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## Examination of the Relationship Between School Principals' Democratic Leadership Behaviors and Diversity Management Skills

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### ABSTRACT

The aim of this study is to examine the relationship between school principals' democratic leadership behaviors and their ability to diversity management according to teacher perceptions. This study was designed using a correlational survey model. Sample of the research consists of 307 teachers working in Pendik and Kartal districts of Istanbul. "Democratic Leadership Scale" and "Diversity Management Scale" were used in the research. Research data were analyzed using arithmetic mean, standard deviation, correlation analysis, and regression analysis. According to the findings, the democratic leadership behaviors of school principals were at a moderate level, and their diversity management skills were at a low level. The results of the correlation analysis showed that there was a positive, low-level, significant relationship between the two variables. Finally, as a result of the simple linear regression analysis, it was found that school principals' democratic leadership behaviors were a significant predictor of their diversity management skills. The findings obtained from the research were discussed in line with the relevant literature and some suggestions were presented for researchers and practitioners.

**Keywords:** Democratic Leadership, Diversity Management, School Principals



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## INTRODUCTION

Today, individuals with a wide variety of characteristics have started to work together in their workplaces due to reasons such as migration and technological advances (Öge & Canbolat, 2019). Communicating with groups of people with different cultures and characteristics, different languages, religions, and attitudes, understanding them and their "values" and doing business accordingly have become the prerequisite for success in a competitive environment (Aksu, 2008). The diversity that employees bring to business life is both a threat and wealth for organizations. These situations have revealed a new management approach conceptualized as diversity management (Memduhoğlu & Ayyürek, 2014).

The concept of diversity management emerged as a US-based understanding at the end of the 1990s, and has taken its place as a new paradigm today (Köksalan, 2019). The diversity management is a process that starts with recognizing the similar and dissimilar features of people and accepting and valuing people with all these features. This process envisages the establishment of a structure in which diversity is encouraged, in which differences are used as a lever that increases performance at the level of individuals, teams and businesses, and that all systems and organizational culture should be shaped in a way that supports this understanding (Süral Özer, 2007).

In the understanding of the diversity management, the diversities of people are evaluated as a phenomenon that should be managed in all areas of life and gains even more importance in organizational life. Because the harmony and work harmony of human communities that have come together for certain purposes play an important role on organizational outputs. People who come together to realize organizational goals such as performance, profitability, efficiency, and effectiveness, while trying to adapt to other colleagues and the organization, on the other hand, they want to live freely (gender, age, disability, etc.) and respect these diversities. (Sürgevil & Budak, 2008). Therefore, it can motivate individuals with different structures, views, and understandings, which are important in the management of diversity, towards the same goal and to achieve the goals of the organization (Linnehan & Konrad, 1999). Otherwise, a standard management approach that ignores the diversity among employees and attempts to make everyone uniform lays the groundwork for possible conflicts in the organization and causes the inner peace to be overshadowed (Tozkoparan & Vatansever, 2011). In this sense, while the approach to diversity management requires an additional effort for managers, it also emerges as an important tool for the individual to reveal their potential workforce (Akıncı Vural & Liedtke, 2017). At the point of realizing all of these, organizational managers have great responsibility. The leadership styles they will exhibit will undoubtedly be able to evaluate and support individual diversities within the organization as wealth and turn it into an advantage for the organization (Ertürk, 2023). In particular, the attitudes and behaviors of leaders with democratic values and a pluralistic understanding will be effective in the successful management of diversity. Because democratic leaders tend to seek different views within the organization and do not try to silence dissenting voices or those who offer a less popular point of view (Cherry, 2022).

In the democratic leadership style conceptualized by White and Lippit in the 1960s, group decisions are made under the leadership of the leader, encouraging group participation and discussion. In this leadership style, the leader behaves in the direction of sharing his management authority with the other employees of the group (Derin, 2016). Democratic leadership, which is one of the leadership styles that ensures equal participation of everyone in the decision-making process, establishes strong connections between team members, allows the free flow of ideas and most importantly supports diversity within the organization (Gayan, 2022). In the understanding of democratic leadership, also called participatory leadership, diversities within the organization are seen as a wealth and every member's views and

suggestions are taken into account in managerial processes (Bass, 1990; Dyczkowska & Dyczkowski, 2018; Ray & Ray, 2021). It is stated that in organizations with democratic leadership, production performance and employee satisfaction are higher in the long run than organizations managed with other leadership styles (Robbins & Coulter, 2012).

Educational organizations are social systems that include diverse people or groups in schools. In school, people with different views work to serve the same purpose. Different people working at the school; they bring different cultures, personality traits and talents to school (Gültekin & Türkmen, 2018). The diversity that employees bring to school can cause disagreements, groupings, and conflicts in schools. Therefore, it is difficult to manage schools where differences are intense, as in other organizations (Memduhoğlu, 2011). Since democratic leadership is an ethical structure, it requires the participation of individuals, respect for everyone and expectations towards them, and democracy thus spreads to the structures and links of educational institutions (Woods, 2005). Democratic leadership theory has largely been associated with governments, but it has become inevitable to associate it with organizations for appropriate behavior and effectiveness (Odumegwu, 2019). In this context, school administrators who consider diversities contribute to the formation of a culture that embraces everyone in the school and to the development of positive relations among employees (Sürgevil & Budak, 2008). The school administrator bringing together the diversities regarding the human element in a common point that will serve the purposes of the school (Memduhoğlu, 2010) requires the administrator to have leadership skills (Katıtaş, Doğan & Yıldız, 2022). Thus, the leader manager will be able to differ from the ordinary manager while taking organizational actions (Northouse, 2007). In line with this information, principals of schools, which are organizations where students, teachers, parents and other employees and individuals with very diverse characteristics, come together, are expected to manage these diversities effectively. It is thought that this will only be possible with a democratic management approach. Based on these considerations, this study aims to examine the relationship between school principals' democratic leadership behaviors and their diversity management skills according to teacher perceptions. Within the framework of this general purpose, the sub-objectives of this research are as follows:

1. What are school principals' levels of realizing democratic leadership behaviors and diversity management skill levels according to teachers' perceptions?
2. According to teachers' perceptions, do school principals' levels of realizing democratic leadership behaviors and diversity management skill levels differ significantly according to teachers' gender?
3. According to teachers' perceptions, do school principals' levels of realizing democratic leadership behaviors and diversity management skill levels differ significantly according to their professional seniority?
4. According to teachers' perceptions, do school principals' levels of realizing democratic leadership behaviors and diversity management skill levels differ significantly according to teachers' educational levels?
5. According to teachers' perceptions, is there a significant relationship between school principals' democratic leadership behaviors and diversity management skills?
6. According to teachers' perceptions, is school principals' democratic leadership behavior a significant predictor of their diversity management skills?

## METHOD

### Research Model

This research was designed as a correlational survey model based on quantitative research models. Correlational survey model is a survey approach that aims to determine the existence of covariance between two or more variables. In the correlational survey model, it is tried to determine whether the variables change together and if there is a change, how it happens. (Karasar, 2005).

### Population and Sample

The population of the research consists of 11025 teachers working in Pendik (7368 teachers) and Kartal (3657 teachers) districts of Istanbul in the 2020-2021 academic year. Convenient sampling method, one of the non-probabilistic sampling methods, was used in the selection of the sample. The most important benefit of this sampling method is that the participants are easy to access by the researcher (Fraenkel & Wallen, 2003). Based on this information, teachers who work in the region where the researcher works and can easily reach were included in the sample of the research. The sample of the study consists of 307 teachers. Personal information of the sample group is presented in Table 1.

**Table 1.** Frequency and Percentage Values of Personal Information

Variable	Groups	Frequency (f)	Percentile (%)
Gender	Female	228	74
	Male	79	26
	Total	307	100
Professional Seniority	0-5 years	38	12
	6-10 years	60	20
	11-15 years	70	23
	16-20 years	55	18
	21 years or more	84	27
	Total	307	100
Level of Education to Work	Primary school	114	37
	Secondary school	120	39
	High school	73	24
	Total	307	100

When the demographic characteristics of the teachers constituting the sample group are examined, 228 (74%) of the teachers are female and 79 (26%) are male. In addition, 38 (12%) of the teachers are 0-5 years, 60 (20%) of them are 6-10 years, 70 (23%) of them are 11-15 years, 55 (18%) of them are 16-20 years and 84 (27%) of them have 21 years or more professional seniority. When the educational levels of the teachers are examined, 114 (37%) of the teachers are working in primary schools, 120 (39%) in secondary schools and 73 (24%) in high schools.

### Data Collection Tools

During the study, Democratic Leadership Scale developed by Terzi (2015) and Diversity Management Scale developed by Balay and Sağlam (2004) were used. Psychometric characteristics of data collection tools are presented below.

#### *Democratic Leadership Scale*

The "Democratic Leadership Scale" used in the research was developed by Terzi (2015). The scale consists of 8 items and is a 5-point Likert type scale that is ranked as "Never" (1), "Rarely" (2), "Sometimes" (3), "Mostly" (4), "Always" (5). The total variance explained by

the democratic leadership scale is 56%. The scale is a one-dimensional scale. The Cronbach Alpha reliability coefficient of the scale was found to be .89 (Terzi, 2015). The Cronbach Alpha reliability coefficient for this study was found to be .77. The item-total correlations of the scale ranged from .57 to .81.

### ***Diversity Management Scale***

In the study, the “Diversity Management Scale” developed by Balay and Sağlam (2004) was used to determine teachers' perceptions of diversity management. The Diversity Management Scale consists of three sub-dimensions such as “individual attitudes and behaviors”, “organizational values and norms”, “managerial practices and policies” and 28 items. 5-point Likert type scale consists of “never (1)”, “little (2)”, “moderate (3)”, “a lot (4)” and “completely (5)” options. The variance rate explained by the sub-dimensions of the diversity management scale is 11.4% for “individual attitudes and behaviors”, 15.7% for “organizational values and norms” and 31% for “managerial practices and policies”. The variance value of the Management of Diversity Scale, explained as a single factor, is 41.7%. The item-total correlations of the items in the factors of the scale ranged from .49 to .67 in the first factor, between .45 and .63 in the second factor, and between .61 and .78 in the third factor. The Cronbach Alpha reliability coefficient of the scale was calculated as .77 for the first factor, .83 for the second factor and .95 for the third factor (Balay and Sağlam, 2004). The Cronbach Alpha reliability coefficient for this study was found to be .83 for the first factor, .86 for the second factor and .82 for the third factor. The Cronbach Alpha reliability coefficient for the overall scale was found to be .88. It can be said that as the scores obtained from the dimensions of the scale increase, teachers' perceptions of the management of diversity related to that dimension increase in a positive way.

### **Procedures and Data Analysis**

The scale link prepared through Google Forms was sent to the teachers who wanted to participate voluntarily in the research by the school administration. The analysis was made with the data of 307 scales filled by the teachers. The collected data were analyzed using SPSS 25.0 program. Before starting the analyses, it was examined whether the collected data met the one-way and multi-way normality assumptions. George and Mallery (2003) state that if the skewness and kurtosis coefficients are within  $\pm 2$ , the distribution of the data meets the assumption of normality. Based on this information, the skewness- kurtosis values of the data and the Q-Q graphs were examined and it was concluded that the scores of democratic leadership (.04 to -.30) and diversity management (.09 to -.06) were within the limits of normal distribution. In addition, it was observed that the expected and actual values of the data in the Q-Q graphs were distributed close to a line with a slope of 45 degrees. This showed that the distribution of the data would be considered normal (Can, 2014).

In the analysis of the data obtained within the scope of the research, descriptive statistics regarding the variables were calculated, and the relationships between the variables were determined using the Pearson product-moment correlation coefficient. SPSS 25 was used to analyze the data collected within the scope of the research. In the interpretation of the arithmetic means in the study, the range of 1.00-1.79 was "very low", the range of 1.80-2.59 "low", the range 2.60-3.39 "medium", the range 3.40-4.19 "high", and the range of 4.20-5.00 "very high" in five-point Likert type scales. In addition, in the interpretation of the correlation analysis, the range of .00-.30 was accepted as “low”, the range of .31-.70 as “moderate” and the range of .71-1.00 as “high” level (Büyüköztürk, 2011). The first question of the study was analyzed by arithmetic mean, the second question by independent groups t-test, the third and fourth questions by one-way analysis of variance (Anova), the fifth question by Pearson product-moment correlation analysis, and the sixth question by simple linear regression analysis.

**FINDINGS**

In this part of the study, first of all, school principals' democratic leadership behavior levels according to teacher perceptions and then school principals' levels of diversity management skills were examined. Finally, the relationship between these two variables was tried to be determined. Table 2 shows the opinions of teachers about the perception levels of school principals regarding democratic leadership behaviors. The arithmetic means and standard deviation of the answers given by the participants were used to determine the views of the participants on democratic leadership.

**Table 2.** Descriptive Statistics on the Democratic Leadership Scale

Variable	$\bar{x}$	Sd	Skewness	Kurtosis
Democratic Leadership	3,12	,59	,04	-,30

As can be seen in Table 2, the average score of the teachers participating in the research on the "Democratic Leadership" scale is  $\bar{x}$ =3.12. This value shows that school principals perform democratic leadership behaviors at a moderate level according to teacher perceptions.

In the next stage of the research, teachers' views on the school principals' diversity management skills were determined and the results are presented in Table 3.

**Table 3.** Descriptive Statistics on the Diversity Management Scale

Variable	$\bar{x}$	Sd	Skewness	Kurtosis
Individual Attitudes and Behaviors	2.79	.78	.25	-.11
Organizational Values and Norms	2.38	.65	.27	.41
Administrative Practices and Policies	2.38	.47	.01	.16
Diversity Management (Scale Total)	2.44	.44	.09	-.06

As can be seen in Table 3, the average score for the "Individual Attitudes and Behaviors" sub-dimension  $\bar{x}$ =2.79, the average score for the "Organizational Values and Norms" sub-dimension  $\bar{x}$ =2.38, and the average score for the "Managerial Practices and Policies" sub-dimension is  $\bar{x}$ =2.38. The average score of the "Diversity Management Scale Total Score" is  $\bar{x}$ =2.44. These values showed that teachers' scores on the management of diversity scale were at a "moderate" level in the "individual attitudes and behaviors" sub-dimension, and at a "low" level in other sub-dimensions and the total score of the scale.

In order to determine whether the democratic leadership scale and diversity management scale scores of the teachers constituting the sample group show a significant difference according to the gender variable, independent groups t-test was conducted.

**Table 4.** Independent Groups t-Test Results according to the Gender Variable of Teachers

Score	Groups	n	$\bar{x}$	Sd	Se	t-Test		
						t	Df	p
<b>Democratic Leadership</b>	Female	228	3.12	.59	.04	.49	305	.628
	Male	79	3.09	.60	.07			
<b>Diversity Management</b>	Female	228	2.42	.43	.03	-1.22	305	.222
	Male	79	2.49	.46	.05			

As can be seen in Table 4, as a result of the independent groups t-test, the difference between the arithmetic means of the groups for democratic leadership ( $t = .49$ ;  $P > .05$ ) and management of differences ( $t = -1.22$ ;  $P > .05$ ) scores according to the gender variable was not found significant.

One-way analysis of variance (ANOVA) was conducted to determine whether the democratic leadership scale and diversity management scale scores of the teachers constituting the sample group showed a significant difference according to the professional seniority variable.

**Table 5.** Results of One-Way Analysis of Variance (ANOVA) according to the Professional Seniority Variable of Teachers

Score	Groups	n	$\bar{x}$	S.D.	Source of Variance	Sum of Squares	df	Mean Square	F	p
<b>Democratic Leadership</b>	0-5 years	38	3.03	.52	Between Groups	2.049	4	.512	1.483	.207
	6-10 years	60	3.13	.58	Within Groups	104.372	302	.346		
	11-15 years	70	3.23	.60	Total	106.421	306			
	16-20 years	55	2.99	.52						
	21 years and more	84	3.13	.65						
	Total	307	3.11	.59						
<b>Diversity Management</b>	0-5 years	38	2.47	.44	Between Groups	.525	4	.131	.689	.600
	6-10 years	60	2.49	.44	Within Groups	57.459	302	.190		
	11-15 years	70	2.47	.45	Total	57.984	306			
	16-20 years	55	2.37	.37						
	21 years and more	84	2.41	.46						
	Total	307	2.44	.44						

As can be seen in Table 5, as a result of one-way analysis of variance (ANOVA), the arithmetic averages of the groups for democratic leadership (F= 1.483; p>.05) and diversity management (F= .689; p>.05) scores according to professional seniority variable differences between them were not found significant.

A one-way analysis of variance (ANOVA) was conducted to determine whether the democratic leadership scale and diversity management scale scores of the teachers constituting the sample group showed a significant difference according to the variable of education level they served.

**Table 6.** Results of One-Way Analysis of Variance (ANOVA) According to The Variable of Education Level They Served.

Score	Groups	n	$\bar{x}$	S.D.	Source of Variance	Sum of Squares	df	Mean Square	F	p
<b>Democratic Leadership</b>	Primary school	114	3.18	.62	Between Groups	1.843	2	.922	2.679	.070
	Secondary school	120	3.13	.58	Within Groups	104.578	304	.344		
	High school	73	2.98	.53	Total	106.421	306			
	Total	307	3.11	.59						
<b>Diversity Management</b>	Primary school	114	2.41	.41	Between Groups	.206	2	.103	.542	.582
	Secondary school	120	2.47	.45	Within Groups	57.778	304	.190		
	High school	73	2.43	.45	Total	57.984	306			
	Total	307	2.44	.44						



As can be seen in Table 6, as a result of one-way analysis of variance (ANOVA), the arithmetic averages of the groups for democratic leadership ( $F= 2.679$ ;  $p>.05$ ) and diversity management ( $F= .542$ ;  $p>.05$ ) scores according to the education level variable of the teachers served were not found significant.

In the next stage of the research, the results of the correlation analysis conducted to determine the relationship between teachers' school principals' views on democratic leadership and diversity management skills are given in Table 7.

**Table 7.** The Relationship Between Teachers' Views on Democratic Leadership and Diversity Management

	Diversity Management
Democratic Leadership	.26**

\*\* $p<.01$ ;  $N=307$

As seen in Table 7, there is a positive, low-level significant relationship between the scale of democratic leadership and the scale of diversity management skills ( $r=.26$ ;  $p<.01$ ). After these processes, regression processes were performed to determine whether the democratic leadership scale score significantly predicts the difference management skills scale score, in accordance with the purpose of the research, and the results are presented in Table 8 below.

**Table 8.** Results of Regression Analysis Between Democratic Leadership Scale and Diversity Management Scale

Model	B	Sd	$\beta$	t	p	R	R <sup>2</sup>	F	p
1.(constant)	1.85	.14		14.28	.000				
Democratic Leadership	.19	.04	.26	4.63	.000	.26	.06	21.39	.000

As seen in Table 8, as a result of the simple linear regression analysis performed to determine whether the scores of the democratic leadership scale significantly predicted the scores of the diversity management scale, it was seen that the democratic leadership scale was a significant predictor of the scores of the diversity management scale ( $F_{(1-305)}=21.39$ ,  $p<0.001$ ). It was found that the democratic leadership scale explained 6% ( $R^2= .06$ ;  $p<0.001$ ) of the variance in the management of differences scale score statistically significant. When the t-test result regarding the significance of the coefficient of the predictor variable in the regression equation ( $B= .19$ ) is analyzed, it is seen that the democratic leadership scale is a significant predictor of the diversity management scale ( $p<0.001$ ).

According to the results of the regression analysis, the regression equation that predicts the organizational trust scale is as follows:

$$\text{Diversity Management Skills} = (.19 \times \text{Democratic leadership}) + 1.85$$

## DISCUSSION

In this study, the relationship between school principals' democratic leadership behaviors and their ability to diversity management was examined according to the views of 307 teachers working in schools in Pendik and Kartal districts of Istanbul in the 2020-2021 academic year.

According to the research findings, it was found that school principals perform democratic leadership behaviors at a moderate level. Different results were obtained in similar studies examining the democratic leadership behaviors of school principals. For example, in a similar study, Derin (2016) found that teachers stated that school principals exhibited a high

rate of democratic leadership. In their research, Terzi and Çelik (2016) found that teachers stated that school principals were "mostly" exhibiting democratic leadership behavior. Taş, Çelik, and Tomul (2007) concluded in their research on primary schools that the leaders of the participants were prone to democratic leadership. Leadership is one of the world's oldest preoccupations and is a universal phenomenon in humans (Bass, 1990). From ancient times to modern history, leadership has played an integral role in the development of groups, societies, and nations (Choi, 2007). Democratic leadership also works best when group members are capable and willing to share their knowledge. Therefore, the fact that the democratic leadership behavior levels of school principals are different from both this research and previous studies can be considered as a normal situation arising from the difference in the internal dynamics of the schools.

Another finding obtained from the study showed that teachers' scores on the diversity management scale were at a "moderate" level in the "individual attitudes and behaviors" sub-dimension, and at a "low" level in other sub-dimensions and the total score of the scale. Balyer and Gündüz (2010) found in their research that teachers perceived the management of diversity in schools at a low level. On the other hand, Çako (2012) and Akman (2018), in their research, found that teachers perceived school principals' ability to manage diversity at a "moderate" level; in the studies conducted by Kılıçlar-Şahin (2015) and Temel and Bostancı (2020), teachers stated that the management of diversity in their schools is realized at a high level. In his research in Memduhoğlu (2007); reached the conclusion that high school administrators are competent in managing diversity. Genç (2017) also found in his research that teachers' views on the management of diversities are positive. The main purpose in the management of diversity is to reach a common point from many diversities. Diversity management is the process of creating an organizational atmosphere that will contribute to the goals and interests of the organization by using the skills and abilities of the employees in the organization in line with the goals and interests of the organization, maximizing the existing potential of the employees, ensuring that the employees reach their real potentials (Gökçen and Çavuş, 2014:531). Based on this information, it is thought that the different numbers of individuals with different characteristics in each organization and the expertise of managers in managing diversities are effective in obtaining different results from both the current research and other studies in the literature.

In the study, it was found that the scores of the democratic leadership scale and the scores of the management of diversity scale did not show significant differences according to the gender, professional seniority and educational level of the teachers. It is desirable that teachers' perceptions of school principals' democratic leadership behaviors and their ability to manage differences do not show significant differences according to demographic variables. There are studies in the literature using similar variables. In some of these studies, scale scores showed significant differences according to demographic variables (Çelik, 2016; Çetiner, 2008), while in many of them, it was seen that scale scores did not show significant differences according to variables such as gender (Derin, 2016; Gezici, 2007; Ocak, 2014; Terzi & Kurt, 2005), professional seniority (Derin, 2016; Polatcan, 2012) and educational level (Aksu, 2008; Doğan & Uğurlu, 2014; Turan, 2012), which supports the finding of this research.

In the study, it was found that there was a positive, low-level significant relationship between the scores of the teachers' democratic leadership scale and the scores of the management of differences scale. The linear regression analysis showed that school principals' democratic leadership behaviors significantly predicted their ability to manage diversities. No studies were found in the literature in which the same two variables were used together. However, when the relations of the two variables used in the study with similar different variables were examined, Temel and Bostancı (2020) determined that there was a negative and moderate relationship between school principals' ability to manage diversities and teachers' organizational cynicism levels. In his study, Tekin (2019) found that attitudes and perceptions towards leadership styles may differ between cultures. Therefore, leaders can adopt various

leadership styles in different cultural environments by considering cultural characteristics and cultural norms. Democratic leadership is the most effective leadership style in such situations. As a matter of fact, Bayyurt and Kılıç (2017) found in their research that the democratic leadership behaviors of managers have a positive effect on the strengthening of the organizational commitment of the employees. These studies show that democratic leadership is desired by employees. Because, in his research, Canpolat (2016) revealed that employees most want democratic and liberating leadership behaviors from their leadership styles. On the other hand, the fact that democratic leadership requires the basic principles necessary for the management of diversities such as encouraging the followers to participate in the decision process and supporting diversity indicates that there may be a positive relationship between the two variables (Eren, 2005). Therefore, it can be said that this finding obtained from the research is supported by the existing literature and similar studies. However, it is necessary to investigate what is effective in the low level of the relationship between the variables.

## CONCLUSION

As a result; (i) teachers' perceptions of school principals' democratic leadership behaviors are moderate; (ii) teachers have low perceptions of school principals' ability to manage diversities; (iii) there is a positive, low-level and significant relationship between teachers' school principals' democratic leadership behaviors and their ability to manage diversities; (iv) according to teacher perceptions, school principals' democratic leadership behaviors significantly predict their ability to manage diversities.

## Recommendation

Based on the results obtained from the research, the following recommendations can be made to the researchers and practitioners; (i) a similar research can be done with educators working in different cities; (ii) more in-depth knowledge of the research topic can be obtained by using qualitative or mixed research methods; (iii) By conducting research on the extent to which school administrators' different leadership behaviors affect their ability to manage diversity, a better understanding of the relationship between leadership and effective diversity management can be achieved; In addition, the following suggestions can be developed for practitioners in line with the results obtained; (i) In-service training can be provided to improve leadership skills and democratic attitudes of school principals to become a democratic leader; (ii) school principals can be given practical training on the management of diversity.

## Limitations

This research has some limitations. The research was conducted in Istanbul, the largest city in Turkey. Similar research can be done with teachers working in different cities and the results can be compared. The scale, which is a data collection tool frequently used in quantitative research, was used in the study. Therefore, the data obtained are limited to the answers given by the participants to the scales and the scope of the measurement tools. Considering this limitation in future research it is thought that it would be beneficial to use different data collection tools such as observation and interview, which are frequently used in qualitative research

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### **Author's statements on ethics**

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

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