



Cultural leadership behaviors of the primary school principals regarding certain variables¹

Yasin Hiçyılmaz²
Necla Şahin Fırat³

Abstract

This study was carried out in order to analyse the primary school teachers' perception of the cultural leadership behaviours of the primary school principals regarding the personal and vocational qualities of the principals and certain features of the school in which they work, and in order to develop suggestions based on the findings. "The Scale for Cultural Leadership Behaviours of the School Administrators" Yıldırım (2001) was used as data collection tool. The scale tool used in the study was applied to 859 teachers working in randomly selected 51 primary schools in four central districts (Konak, Buca, Karşıyaka and Bornova) of İzmir-Turkey. Arithmetic average, standard deviation, t- test, ANNOVA and Scheffe Test were made us of in the analysis of the study. These findings were attained in the study: The perceptions of the primary school teachers for the cultural leadership behaviours of the primary school principals are at a good level. The perceptions of the primary school teachers for the school principals' cultural leadership behaviours indicate significant discrepancy in terms of gender, age, training of educational administration and school type variables. However, the perceptions of the primary school teachers for the school principals' cultural leadership behaviours indicate no significant discrepancy in terms of vocational seminars or school size.

Keywords: Leadership; Cultural Leadership; Education; Culture; Teacher.

1. Introduction

Leadership, which was worked on in the field of administration in the 20th century, is one of the most important issues that both theorists and implementers make efforts to work out (Bennis and Nanus, 1985: 5). The studies from the year 1980 to the present about the leadership behaviours of the school administrators have continued rapidly in the recent years, and the tendency has been towards school leadership rather than school administration. At this point, instructional leadership has appeared as a new concept in relation with the school administrators (Şişman, 2011: 166).

As the cultural paradigm has gained importance in the field of administration recently, there have been many researches on organizational culture. Together with the development of the organizational culture, studies on leadership have become more focused on culture. Cultural leadership has accepted that the leadership behaviour is not a simple production or relation oriented. Cultural leadership has brought two contributions to the leadership theories. First, the

¹ This study was produced from the master's thesis of Yasin Hiçyılmaz named "Cultural leadership behaviors of the primary school principals" conducted in supervision of Asst. Prof. Dr. Necla Şahin-Fırat in Dokuz Eylül University Institute of Educational Sciences in 2013.

² M.A., M.E.B., yasinhicyilmaz@gmail.com

³ Asst. Prof. Dr., Dokuz Eylül University, Buca Faculty of Education, Department of Educational Sciences, neclafirat@gmail.com

efficacy of the leader depends mostly on the organizational culture that is to be established. The stronger organizational culture is established, the more efficient the leader is. Cultural leadership theory argues that the leader gives shape to the organizational culture. The second contribution is the style the leader administers the organizational culture. It isn't enough to establish a strong organizational culture. The management of the culture is as essential as its establishment (Çelik, 2011). The establishment and management of the culture mostly depend on the cultural leadership skill performance of the administrator of the organization.

The establishment, management and change of the organizational culture are in tight connection with the leadership behaviours of the higher-up administrators of the organization. In this aspect, organizational culture has embodied a new dimension as symbolic or cultural leadership to the leadership process. According to Ogowa and Bossert (1995), leadership behaviour is based on four hypotheses, and these hypotheses are closely related with the four dimensions of the leadership behaviour. These are task, role, individual feature and culture. First hypothesis is related with the effect of the leadership task on the organizational performance. Second hypothesis is based on the leadership behaviour's relation with organizational role. Third hypothesis are the individual features of the leader and the ways of organizational identification or it is the relation with both of them. Fourth hypothesis is the relation of the leader with the organizational culture (Cited: Çelik, 2002).

Sergiovanni & Starratt (1988) saw cultural leadership as a kind of leadership that the school administrators used to accomplish the school's mission. It is possible to define cultural leadership as an operationalizing process of the personnel towards the goal by means of common thought, belief, symbol, accepted custom and norms comprising the school culture (Yıldırım, 2001). Cultural leadership is a kind of leadership that the school administrators use to accomplish the school's mission (Sergiovanni & Starratt, 1988). When it is seen as the school administrator, cultural leadership provides that teachers and students at school work in a more suitable school culture.

The success of the cultural leader is directly proportionate to be able to make the organizational culture more attractive. In this aspect, it is not possible to exclude the school teachers and students from the school culture. Everybody at school is under the effect of this culture. The more efficient these elements are used, the more successful the school administrators managing this culture are likely to be assessed (Çelik, 2011) because the cultural leaders are the ones who work for the integration of the organizational culture with the bigger systems in which it lives (Erdoğan, 2002).

According to Schein, likewise, cultural leaders have an impact on the internal integration of the groups and determining and solving the external adaptation problems since these leaders' original ideas and information are related with cultural history and personality. As well as having a high level of self-confidence, these leaders have strong assumptions regarding the world, organizations, human and the nature of human relations.

Cultural leader takes place over the basic components of school culture. Including new values and symbols to the school culture and changing the customs make cultural leadership behaviour necessary. If school administrator has an influencing strength in parallel with protecting or changing the basic components of the school culture, it means that cultural leadership behaviour is revealed (Sönmez, 2008). Cultural leader has the ability of giving the messages clearly as well as understanding important premises and presenting the values in a clear and alive way. At the same time, the cultural leader is the one who can provide the change of cultural values. Schools are the leading institutions that provide the culture change. For this reason, the cultural leadership role of the school administrator is of capital importance. The school administrator is assigned with comprehending and presenting the existing cultural values well and representing the public welfare of these cultural values (Çelik, 2011).

Mitchell puts the cultural leadership roles of the school administrators in three groups. These are explicative, presenter and formal roles. These roles of the school administrator are as follows (Kottkamp, 1984; Cited: Çelik, 2000):

Explicative Role: This role is related with choosing and determining the school duties and interpreting the norms and values and acting like a counsellor in human relations. The school administrator ought to produce and use certain slogans and symbols in order to make the school carry out its cultural duty. The administrator ought to contribute to the development of organizational culture by guiding the students to various social, sports and art activities. Also, the school administrator ought to establish a school history by either gathering the wise and built-in sayings and creating a small-size database or having an interview about the history of the school.

Presenter Role: This role is about working appropriately, desired behaviours and guiding with sample behaviours. The presenter role mentioned here is the administrator's displaying appropriate behaviours with the norms. The behavioural patterns of the school administrator that is highly dependent on the basic cultural components are extremely closed. This may obviously orient the school administrator to two different behaviours. The school administrator makes models of the cultural norms, values and goals. In other words, the school administrator is the first implementer of the cultural norms that are being tried to be established. From this aspect, the administrator displays the behaviour of presenting the cultural leadership as role model. Besides this, the administrator negotiates with teachers and student's parents not only about learning-teaching activities but also about issues such as school climate, environment, social facilities and school trips that constitute the school and are conditions for success. The complete sharing of the school culture with the concerned and their active participation with the culture are provided in this way.

Formal Role: This role is about supporting individual and group actions, joining even small-scale activities, doing the desired behaviours and obeying basic norms. The school administrator obeys with basic cultural values and norms in both individual and group activities and other daily activities while accomplishing the formal role. The school administrator benefits from various methods of formalizing and focusing the attention while the formal role is being accomplished. While the administrator organizes fewer activities for the public, the administrator gives more importance to the activities especially for the teachers, students and student's parents. Public activities are more traditional and in a ceremonial atmosphere. The formal roles of the school administrator are as follows: Organizing dinner, bringing students, teachers and student's parents together, establishing a community of honour, rewarding the people who are successful academically and in the fields of citizenship and public relations, enhancing the success of the school and the group, developing new stories and creating new heroes (Çelik, 2011). The administrators guiding the educational future in Turkey should learn to live in a multi-cultural world with a condition of maintaining the national identity. The world becomes much smaller than it is thought to be. As a cultural leader, the school administrator's success of establishing and developing a democratic school mostly depends on understanding the multi-cultural educational philosophy. Cultural leader should be able to draw the framework of values, norms and symbols of tomorrow's world today while taking the road out of the depths of the history to analyse. The school administrator, as a cultural leader, ought to make an important contribution in terms of democratic culture, toleration and global vision (Çelik, 2000).

Cultural leadership has been the topic of scientific researches in many countries especially in the USA predominantly since 1980s. In a study carried out also in Turkey, the importance of this type of leadership was stated by analysing the relationship between cultural leadership and several organizational behaviour topics. For instance, it was seen that the cultural leadership roles of the school administrator have an effect on increasing the organizational dependence level of teachers (Yörük ve Sağban, 2012). Moreover, it was found out that there is an important relationship between the leadership behaviours of the school principals and the school climate. It

was stated that there is a negative meaningful relationship between the leadership behaviours and organizational culture in the dimensions of disorganization, preclusion and staying away and a positive meaningful relationship in the dimensions of sincerity, moral, close control, work-oriented and empathizing (Şentürk ve Sağnak, 2012). It was also obtained in different studies that there was a positive and meaningful relationship between the cultural leadership behaviours of the school principals and job satisfaction of the teachers (Çek, 2011, Değirmenci, 2006; Derin, 2003; İbicioğlu, 1999; Yıldırım, 2001).

As it is obvious, cultural leadership behaviours of the school principals have been analysed in several researches. However, there hasn't been a research dealing the subject with teacher evaluations according to various personal and vocational characteristics of the school principals and not personal and vocational characteristics of the teachers. It is expected that this research will fill a blank in the literature. Besides this, it is thought that the data obtained maybe of high importance for the policy developers in the field of educational administration.

Accordingly, the questions below are tried to be answered in this study.

1. How are the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals?
2. Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the genders of the school principals?
3. Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the ages of the school principals?
4. Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the seniorities of the school principals?
5. Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to whether the school principals take part in vocational seminars or not?
6. Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to whether the school principals have a training of educational administration or not?
7. Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the size of the school?
8. Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the school type?

MATERIAL AND METHODS

Model

This study is a survey model described as a research approach aiming to describe a situation in the past or still exists in a way that it exists according to the thoughts of the primary school teachers and the school principals (Karasar, 2002).

Research Group

The population of this study consisted of principals and teachers employed in public and private primary schools in the central districts of İzmir. Data collection instrument was applied in 51 primary schools (46 State, 5 Private) chosen by random sampling method in four big central districts (Konak, Buca, Bornova ve Karşıyaka) of İzmir-Turkey. However, as the subject of leadership was being studied, while choosing the schools it was considered as a necessity for the

school principals to have been working in their schools for at least one year. Therefore, the sample consisted of 910 teachers and 51 school principals working in the primary schools of the mentioned districts.

Data Collection Instrument

“Cultural Leadership Scale of the School Administrators (CLSSA)” that was developed by Yıldırım (2001) was used as a data collection instrument. The scale consisted of 21 items in one dimension. Five options were provided for each item to determine the frequency of the behaviour starting from the most positive to the most negative and were graded as “Strongly agree- Strongly disagree”. Yıldırım (2001) developed the scale by applying the views of the experts in the field and assessment and evaluation together with the information gathered in the literature survey. Alpha reliability coefficient was found to be .88 after the pilot scheme of 101 teachers and 35 school principals working in the public and private high schools in the cities of Elazığ and Malatya.

Besides this, the researcher made a pre-application for 130 (twenty school principals and 110 teachers) people working in the primary schools of the city İzmir in the educational year of 2011-2012. According to this application, the Eigen value of the scale was found to be 57.69. Moreover, the scale explains the 30.27 percent of the total variance and the reliability coefficient of the scale Cronbach Alpha was found to be .96. As Büyüköztürk (2002) expressed, Eigen value is a coefficient that is taken into consideration while both calculating the variance expressed by the factors and deciding the number of the factors. In factor analysis, the factors whose Eigen values are 1 or over 1 are taken as important factors. This explanation gives the idea that the Eigen values of the scale can be said to be the terminal values.

"In sole factor scales, it can be seen as sufficient if the explained variance is 30 percent or over. However, explained variance is expected to be more in multi-factor scales" (Büyüköztürk, 2002). At this point, it can be said that the value of 30.27 is sufficient for the explanation of the total variance.

Data Analysis

In this study, Arithmetic mean and Standard Deviation were used in the analysis of the data for the sub problems which were constructed in relation with the problem sentence, and Significance Test of the Difference Between the Two Means (*t*- test) was used to determine the difference between the means of the independent two groups, ANNOVA was used to determine the difference between the means of the measurements of three or more groups; Scheffee Significance Test was used to determine the source of different perceptions of multi-groups.

Findings

In this part, the results of the sub-problems of the study are being explained and interpreted.

Findings for the First Sub-problem

The first sub-problem of the study was specified as “How are the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals?”. The mean and the standard deviation results that show the range for the first sub-problem are presented in Table 1.

Table 1: The range of the perceptions of the primary school teachers for the cultural leadership behaviours of their own school principals according to their gender (mean, standard deviation)

Item Number	Scale Items	Teacher	
		\bar{x}	SS
1	School administrator sufficiently interprets the school goals, values and norms to the teachers.	3,60	1,14
2	School administrator prepares an environment for the teachers to learn the history of the school.	3,16	1,27
3	School administrator organizes various activities for the new teachers and students so that they can know the school culture and socialize.	3,10	1,27
4	School administrator contributes to the development of the school culture by organizing social activities.	3,52	1,17
5	School administrator presents the school culture to the environment in parallel with the public expectations.	3,59	1,13
6	The common slogan of this school is to bring up ethical, responsible and successful students.	4,08	1,02
7	This school's administrator carries on the role of cultural leadership successfully.	3,59	1,18
8	School administrator makes good use of spoken and written language skilfully.	3,70	1,16
9	School administrator makes use of influence strength more than authorization knowing the legal boundaries.	3,50	1,26
10	School administrator knows that success depends on the teamwork and coordination.	3,84	1,40
11	Teachers and administrators see each other as colleagues in this school.	3,76	1,12
12	The school administrator's contribution to the prestige of the school in the neighbourhood is big.	3,64	1,20
13	Modern improvements and innovations are reflected rationally to our school by the school administrator.	3,59	1,11
14	School administrator's contribution is big for the establishment of social and vocational cooperation among teachers.	3,44	1,23
15	Teachers and students are considered to be the most valuable human source in this school.	3,50	1,20
16	Teachers are supported by the school administrator in the renewal of themselves.	3,53	1,19
17	There is an agreement among teachers and the administrator in relation with the importance of the school mission and values.	3,55	1,13
18	The school administrator prepares the necessary atmosphere for the social values to enliven in the school.	3,57	1,08
19	There is a common cultural language unique to this school.	3,43	1,14
20	The traditional ceremonies organized in our school are seen as opportunities to maintain the school culture.	3,66	1,15
21	The name of our school is the symbol of success and prestige.	3,49	1,24
Total		3,56	1,18

In Table 1, it is seen that the teachers of primary schools evaluate their own school principals' cultural leadership behaviours with a level of 3,56. Teachers, in CLSSA, give the highest points to the items: "The common slogan of this school is to bring up ethical, responsible and successful students." ($\bar{x} = 4,08$), "School administrator knows that success depends on the teamwork and coordination." ($\bar{x} = 3,84$) and "Teachers and administrators see each other as colleagues in this school." ($\bar{x} = 3,76$). By contrast, teachers give the lowest points to the items: "There is a common cultural language unique to this school." ($\bar{x} = 3,43$), "School administrator prepares an environment for the teachers to learn the history of the school." ($\bar{x} = 3,16$) and "School administrator organizes various activities for the new teachers and students so that they can know the school culture and socialize." ($\bar{x} = 3,10$).

Findings for the Second Sub-problem

The second sub-problem of the study was specified as "Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the genders of the school principals?". The data for this sub-problem are presented in Table 2.

Table 2: The perceptions of the primary school teachers for the cultural leadership behaviours of their own school principals according to their gender (mean, standard deviation, *t*-test results).

Dimensions	Gender	n	\bar{x}	SS	SD	t	Difference
Cultural Leadership Behaviours	Female	121	3,20	,91	908	-4,78	,000
	Male	789	3,62	,89			Difference Significant*

*($P < 0,05$)

In Table 2, after carrying out the *t*-test, it was observed that the perceptions of the primary school teachers for the school principals' cultural leadership behaviours indicate significant discrepancy according to the gender of the school principals. ($t = -4,78$; $P < 0,05$) As the means of the groups are compared, it is understood that teachers think that female principals ($\bar{x} = 3,20$) show cultural leadership behaviour at a less level than the male school principals ($\bar{x} = 3,62$).

Findings for the Third Sub-problem

The third sub-problem of the study was specified as "Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the ages of the school principals?". The data for this sub-problem are presented in Table 3.

Table 3. The range of the perceptions of the primary school teachers for the cultural leadership behaviours of their own school principals' according to their ages and the results of ANNOVA and Scheffee significance test

Dimensions	Age	n	\bar{x}	SS	Sd	F	P	Meaningful Difference (Scheffee)
Cultural Leadership Behaviours	31-40	97	3,33	,89	2	29,14	,00*	51 and over and 31-40
	41-50	362	3,35	,98	907			51 and over and 41-50
	51and over	451	3,79	,78	909			
Total		910	3,56	,90				

*(P<0,05)

In Table 3, primary school teachers find the level of cultural leadership behaviours of the school principals who are 51 and over to be more than that of those who are both between the ages of 31-40 and between the ages of 41-50.

Findings for the Fifth Sub-problem

The fifth sub-problem of the study was specified as “Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to whether the school principals take part in vocational seminars or not?”. The data for this sub-problem are presented in Table 4.

Table 4: The range of the perceptions of the primary school teachers for the cultural leadership behaviours of their own school principals according to whether the school principals take part in vocational seminars or not (mean, standard deviation, t- test results)

Dimensions	Take Part in Voc.Sem	n	\bar{x}	SS	Sd	-t	Difference
Cultural Leadership Behaviours	Yes	661	3,57	,81	908	-2,41	,054
	No	249	3,41	,92			Difference insignificant

In Table 4, it is understood that the perceptions of the primary school teachers for the cultural leadership behaviours of their own school principals indicate no significant discrepancy according to whether they take part in vocational seminars or not.

Findings for the Sixth Sub-problem and Recommendation

The sixth sub-problem of the study was specified as “Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to whether the school principals have a training of educational administration or not?”. The data for this sub-problem are presented in Table 5.

Table 5: The range of the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals according to whether the school principals have a training of educational administration or not (mean, standard deviation, *t*- test results)

Dimensions	Train.Edu.Adm.	n	\bar{x}	SS	Sd	-t	Difference
Cultural Leadership Behaviours	Yes	493	3,68	,83	908	4,34	,00*
	No	417	3,42	,96			Difference Significant

*(P<0,05)

In Table 5, , it is understood that the perceptions of the primary school teachers for the cultural leadership behaviours of their own school principals indicate significant discrepancy according to whether they have a training of educational administration or not ($t= 4,34$; (P<0,05). According to the evaluation of the primary school teachers, it is obvious that the principals who have taken a training of educational administration show higher level of cultural leadership behaviours than the principals who have not taken any training of educational administration.

Findings for the Seventh Sub-problem and Recommendation

The seventh sub-problem of the study was specified as “Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the size of the school?”. The data for this sub-problem are presented in Table 6.

Table 6: The range of the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals according to the size of the school and ANNOVA results

Dimensions	School Size	n	\bar{x}	SS	Sd	F	P
Cultural Leadership Behaviours	Small	72	3,75	,70	2	2,04	1,30
	Medium	592	3,53	,93	907		Difference Insignificant
	Large	246	3,59	,88	909		
	Total	910	3,56	,90			

In Table 6, it is understood that the perceptions of the primary school teachers for the cultural leadership behaviours of their own school principals indicate no significant discrepancy according to the size of the school.

Findings for the Eighth Sub-problem and Recommendation

The eighth sub-problem of the study was specified as “Do the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the school type?”. The data for this sub-problem are presented in Table 7.

Table 7: The range of the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals according to the school type (mean, standard deviation, *t*- test results)

Dimensions	School Type	n	\bar{x}	SS	Sd	-t	Difference
Cultural Leadership Behaviours	State	813	3,50	,91	908	-6,502	,00*
	Private	97	4,11	,62			Difference Significant

*(P<0,05)

In Table 7, mean, standard deviation and *t*-test results show that the perceptions of the primary school teachers for the cultural leadership behaviours of the school principals indicate significant discrepancy according to the school type (*t* -6,502; $P < 0,05$). According to this, it is understood that the teachers working in private primary schools think that their own school principals show cultural leadership behaviours at a higher level than the school principals working in the state primary schools.

Conclusion and Discussion

The item that the teachers gave the highest point was the item: “The common slogan of this school is to bring up ethical, responsible and successful students.” It can be argued that this item is not only related to the school principals, but it is more related with the teaching duties and responsibilities of the teachers. The other item which was given high points by the teachers: “School administrator knows that success depends on the teamwork and coordination.” can be related with the idea that teachers expect their principals to show empathy. Argon (2004) defined empathy as the basic of human relations, the ability to feel the emotions of others, the skill of thinking from their angles, being interested in their worries and perceive them, and pointed with this definition how cooperation is established and how to achieve success as a result of this cooperation. According to the data Yıldırım (2001) got in his study, there was a meaningful significance statistically at the point of giving importance to a team work between teachers and administrators. This result is said to show that there is a positive infrastructure in relation with the idea that team work can be applied in secondary education successfully. The item “Teachers and administrators see each other as colleagues in this school” is at a high level in gradation. It can be evaluated that the positive perceptions of teachers and administrators towards each other is essential for vocational development, success and organizational peace. One of the lowest graded items is “There is a common cultural language unique to this school”. The other is “School administrator prepares an environment for the teachers to learn the history of the school”. It can be indicated with these thoughts of teachers that the school principals don’t fulfil this duty at a sufficient level. Whereas, information transfer about the history of the school which is to be worked in may be of high importance for the teachers to settle targets and determine vision and mission. Moreover, teachers gave low points to the school principals for the expression “School administrator organizes various activities for the new teachers and students so that they can know the school culture and socialize”. This means that the teachers think that school principals do not carry out their orientation duty properly. To carry out a good orientation can be said to be an important component in terms of organizational success, team cooperation and culture transfer.

Another finding of the study is that primary school teachers express that female school principals display less cultural leadership behaviours than male principals. According to this, it can be put forward that female teachers have a more negative view about gender than male teachers. This finding is compatible with the research finding of Çek (2011). However, it has no similarities with the study of Yıldırım (2001) and Uygur (2010). This can be accounted for with the idea that the population was carried out in cosmopolitan city like Izmir and women get different views by being more efficient arbiters and having more authority in administration day by day. Furthermore, administration’s being perceived as a male vocation, the personnel’s in the administration position being male in most state and private institutions and the idea that women can’t be administrators can be thought to affect these results. The compatible study’s population’s also being Izmir supports this idea.

Primary school teachers perceive the level of cultural leadership behaviours of the school principals who are 51 and over to be more than that of those who are both between the ages of 31-40 and between the ages of 41-50. According to teachers’ views, it is understood that teachers think as the school principals get older, their cultural leadership behaviours increase. As the

school principals get older, they have a more holistic view, tendency towards problem solving and are successful in establishing affective human relations, which might be the reasons of this idea. This finding is compatible with the research finding of Değirmenci (2006). However, it has no similarities with the study of Uygur (2010).

According to another finding, it is understood that the perceptions of the primary school teachers for the cultural leadership behaviours of their own school principals indicate no significant discrepancy according to whether they take part in vocational seminars or not. This result gives the idea that the content of vocational seminars needs to be revised.

Another important result of the study is that it points out the importance of educational administration in school principals' displaying cultural leadership behaviours. Likewise, school principals with educational administration training indicate more cultural leadership behaviours than the principals without any training. If we consider that administration necessitates a separate expertise and training, and the administrators become more equipped with this training about many topics including cultural leadership, we can explain that teachers with educational administration training display cultural leadership behaviours at a higher level.

According to this study, school size didn't indicate any significant discrepancy for the cultural leadership behaviour level of the school principals indicate no according to the size of the school, whereas this finding contradicts with the theses in literature and with the study of Fırat (2007) in which there was a finding stating that cultures of small size schools are more positive than big size schools. Likewise, small organizations are expected to have stronger relations and culture than big organizations. The study was carried out in İzmir in which there are not many small size schools, which can be the reason of this finding. (Schools with a total student population up to 601 are accepted as small size schools and the school populations in the study are quite close to the top limit of 601).

Primary school teachers consider school principals working in private primary schools to have cultural leadership behaviours at a higher level than the school principals working in the state primary schools. This can also be clarified with the idea that private school principals have to renew themselves, follow the necessities of the time and make efficient use of performance indicators. This finding may also have stemmed from the private school shareholders. Namely, parent profile may have been affective in this finding. Private school parents may have become the driving force behind school principals, as they are from many angels, on the subject of displaying cultural leadership behaviours. On the other hand, this finding may be related to the seventh sub-problem of this study. As the sub-problem was analysed, teachers perceive the cultural leadership behaviours of the school principals whose schools are in a high socio-economic environment more positively. This finding also matches up with the findings of the study of Yıldırım (2001).

Recommendations:

1. National Ministry of Education should prepare programmes to train school administrators by collaborating with Council of Higher Education, and completion of these programmes should be a condition for administrator appointments.
2. National Ministry of Education should increase the quality and productivity of the seminars which are held through in-service training by improving their content.
3. School principals should organize various orientation activities to transfer the school culture to the school's new teachers.
4. School principals should make all personnel in the school be aware of the fact that they are colleagues, school principals should treat everyone equally, and school principals should explain the teachers that the school will be successful by acting in unison, participating in school decisions and conserving cultural values.

References:

- Bennis W, Nanus B 1985. *Leaders-The Strategies for Taking Charge*. New York: Harper & Row.
- Büyüköztürk Ş 2004. *Sosyal Bilimler İçin Veri Analizi El Kitabı [Handbook of Data Analysis in Social Sciences]* (4th Edition). Ankara: PegemA.
- Çek F 2011. *Bağımsız Anaokulu ve İlköğretim Okulu Müdürlerinin Kültürel Liderlik Davranışları ile Okul Öncesi Öğretmenlerinin İş Doyumu Arasındaki İlişki [The Relationship Between Job Satisfaction of Preschool Teachers and Cultural Leadership Behaviors of Independent Kindergarten and Primary School Principals]*. Master Thesis, Unpublished. İzmir: Dokuz Eylül University.
- Çelik V 2000. *Okul Kültürü ve Yönetimi [School Culture and Management]* (2nd Edition). Ankara: Pegem A.
- Çelik V 2002. *İlköğretim Okulu Müdürlerinin Öğretim Liderliği Davranışları (Adana İl Merkezi Örneği) [Instructional leadership behaviours of social directors (Adana city sample)]*. Master Thesis, Unpublished. Adana: Çukurova University.
- Değirmenci S 2006. *Lise Yöneticilerinin Kültürel Liderlik Rollerinin Öğretmenlerin İş Doyumuna Etkisi [The Effect of School Governors' Cultural Leadership Roles on Teachers' Satisfaction]*. Master Thesis, Unpublished. Bolu: Abant İzzet Baysal University.
- Derin Ö 2003. *Dershane Yöneticilerinin Kültürel Liderlik Rollerinin Öğretmenlerin İş Doyumuna Etkileri [The Effects of Cultural Leadership Roles of Private School Direktors on Teachers]*. Master Thesis, Unpublished. Elazığ: Fırat University.
- Erdoğan İ 2002. *Eğitimde Değişim Yönetimi [Change Management in Education]*. Ankara: Pegem .
- Fırat N 2007. *Okul Kültürü ve Öğretmenlerin Değer Sistemleri [School Culture and Teachers' Value Systems]*. Ph. D. Thesis, Unpublished. İzmir: Dokuz Eylül University.
- İbicioğlu C 1999. *İlköğretim Okulu Yöneticilerinin Kültürel Liderlik Davranışları [The Cultural Leadership Behaviours of Primary School Administrators]* Master Thesis, Unpublished. Malatya: İnönü University.
- Karasar N 2002. *Bilimsel Araştırma Yöntemii [Scientific Research Method]*. Ankara: Nobel.
- Schein E 1997. *Organizational Culture and Leadership*. San Fransisco: Jossey-Bass.
- Sergiovanni TJ, Starrat RJ 1988. *Supervision: Human Perspectives*. (4th Edition), New York: McGraw-Hill.
- Sönmez N 2008. *Ortaöğretim Okulu Yöneticilerinin Kültürel Liderlik Rollerinin, Değişime Olan Direnç Üzerindeki Etkileri [The Role of The Secondary School Principals' Cultural Leading Qualification in Influencing The Resistance against Alterations]*. Master Thesis, Unpublished. İstanbul:Yeditepe University.
- Şentürk C, Sağnak M 2012. İlköğretim okulu müdürlerinin liderlik davranışları ile okul iklimi arasındaki ilişki [The relationship between the leadership behaviours of primary school principals and school climate]. *Türk Eğitim Bilimleri Dergisi [The Journal of Turkish Educational Sciences]*, 10 (1), 29-47.
- Şişman M 2011. *Öğretim Liderliği [Instructional Leadership]* . Pegem Akademi, Ankara.
- Uygur M 2010. *İlköğretim Okulu Yöneticilerinin Kültürel Liderlik Rollerini Gerçekleştirme Düzeyleri ile Öğretmenlerin Örgütsel Bağlılığı Arasındaki İlişki [The Relationship between Realization Level of Cultural Leadership Roles of Primary School Administrators and Organizational Commitment of The Teachers]*. Master Thesis, Unpublished. Konya: Selçuk University.

- Yıldırım, B 2001. *Okul Yöneticilerinin Kültürel Liderlik Rollerinin Öğretmenlerin İş Doyumuna ve Meslek Ahlakına Etkisi [The Effect of School Principals Cultural Leadership Roles on Teachers Job Satisfaction and Professional Ethics]*. Ph. D. Thesis, Unpublished. Elazığ: Fırat University.
- Yılmaz A, Ceylan, ÇB 2011. İlköğretim okul yöneticilerinin liderlik davranış düzeyleri ile öğretmenlerin iş doyumunu ilişkisi [Relationship between primary school administrators' leadership behavior and job satisfaction of teachers], *Educational Administration: Theory and Practise*, (66), 277-394.
- Yörük S. Sağban Ş 2012. Okul müdürlerinin kültürel liderlik rollerinin öğretmenlerin örgütsel bağlılık düzeyine etkisi [The effects of school administrators' cultural leadership roles on organizational commitment level of teachers]. *Turkish Studies - International Periodical for the Languages, Literature and History of Turkish or Turkic* 7 (3). 2795-2813.