

Administrative Responsiveness Towards Teachers at Schools

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Abstract The purpose of this study is to determine school administrators' state of showing administrative responsiveness towards teachers and to reveal the administrative responsiveness issues expected from school administrators. The qualitative research method was used in the study. The study group was composed of 20 teachers who were working at a primary school in the academic year 2011 to 2012 in the city of Sakarya and pursuing their graduate degrees. The interview technique was used in the study. Teachers were interviewed by using semi-structured interview forms. The data was analyzed with the content analysis technique. The findings of the study can be explained as follows: Based on the results of the study, it is understood that school administrators showed administrative responsiveness by acting fairly in teachers' appointments in the school, asking their opinions and taking into consideration their individual situations. Teachers' opinions regarding school administrators' administrative responsiveness towards their professional development varied fifty-fifty in terms of supporting teachers' graduate studies. In addition, it was also discovered that school administrators motivated, supported and encouraged teachers to attend seminars and courses, and showed administrative responsiveness towards their professional development by providing the necessary ease. Further, it was seen that school administrators showed administrative responsiveness by appraising teachers about their work achievements and providing administrative support. In addition to these, school administrators showed administrative responsiveness towards protecting teachers' personal interests in and out of school, and supported them in protecting and exercising their rights, acted fairly in order to ensure that teachers did not experience any loss of a right and made efforts to make sure that rights were not delayed. Along with that, very few teachers in the study stated that school administrators prioritized the corporate interests rather than protecting their personal rights and that unless they defended themselves, their rights were not protected. It was understood that school administrators demonstrated sensitive behaviors by being friendly in mutual relationships with teachers in and out of school, attending various shared activities and listening to them. The issues that teachers would like to see school administrators showing administrative responsiveness to were listed as being appreciated, considering problems at school and communication with teachers.

Key words: Administrative responsiveness, teacher, responsiveness.

1. Introduction

The concept of responsiveness was first used by Denzin (1984) as emotional understanding (Beatty, 2000). Organizational responsiveness towards people working in organizations means that the administration is sensitive to their desires and expectations and acts attentively towards individual interests (Tutar, Tuzcuoğlu & Altınöz, 2009). Based on this definition, it may be stated that organizational responsiveness can be performed through administrative sensitivity. According to Robertson (1996), the most effective factor in employees' work success in organizations is the administrator. Therefore, administrators should listen to employees at workplaces and ensure that employees are happy workers with a high level work achievement by engaging and being in interaction with them and showing responsiveness to their needs (Peterson, 2012). Indeed, responsiveness towards employees, who are the most valuable resources of an organization, increases the power of organization leader and enables him to be more effective with his subordinates. A successful leadership requires being responsive towards employees (Balsler & Carmin, 2009; Lee, Chiang, Chen & Chen, 2010). Responsive and effective school administrators take care of teachers' needs and goals. Mutual trust and support, healthy communication, accepting conflicts as a corporate fact and believing that it is needed to live with conflicts and respecting individual differences are seen to be the points to which administrators pay the most attention. Teachers might be expected to gain the highest benefits by such an approach (Kızmaz & Türkmenoğlu, 2010). Further, by increasing professional and individual responsiveness in relationships between employees and employers, waste of human resources, which occurs due to hierarchical stiffness, can be prevented (Külebi, 1989). Being responsive to employees' needs leads to the belief that they are valued. Employees who see that their needs are cared for can follow their leaders without questioning, show emotional loyalty, internalize organizational goals and values more and make more effort for the benefit of the organization (Oktay & Gül, 2003; Gül & Çöl, 2003). In order to have a trust based relationships within the organization, level of responsiveness towards employees and work should be high (McAllister, 1995). In this respect, school administrator's responsiveness towards teachers at school has an undeniable importance (Urbanski & Nickolaou, 2006 cited Can, 2007) because the school administrator has a very strong, direct and indirect effect on each teacher's professional development. School administrators should be responsive in teachers' professional relationships by showing conformity and emotional understanding towards teachers' needs and should provide support. When a school administrator does not fulfill a teacher's expectations, the career plans of the teacher may change (Beatty, 2000). However, by showing responsiveness towards employees' needs and supporting them, the organization is able to turn the work life policy desires of the employees into more positive case. (Poelmans & Beham, 2008). In order for schools to

reach their goals, employees' efforts should be supported and their needs should be cared for (Denig & Quinn, 2001). Organizations should not forget about the critical importance of being responsive towards employees for success (Mosca, Fazzari & Buzza, 2010). As the literature shows, the administrative responsiveness towards teachers increases teachers' success at work, school loyalty, their feeling of trust for the school and the administrator and positive human relations. Therefore, it is considered important to address the state of responsiveness at schools towards teachers with this study.

The purpose of this study is to determine school administrators' state of showing administrative responsiveness in teachers' appointments at school, promotions, work success, protecting their personal interests and mutual relationships and also to put forth the issues that teachers want to receive administrative responsiveness from the school administrators.

2. Method

2.1. Research Model

The qualitative research method was used in the study. Qualitative study is a type of research where qualitative data gathering methods such as observation, interviews and document analysis are used and a process is followed where perceptions and events are revealed in a natural setting realistically and as a whole (Şimşek, 2006).

2.2. Study Group

The study group of the research is composed of 20 teachers working at the primary schools in the academic years 2011 – 2012 in the city of Sakarya and studying on a graduate program. Thus, the homogeneous sampling method, which is a type of purposeful sampling, was used for the selection of the study group. Purposeful sampling is an allowable and not random sampling approach which makes thorough research possible by selecting information rich states depending on the purpose of the study. Homogeneous sampling defines conducting the study by selecting a homogeneous sub-group related with the research problem (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demiral, 2011). Twelve of the 20 teachers in the study group were female and eight were male. All teachers had 1 to 10 years of experience.

2.3. Developing the Data Gathering Instrument

The interview technique was used in the study. A literature review was conducted on the issue while developing the semi-structured interview form and pre-interviews were made with teachers. Next, a semi-structured interview form including six questions was prepared for data gathering purposes. Five of these questions are related with school administrators' state of responsiveness in teachers' appointments in the school, professional developments, work success, protecting personal interests and interpersonal relationships in and out of school. The final question is related to the issues that teachers expect administrative responsiveness from school administrators. These questions were initially shown to experts for validity and necessary corrections were made. Also, questions were also shown to the teachers whose opinions would not be asked to determine if the questions were comprehensible and directive. The final version of the questions was made with the necessary corrections, and interviews were conducted with teachers.

2.4. Data Analysis

Content analysis technique was used in data analysis. Content analysis is defined as a systematic and renewable technique where certain words of a text are summarized with smaller content categories with codings based on specific rules (Büyüköztürk et al., 2011). Therefore, initially the interviews made were transferred to the computer setting and themes and sub-themes were composed by focusing on the mostly seen words. Next, data were given to two other instructors and they were asked to extract themes as well. It was concluded that consistencies exist among themes extracted. Following this, positive and negative opinions on themes were determined. One-to one citations were given from interviews made in revealing findings regarding the themes. These citations were given with coding since the T1-T20 coding system for teachers was used in data analysis.

3. Findings and Comments

In this section, findings with regards to states of administrative responsiveness towards teachers based on teacher opinions are given under the theme headings, respectively: responsiveness in school appointments, responsiveness towards professional development, responsiveness towards work success, responsiveness towards protecting personal interests, responsiveness in mutual relationships with teachers and issues where responsiveness is expected.

3.1. Administrative Responsiveness in School Appointments

Table 1. Teachers' opinions on school administrators' state of showing responsiveness towards themselves in school appointments

Theme: Administrative responsiveness in school appointments	
Sub-Themes	Frequency (positive-negative)
Being fair	11 (10-1)
Obtaining opinion prior to appointments	10 (6-4)
Protecting personal situations	7 (positive)

Being Fair

Teachers who participated in the study perceive school administrators' fairness in school appointments as administrative responsiveness towards themselves. While ten teachers stated that school administrators showed administrative responsiveness by being fair in commission and educative club study appointments, on duty appointments, class distributions and curriculum planning, one teacher stated that administrators were not responsive. Some of these opinions are as follow:

Our school administrator is responsive in school appointments. For instance, the administrator considers teachers' interests and desires in selecting educative clubs, acts in a fair manner while setting up a commission and performs equal work distribution (T10).

I observe that while making any appointment, my school administrator assigns tasks that they consider minor and unimportant to considerably younger and inexperienced staff instead of being fair. In my opinion, school administrators are not acting responsively enough in school appointments (T18).

Asking for Opinion Prior to Appointments

Six teachers stated that school administrators showed administrative responsiveness and cared for their opinions, considered their personal preferences, desires and interests in school appointments and asked for teacher opinions in decision making process. In contrast, four of the teachers stated that their opinions were not asked for on this issue and that school administrators did not act responsively. The opinions of three teachers are as follow:

School appointments, clubs or commissions are generally performed by volunteering people. The principal can be defined as the one proposing and encouraging rather than the commander on such issues (T12).

My school administrator never asks for my opinion on decisions taken regarding appointments and makes me perform the appointment by using his principle title (T3).

I do not believe that the administrator shows responsiveness. Generally, the principal acts as "I did it and it is done". There was the issue of assigning first graders to a teacher at the beginning of the year. There were four possible teachers. He could have at least asked whether they were willing, or they could have casted votes. However, the principal did not even bother to ask and he only called two colleagues and assigned them (T9).

Protecting Personal Situations

Seven teachers think that school administrators showed administrative responsiveness by considering teachers' teaching at the first grade, approaching retirement, status of having children or any illnesses and their individual needs. Some of the teachers mentioned these as follow:

Our principal is responsive in school appointments. One of our teachers, who is almost at the age of retirement, does not participate in the on-duty task. First grade teachers are treated flexibly in terms of being on duty. Various tasks are assigned to teachers based on their situations (T1).

Our principal is generally responsive in school appointments. He cares about teachers' desires and special situations (health, children...etc.). (T13).

While our principal arranges class schedules at the beginning of the academic year, he takes into consideration everyone's individual needs when planning(T12).

3.2. Administrative Responsiveness towards Professional Development

Table 2. Teachers' opinions on school administrators' state of showing responsiveness towards their professional development

Theme:Administrative responsiveness towards professional development	
Sub-themes	Frequency (positive-negative)
Support in having a graduate degree	15 (8-7)
Support in participating in seminars and courses	9 (positive)

Support in Getting a Graduate Degree

Eight of the teachers participating in the study stated that school administrators supported their doing graduate studies and arranged class schedules and appointments according to graduate class schedules. A few of these teachers stated their opinions as follow:

I think that our principal supports us in terms of our professional development. Our principal tries his best for me to attend graduate courses. I only need to tell him the time of the courses. At the beginning of the year, he told me "Do not miss the graduate courses because of your classes at school. I can take over your classes when needed". This has been a source of happiness for me. He also states that he wants to start a graduate study, too. He completely supports me on this issue (T1).

He is also responsive towards our professional progress. He tries to act responsively in my appointments since I am doing my graduate studies and helps me adapt my class schedules to my school hours (T10).

On the other hand, according to the opinions of seven teachers, it is understood that school administrators create problems in teachers' leaving school to attend their graduate courses, have jealousy issues with the teachers pursuing their graduate studies and don't encourage their professional development. Some teachers presented their opinions with regards to these problems as follow:

I went to see the Principal at the beginning of this year. I told him that I was doing my graduate study and one of my graduate course coincided with my last hour at school so I wanted his permission to leave. His reaction was so harsh that I was really surprised. When I reminded him that it was my legal right, you would not like to hear how he replied back to me. During informal conversations, he always mentions about personal development, but unfortunately, in practice, he always says "no" (T9).

Supposedly, he is very responsive. He says "study and develop", but this is only theoretical. In practice, he does nothing. Also, he sometimes says that teaching is such a holy profession and we should stay as teachers (T13).

Support in participating in seminars and courses

Nine of the teachers interviewed with stated that school administrators motivated, supported and encouraged them to develop professionally and encouraged them to take the promotion tests and showed administrative responsiveness by facilitating their attendance at in-service training sessions and educative seminars. Some of these opinions are as follow:

I think our principal supports us in terms of our professional development. Our principal mentions about the importance of attending in-service trainings (T1).

He is responsive towards my professional progress; He encourages me about academic career and leads me regarding the continuity of my professional development (T8).

He is responsive towards our advancement in career. The principal supports us to participate in courses and educational seminars. He talks about its benefits in terms of our professional development and becomes a good model for us. In this respect, he creates available conditions for us to advance (T10).

3.3. Administrative Responsiveness towards Work Success

Table 3. Teachers' opinions on school administrators' state of showing responsiveness towards their work success

Theme:Administrative Responsiveness Towards Work Success	
Sub-themes	Frequency (positive-negative)
Appreciation	17 (11-6)
Providing administrative support	11 (8-3)

Appreciation

Eleven of the teachers stated that school administrators showed administrative responsiveness towards their work success and thanked them for their work success, often talked about the fact that they were efficient and successful and honored them among the other teachers. Some of these teachers stated their opinions as follow:

Our school administrator is responsive towards our work performance. He often tells us on which points we are efficient and successful (T7).

Our school principal is responsive on the issue of teachers with high work performance. He honors them and thanks them for the work they do among the other teachers. He makes proposals to the Ministry of Education with regards to prizes (T13).

Last year, our principal called me and my colleagues to his room. He stated that he was aware of the fact that we were working and thanked for that. Although it is a small gesture, were pleased with it (T1).

Further, six teachers stated that school administrators did not show any responsiveness. They stated that administrators did not appreciate them or give feedback and perceived work success as a task to be completed and they emphasized neither success nor failure. Some of the teachers presented their views as follow:

I do not consider our principal responsive. He did not fulfill functions as appreciating teachers or warning them. That is; it is completely impossible to be appreciated after performing well. However; like all human beings, we want to be appreciated. It will motivate us more if it is shown verbally or in any other way. Regarding our work performance, He generally says that we do work a lot and we should keep doing it (T1).

I have never received any reward for work I have done or my achievements so far (T8).

Our principal is good at tipping the scale in his own favor. He has an attitude like, 'you know nothing', towards teachers (T9).

Administrative Support

According to eight of the teachers' opinions, school administrators care for teachers' work success and show administrative responsive by providing them with oral support and source support, helping them solve problems and creating environment. Teachers stated these opinions as written below:

Our administrator is responsive and caring. He doesn't turn down our desires and requests and tries to help in anything He can (T2).

He ensures that we have a voice in school administration and decisions are taken with common participation. He states that Helikes and supports the studies towards increasing success. He makes suggestions for us to be more successful and makes constructive criticisms. He helps us deal with problems and make up for our mistakes by showing convenient and reasonable reactions for events. He avoids using commands. He tries to establish a positive atmosphere at school (T10).

They show responsiveness towards work performance. They especially help in providing sources and etc. whenever needed (T20).

However, three of the teachers whose opinions were asked thought that school administrators didn't establish an environment for work success and did nothing related with teachers with low performance so these teachers thought that administrators were not responsive. Their statements are as follow:

My principal never shows any responsiveness. I am the teacher of technology and design. According to regulations, this course should be taught in groups of 20 but I am teaching this course with 60 students. Although there is a sufficient area for the workshop, he does not let me use it (T3).

He does not show any special responsiveness. He does not take into consideration teachers requests for a better environment for work success. Instead of supporting them for their achievement, he hinders them (T6).

3.4. Administrative Responsiveness towards Protecting Personal Interests

Table 4. Teachers' opinions on school administrators' state of showing responsiveness towards protecting teachers' personal interests.

Theme:Administrative Responsiveness Towards Protecting Personal Interests	
Sub-themes	Frequency (positive-negative)
Protecting Rights	12 (8-4)
Acting fairly	4 (positive)
Protecting Teacher Against the Ones Outside the School	2 (positive)

Protecting Rights

According to five teachers, school administrators are responsive and protect teachers' rights at organizations outside school as well as in the school. Also, they help teachers use their rights and make efforts towards it. Teachers mentioned about these as follow:

He has supported us many times and facilitated the things when we were going to use our rights (T16).

My principal is very responsive in terms of protecting our rights. He looks after rights of each one of us and protects them. He protects the teacher when there is a problem with the Ministry of Education (TÖ6).

I think he protects our individual interests. After calculating our extra classes, he makes us check it. He follows up if there is any addition to the salaries (individual retirement ...etc.). Since we have full staff at our school and it is a small school, teachers' hours are not completely full. He made sure that all field teachers received equal or at least similar amount of course work while allocating them. He takes into consideration everyone's desire to get exam mission (T12).

He is responsive. Beneficial works are done with regards to teachers' benefits and the organization's rights. Teachers are supported in their struggle to get their rights (T15).

On the other hand, four teachers indicated that school administrators considered the organization's interest more important than teachers' rights, and unless teachers defended themselves their rights were not protected. Two of the teachers presented their views as follow:

Our school administrator considers the organization's interest more important rather than protecting our individual rights against other employees or against the organization. However, he gives as much freedom as he can for the teachers (T7).

I do not think our individual interests are considered unless we defend them (T19).

Acting Fairly

Four of the teachers thought that school administrators acted fairly by being responsive in order not to cause any loss in personal benefits and did their best for ensuring that personal benefits did not delay. Some opinions towards this are presented below:

They acted fairly while giving extra lessons or exam task. They did not show favoritism towards teachers they are close to(T5).

He acts fairly towards everyone. He makes our benefit, salary and extra lesson related issues without any delay or loss of right (T11).

Protecting the teacher against the ones outside the school

Two teachers stated that school administrators protected them outside the school in order to protect their personal rights and presented their views as follow:

We should be fair on this issue. He protects our rights, not inside the school, but against attack from outside and also tries not to speak over the teachers. Since he knows me more, he protects me in case there is a negative situation (T9).

Particularly in parent-student conflicts, he acts as a mediator and protects teachers (T20).

3.5. Responsiveness in Mutual Relationships with Teachers

Table 5. Teachers' opinions on school administrators' state of showing responsiveness towards their mutual relationships with teachers

Theme: Administrative Responsiveness in Mutual Relationships with Teachers	
Sub -Themes	Frequency (positive-negative)
Mutual relationship with teachers at school	10(7-3)
Mutual relationship with teachers outside scho	7(positive)

Mutual relationship with teachers at school

Seven teachers thought that school administrators showed administrative responsiveness by being friendly in their mutual relationships at school, joining some shared activities and listening to them. Some of these teachers presented their views as follow:

He asks how everyone is at school, always smiles and we smile at her/him every time he visits the teachers' room (T1).

Her/his human relations are very good. We have dinners together, making organizations at school. He comes to the teachers' room and asks how we are, asks about our requests and needs, listens to our problems, tries not to hurt or humiliate anyone. He approaches us with goodwill and never uses her/his authority negatively (T13).

Yes, he does. I think we have a positive level of human relations at school (T15).

On the other hand, three teachers thought that school administrators were not responsive since they were not making any effort to build positive mutual relationships with them at school and they did not meet except for work. These opinions were written below:

There is a huge gap between us and our administrator. I can say that we almost never talk about anything else than work. Our dialogue is so limited but .he is more moderate in subjects other than work (T6).

He has a very normative structure. I had never used my day off before but despite this, when I asked for the afternoon off, .he made it very difficult. .he is inapproachable both at work and in all human relations. His face is always harsh and even when saying good-morning. He is strict (T19).

Mutual Relationships with Teachers outside the School

Teachers stated that school administrators were responsive in building mutual relationships with them outside the school and that they called teachers on special days as well as sharing some activities. It is understood from teacher views that school administrators care for establishing relationships with teachers outside the school setting and become responsive. Some of these opinions are given below:

He invites us to her/his house and makes us spend time outside the school. He organizes dinners for each new teacher and leaving teacher (T1).

They join social activities. They do not hesitate to be with us in their private lives. They join the football matches we organize every week (T5).

My principal congratulates our festivals, asks about our health when we get sick. He contributes in organizations like collecting money for a wedding or engagement of a colleague, joins our informal meeting day that we organize among teachers. Instead of acting bossy, He approaches teachers as a friend (T12).

3.6. Issues on which administrative responsiveness is called for

Table 6. Teachers' opinions on issues that they want school administrators to show responsiveness to

Theme: Issues that request administrative responsiveness	
Sub-Themes	Frequency
Being appreciated	3
Considering problems at school	8
Communication with teachers	5

Being appreciated

One of the issues that teachers expect administrative responsiveness from school administrators is being appreciated. Three of the teachers stated that school administrators should differentiate the working teacher from one not working; appreciate the working teacher and apply the necessary value to work success. One of these teachers stated as follows:

I think our principal should recognize the teacher who works and the other who don't and change her/his attitudes and behaviors accordingly. Until the working teacher is appreciated, s/he may be adversely affected. On the other hand, the teacher who does not work will continue not to do so. Every individual wants to be appreciated and employees should really deserve that (T1).

Considering the problems at school

Five of the teachers stated that school administrators should show more responsiveness towards the issues as making up the deficiencies at school, providing equipment and tools and making use of teachers' suggestions in problem solving. Opinions of some of these teachers are as follows:

I would like the school to act more actively in completing the deficiencies at school. That is; I would like him/her to be more concerned about internal processes, facilities and similar issues and I would like to see that any kind of issues related with school are completed in summer time when there are no students. I would like him/her to care about whether the substitute teachers working at school are educated in the field (T2).

I would like him/her to organize teachers meeting more often and be more responsive in practicing teachers' suggestions as the solutions of problems (T4).

One of the important issues for me is the heating problem. The school is centrally heated but the classrooms are really cold and neither children nor I could take our jackets off. I would not be exaggerating if I told you that my motivation decreased during the term. Our school administrator did not have the broken window of my cabinet or the broken copy machine fixed in any term. There is no notice board in the classroom right now and he did not care, even though I told her many times. I would love to see them being responsive (T6).

Communication with teachers

Eight of the teachers expected administrative responsiveness from the school administrators on issues such as caring for the staff more, listening more, showing less strict attitude, sharing opinions, being constructive in criticisms, caring for personal sensitivities, and adopting a flexible management approach rather than strict rules. Some teacher opinions towards this are as follow:

I would like him/her not to raise his/her voice in any issue at the workplace. I would like to see that firstly teachers are listened to about the problems happening regarding teachers at school and s/he did not raise her/his voice at the first intervention (T8).

Instead of impulsive scoldings on some cases, showing a calmer and more convincing attitude would be more effective on our motivation. I believe listening effectively and avoiding from unnecessary resistance would be more beneficial in terms of management (T10).

First of all, instead of stiff and formal rules, I would love the teacher-administration relationship to exist in more flexible, dialogue based atmosphere where continuous sharing of ideas can be ensured and I would particularly like to see that professional guidance to the young teachers of our school by the administration is done more effectively (T17).

4. Discussion and Conclusion

The aim of this study was to determine the school administrators' state of responsiveness towards teachers and to reveal the issues that teachers want the school administrators to be responsive about according to teacher opinions. Based on the results of the study, it is understood that school administrators are responsive by being fair in school appointments, asking for their opinions and considering their personal situations. Özgün and Bozbayındır (2011) state the effect of organizational justice on individual and organizational outcomes. Further, in their study, teachers stated that administrators perform appointments unfairly and this unfairness has a negative effect on their performances, their trust in administrators and their efficiency at the lessons. Therefore, administrators should be honest to the employees, act fairly and provide opportunities for employees to show their potential (Buban, 1995 cited. Yılmaz, 2006). It is seen that half of the teacher opinions regarding school administrators' state of showing administrative responsiveness is towards supporting pursuing a graduate study. Regarding the same issue, the other half of the teachers stated that administrators demonstrated administrative insensitivities such as causing trouble in letting the teachers attend graduate courses, feeling jealousy towards the teachers pursuing a graduate study and not supporting teachers in their professional development. According to Gutteridge(1986), employees' desire to develop and progress in their profession is among the foremost of individual purposes. Unless organizations support their employees in terms of development and create necessary opportunities for their development, they are ready to lose them. In addition, the findings of the study reveal that school administrators encourage and motivate teachers to attend seminars and courses and show administrative responsiveness towards their professional development by providing the necessary convenience. The study also shows that school administrators show administrative responsiveness by appreciating teachers about their work success and providing administrative support. It is understood that school administrators show such responsiveness by thanking teachers for their successes, mentioning about the tasks that they are efficient and successful at and honoring them among other teachers. In a study by Teel (2003), it was concluded that administrative and organization support is effective in teacher performance. Niederriter (2003) discovered in their study that administrators were effective in teachers' low or high work success, the first responsible ones in teacher development were the administrators and school administrators could ensure teachers' professional development. As well as this, based on another finding of the study, school administrators were responsive by means of caring for teachers' work success, providing oral and source support, helping the teachers problem solve and setting up the environment. Cheng (1996) states that school administrators' support is important in teachers' reaching professionalism. Further, it depends on teachers', who play a key role among education staff, showing the work success that is expected from them that the school realizes its functions; in other words, its mission. Teachers' showing highest level of success is possible with the presence of some practices at the schools they work at such as identifying educational needs and potentials, providing support and directing them (B. Bostancı & Kayaalp, 2011). Indeed, a successful administrator can raise employee success to the highest point by directing them with instructions, making expectations clear, providing sources and support for staff development, motivating them to perform their work and showing appreciation for their success. When employees' progress is supported, their motivation and loyalty to the organization increase even more (Barutçugil, 2002). One of the findings of the study is that teachers' opinions on school administrators' protecting teachers' personal interests are listed under the sub-themes as protecting teachers' rights, acting fairly and protecting teachers against the ones outside the school. School administrators support the protection and use of rights by showing administrative responsiveness at and outside the school. In order for the teachers not to lose their rights, they act fairly and make an effort not to delay their rights. Besides, very few teachers in the study stated that school administrators consider organization's interests more important than protecting their rights and unless they defended themselves, their rights were not protected. According to Whitener et al. (1998) administrators should show a genuine care for their employees for the emotions of trust, wealth and loyalty. They should be responsive towards employees' needs and interests, act in a way to protect their interests and avoid abusing them in favor of the organization (Hunt, Lara & Hughey, 2009). Also, it is understood from the findings of the study that school administrators show administrative responsiveness towards teachers in their mutual relationships at school by being friendly, joining in some shared activities, and listening to them. Some teachers stated that school administrators did not make any effort to develop positive relationships with teachers at school or meet outside school issues. Teachers are of the opinion that administrators do not show administrative responsiveness on this issue. On the other hand, another finding obtained on this issue is that school administrators are responsive as they care for establishing relationships outside the school as well. The issues that teachers want to see administrators showing administrative responsiveness are listed as being appreciated, considering problems at school and communication with teachers. Teachers are of the opinion that school administrators should possess administrative sensitivities such as recognizing the teacher who work and the teachers who don't and appreciating the working ones as well as giving the necessary value to work success. Similarly, in a study conducted by Matyskiel (1990), it was revealed that school administrators did not make fair assessments as required, and that they should be trained on this issue. According to Marşap (2000), not rewarding the highly successful workers might cause a decrease in their achievement levels. Also, teachers think that school administrators should be responsive on the issues as making up the deficiencies of the school, providing physical equipment and tools and problem solving. Additionally, school administrators are expected to care for the staff more, listen more, show less strict attitude, share opinions, be constructive in criticisms, care for personal sensitivities, and adopt a flexible

management approach rather than strict rules. In a study by Gülmez and Dörtöl (2009), it was revealed that administrators' responsiveness was effective on employees' satisfaction. In the present study, while some teachers stated that school administrators did not support teachers' professional development, some others mentioned about their not making an effort to develop positive mutual relationships at school. Furthermore, teachers stated the issues that they want school administrators to show responsiveness as being appreciated, considering school problems and communication with teachers. Thus, based on these results, it can be suggested that administrative responsiveness training activities are organized for school administrators with regards to the importance of such issues.

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