Article History
Received: 17.01.2023
Received in revised form: 04.06.2023
Accepted:17.06.2023
Article Type: Research Article

International Journal of Contemporary Educational Research (IJCER)

www.ijcer.net

Representation of Ataturk's Leadership Qualities in "The 8th Grade Textbook for The History of Turkish Revolution and Kemalism'', in the Context of the Skills Relevant to the 21st Century

Ebru Gençtürk Güven[1], Fidaye Cincil[2] Enes Küçük[3]
[1]Trabzon University, 0000-0002-4606-6449
[2]Trabzon University, 0000-0002-6199-370X
[3]Trabzon University, 0000-0002-5197-9998

To cite this article:

Gençtürk-Güven, E., Cincil, F. & Küçük, E. (2023). Representation of ataturk's leadership qualities in "the 8th grade textbook for the history of turkish revolution and kemalism'', in the context of the skills relevant to the 21st century. *International Journal of Contemporary Educational Research, 10*(2), 442-456. https://doi.org/10.52380/ijcer.2023.10.2.368

International Journal of Contemporary Educational Research
Volume 10, Number 2, June 2023, Page 442-456 ISSN: 2148-3868

Representation of Ataturk's Leadership Qualities in "The 8th Grade Textbook for The History of Turkish Revolution and Kemalism'', in the Context of the Skills Relevant to the 21st Century**

Ebru Gençtürk Güven[1*], Fidaye Cincil[1], Enes Küçük[1]
[1]Trabzon University

Abstract

Textbooks are among the most important means of education in terms of instilling leadership skills in students. The characters presented as models in the textbooks play an important part in building up such leadership skills with the help of quotes from such characters, texts written with reference to them, and the activities developed accordingly. Thanks to his leadership qualities, Mustafa Kemal Ataturk is one such character who continues to provide guidance even after a century. As a model for the students, he arguably plays a role in helping them develop leadership skills. Therefore, it is important to analyze his description in the textbook from a scientific perspective. Against this background, this study presents an analysis of the 8th grade textbook for "The History of Turkish Revolution and Kemalism" course used in the academic year 2021-2022, with reference to Ataturk's leadership traits and the types of leadership deemed important in the 21st century (strategic, authentic, charismatic, servant, transformative, transactional, etc.). The data gathered through document review was then subjected to descriptive analysis. The analysis led to the conclusion that the text represented Ataturk's leadership traits in tune with the types of leadership prevailing in the 21st century. It is also understood that Ataturk's strategic, visionary, transformative, charismatic, entrepreneurial, and creative leadership skills were more prominent in the text.

Keywords: 21st Century skills, History of turkish revolution and kemalism, Leadership skills, Textbook, Mustafa kemal atatürk

Introduction

The roots of leadership extend back to the times when humans began to live in communities. Such early attempts at communal living soon led to the perceived need for the administration of the community and thus the need for leaders to provide such administration (İbicioğlu, Özmen & Taş, 2009). In those times, leadership was a trait referring to individuals with substantial influence over large masses, representing a form of power. In time, this concept came to be associated with superhuman qualities, even godly characteristics (Hatch, Kostera & Kozminski, 2006). The word leader is based on the root "lead", which refers to showing the "way" or "direction" (Aldair, 2005: 66). The leader is defined as "the person who leads and guides, with the ability to perceive and predict her followers' needs and wants and the creativity to grasp them" (Tunçer, 2012: 291). In earlier ages, it was also known to be associated with rulers, military commanders, princes, chiefs, or kings (Stogdill & Bass, 1981). Leadership, in turn, is defined as "the art of motivating and coordinating people working towards the organization one leads" (Tunçer, 2012: 291). Even though the literature does not highlight a common definition of leadership as a concept, various scholars have emphasized standing out in the group (Mumford, 1906), being in the center of a movement (Cooley, 1902; Knickerbocker, 1948), the ability to impress and influence others (Bennis & Nanus, 1985; Bogardus, 1934; Katz & Kahn, 1978; Pagonis, 1992; Rauch & Behling, 1984), personality traits to draw admiration (Kilbourne, 1935), the ability to lead individuals towards a shared objective (Hempfill & Cons, 1957; Koontz & O'Donnel, 1955; Stogdill, 1974), the ability to facilitate interpersonal interaction and communications (Tannenbaum, Weschler & Massarik, 1961), leading the

* Corresponding Author: *Ebru Gençtürk Güven, egencturk@trabzon.edu.tr*
** This study was organized by Recep Tayyip Erdoğan University on 9-11 June 2022 at the "10. It was presented as a paper at the "Social Studies Education Symposium".

way in solving problems in line with the goals at hand (Dubrin, 1978), overseeing action and creating the future (Sullivan & Harper, 1996) as qualities expected from a leader. The leadership perspective has undergone change in the age of enlightenment, with enlightenment thinkers arguing that "every human being can be his own leader" (Goffee & Jones, 2011). Today, rapid developments in science and technology have brought about significant competition among organizations, rendering leadership even more crucial. Indeed, leadership is now a concept cherished and appreciated by a lot of sectors of human activity and is considered an important skill necessitated by the 21st century (Tuğluk & Altın, 2020).

From an academic point of view, leadership came to be discussed in the early decades of the 20th century and is now the subject of various theories expressing various scholars' interpretations. A glance at the organizations reveals attempts to explain and understand leadership from the perspective of the rather conventional 'great man' theory, as well as perspectives focusing on traits, behaviors, and contingencies (Bakan-Doğan, 2013; Dikmen, 2012; Dikmen-Ada, 2012; Özkara & Sağlam-Arı, 2019; Şahin, 2019; Tuğluk & Altın, 2020). Nowadays, however, the concept of leadership is assessed with reference to its development, transformation, and differentiation in line with the demands of the 21st century. Today's leadership theories exhibit various approaches to the concept, including the modern paradigm (Dinler, 2018; Gürer, 2019; Sağbaş, 2021; Tuğluk & Altın, 2020), contemporary perspectives (Doğan, 2016), postmodern perspectives (Dikmen, 2012), current perspectives (Bakan & Doğan, 2013; Dikmen, 2012; Erişen, 2017; Özkara & Sağlam-Arı, 2019), and novel perspectives (Baker-Arapoğlu, 2021; Dikmen-Ada, 2012; Şahin, 2019; Tekeli, 2018; Yılmaz, 2014); Looking at the literature, one can notice references to certain types of leadership, including strategic, authentic, charismatic, servant, transformative, ethical, transactional, autocratic, laissez-faire, democratic/participatory (Dinler, 2018; Gürer, 2019; Sağbaş, 2021; Tuğluk and Altın, 2020), spiritual, cultural, visionary, entrepreneurial, and creative (Dikmen, 2012; Dikmen-Ada, 2012), under the umbrella of the modern leadership paradigm rising on top of the synthesis of these leadership perspectives..

In contrast to the century that preceded it, the 21st century stands out as one where manpower is becoming irrelevant and even the mental skills of human beings are on the way to being replaced by artificial intelligence. Various circles of debate voice the need for schools to emphasize life skills such as critical thinking, communication, cooperation, and coping with change instead of the technical skills they were accustomed to providing previously (Harari, 2018). These arguments led to various approaches embraced by various organizations, based on which skills the 21st century demands. These approaches, with the contributions of various institutions and organizations (e.g., P21, Metiri Group, EnGauge, OECD, AACU, ISTE, and Macarthur Foundation), culminated in the categorization of 21st century skills as learning and innovation skills; information, media, and technology skills; and life and career skills. Among these, life and career skills are significant for the purposes of this study, as they contain leadership skills as well (Dede, 2009).

It is evident that expectations regarding the qualities individuals should have have been changing in response to the social, economic, political, and technological developments brought about by the 21st century. Such change affected the education systems as well and necessitated certain changes in the knowledge, skills, and qualifications individuals are expected to have (Cansoy, 2018; Dursun, 2022). The change led to a revision of the qualifications of the education programs applied at schools so as to cover knowledge, skills, meta-learning, and character traits as the primary aspects of education in the 21st century. Learning to exhibit character is expected to instill awareness, curiosity, courage, endurance, ethical values, and leadership behaviors in individuals (Fadel, Bialik, & Trilling, 2015). By providing the students of the educational environments of the 21st century with the seeds of leadership skills, they are raised as strong, creative, highly motivated individuals with a will to learn new knowledge (Zehir-Gülebi & Bayar, 2019), capable of guiding others effectively with direct influence and inspiration (Hamarat, 2019), combined with consistent and ethical behavior, the ability to provide guidance to others, embracing responsibility with others, and guiding one's team towards its objective (Aydın, 2019; Güçlü, 2022). Leadership in education arose as a strong discourse, not only facilitating organizational and pedagogical development on the part of teachers and schools to help students learn better but also paving the way for equality, social justice, and participation in education (Hangartner & Svaton, 2022). Doing so is a shot at equipping individuals with the skills and experiences to enable them to perform well in leadership roles demanded by the 21st century (Leblebici, 2008). The concept of competition, which took over the whole world in the 21st century, increased the importance of leadership skills for educational establishments, prioritizing efficiency and quality. Arming individuals with leadership skills will increase their efficiency in their daily lives as well as through their future careers, and the education materials to be used in the 21st century are being designed specifically to provide those skills (İdin, 2019).

Without doubt, textbooks are among the most important materials for instilling leadership qualities in students. In addition to their guiding role in learning, acquiring, and organizing knowledge (Seguin, 1989), textbooks also play a major role in helping students develop leadership skills. The characters presented as models in the textbooks, quotations from them, texts written with reference to them, and the activities developed provide a

picture of the leadership traits of such persons, shaping the students' image of leadership. Presenting insights into the lives of world-renown leaders plays an important part in helping students develop leadership skills. Indeed, all nations on the globe present a model of a leader profile or other for the students by including certain texts and cases to serve as models from the lives of their national heroes in textbooks (Aytan, Çalıcı, & Ertem, 2018). In this context, Mustafa Kemal Ataturk stands out as a crucial example of a leader in Turkey as well as the wider world, given his extraordinary efforts in the years of national struggle for independence as well as the steps he took to modernize the Turkish nation after the establishment of the Republic. That is why the representation of Ataturk's leadership traits in textbooks is very important in helping students develop leadership skills.

A glance at the literature on Ataturk's leadership traits reveals references to having an open mind (Kırel, 2001), standing firm on crucial principles (Özbudun, 1986; Tural, 1999; Tünay, 1985), having insights and experience (Aslan, 2008; Kırel, 2001; Tural, 1999), analysis-synthesis skills (Kolburan & Tasa, 2017), habit of providing insights (Kırel, 2001), ability to draw masses with him (Özlü, 2011), flexibility (Dinler, 2018; Kırel, 2001; Taş, 2009), realism (Aslan, 2008; Dinler, 2018; Kırel, 2001; Özbudun, 1986), embracing a democratic perspective (Arıkan, 2001; Dinler, 2018; Dönmezer, 1991; Erendil, 1986; Köse, 2021; Özbudun, 1986; Uzun, 2009; Yüksel & Açıkgöz, 2010), autocratic approach (Arıkan, 2001; Aslan, 2008; Kılıç-Özkaynar, 2017; Köse, 2021), will to stand for duty (Kırel, 2001), creativity (Laçin, 1997), reliability (Cora, 2016; Kırel, 2001), impressiveness (Yüksel & Açıkgöz, 2020), honesty (Cora, 2016), entrepreneurial nature (Geçikli, 2012; Tekeli, 2018), confidence (Tural, 1999), orientation towards action (Aşkun, 1998; Bursalıoğlu, 1983; Özbudun, 1986; Vahapoğlu, 1998), ability to persuade (Kırel, 2001; Tural, 1999), taking initiative (Aslan, 2008; Kırel, 2001), being a good judge of character (Kırel, 2001), appreciation of people (Kırel, 2001; Özbudun, 1986), devoting himself to the task (Eraslan, 2006; Kırel, 2001; Tekeli, 2018), strong foresight (Murat, 2016; Tünay, 1985), revolutionary perspective (Erendil, 1986; Mumcu, 1997; Taş, 2009; Vahapoğlu, 1998), ability to draw public support, ability to make quick decisions (Kırel, 2001), determination and courage (Aslan, 2008; Aydemir, 1963; Cora, 2016; Eraslan, 2006; Geçikli, 2012; Kırel, 2001; Kongar, 2012; Taş, 2009; Tekeli, 2018; Tural, 1999; Tünay, 1985; Yüksel & Açıkgöz, 2020), patience (Atay, 1990; Dinler, 2018), perfection (Kırel, 2001), cherishing solidarity (Akseki, 2012), will to learn (Aydemir, 1963; Ertan, 2016; Kırel, 2001), pioneering character, principled standing, problem-solving attitude, extraordinary character, habit of taking responsibility, strategical awareness, (Kırel, 2001), organizational skills (Aktaş, Türk-Aktaş & Erol 2015; Kırel, 2001), cherishing merit (Aslan, 2008; Banoğlu, 1955), vision (Aslan, 2008; Dinler, 2018; Eraslan, 2006; Kırel, 2001; Taş, 2009; Tekeli, 2018), ability to manage time and supervise (Kansu, 1998; Kırel, 2001; Köse, 2021), keeping an ear for the public, having a national strategy perspective (Aslan, 2008), emotional intelligence (Geçikli, 2012), versatility (Aslan, 2008; Bursalıoğlu, 1983; Erendil, 1986; Türkmen, 2017), drawing strength from people (Özbudun, 2019), charisma (Akseki, 2012; Aşkun, 1998; Dinler, 2018; Kongar, 2021; Köse, 2021; Özlü, 1986; Sönmez, 2006; Şehit, 2011), transformative approach (Akarslan, 2021; Aktaş, Türk-Aktaş & Erol, 2015; Baykal, 2002; Eraslan, 2006; Erdenir, 2008; Köse, 2021; Taş, 2009; Tekeli, 2018;) and others among leadership traits attributed to him.

In general, these studies present a picture of his leadership nature based on quotations from him, his heroic stances in wars, his foresight and strategic thinking, as well as his versatility. However, no study analyzing the textbook for the "History of Turkish Revolution and Kemalism" course for 8th grade in terms of the leadership skills the 21st century demands was found in the literature. Textbooks are also crucial in terms of presenting Ataturk's leadership traits to students through a number of activities and texts. Moreover, considering the fact that textbooks are essential and effective teaching materials for the development of certain skills in students, the present study also stands out as a unique one to assess the book's effectiveness in representing Ataturk's leadership traits. For this purpose, the textbook used in the academic year 2021-2022 for the History of Turkish Revolution and Kemalism course for 8th grade was analyzed with reference to modern theories of leadership to see which units in the textbook refer to which leadership traits of Ataturk. In this context, the study focuses on the following sub-problems:

- How are leadership traits distributed across domains of learning?

Method

The study employed a qualitative research perspective. Qualitative research is defined as a research activity wherein qualitative data collection methods such as observations, interviews, and document analysis are employed, employing a qualitative process for presenting a realistic and holistic picture of perceptions and events in their natural environment (Yıldırım & Şimşek, 2021). The data used in the study was gathered through document analysis. This technique refers to a detailed analysis and review of texts containing information about the events or concepts studied so as to produce a holistic picture of such information (Creswell, 2017). The

textbook for the History of Turkish Revolution and Kemalism course for 8th grade is the document analyzed in this study. The data gathered through document review was then subjected to descriptive analysis. Descriptive analysis refers to the processing of qualitative data based on a pre-determined framework, the identification of findings, and the interpretation of the findings thus identified. (Yıldırım & Şimşek, 2021).

In line with the purpose of the study, the analysis focused on the presentation of leadership skills—a crucial skill the literature names among the life and career skills required for the 21st century—in the textbook. The analysis is based on the types and traits of leadership widely discussed in current literature and categorized under the modern theory of leadership (Dinler, 2018; Doğan, 2016; Erişen, 2017; Gürer, 2019; Sağbaş, 2021; Tuğluk & Altın, 2020). These types of leadership are Strategic, Charismatic, Visionary, Creative, Transformative, Democratic, Authentic, Cultural, Transactional, Ethical, Servant, Entrepreneurial, Autocratic, Laissez-faire, and Spiritual leadership. The behavior features associated with each type of leadership (codes) are listed based on the literature. *For instance, Charismatic Leadership* covers extraordinariness, an action-oriented attitude, the ability to convince others of the validity of the goals set, a high level of confidence, motivating and inspiring the followers, the will to initiate social change, determination, etc. behaviors (codes), whereas *Strategic Leadership* covers foresight, developing an authentic vision, significantly and positively influencing others, having an investigative mind, continuous development, and so on. *Visionary Leadership,* in turn, entails reasoning ability, strategic thinking, fighting spirit, innovativeness, a will for continuous learning, and developing a multi-faceted perspective towards developments, among other behaviors. The list of categories and codes is presented in detail in Appendix 1. The analysis of the textbook took place between March 31 and June 9, 2022. In that time frame, each researcher working individually analyzed the text on a weekly basis, as per the assignments for the week. The similarities and differences of the analyses of all three researchers were then discussed in weekly meetings lasting 3 hours (amounting to a total of 30 hours). The weekly discussions culminated in agreed-upon assessments of the statements in the textbook, with reference to the codes and categories providing the analysis framework. A 90% congruence rate was reached through the discussions (Miles & Huberman, 1994). The descriptive analysis of the amount of repetition of individual leadership types and traits with reference to individual content domains is accompanied by quotations from the textbook.

Results

According to Table 1, the analysis of the textbook for the History of Turkish Revolution and Kemalism course in terms of "*The Birth of a Hero*" content domain revealed references to 12 out of 15 types of leadership covered, with Visionary, Strategic, and Charismatic leadership traits of Ataturk standing out. On the other hand, behaviors associated with Cultural, Transactional, and Ethical leadership types were mentioned much less frequently.

Table 1. Findings Regarding "The Birth of a Hero" Domain of Learning

Category	Codes*/F	Total	Category	Codes */F	Total
1. Visionary	1/4, 2/4, 3/1, 5/3, 6/2, 7/18, 8/2, 9/4, 10/1, 11/1, 12/1, 13/1, 14/4	46	7. Entrepreneurial	1/1, 2/1, 4/1, 6/4, 9/1	8
2. Strategic	1/5, 2/5, 4/2, 5/1, 6/1, 7/7, 8/2, 9/2, 12/4, 13/2, 14/2, 16/5, 17/1, 18/3, 19/1, 20/1	44	8. Democratic	1/1, 11/1, 12/1, 20/2, 21/3	8
3. Charismatic	1/11, 2/1, 3/7, 4/3, 5/5, 6/2	29	9. Servant	1/1, 2/2, 4/1	4
4. Transformative	1/3, 2/1, 3/9, 7/1, 9/2, 10/2	18	10. Cultural	1/1, 2/1	2
5. Creative	1/3, 2/3, 4/1, 6/6, 9/4	17	11. Transactional	3/1, 4/1	2
6. Authentic	1/1, 2/1, 4/1, 7/1, 11/1, 12/1, 13/3	9	12. Ethical	4/1, 6/1	2

* The list of codes in Appendix 1.

The most commonly emphasized cases of Visionary Leadership behaviors in this domain of learning stand out as "7: *Inclination to learning at all times and having a multi-dimensional perspective towards events*", "9: *Never fearing failure*", "14: *Predicting events*", and "15: *Taking chances*". An example of behaviors presented in the book as a case of "*inclination to learn at all times*", which is the most frequently mentioned behavior associated with this type of leadership, is as follows:

> *"…Mustafa Kemal learned German language in military schools. Moreover, again from his secondary school education on, he also learned French as a second foreign language. Making special efforts through his education in Istanbul, he took his French to an advanced level. Thanks to his reading habit and proficiency in foreign languages…" (p. 24).*

In this domain of learning, strategic leadership is found to be the second most frequently expressed type of leadership in the textbook. This type of leadership is mostly exhibited through the following behaviors: "*7. Decision-making in tune with the prevailing conditions*", "*1. Foresight*", "*2. Developing an authentic vision"* and *"16. Having a distinct orientation for the future".* The most commonly mentioned type of behavior associated with strategic leadership in the book is "*decision-making in tune with the prevailing conditions*." An example of this type of behavior, as expressed in the book, is provided below:

> *"Before M. Kemal came to Thessalonica, his friends, who were the founders of the Thessalonica branch of the Homeland and Freedom Society, had joined the ranks of the Union and Progress Society. Mustafa Kemal also joined the Union and Progress Society." (p. 26)*

The third most frequently expressed type of leadership in this domain of learning is Charismatic Leadership. In the textbook, the most frequently mentioned behaviors associated with this type of leadership are "*1. Extraordinariness*", "*2. Orientation towards action*", "*3. Appearing in extraordinary times, motivating and inspiring the followers*", and "*5. The will to influence others*". Among these leadership behaviors, the most frequently mentioned ones are the extraordinary nature of Ataturk, and his orientation towards action, as exemplified below:

> "*In Tripoli, Mustafa Kemal donned Arabic clothes and used the name 'Sharif, the Journalist'. He put into practice what he learned at the Academy of War and registered his first military achievements in Derna and Tobruk, against Italians." (p. 27)*

Table 2. Findings Regarding "The Steps Towards National Awakening and Independence" Domain of Learning

Category	**Codes/F**	**Total**	**Category**	**Codes/F**	**Total**
1. Strategic	1/5, 2/2, 4/6, 5/2, 7/11, 8/2, 9/2, 10/4, 11/5, 12/1, 14/4, 16/1, 17/1, 18/3, 20/1	50	6. Creative	2/6, 5/1, 6/5, 8/4, 9/3	19
2. Charismatic	1/10, 2/4, 3/3, 4/11, 5/1, 6/1	30	7. Democratic	6/1, 9/1, 10/1, 1/1, 12/1, 3/1, 19/1, 20/1, 22/1	9
3. Visionary	1/7, 2/1, 4/1, 5/3, 6/2, 7/5, 8/1, 9/3, 13/2, 14/3	26	8. Authentic	1/1, 2/2, 3/1	4
4. Transformative	1/14, 3/8, 4/2,	24	9. Spiritual	8/1	1
5. Entrepreneurial	**1/5, 2/7, 4/1, 6/9, 8/1, 10/1**	24			

According to Table 2, the analysis of *The Steps Towards National Awakening and Independence* domain of learning reveals references to 9 types of leadership, with Ataturk's Strategic, Charismatic, and Visionary leadership traits standing out, while the *Spiritual Leadership* was found to be the most rarely mentioned trait.
The most commonly emphasized examples of Strategic leadership behaviors in this domain of learning are "*7. Decision-making in tune with environmental conditions*", "*4. Having a significant and positive effect on others*", and "*11. Foresight for strategic change*". A quotation from the book, presenting Ataturk as a leader capable of decision-making in tune with environmental conditions is provided below:

> *"As the enemy continued its progress, he assumed responsibility and took direct leadership of part of his forces towards Kocaçimen Hill. When he reached Conkbayırı, he came across fleeing soldiers of the Turkish army. He boosted their morale, and with strong commanding skills, he managed to open up Arıburnu front (p. 38)*

The most commonly emphasized examples of Charismatic leadership behaviors are "*4. Determination"*, "*1. Extraordinariness and orientation towards action"* and "*2. High level of self-confidence*". An example of his determination is provided in the textbook through a quote from him: "*…As they have come, so they will go!" (p. 46).*

The third most frequently expressed type of leadership in this domain of learning is Visionary leadership. The most commonly emphasized examples of Visionary leadership behaviors are "*1. Reasoning, analysis, and effective strategic thinking*", "*7. Inclination to learning at all times*", "*8. Multi-dimensional perspective towards events*", and "*5. Ambitious and fighting spirit*". Among these, "*1. Reasoning, analysis, and effective strategic thinking*" is the most commonly expressed form of behavior in this context.

> *"Upon landing in Samsun, Mustafa Kemal immediately reviewed the state of the region. On May 22, he sent a telegram to the government, noting unjust landings by the British armed forces and calling for measures from the government. (p. 52).*

Table 3. Findings Regarding The "A National Epic: Independence or Death" Domain of Learning

Category	Codes/F	Total	Category	Codes /F	Total
1. Strategic	1/7, 2/1, 4/1, 5/3, 7/3, 6, 9/3, 10/1, 11/6, 12/1, 14/2, 16/3, 17/2, 18/4, 20/3, 21/2	48	8. Cultural	1/3, 2/2, 3/2, 4/2	9
2. Visionary	1/10, 2/2, 4/1, 5/4, 6/2, 7/5, 9/3, 13/6, 14/5	38	9. Servant	1/6, 2/2	8
3. Charismatic	1/8, 2/1, 3/6, 4/3, 6/7	25	10. Democratic	1/1, 8/1, 9/1, 10/1, 12/1, 19/1, 20/1, 21/1	8
4. Entrepreneurial	5/3, 6/3, 9/3, 10/14	23	11. Autocratic	3/2, 6/3, 11/2	7
5. Creative	1/1, 6/7, 7/1, 8/4, 9/6	19	12. Authentic	1/2, 3/2	4
6. Transformative	1/7, 2/1, 3/8, 4/1, 10/1	18	13. Transactional	1/1, 2/1, 3/1	3
7. Spiritual	2/1, 3/3, 4/2, 8/2, 10/4	12	14. Ethical	11/2	2

According to Table 3, the analysis of A National Epic: Independence or Death domain of learning reveals references to 14 out of 15 types of leadership, with Ataturk's Strategic, Visionary, and Charismatic leadership traits standing out, while the Ethical Leadership was found to be the most rarely mentioned trait.

The most commonly emphasized examples of Visionary Leadership behaviors in this domain of learning are "*1. Foresight*", "*8. Efficient management of human resources*", and "*11. Foresight for strategic change*". In the textbook, the most frequently mentioned behavior associated with this type of leadership is "*Foresight*", as shown in the following example:

> *"...He said to those present: Take a look at the calendar upon receiving the news for the start of the offensive. We will be in Izmir on the fifteenth day to follow. There were some who did not believe, with tongue in cheek... Upon his return from Izmir, he saw some people who were with him that night and said, 'Apparently, I was mistaken by one day. But it is not my fault. It is the enemy's!" (p.96)*

In this domain of learning, Visionary Leadership is found to be the second most frequently expressed type of leadership in the textbook, where this type of leadership is mostly exhibited through "*1. Reasoning, analysis, and effective strategic thinking*", "*13. Ability to express one's vision to his followers*", and "*7. Inclination for learning at all times*". In the textbook, the most frequently mentioned behavior associated with this type of leadership is "*Reasoning, analysis, and effective strategic thinking*":

> *"In total war, nations that are slow in dedicating all tangible and intangible resources to the defense of the homeland and which permit behaviors otherwise cannot be deemed to be really venturing forth towards war and struggle and to believe in success." (p. 89)*

The third most frequently expressed type of leadership is Charismatic leadership. In the textbook, the most frequently mentioned behaviors associated with this type of leadership are "*1. Extraordinariness and orientation towards action*", "*3. Appearing in extraordinary times, motivating and inspiring the followers*", and "*6. Taking risks*". Among these leadership behaviors, the most frequently mentioned one is "*Extraordinariness and his orientation towards action*", as exemplified below:

> *"Even though Mustafa Kemal was injured due to a fall from his horse, he still led the battle from the headquarters at the front. The Commander-in-Chief of Turkish armies, Mustafa Kemal issued his historical order on "total war" at the most crucial point of the struggle and turned the tides, once and for all against Greek." (p. 91)*

Table 4. Findings Regarding The "Kemalism and Modernizing Turkey" Learning of Domain

Category	Codes/F	Total	Category	Codes/F	Total
1. Visionary	1/13, 5/10, 6/1, 7/22, 8/1, 10/5, 13/13, 14/6, 8/1	72	8. Democratic	1/7, 4/1, 8/1, 9/1, 10/4, 12/1, 13/3, 14/2, 17/3, 21/2, 22/5	30
2. Transformative	1/35, 2/1, 3/19, 4/3, 7/1,11/2, 10/3	64	9. Servant	1/2, 2/11, 3/2, 4/3, 6/9	27

3. Strategic	1/3, 2/12, 4/1, 6/1, 9/2, 10/8, 11/3, 12/1, 14/3, 15/1, 16/1, 17/6, 18/5, 21/1, 20/2	50	10. Spiritual	1/2, 2/10, 3/3, 4/2, 8/3, 9/3, 10/1	24
4. Cultural	1/11, 2/5, 3/11, 4/13	40	11. Authentic	3/7, 4/1, 7/1, 12/1, 13/1	11
5. Entrepreneurial	2/3, 5/15, 6/7, 9/3, 10/7, 11/4	39	12. Ethical	3/2, 8/1, 9/1	4
6. Charismatic	1/6, 2/3, 3/11, 4/7, 5/6, 6/3	36	13. Transactional	3/4	4
7. Creative	1/1, 3/3, 4/2, 5/8, 6/14, 9/3	31	14. Liberal	11/1	1

According to Table 4, the analysis of the textbook "*Kemalism and Modernizing Turkey*" revealed that Visionary, Transformative, and Strategic leadership traits of Ataturk stood out. The least frequent examples of leadership behavior were those associated with Liberal/Laisses-faire Leadership.

The most commonly emphasized cases of Visionary Leadership behaviors stand out as "*7. Inclination to learning at all times and having a multi-dimensional perspective towards events*", "*1. Reasoning, analysis, and effective strategic thinking*", and "*13. Expressing one's vision to his followers*". In the textbook, the most frequently mentioned behavior associated with this type of leadership is "*inclination to learn at all times and having a multi-dimensional perspective towards events*", as shown in the following example:

> *"One year after its construction, in June 1930, as Ataturk visited the mansion, the staff there said the branch of the sycamore tree next to the building was scratching the roof of the mansion, damaging the roof and the wall, and thus the branch should be cut. Ataturk, instead, asked the mansion to be moved further, rather than cutting the branch of the tree." (p.148)*

In this domain of learning, transformative leadership is found to be the second most frequently expressed type of leadership in the textbook. The most commonly emphasized cases of transformative leadership behaviors in this content domain stand out as "*1. determination, building a shared vision*", "*3. predicting the flow of history with determination and confidence in his own assessment*", and "*4. raising awareness among people*". In the textbook, the most frequently mentioned behavior associated with this type of leadership is "determination and *building a shared vision,*" as shown in the following example:

> *"Opening up, expanding, and extending the well-preserved minds and heads of Turks. This is a duty of the Ministry of Culture. On the other hand, concepts of positive sciences and material elements of technique should be introduced to the heads of capable Turkish children, in theoretical form as well as through practical instruments." (p.138)*

Another form of leadership mentioned frequently in this section, Strategic Leadership, is expressed with references to "*2. Building an authentic vision*", "*10. Exhibiting distinct attitudes and behaviors to keep the organization working*", and "*17. Setting short- and long-term targets*" An example of "*building an authentic vision*" is provided as follows: *"Republic is a form of administration based on grand values and qualities of ethics. Republic is virtue." (p.122)*

Table 5. Findings Regarding The "Democratization Efforts" Domain of Learning

Category	Codes/F	Total
1. Visionary	1/8, 3/1, 7/5, 8/1, 9/1, 10/1, 11/1, 13/1	19
2. Democratic	1/3, 4/1, 10/3, 11/2, 14/5, 17/1	15
3. Creative	5/7, 6/6, 9/1,	14
4. Strategic	1/2, 2/1, 4/1, 5/1, 6/1, 8/1, 9/1, 10/1, 14/1, 17/1, 18/2	13
5. Transformative	1/3, 3/4, 4/2, 6/1/, 7/1, 10/1	12
6. Authentic	3/7, 4/4	11
7. Entrepreneurial	2/1, 5/3, 6/2, 10/2	8
8. Charismatic	1/1, 2/2, 4/4	7
9. Servant	1/3, 2/1, 3/2, 6/1	7
10. Ethical	3/3, 8/1, 9/1, 10/1	6
11. Liberal	11/1	1

According to Table 5, the "Democratization Efforts" section references 11 types of leadership, with Visionary, Democratic, and Creative leadership traits of Ataturk standing out. The most commonly emphasized cases of

Visionary leadership behaviors in this domain of learning stand out as "*1. Reasoning, analysis, and effective strategic thinking*" and "*7. Inclination to learning at all times and multi-dimensional perspective towards events*". In the textbook, the most frequently mentioned behavior associated with this type of leadership is "*Reasoning, analysis, and effective strategic thinking*".

The second most frequently expressed type of leadership is Democratic leadership. The most commonly emphasized cases of Democratic leadership behaviors in this section stand out as "*14. Delegating and sharing governing power with his subordinates"* and *"10. Prioritizing people."* An example of this type of leadership: *"Upon his election as President on October 29, 1923, Mustafa Kemal had the Prime Minister Ismet Pasha assume the position of party head as Mustafa Kemal's deputy." (p.169)*

The third most common type of leadership is Creative leadership. In the book, Creative leadership's most frequently mentioned expressions are "*5. Coming up with innovative solutions for problems"* and "*6. Analysis-synthesis ability*". An example of the most frequently mentioned behavior associated with this type of leadership is provided below:

> *"...Most recently, I stated my views on April 8, 1923, as nine principles. This program I printed and published at the time of the elections for the Second Grand National Assembly served as the basis of our party." (p. 168)*

Table 6. Findings Regarding "Turkish Foreign Policy During Ataturk Era" Domain of Learning

Category	Codes/F	Total
1. Strategic	1/2, 2/3, 7/2, 10/1, 14/2, 17/1, 18/6	17
2. Entrepreneurial	2/1, 6/3, 9/1, 10/6	11
3. Creative	1/1, 4/1, 6/6, 8/1, 9/2	11
3. Transformative	1/5, 3/3, 6/1	9
5. Visionary	1/6, 7/1	7
6. Servant	1/1, 2/4, 5/1	6
7. Authentic	3/4	4
8. Charismatic	1/1, 4/1, 5/1, 6/1	4
9. Ethical	3/1, 8/1, 10/1	3

According to Table 6, the analysis of the *"Turkish Foreign Policy during the Ataturk Era"* section revealed references to 9 out of 15 types of leadership covered, with Strategic, Entrepreneurial, and Creative leadership traits of Ataturk. The type of leadership that is most rarely mentioned is Ethical leadership.

The most commonly emphasized examples of Strategic leadership behaviors are "*18. Analysis at the local and global scale*", "*2. Developing an authentic vision*", and "*1. Foresight*". An example of behaviors presented in the book, as a case of "*Analysis at the local and global scale*", which is the most frequently mentioned behavior associated with this type of leadership, is as follows:

> "*Ataturk acted with a realistic vision regarding the prevailing conditions in the world and the nation, at the time of setting the borders of the new country to be established on the basis of the National Pact (Misak-ı Milli)…" (p. 182)*

The second most frequently expressed type of leadership in this domain of learning is Entrepreneurial leadership. This type of leadership is mostly associated with "*10. Strong foresight and the ability to analyze environmental variables well*" and "*6. Determination for realizing one's vision*". In that part of the book, the following is presented as an example of "*strong foresight*":

> "*...Non-muslim students educated in those schools were subjected to activities that injected nationalist awareness into them and led to minority revolts. Ataturk considered this objectionable for the future of the new Turkey." (p. 185)*

In this section, Creative leadership is found to be the third most frequently expressed type of leadership in the textbook. The most frequently mentioned expressions of Creative leadership in this content domain appear through the behaviors of "*6. Analysis-synthesis ability*" and "*9. Courage and determination*". An example of the "*Analysis-synthesis ability*" as provided in the book is as follows: "*Ataturk considered Lausanne Peace Treaty as 'a turning point for Turkish history'." (p. 184).*

Table 7. Findings Regarding The "Ataturk's Death and Afterwards" Domain of Learning

Category	Codes/F	Total	Category	Codes/F	Total

1. Strategic	1/1, 2/2, 4/3, 6/4, 8/3, 10/7	20	6. Charismatic	1/1, 2/1, 3/1, 4/2, 5/2, 6/2	10
2. Creative	1/1, 4/6, 6/6, 8/1, 9/3	17	7. Authentic	3/6, 11/1	7
3. Servant	2/4, 3/2, 4/3, 5/4, 6/2,	15	8. Spiritual	2/1, 8/4, 10/1	6
4. Entrepreneurial	2/2, 5/4, 6/2, 10/7	15	9. Cultural	1/1, 3/1, 4/3	5
5. Transformative	1/3, 3/6, 4/2, 5/1, 9/2, 10/1	15	10. Democratic	1/2, 9/3	5

According to Table 7, the analysis of the textbook in terms of the "*Ataturk's Death and Afterwards"* domain of learning revealed references to 10 types of leadership covered, with Strategic, Creative, and Servant leadership traits of Ataturk standing out. The least frequent examples of leadership behavior in this content domain were those associated with Cultural and Liberal / Laisses-faire Leadership.The most commonly emphasized examples of Strategic leadership behaviors in this domain of learning are "*10. Exhibiting distinct attitudes and behaviors to keep the organization working*", "*6. having an investigative mind and continuous development*", and "*4. Having a significant and positive effect on others*". An example of this type of leadership provided in the book is as follows:

> *"Some works of Ataturk are on education. He created the book 'Civil Knowledge' to raise awareness among the individuals comprising society on the issue of citizenship. The book was published with Afet Inan as the author and is comprised of two parts. Subsequently, it was used as a textbook." (p. 196)*

Creative leadership is found to be the second most frequently expressed type of leadership in the textbook. The most frequent examples of leadership types are "*4. Devoting himself to his work*", "*6. Analysis-synthesis ability*", and "*9. Courage and determination*". An example of "*devoting himself to his work*" behavior is provided in the textbook as follows:

> *"In his address to the nation in the Tenth Year Address, Ataturk said, 'We achieved so many great things in so little time.' And the grandest of these, the one based on Turkish heroism and high Turkish culture, is the Republic of Turkey." (p. 196)*

The third most frequently expressed type of leadership is Servant Leadership. The most commonly emphasized cases of this type of leadership behavior in this section stand out as "*2. Identifying the needs of society and trying to meet them*", "*5. Trust, reliability, and self-sacrifice*", and "*4. Endless devotion for work and service perspective*." Among these, "*2. Identifying the needs of society and trying to meet them*" is the most commonly expressed form of behavior in this context:

> *"Ataturk took part in many bloody battles on many fronts, engaged in diplomatic struggles, introduced one revolution after another to ensure the modernization of the nation he gave independence to, and in the end, established a new state with a respectable place in the world." (p. 194)*

Conclusion and Discussion

Throughout the whole book, it is evident that Ataturk's Strategic (242), Visionary (208), Transformative (160), Charismatic (141), Entrepreneurial and Creative (128) leadership traits stand out. It is also evident that Ataturk exhibited Democratic (75), Servant (58), Cultural (56), Authentic (50), Spiritual (43), Ethical (17), Interactive (9), Autocratic (7) and Liberal/Laissez-faire (2) leadership types as well. The prominence of Ataturk's Strategic, Visionary and Transformative leadership traits in the textbook is arguably due to his military background, the challenges of the era, and his idealistic, freedom-loving, and fighting spirit. Indeed, other studies on the leadership and personality traits of Ataturk also emphasize these traits (Akarslan, 2021; Aktaş, Türk-Aktaş & Erol 2015; Aslan, 2008; Baykal, 2002; Dinler, 2018; Eraslan, 2006; Erdenir, 2008; Kırel, 2001; Köse, 2021; Taş, 2009; Tekeli, 2018).

The analysis of individual domains of learning reveals that the 3rd and 4th domains of learning are notable for increased expression of other leadership traits. This is probably due to the fact that these content domains cover higher numbers of learning outcomes associated with the curriculum and therefore have comparatively intense content. On the other hand, the coverage of the conditions leading to Ataturk's rise as a commander in the 3rd domain of learning and the coverage of topics and texts related to Ataturk's steps as a leader towards the modernization of the Republic of Turkey in the 4th domain of learning must have led to a greater emphasis on Ataturk's leadership traits.

Another result reached in the analysis of individual domains of learning is that the 2nd and 6th domains of learning refer to a lower number of leadership types. A glance at these domains of learning reveals that the second unit came to emphasize the same leadership types due to the repetition of the topics covered, even though the number of learning outcomes and topics to be covered in the curriculum was higher. The lower number of learning outcomes and the smaller scale of the topics covered, along with the repeating topics, can account for the repetition of the same leadership types in the 6th domain of learning.

"The Birth of a Hero" domain of learning is found to emphasize Visionary, Strategic, Charismatic, Visionary, and Creative leadership traits more. Among the visionary leadership traits frequently emphasized, "inclination to learn at all times" and "having a multi-dimensional perspective towards events" draw attention. This is due to the fact that this content domain covers Ataturk's youth and education. In this sense, Ataturk's presentation as a role model in the textbook is deemed crucial for generating a will to learn and facilitating a multi-dimensional perspective towards events among the youth. Indeed, as other studies covering the education of Ataturk (Aydemir, 1963; Bursalıoğlu, 1983; Doğramacı, 1985) noted, from his childhood to his years serving as a national leader, he always had the inclination to learn and had always emphasized the importance of education in order to facilitate the modernization of Turkish society. The same domain of learning also underlines Ataturk's strategic leadership qualities with reference to his "decision-making in tune with environmental conditions" and "foresight". Kılıç-Özkaynar (2017) and Vahapoğlu (2019) stated that, taking into account the prevailing conditions in times of struggle, Ataturk took decisions and steps to quickly bring results. As Ataturk had a keen eye on and ear for the developments taking place around him during his childhood and youth, he was able to come up with a strong analysis of these events and decide accordingly for the steps to be taken in the future; hence the behavior types emphasized in this content domain.

The domain of learning "The Steps Towards National Awakening and Independence" has a marked emphasis on Strategic, Charismatic, and Visionary leadership traits. In this context, strategic leadership is expressed mostly through "decision-making in tune with environmental conditions" and "foresight for strategic change". This, arguably, is a result of Ataturk's appearance as a leader in the circumstances prevailing in the world and the Ottoman Empire and the important decisions he took with respect to the future of the Turkish nation. Charismatic leadership, in turn, is expressed through "determination", and "orientation towards action". Indeed, studies by Aşkun (1998), Bursalıoğlu (1983), Özbudun (1986), and Vahapoğlu (1998) also expressed that Ataturk stood out as a leader in the events in which he came to be involved, with reference to his orientation towards action. Aslan (2008), Atay (1999), Aydemir (1963), Cora (2016), Eraslan (2006), Geçikli (2012), Kongar (2012), Taş (2009), Tekeli (2018), Tural (1999), Tünay (1985), Yüksel, and Açıkgöz (2020), on the other hand, state that Ataturk is determined and consistent in his attitudes and behavior towards events as a leader. The comparatively lower emphasis on Authentic and Spiritual leadership types is probably due to the fact that Ataturk appeared on the leadership scene as a military leader rather than a political one.

"A National Epic: Independence or Death" domain of learning, in turn, emphasizes mostly Ataturk's Strategic, Visionary, Charismatic, Entrepreneurial, and Creative leadership traits. Among the strategic leadership traits underlined, "foresight for strategic change" draws attention. This, arguably, is due to the fact that this domain of learning tells how Ataturk appeared as a leader in a time of national struggle for the Turkish nation, how he assumed responsibility, and how he took decisions to determine the fate of the nation. In this sense, the appearance of a leader in extraordinary times, taking the nation to independence through national unity and solidarity, serves as an example to provide the students with an awareness of nationhood and responsibility (T.C. İnkılap Tarihi ve Atatürkçülük Öğretim Programı, 2018). This domain of learning also contains significant references to "expressing his vision to his followers" as part of Ataturk's leadership vision. It is possible to associate this finding with Ataturk's ability to come up with an accurate analysis of the conditions in times of national struggle, make the correct decisions, and explain his vision to his followers while doing so (Bursalıoğlu, 1983). On the other hand, Ataturk commanding all authority with the Commander-in-Chief law, as covered by this domain of learning, is the reason why autocratic leadership traits are also expressed on these pages. That is why, in contrast to other sections, Ataturk's autocratic leadership traits such as "achieving effective and positive results in a short time", "discipline and respect for authority", and "decision-making and management authority" are expressed in this domain of learning. Indeed, Arıkan (2001), in another study on Ataturk's leadership traits, noted that he did not shy away from authoritarian action when necessary for the good of the country. Ataturk's Ethical leadership is also much less expressed in this domain of learning. Ethical leadership stands out in the form of "focusing on the organization's success rather than personal ego". Limited references to this type of leadership in this domain of learning are due to the prevalence of the Autocratic leadership trait in this time frame, as Ataturk embraced full authority through the Commander-in-Chief law, even though his focus in doing so was to achieve the success of the nation (Aslan, 2008)

Visionary, Transformative, Strategic, and Cultural leadership types are more common in the "Kemalism and Modernizing Turkey" domain of learning. Among the visionary leadership traits frequently emphasized in this domain of learning, "inclination to learn at all times and multi-dimensional perspective towards events" as well as "reasoning, analysis, and effective strategic thinking" are the most common. Özlü (2011) and Tural (1999) explain this by explaining how Ataturk, as a head of state, took necessary steps to facilitate the modernization of Turkey and the Turkish nation, engaged in continuous development of himself while doing so, and thereby convinced his followers of the need for revolutions. The second most common leadership type in this domain of learning, transformative leadership, often appeared in the form of "determination in building a shared vision" and "predicting the flow of history while maintaining confidence in his own assessment." This is associated with Ataturk's prominence as a leader in the era of the revolutions and with his efforts to build a shared vision for the changes. Indeed, Aslan (2008), Eraslan (2006), and Taş (2009) emphasized Ataturk's efforts to build a shared vision both during the National Struggle and after the declaration of the Republic. On the other hand, Ataturk's Liberal leadership is much less frequently expressed in this domain of learning. Kongar (1984) underlined liberal leadership as one type of leadership Ataturk never utilized or had a preference for and noted that laissez-faire was simply not in his book.

Visionary, Democratic, Creative, Strategic, Transformative, and Authentic leadership skills were noted frequently in the "Democratization Efforts" domain of learning. Among the visionary leadership traits frequently emphasized in this domain of learning, "inclination to learn at all times and multi-dimensional perspective towards events" as well as "reasoning, analysis, and effective strategic thinking" stood out. The prominence of these leadership traits in this domain of learning is due to how Ataturk, as a head of state, took necessary steps to facilitate the democratization of Turkey and the Turkish nation, engaged in continuous development of himself while doing so, and thereby convinced his followers of the need for democracy. In this context, Kolburan and Tasa (2017) underlined the analysis and synthesis skills of Ataturk, while Aydemir (1963), Ertan (2016), and Kırel (2001) noted how he has been open to learning throughout his life. As Aydemir (2004) stated, Atatürk's tendency to research and teach Turkish history and civilization in particular supports this feature. This domain of learning also has abundant examples of Ataturk's democratic leadership, in the forms of "sharing governing power with his subordinates", "encouraging participation and delegation,", and "democracy and prioritizing people". These behaviors are the result of Ataturk's efforts to democratize the Turkish nation and plant democracy's roots throughout the country. Other studies on the personal characteristics of Ataturk (Arıkan 2001; Erendil, 1986; Dinler, 2018; Dönmezer, 1991; Köse, 2021; Özbudun, 1986; Uzun, 2009; Yüksel and Açıkgöz, 2010) also discussed his democracy perspective, and efforts to bring in a democratic identity in the Turkish nation.

Strategic, Entrepreneurial, Creative, and Transformative leadership types are observed frequently in the "Turkish Foreign Policy during the Ataturk Era" content domain. Among the traits of strategic leadership most frequently emphasized in this content domain are "analysis at the local and global scale" and "building an authentic vision". This is arguably a result of Ataturk's strong analysis of the problems in Turkey and the wider world, so as to provide informed guidance for Turkish foreign policy (Aslan, 2008; Dinler, 2018; Eraslan, 2006; Kırel, 2001; Taş, 2009; Tekeli, 2018). "Strong foresight and the ability to analyze environmental variables well" and "Determination for realizing one's vision" are the traits attributed to Ataturk in this domain of learning as expressions of his Entrepreneurial leadership. Aydemir (2004), Murat (2016), and Tünay (1985) drew attention to Ataturk's ability to come up with a robust analysis of the environmental factors and to build strong foresight on the basis of such an analysis. On the other hand, Atay (1999), in his book Çankaya emphasizes that he has foresight when talking about the decisions taken by Atatürk. In this domain of learning, the least frequently mentioned type of leadership is Ethical leadership, which is expressed through behavior traits such as "cherishing followers and taking fair and egalitarian decisions", "taking ethical values into account in any endeavor", and "honesty and reliability". Thus, Ataturk's fair decisions as well as his focus on ethical values in his endeavors are expressed in the textbook to present him as a model for the students, who are expected to develop these characteristics. Cora (2016) and Kırel (2001) also underlined Ataturk's honest and reliable side.

The domain of learning "Ataturk's Death and Afterwards" was found to emphasize mostly his Strategic, Creative, Servant, Entrepreneurial, and Transformative leadership traits. Strategic leadership, as emphasized frequently in this domain of learning, is mostly expressed through "exhibiting distinct attitudes and behaviors to keep the organization working" and "having an investigative mind and continuous development". Even though this domain of learning also covers the years of World War II and Turkey's transition into multi-party democracy following the death of Ataturk, it is understood that policies put in place during the Ataturk era were kept in place. As a result, "the ability to keep the organization going" and "continuous self-improvement," as expressed during the life of Ataturk, continued to appear in this domain of learning as examples of Strategic leadership. In this framework, the domain of learning draws attention to Ataturk's Creative leadership traits in

the form of "devoting himself to his work" and "analysis-synthesis ability". Eraslan (2006), Kırel (200), and Tekeli (2018) argue that Ataturk has been embraced as a model for Turkish policymakers even after his death due to his creative insights. On the other hand, with respect to Cultural leadership, Ataturk's most frequently expressed traits are "preserving and maintaining existing culture".

Throughout the textbook, all content domains contain references to Ataturk's Strategic, Visionary, Charismatic, Transformative, Creative, Authentic, and Entrepreneurial leadership styles, whereas Democratic, Servant, Cultural, Transactional, and Spiritual leadership styles are not present in all domains of learning. Furthermore, expressions of Ataturk's Liberal leadership style were present only once in the 4th and 5th domains of learning, making it the least frequently expressed type of leadership among all. Even though Ataturk exhibited democratic leadership characteristics throughout his life, he is also understood to veer into autocratic leadership when the needs of the country require it, as attested in the 3rd content domain.

In this study, Ataturk's leadership traits' are expressed in the history of the Turkish Revolution and The findings lead to the following recommendations:

- New learning outcomes to underline Ataturk's leadership traits can be introduced into the History of the Turkish Revolution and Kemalism curriculum.
- The number of examples and activities in the textbook exhibiting Ataturk's leadership traits can be increased.

Acknowledgements or Notes

This study was organized by Recep Tayyip Erdoğan University on 9-11 June 2022 at the "10. It was presented as a paper at the "Social Studies Education Symposium".

Author (s) Contribution Rate

The authors contributed equally to this study.

Conflicts of Interest

There are no conflicts of interest regarding the publication of this paper.

Ethical Approval

Since this study was a document review, it was not necessary to obtain ethics committee approval.

References

Akarslan, K. (2021). Nine Models of Leadership Atatürk Displayed. *Artıbilim Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi Sosyal Bilimler Dergisi*, 4(1), 59-84.

Akseki, C. (2012). Atatürk Devrimlerinde Yöntem I: Ortam ve Lider. *Belgi Dergisi*, 3, 265-293.

Aktaş, Z., Türk-Aktaş, M., & Erol, H. (2015). Örgütsel gelişmenin sağlanmasında dönüşümsel liderlik özellikleriyle Mustafa Kemal Atatürk. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *1*(39), 222-236.

Aldair, J. (2005). *Kışkırtıcı liderlik*. Alteo.

Arıkan, S. (2001). Otoriter ve Demokratik Liderlik Tarzları Açısından Atatürk'ün Liderlik Davranışlarının Değerlendirilmesi. *Hacettepe Üniversitesi İİBF Dergisi*, 19(1), 231-257.

Aslan, T. (2008). Siyasi, Sosyal ve Kültürel Açıdan Atatürk'ün Liderliği Üzerine Bir Deneme. *C. Ü. Sosyal Bilimler Dergisi*, 32(2), 241-261.

Aşkun, İ. C. (1998). Karizma ve Atatürk'ün Önderliğindeki Gelişimi. *Atatürk Üniversitesi Türk İnkılap Tarihi Enstitüsü Atatürk Yolu Dergisi*, 1(2), 201-213.

Atay, F. R. (1990). *Babamız Atatürk*. Bateş.

Atay, F. R. (1999). *Çankaya*. Cumhuriyet.

Aydemir, Ş. S. (1963). *Tek adam Mustafa Kemal II*. Remzi.

Aydemir, Ş. S. (2004). *Suyu arayan adam*. Remzi.

Aydın, S. (2019). *Öğretmenlerin görüşlerine göre okul yöneticilerinin yönetim süreçlerini kullanma becerilerinin okul iklimine etkisi (Kocaeli ili örneği)*, (Unpublished master's thesis). Ondokuz Mayıs Üniversitesi.

Aytan, T., Çalıcı, M. A., & Erdem, A. (2018). Türkçe ders kitaplarındaki öyküleyici metin kahramanlarının rol model olma durumları üzerine bir araştırma. *Journal of the International Scientific Researches, 3*(2), 634-652.

Bakan, İ., & Doğan, İ. F. (2013). *Liderlik: Güncel konular ve yaklaşımlar*. Gazi.

Baker-Arapoğlu, N. (2021). *50 soruda liderlik ve takım yönetimi*. Gazi.

Banoğlu, N. A. (1955). *Nükte, fıkra ve çizgilerle Atatürk*. Nurgök.

Baykal, A. N. (2002). *Atatürk'ün liderlik sırları (yöneticiler için yeni bir bakış)*. Sistem.

Bennis, W., & Nanus, B. (1985). *The strategies for taking charge Leaders*. Harper.

Bogardus, E. S. (1934). *Leaders and leadership*. Appleton-Century.

Bursalıoğlu, Z. (2019). Atatürk'ün Bilimsel Liderliği. *Ankara University Journal of Faculty of Educational Sciences (JFES),* 16(1), 481-487.

Cansoy, R. (2018). Uluslararası Çerçevelere Göre 21. Yüzyıl Becerileri ve Eğitim Sisteminde Kazandırılması. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 7 (4), 3112-3134.

Cooley, C. H. (1902). *Human nature and social order*. Scribner.

Creswell, J. W. (2017). Araştırma deseni nitel, nicel ve karma yöntem yaklaşımları. (S. B. Demir (Trans. Ed.) Eğiten Kitap. (Original work published 2017).

Dede, C. (2009). Comparing Frameworks for 21st Century Skills. Harvard Graduate school of Education, July, 2009. http://sttechnology.pbworks.com/f/Dede_(2010)_Comparing%20Frameworks%20for%2021st%20Century%20Skills.pdf

Dikmen, B. (2012). *Liderlik kuramları ve dönüştürücü liderlik kuramının çalışanların örgütsel bağlılık algıları üzerindeki etkisine yönelik uygulamalı bir araştırma,* (Unpublished master's thesis). İstanbul Aydın Üniversitesi.

Dikmen-Ada, B. (2012). *Yaratıcı liderlik ölçeğinin geliştirilmesi ve okul öncesi yönetici ve öğretmenlerinin yaratıcı liderlik özelliklerinin incelenmesi*, (Unpublished doctoral thesis). Marmara Üniversitesi.

Dinler, Ç. (2018). *Yöneticilik ile liderlik arasındaki temel farklar ve Atatürk'ün liderliği üzerine bir çalışma*, (Unpublished master's thesis). Avrasya Üniversitesi.

Doğan, S. (2016). Çağdaş liderlik yaklaşımları. N. Güçlü & S. Koşar (Ed.), *Eğitim yönetiminde liderlik: Teori araştırma ve uygulama* (pp. 97-141). Pegem Akademi.

Doğramacı, İ. (1985). Atatürk ve Eğitim. *Atatürk Araştırma Merkezi Dergisi*, 1(3), 652-670.

Dönmezer, S. (1991). Atatürk Liderliğinin Sosyopsikolojik Analizi. *Atatürk Araştırma Merkezi Dergisi,* 8(22), 15-32.

Dubrin, J. A. (1978). *Fundamentals of organizational behavior an applied perspective*. Pergamon.

Dursun, B. (2022). Ders kitapları ve eğitim programlarında 21. yüzyıl becerileri. S. Büyükalan-Filiz (Ed.), *21. Yüzyıl becerilerinin eğitime yansımaları* (pp. 78-98). Sonçağ.

Eraslan, L. (2006). Liderlikte Postmodern Bir Paradigma: Dönüşümcü Liderlik. *Uluslararası İnsan Bilimleri Dergisi*, 1(1), 1-32.

Erdenir, B. (2008). Foreign Policy Leadership Comparison of Mustafa Kemal Atatürk and Franklin Delano Roosevelt. *Atatürk Araştırma Merkezi Dergisi*, 24, 709-718.

Erendil, M. (1986). Atatürk ve Demokrasi. *Atatürk Araştırma Merkezi Dergisi*, 2, 401-440.

Erişen, Y. (2017). Sınıfta öğretim liderliği. M. Ç. Özdemir (Ed.), *Sınıf yönetimi* (pp. 97-124). Pegem Akademi.

Ertan, T. F. (2016), (May 18). *Askerî okul hayatının Atatürk'ün liderliğine etkileri*. Genelkurmay ATASE Başkanlığı Atatürk'ün Askeri Liderliği konulu panel, Ankara, Turkey.

Fadel, C., Bialik, M., & Trilling, B. (2015). *Four dimension education the competence learner need to succeed*. The Center for Curriculum Redesign.

Geçikli, F. (2012). Liderlik ve Duygusal Zekâ: Mustafa Kemal Atatürk Örneği. *Atatürk Üniversitesi İletişim Dergisi*, 3, 19-38.

Goffee, R., & Jones, G. (2011). *On leadership*. Harvard Business Review (HBR) Press.

Güçlü, M. (2022). 21. yüzyıl becerileri için öğrenme ortaklığı. S. Büyükalan-Filiz (Ed.), *21. yüzyıl becerilerinin eğitime yansımaları* (pp. 43-58). Sonçağ.

Gürer, A. (2019). Liderlik ve yeni liderlik paradigması. A. Gürer (Ed.), *21. yüzyılda liderlik yaklaşımları* (pp. 11-32). Hiperlink.

Hamarat, E. (2019). *21. yüzyıl becerileri odağında Türkiye'nin eğitim politikaları*. SETA.

Hangartner, J., & Svaton, C. J. (2022). Distributed leadership, teacher autonomy, and power relations between headteachers and teachers under low-stakes accountability conditions: An ethnographic account from Switzerland. *Research in Educational Administration and Leadership, 7*(2), 247-281.

Harari, Y. N. (2018). *21 Lessons for the 21st Century* (S. Siral, Trans.). Kolektif kitap. (Original work published 2018).

Hatch, M.J., Kostera, M., & Kozminski A. K. (2006). The Three Faces of Leadership: Manager, Artist, Priest. *Org Dyn*, 35, 49-68.

Hemphill, J. K., ve Coons, A. E. (1957). Development of the leader behavior description questionnaire. In R. M. Stogdill ve A. E. Coons (Ed.), Leader behavior: Its description and measurement (pp. 6–38). Columbus, OH: Bureau of Business Research, Ohio State University.

İbicioğlu, P., Özmen, Ö. İ., & Taş, Y. (2009). Liderlik davranışı ve toplumsal norm ilişkisi: Ampirik bir çalışma. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 14(2)*, 1-23.

İdin, Ş. (2019). Ortaokul Müdürlerinin Fen Bilimleri Eğitimindeki Yeni Yönelimleri ve Yaklaşımları Görev Yaptıkları Kurumlarda Uygulama Düzeylerinin Liderlik Stilleri Açısından İncelenmesi. *YYÜ Eğitim Fakültesi Dergisi*, 16 (1),1569-1599.

Kansu, M. M. (1998). *Erzurum'dan Ölümüne Kadar Atatürk'le Beraber I*. TTK.

Kantz, D., & Kahn, R. L. (1978). Organizations and System Concept. Jay M. Shafritz, J. Steven Ott & Yong Suk Jang (Ed.), *Classics of organization theory* (pp. 347-359), Cengage Learning.

Kılıç-Özkaynar, G. (2017). Tarihte Öne Çıkan Türk Lider Örnekleri Üzerine Bir İnceleme. *Ekonomi İşletme ve Yönetim Dergisi*, 1(1), 10-31.

Kırel, Ç. (2001). Liderlik Davranış Biçimleri Konusuna Yeni Bir Yaklaşım: Karizmatik Liderlikten Dönüşümsel Liderliğe. *Sosyal Bilimler Dergisi*, 1(1), 43-59.

Kilbourne, C. (1935). The Elements of Leadership. *Journal of Coast Artillery*, 78, 437-439.

Knickerbocker, I. (1948). Leadership: A Conception and Some İmplications. *Journal of Social Issues*, 4, 23–40.

Kolburan, Ş. G., & Tasa, H. (2016). Atatürk'ün lider kişiliği: Bilişsel faktörler çerçevesinde bir değerlendirme. *Aydın İnsan ve Toplum Dergisi, 2*(4), 79-98.

Kongar, E. (1981). *Atatürk devrimleri ve kuramları*. Türkiye İş Bankası Kültür Yayını.

Kongar, E. (2012). "Devrim Tarihi ve Toplum Bilimi Açısından Atatürk", E-kitap Arşivi: http://ekitaparsivi.com/kd.asp?id=1057&/ekitap-arsivi/devrim-tarihi-ve-toplum-bilim acisindan-ataturk_e-book_&/ekitap-arsivi/devrim-tarihi-ve-toplum-bilim-acisindan-ataturk_kitap.html (28.7.2022).

Koontz, H., & O'Donnel, C. (1955). Principles of Management: An Analysis of Managerial Functions. 4. Auflage. McGraw-Hill; 1968 (1. Auflage 1955).

Köse, S. (2021). Etkili Lider: Atatürk. *Uluslararası İşletme, Ekonomi, Yönetim Perspektifleri Dergisi*, 5(1), 33-47.

Laçin, İ. (1997). *Çeşitli yönleriyle Atatürk ve Atatürkçülük*. Bağırgan.

Leblebici, D. N. (2008). 21. Yüzyılın Liderlik Anlayışına Bakış. *C. Ü. Sosyal Bilimler Dergisi,* 32(1) 61-72.

Mert, Y., & Açıkgöz, C. (2010). *Atatürk'ün liderlik sırları*. Tutku.

Roberts, M. (2012). "Ataturk: Lessons in Leadership from the Greatest General of the Ottoman Empire. By Austin Bay. (New York, N.Y.: Palgrave- McMillan, 2011)." *Journal of Strategic Security*, 5(1), 89-92. DOI: http://dx.doi.org/10.5038/1944-0472.5.1.7

Millî Eğitim Bakanlığı [MEB], (2018). *Sosyal bilgiler dersi öğretim programı*. Ankara: MEB yayınları.

Millî Eğitim Bakanlığı [MEB], (2018). *T.C. İnkılap Tarihi ve Atatürkçülük öğretim programı*. Ankara: MEB yayınları.

Mumcu, A. (1997). *Ankara adliye mektebinden Ankara Üniversitesi Hukuk Fakültesine*. Ankara.

Mumford, E. (1906). The Origins of Leadership. *American Journal of Sociology*, *12*(2), 216-240.

Murat, T. (2016). Askeri ve Siyasi Yönleriyle Mustafa Kemal Atatürk'ün İleri Görüşlülüğü. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 26(1), 307-317.

Özbudun, E. (1986). *Atatürk ve devlet hayatı Atatürk ilkeleri ve inkılap tarihi II*. YÖK.

Özbudun, E. (2019), Siyasi Lider Olarak Atatürk, http://www.atam.gov.tr/dergi/sayi-06/siyasi-lider-olarak-ataturk, Access date: 21.07.2022.

Özdemir, H. (2006). *Atatürk'ün liderlik sırları*. Remzi.

Özkara, Z. U., & Sağlam-Arı, G. (2019). *Örgütlerde güven ve liderlik: kavramlar-kuramlar-modeller ve uygulama*. Gazi.

Özlü, H. (2011). Atatürk'ün yazdığı "Taktik Meselenin Çözümü ve Emirlerin Yazılmasına İlişkin Öğütler" Adlı Eserin Onun Liderlik Özellikleri Açısından Analizi. *Ankara Üniversitesi Türk İnkılap Tarihi Enstitüsü Atatürk Yolu Dergisi*, 48, 815-838.

Pagonis, W. G. (1992). The Work of The Leader. *Harvard Business Review*, 70(6), 118-126.

Rauch Jr, C. F., & Behling, O. (1984). *Functionalism: Basis for an alternate approach to the study of leadership*. Pergamon.

Sağbaş, M. (2021). *21. yüzyılda liderlik*. Gazi.

Seguin, R. (1989). *The elaboration of school textbooks methodological guide*. UNESCO.

Sönmez, S. (2006). Milli Bir Lider Olarak Motivasyon Dehası Atatürk. *A. Ü. Türkiyat Araştırmaları Enstitüsü Dergisi*, 1(31), 23-72.

Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. The Free Press.

Stogdill, R. M., & Bass, B. M. (1981). *Stogdill's handbook of leadership*. Free Press.

Sullivan, G. R. & Harper, M. V. (1996). *Hope is not a method: what business leaders can learn from America's army*. Times Books.

Şahin, K. (2019). *Kuşaklararası liderlik ve değişen liderlik olgusu,* (Unpublished master's thesis). Marmara Üniversitesi.

Şehit, Z. (2011). Karizmatik Lider Olarak Mustafa Kemal Atatürk ve Türk Harf Devrimi. Tarih ve Toplum: https://tarihvetoplum.wordpress.com/2011/01/17/%E2%80%9Ckarizmatik%E2%80%9D- lider-olarak-mustafa-kemal-ataturk-ve-turk-harf-devrimi/ (27.07.2022).

Tabak, A. (2015). Örgütsel liderlik. Basım N. & M. Argan (Ed.), *Spor yönetimi* (pp.103-114). Detay Yayıncılık.

Tannenbaum, R., Weschler, I., & Massarik, F. (1961). *Leadership and organization: A behavioral approach*. McGraw-Hill Book Company.

Taş, S. (2009). Atatürk'ün Dönüşümcü Liderliği. *SDU International Journal of Technologic Sciences*, 1(2), 1-9.

Tekeli, M. A. (2018). *Dönüşümcü liderlik Türk tarihindeki dönüşümcü liderler ve yönetsel etkileri,* (Unpublished master's thesis). Necmettin Erbakan Üniversitesi.

Tuğluk, M. N., & Altın, G. (2020). Liderlik ve sorumluluk. A. D. Öğretir-Özçelik & M. N. Tuğluk (Ed.), *Eğitim ve endüstride 21. yüzyıl becerileri* (pp. 187-204). Son Çağ.

Tunçer, P. (2012). *Yönetim ve organizasyon*. Beta.

Tural, S. (1999). Atatürk'ün Önderlik Gücü Hakkında. *Bilge Dergisi*, 1(22), 3-111.

Turan, S. (2020). *Liderlik nedir? Liderlik: Kuram-Araştırma-Uygulama*. Pegem Akademi.

Tünay, B. (1985). Atatürk ve Liderlik. *Atatürk Araştırma Merkezi Dergisi*, 1, 555-572.

Türkmen, F. (2016). *Ortaokul yöneticilerinin hizmetkâr liderlik davranışlarının öğretmenlerin örgütsel bağlılıkları üzerindeki etkisi (Sinop ili örneği)*, (Unpublished master's thesis). Ondokuz Mayıs Üniversitesi.

Uzun, H., (2009). Çeşitli Yönleriyle Atatürk. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 29(2), 1226–1249.

Vahapoğlu, H. (1998). Atatürk ve Liderlik. *Erdem*, 32, 647-658.

Vardağlı, E. T. (2016). Çanakkale'den Dolmabahçe'ye: Mustafa Kemal Atatürk'ün Lider İmajının Batı Kamuoyunda Dönüşümü. *Aydın İnsan ve Toplum Dergisi*, 2(4), 193-220.

Yıldırım, A., & Şimşek, H. (2021). Sosyal bilimlerde nitel araştırma yöntemleri (12th ed.). Seçkin Yayıncılık.

Yılmaz, E. (2014). Liderlik ve liderlik kuramları. M. Çelikten ve M. Özbaş (Ed.), *Eğitim yönetimi* (pp. 137-157). Lisans Yayıncılık.

Yüksel, M., & Açıkgöz, M. (2010). Atatürk'ün Liderlik Sırları (1th ed.). Çankaya.

Zehir-Gülebi, N., & Bayar, A. (2019). Sınıf Öğretmenlerinin Liderlik ve Yöneticilik Kavramına İlişkin Algıları. *Erzincan Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 12(2), 312-333.