

Predictive Relations Between Teachers' Cultural Values and Their Perceptions of Cultural Leadership and Classroom Management Approaches: A Kosovo-Türkiye Comparison*

RESEARCH ARTICLE

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Abstract

The purpose of this study is to determine the predictive relationships among teachers' cultural values, perceptions of cultural leadership, and classroom management approaches in Türkiye and Kosovo. The study was conducted using a correlational survey model. The sample consisted of 642 teachers from Türkiye and 448 teachers from various cities in the Republic of Kosovo. The findings revealed that teachers' perceptions of cultural values in both Türkiye and Kosovo were lower than their perceptions of cultural leadership and adopted classroom management approaches. Significant differences were found between teachers in Türkiye and Kosovo regarding cultural values, cultural leadership, and classroom management approaches. Teachers working in Kosovo demonstrated higher levels of uncertainty avoidance, collectivism, and long-term orientation compared to teachers in Türkiye. No significant relationship was found between teachers' masculinity perceptions and cultural leadership or its sub-dimensions in either country. In contrast, significant relationships were identified between power distance, uncertainty avoidance, collectivism, and long-term orientation, and the sub-dimensions of cultural leadership. Furthermore, significant relationships were found between all sub-dimensions of cultural values and the sub-dimensions of adopted classroom management approaches, except for power distance. The results also indicated that teachers' perceptions of cultural values are significant predictors of both cultural leadership perceptions and classroom management approaches in Türkiye and Kosovo. Additionally, teachers' perceptions of cultural leadership were found to be significant predictors of their adopted classroom management approaches in both countries.

Öğretmenlerin Kültürel Değerleri ile Kültürel Liderlik Algıları ve Sınıf Yönetimi Yaklaşımları Arasındaki Yordayıcı İlişkiler: Kosova-Türkiye Karşılaştırması

ARAŞTIRMA MAKALESİ

Anahtar Kelimeler:

kültürel değer,
kültürel liderlik,
sınıf yönetimi,
sınıf yönetimi
yaklaşımları

Öz

Bu çalışmanın amacı Türkiye ve Kosova'daki öğretmenlerin kültürel değerleri, kültürel liderlik algıları ve sınıf yönetimi yaklaşımları arasındaki yordayıcı ilişkileri belirlemektir. Araştırma ilişkisel tarama yöntemi modelindedir. Araştırmaya Türkiye'den 642 öğretmen ve Kosova Cumhuriyeti'nin şehirlerinden 448 öğretmen katılmıştır. Araştırma bulgularına göre Türkiye ve Kosova'daki öğretmenlerin kültürel değer algı düzeylerinin, kültürel liderlik ve benimsenen sınıf yönetimi düzeylerinden daha düşük olduğu belirlenmiştir. Türkiye ile Kosova'daki öğretmenlerin kültürel değer, kültürel liderlik ve sınıf yönetimi yaklaşımları anlamlı düzeyde farklılaşmaktadır. Kosova'da görev yapan öğretmenlerin belirsizlikten kaçınma eğilimi, kolektivizm ve uzun erimlilik algıları Türkiye'ye göre daha yüksek düzeydedir. Türkiye ve Kosova'daki öğretmenlerin erillik algısı ile kültürel liderlik ve alt boyutları arasında anlamlı ilişki bulunmamaktadır. Buna karşılık güç mesafesi, belirsizlikten kaçınma, kolektivizm ve uzun erimlilik ile kültürel liderlik alt boyutları arasında anlamlı ilişki olduğu görülmüştür. Güç mesafesi dışında kültürel değerlerin tüm alt boyutlarıyla benimsenen sınıf yönetimi yaklaşımları alt boyutları arasında anlamlı düzeyde ilişki bulunmaktadır. Türkiye ve Kosova'da görev yapan öğretmenlerin kültürel değer algılarının, kültürel liderlik algıları ve sınıf yönetimi yaklaşımlarının önemli bir yordayıcısı olduğu belirlenmiştir. Türkiye'de ve Kosova'da görev yapan öğretmenlerin kültürel liderlik algılarının da benimsenen sınıf yönetimi yaklaşımlarına yönelik anlamlı yordayıcı olduğu görülmüştür.

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Introduction

Values are fundamental elements of social cohesion, order, and cultural continuity. They guide individuals' daily lives and contribute to the formation of social structures, functioning as the building blocks of both personal identity and societal norms (Türkyılmaz et al., 2020). As cognitive frameworks, values encapsulate internalized principles of right and wrong, shaping perceptions, behaviors, and decision-making processes (Wright, 2015). In educational contexts, teachers' cultural values are particularly significant because they directly influence how cultural norms are transmitted, how leadership is perceived, and how classrooms are managed.

Kosova and Türkiye share a unique historical connection, having been part of the Ottoman Empire for nearly 500 years. This prolonged coexistence fostered shared social, religious, and institutional values, embedding collectivist orientations, respect for authority, and communal norms in both societies (Kağıtçıbaşı, 2007; Shala, 2020). Despite this common heritage, the post-Ottoman trajectories of these societies diverged: Türkiye experienced rapid modernization and centralization, whereas Kosovo underwent socialist administration under Yugoslavia and post-war nation-building with strong international influences (Krasniqi, 2019). These historical trajectories have resulted in both value similarities and context-specific divergences, which subsequently shape teachers' perceptions of leadership and classroom management practices.

Hofstede's cultural dimensions (1980, 2015) provide a framework for analyzing teachers' cultural values in educational settings. Dimensions such as power distance, uncertainty avoidance, collectivism–individualism, masculinity–femininity, and long-term orientation highlight both the commonalities and divergences between Kosovar and Turkish teachers. Power Distance reflects the degree to which unequal power distribution is accepted. Both Kosovar and Turkish teachers demonstrate respect for authority, a legacy of hierarchical governance structures from the Ottoman period. However, Turkish teachers often internalize authority more rigidly due to centralized national education policies, whereas Kosovar teachers, influenced by post-war democratization and EU integration, exhibit slightly more flexibility in hierarchical structures (Çelik & Gür, 2020; Krasniqi, 2019). Uncertainty Avoidance pertains to comfort with ambiguity and unstructured situations. Turkish teachers tend to prefer well-defined rules and structured classroom protocols, reflecting cultural tendencies to minimize uncertainty (Karabatak & Sezgin, 2021). Kosovar teachers, shaped by resource constraints, reform policies, and multicultural classroom dynamics, often demonstrate higher adaptive capacity, showing greater tolerance for ambiguity (Rrustemi, 2017). Collectivism vs. Individualism reveals societal emphasis on group versus personal priorities. Both societies are historically collectivist, emphasizing familial ties and community cohesion (Hoxha, 2019; Kağıtçıbaşı, 2007). Nevertheless, in urban Kosovo, individualistic tendencies emerge due to exposure to Western pedagogical models, whereas Türkiye maintains more entrenched collectivist norms, influencing teacher collaboration, classroom management, and leadership perceptions. Masculinity–Femininity reflects the degree to which competition and achievement (masculinity) versus cooperation and care (femininity) are emphasized. Turkish teachers generally operate within moderately masculine cultural frameworks prioritizing achievement and hierarchical authority (Güngör, 2018). Kosovar teachers, conversely, are increasingly influenced by gender equality policies and inclusive educational programs, producing a more balanced or feminine-leaning orientation in classroom management and leadership practices (Krasniqi & Peci, 2021). Long-Term Orientation addresses the emphasis on perseverance and future planning. Turkish teachers display moderate long-term orientation, blending respect for tradition with incremental reform (Inal, 2019). Kosovar teachers, navigating post-conflict realities and systemic instability, often adopt short-term, pragmatic strategies in classroom management and leadership (Berisha, 2018).

Cultural leadership in educational organizations involves protecting, transmitting, and adapting institutional values, and fostering environments conducive to shared norms and collaboration (Bostancı, 2011; Fullan & Hargreaves, 1996). Teachers' perceptions of leadership are strongly shaped by their own cultural values and the historical context of the school environment. In Türkiye, school leaders tend to prioritize institutional stability, hierarchy, and adherence to national curricular objectives (Akyüz, 2018). Teachers perceive leaders as authorities who safeguard traditions, facilitate professional development within structured programs, and maintain collective cohesion. In Kosovo, cultural leadership is enacted within a more dynamic, multicultural environment (Vula & Berdyna, 2015). Kosovar teachers often perceive leaders as collaborators who mediate between ethnic groups, promote inclusivity, and navigate systemic reforms. While hierarchical tendencies exist, they are mitigated by participatory and flexible leadership practices that contrast with Türkiye's more centralized approach. Effective cultural leaders in both countries demonstrate the ability to:

- Articulate and transmit institutional values clearly;
- Support teacher professional growth;
- Mediate conflicts and integrate diverse cultural perspectives (Çelik, 2013; Keçecioglu, 2003).

However, the mode of implementation differs due to historical and cultural contexts. In Türkiye, leadership reflects continuity and cohesion shaped by centralized administration, whereas in Kosovo, leaders must adapt to fluid socio-political realities, fostering collaboration and inclusivity in classrooms and schools. These perceptions directly influence how teachers approach classroom management, discipline, and student engagement.

Classrooms function as microcosms where teachers' cultural values and leadership perceptions are enacted in practice. Effective classroom management ensures that educational objectives are met, learning environments remain positive, and student behaviors align with cultural and institutional norms (Jones, 1996; Woolfolk, 1995). Two primary categories of classroom management approaches are traditional and contemporary. Traditional approaches are teacher-centered, hierarchical, and uniform, reflecting high power distance and collectivist orientations. Contemporary approaches prioritize democracy, student-centered learning, and flexibility, aligning with more adaptive or individualist tendencies (Yılmaz, 2006). Within these frameworks, four additional approaches are identified:

Reactive – Responding to negative behaviors with corrective actions, often using authority-based interventions (Fallona & Richardson, 2006; Little et al., 2000).

Precautionary/Preventive – Anticipating and mitigating potential disruptions before they occur (Safran & Oswald, 2013; Wilks, 1996).

Developmental – Addressing students' social, emotional, and cognitive growth, tailoring interventions to individual needs (Clark, 1967).

Holistic – Integrating preventive, reactive, and developmental strategies into a coherent behavior management policy (Olsen & Neilsen, 2006).

Turkish classrooms, influenced by centralized educational policies and a collectivist–hierarchical cultural background, often display reactive and precautionary approaches, emphasizing discipline, conformity, and adherence to established norms. Kosovar classrooms, shaped by post-war multicultural dynamics, resource variability, and ongoing educational reforms, exhibit a greater tendency toward developmental and holistic approaches, encouraging flexibility, student

participation, and inclusivity (Mëhilli, 2020). The historical 500-year Ottoman shared heritage reinforces commonalities: both societies value respect for authority, community cohesion, and teacher responsibility in moral and social development. Yet divergence emerges in contemporary practice: Kosovo's exposure to European integration and multicultural policies fosters adaptive, participatory, and inclusive classroom management, whereas Türkiye retains more structured, hierarchical, and uniform strategies. Teachers' cultural values influence both perceptions of leadership and classroom management. For instance, collectivist teachers are more likely to support group-based instruction and hierarchical leadership, whereas teachers with more individualist or adaptive orientations engage in participatory leadership and flexible management. This interplay underscores the predictive relationships posited in the study's title: teachers' cultural values shape how they perceive leadership and manage classrooms in both contexts.

The purpose of this study is to comparatively determine the predictive relationships between cultural values, cultural leadership perceptions, and classroom management approaches adopted by teachers in Turkey and Kosovo. In order to find an answer to the main problem of the research, the following sub-problems were sought:

1. What is the level of cultural values, cultural leadership, and classroom management approaches adopted by teachers in Türkiye and Kosovo?
2. Do cultural value perceptions of teachers in Türkiye and Kosovo significantly predict their cultural leadership perceptions?
3. Do the cultural value perceptions of teachers in Türkiye and Kosovo significantly predict the classroom management approaches they adopt?
4. Do cultural leadership perceptions of teachers in Türkiye and Kosovo significantly predict the classroom management approaches they adopt?

Methodology

Research Method

The aim of the study is to investigate the predictive relationships between cultural values, cultural leadership perceptions, and classroom management approaches adopted by teachers in Turkey and Kosovo. Relational survey model was used for this purpose. Relational research is the studies conducted to determine the relationships, levels and cause and effect links between two or more variables (Büyüköztürk, et al, 2014).

Study Group

The study group of this research consists of teachers working for public schools in Istanbul, Türkiye, and Kosovo in the 2021-2022 academic year. The study group was selected by convenience sampling. In the study, 7 districts were determined from Istanbul, and 642 teachers working in public schools in the districts affiliated to the Directorate of National Education (Bakırköy, Başak City, Kadıköy, Küçükçekmece, Maltepe, Üsküdar, and Ümraniye) participated in the study. In the Kosovo, 3 cities (Pristina, Prizren, and Mamusha) were identified. 448 teachers working in public schools in the districts of the Ministry of Educational Sciences and Technology participated.

Data Collection

Data were collected with the Individual Cultural Values (Saylık, 2019), Cultural Leadership Scale Revised Form (Metlilo & Yıldırım, 2022), and Classroom Management (Metlilo, 2023) scales in the spring semester of the 2021-2022 academic year.

Ethics Committee Approval

Ethical suitability of this research was evaluated by Ethics Committee of Istanbul Sabahattin Zaim University Rectorate at the meeting dated 24.09.2021, numbered 2021/09, and it was considered ethically suitable. Participants were informed about the research, and voluntary participation was ensured.

Results

First Sub-Problem

Comparison of Teachers' Perception Levels of Cultural Values, Cultural Leadership, and Adopted Classroom Management in Türkiye and Kosovo

Table 1

Arithmetic Mean and Standard Deviation Values of Teachers' Perception Levels of Cultural Values, Cultural Leadership, and Adopted Classroom Management in Türkiye and Kosovo		Türkiye			Kosova	
	n	M	SD	n	M	SD
Cultural Values						
Power Distance	642	2,21	,791	448	2,34	,778
Uncertainty Avoidance	642	3,95	,628	448	4,28	,719
Collectivism	642	3,19	,938	448	3,78	,842
Longevity	642	4,15	,600	448	4,24	,667
Masculinity – Femininity	642	2,53	1,020	448	2,28	1,159
Cultural Leadership						
Cultural Leadership Overall	642	3,95	,68	448	4,11	,56
Establishing Culture	642	3,88	,76	448	4,03	,65
Adoption of Culture	642	4,14	,77	448	4,24	,77
Managing Culture	642	3,93	,75	448	4,13	,62
Classroom Management Approach						
Reactive	642	4,07	,58	448	4,47	,48
Precautionary	642	4,22	,58	448	4,40	,54
Developmental	642	4,38	,55	448	4,48	,49
Holistic	642	4,35	,54	448	4,46	,52

Table 1 indicates clear cross-cultural differences in teachers' perceptions. In terms of cultural values, Kosovar teachers demonstrate a higher level of uncertainty avoidance ($M= 4.28$, $SD= .719$) compared to Turkish teachers ($M= 3.95$, $SD= .628$), reflecting a preference for structured classroom environments, explicit rules, and predictable procedures. Collectivism scores are also higher in Kosovo ($M= 3.78$, $SD = .842$), suggesting stronger group orientation and collaboration tendencies, whereas Turkish teachers ($M= 3.19$, $SD= .938$) show a moderate collectivist orientation. Conversely, masculinity–femininity values reveal that Kosovar teachers lean slightly more toward feminine-oriented values ($M= 2.28$, $SD= 1.159$), emphasizing nurturing, cooperation, and egalitarian classroom relationships. Both countries show high longevity scores (Türkiye: $M= 4.15$; Kosovo: $M= 4.24$), indicating a shared commitment to long-term educational objectives.

In cultural leadership, Kosovar teachers consistently score higher across all subdimensions, particularly in managing culture ($M=4.13$, $SD=.62$) and adopting culture ($M=4.24$, $SD=.77$). This suggests they perceive leadership roles as deeply intertwined with maintaining and integrating cultural norms into teaching practices. Turkish teachers also report positive perceptions but with slightly lower means, possibly reflecting differences in sociocultural context, school system size, and historical evolution of teacher roles.

Regarding classroom management, both groups favor reflective, precautionary, developmental, and holistic approaches. Kosovar teachers consistently report higher mean scores (e.g., reflective approach $M=4.47$, $SD=.48$), implying a stronger orientation toward student-centered and reflective teaching practices. Turkish teachers also adopt these strategies but exhibit slightly more variability in preferences, reflected by higher standard deviations.

Second Sub-Problem

Regression Analysis of Cultural Value Perceptions and Cultural Leadership Perceptions of Teachers in Kosovo and Türkiye.

Table 2

Regression Analysis of Cultural Value Perceptions of Teachers Working in Kosovo on Cultural Leadership Perceptions

Model	$f(1.446)$	p	Non-Std. Coefficient		Std. Coefficient	R	R^2	t	p	CI	VIF
			β	Std. Error	β						
1 Fixed	96.546	.00	2.708	.145		.422	.176	18.673	.00	1.000	
BK			.328	.033	.422			9.826	.00	12.013	1.000
2 Fixed	54.716	.00	2.375	.176		.444	.194	13.507	.00	1.000	
UA			.278	.036	.359			7.688	.00	13.897	1.206
L			.128	.039	.153			3.282	.00	15.785	1.206

*Dependent Variable: Cultural Leadership Durbin-Watson: 1.966, UA: Uncertainty Avoidance, L: Longevity

When the data in Table 2 are analyzed, it is seen that there is a significant predictive relationship between the uncertainty avoidance sub-dimension of cultural value perceptions and cultural leadership perceptions in the regression analysis of cultural value perceptions of teachers working in Kosovo. In the regression analysis of the cultural value perceptions of the teachers working in Kosovo regarding their cultural leadership perceptions, a significant predictive relationship was found between the uncertainty avoidance and longevity sub-dimensions of cultural value perceptions and cultural leadership perceptions.

The regression analysis reveals that uncertainty avoidance (UA) is a significant predictor of Kosovar teachers' perceptions of cultural leadership, indicating that teachers who prefer structured, predictable classroom environments also perceive themselves as more capable in leading and shaping school culture. Additionally, longevity (L) shows a positive relationship, suggesting that teachers with a focus on long-term goals and sustained educational outcomes view themselves as stronger cultural leaders. Collectivist tendencies (BK) further reinforce this connection, highlighting how collaborative and group-oriented values enhance teachers' leadership perceptions.

Table 3

Regression Analysis of Cultural Value Perceptions of Teachers Working in Türkiye on Cultural Leadership Perceptio

Model	$f(1,40)$	p	Non-Std. Coefficient		Std. Coefficient		R	R^2	t	p	CI	VIF
			β	Std. Error	β							
Fixed	83.525	.00	2.353	.177			.340	.114	13.326	.00	1.000	
L			.384	.042	.340				9.139	.00	13.925	1.000
Fixed	63.541	.00	1.748	.197			.407	.163	8.865	.00	1.000	
L			.281	.044	.248				6.354	.00	14.363	1.167
UA			.262	.042	.243				6.216	.00	17.213	1.167

*Dependent Variable: Cultural Leadership Durbin-Watson:1.995, L: Longevity, UA: Uncertainty Avoidance

When the data in Table 3 are analyzed, it is seen that there is a significant predictive relationship between the longevity sub-dimension of cultural value perceptions and cultural leadership perceptions in the regression analysis of cultural leadership perceptions of teachers working in Türkiye. In the regression analysis of the cultural value perceptions of the teachers working in Türkiye regarding their cultural leadership perceptions, a significant predictive relationship was found between the longevity and uncertainty avoidance sub-dimensions of cultural value perceptions and cultural leadership perceptions.

In Türkiye, longevity emerges as the strongest predictor of cultural leadership perceptions, implying that teachers' long-term orientation and dedication to sustained educational development enhance their leadership self-perceptions. Uncertainty avoidance also significantly contributes, showing that teachers who prefer structured approaches feel more confident in their leadership roles. This pattern mirrors the Kosovar context but with slightly lower standardized coefficients, possibly due to Türkiye's larger and more heterogeneous educational environment, which introduces a wider variety of classroom practices and teacher experiences.

Third Sub-Problem

Regression Analysis of Cultural Value Perceptions and Classroom Management Approaches Adopted by Teachers in Kosovo and Türkiye.

Table 4

Regression Analysis of Kosovo Teachers' Cultural Value Perceptions on Adopted Classroom Management Approaches

Model		<i>f</i> (1,446)	<i>p</i>	Non-Std. Coefficient		Std. Coefficient		R	R ²	<i>t</i>	<i>p</i>	CI	VIF
				β	Std. Error	β							
1	Fixed	123.894	.00	3,178	,116			.466	.216	27,364	,00	1,000	
	L			,301	,027	,466				11,131	,00	12,810	1,000
2	Fixed	88.566	.00	2,769	,128			.534	.282	21,662	,00	1,000	
	L			,225	,028	,348				7,915	,00	13,897	1,206
	UA			,170	,026	,285				6,472	,00	15,785	1,206
3	Fixed	64.418	.00	2,899	,132			.551	.299	21,992	,00	1,000	
	L			,231	,028	,359				8,229	,00	4,772	1,212
	UA			,161	,026	,269				6,144	,00	15,938	1,220
	M			-,051	,015	-,137				-3,437	,001	18,171	1,012
4	Fixed	50.913	.00	2,851	,132			.561	.309	21,593	,00	1,000	
	L			,203	,030	,315				6,822	,00	5,256	1,378
	UA			,149	,026	,248				5,632	,00	12,778	1,256
	M			-,058	,015	-,156				-3,889	,00	18,076	1,044
	Col.			,063	,023	,123				2,747	,006	20,487	1,296

*Dependent Variable: Classroom Management, Durbin-Watson: 1.936, L: Longevity, UA: Uncertainty Avoidance, M: Masculinity, Col: Collectivism

When the data in Table 4 are analyzed, regression analysis of the cultural value perceptions of the teachers working in Kosovo revealed a significant predictive relationship between the longevity sub-dimension of cultural value perceptions, the longevity and uncertainty avoidance sub-dimensions, the longevity, uncertainty avoidance, and masculinity sub-dimensions, and the longevity, uncertainty avoidance, masculinity, and collectivism sub-dimensions of cultural value perceptions and classroom management approaches adopted.

Regression analysis demonstrates that longevity, uncertainty avoidance, masculinity, and collectivism significantly influence the classroom management approaches adopted by Kosovar teachers. Teachers emphasizing long-term planning, structured environments, and group cohesion tend to integrate reflective, developmental, and holistic strategies. Masculinity (M) shows a small negative effect, suggesting that more competitive or assertive tendencies may slightly reduce the adoption of cooperative classroom practices. Collectivism positively predicts classroom management, reinforcing the role of collaborative cultural values in guiding pedagogical choices.

Table 5

Regression Analysis of Cultural Value Perceptions of Teachers Working in Türkiye on Adopted Classroom Management Approaches

Model		$f(1,640)$	p	Non-Std. Coefficient		Std. Coefficient		R	R2	t	p	CI	VIF
				β	Std. Error	β							
1	Fixed	174.512	.00	2,780	,115			.463	.213	24,104	,000	1,000	
	L			,363	,027	,463				13,210	,000	13,925	1.000
2	Fixed	112.748	.00	2,377	,129			.511	.259	18,476	,000	1,000	
	L			,294	,029	,375				10,197	,000	14,363	1.167
	UA			,174	,027	,233				6,346	,000	17,213	1.167
3	Fixed	79.527	.00	2,515	,135			.522	.269	18,624	,000	1,000	
	L			,293	,029	,374				10,239	,000	5,820	1.167
	UA			,172	,027	,230				6,298	,000	16,432	1.168
	M			-,049	,016	-,107				-3,152	,002	20,148	1.001

*Dependent Variable: Classroom Management, Durbin-Watson: 1.963, L: Longevity, UA: Uncertainty Avoidance, M: Masculinity

When the data in Table 5 are analyzed, it is seen that there is a significant predictive relationship between the longevity sub-dimension of cultural value perceptions, the longevity and uncertainty avoidance sub-dimensions of cultural value perceptions, and the longevity, uncertainty avoidance, and masculinity sub-dimensions of cultural leadership perceptions of teachers working in Türkiye and classroom management approaches adopted.

For Turkish teachers, longevity again emerges as the most robust predictor, showing that teachers who prioritize long-term educational outcomes adopt more holistic, developmental, and precautionary classroom management strategies. Uncertainty avoidance also contributes, indicating that teachers' desire for structured environments influences their classroom control and planning. Masculinity exerts a small negative influence, suggesting that assertiveness-oriented cultural values may slightly reduce reflective or collaborative management practices. Overall, Turkish teachers exhibit a pattern similar to Kosovo but with somewhat lower effect sizes, reflecting cultural and systemic differences.

Fourth Sub-Problem

Regression Analysis Findings of Cultural Leadership Perceptions of Teachers in Kosovo and Türkiye on Adopted Classroom Management Approaches

Table 6

Regression Analysis of Kosovo Teachers' Cultural Leadership Perceptions on Adopted Classroom Management Approaches

Model	<i>f</i> (1,446)	<i>p</i>	Non-Std. Coefficient		Std. Coefficient	R	R2	<i>t</i>	<i>p</i>	CI	VIF
			β	Std. Err.	β						
Fixed	217,753	.00	2,640	,124		.573	.327	21,271	,000	1,000	1,000
CLO			,441	,030	,573			14,756	,000	14,797	
Fixed		.00	2,647	,123		.580		21,435	,000	1,000	3,073
CLO	112,943		,544	,052	,707		.334	10,440	,000	14,686	3,073
EC			-,107	,044	-,163			-2,407	,016	28,459	

* Dependent Variable: Classroom Management, Durbin-Watson: 1.926, CLO: Cultural Leadership Overall, EC: Establishing Culture

When the data in Table 6 are examined, in the regression analysis of the perceptions of cultural leadership of the teachers working in Kosovo on the classroom management approaches adopted, a significant predictive relationship was found between cultural leadership in general and classroom management approaches adopted. In the regression analysis of the perceptions of cultural leadership of teachers working in Kosovo on classroom management approaches adopted, a significant predictive relationship was found between the overall cultural leadership and the sub-dimension of culture creation and classroom management approaches adopted.

Kosovar teachers' perceptions of overall cultural leadership strongly predict their adoption of classroom management strategies ($\beta = .573$), demonstrating that teachers who view themselves as effective cultural leaders are more likely to implement reflective, developmental, and holistic approaches. The sub-dimension of establishing culture also predicts classroom practices, albeit negatively in some models, indicating that overly prescriptive or rigid cultural enforcement may reduce flexibility in student-centered strategies. Overall, leadership perceptions appear central in shaping how teachers structure, plan, and manage classroom dynamics.

Table 7

Regression Analysis of Cultural Leadership Perceptions of Turkish Teachers on Adopted Classroom Management Approaches

Model	<i>f</i> (1, 640)	<i>p</i>	Non-Std.		Std.		R	R2	<i>t</i>	<i>p</i>	CI	VIF
			β	Std. Error	β							
Fixed	206,605	,00	2,935	,095			.494	.243	30,750	,00	1,000	
CLO			,342	,024	,494				14,374	,00	11,727	1,000
Fixed			2,842	,097			.513	.261	29,259	,00	1,000	
CLO	113,915	,00	,230	,036	,332				6,308	,00	12,662	2,399
EC			,130	,032	,212				4,036	,00	20,278	2,399

*Dependent Variable: Classroom Management, Durbin-Watson: 1.926, CLO: Cultural Leadership Overall, EC: Establishing Culture

As seen from Table 7, the regression analysis conducted to investigate the impact of teachers' perceptions of cultural leadership on the classroom management approaches they adopt revealed a significant predictive relationship between overall cultural leadership and classroom management approaches. This relationship demonstrated a moderate level of predictive power ($R^2=.261$), indicating that cultural leadership accounts for approximately 26.1% of the variance in classroom management approaches. Similarly, the regression analysis focusing on the culture creation sub-dimension of cultural leadership also indicated a significant predictive relationship with the classroom management approaches adopted by teachers. This finding likewise reflects a moderate level of prediction.

In Türkiye, both overall cultural leadership and the establishing culture sub-dimension significantly predict classroom management approaches. Teachers with higher leadership perceptions tend to implement reflective, developmental, and precautionary strategies more frequently. The effect of establishing culture ($\beta = .212$) suggests that promoting collaborative and structured cultural practices reinforces teachers' classroom management approaches. These results highlight that cultural leadership is closely intertwined with pedagogical behavior, underscoring the importance of fostering leadership competencies for effective classroom management.

Discussions, Conclusions, and Recommendations

Comparison of Cultural Value Perception Levels of Teachers in Kosovo and Türkiye

The power distance perception of teachers working in Turkey and Kosovo is low. Cultural Value Perceptions The concept of power distance is a phenomenon that occurs when one person shows superiority over the other in different situations such as prestige, authority, and wealth in organizations or institutions. Societies with high power distance perceive this situation as normal, while societies with anti-power distance perceive it as an abnormal situation (Hofstede, 1984). Power distance can be perceived as societies feeling themselves close and distant to authority. According to the findings of the research, it can be said that the power distance perceptions of teachers in Türkiye and Kosovo are at a low level, while teachers in Kosovo have relatively higher levels of power distance perceptions than teachers in Türkiye.

In the study conducted by Can and Gündüz (2021), it is stated that the power distance of teachers is at a very low level, according to Deniz (2013), the general power distance perception of teachers working in primary education institutions is at a low level and the power distance at school

is at a medium level, and in the study conducted by Çavdar (2021), it is stated that the power distance of teachers is at a low level. It is stated that the power distance levels of administrators and teachers are high (Yaman & Irmak, 2010), and the power distance of academic staff and administrative staff working in state universities is at a high level (Uslu & Ardiç, 2013). Khatri (2009) also stated that power distance affects employee participation, the nature of job descriptions, organizational participation, decision-making, discipline, control, deference to senior employees, management development, and organizational structuring. In light of all this information, it can be interpreted that the perception of power distance is an indicator of the democratic understanding and preferences of societies, and the fact that the perception of teachers working in Türkiye and Kosovo regarding the power between them and senior management is at low and higher levels can be interpreted as not reaching the desired level in terms of educational administration.

Teachers working in Türkiye have a high level of uncertainty avoidance perception, and teachers working in Kosovo have a very high level of uncertainty avoidance perception. Deviation from the path involves the greatest danger for societies that tend to avoid uncertainty (Lee, et al, 2020). Countries and societies are categorized as having low and high levels of uncertainty avoidance. Societies with low levels of uncertainty avoidance do not have much uncertainty in their perception of the future. Their family rules are flexible, their sense of nationalism is intense, and their degree of trust and motivation is high. They can tolerate negativity. In societies with high uncertainty avoidance perceptions, family rules are strict, feelings of nationalism are insignificant, pessimistic, unhappy and negative thoughts are at the forefront (Minkov & Hofstede, 2014).

It is seen that the level of uncertainty avoidance sub-dimension of cultural value perceptions of teachers in Türkiye and Kosovo is high, and the uncertainty avoidance tendency of teachers in Kosovo is relatively higher than that of teachers in Türkiye. It has been observed that the level of uncertainty avoidance of cultural value perceptions of faculty of education students is at a medium level (Korkut & Keskin, 2015), the level of uncertainty avoidance of primary, secondary and high school teachers is high (Çelik, 2012), and the pre-service teachers of the faculty of education have moderate uncertainty avoidance tendencies (Saylık & Han, 2021; Yıldırım, 2016). In addition, there are many studies in which the cultural value of uncertainty avoidance is high (Bodur & Kabasakal, 2002; Saylık, 2017; Turan, et al, 2005; Wasti, 1995). According to all these results, it can be interpreted that the perception of uncertainty avoidance is an indicator of the entrepreneurial orientation and development of societies, and the high level of uncertainty perception between the teachers working in Kosovo and Turkey and the top management can be interpreted as the desired level in terms of educational management and supervision has not yet been reached.

The collectivism perception of the teachers working in Türkiye is at a medium level, and the collectivism perception of the teachers working in Kosovo is at a high level. Collectivism and individualism are the opposites of each other. In societies where individualism is superior, self-interest and selfishness are at the forefront. Living standards and conditions are high. Individuals work to increase their own interests and income rather than the society's (Gökçe, 2017). In collectivist societies, on the other hand, community interests are at the forefront. Issues that will provide social benefit are important. The concept of "we" is used instead of "me". Group opinions are respected when making decisions. Family ties are very important. In collectivist societies, conflict is avoided, and the sense of shame is at the forefront (Hofsted, et al, 2010; Hui & Triandis, 1986).

Triandis (1989) mentions four dimensions in his study on collectivism and individualism. The first dimension is the concept of I and we, the second dimension is individual and social goals, the third dimension is individual and social norms, duties and obligations, and the fourth dimension

is individual and social emphasis in relationships (cited in Dakhli, 2009). In the study conducted by Hofstede (2001) to determine the cultural characteristics of countries, he states that Türkiye has the cultural value of collectivism. In another study conducted by Hofstede (1984), he stated that Japan, Greece, and Türkiye have the cultural value of collectivism, but the USA, England, and Austria have the cultural value of individualism. In the study conducted by Gürbüz and Bingöl (2007), it was seen that managers showed characteristics of owning the organization in their cultural tendencies and that they were based on collectivist culture with high power and uncertainty avoidance tendencies.

It is seen that the perception of collectivism of teachers working in Türkiye is at a medium level, and the perception of collectivism of teachers working in Kosovo is at a high level. In studies conducted on university students, it has been observed that students' horizontal and vertical collectivism levels are high (Kahveci, et al, 2019; Özbek, 2010), above the determined average (Uzuntarla, et al, 2016), and that collectivism is more dominant and at a higher level than individualism (Zeyada, 2018). According to these results, it can be interpreted that the perception of collectivism is an indicator of the social interests of societies, and the fact that the perception of teachers working in Kosovo and Türkiye regarding the social interests between the educational administration and the educational administration is at medium and high levels can be interpreted as that the desired level has not been reached in terms of educational administration.

The perception of longevity of teachers working in Türkiye is at a high level and the perception of longevity of teachers working in Kosovo is at a very high level. The concept of longevity in cultural value perceptions can be expressed as orientation towards the long term. Its opposite meaning can be stated as short-term orientation. It is expressed as the degree of giving importance to long-term losses and short-term gains (Taras, 2007). The long-termism dimension was added to cultural value perceptions by Hofstede in 1991. This dimension, which emerged in the values research conducted by the Chinese, classifies low-level societies as short-term oriented and high-level societies as long-term oriented. Hofstede succeeded in carrying the model to a universal dimension by adding the dimension of long-term orientation to cultural values. In this context, he named those dealing with the past and present as short-term orientation and those dealing with the future as long-term orientation (Almagtome, 2015). Long-term-oriented societies are patient, know how to wait, maintain order, and aim for great success. Short-term oriented societies, on the other hand, are very impatient, respect traditions and customs from the past, and are satisfied with small achievements.

It is stated that teachers in Türkiye have a high level of long-term orientation sub-dimension, but teachers in Kosovo have a higher level than teachers in Türkiye. It shows that teachers with high-level characteristics are in a society group that is forward-looking for the future, can make strategic planning, and take strong steps towards their goals. Hofstede (1984) ranks Turkey 47th among 76 countries in terms of short masculinity perception. In this order, he emphasizes characteristics such as preserving traditions and customs, social order, focusing on the present, and low scores. Hofstede (2001) conducted a study among 23 countries to determine the longevity scores of 23 countries. According to this study, China (118 points) has the highest level, and Pakistan (0 points) has the lowest level. In the study conducted by Saylık and Han (2021), it was stated that teachers' perceptions of longevity were also high.

Since the perception of longevity is an indicator of the long-term orientation of societies, the high level of perception of long-term orientation between the teachers working in Kosovo and Turkey can be interpreted as that the desired level has been reached in Kosovo in terms of educational management, while the desired level has not yet been reached in Türkiye. The masculinity perception

of teachers working both in Türkiye and Kosovo is at a low level. Cultural value perceptions The concept of masculinity expresses the values attributed to gender difference in societies. In societies where femininity is dominant, kindness, patience, modesty, slow movement, and respectability are at the forefront. These societies attach importance to interpersonal relationships. In masculine societies, the number of individuals with masculine characteristics is high. In feminine societies, the number of individuals with feminine characteristics is high. Teachers in feminine cultures encourage, motivate, encourage cooperation, and provide full support for their students to succeed. In masculine societies, school failure is a disaster for them (Hofstede, 1980). Masculine and feminine societies also differ in the evaluation of teachers and students. The masculinity of the teachers who participated in the study was low. Their behaviors and actions are in balance according to their level. Using Hofstede's cultural dimensions of masculinity and femininity, the cultural value levels of Türkiye and Iran were tried to be determined. According to the results of the research, it was stated that Hofstede's cultural value of femininity is dominant and its level is high in Türkiye and Iran (Aydoğan & Zemestani, 2014). It is seen that masculinity and femininity cultural values are also related to management cultures. According to all these results, it can be interpreted that the perception of masculinity is an indicator of the values attributed to gender difference in societies, that the perception of teachers working in Kosovo and Türkiye regarding gender difference between them and senior management is at a low level, and that there is not enough level of gender difference in terms of educational management. The fact that the masculinity levels of the teachers in Türkiye are higher than those of the teachers in Kosovo can be said to be a form of expression that their social characteristics show prominent behaviors towards masculine values.

In the comparison of the levels of the sub-dimensions of the cultural value perceptions of the teachers in Türkiye and Kosovo, it can be stated that the perception levels of the teachers working in Kosovo are at a higher level compared to the teachers working in Türkiye, while Türkiye has a higher level in the masculinity sub-dimension. Accordingly, it can be stated that the teachers working in Kosovo feel the cultural values of power distance, uncertainty avoidance, collectivism and longevity more clearly and show them in their behaviors, while the teachers in Türkiye apply masculinity values more visibly.

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Comparison of Cultural Leadership Perception Levels of Teachers in Türkiye and Kosovo

It is seen that the perception of cultural leadership in general, the creation and management of culture of the teachers working both in Türkiye and Kosovo, is at a high level. On the other hand, the perception of the adoption of culture is at a high level for the teachers working in Türkiye and at a very high level for the teachers working in Kosovo. The most important factor in maintaining school processes in integrity is the school administrator. The school administrator undertakes the biggest task in creating, shaping, and managing the school culture or adopting and sustaining the existing culture (Balci, et al, 2005). In order to establish a strong communication with teachers or students, the school administrator should proceed through culture, which is the easiest way (Taormina, 2008). The cultural leader can bring together the school culture and employees in line with the vision of the

school, guide them, and ensure that they adopt the school culture. It is seen that the cultural leader provides value-based management and affects teachers' moral satisfaction, professional development, and cooperation (Uygur, 2021).

The cultural leader is the key to success (Güçlüoğlu, 1985). The cultural leader leads the employees to the goal through the norms, beliefs, symbols, traditions and common thoughts that make up the school culture (Yıldırım, 2001). Since the cultural leader focuses on a basic phenomenon such as school culture, it includes more than one element. Vision and mission are at the top of his/her task. Situational characteristics that reflect or perceive school culture can be listed as leader behaviors, managerial actions, performance, use of tradition, consistency, continuity, stability, and followers' comments on the leader. In addition, the most important factor affecting all of these elements is the personal qualities of the cultural leader. The outputs of the elements of cultural leadership are clearly visible in school culture. Personal qualities include influential narrator characteristics such as self-confidence, embracing the culture, introducing it to others, and making them accept it. Vision and mission versus radical and conservative ideology. In perceived situations, the leader's capacity to manage the situation is another characteristic. The more elements a cultural leader has, the easier it is to create, adopt and manage school culture (Trice & Beyer, 1993).

When the related literature was examined, it was seen that school administrators' levels of fulfilling cultural leadership behaviors were at a high level (Gökcalp, 2018: 138), school administrators' perceptions of cultural leadership were at a high level according to teachers' views (Akgül, 2019), principals' perceptions of cultural leadership were at a high level according to preschool teachers' views (Çek, 2011), school principals' cultural leadership levels were at a medium level according to teachers' perceptions (Aksu, et al, 2003) and primary school administrators' cultural leadership levels were at a high level (Uygur, 2021). According to all these results, it can be interpreted that cultural leadership perception is an indicator of the leadership tasks undertaken for the creation, adoption and management of school culture, and the high and very high level of cultural leadership perceptions of the teachers working in Kosovo and Türkiye between them and the senior management can be interpreted by emphasizing that there is a sufficient level in terms of educational management, but in order to bring this level to higher levels, it is necessary to take more active roles in the principles and processes of educational management and to make teachers feel that they are valuable and to reflect them to the culture and to make more efforts to encourage cooperation between teachers in the school.

Comparison of the Perception Levels of Classroom Management Approaches Adopted by Teachers in Türkiye and Kosovo

According to the findings, the reactive sub-dimension of the teachers working in Türkiye is at a high level, while the reactive sub-dimension of the teachers working in Kosovo is at a very high level. However, it is seen that the classroom management approaches adopted by teachers in both Türkiye and Kosovo have very high levels of preventive, developmental and holistic sub-dimensions. Classroom management is to ensure the effective realization of education and training activities for students (Balay, 2003). Classroom management, which is seen as a system, discipline, and management area, is a very important factor underlying successful societies (Hardin, 2012). The system characteristic of classroom management can be expressed as following the systematic management processes of the classroom. At certain stages of the management process, the characteristics of what is important to do are emphasized. It emphasizes the importance of how successful and active the management is in these processes in order to move education to a successful teaching dimension. Although systems, disciplines, and management are seen as different fields, they are inseparable parts of each other.

Classroom management approaches are classified as traditional and contemporary approaches (Aydın, 1998). Traditional approaches are an understanding of education where discipline is at the forefront, the teacher is at the center, and the student is passive (Uyanık Balat, 2013). In contemporary approaches, on the other hand, there is an understanding of education in which the student is in the center and active, the teacher acts as a guide and a democratic classroom environment is provided (Aydın, 2013). Contemporary approaches support students to be inquisitive and teachers to be directive and innovative in education. Approaches can be evaluated according to teachers' skills. The teacher who uses the reactive approach can be interpreted as weak in terms of classroom management because he/she resorts to reward and punishment (Erdoğan, 2008). The teacher using the precautionary approach is responsible for constantly taking precautions for unwanted behaviors that may occur in the classroom. Therefore, the constant measures taken cause students to get bored and experience a decrease in their motivation (Ağaoğlu, 2002). The teacher who follows the developmental classroom management approach provides classroom management according to student developmental stages. Clear decisions are taken and implemented on the issues that need attention in each developmental process (Ünal & Ada, 2003). A holistic classroom management approach can be considered a mixed approach consisting of all approaches. It is a type of approach in which the necessary educational intervention is given when necessary according to the situation, environment and developmental stage (Başar, 1999).

In the related literature, preschool teachers have high levels of classroom management skills (Sadık & Dikici Sığirtmaç, 2016); classroom teachers working in unified classrooms have high levels of classroom management beliefs (Ocakcı & Samancı, 2019); classroom teachers have high levels of classroom management skills (Vatansever, et al, 2020); primary school teachers' perception levels of classroom management skills are at a good level (Yılmaz & Aydın, 2015); teachers' classroom management levels are at a very good level (Kale & Baburşah, 2017); and teachers' classroom management dimension is at a medium level (Karabatak & Alanoğlu, 2018). On the basis of these results, it can be interpreted that teachers in Kosovo and Türkiye have sufficient knowledge about physical order, teaching dimension, effective use of time, and mastery of methods and techniques in the classroom management approaches they adopt, and that teachers in Kosovo have a higher degree of active participation in classroom management approaches than teachers in Türkiye, and that they fulfill a desired element in terms of educational management.

Predictive Analysis Results between Cultural Value and Cultural Leadership Perceptions of Teachers in Türkiye and Kosovo

Two models are seen in the regression analysis findings regarding the individual cultural leadership perceptions of teachers working in Kosovo. In the first model, there is a significant predictive relationship between the uncertainty avoidance sub-dimension of cultural value perceptions and cultural leadership perceptions, and in the second model, there is a significant predictive relationship between the uncertainty avoidance and longevity sub-dimensions of cultural value perceptions and cultural leadership. As a result of the regression analysis of cultural values and cultural leadership perceptions of teachers in Türkiye and Kosovo, two models are seen in the predictor data of both countries, but it is seen that cultural value perceptions are replaced in the models. Long-termism and uncertainty avoidance cultural values are effective for Türkiye, while uncertainty avoidance and long-termism cultural values are predictive for Kosovo. In this context, it can be interpreted as strengthening the possibility that two different countries with cultural differences may have similar educational management practices and may have close cultural values.

The concept of uncertainty avoidance was first used by Cyert and March (1963) (House & Javidan, 2004). Societies with uncertainty avoidance cultural values have too many uncertain thoughts about the future and therefore need clear rules, written documents, organized environments, and peaceful work to remove uncertainty (Hofstede & Hofstede, 2005). Teachers with uncertainty avoidance values have a positive influence on cultural leaders. In the study conducted by Saylık and Han (2021) for pre-service teachers, the effect of uncertainty-avoidance cultural values on teachers' professional attitudes was tried to be determined. According to the findings of the study, it was seen that the professional attitudes of pre-service teachers with a high level of uncertainty avoidance cultural values were more positive. İlhan and Alımanoğlu Yemişçi (2020) investigated the effects of the uncertainty avoidance dimension in Hofstede's cultural values theory on occupational safety culture with the idea that organizational culture and occupational safety culture are a reflection of national culture. According to the findings of the study, it was stated that the cultural value of uncertainty avoidance has negative effects on occupational safety culture. Bakioğlu and Demiral (2013) tried to examine the reasons for the uncertainties experienced in schools according to the perceptions of school administrators, to determine the ways school administrators follow when making decisions in uncertain situations, their attitudes, and what they are affected by in this process. According to the research findings, the reasons for uncertainty were shown as planning errors, educational processes, and hierarchical errors of senior administrators. It was stated that administrators were affected by this situation and received help from teachers, senior administrators, and parents for solutions. Hofstede (1983) stated that Türkiye has a strong cultural value of uncertainty avoidance based on the findings of his research on 50 countries. Batır and Gürbüz (2016) stated in the GLOBE study that there was an improvement in the cultural value tendency of uncertainty avoidance in Türkiye and that there was a relative decrease. Based on this information, it can be stated that the cultural value of uncertainty avoidance causes positive developments in the process in which it affects the cultural leader, and these developments are welcomed as a desired situation in terms of educational administration and supervision.

School administration is a subdivision of education administration. The processes and guidelines followed in educational administration apply to school administration as well. School management is carried out by the cultural leader. The cultural leader has to involve teachers in the management process, decisions taken, solutions, and suggestions for problems that may arise (Giray, 2006). The characteristics of the people who will participate in the management and decision-making process affect the characteristics of the management process and the decisions to be taken (Güçlüoğlu, 1985). In this context, it can be interpreted that teachers' cultural values of uncertainty avoidance and long-termism will help positive developments in influencing the cultural leader and his/her management process and will be accepted as a desired and expected behavior in terms of educational management.

Predictive Analysis Results between Cultural Value Perceptions and Classroom Management Approaches Adopted by Teachers in Türkiye and Kosovo

According to the regression analysis findings regarding the cultural value perceptions of the teachers working in Kosovo, in the first model, cultural value perceptions are related to the longevity sub-dimension of cultural value perceptions, and in the second model of regression analysis, cultural value perceptions are related to the longevity and uncertainty avoidance sub-dimensions of cultural value perceptions. In the third model of regression analysis, a significant predictive relationship was found between the longevity, uncertainty avoidance and masculinity sub-dimensions of cultural value perceptions and the classroom management approaches adopted in the fourth model of regression

analysis. In the regression analysis findings regarding the individual cultural leadership perceptions of teachers working in Türkiye, a significant predictive relationship was found between the longevity sub-dimension of cultural value perceptions in the first model, longevity and uncertainty avoidance sub-dimensions of cultural value perceptions in the second model in the regression analysis, and longevity, uncertainty avoidance and masculinity sub-dimensions of cultural value perceptions and classroom management approaches adopted in the third model in the regression analysis.

As a result of the regression analysis of the cultural values and classroom management approaches adopted by teachers in Türkiye and Kosovo, three predictor models for Turkey and four predictor models for Kosovo were observed. Long-termism, uncertainty avoidance, and masculinity cultural values are seen in the predictor factors of teachers' cultural values and classroom management approaches in both countries, and it is noteworthy that the collectivism cultural value is also active in the fourth model for Kosovo. Aytaç and Uyangör (2020) tried to determine the relationship between teachers' teaching-learning conceptions and classroom management styles. According to the findings of the study, it was stated that teaching-learning conceptions significantly predicted other classroom management styles except the disinterested classroom management style. Constructivist teaching-learning conceptions significantly predicted free and authoritative classroom management styles, while traditional teaching-learning conceptions significantly predicted authoritarian classroom management styles. Kayan and Kozikoğlu (2017) tried to determine to what extent the burnout levels of classroom teachers predict classroom management behaviors. According to the results of the research, it was stated that the burnout levels of classroom teachers were at a low level, there was a negative relationship between them and classroom management behaviors, and they explained 16% of classroom management behaviors. Aküzüm and Özdemir Gültekin (2017) tried to determine the relationship between communication skills and classroom management skills of primary school teachers. According to the results of regression analysis, it was seen that classroom teachers' classroom management skills (empathy, transparency, equality, effectiveness, and competence) explained 67% of classroom management skills (physical layout of the classroom, learning-teaching process, time management, behavior management, and motivation). Tan and Tan (2016) tried to determine the relationship between pre-service teachers' communication skills and classroom management skills. According to the findings of the study, it was observed that pre-service teachers' communication skills significantly predicted their classroom management skills. In other words, it was concluded that as the communication skills of pre-service teachers increase, their classroom management skills may also increase. Kara and Dikici Sığırtmaç (2022) tried to determine the relationship between emotion regulation skills and problem behaviors of preschool children, emotion regulation skills of teachers and parents, and classroom management skills. According to the findings obtained from the study, it was seen that teachers' cognitive emotion regulation skills predicted classroom management skills. Aytaç and Uyangör (2020) tried to determine the predictive relationships between pre-service teachers' epistemological beliefs, educational philosophy tendencies, and teaching-learning conceptions. According to the findings, it was shown that pre-service teachers' epistemological beliefs were statistically significant predictors of their philosophy of education tendencies. According to all this information, it can be interpreted that classroom management can be predicted by more than one variable.

Results of Predictive Analysis of Cultural Leadership Perceptions of Teachers in Türkiye and Kosovo on Adopted Classroom Management Approaches

In the regression analysis of Kosovo teachers' perceptions of cultural leadership on classroom management approaches adopted, a significant predictive relationship was found between the sum of cultural leadership and classroom management approaches adopted, and between the sub-dimension of culture creation and classroom management approaches adopted. In the regression analysis of the cultural leadership perceptions of the teachers working in Türkiye on the classroom management approaches adopted, a significant predictive relationship was found between the sum of cultural leadership and the classroom management approaches adopted, and between the sum of cultural leadership and the sub-dimension of culture formation and the classroom management approaches adopted.

As a result of the regression analysis on the perceptions of cultural leadership and classroom management approaches adopted by teachers in Türkiye and Kosovo, there are two models and the same cultural perceptions in the predictor data of both countries. It can be interpreted that the societies of both countries have different but very close cultural values in terms of cultural leadership, and by examining the predictor factors together in terms of educational management and supervision, it can be interpreted that the educational administration of the two countries can be helped by supporting them in cooperation in order to bring them to a better level. Altunay (2017) systematically examined the characteristics of teachers' instructional leadership roles in classroom management. With the study conducted as a systematic review, he tried to explain how school administrators can be instructional leaders and how teachers can use the instructional leadership model in a way adapted to teacher behaviors. It was stated that instructional leadership affects teachers' classroom management skills and that a teacher can perform more successful tasks in the instructional leadership role. Aydın, Slevitopu, and Kaya (2018) examined the postgraduate studies conducted in the field of classroom management between 2011 and 2016 in the case study design of qualitative research method. According to the results obtained, it was observed that classroom management skills and competencies and management of student behaviors were frequently examined in the studies conducted in the field of classroom management. Özgenel and Aktaş (2020) investigated whether school principals' leadership styles have an effect on teacher performance. It was seen that autocratic, democratic, cooperative, and laissez-faire styles of school principals created a significant difference in teacher performance. In addition, it was stated that an autocratic management style had a negative effect on teacher performance, a democratic and cooperative education style had a positive effect, and a laissez-faire management style had a positive effect at a low level. Kazak (2021) investigated the characteristics of school principals to be more effective on the basis of teacher views. According to teachers' opinions, it was suggested that individual, organizational and environmental arrangements should be made for school principals to be more effective. Uzundağ and Ozmusul (2021) examined the decision-making processes of school principals according to the views of teachers. According to the findings of the study, it was stated that school principals did not care about teachers' opinions and suggestions in decision-making processes, and this situation minimized teachers' determination and desire to work. It was stated that school principals with strong individual communication and administrators with high cultural structure and knowledge about the institution were more successful in school management. The effect of cultural leadership roles of school principals on teachers' organizational commitment level was examined. According to the results of the research, it was stated that cultural leadership roles are factors in increasing the level of teachers' organizational commitment; in other words, there is a positive relationship between them (Yörük & Sağban, 2012). Culture and cultural differences have an impact on leadership, and multicultural organizations are more successful in international activities (Yeşil, 2013).

Throughout the research findings, it is seen that the desired level is not reached in terms of educational administration and supervision in the sub-dimensions of power distance and masculinity of teachers' cultural values, while the desired level is reached in terms of educational administration and supervision in the sub-dimensions of uncertainty avoidance, collectivism, longevity, cultural leadership in general and its sub-dimensions, and classroom management approaches adopted. There are high, medium, low and very low correlations between teachers' perceptions of cultural values and cultural leadership in general and its sub-dimensions, low positive correlations between cultural values and adopted classroom management approaches, and low positive and negative correlations between cultural leadership and classroom management approaches. In addition, in the predictive effect of cultural value perceptions, it is seen that all of the sub-dimensions predict cultural leadership in general and its sub-dimensions and adopted classroom management sub-dimensions.

Critical Comparison

The comparative analysis reveals that cultural values, leadership, and classroom management are deeply intertwined. In Kosovo, traditional hierarchies and moderate collectivism influence teachers' reliance on structured, authority-driven classrooms, while cultural leaders' limited participatory engagement can constrain innovation. Conversely, in Turkey, the interplay of collectivist and individualist values, coupled with distributed cultural leadership, facilitates adaptive classroom management practices and professional development integration. This suggests that cultural context and leadership perceptions significantly shape pedagogical strategies, reinforcing the necessity of culturally responsive teacher training programs.

Moreover, the comparative lens highlights areas for policy intervention. For Kosovo, enhancing teacher participation in leadership and promoting student-centered management approaches could bridge gaps in classroom engagement. For Turkey, maintaining flexibility in leadership models while strengthening support for culturally diverse classrooms can sustain improvements in teacher effectiveness and student outcomes.

Conclusion

Understanding the predictive relations between teachers' cultural values, cultural leadership perceptions, and classroom management approaches is essential for fostering effective educational environments. The Kosovo-Turkey comparison underscores the contextual dependence of these constructs, with implications for teacher training, leadership development, and educational policy. Future research should expand cross-cultural investigations to include additional Balkan and Mediterranean contexts, thereby enriching understanding of culturally mediated educational practices.

Geniřletilmiş Özet

Giriř

Değerler toplumsal beraberliğin ve düzenin en önemli unsurlarından biridir. Bireyin ve toplumun yapı taşlarıdır (Türkyılmaz, et al, 2020). Kültürel değerlerin temeli ve onlarla bütünleşen olgulardır. Kültürel değerler güç mesafesi, belirsizlikten kaçınma, erilik-dişilik, bireycilik ve toplumculuk kültürel boyutları ile ilişkilidir (Hofstede, 1980). Eğitim kurumları öğrencilere kültürel değerleri aktarmakta büyük sorumluluk üstlenmektedir. Bu sorumluluğun başaktörleri öğretmenlerdir. Her bireyin sahip olduğu kültürel değerler gibi her ortamın da sahip olduğu kültürel değerleri mevcuttur. Kültürel liderler, kurum değerlerine ve kültürel değerlere eşlik eden bireyler olarak adlandırılmaktadır. Kültürel lider bir ortamın, örgütün geçmişten getirdiği değerlerini tanıyan, koruyan, yeni değerler ekleyip geliştiren ve geleceğe taşıyabilen bir lider türüdür (Bostancı, 2011). Her örgütün olduğu gibi eğitim örgütlerinin de başarılı ve etkin bir kültürel lidere ihtiyacı vardır.

Eğitim kurumlarında liderlik; öğretmenler, denetimciler ve yöneticiler tarafından alınan kararlarda büyük güç olarak ifade edilmektedir (Sergiovanni, 1984). Kültürel lider; öğretmen iş birliğinde, öğretmenin tecrübe kazanmasında destek ve sınıf ortamına kadar rehberliğinin ulaştığı güce sahiptir. Sınıf yönetimi, sınıf hayatının bir orkestra gibi yönetilmesi, verimli ve olumlu eğitim öğretim ortamının sağlanması (Woolfolk, 1995), sınıf içi gerçekleştirilen etkinliklerde çalışma engellerinin en aza indirilmesi ya da ortadan kaldırılması, öğrenci katılımının sağlanması, öğretim zamanının etkin kullanılması (Kearney vd., 1991), eğitim ve öğretim amaçları doğrultusunda öğrenmenin gerçekleşmesi için çevre ve öğrenci davranışlarının düzenlenmesi ve kontrol edilmesidir (Erden, 2018; Kunter, et al, 2007). Sınıf yönetimi yaklaşımlarının en genel sınıflandırması geleneksel ve çağdaş yaklaşım olarak bilinmektedir. Öğretmen merkezde bulunurken değişimle öğrenci merkeze yerleştirilmiş ve yöntemsel uygulamaların yerini işlevsellik almıştır. Birden fazla özellikleri içinde barındıran bu yaklaşımlar tepkisel, önlemsel, gelişimsel ve bütünsel olarak sınıflandırılmaktadır. Araştırmaya ilişkin bulgulara göre, öğretme-öğrenme anlayışlarının ilgisiz sınıf yönetimi stili dışındaki diğer sınıf yönetimi stillerini anlamlı şekilde yordadığı belirtilmiştir. Yapılandırmacı öğretme-öğrenme anlayışı serbest ve yetkici sınıf yönetimi stillerini, geleneksel öğretme-öğrenme anlayışı ise otoriter sınıf yönetimi stilini anlamlı şekilde yordadığı ifade edilmiştir.

Yöntem

Araştırmanın amacı, Türkiye ile Kosova'daki öğretmenlerin kültürel değerleri ile kültürel liderlik algıları ve benimsedikleri sınıf yönetimi yaklaşımları arasındaki yordayıcı ilişkileri karşılaştırmalı olarak belirleyebilmektir. Bu amaç için ilişkisel tarama modeli kullanılmıştır. Bu araştırmanın çalışma grubunu 2021-2022 eğitim öğretim yılında Türkiye Cumhuriyeti İstanbul ili ve Kosova Cumhuriyeti devlet okullarında görev yapan öğretmenler oluşturmaktadır. Çalışma grubu kolay ulaşılabilir örnekleme ile seçilmiştir.

Bulgular

Araştırma bulguları genelinde, öğretmenlerin kültürel değerlerinin güç mesafesi ve erillik alt boyutlarında eğitim yönetimi ve denetimi açısından arzu edilen düzeye ulaşılmadığı, belirsizlikten kaçınma, kolektivizm, uzun erimlilik, kültürel liderlik geneli ile alt boyutları, benimsenen sınıf yönetimi yaklaşımları alt boyutlarının eğitim yönetimi ve denetimi açısından istenen düzeye ulaşıldığı görülmektedir. Öğretmenlerin kültürel değer algıları ile kültürel liderlik geneli ve alt boyutları arasında yüksek, orta, düşük ve çok düşük ilişki, kültürel değerler ile benimsenen sınıf yönetimi yaklaşımları arasında pozitif yönde düşük, kültürel liderlik ile sınıf yönetimi yaklaşımları arasında pozitif ve negatif yönde düşük düzeyde ilişki olduğu görülmektedir. Ayrıca kültürel değer algılarının yordayıcı etkisinde alt boyutlarının tümünün kültürel liderlik geneli ile alt boyutlarını, benimsenen sınıf yönetimi alt boyutlarını yordadığı görülmektedir. Kosova'da görev yapan öğretmenlerin kültürel değerleri belirsizlikten kaçınma ve uzun erimlilik alt boyutlarının kültürel liderlik algılarına yordayıcı etkisi, Türkiye'de görev yapan öğretmenlerin kültürel değerleri uzun erimlilik ve belirsizlikten kaçınma alt boyutlarının kültürel liderlik algılarına yordayıcı etkisi olduğu görülmektedir. Kosova'da görev yapan öğretmenlerin kültürel değerleri uzun erimlilik, belirsizlikten kaçınma, erillik ve kolektivizm alt boyutlarının benimsenen sınıf yönetimi yaklaşımlarını yordayıcı etkisi, Türkiye'de görev yapan öğretmenlerin kültürel değerleri uzun erimlilik, belirsizlikten kaçınma ve erillik alt boyutlarının benimsenen sınıf yönetimi yaklaşımlarına yordayıcı etkisi olduğu belirlenmiştir. Kosova'da ve Türkiye'de görev yapan öğretmenlerin kültürel liderlik geneli ve kültürün oluşturulması algılarının benimsenen sınıf yönetimi yaklaşımlarına yönelik yordayıcı etkisi olduğu da görülmüştür.

Tartışma, Sonuç ve Öneriler

Türkiye ile Kosova'daki öğretmenlerin kültürel değer algıları alt boyutları düzeylerinin karşılaştırılmasında Kosova'da görev yapan öğretmenlerin algı düzeylerinin Türkiye'deki öğretmenlere karşılık daha yüksek düzeyde olduğu, erillik alt boyutunda ise Türkiye'nin daha yüksek düzeye sahip olduğu belirtilebilir. Buna göre Kosova'da görev yapan öğretmenler, kültürel değer güç mesafesi, belirsizlikten kaçınma, kolektivizm ve uzun erimlilik değerlerini daha belirgin şekilde hissettiklerini ve davranışlarında gösterdiklerini, Türkiye'deki öğretmenlerin ise erillik değerlerini daha görünür biçimde uyguladıkları şeklinde ifade edilebilir. Sonuçlara göre kültürel liderlik algısının, okul kültürünün oluşturulması, benimsenmesi ve yönetilmesine yönelik yüklenen liderlik görevlerinin bir göstergesi olduğu, Kosova ve Türkiye'de görev yapan öğretmenlerin üst yönetimle aralarındaki kültürel liderlik algılarının yüksek ve çok yüksek düzeyde olduğu, eğitim yönetimi açısından yeterli düzeye varıldığı ancak bu düzeyi daha yüksek seviyelere ulaştırmak adına eğitim yönetimi ilke ve süreçlerinde daha etkin biçimde görev almalarının ve öğretmenlerin değerli olduklarını hissetmeleri ve bunları kültüre yansıtıp okuldaki öğretmenler arası işbirliğini teşvik etmeleri açısından daha çok çaba harcamanın gerekliliğine vurgu yapılarak yorumlanabilir. Sonuçlar temelinde Kosova ve Türkiye'de öğretmenlerin benimsedikleri sınıf yönetimi yaklaşımlarında fiziksel düzen, öğretim boyutu, zamanın etkili kullanımı ve yöntem tekniklere hakimiyet konusunda yeterli bilgiye sahip oldukları ayrıca Kosova'daki öğretmenlerin Türkiye'deki öğretmenlere göre sınıf yönetimi yaklaşımları konusunda daha yüksek derecede aktif katılım sağladıkları, eğitim yönetimi açısından istenilen bir unsurunu yerine getirdikleri şeklinde yorumlanabilir. Türkiye için uzun erimlilik ve belirsizlikten kaçınma kültürel değerlerinin etkin olduğu görülürken, Kosova için ise tam tersi belirsizlikten kaçınma ve uzun erimlilik kültürel değerlerinin yordayıcı etkisi görülmektedir. Bu bağlamda "Kültürel farklılıklara sahip iki farklı ülkenin benzer eğitim yönetimi uygulamaları olabileceği düşüncesiyle yakın kültürel değerlere sahip olabilme ihtimalini de kuvvetlendirmektedir." şeklinde yorumlanabilir. Öğretmenlerin belirsizlikten kaçınma ve uzun erimlilik kültürel değerlerinin kültürel lideri ve onun yönetim sürecini etkilemekte pozitif gelişmelere yardımcı olacağı, eğitim yönetimi açısından istenen ve beklenen bir davranış olarak kabul edileceği şeklinde yorumlanabilir. Türkiye ile Kosova'daki öğretmenlerin kültürel değer ile benimsenen sınıf yönetimi yaklaşımlarına yönelik yapılan regresyon analizi sonucunda Türkiye için üç, Kosova için ise dört yordayıcı model görülmektedir. Her iki ülke öğretmenleri kültürel değerleri ile sınıf yönetimi yaklaşımları yordayıcı etkenlerinde uzun erimlilik, belirsizlikten kaçınma, erillik kültürel değerleri görülmekte; Kosova için ise dördüncü modelde kolektivizm kültürel değerinin de aktif olduğu göze çarpmaktadır. Kosova'da görev yapan öğretmenlerin kültürel liderlik algılarının benimsenen sınıf yönetimi yaklaşımlarına ilişkin yapılan regresyon analizinde kültürel liderlik toplamı ile benimsenen sınıf yönetimi yaklaşımları ile, kültürün oluşturulması alt boyutu ile benimsenen sınıf yönetimi yaklaşımları arasında anlamlı yordayıcılık ilişkisi tespit edilmiştir. Türkiye'de görev yapan öğretmenlerin kültürel liderlik algılarının benimsenen sınıf yönetimi yaklaşımlarına ilişkin yapılan regresyon analizinde kültürel liderlik toplamı ile benimsenen sınıf yönetimi yaklaşımları arasında, kültürel liderlik toplamı ve kültürün oluşturulması alt boyutu ile benimsenen sınıf yönetimi yaklaşımları arasında anlamlı yordayıcılık ilişkisi tespit edilmiştir.

Yazar Katkıları: Bu çalışma 2. yazarın danışmanlığında T.C. Marmara Üniversitesi & T.C. İstanbul Sabahattin Zaim Üniversitesi, Eğitim Bilimleri Enstitüsünde yürütülen 1. yazarın “Öğretmenlerin kültürel değerler ile kültürel liderlik algıları ve sınıf yönetimi yaklaşımları arasındaki yordayıcı ilişkiler: Kosova-Türkiye karşılaştırılması” adlı doktora tezinden türetilmiştir.

Çıkar Çatışması Beyanı: Yazarlar, bu çalışmayla ilgili herhangi bir çıkar çatışmasının bulunmadığını beyan etmektedir.

Etik Beyanı: Bu çalışmada Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi’nde belirtilen ilke ve kurallara uyulmuş olup, bilimsel araştırma ve yayın etiğine aykırı herhangi bir eylemde bulunulmamıştır. Çalışmaya katkı sunan tüm yazarlar, çalışmanın içeriğine ilişkin akademik, etik ve hukuki sorumluluğu paylaşmakta olup, olası etik ihlallerde tüm sorumluluk yazarlara aittir.

Etik Kurul İzni: T.C. İstanbul Sabahattin Zaim Üniversitesi Rektörlüğü Etik Kurulu Başkanlığı Onay tarihi: 24.09.2021 Belge numarası: E-20292139-050.01.04-14653

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Veri Kullanılabilirliği Beyanı: Bu çalışma kapsamında oluşturulan veya analiz edilen veriler, makul talep hâlinde yazarlardan temin edilebilir.

Yapay Zekâ Kullanım Beyanı: Bu çalışmada sadece Abstract kısmının İngilizce – Türkçe kontrolünde yapay zekadan yararlanılmış, ancak yeniden manüel olarak kontrol edilerek son hali verilmiştir. Bu çalışmanın hazırlanma sürecinde yapay zekâ tabanlı araçların kullanılıp kullanılmadığını ve kullanılmışsa hangi amaçlarla yararlanıldığını açık ve doğru biçimde beyan ettiğimi; yapay zekâ araçlarının yazar olarak gösterilemeyeceğini ve araştırma tasarımı, veri üretimi, veri analizi ile akademik değerlendirme gerektiren süreçlerde yazarın yerine geçecek biçimde kullanılamayacağını kabul ediyorum. Yapay zekâ kullanımına bağlı olarak ortaya çıkabilecek uydurma veya hatalı veri, yanlış ya da gerçekte var olmayan kaynaklar, hatalı atıflar ve bilimsel tutarlılığı zedeleyen tüm içeriklerden yazarların sorumlu olduğunu, beyan edilmeksizin gerçekleştirilen yapay zekâ kullanımının etik ihlal kapsamında değerlendirilebileceğini ve bu beyan dışı veya etik dışı kullanımlardan doğabilecek tüm akademik, etik ve hukuki sorumluluğu kabul ediyorum.”

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