



2026, 15 (2), 1540-1558 | Research Article

A Meta-Analysis of the Relationship Between Cultural Leadership and Job Satisfaction in Educational Organizations

Mevlüt Uygur¹

Fatih Yılmaz²

Abstract

This paper aims to study the effect size of the association between cultural leadership and job satisfaction in educational settings through a meta-analysis. The data include graduate theses conducted using quantitative methods and research articles published in peer-reviewed journals, all addressing the association between cultural leadership and job satisfaction in Turkish educational organizations from 2000 to 2025. Theses on cultural leadership and job satisfaction were accessed via the Council of Higher Education Thesis Center, while research articles were obtained from DergiPark and Google Scholar. Searches used entries such as “cultural leadership”, “job satisfaction”, “job fulfillment”, “the relationship between cultural leadership and job satisfaction”, “the effect of cultural leadership on job satisfaction”, and “cultural leadership, job satisfaction” across the databases. These searches identified 54 studies. Following the study’s inclusion criteria, seven studies examining the association between cultural leadership and job satisfaction were deemed suitable. The data included 2892 teachers and school principals. Data was analyzed employing Comprehensive Meta Analysis 2.0. The effect size was measured by the Pearson correlation coefficient (r) reported in each study. In the paper, the random effects model was adopted. Funnel plots and Orwin’s Fail-Safe N tests were used to detect publication bias, and none was found. Results showed that the relationship between cultural leadership and job satisfaction has a strong, positive effect size. Based on these findings, providing in-service training and seminars on cultural leadership and job satisfaction for school principals and teachers could be beneficial.

Keywords: Cultural Leadership, Job Satisfaction, Meta-Analysis, Teachers, School Administrators

Uygur, M., & Yılmaz, F. (2026). A meta-analysis of the relationship between cultural leadership and job satisfaction in educational organizations, *Journal of the Human and Social Science Researches*, 15(2), 1540-1558. <https://izlik.org/JA82EE33KK> <https://doi.org/10.15869/itobiad.1929644>

Date of Submission	14.04.2026
Date of Acceptance	20.06.2026
Date of Publication	30.06.2026
*This is an open access article under the CC BY-NC license.	



Eğitim Örgütlerinde Kültürel Liderlik ile İş Doyumunu Arasındaki İlişkinin Meta-Analizi

Mevlüt Uygur¹

Fatih Yılmaz²

Öz

Bu çalışma, meta-analiz yoluyla eğitim ortamlarında kültürel liderlik ile iş doyumunu arasındaki ilişkinin etki büyüklüğünü incelemek amacıyla hazırlanmıştır. Veriler, 2000 ile 2025 yılları arasında Türkiye’deki eğitim kurumlarında kültürel liderlik ile iş doyumunu arasındaki ilişkiyi irdeleyen, nicel yöntemlerle hazırlanmış lisansüstü tezlerin yanı sıra hakemli dergilerde yayınlanmış araştırma makalelerini içermektedir. Kültürel liderlik ve iş doyumunu ile ilgili tezlere Yükseköğretim Kurulu Tez Merkezi aracılığıyla erişilirken, araştırma makaleleri DergiPark ve Google Scholar’dan temin edilmiştir. Arama işlemlerinde, veri tabanlarında “kültürel liderlik”, “iş doyumunu”, “kültürel liderlik ile iş doyumunu arasındaki ilişki”, “kültürel liderliğin iş doyumunu üzerindeki etkisi” ve “kültürel liderlik, iş doyumunu” gibi anahtar kelimeler kullanılmıştır. Bu aramalar sonucunda 54 çalışma tespit edilmiştir. Çalışmanın dahil etme kriterlerine uygun olarak, kültürel liderlik ile iş doyumunu arasındaki ilişkiyi irdeleyen yedi çalışma analize dahil edilmiştir. Örneklem, 2892 öğretmen ve okul müdüründen oluşmuştur. Veri analizi, Comprehensive Meta Analysis 2.0 kullanılarak yapılmıştır. Etki büyüklüğü, her çalışmada bildirilen Pearson korelasyon katsayısı (r) ile ölçülmüştür. Çalışmada rastgele etkiler modeli kullanılmıştır. Yayın yanlılığını tespit etmek amacıyla huni grafikleri ve Orwin’in Fail-Safe N testleri uygulanmış, ancak herhangi bir yayın yanlılığı saptanmamıştır. Sonuçlar, kültürel liderlik ile iş doyumunu arasındaki ilişkinin güçlü ve pozitif bir etki büyüklüğüne sahip olduğunu göstermiştir. Bu bulgulara dayanarak, okul müdürleri ve öğretmenlere kültürel liderlik ve iş doyumunu konularında hizmet içi eğitimler ve seminerler düzenlenmesi faydalı olabilir.

Anahtar Kelimeler: Kültürel Liderlik, İş Doyumunu, Meta-Analiz, Öğretmenler, Okul Yöneticileri.

Uygur, M., & Yılmaz, F. (2026). Eğitim Örgütlerinde Kültürel Liderlik ile İş Doyumunu Arasındaki İlişkinin Meta-Analizi. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 15(2), 1540-1558. <https://izlik.org/JA82EE33KK>
<https://doi.org/10.15869/itobiad.1929644>

Geliş Tarihi	14.04.2026
Kabul Tarihi	20.06.2026
Yayın Tarihi	30.06.2026
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

Introduction

Educational organizations involve human beings both as participants and as outcomes. In such organizations, where human relationships are highly significant, the concepts of organizational climate and culture have become increasingly important. The primary responsibility for shaping school culture and climate lies with the school principal. By fostering a positive, effective school culture and climate, the principal can enhance teachers' job satisfaction and motivation, thereby creating a healthy school environment (Çelik, 2002, p. 50). Therefore, the person responsible for shaping school culture and climate is known as the cultural leader. Cultural leadership mainly focuses on efforts to develop an effective organizational culture (Gedikoğlu, Şahin, and Büyükelbaşı, 2004, pp. 74-75). The school principal's role in cultural leadership is vital for building school culture, boosting school success, and ensuring teachers adapt to it.

At the heart of cultural leadership is a favorable and effective school culture. A positive school culture encourages staff to identify with the school, increases commitment, fosters greater effort, and boosts job satisfaction (Yıldırım, 2001, p. 41). In this context, it is believed that cultural leadership within educational organizations will positively impact job satisfaction. The purpose of this paper is to explore the relationship between cultural leadership and job satisfaction in educational settings by means of a meta-analysis. Consequently, this section explains the main concepts discussed and their connections. It is followed by the research model, findings, discussion, conclusions, and recommendations in that order.

The Conceptual Framework

Cultural Leadership

The cultural leadership, aiming to shape and develop a strong yet adaptable cultural structure within the organization, originated in the 1980s (Erdoğan, 2004, p. 47). It highlights that leadership behavior is not solely focused on production or relationships. Instead, it can be described as a form of leadership that emphasizes the creation and cultivation of an effective organizational culture (Çelik, 2008, p. 90). It is also presented as an alternative perspective on school leadership, involving assessing, establishing, and supporting the core values and norms that contribute to school effectiveness (Lane, 1992, p. 85). Another definition states that cultural leadership is the process of empowering staff to act in alignment with the organization's goals through shared beliefs, symbols, values, etc. (Yıldırım, 2001, p. 8). A cultural leader works to ensure these values and norms are internalized and followed by staff members. They are responsible for integrating the organization's culture with that of the larger systems in which it operates (Erdoğan, 2004, p. 47). A cultural leader is expected to maintain and develop the organization's culture. Such a leader facilitates the establishment of cultural values within the organization and ensures staff members embrace them (Maya, 2017, p. 110).

The cultural leadership made two key contributions to leadership concepts. First, a leader's effectiveness largely depends on the organizational culture they develop. The stronger the organizational culture a cultural leader creates, the more effective they become. The theory of cultural leadership states that the leader shapes organizational culture. Second, it focuses on how the leader manages that culture. Simply establishing a strong organizational culture is not enough; managing this culture is equally important as creating it (Çelik, 2007, p. 210). Cultural leadership has two main components:

preserving the existing culture and creating a new one. Cultural leaders do not limit themselves to school culture alone. The school principal, while working to transfer the school culture to the wider community and incorporate elements of the community's culture into the school, also aims to develop a balance and fulfill the roles of cultural mediation and selectivity. To successfully carry out their cultural leadership roles, school principals need a thorough understanding of their own organizational culture. Additionally, they must introduce this culture to their staff and the broader community and ensure its acceptance (Geylani, 2013, pp. 9-10). Mitchell classifies the cultural leadership roles into three categories: interpretive, presentational, and formal roles (Kottkamp, 1984, p. 155; cited in Çelik, 2002, pp. 53-55).

The interpretive role: The core of this role involves the school principals' ability to interpret the school's cultural mission, values, norms, and beliefs, and to help members understand its cultural structure. This role guides the school principal toward becoming a symbolic leader. To accomplish the school's cultural mission, the principal needs to be able to create slogans and symbols. Additionally, the principal should foster an organizational culture by encouraging students to participate in a variety of activities.

The presenter role: While the interpretive role mainly depends on verbal communication, the presenter role depends on nonverbal cues. The school principal demonstrates behavior that aligns with established norms. The administrator models cultural norms, values, and goals. They discuss not only academic and learning issues with teachers and parents but also topics such as school climate, sports, and vacations. The school principal does not spend time solely in the classroom evaluating teachers; they also meet with students who work in groups or individually, independent of the teachers.

The official role: While serving as a school principal, the s/he adheres to essential cultural frameworks and norms in personal and group activities and in daily tasks. This includes hosting dinners, bringing together students, teachers, and parents, fostering a community spirit, awarding prizes to outstanding students in academics, enhancing the school's success, creating narratives, and establishing male and female role models. These constitute the school principal's official duties.

These three roles, essential for a school principal to act as a cultural leader, are closely interconnected and mutually dependent. In the interpretive role, the school principal identifies and verbally presents the culture, while in the behavioral modeling role, s/he highlights its importance and necessity. In the formal role, s/he also works to ensure these values and norms become embedded in the school and that the school connects with its surrounding community (Yıldırım, 2001, p. 44).

Job Satisfaction

One organizational outcome influenced by school culture is job satisfaction, which is associated with the psychological state employees experience regarding their work and workplace. It describes the pleasure and happiness employees derive from their work, as well as the conditions of their workplace. Job satisfaction emerged from studies in social psychology and organizational behavior and dates back to the 1930s (Topcu, 2019, p. 183).

Locke (1969) defined job satisfaction as "an emotional state that brings a person satisfaction due to the appreciation of their profession or professional experiences" (Izgar, 2003, p. 125). According to another definition, job satisfaction is "the psychological

pleasure an employee feels in return for performing their work.” Job satisfaction develops when the job's characteristics align with the employee's expectations (Yelboğa, 2007, p. 1). It can also be defined as a function of the difference between an employee's values regarding job dimensions—like the nature of the work itself, pay, opportunities for advancement and development, coworkers, and the organizational environment—and their perception of how much these values are realized in their work (Balci, 1983, p. 577). Job satisfaction stems from the attitudes employees develop toward their work. It is an emotional response to their work experiences. It is not a concept separate from general satisfaction; rather, it relates to fulfilling needs. It can be said that the work environments have a strong influence on both a person's job satisfaction and overall quality of life (Avşaroğlu, Deniz & Kahraman, 2005, p. 117). Job satisfaction is typically studied under two headings.

Intrinsic job satisfaction: The feeling of fulfillment an employee experiences with the overall aspects of their work. Within an organization, an employee's personal expectations may not always match the organization's. When these expectations align, the employee's intrinsic job satisfaction rises.

Extrinsic job satisfaction: While having factors that contribute to extrinsic job satisfaction does not necessarily boost motivation, their absence can decrease an employee's motivation. Factors such as compensation for work, job security, workplace cleanliness, tools and equipment, workplace policies, and management comprise the elements of extrinsic job satisfaction (Çoban, 2019, pp. 42-43).

Factors influencing job satisfaction are generally divided into two groups: individual and organizational factors (Eğinli, 2009, pp. 38-43; Izgar, 2003, pp. 137-150; Sevimli & İşcan, 2005, pp. 56-57). Individual factors are those that allow people to experience different levels of satisfaction with their work. These factors include age, gender, seniority, length of service, educational level, marital status, and personal characteristics. Organizational factors that impact an individual's job satisfaction, depending on the organization they work for, include salary, promotion opportunities, working conditions, and management style (Çoban, 2019, pp. 32-35).

A job has a significant role in a person's life. The satisfaction an employee gets from their job influences their overall well-being. It's reasonable to believe that an employee who enjoys their work will have a higher quality of life, potentially leading to a longer lifespan. Additionally, job satisfaction has positive effects on both physical and mental health. Conversely, job dissatisfaction is often associated with distressing emotions, and ongoing job-related distress can be challenging for the individual. Job dissatisfaction can negatively impact not only the worker but also the organization (Başaran, 2004, p. 389). In this context, it's clear that job satisfaction is crucial for organizations.

Since education is a service sector, it is very significant for education professionals to find job satisfaction. In the service industry, the satisfaction of service recipients depends on the satisfaction of those providing the service. Teachers' negative attitudes toward their work and resulting job dissatisfaction negatively affect service recipients. Teachers can only provide effective and efficient service if they are satisfied with their jobs. Job satisfaction also impacts teachers' social lives outside of work, their physical and mental health, and their productivity (Yılmaz & Ceylan, 2011, p. 282). Teachers, satisfied with their jobs, participate actively in both formal and informal leadership and collaboration

processes within the school's organizational structure. As a result, they become involved in important decisions, such as disciplinary issues, school development programs, planning and etc. In schools where these activities occur, principals also take part, offer guidance, and resolve conflicts. Another important point is that teachers have greater control over the teaching process (Balay, 2000, p. 124).

The Link Between Cultural Leadership and Job Satisfaction

The nature of the organization where an employee works and the quality of its management are crucial to job satisfaction. Management styles that encourage employees' creativity and promote teamwork, especially within well-known organizations with a broad service base and a significant reputation, lead to higher employee satisfaction (Başaran, 2004, p. 388). According to Tengilimoğlu and Yiğit (2005, p. 374), a leading factor in job satisfaction or dissatisfaction within organizations is the principal's leadership behavior.

The literature includes several studies indicating that leadership and leadership styles influence job satisfaction (Azimli & Ada, 2022; Bilgivar & Asmaz, 2022; Boğa, 2010; Çoban, 2019; Düru, 2015; Ereş & Akyürek, 2016; Gurbetoğlu & Yücel, 2019; Katıtaş, Karadaş, & Coşkun, 2022; Tanrıverdi & Paşağlu, 2014). These studies establish a link between leadership and job satisfaction.

A school principal with strong cultural leadership skills can boost job satisfaction and motivation, helping teachers—who play a key role in fostering an effective school culture—to fulfill their professional responsibilities and contribute to a healthy school environment (Çek, 2011, p. 47). In cultural leadership, which emphasizes that leadership is not just about authority, trust within the school is strengthened through mutual communication; teachers' and students' behaviors are influenced; and both material and spiritual aspects are maintained at a high level. By sharing successes from previous years with students and teachers, the desire to learn is encouraged through stories—a vital part of organizational culture—while increasing motivation and job satisfaction among teachers (Akgül, 2019, p. 60).

The literature includes several studies on cultural leadership, showing its connection to various organizational factors. For example, cultural leadership behaviors (Aksu, Fırat & Şahin, 2003; Gedikoğlu et al., 2004; Hiçyılmaz, 2013; İbicioğlu, 1999; Maya, 2017), cultural leadership and organizational commitment (Sağban, 2011; Teyfur, 2015; Uygur & Yıldırım, 2011), cultural leadership and organizational trust (Ay, 2014; Özüberk, 2014), cultural leadership and school culture and climate (Özlem, 2023), and cultural leadership and organizational image (Uygur, 2021) have been highlighted. Additionally, the literature features numerous studies showing a link between cultural leadership and job satisfaction (Akgül, 2019; Çek, 2011; Değirmenci, 2006; Derin, 2003; Kaplan, 2015; Karaalp et al., 2023; Yıldırım, 2001).

Meta-analysis, a quantitative research, combines the results of multiple studies into a single conclusion (Şen & Yıldırım, 2020, p. 3). In this respect, the aim is to examine the association between cultural leadership and job satisfaction in educational settings using a meta-analytic approach. A meta-analysis is supposed to contribute to the literature by providing a general conclusion regarding studies on the link between cultural leadership and job satisfaction; namely, by enabling a broader understanding of the relationship and

guiding researchers who intend to conduct studies on this topic. Accordingly, the research question below has been addressed:

What is the strength of the relationship between cultural leadership and job satisfaction in educational settings?

Method

This section of the paper provides detailed information on the research model, data-gathering methods, data reporting, and reliability and validity issues.

The Model

This paper employed meta-analysis, a kind of statistical synthesis of results from individual studies (Glass, 1976, p. 3). Meta-analysis merges the findings of multiple studies within a specific field, allowing researchers to reach a more accurate overall conclusion. It is believed that merging results from various studies provides a more reliable estimate than relying on a single study (Lunenborg & Ornstein, 2013, p. 4). In this paper, the correlational meta-analysis approach was adopted, with the Pearson correlation coefficient (r) used as the effect size.

Collecting Data

Considering the purpose, this paper includes graduate theses completed using quantitative methods, as well as peer-reviewed research articles, on the relationship between cultural leadership and job satisfaction in educational organizations in Turkey. The theses on cultural leadership and job satisfaction were accessed through the Council of Higher Education Thesis Center, while research articles were retrieved from DergiPark and Google Scholar. To achieve this, searches were performed using keyword phrases like "cultural leadership, job satisfaction, job fulfillment, the relationship between cultural leadership and job satisfaction, the effect of cultural leadership on job satisfaction, cultural leadership, job satisfaction" across the aforementioned databases. This search produced 54 studies. According to the inclusion and exclusion criteria, seven studies on the relationship between cultural leadership and job satisfaction were identified. Inclusion criteria are outlined below.

1-Studies on cultural leadership and job satisfaction in educational settings conducted between January 1, 2000, and December 31, 2025.

2- The sample includes studies conducted in Turkey.

3. The scope includes published or unpublished graduate theses, along with peer-reviewed research articles.

4- Studies involving teachers and school principals should be included.

5- Studies with sufficient quantitative data, specifically sample size and correlation coefficients, have been included.

The exclusion criteria are as follows;

1- Studies involving sample groups other than teachers and school principals,

2- Studies with qualitative findings,

3- Articles derived from theses,

4- Studies lacking quantitative data, sample size (n) and correlation coefficients (r), were excluded.

Reporting

The researchers reviewed the literature according to the inclusion and exclusion criteria and identified 7 studies that met them. Specifically, seven studies examined the relationship between cultural leadership and job satisfaction in educational organizations and met the inclusion criteria. By contrast, studies excluded from the meta-analysis included those with different sample groups, qualitative studies, and those lacking appropriate statistical data. The flowchart for the studies identified through the review is given in Figure 1 (Moher, Liberati, Tetzlaff & Altman, 2009, p. 8).

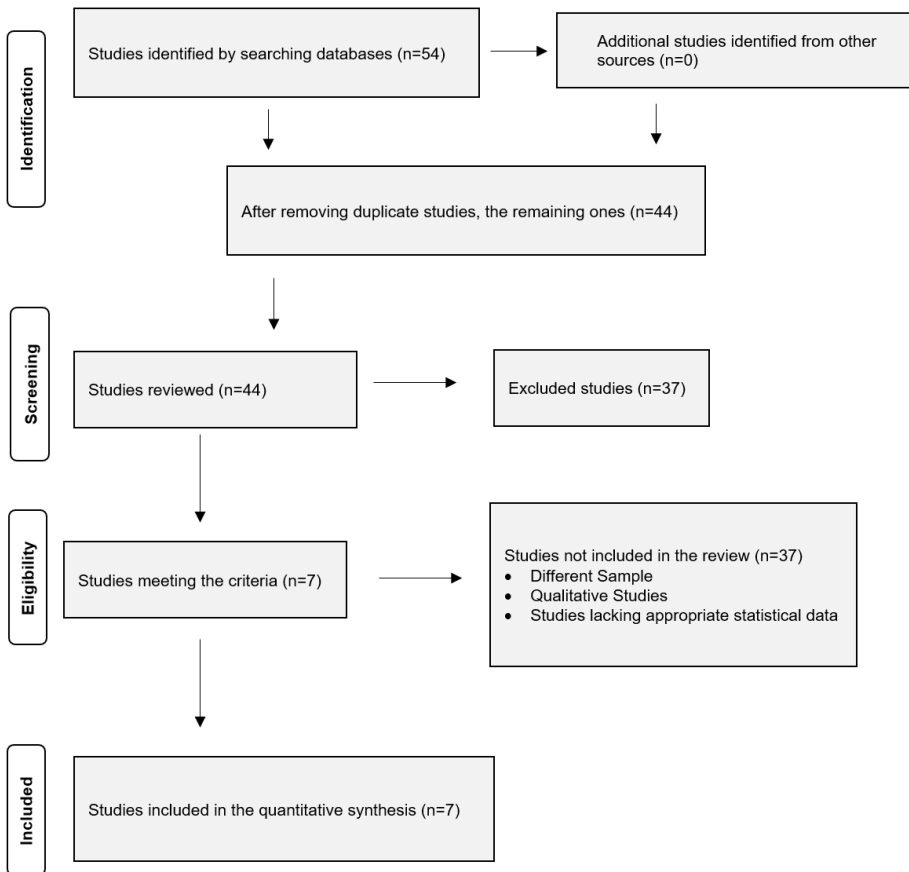


Fig. 1: PRISMA Flow Chart

Study descriptions are available in Table 1.

Table 1. Descriptives about the studies included

Author, Publication Year	Sample Size	Publication Type	Sample Characteristics
Yıldırım, 2001	1159	DD	T
Derin, 2003	150	MT	T
Değirmenci, 2006	454	MT	T
Çek, 2011	383	MT	T
Kaplan, 2015	219	MT	T
Akgül, 2019	377	MT	T
Karaalp vd., 2023	150	A	P

DD: Doctoral Dissertation, MT: Master's Thesis, A: Article, T: Teacher, P: Principal

Considering Table 1, sample sizes range from 150 to 1159. In terms of research type, five studies are master's theses, one is a doctoral thesis, and one is a journal article. Regarding sample composition, six studies involved a group of teachers, and one involved a group of school principals.

Validity and Reliability

In this type of research, ensuring inter-coder reliability during coding is vital to the paper's overall reliability. Therefore, a coding approach was created, and the data from the included studies were coded separately by two coders following this protocol. Inter-coder agreement was tested using the intraclass correlation coefficient (ICC). Since ICC values exceeded 0.9, the coders demonstrated high agreement (Koo & Li, 2016, p. 155). Additionally, the fact that all databases were searched according to the inclusion criteria indicates a high level of validity for the study (DeCoster, 2004, pp. 5-6; Petticrew & Roberts, 2006, p. 101). Because all relevant studies were reviewed, the study's validity can also be considered maintained.

Data Analysis

"The Comprehensive Meta-Analysis 2.0" was used to analyze the data. The researchers determined the effect size using the Pearson correlation coefficient (r) from the studies. A random-effects approach was used in the analyses. Funnel plot and Orwin's Fail-Safe N analyses were performed for publication bias. The Q statistic and I^2 value were utilized to assess heterogeneity. For effect sizes based on correlation, the classification values developed by Cohen, Manion, and Morrison (2007, p. 521) for correlation studies were adopted. Accordingly, 0-0.10 denotes very weak; 0.10-0.30 weak; 0.30-0.50 moderate; 0.50-0.80 strong; ≥ 0.80 very strong correlation.

Findings

Publication Bias

Funnel plots and Orwin's Fail-Safe N test are used to evaluate publication bias (Borenstein, Hedges, Higgins, and Rothstein, 2009, pp. 282-285). In a funnel plot, the X axis shows the effect sizes, while the Y axis shows the sample sizes. Studies with large

samples tend to cluster near the top, and around the overall effect size, while studies with small samples tend to cluster near the bottom. To confirm that no publication bias exists, studies ought to be symmetrically distributed within the funnel lines (Dinçer, 2014, pp. 76-77). The funnel plot showing the relationship between cultural leadership and job satisfaction is presented in Figure 2.

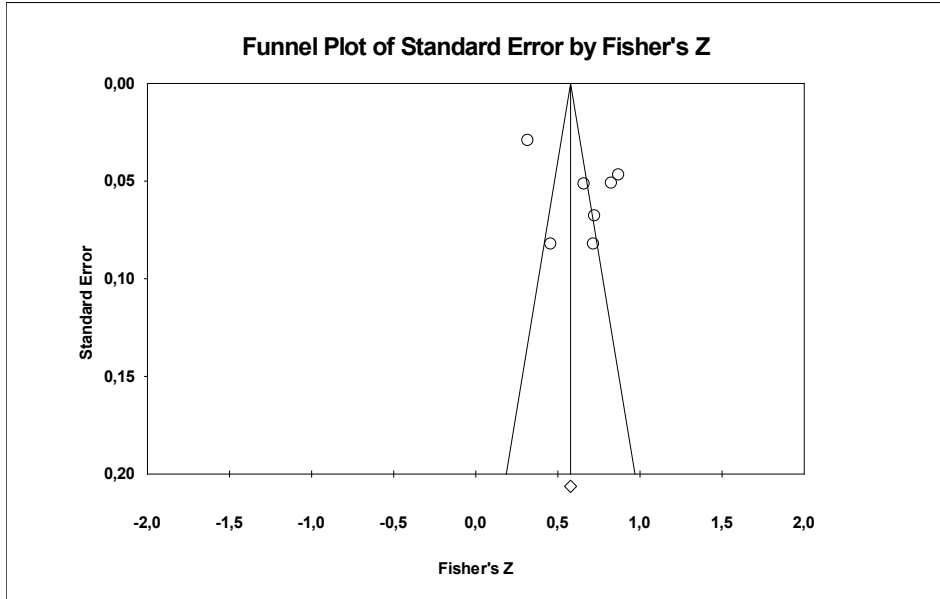


Fig 2. Funnel Plot

Figure 2 shows the relationship between cultural leadership and job satisfaction. Considering the plot, the studies cluster around the overall effect at the top of the graph, and the distribution is symmetrical. These results indicate no publication bias exists in the study (Borenstein et al., 2009, p. 283).

Another approach for publication bias is Orwin's Fail-Safe N test, which allows the determination of the number of missing studies (Borenstein et al., 2009, p. 285). Accordingly, the outcomes are shown in Table 2.

Table 2. Orwin's Fail Safe N Test

Observed effect size	0,57736
Target level for reducing the effect size	0,01
Average effect size in missing studies	0,00000
Number of missing studies	4035

Based on Table 2, 4035 studies are required to achieve an effect size of 0.57736 at the 0.01 significance level. Since only 7 studies meet the inclusion criteria, there is no publication bias in the study, as the required number, 4035, is very high.

Unpooled Findings

The sample sizes (n) of the studies are shown below. Correlation coefficients (r) and the corresponding Fisher's Z effect sizes (Zr) were calculated for each research. Additionally, confidence intervals and significance levels (p) are presented in Table 3.

Table 3. Unpooled Findings

Study	n	r	Z _r	%95 Confidence Interval		P
				Lower Level	Upper Level	
Yıldırım, 2001	1159	0,310	0,321	0,257	0,361	0,000
Derin, 2003	150	0,430	0,460	0,290	0,552	0,000
Değirmenci, 2006	454	0,703	0,873	0,653	0,747	0,000
Çek, 2011	383	0,680	0,829	0,622	0,730	0,000
Kaplan, 2015	219	0,621	0,727	0,532	0,696	0,000
Akgül, 2019	377	0,580	0,662	0,509	0,643	0,000
Karaalp vd., 2023	150	0,617	0,720	0,507	0,707	0,000
Fixed	2892	0,521	0,577	0,494	0,547	0,000
Random	2892	0,576	0,656	0,430	0,692	0,000

Considering Table 3, the relationship between cultural leadership and job satisfaction is positive. The study, using both fixed-effects and random-effects models, found that the average effect size for this relationship was $r = 0.521$ in the fixed-effects model. In the random-effects model, r was calculated as 0.576. These findings suggest that cultural leadership significantly influences job satisfaction within educational organizations. As classified by Cohen et al. (2007, p. 521), the effect sizes indicate that both models demonstrate a strong, positive effect.

Pooled Findings and Results of the Heterogeneity Test

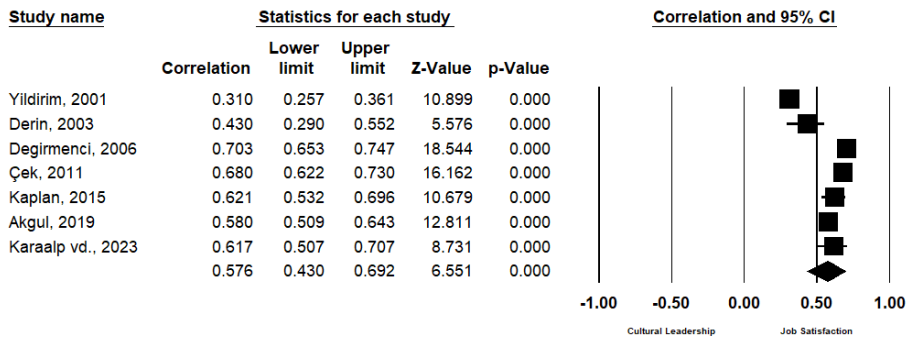
In meta-analysis, the extent to which effect sizes differ is called heterogeneity (Şen & Yıldırım, 2020, p. 70). From this perspective, data from 7 studies were tested for heterogeneity using the inclusion criteria. The combined results of the study, calculated using fixed-effect and random-effects models, along with the heterogeneity test results, are available in Table 4.

Table 4. Pooled Results of the Meta-Analysis and Heterogeneity Test Findings

Model	%95 CI					Heterogeneity Test				
	Number of Studies (k)	Effect Size(r)	Std	LL	UL	Z-value	Q-value	P	df (Q)	I ²
Fixed Effects	7	0,521	0,009	0,494	0,547	30,936	152,348	0,000	6	96,062
Random Effects	7	0,576	0,077	0,430	0,692	6,551				

According to Table 4, effect sizes were assessed using a random-effects model based on Pearson's r , yielding an average effect size of $r = 0.576$. This effect size indicates a strong, positive effect according to Cohen et al. (2007, p. 521).

The Q-value ($Q=152.348$), degrees of freedom ($df=6$), and 95% confidence interval ($\chi^2_{0.95}=12.592$) from the heterogeneity test (see Table 4) indicate that the data are heterogeneous. Heterogeneity can also be calculated using the I^2 . The I^2 value for the data was 96.062%, indicating a high heterogeneity (Higgins, Thompson, Deeks & Altman, 2003, p. 559). A forest plot of the effect sizes from 7 studies, based on the random-effects model, is shown in Figure 3.



Meta Analysis

Fig 3. Forest Plot

According to Figure 3, the correlation coefficients ranged from 0.310 to 0.703. For the random-effects, the average correlation coefficient was 0.576. Lower and upper bounds of the effect sizes across the studies ranged from 0.430 to 0.692. The effect sizes from the seven studies were positive. Considering the findings, a strong positive effect size is evident between cultural leadership and job satisfaction.

Conclusion, Discussion and Recommendations

This study aimed to answer the question: “What is the effect size of the relationship between cultural leadership and job satisfaction in educational organizations?” Accordingly, the researchers calculated effect sizes based on seven studies that met the inclusion criteria. The study sample included 2,892 teachers and school principals. Publication bias and heterogeneity tests were conducted in the study. Since there was no publication bias and the studies showed heterogeneity, a random-effects model was adopted. The average effect size was strong and positive considering the random-effects approach. Based on the results, cultural leadership plays a significant role in job satisfaction within educational organizations.

The literature review shows that some studies' findings align with this study. Research by Akgül (2019), Çek (2011), Değirmenci (2006), and Kaplan (2015) has identified positive relationships between cultural leadership and job satisfaction. Similarly, Azimli and Ada (2022) found that teachers' job satisfaction and views on transformational leadership are simultaneously influenced by various variables. Additionally, a positive relationship was found between teachers' levels of job satisfaction and their approach to transformational leadership. Another study by Bilgivar and Asmaz (2022) reported a moderate, positive relationship between school principals' transformational leadership traits and teachers' job satisfaction. According to Boğa (2010), a positive relationship exists between the leadership behaviors teachers observe in their principals and their job satisfaction. Furthermore, Ereş and Akyürek (2016) found that in primary schools, school principals' distributed leadership behavior is positively linked with teachers' job satisfaction.

Meta-analyses on the link between leadership and job satisfaction mostly support our findings. For instance, Chin (2007) found that transformational school leadership positively affects teacher job satisfaction. Shi et al. (2024) revealed positive relationships between various leadership styles and teacher job satisfaction. Similarly, Çoğaltay (2014)

reported that school leadership has a wide-reaching, positive impact on job satisfaction.

Özgözü and Altunay (2016) studied how principals' leadership behaviors affect teachers. A meta-analysis examining the effects of transformational, transactional, and ethical leadership on job satisfaction indicated that ethical leadership had the largest impact, followed by transformational leadership. Transactional leadership showed the smallest effect. Similarly, Sarier's (2013) meta-analysis revealed a strong link between school principals' leadership and teachers' job satisfaction. Additionally, Cogaltay, Yalcin, and Karadag's (2016) meta-analysis also identified a strong positive connection between school principals' behaviors and teachers' job satisfaction.

Our findings are consistent with those of several studies. Tesfaw (2014) reported a moderate and positive relationship between transformational leadership and teachers' job satisfaction. Similarly, Torres (2019) reported that teachers' perceptions of distributed leadership were positively linked to their job satisfaction. Likewise, a study by Dou, Devos, and Valcke (2016) showed that instructional and transformational leadership affected teachers' job satisfaction. Additionally, Fung (2017), Josanov-Vrgovic and Pavlovic (2014), Liu, Bellibaş and Gümüş (2021), Saadaoui, Massouti and Al-Rashaida (2024), and Zhang, Huang and Xu (2022) also reached similar conclusions.

Based on the study's outcomes, the following recommendations can be made. Since the study identified a strong and positive relationship between cultural leadership and job satisfaction, candidates' leadership qualities, especially cultural leadership, could be considered alongside written exams when selecting school principals. Questions about leadership, particularly cultural leadership, could be included in the school principal selection tests. Other factors affecting teachers' job satisfaction could also be identified. Given the strong link between cultural leadership and job satisfaction, in-service training and seminars on these topics could be offered to school principals and teachers. The influence of school principals' cultural leadership behaviors on other organizational behaviors of teachers could be explored further. Future research could investigate how different leadership behaviors impact job satisfaction. Additionally, meta-analyses that include both national and international studies could examine the organizational factors influenced by cultural leadership.

Lastly, as with any research, this study has some limitations. Accordingly, this study is limited to perceptions of teachers and school principals regarding the relationship between cultural leadership and job satisfaction, to quantitative studies examining this relationship within educational organizations in Türkiye, and to master's and doctoral theses and peer-reviewed articles published between 1 January 2000 and 31 December 2025.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. *(Bu çalışma etik kurul izni gerektirmemektedir.)
Yapay Zeka Beyanı (Yazar/lar)	*Bu çalışmanın hazırlanması sürecinde herhangi bir yapay zekâ aracı kullanılmamıştır.
Yapay Zeka Beyanı (Dergi)	*Bu çalışmanın hazırlanması sürecinde yapay zekâ araçlarının kullanılmadığı yazarlar tarafından beyan edilmiştir. Yapay zekâ kullanılmış olması durumunda, çalışmanın bilimsel içeriği, analizleri ve sonuçlarına ilişkin tüm sorumluluk yazarlara aittir.
Benzerlik Taraması	Yapıldı - Turnitin
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)
Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. * (No ethics committee approval was required for this study.)
Artificial Intelligence Statement (Author(s))	*No artificial intelligence tools were used in the preparation of this study.
Artificial Intelligence Statement (Journal)	*It has been declared by the authors that artificial intelligence tools were not used during the preparation of this study. If artificial intelligence is used, all responsibility for the scientific content, analysis and results of the study belongs to the authors.
Plagiarism Checks	Yes - Turnitin
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

References / Kaynakça

(* denotes the studies included in the meta-analysis).

*Akgül, D. (2019). *Öğretmen görüşlerine göre okul müdürlerinin kültürel liderlik rollerini gerçekleştirme düzeyleri ile iş doyumunu arasındaki ilişki* (Yayınlanmamış yüksek lisans tezi). Tokat Gaziosmanpaşa Üniversitesi, Eğitim Bilimleri Enstitüsü, Tokat.

Aksu, A., Fırat, N.Ş. ve Şahin, İ. (2003). İlköğretim okulu müdürlerinin kültürel liderlik davranışları. *Kuram ve Uygulamada Eğitim Yönetimi*, 36, 490-507.

Avşaroğlu, S., Deniz, M. E., & Kahraman, A. (2005). Teknik öğretmenlerde yaşam doyumunu iş doyumunu ve mesleki tükenmişlik düzeylerinin incelenmesi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (14), 115-129.

Ay, M. H. (2014). *Okul yöneticilerinin kültürel liderlik düzeyleri ile öğretmenlerin örgütsel güven düzeyleri arasındaki ilişki* (Yayınlanmamış yüksek lisans tezi). Uşak Üniversitesi, Sosyal Bilimler Enstitüsü, Uşak.

Azimli, G., & Ada, Ş. (2022). Lise yöneticilerinin dönüşümcü liderlik tarzları ile öğretmenlerin iş doyumunu arasındaki ilişki. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 62, 263-289. <https://doi.org/10.21764/maeuefd.986749>

Balay, R. (2000). *Yönetici ve öğretmenlerde örgütsel bağlılık*. Ankara: Nobel Yayın Dağıtım.

Balcı, A. (1983). İş doyumunu ve eğitim yönetimine uygulanması. *Ankara Üniversitesi Eğitim Bilimleri Dergisi*, 16(1), 575-586. https://doi.org/10.1501/Egifak_0000000935

Başaran, İ. E. (2004). *Yönetimde insan ilişkileri*. Ankara: Nobel Yayın Dağıtım.

Bilgivar, O. O. ve Asmaz, A. (2022). Öğretmen algılarına göre okul müdürlerinin dönüşümcü liderlik özelliklerinin öğretmenleri iş doyumunu düzeylerine etkisi. *Karaelmas Eğitim Bilimleri Dergisi*, 10 (2), 176-193.

Boğa, Ç. (2010). *İlköğretim okul yöneticilerinin liderlik davranış düzeylerinin öğretmenlerin iş doyumuna etkisi (Samsun ili örneği)* (Yayınlanmamış yüksek lisans tezi). Ondokuz Mayıs Üniversitesi, Sosyal Bilimler Enstitüsü, Samsun.

Borenstein, M., Hedges, L. V., Higgins, J. P. T. ve Rothstein, H. R. (2009). *Introduction to meta-analysis*. West Sussex-UK: John Wiley & Sons Ltd.

Chin, J. M. C. (2007). Meta-analysis of transformational school leadership effects on school outcomes in Taiwan and the USA. *Asia Pacific Education Review*, 8(2), 166-177. <https://doi.org/10.1007/BF03029253>

Cogaltay, N., Yalcin, M., & Karadag, E. (2016). Educational leadership and job satisfaction of teachers: a meta-analysis study on the studies published between 2000 and 2016 in Turkey. *Eurasian Journal of Educational Research*, 62, 255-282,

<http://dx.doi.org/10.14689/ejer.2016.62.13>

Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education* (6th Ed). Routledge.

*Çek, F. (2011). *Bağımsız anaokulu ve ilköğretim okulu müdürlerinin kültürel liderlik davranışları ile okul öncesi öğretmenlerinin iş doyumunu arasındaki ilişki* (Yayınlanmamış yüksek lisans tezi). Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.

Çelik, V. (2002). *Okul kültürü ve yönetimi*. Ankara: Pegem A Yayınları.

Çelik, V. (2007). *Eğitimsel liderlik*. Ankara: Pegem A Yayıncılık.

Çelik, V. (2008). Yönetim ve liderlik kuramları. V. Çelik (Ed.). *Türk Eğitim Sistemi ve Okul Yönetimi* içinde (s. 75-99). Ankara: Pegem A Akademi.

Çoban, O. (2019). *Okul müdürlerinin hizmetkâr liderlik davranışları ile öğretmenlerin iş doyumunu arasındaki ilişkiler* (Yayınlanmamış yüksek lisans tezi). Pamukkale Üniversitesi, Eğitim Bilimleri Enstitüsü, Denizli.

Çoğaltay, N. (2014). *Okul liderliğinin örgütsel çıktılara etkisi: Bir meta-analiz çalışması* (Yayınlanmamış doktora tezi). Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Eskişehir.

DeCoster, J. (2004). *Meta-analysis notes*. Department of Psychology University of Alabama. Retrieved from www.stat-help.com/meta.pdf. Date of Access: 12.08.2022.

*Değirmenci, S. (2006). *Lise yöneticilerinin kültürel liderlik rollerinin öğretmenlerin iş doyumuna etkisi* (Yayınlanmamış yüksek lisans tezi). Abant İzzet Baysal Üniversitesi, Sosyal Bilimler Enstitüsü, Bolu.

*Derin, Ö. (2003). *Dershane yöneticilerinin kültürel liderlik rollerinin öğretmenlerin iş doyumuna etkileri* (Yayınlanmamış yüksek lisans tezi). Fırat Üniversitesi, Sosyal Bilimler Enstitüsü, Elazığ.

Diñçer, S. (2014). *Eğitim bilimlerinde uygulamalı meta-analiz*. Ankara: Pegem Akademi Yayınları.

Dou, D., Devos, G., & Valcke, M. (2016). The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. *Educational Management Administration & Leadership*, 45(6), 959-977.

<https://doi.org/10.1177/1741143216653975>

Düru, M. Ş. (2015). *Okul yöneticilerinin liderlik davranış düzeylerinin öğretmenlerin iş tatmini üzerindeki etkisi: Bir alan araştırması* (Yayınlanmamış yüksek lisans tezi). İstanbul Gelişim Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Eğinli, A. T. (2009). Çalışanlarda iş doyumunu: kamu ve özel sektör çalışanlarının iş doyumuna yönelik bir araştırma. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 23(3), 35-52.

Ereş, F., & Akyürek, M., İ. (2016). İlkokul müdürlerinin dağıtılmış liderlik davranışları ile öğretmenlerin iş doyumunu algıları arasındaki ilişki düzeyleri. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 36(3), 427-449.

Erdoğan, İ. (2004). *Eğitimde değişim yönetimi*. Ankara: Pegem A Yayıncılık.

Fung, H. (2017). The relationship between servant leadership and staff job satisfaction in boarding schools (Doctoral dissertation). ProQuest Dissertations and thesis veri tabanından erişildi. (UMI No. 10643340)

Gedikoğlu, T., Şahin, S. & Büyükelbaşı, Ö. (2004). İlköğretim okulu yöneticilerinin kültürel liderlik davranışlarına ilişkin yönetici ve öğretmen alguları. *M. Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 19(19), 73-84.

Geylani, A. (2013). Okul yönetiminde kültürel liderlik yaklaşımı ve toplumsal boyutu. *Karatekin Edebiyat Fakültesi Dergisi*, 1(1), 1-23.

Glass, G. V. (1976). Primary, secondary, and meta-analysis of research. *Educational Researcher*, 5(10), 3-8. <https://doi.org/10.3102/0013189X005010003>

Gurbetoğlu, A., & Yücel, B. G. (2019). Okulöncesi eğitim kurumu yöneticilerinin liderlik stilleri ile öğretmenlerin iş doyumunu arasındaki ilişkinin incelenmesi. *Temel Eğitim*, 1(2), 6-19.

Hiçyılmaz, Y. (2013). *İlköğretim okul müdürlerinin kültürel liderlik davranışları* (Yayınlanmamış yüksek lisans tezi). Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.

Higgins, J. P., Thompson, S. G., Deeks, J. J. ve Altman, D. G. (2003). Measuring inconsistency in meta-analyses. *Bmj*, 327(7414), 557-560.

<https://doi.org/10.1136/bmj.327.7414.557>

Izgar, H. (2003). İş doyumunu. H. Izgar (Ed.). *Endüstri ve Örgüt Psikolojisi* içinde (s. 125-158). Konya: Eğitim Kitabevi.

İbicioğlu, C. (1999). *İlköğretim okulu yöneticilerinin kültürel liderlik davranışları* (Yayınlanmamış yüksek lisans tezi). İnönü Üniversitesi, Sosyal Bilimler Enstitüsü, Malatya.

Josanov-Vrgovic, I., & Pavlovic, N. (2014). Relationship between the school principal leadership style and teachers' job satisfaction in Serbia. *Montenegrin Journal of Economics*, 10(1), 43-58. https://repec.mnje.com/mje/2014/v10-n01/mje_2014_v10-n01-a14.pdf

*Kaplan, A. (2015). *Bağımsız anaokulu müdürlerinin kültürel liderlik davranışları ile okul öncesi öğretmenlerinin iş doyumunu arasındaki ilişki Diyarbakır ili örneği* (Yayınlanmamış yüksek lisans tezi). Zirve Üniversitesi, Sosyal Bilimler Enstitüsü, Gaziantep.

*Karaalp, K., Fidan, J., Dincerler, H., Çetiner, C., Yiğit, S., Bilgiseven, M., Ekin, C. ve Bilen, F., (2023). Okul müdürlerinin kültürel liderlik davranışları ile iş doyumunu arasındaki ilişkinin incelenmesi. *Tigin Analitik Sosyal Bilimler Dergisi*, 1 (2), 269-277. <http://dx.doi.org/10.46868/tigin.313>

Katıtaş, S., Karadaş, H., & Coşkun, B. (2022). Okul yöneticilerinin etik liderlik davranışlarının öğretmenlerin öznel iyi oluş ve iş doyumları üzerindeki etkisi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (62), 182-207. <https://doi.org/10.21764/mauefd.949243>

Koo, T. K., & Li, M. Y. (2016). A guideline of selecting and reporting intraclass correlation coefficients for reliability research. *Journal of chiropractic medicine*, 15(2), 155-163. <https://doi.org/10.1016/j.jcm.2016.02.012>

Lane, B. (1992). Cultural leaders in effective schools: The builders and brokers of excellence, *NASSP Bulletin*, 76(541), 85-96. <https://doi.org/10.1177/019263659207654115>

Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430-453. <https://doi.org/10.1177/1741143220910438>

Lunenburg, F. C. ve Ornstein, A. C. (2013). *Eğitim yönetimi*. G. Arastaman (Çev. Ed.). Ankara: Nobel Akademik yayınları.

Maya, İ. (2017). İlkokul öğretmenlerinin algılarına göre okul müdürlerinin kültürel liderlik davranışlarını gösterme düzeyleri. *Yönetim Bilimleri Dergisi*, 15(29), 107-126.

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLoS Medicine*, 6(7), e1000097. <https://doi.org/10.1371/journal.pmed.1000097>

Özgözü, S. ve Altunay, E. (2016). Yöneticilerin liderlik davranışlarının öğretmenlere yansıyan sonuçları: Bir meta-analiz çalışması. *Manisa Celal Bayar Üniversitesi, Sosyal Bilimler Dergisi*, 14(4), 259-294. Doi: 10.18026/cbayarsos.282794

Özlem, H. (2023). *Öğretmen algılarına göre okul yöneticilerinin kültürel liderlik davranışlarının okul kültür ve iklimine etkisi* (Yayınlanmamış yüksek lisans tezi). Maltepe Üniversitesi, Lisansüstü Eğitim Enstitüsü, İstanbul.

Özüberk, İ. (2014). *İlkokul müdürlerinin kültürel liderlik rollerinin öğretmenlerin örgütsel güven düzeylerine etkisi* (Yayınlanmamış yüksek lisans tezi). Zirve Üniversitesi, Sosyal Bilimler Enstitüsü, Gaziantep.

Petticrew, M. & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Blackwell Publishers Ltd.

Saadaoui, A., Massouti, A., & Al-Rashaida, M. (2024). Investigating the relationship between servant leadership in schools and teachers' job satisfaction: a case from the United Arab Emirates. *International Journal of Leadership in Education*, 1–18. <https://doi.org/10.1080/13603124.2024.2311216>

Sağban, Ş. (2011). *Okul müdürlerinin kültürel liderlik rollerinin öğretmenlerin örgütsel bağlılık düzeyine etkisi (Afyonkarahisar ili örneği)* (Yayınlanmamış Yüksek Lisans Tezi). Afyon Kocatepe Üniversitesi, Sosyal Bilimler Enstitüsü, Afyonkarahisar.

Sarıer, Y. (2013). *Eğitim kurumu müdürlerinin liderliği ile okul çıktıları arasındaki ilişkilerin meta-analiz yöntemiyle incelenmesi* (Yayınlanmamış doktora tezi). Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Eskişehir.

Sevimli, F., & İşcan, Ö. F. (2005). Bireysel ve iş ortamına ait etkenler açısından iş doyumunu. *Ege Academic Review*, 5(1), 55-64.

Shi, X., Fan, Q. Z., Zheng, X., Qiu, D. F., Sindakis, S., & Showkat, S. (2024). Optimal leadership styles for teacher satisfaction: A meta-analysis of the correlation between leadership styles and teacher job satisfaction. *Journal of the Knowledge Economy*, 15(4), 20459-20490. <https://doi.org/10.1007/s13132-023-01697-9>

Şen, S. ve Yıldırım, İ. (2020). *CMA ile meta-analiz uygulamaları*. Ankara: Anı Yayıncılık.

Tanrıverdi, H., & Paşağlı, S. (2014). Dönüşümcü liderlik, örgütsel adalet ve iş tatmini arasındaki ilişkileri belirlemeye yönelik okul öncesi öğretmenleri üzerinde bir araştırma. *Elektronik Sosyal Bilimler Dergisi*, 13(50), 274-293. <https://doi.org/10.17755/esosder.71721>

Tengilimoğlu, D., & Yiğit, A. (2005). Hastanelerde liderlik davranışlarının personel iş doyumuna etkisini belirlemeye yönelik bir alan çalışması. *Hacettepe Sağlık İdaresi Dergisi*, 8(3), 374-400.

Tesfaw, T. A. (2014). The relationship between transformational leadership and job satisfaction: The case of government secondary school teachers in Ethiopia. *Educational Management Administration & Leadership*, 42(6), 903-918.

<https://doi.org/10.1177/1741143214551948>

Teyfur, M. (2015). Ortaokul yöneticilerinin kültürel liderlik rollerini gerçekleştirme düzeyleri ile öğretmenlerin örgütsel bağlılığı arasındaki ilişki (Erzurum il örneği). *International Journal of Human Sciences*, 12(2), 1002-1025. doi: 10.14687/ijhs.v12i2.3411

Topcu, İ. (2019). *Okul iklimi ve kültürü*. Ankara: Anı Yayıncılık.

Torres, D. G. (2019). Distributed leadership, professional collaboration, and teachers' job satisfaction in US schools. *Teaching and teacher education*, 79, 111-123. <https://doi.org/10.1016/j.tate.2018.12.001>

Uygur, M. (2021). İlkokul yöneticilerinin kültürel liderlik davranışları ile öğretmenlerin örgütsel imajı arasındaki ilişkinin incelenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(1), 15-31. <https://doi.org/10.31592/aeusbed.683343>

Uygur, M. & Yıldırım, A. (2011). İlköğretim okulu yöneticilerinin kültürel liderlik rolleri ile öğretmenlerin örgütsel bağlılığı arasındaki ilişki. *Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi*, (27), 72-81.

Yelboğa, A. (2007). Bireysel demografik değişkenlerin iş doyumuna ile ilişkisinin finans sektöründe incelenmesi. *Çağ Üniversitesi Sosyal Bilimler Dergisi*, 4(2), 1-18.

*Yıldırım, B. (2001). *Okul yöneticilerinin kültürel liderlik rollerinin öğretmenlerin iş doyumuna ve meslek ahlakına etkisi* (Yayınlanmamış doktora tezi). Fırat Üniversitesi, Sosyal Bilimler Enstitüsü, Elazığ.

Yılmaz, A., & Ceylan, Ç. B. (2011). İlköğretim okul yöneticilerinin liderlik davranış düzeyleri ile öğretmenlerin iş doyumuna ilişkisi. *Kuram ve Uygulamada Eğitim Yönetimi*, 2(2), 277-394.

Zhang, J., Huang, Q., & Xu, J. (2022). The relationships among transformational leadership, professional learning communities and teachers' job satisfaction in China: what do the principals think? *Sustainability*, 14(4), 2362.

<https://doi.org/10.3390/su14042362>