Eurasian Journal of Educational Research, Issue 52, Summer 2013, 155-168

The Relationship between School Culture and Leadership Practices

Selahattin TURAN*

Fatih BEKTAŞ**

Suggested Citation:

Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of EducationalResearch, 52,* 155-168.

Abstract

Problem Statement: Creation of a common culture in educational organizations, particularly in schools, depends first on the presence and cohesiveness of an interacting group of individuals. Individual aims are more likely to turn into a shared objective in schools with a strong, participatory culture. Culture shared by all school stakeholders makes the actualization of both short- and long-term objectives easier. In this context, the leadership role of school administrator is essential to ensure that employees associate with school culture.

Purpose of the Study: The aim of this study is to determine relationship between school administrators' leadership practices and school culture.

Methods: This study has a correlational design to determine relationship between school administrators' leadership practices and school culture according to the perceptions of teachers in primary education. A total of 349 teachers serving in 15 primary schools were selected through a maximum diversity method. *'Leadership Practices Inventory'* and *'School Culture Inventory'* were administered to these teachers.

Findings and Results: Positive and significant relationships were found between the scores of school culture and leadership practices of teachers in primary education. Based on the significant relationships observed, according to multivariate linear regression analysis results performed to

* Corresponding author: Prof.Dr. Eskisehir Osmangazi University, Department of Educational Sciences, Eskisehir, Turkey, e-mail: selahattinturan2100@gmail.com

** Dr. Atatürk University, Department of Elementary Education, Erzurum, Turkey

e-mail: bektasfatih1982@hotmail.com

evaluate the prediction power of leadership practices on school culture, sub-dimensions of leadership practices (guidance, creating a vision, questioning the process, encouraging personnel and encouraging audience) collectively explained 28% of the variance of school culture scores.

Conclusions and Recommendations: School culture can be used by school administrators as a tool to influence and direct other people or to establish coordination among employees. Beyond being representatives of school bureaucracy, administrators should be cultural and moral guides who pioneer the creation and development of fundamental values in school. Based on the findings of the study, it is important to improve and enhance the job definition and areas of work of school administrators. Arrangements can be made to allow school administrators to take initiative towards improving their own schools. This may strengthen the guiding role of school administrators. We suggest that future studies consider a qualitative investigation of exemplary school culture and leadership practices.

Key words: leadership practices, school culture, teacher, primary education

The formation of an organizational culture is a complex process that involves many variables, such as socialization, rituals, language, authority, economy, technology, and influence. For this reason, culture emerges as a product of the interaction of many dimensions. Some of these dimensions may be more dominant than others. However, the formation of a common culture first depends on the presence and association of a group of people interacting with each other (Şişman, 2002). In educational organizations, where humans are in the centre, every school has a culture built in the process of its formation (Marzano, Waters, & McNulty, 2005). Organizational culture holds its units together and shares values, norms, philosophies, perspectives, expectations, attitudes, myths, and trends that give it a distinctive identity (Hoy & Miskel, 2010).

Dominant values, ideas, assumptions, and other cultural elements of organizations reflect the upper culture of a society. For this reason, in terms of cultural characteristics, an organization can be seen as a sub-culture of society. At the same time, organizations reflecting the culture of the community form their own culture to achieve organizational integration among their members. Since each organization is formed by people with different characteristics, culture developed by organizations has unique features that separate it from others (Demirtaş, 2010a). In this respect, the school is a living and learning area where meaning is created. Organizations, especially schools, are products of the cultural paradigm of the society in which they exist. Based on its special environment and different inputs and processes, every organization produces a culture that separates itself from other organizations (Morey & Luthans, 1985; Dimmock & Walker, 2005). During the production of school culture, school administrators have some basic tasks, such as setting goals and objectives for the school and education regarding the values

desired to take place at the school, guiding the members of the school community to implement these goals and objectives, and creating and sustaining a school culture based on mutual trust (Dean, 1999; Şişman, 2004).

The main task of the principal in creating a positive atmosphere is to contribute to the creation of a strong school culture. As a result, the school's formal and informal dimensions integrate with each other. Administrators, teachers, and students take pride in the schools they belong to. This common sentiment provides cohesion and convergence among administrators, teachers, students, and parents (Özdemir, 2006). During the process of creating successful schools, effective school administrators focus on common goals and learning objectives (Leithwood & Riehl, 2003). In order to strengthen a positive school culture, managers celebrate success in meetings and ceremonies, look for opportunities to tell stories about success and cooperation, and use a clear and shared language to strengthen the commitment of staff and students. In their daily work, school leaders also reinforce the standards and values of the school through their statements and discourse with others (Çelikten, 2003).

Good leaders have the power to change organizations, while better leaders have power to change people. Human beings are at the heart of organizations. Simply changing people can create a positive culture in terms of the development and growth of the organization, especially in schools (Hoerr, 2005). Leadership can take a wide range of forms, including authoritarian, charismatic, transformational, traditional, ethical, cultural, situational, and visionary (O'Brien, Draper, & Murphy, 2008). As leaders, school principals are aware of the teachers' needs in their professional and private lives, they show teachers and students that they care about their employees and students while interacting with them, they are aware of informal groups, and they visit classrooms and establish close ties with the near and far stakeholders of the school in order to create a positive school culture (Marzano, Waters, & McNulty, 2005).

According to this point of view, leadership in the school is not only a function of the principal but also a tendency to reach a shared goal jointly with stakeholders. School leadership and school culture can also be defined as nested processes. Even though school culture is built on the history and deep values of the school society, replacing and renovating the school culture is contributed to through the basic function of the leader. This aspect of the relationship between school culture and leadership is associated with changing the culture in a positive or negative way (Deal & Peterson, 2009).

Individual goals are more likely to be converted to a shared goal in schools where there is participation and a strong culture. This is because there is a collective consciousness in strong organizational cultures. Thus, the coherence of an individually developed vision within an organizational culture is more important than who created this individual vision. The most important role of the school leader is to make the shared vision compatible with the school culture. Shared vision and coherence in culture make the vision more achievable and thus the school leaders and their employees can pass from vision to action (Durukan, 2006). In other words, organizational culture and leadership are independently associated with each other

in two main areas. One of these areas is leadership style and organizational performance and the other one is organizational culture and performance. From this view, organizational culture and leadership practices become important in studies on organizations.

Methods

Research Design

Based on primary schools teachers' perceptions, this study uses a correlational research design to determine relationship between school administrators' leadership practices and school culture. Also, in this study leadership practices are treated as a independent variable and school culture is treated as an dependent variable to determine how leadership practices and its dimensions (guidance, creating a vision, questioning the process, and encouraging the staff and the audience) predict school culture.

Population Sample

The population of this study is teachers working in primary schools located in the central districts of the province of Erzurum in Turkey during the 2010-2011 academic year. The study sample was composed of 349 primary schools teachers working in 15 schools from the central districts. These participants were determined by using the method of selecting maximum diversity. This sample selection method was used to determine whether there are common or shared concepts among this diverse situation, and it aimed to create a relatively small sample carrying maximum diversity (Yıldırım & Şimşek, 2006). Information on the sample of the study is given in Table 1.

Table 1

Frequency and Percentage Distribution of the Study Sample

Choices		*1*	*2*	*3*	*4*	*5*	*Total*
		Male	Female				-
Gender	*n*	174	175				349
	%	49.8	50.2				100
		Classroom	Other				-
Branch	*n*	181	168				349
	%	51.8	48.2				100
		1-5 years	6-10 years	11-15 years	16-20 years	21 years and more	-
Seniority	*n*	82	100	91	37	39	349
	%	23.5	28.6	26.1	10.6	11.2	100

Data Collection Tools

Leadership practices inventory[*]*:* This inventory was developed by Kouzes and Posner (2003) and its validity, reliability, and adaptation to Turkish was made by Duygulu (2007). The Likert scale for this inventory includes five choices and consists of a total of 30 items within five subcategories (including guidance, creating a vision, questioning the process, and encouraging the staff and audience). Based on this inventory, the maximum score can be 30 and the minimum score can be 6 for each kind of leadership behaviour. Thus for the total of all inventory items, the maximum score can be 150 and the minimum score can be 30. When the values of the scores are closer to the maximum scores that can be obtained it suggests that the leader often utilized the targeted leadership practices. However, when the scores are recorded closer to the minimum scores, the leader rarely shows the desired leadership behaviours, and his/her leadership practices need to be developed. The Cronbach's alpha value of the inventory varies between .86 and .91.

School Culture Inventory: This inventory contains 27 items listed under five sub-categories (including collaborative leadership, teacher collaboration, and professional development, unity of purpose, and professional support) and was originally developed by Gruenert and Valentine (Gruenert, 2000). The adaptation of this inventory to Turkish was made by Demirtaş (2010b). The five-point Likert scale used in this inventory explains 62% of the total variance, and the Cronbach's alpha value of the total items of the inventory is calculated as .94. These values prove that this inventory can be used as a one-dimensional scale. Required permissions to use both the inventories were obtained, and the new calculations for this study were presented in Table 2.

Table 2

Reliability Coefficients, Means, and Standard Deviations of School Culture and Leadership Practices Inventory

	Number of Items	*Alpha*	*M*	*SD*	*N*
School Culture	27	.95	91.74	16.79	349
Leadership Practices					
Guidance	6	.82	21,20	3,90	349
Creating a vision	6	.84	20,59	3,97	349
Questioning the process	6	.85	20,37	4,12	349
Encouraging the staff	6	.84	21,52	4,25	349
Encouraging the audiences	6	.86	20,68	4,48	349

[*] Leadership Practices Inventory®Copright 2003, James M. Kouzes and Barry Z. Posner. All right reserved. Published by Preiffer, An Imprint of John Wiley ve Sons, Inc.

Data Analysis

Data obtained in the study were analyzed through frequency, percentage, mean, standard deviation, Pearson product moment correlation analysis, and linear regression and multiple linear regression analysis techniques.

Results

Results Regarding Relationship between the Sub-Dimension of School Culture and Leadership Practices

Positive and significant relationships between primary school teachers' perceptions and the sub-dimension scores of leadership practices like guidance [r=.51], creating a vision [r=.47], questioning the process [r=.46], encouraging the staff [r=.46], and encouraging the audience [r=.45] were found.

Table 3

Matrix of Correlation between Sub-Dimensions of School Culture and Leadership Practices

Variables	1	2	3	4	5	6
1-Guidance	-					
2-Creating a Vision	.80**	-				
3-Questioning the Process	.77**	.82**	-			
4-Encouraging the Staff	.76**	.71**	.73**	-		
5-Encouraging the Audience	.72**	.73**	.76**	.71**	-	
6-School Culture	.51**	.47**	.46**	.46**	.45**	-

n=349, **p<.01

Results of Multiple Regressions between School Culture and Sub-Dimension Scores of Leadership Practices

Predictions of school culture based on primary school teachers' perceptions of the scores of leadership practices are calculated through the multivariate linear regression analysis, and results are presented in Table 4. In order to conduct multivariate linear regression analysis, first the potential multicollinearity among independent variables [dimensions of leadership practices] was tested through the VIF values 1<VIF<5. Multicollinearity was not concluded. Graphics of error terms and independent variables yielded that the error terms showed the required assumption of the co-variances. Additionally, in order to control the distribution of error terms between the predicted and observed values of dependent variable [organization culture] distributions of *Q-Q* graphs were examined and a normal distribution has been identified.

Multivariate regression analysis results for determining the prediction level of primary school teachers' perceptions of leadership practices regarding school culture were statistically significant [$F(5, 343)=26.686$; $p<.01$]. It was found that sub-dimensions of the leadership practices inventory (guidance, creating a vision, questioning the process, encouraging the staff, and encouraging the audience) altogether explained 28% of the changes in school culture scores [$R=.53$, $R^2=.28$]. This result can be interpreted as 72% of the changes in the school culture score can be explained by other variables.

Table 4

Multivariate Regression Matrix between the School Culture and Sub-Dimensions of Leadership Practices

School Culture	*B*	SH_B	*β*	*t*	*P*
Constant	41,317	4,459		9,265	,000
Guidance	1,066	,384	,248	2,775	,006
Creating a Vision	,264	,395	,063	,668	,504
Questioning the Process	,236	,380	,058	,620	,535
Encouraging the Staff	,445	,309	,113	1,443	,150
Encouraging the Audience	,386	,291	,103	1,328	,185

$n=349$, $R=.53$, $R^2=.28$, $F=26.686$, $p<.01$

According to data presented in Table 4, it was seen that even though teachers' perceptions of five leadership practices altogether predict 28% of school culture, the only dimension significantly predicting the school culture was guiding leadership practices in the regression model. In order to truly comprehend the guiding leadership practices' prediction level of school culture scores, a simple linear regression analysis was used. The results of the analysis yielded that the guiding leadership practices variable predicted school culture significantly and explained 25% of the changes in school culture [$R=.504$, $R^2=.254$, $F(5, 343)=118.226$, $p<.01$]. Thus the remaining 75% changes in school culture can be explained by other variables.

Table 5

Simple Linear Regression Matrix between School Culture and Guiding Leadership Practices

chool Culture	*B*	SH_B	*B*	*t*	*P*
Constant	45,804	4,296		10,661	,000
Guidance	2,166	,199	,504	10,873	,000

$n=349$, $R=.504$, $R^2=.254$, $F=118.226$, $p<.01$

Discussions and Conclusion

A positive and significant relationship between primary school teachers' perceptions of school culture and the leadership practices of school principals is found. Among five sub-dimensions of the leadership practices, the highest level of relationship with perceived school culture is observed in guiding leadership practices. Related literature highlights the importance of the relationship between the leadership and the school culture (Balcı, 2011; Hofstede, 1998; Cotton, 2003; Hargreaves & Fink, 2003; Barnett & McCormick, 2004; Zmuda, Kuklis, & Kline, 2004; Çelikten, 2006).

Some studies highlight the fact that effective school leaders try to create a culture based on collaboration, support, and trust in their schools and suggest that this culture forms the basis of school members' shared values and beliefs (Lucas & Valentine, 2002; Gurr & Drysdale, 2005). Successful leaders instill the school's shared values, ideals, principles, and beliefs in the members of the school. Creating a school culture is the responsibility of the school leader. Through better representing the organizational culture, the school administrators can strengthen their symbolic leadership practices. Managers not showing the symbolic leadership behaviors will not be united with the organizational culture, which is the focal point of organizational behavior. As a result, these managers cannot use the power of the influence that exists in the foundation of leadership (Çelik, 2002).

The imbalance between the school management's authority and power makes the leaderships styles of these administrators as status. This situation makes setting a vision for the future and leading the behavior of the employees in accordance with this vision difficult for managers (Aytaç, 2003). Further results of this study show that five sub-dimensions of leadership practices predict 28% of school culture. Among sub-dimensions of leadership practices, guiding leadership practices significantly predicted 21% of the school culture. This finding can be interpreted as teachers perceive school principals as role models of the school culture. This finding is also consistent with descriptions of leadership as influencing and guiding in classic leadership studies.

For school principals, culture can be a tool to influence and control other people, and it can also be used as a means of providing coordination among school staff. The school principle should promote the development of basic values and guide cultural and moral behaviour rather than being a representative of bureaucracy (Şişman & Turan, 2005). What leaders do and say must be credible to the employees. Leaders must arouse admiration and affection toward themselves among the school's staff. Leaders, followed and appreciated by their employees, have the power to develop their organizations and effect the organization and its culture in a positive way (Şimşek & Fidan, 2005).

Based on the results of this study, it is seen that developing and expanding the definition of a school administrators' tasks is very important. Unlike other schools

and their principles, school principals can arrange to use their own initiatives in schools where they work. This situation can reinforce the role of the principal as a guiding leader. For the near future, it is recommended that researchers investigate exemplary practices in school culture and leadership practices via qualitative research studies.

References

Aytaç, T. (2003). Okul vizyonu nedir? Nasıl geliştirilir?[What is school vision? How it is developed?]. C. Elma and K. Demir (Ed.), *Yönetimde çağdaş yaklaşımlar uygulamalar ve sorunlar* (pp. 1-15). Ankara: Anı.

Balcı, A. (2011). Eğitim yönetiminin değişen bağlamı ve eğitim yönetimi programlarına etkisi [The changing context of educational administration and its effects on educational administration postgraduate programmes]. *Eğitim ve Bilim*, *36*(162), 196-208.

Barnett, K., & McCormick, J. (2004). Leadership and individual principal-teacher relationships in schools. *Educational Administration Quarterly*, *40*(3), 406-434.

Cotton, K. (2003). *Principal and student achievement: What the research says.* Alexandria, VA: ASCD.

Çelik, V. (2002). *Okul kültürü ve yönetimi* [School culture and management]. Ankara: PegemA.

Çelikten, M. (2003). Okul kültürünün şekillendirilmesinde müdürün rolleri [Principal's role in shaping school culture]. *Türk Eğitim Bilimleri Dergisi*, *1*(4), 453-462.

Çelikten, M. (2006). The Impact of principalship on school culture: A Turkish case. *International Journal of Educational Reform*, *15*(2), 185-201.

Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture.* New York: Jossey-Bass.

Dean, J. (1999). *Improving the primary school.* New York: Routledge.

Demirtaş, Z. (2010a). Okul kültürü ile öğrenci başarısı arasındaki ilişki [The relationship between school culture and student achievement]. *Eğitim ve Bilim Dergisi*, *35*(158), 3-13.

Demirtaş, Z. (2010b). Liselerde okul kültürü ile öğrenci başarısı arasındaki ilişki [The relationship between school culture and student achievement in high schools]. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *7*(13), 208-223.

Dimmock, C., & Walker, A. (2005). *Educational leadership: Culture and diversity.* London: Sage.

Durukan, H. (2006). Okul yöneticisinin vizyoner liderlik rolü [The visioner role of school administrator]**.** *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD) 7*(2), 277-286.

Duygulu, S. (2007). *The effects of the transformational leadership training programme on the leadership practices of unit charge nurses*. Unpublished doctoral dissertation, Hacettepe University.

Gruenert, S. (2000). Shaping a new school culture. *Contemporary Education, 71*(2), 14-17.

Gurr, D., & Drysdale, L. (2005). Successful principal leadership: Australian case studies. *Journal of Educational Administration*, *43*(6), 539-551.

Hargreaves, A., & Fink, D. (2003). Sustaining leadership, *Phi Delta Kappa*, *84*(9), 693-700.

Hoerr, T. R. (2005). *The Art of school leadership*. Alexandria, VA: ASCD.

Hofstede, G. (1998). Identifying organizational subcultures: An empirical approach. *Journal of Management Studies*, *35*(1), 1-12.

Hoy, W. K., & Miskel, C. G. (2010). *Eğitim yönetimi: Teori, uygulama ve araştırma* [Educational Administration: Theory, Research, and Practice] (Ed. & Trans S. Turan). Ankara: Nobel.

Kouzes M. J., & Posner B. Z. (2003). *The leadership challenge*. San Francisco: Jossey-Bass.

Leithwood, K. & Riehl, C. (2003, April). *What do we already know about successful school leadership?* Paper presented at the American Educational Research Association Annual Conference, Chicago.

Lucas, S. E., & Valentine, J. W. (2002, April). *Transformational leadership: Principals, leadership team and school culture*. Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works from research to results*. Alexandria, VA: ASCD.

Morey, N., & Luthans, F. (1985). Refining the displacement of culture and the use scenes and themes in organizational studies. *Academy of Management Review*, *10*(2), 219-229.

O'Brien, J., Draper, J., & Murphy, D. (2008). *School leadership*. Scotland: Dunedin Academic Press.

Ogbonna, E., & Harris, L. C. (2000). Leadership style, organizational culture and performance: Empirical evidence from UK Companies. *The International Journal of Resource Management*, *11*(4), 766-788.

Özdemir, A. (2006). Okul kültürünün oluşturulması ve çevreye tanıtılmasında okul müdürlerinden beklenen ve onlarda gözlenen davranışlar [Expected and observed behaviours of the school principals in the formation and public presentation of school culture]. *Türk Eğitim Bilimleri Dergisi*, *4*(4), 411-433.

Şimşek, N., & Fidan, M. (2005). *Kurum kültürü ve liderlik* [Corporate culture and leadership]. Konya: Tablet.

Şişman, M. (2002). *Örgütler ve kültürler* [Organizations and cultures]. Ankara: PegemA.

Şişman, M. (2004). *Öğretim liderliği* [Instructional leadership]. Ankara: PegemA.

Şişman, M., & Turan, S. (2005). Eğitim ve okul yönetimi. [Education and School Administration] Y. Özden (Ed). *Eğitim ve okul yöneticiliği el kitabı* (pp.99-146). Ankara: PegemA.

Yıldırım, A., & Şimşek, H. (2006). *Sosyal bilimlerde nitel araştirma yöntemleri* [Qualitative research methods in social sciences]. Ankara: Seçkin.

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement*. Alexandria, VA: ASCD.

Okul Kültürü ve Liderlik Uygulamaları Arasındaki İlişki

Atıf:

Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of EducationalResearch, 52,* 155-168.

(Özet)

Problem Durumu: İyi liderler örgütleri, çok iyi liderler ise insanları değiştirme gücüne sahiptirler. Çünkü örgütlerin kalbi insanlardır. Özellikle okul gibi örgütlerde sadece insanları değiştirmekle örgütün gelişimi ve büyümesi yönünde olumlu bir kültür oluşturulabilir (Hoerr, 2005). Liderlik, geniş bir yelpaze kavram olarak ele alınmakta ve otoriter, karizmatik, dönüşümcü, geleneksel, etik, kültürel, durumsal, vizyoner gibi farklı liderlik türlerinden bahsedilmektedir (O'Brien, Draper ve Murphy, 2008). Okul müdürlerinin liderlik becerileri arasında ise olumlu bir okul kültürü oluşturma doğrultusunda bir hedefe sahip olma, öğretmenlerin mesleki ve özel yaşamlarındaki ihtiyaçlarının farkında olma, öğretmen ve öğrencilerle olan ilişkilerinde onlara değer verdiğini gösterme, informal grupların farkında olma, sınıfları ziyaret etme, okulun yakın ve uzak paydaşları ile yakın ilişkiler aracılığıyla ulaşılabilir olma gibi özellikleri ön plana çıkmaktadır (Marzano, Waters ve McNulty, 2005).

Bu bakış açısına göre liderlik sadece okul müdürünün bir işlevi değil okul paydaşlarının ortaklaşa bir hedefe doğru yönelme eğilimine de göndermede bulunmaktadır. Okul liderliği ile okul kültürü iç içe geçmiş süreçler olarak da tanımlanabilmektedir. Okul kültürü, okul tarih ve toplumunun derin değerleri üzerine inşa edilmiş olmasına rağmen okul kültürünü değiştirme ve yenileme liderin temel işlevi ile belirgin hale gelmektedir. Okul kültürü ve liderlik arasındaki ilişki bu yönüyle kültürün olumlu ya da olumsuza doğru evirilmesi ile de ilişkilidir (Deal ve Peterson, 2009).

Paylaşımcı ve güçlü bir kültüre sahip olan okullarda bireysel amaçların paylaşılan hedefe dönüşme şansı daha fazladır. Çünkü güçlü örgüt kültürlerinde kolektif bilinç vardır. Dolayısıyla bireysel olarak geliştirilen vizyonun kim tarafından geliştirildiğinden çok, örgütsel kültürle tutarlılığı önem taşımaktadır. Bir lider olarak okul yöneticisinin en önemli rolü, ortak vizyonun okul kültürüyle kaynaşmasını sağlamaktır. Paylaşılan vizyon ve kültür bütünlüğü, vizyonun eylemselleştirilmesini kolaylaştırır. Böylece okul yöneticisi ve çalışanları vizyondan eyleme geçebilir (Durukan, 2006).

Yöntem: Bu araştırma ilköğretimde görev yapan öğretmenlerin algılarına göre *yol göstermek, vizyon oluşturmak, süreci sorgulamak, personeli cesaretlendirme* ve *izleyenleri cesaretlendirmek* boyutlarından oluşan liderlik uygulamaları ile okul kültürü arasındaki ilişkiyi belirlemeyi amaçladığından ilişkisel desende tasarlanmıştır.

Araştırmanın evreni 2010-2011 eğitim-öğretim yılında Erzurum ili merkez ilçelerinde yer alan ilköğretim okullarında görev yapan öğretmenler oluşturmaktadır. Araştırmanın örneklemini ise merkez ilçelerde yer alan 15 ilköğretim okulunda görev yapan 349 öğretmen maksimum çeşitlilik yöntemi kullanılarak belirlenmiştir. Bu örnekleme yönteminin tercih edilmesinde çeşitlilik gösteren durumlar arasında ortak ya da paylaşılan olguların olup olmadığının belirlenmesi ve göreli olarak küçük bir örneklem grubu oluşturularak probleme taraf olabilecek bireylerin çeşitliliğini maksimum derecede yansıtması amaçlanmıştır (Yıldırım ve Şimşek, 2006).

*Liderlik uygulamaları gözlemci ölçeği**: Kouzes ve Posner (2003) tarafından geliştirilen ölçeğin geçerlilik ve güvenirlik çalışması ve Türkçeye uyarlaması Duygulu (2007) tarafından yapılmıştır. Ölçek beşli likert tipi olup toplam 30 madde ve beş alt boyuttan (yol göstermek, vizyon oluşturmak, süreci sorgulamak, personeli cesaretlendirmek izleyenleri cesaretlendirme) oluşmaktadır. Ölçeğin Cronbach Alpha değeri .86 ile .91 arasında değişmektedir.

Okul kültürü ölçeği: Bu araştırmada kullanılan 27 maddeden ve beş alt boyuttan (işbirlikçi liderlik, öğretmen işbirliği, mesleksel gelişim, amaç birliği, mesleksel destek) oluşan okul kültürü ölçeğinin ilk hali, Gruenert ve Valentine tarafından geliştirilmiş (Gruenert, 2000) ve Türkçeye Demirtaş (2010b) tarafından uyarlanmıştır. Beşli Likert tipi ölçeğin toplam varyansın %62'sini açıkladığı ve ölçeğin bütün test maddelerinin güvenirliği için Cronbach Alpha değerinin .94 olduğu hesaplanmıştır.

Araştırmada elde edilen verilerin analizinde frekans, yüzde, aritmetik ortalama, standart sapma, Pearson Çarpım Momentler Korelâsyon Analizi, Basit Doğrusal Regresyon ve Çoklu Doğrusal Regresyon analizi tekniklerinden yararlanılmıştır.

Bulgular ve Sonuçlar: İlköğretimde görev yapan öğretmenlerin okul kültürü ile liderlik uygulamaları alt boyutlarından yol göstermek [r=.51], vizyon oluşturmak

---

* Leadership Practices Inventory®Copright 2003, James M. Kouzes and Barry Z. Posner. All right reserved. Published by Preiffer/John Wiley & Sons.

[r=.47], süreci sorgulamak [r=.46], personeli cesaretlendirmek [r=.46] ve izleyenleri cesaretlendirmek [r=.45] puanları arasında pozitif yönde anlamlı ilişkiler saptanmıştır.

İlköğretimde görev yapan öğretmenlerin algıladıkları liderlik uygulamalarının okul kültürünü ne düzeyde yordadığını belirlemek amacıyla yapılan Çok Değişkenli Regresyon Analizi sonuçları istatistiksel olarak anlamlı bulunmuştur [$F_{(5, 343)}$=26.686, p<.01]. Liderlik uygulamaları ölçeği alt boyutlarının (yol gösterme, vizyon oluşturmak, süreci sorgulamak, personeli cesaretlendirmek, izleyenleri cesaretlendirmek) birlikte okul kültürü puanlarındaki değişimin %28'ini [R=.53, R^2=.28] açıklayabildiği saptanmıştır. Bu sonuç okul kültürü puanlarındaki değişimin %72'sinin diğer değişkenlerle açıklanabileceği şeklinde yorumlanabilir.

Elde edilen veriler, öğretmen algılarının beş liderlik uygulamalarının birlikte okul kültürünü %28 düzeyinde yordadığını göstermekte ise de; yordamın regresyon modelinde okul kültürünü anlamlı olarak yordayan tek değişkenin yol gösterici liderlik uygulaması olduğu görülmektedir. Bunu tam olarak görebilmek için yol gösterici liderlik puanının okul kültürü puanını yordama düzeyi basit doğrusal regresyon analizi ile saptanmıştır. Analiz sonucunda okul kültürü değişkenini, yol gösterici liderlik değişkeni pozitif yönde manidar olarak yordamakta ve okul kültüründeki değişimin %25'ini [R=.504, R^2=.254, F=118.226, p<.01] açıklayabildiği, okul kültürünün kalan %75'lik kısmını ise diğer değişkenlerle açıklanabileceği saptanmıştır.

Tartışma ve Sonuçlar: İlköğretimde görev yapan öğretmenlerin algıladıkları okul müdürleri tarafından sergilenen liderlik uygulamaları alt boyutları ile okul kültürü arasında pozitif yönde manidar ilişki saptanmıştır. Algılanan okul kültürü ile en yüksek düzeyde ilişki ise liderlik uygulamaları alt boyutlarından yol gösterici liderlik uygulaması olduğu belirlenmiştir. Literatürde liderlik ile okul kültürü arasındaki ilişkinin önemine değinen pek çok çalışma yer almaktadır (Balcı, 2011; Hofstede, 1998; Cotton, 2003; Hargreaves ve Fink, 2003; Barnett ve McCormick, 2004; Zmuda, Kuklis ve Kline, 2004; Çelikten, 2006).

Okul yönetiminin yetki ve sorumlulukları arasındaki dengesizlik, yöneticileri birer statü lideri konumuna getirmiştir. Bu durum onların geleceğe yönelik bir vizyon belirleme, bu vizyon doğrultusunda çalışanlarına öncülük etme davranışını güçleştirmektedir (Aytaç, 2003).

Araştırmanın bir diğer bulgusu liderlik uygulamaları alt boyutlarının birlikte okul kültürünün %28'ini yordadığı sonucudur. Özellikle liderlik uygulamaları alt boyutlarından yol gösterici liderlik uygulamasının okul kültürünü %25 düzeyinde anlamlı olarak yordayan tek değişken olması, öğretmenlerin okul kültürü üzerinde müdürlerini rol model olarak algıladıkları şeklinde yorumlanabilir. Ayrıca bu bulgu klasik liderlik çalışmalarının liderliği bir etkileme ve yol gösterme süreci olarak tanımlamaları ile de örtüşmektedir.

Araştırmada elde edilen bulgular doğrultusunda okul yöneticilerinin görev tanım ve alanlarının geliştirilmesi ve genişletilmesi önemli görülmektedir. Okul yöneticilerinin diğer okullardan ve yöneticilerinden farklı olarak kendi okulları üzerinde inisiyatif

kullanabilecek düzenlemeler yapılabilir. Bu durum bir lider olarak okul müdürünün yol göstericilik rolünü güçlendirebilir. Bundan sonraki çalışmaların okul kültürü ve liderlik uygulamaları ile ilgili iyi örnekleri nitel olarak incelemesi önerilebilir.

Anahtar sözcükler: liderlik uygulamaları, okul kültürü, öğretmen, ilköğretim