this issue as well.

Based on the results of the analysis carried out to determine school administrators' level of management capabilities of teacher differences in terms of tasks, it was found that there was a significant difference between school administrators and teachers. According to the research, school administrators' perceptions on the level of their management capabilities of teacher differences were higher than those of teachers. The results of the study by Memduhoğlu (2017) comply with the results of this study. Memduhoğlu (2017), as well, determined a significant difference between teachers and school administrators. According to the results of the study, it can be interpreted that school administrators' levels of management capabilities of teacher differences were considered to be at desired level by school administrators although teachers did not think that their levels of management capabilities of teacher differences were not adequate.

The findings of qualitative phase of the study indicate that teachers and school administrators agreed that school administrators managed teacher differences. Thus, qualitative findings may be

considered to comply with the quantitative findings of the study. According to teachers, the majority of school administrators were able to notice teacher differences although they had difficulty in utilizing the differences in favour of their schools. Nearly all school administrators, however, stated that they were able to utilize teacher differences in favour of their schools. Lopez (2007) who supported this idea in the literature highlighted that school administrators had significant orientations towards multi- culturalism and the management of differences and added that those orientations were not implemented (as cited in Balyer and Gündüz, 2010). However, on the contrary of teachers' opinions, nearly all school administrators emphasized that they were able to utilize teacher differences in favour of their schools.

According to the study, a significant difference was found between the teachers whose year of service was 1- 10 years and whose was 11 years and over in terms of school administrators' management capabilities of teacher differences. The teachers whose occupational seniorities were 11 years and over considered that school administrators' levels of management capabilities of teacher differences were high although teachers whose occupational seniority was 1- 10 years did not agree on this issue. They thought that school administrators' levels of management capabilities of teacher differences were low. Kılıçlar Şahin (2015) and Keskinkılıç Kara and Albay (2016) found that teachers' perceptions on school administrators' management capabilities of teacher differences varied depending on their occupational seniorities. Therefore, the results of the research may be concluded to have similar findings to those studies. Nevertheless, on the contrary of these findings, Çetin and Bostancı (2011), Memduhoğlu (2007), Balyer and Gündüz (2010) and Karademir et al. (2012) determined that there was no difference between teacher perceptions on school administrators' management capabilities of teacher differences in terms of occupational seniority.

In the study, it was found that, in terms of school administrators' management capabilities of teacher differences, the perceptions of teachers who worked at different types of schools varied. The differentiation between teachers' perceptions on school administrators' management capabilities of teacher differences were between primary school teachers and secondary and high school teachers and between secondary school teachers and high school teachers. Primary school teachers thought that school administrators' levels of being able to notice teacher differences were relatively high. Furthermore, it was indicated that teachers' perceptions on school administrators' levels of being able to admit teacher differences varied according to the types of schools. This difference was between primary school teachers and secondary and high school teachers. The perceptions of primary school teachers on school administrators' levels of being able to admit teacher differences were higher than those of the teachers who work at secondary and high schools. In addition, teachers' perceptions on school administrators' levels of being able to manage teacher differences varied depending on types of schools as well. The perceptions of primary school teachers on school administrators' levels of being able to manage teacher differences were higher than those of the teachers working at secondary and high schools. Accordingly, teachers' perceptions on school administrators' levels of being able to utilize teacher differences varied based on types of schools. The perceptions of primary school teachers on school administrators' levels of being able to utilize teacher differences were higher than those of the teachers working at secondary schools. On the contrary, in the studies conducted by Memduhoğlu and Ayyürek (2014) and Kılıçlar Şahin (2015), it was found that there was no significant difference among teachers' perceptions on school administrators' levels of being able to manage teacher differences. Moreover, based on the means in different subscales in which there was a significant difference in terms of teachers' perceptions in school administrators' management capabilities of teacher differences, the reason why the perceptions of primary school teachers were higher than the teachers working at secondary and high schools was explained in a study by Çelik and Tosun (2019). According to this study, school administrators in primary schools were considered to be more successful in the management of teacher differences than other school administrators in secondary and high schools since it was revealed that the school administrators in primary schools attempted to figure out confliction of views by compromising. Another reason why the perceptions of primary school teachers on all subscales of the management of teacher differences were high may be due that primary school teachers spend more time at school because of working hours and school administrators have the opportunity to be able to notice, admit, manage and utilize teacher differences.

In light of the findings, school administrators must recognize teacher differences and utilize them in favour of their schools by converting the differences into opportunities in order to achieve their aims effectively. In this regard, it may be suggested that school administrators must be given inclusive education, thereby raising awareness. Moreover, pilot studies must be conducted to improve school administrators' management capabilities. In addition, the reasons of differences in school administrators' and teachers' perceptions require further investigation.

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