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THE RELATIONSHIP BETWEEN PRESCHOOL ADMINISTRATORS' LEADERSHIP STYLES AND SCHOOL CULTURE

ABSTRACT

This is a survey study which aims to determine whether there is a relationship between preschool administrators' leadership styles and school culture. The study sample consisted of 188 randomly selected preschool teachers working in state and private preschools located in the Kadıköy, Ümraniye, Maltepe, Kartal, Fatih, Beşiktaş and Bakırköy districts of Istanbul during the academic year of 2008-2009. For data collection, "The Multifactor Leadership Questionnaire 5 – x short (MLQ)" was used to determine the leadership behaviours of preschool administrators and the School Culture Survey was applied to determine school culture. The data were analyzed by using Pearson Product-Moment Correlation Coefficient on the SPSS program. The results revealed a statistically significant and positive relationship between preschool administrators' leadership styles and school culture in all sub-dimensions.

Keywords: Preschool Teacher, School Administrator, Leadership, School Culture, Leadership Styles

OKUL ÖNCESİ YÖNETİCİLERİNİN LİDERLİK STİLLERİ İLE OKUL KÜLTÜRÜ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

ÖZET

Bu araştırmanın amacı okul yöneticilerinin liderlik stilleri ile okul kültürü arasında ilişki olup olmadığını belirlemektir. Araştırma genel tarama modelindedir. Araştırma 2008-2009 öğretim yılında İstanbul iline bağlı Kadıköy, Ümraniye, Maltepe, Kartal, Fatih, Beşiktaş ve Bakırköy ilçeleri milli eğitim müdürlüklerine bağlı ilköğretim bünyesindeki ana sınıfları ve bağımsız okul öncesi eğitim kurumlarından rasgele seçilen okullardaki 188 okul öncesi öğretmeniyle yürütülmüştür. Araştırmada okul öncesi eğitim kurumu yöneticilerinin liderlik stillerini belirlemek için Multifactor Leadership Questionnaire 5 – x short (MLQ) kullanıldı. Ayrıca okul kültürünü belirlemek amacıyla da "okul kültürü envanteri" "school culture survey" kullanılmıştır. Verilerin analizi Pearson Momentler Çarpımı Korelasyon Katsayısı Analizi tekniği kullanılarak yapılmıştır. Araştırma sonuçlarına göre liderlik stillerinin tüm alt boyutları ile okul kültürünün tüm alt boyutları arasında pozitif yönde anlamlı bir ilişki saptanmıştır.

Anahtar Kelimeler: Okulöncesi Öğretmeni, Okul Yöneticisi, Liderlik, Okul Kültürü, Liderlik Stili

1. INTRODUCTION (GİRİŞ)

School culture and administrators' leadership styles have a crucial role in preschools where young children encounter formal education for the first time. School culture is shaped by the mutual interaction between administrators, school personnel, family and the environment, and it should be established and enhanced so as to contribute to the development of children in this age group.

School culture is an abstract and moral value. One can feel the school culture while walking in the school building, feel it in entering from the door, smell it, see it in the pictures on the walls, and hear it in the corridors. The traditions, beliefs and values of the school society created by the teachers, students, administrators and families make up the school culture (Cross and Cavazos, 1990; Şahin, 2004). In its simplest form, school culture is a combination of the ideals, values, assumptions, beliefs and attitudes that bring together the school community. These norms strongly shape the experiences of the people in the school and make up a common vision with the leadership of an effective school administration. School principals can shape the culture by setting a model for values and beliefs that are necessary for an effective leadership and education. They shape the school culture over a period of time. After careful consideration of existing traditions, aims, and ceremonies, they work together with the staff and students in order to establish a common and cooperative vision which determines a school's success (Çelikten, 2003). According to Milstein (1999), school culture involves the values shared, beliefs, a common mission, heroes, customs, traditions and history. There is an important relation between school culture and leaders because successful and effective leaders help in shaping the culture. Andrew Pettigrew, who considers the process of shaping school culture as a basic administrative duty, states that leaders have an effect on school culture. In other words, it is possible to infer the beliefs and values of administrators from the school culture. Leaders do not only decide on the concrete and rational aspects of the school such as its structure and technology, they are also effective in shaping its symbols, ideologies, discourse and beliefs (Özdemir, 2006).

Principals as school leaders can affect and shape the school culture in a positive way. By working together with teachers, students and the school community, they can form a school culture with a successful standout by making a commitment to general values (Cross and Cavazos, 1990).

Analyzing the relationship between leadership and culture in the context of organizational life cycle, Schein (1992) points out that organizational culture and leadership are intertwined. In the process of organizational formation, the founder of a company establishes an organization that reflects his own values and beliefs and creates the cultural features of the organization. In return, as the structure of an organization develops over time, its cultural structure affects the leader by shaping his leadership style and actions. In brief, there is a relationship between leadership and organizational culture. Bass (1985), by analyzing the effects of various leadership styles on culture, puts forth the relationships between culture and leadership. He states that the transformational leader acts within the boundaries of an existing culture; on the contrary, the interactionist leader strives to change the organizational culture toward his own visions. Similarly, Brown (1992) states that a good leader needs skills that increase the effects of culture to improve the organization's performance (ibid: Ogbonna and Harris, 2000).

Successful leaders are those who consider the organization holistically. This broad perspective is related to the concept of the school culture and what it offers to the individuals around it. It presents a wide framework to understand the complex relations and problems within the school (Stolp, 1994).

When the literature is analyzed, it is seen that the styles of leadership displayed by school principals is of utmost importance in forming the school culture, maintaining and promoting it to the public. In the literature it is also stated that the leadership style is a precursor to a learning organization, organizational atmosphere, risk taking and taking initiatives. It also affects teachers' job satisfaction and the organizational health of the school. A positive school culture increases academic success and has an effect on teachers' dedication and their trust in the administration, colleagues and parents (Karadağ, Başaran and Korkmaz; 2009; Korkmaz, 2008; Korkmaz, 2007; Pavan and Reid; 1990; Stolp, 1994; Sun, 2004; Yılmaz, 2004;). The studies which analyze the relationship between school culture and student data have found that it is important for students to perceive this culture and understand it (Carol et.al., 1990).

Furthermore, previous studies have also shown that school principals' sense of humour affects school culture, conflict resolution, productivity and social commitment (Avolio, Howell and Sosik, 1999; Williams and Clouse,1991).

Bass (1985) analyzed the relationship between school culture and principal's transformational and interactionist leadership styles. It was found that transformational leadership improved commitment in organizations and maximized the performance of staff (cited in Şahin, 2004). Moreover, a positive relationship was found between school culture and transformational leadership (Ayık, 2007; Lucas and Valentine, 2002; Şahin, 2004). On the other hand many studies indicated that leadership styles effect on the school culture (Clear,2005; Çelik ve Kuyucu, 2010; Leithwood and Jantzi, 2005; Şahin, 2011).

2. RESEARCH SIGNIFICANCE (ÇALISMANIN ÖNEMİ)

Management takes on a different dimension when considered in terms of preschool education. This is because preschools are the first environments that children encounter after their family, and unlike other educational organizations, a different relationship emerges in preschools. These relationships need to be direct, open and simple and at the same time remain within certain boundaries (Zembat, 1994). For this reason, preschools need to balance the warmth of a family environment with that of a school environment. In addition to educating children, preschools also strive to support their physical and psychological development (Zembat, 1992).

Leadership in preschools can be possible through teachers' educational activities, students' learning, and in an environment where there is a democratic work relationship based on the cooperation between the teacher and administrator. In these environments, educational activities are run by forming a sense of community in students. This can be achieved in a school environment which relies on respect and by ensuring that people strive to increase the quality of education. When considered in this respect, understanding school culture helps leaders organize the learning environment, become better equipped and have better staff to shape beliefs and values. The most effective change occurs if the principal acts as a model in terms of values and beliefs to teachers and students (Stolp, 1994).

The general result of previous studies on leadership styles is that leadership styles affect organizational performance and that

transformational leadership is more effective than others. Many studies have been carried out related to leadership and school culture, many of which studied these two variables not together but as independent subjects from one another. Although several researchers assumed a significant relationship between leadership and school culture, and studied the two variables together, there are few studies which analyzed the relationship between direct leadership styles and preschool culture. Believing that this subject needs more detailed studies, this study focused on the relationship between school culture in preschools and the leadership styles of principals.

3. ANALİTİK ÇALIŞMA (ANALYTICAL STUDY)
The study has a descriptive nature and uses the survey model.

3.1. Population and Sampling (Evren ve Örneklem)
The population consisted of teachers working in state and private preschools affiliated with the Ministry of Education and located in the Kadıköy, Ümraniye, Maltepe, Kartal, Fatih, Beşiktaş and Bakırköy districts of Istanbul during the academic year of 2008-2009. The sample consisted of 188 randomly selected preschool teachers employed in those schools.

3.2. Data Collection Instruments (Veri Toplama Araçları)
3.2.1. Multifactor Leadership Questionnaire– MLQ (Çoklu Faktör-Liderlik Envanteri)
This questionnaire was developed by Bernard Bass and Bruce Avolio (1985) in order to evaluate the transformational and interactionist leadership styles of teachers and administrators. Adapted to Turkish by Karip (1998) and Korkmaz (2005), the questionnaire aims to identify school administrators' and teachers' behaviours related to the concept of transformational and interactionist leadership, and teachers' perceptions and expectations. The scale consists of 3 subscales: transformational leadership, interactionist leadership and laissez-faire, and 36 items in total. With the data obtained, the interconsistency of sub scales was computed by using Cronbach Alpha. While Cronbach Alpha value for interactionist leadership was computed as .69, Cronbach Alpha value for transformational leadership was found as .86.

3.2.2. School Culture Scale (Okul Kültürü Ölçeği)
School culture was determined by using the "School Culture Survey", developed by Gruenert and Valentine (1998) and tested for reliability and validity in Turkish by Ayık (2007). The School culture scale is composed of 35 items which aim to evaluate dimensions such as leadership based on cooperation, teacher cooperation, professional development, common goals, collegial support and cooperative learning. The analyses revealed that the Cronbach alpha value for school culture scale was between 0,625 and 0,897.

3.3. Data Analyses (Veri Analizi)
Data were recorded upon receipt of the surveys from the participants. Descriptive statistics were used to summarize and compare all collected data. The Pearson product moment correlation coefficient was used to examine the relationship between the leadership styles of principals and school culture. On the other hand Kolmogorov-Smirnov and Shapiro-Wilks tests were used to determine whether data set is well-modeled by a normal distribution or not. Results indicated that data sets were normally distributed ($p > 0,05$).

4. FINDINGS AND DISCUSSIONS (BULGULAR VE TARTIŞMA)
The findings of research are presented below.

Table 1. Percentage and frequency distribution of teachers according to the variables of gender, institution, years of service, and educational status
(Tablo 1. Öğretmenlerin cinsiyet, kurum, hizmet yılı, mezuniyet durumu değişkenlerine ait yüzde ve frekans dağılımları)

Institution	f	%
Kindergarten	101	53,7
Preschool affiliated with elementary school	87	46,3
Total	188	100
Gender	f	%
Female	186	98.9
Male	2	1.1
Total	188	100
Educational Status	f	%
2 year degree	22	11,7
Undergraduate	121	64,4
Graduate	2	1,1
PhD	1	0,5
Other	42	22,3
Total	188	100
Years of Service	f	%
1-5 years	69	36,7
6-10 years	66	35,1
11-15 years	23	12,2
16-20 years	5	2,7
21 years and above	19	10,1
Total	182	96,8

Table 1 shows that 53,7% of the teachers who participated in this study were employed in kindergartens and 46,3% were employed in preschools affiliated with elementary schools. When the gender distribution of teachers is considered, it can be seen that 98,9% of them were female and 1,1% male. Of these, 11,7% have a 2 year degree, 64,4% an undergraduate degree, 1,1% a graduate degree, 0,5% a doctoral degree, and 22,3% other degrees. Moreover, 36,7% had 1 to 5 years of service, 35,1% between 6 to 10, 12,2% between 11 to 15, 2,7% between 16 to 20, and 10,1% 21 years and above.
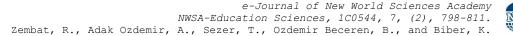
Table 2. T-test results of school culture scale sub-dimension scores
according to institution
(Tablo 2. Okul kültürü ölçeği alt boyut puanlarının çalışılan kuruma
göre t-testi sonuçları)

Institution		N	$\bar{x}$	S	sd	t	p
Cooperative Leadership	Preschool affiliated with elementary school	87	40,73	10,39	186	3,08	,002
	Kindergarten	101	44,82	7,75			
Teacher Cooperation	Preschool affiliated with elementary school	87	19,01	3,65	186	3,96	,000
	Kindergarten	101	20,90	2,86			
Professional Development	Preschool affiliated with elementary school	87	19,47	3,39	186	3,86	,000
	Kindergarten	101	21,21	2,79			
Common Goals	Preschool affiliated with elementary school	87	19,74	3,19	186	3,70	,000
	Kindergarten	101	21,37	2,82			
Collegial Support	Preschool affiliated with elementary school	87	15,63	2,94	186	3,61	,000
	Kindergarten	101	17,13	2,76			
Cooperative Learning	Preschool affiliated with elementary school	87	15,44	2,26	186	4,74	,000
	Kindergarten	101	17,07	2,42			

When Table 2 is analyzed, it can be seen that the scores preschool teachers received from the sub-dimensions of the School Culture Scale differed according to the institution they were employed by and that this difference is significant at the level of .05. It can also be seen that the mean score of teachers working in kindergartens from the sub-dimension of leadership based on cooperation, $\bar{x}$ = (44,82) was higher than that of teachers working in preschools affiliated with elementary schools, $\bar{x}$ = (40,73). The difference is significant at the level of .05.

The mean score of teachers working in kindergartens from the sub-dimension of teacher cooperation, $\bar{x}$ = (20,90) was higher than the mean score of teachers working in preschools affiliated with elementary schools $\bar{x}$ = (19,01), and the difference is significant at the level of ,05.

The mean score of teachers working in kindergartens from the sub-dimension of professional development, $\bar{x}$ = (21,21) was also higher than the mean score of teachers working in preschools affiliated with elementary schools $\bar{x}$ = (19,47) and the difference is significant at the level of ,05.

Next, the mean score of teachers working in kindergartens from the sub-dimension of common goals $\bar{x}$ = (21,37) was higher than that of teachers working in preschools affiliated with elementary schools $\bar{x}$ = (19,74), and this difference, too, is significant at the level of ,05.

As regards the sub-dimension of collegial support, the mean score of teachers working in kindergartens $\bar{x}$ = (17,13) was higher than the mean scores of teachers working in preschools affiliated with elementary schools $\bar{x}$ = (15,63), and the difference is significant at the level of ,05.

Finally, the average scores teachers working in kindergartens received from the sub-dimension of cooperative learning $\bar{x}$ = (17,07)

was also higher than the average scores of teachers working in preschools affiliated with elementary schools $\bar{x}$ = (15,44), and the difference in averages is significant at the level of ,05.

Table 3. Pearson product-moment correlation coefficient between the sub-dimensions of school administrators' leadership styles and sub-dimensions of school culture
(Tablo 3. Okul yöneticilerinin liderlik stillerinin alt boyutları ile okul kültürünün alt boyutları arasındaki pearson korelasyon katsayısı)

		Idealized effect (attributed)	Idealized effect (behaviour)	Inspirational motivation	Intellectual stimulation	Individualized consideration	Contingent acceptance	Management by exception (active)	Management by exception (passive)	Laissez-faire	Extra effort	Effectiveness	Satisfaction
Leadership based on cooperation	r	,420**	-,155*	,561**	,684**	,667**	,410**	,417**	,716**	,683**	,737**	,667**	,629**
	p	,000	,034	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	188	188	188	188	188	188	188	188	188	188	188	188
Teacher cooperation	r	,245**	-,027	,284**	,401**	,415**	,210**	,259**	,395**	,479**	,457**	,398**	,354**
	p	,001	,709	,000	,000	,000	,004	,000	,000	,000	,000	,000	,000
	N	188	188	188	188	188	188	188	188	188	188	188	188
Professional development	r	,253**	-,066	,386**	,506**	,498**	,340**	,303**	,535**	,510**	,552**	,497**	,461**
	p	,000	,366	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	188	188	188	188	188	188	188	188	188	188	188	188

Tablo 3, more													
Common goals	r	,268**	-,167*	,402**	,529**	,538**	,279**	,345**	,537**	,512**	,585**	,539**	,447**
	p	,000	,022	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	188	188	188	188	188	188	188	188	188	188	188	188
Collegial support	r	,150*	-,086	,255**	,354**	,330**	,140	,169*	,351**	,381**	,392**	,372**	,338**
	p	,039	,239	,000	,000	,000	,055	,021	,000	,000	,000	,000	,000
	N	188	188	188	188	188	188	188	188	188	188	188	188
Cooperative learning	r	,218**	-,052	,310**	,382**	,360**	,253**	,241**	,391**	,452**	,454**	,460**	,382**
	p	,003	,476	,000	,000	,000	,000	,001	,000	,000	,000	,000	,000
	N	188	188	188	188	188	188	188	188	188	188	188	188

*.0.05
**.0.01

When Table 1 is analyzed, a positive relationship can be seen between the sub-dimensions of administrators' leadership styles and the sub-dimensions of school culture except for idealized effect behaviour. There is a positive relationship between the sub-dimensions of leadership styles and school culture and a meaningful reverse relationship between the sub-dimension of idealized effect (attributed) and school culture. Idealized effect (attributed) – leadership based on cooperation (r=,420, p<.01), Idealized effect

attributed – teacher cooperation (r=,245, p<.01), Idealized effect attributed – professional development (r=,253, p<.01), Idealized effect attributed – common goals (r=,268, p<.01), Idealized effect attributed – collegial support (r=,150, p<.01), Idealized effect attributed – common learning (r=,218, p<.01). By using this data, it can be said that when administrators use idealized effect (attributed) more, their and teachers' positive perceptions in all the sub-dimensions of school culture increases.

Idealized effect (behaviour) – leadership based on cooperation (r=-,-155, p<.01), Idealized effect (behaviour) – teacher cooperation (r=-,-027, p<.01), Idealized effect (behaviour) – professional development (r=-,-.066, p<.01), Idealized effect (behaviour) – common goals (r=-,-167, p<.01), Idealized effect (behaviour) – collegial support (r=-,-086, p<.01), Idealized effect (behaviour) – common learning (r=-,-052, p<.01). These data reveals that when administrators start to use the leadership style of idealized effect (behaviour) more, their and teachers' positive perceptions of school culture decreases in all sub-dimensions.

Inspirational motivation – leadership based on cooperation (r=,561, p<.01), Inspirational motivation – teacher cooperation (r=,284, p<.01), Inspirational motivation – professional development (r=,386, p<.01), Inspirational motivation – common goals (r=,402, p<.01), Inspirational motivation – collegial support (r=,255, p<.01), Inspirational motivation – common learning (r=,310, p<.01). By these data, it can be inferred that as administrators use inspirational motivation more, their and teachers' positive perception increases in all sub-dimensions of school culture.

Intellectual stimulation – leadership based on cooperation (r=,684, p<.01), Intellectual stimulation – teacher cooperation (r=,401, p<.01), Intellectual stimulation – professional development (r=,506, p<.01), Intellectual stimulation – common goals (r=,529, p<.01), Intellectual stimulation – collegial support (r=,354, p<.01), Intellectual stimulation – cooperative learning (r=,382, p<.01). These data show that when administrators use intellectual stimulation more, their and teachers' positive perception increases in all sub-dimensions of school culture.

Individual support – leadership based on cooperation (r=,667, p<.01), individual support – teacher cooperation (r=,415, p<.01), individual support – professional development (r=,498, p<.01), individual support – common goals (r=,538, p<.01), individual support – collegial support (r=,330, p<.01), individual support – common learning (r=,360, p<.01). It can thus be seen that when administrators use individual support more, their and teachers' positive perception increases in all sub-dimensions of school culture.

Contingent acceptance – leadership based on cooperation (r=,410, p<.01), contingent acceptance – teacher cooperation (r=,210, p<.01), contingent acceptance – professional development (r=,340, p<.01), contingent acceptance – common goals (r=,279, p<.01), contingent acceptance – collegial support (r=,140, p>.01), contingent acceptance – common learning (r=,253, p<.01). These data reveal that when administrators use contingent acceptance more, their and teachers' positive perception increases in all sub-dimensions of school culture.

Management by exception (active) – leadership based on cooperation (r=,417, p<.01), management by exception (active) – teacher cooperation (r=,259, p<.01), management by exception (active) – professional development (r=-,303, p<.01), management by exception (active) – common goals (r=,345, p<.01), management by exception (active) – collegial support (r=,169, p>.01), management by exception (active) – common learning (r=,241, p<.01). It can be seen that when

administrators use management by exception (active) more, their and teachers' positive perception increases in all sub-dimensions of school culture.

Management by exception (passive) – leadership based on cooperation ($r=,716$, $p<.01$), management by exception (passive) – teacher cooperation ($r=,395$, $p<.01$), management by exception (passive) – professional development ($r=-,535$, $p<.01$), management by exception (passive) – common goals ($r=,537$, $p<.01$), management by exception (passive) – collegial support ($r=,351$, $p>.01$), management by exception (passive) – common learning ($r=,395$, $p<.01$). Therefore, when administrators use management by exception (passive) more, their and teachers' positive perception increases in all sub-dimensions of school culture.

Laissez-faire – management based on cooperation ($r=,683$, $p<.01$), laissez-faire – teacher cooperation ($r=,479$, $p<.01$), management by exception (passive) – professional development ($r=-,510$, $p<.01$), laissez-faire – common goals ($r=,512$, $p<.01$), laissez-faire – collegial support ($r=,381$, $p>.01$), laissez-faire – common learning ($r=,452$, $p<.01$). These data reveal that when administrators use laissez-faire more, their and teachers' positive perception increases in all sub-dimensions of school culture.

Extra effort – management based on cooperation ($r=,737$, $p<.01$), extra effort – teacher cooperation ($r=,457$, $p<.01$), management by exception (passive) – professional development ($r=-,552$, $p<.01$), extra effort – common goals ($r=,585$, $p<.01$), extra effort – collegial support ($r=,392$, $p>.01$), extra effort – common learning ($r=,454$, $p<.01$). It follows that when administrators use more extra effort, their and teachers' positive perception increases in all sub-dimensions of school culture.

Effectiveness – management based on cooperation ($r=,667$, $p<.01$), effectiveness – teacher cooperation ($r=,398$, $p<.01$), management by exception (passive) – professional development ($r=-,497$, $p<.01$), effectiveness – common goals ($r=,539$, $p<.01$), effectiveness – collegial support ($r=,372$, $p>.01$), effectiveness – common learning ($r=,460$, $p<.01$). Considering these data, it can be stated that when administrators use the leadership style of effectiveness more, their and teachers' positive perception increases in all sub-dimensions of school culture.

Satisfaction – management based on cooperation ($r=,629$, $p<.01$), satisfaction – teacher cooperation ($r=,354$, $p<.01$), management by exception (passive) – professional development ($r=-,461$, $p<.01$), satisfaction – common goals ($r=,447$, $p<.01$), satisfaction – collegial support ($r=,338$, $p>.01$), satisfaction – common learning ($r=,382$, $p<.01$). These data show that when administrators use satisfaction more, their and teachers' positive perception increases in all sub-dimensions of school culture.

5. CONCLISION AND RE COMMENDATIONS (SONUÇ VE ÖNERİLER)

The total scores teachers working in kindergartens received from the sub-dimensions of leadership based on cooperation, teacher cooperation, professional development, common goals, and collegial support were higher than the scores of the other group. This can be explained by the fact that kindergartens are more effective than the preschool year of elementary schools in terms of being able to establish common goals, common learning and providing more collegial support, thanks to the similar education that administrators and teachers receive unlike those employed in elementary schools. Besides, the intensity of administrator-teacher-child-family interaction, the physical conditions of the school, environmental planning,

administrators' opinions about preschool classes, and the importance they give to preschools within elementary education may differ, which may also account for the different scores obtained from the School Culture Scale.

There is a common understanding of ceremonies, celebrations, beliefs, values and norms in kindergartens. In elementary education, such sharing becomes more noticeable once children finish their preschool year and start elementary education. Therefore, this may be the reason why kindergarten teachers received higher total scores than teachers working in the preschool year of elementary schools.

Similar to any other organization, educational organizations rely on school culture to succeed. In addition, the culture of schools has a significant role in the restructuring of educational institutions as improving a school depends on being open to new developments and having a positive environment (İpek, 1999).

This study, as well as previous ones, has revealed that the relationship between the leadership styles displayed by school principals and school culture is important. In other words, the leadership styles that principals display are prerequisite for a powerful and positive school culture. In a study carried out by Antonakis et.al. (2003), it was concluded that leadership style is a good indicator of organizational effectiveness in organizational environments. School principals are able to shape the school culture by modelling values and beliefs that are important for effective leadership and education. They shape the culture over time and, with the cooperation of staff and students, they create a common vision which brings success after carefully considering the existing traditions, goals and ceremonies (Arslan et.al., 2005: 450).

The school principal plays a key role in shaping and maintaining school culture. Alig-Mielcarek (2003), Haris (2002) and Şahin (2008) report a meaningful relationship between school culture and leadership styles. In addition, according to Faris (2006), Barnett and Cormick (2004), and Kannapel et.al. (2005), school leaders play an active role in forming and developing the school culture. In a study carried out in Illinois and India with 261 primary schools, Fiore (2000) emphasized the importance of leadership in creating a positive school culture. These previous studies support the results obtained in this one.

Schools where improvement is not possible have standards that support the status quo rather than set clear targets. Students are blamed for the lack of improvement in these schools and hostile relations prevail instead of cooperation. This situation adversely affects the school staff's productivity, development and contribution to students. In such cases, school principals should use their leadership qualities, develop a positive discourse for success and emphasize cooperation in order to strengthen school culture (Çelikten, 2003). This study showed that there is a positive relationship between all the sub-dimensions of school administrators' leadership styles and the sub-dimensions of school culture except for idealized effect behaviour. There is a reverse and meaningful relationship between the idealized effect (attributed) sub-dimension and school culture. It is evident that except for the sub-dimension of idealized effect (behaviour), the sub-dimensions of transformational leadership; inspirational motivation, intellectual stimulation and individualized consideration, carry the characteristics of leadership which empowers subordinates and values group expectations. On the other hand, it is also understood that the sub-dimension of idealized effect (behaviour) reflects a leadership style that accentuates valuable and important beliefs for a leader and one in which moral and ethical results of

decisions are emphasized. It is for this reason that when principals use idealized effect (behaviour), the teachers' positive perception of school culture decreases.

The following recommendations can be made in light of the data obtained from this study;

Comparing the relationship between leadership styles and school culture, and making comparisons with different variables (demographic features of teachers and managers) will provide more in-depth results.

A similar study can be conducted with teachers in preschool years of elementary education and all branch teachers (first and second graders, classroom teachers).

Research about leadership styles of school principals and school culture can be conducted accordance with the perspectives of other school stakeholders (parents and students).

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