Effective School Leadership as a Predictor of School Culture

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Abstract

The research aims to examine the relationship between effective school leadership and school culture according to teacher perceptions. For this purpose, the research is designed with predictive correlational model. The sample of the study consists of 507 teachers identified by simple selected sampling methods. The research data were collected through "Effective School Leadership Scale" and "School Culture Scale". To determine perceptions of participating teachers' on effective school leadership and school culture for the purpose of the research, statistical analyzes such as arithmetic average and standard deviation were used. To determine the relationship between variables, Pearson Moments multiplication correlation coefficient analysis was used. The common variance of effective school leadership and school culture was determined using structural equation modeling. As a result of the research, a strong relationship between effective school leadership and success and support culture and a moderate relationship between the task culture was determined. It was also concluded that there was a very weak relationship between effective school leadership and bureaucratic culture. On the other hand, it was concluded that effective school leadership is a significant predictor of school culture. In this context, school administrators' leadership skills should be developed in order to create an effective school culture.

Keywords: Effective School Leadership, School Culture, Structural Equation Modeling.

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INTRODUCTION

Schools can be considered as social environments where individuals spend the majority of their lives and serve as a bridge between the past and the future of individuals and societies. Therefore, schools should be turned into living spaces for individuals both in terms of transferring the cultural heritage of the society to future generations and adapting to the changes in culture. Schools try to transfer the cultural heritage of the society from generation to generation and support the socialization of their stakeholders with the resulting organizational culture (Çelik, 2002). It can be said that effective schools have strong cultures and that school culture is an influential factor in students' success (Demirtaş, 2010; Yılmaz, 2010). Studies on effective schooling reveal that schools with a positive climate and strong school culture are more successful and that these schools create a learning environment that supports students' cognitive, affective, psychomotor, social, and aesthetic development (Helvacı, 2011). It can be said that the environment that occurs has an effect on the effectiveness of the students and therefore on the effectiveness of the school. Effective schools need to create a culture that values academic achievement, expects high performance, and prioritizes the formation of collaborative relationships (Balcı, 1993). Effective school culture supports education and training, and encourages individual learning and development (Balcı, 2007). In settings with strong school cultures, it is reasonable to anticipate that students will interact with one another and with their teachers, as well as with the community in which the school is located. Teachers' interactions with one another, parents, students, and managers are influenced by the culture of the school. (Rosenholtz, 1991). It is accepted that effective communication and cooperation are predominant, teamwork is at the forefront, the informal structure is stakeholder, and administrators and school stakeholders are in constant interaction in schools where effective school culture is in question (Terzi, 2005). At this point, it can be said that school administrators have a significant responsibility in the context of the formation of effective school culture. Effective school administrators must be able to establish an environment of effective communication and interaction between teachers, students, and the environment in which the school is located. Administrators' leadership behaviors are closely related to the creation, management, and replacement of culture. (Çelikten, 2003). The impact of leadership on the school should not be overlooked in the acceptance of schools as effective (Şahin, 2011). Effective leaders encourage social interaction to organize, organize, manage, and motivate the activities of others. The leader makes task-oriented efforts and employs effective strategies to achieve this goal; they must coordinate interpersonal skills (McCormick, 2001). One of the primary responsibilities of the school leader is to identify the focal point of the work being done and to gather the efforts of the school stakeholders at the common point. If the school leaders want to be successful, it can be said that they should determine what is necessary to achieve success and be to develop the school culture (Turan and Bektaş, 2013). School administrators should be able to share responsibility for shaping culture with the stakeholders of the school. Leaders do not only form the concrete and logical part of the school, but also are effective in the creation of the symbols, ideology, language, beliefs, ceremonies, and legends of the school (Akıncı, 1998).

Competencies such as modern management skills, leadership skills, and subordinate management, as well as effective and on-the-spot decision-making power, are increasingly sought after in today's school administrators (Bursalıoğlu, 2000). School administrators should be able to solve daily problems in the school while also being able to make effective and appropriate decisions in crisis situations and when unexpected problems arise (Day, Harris and Hadfield, 1999). Therefore, successful and effective leaders help shape the culture. (Özdemir, 2006). The role of school administrators is great in maintaining the created culture and changing and renewing it when necessary. There is a strong correlation between school effectiveness and effective school leadership (Dean, 2002). It is important to how the current culture is perceived in schools, how teachers perceive school culture, and what kind of culture they want (Çelik, 2002). In this context, it is critical to investigate the relationship between effective school leadership and school culture. So that, whether there is a relationship between effective school leadership and school culture, and whether effective school leadership is a variable that explains school culture, is considered a research problem in the current study.

The word effectiveness was defined by Barnard in 1930 as "the degree to which an organization achieves its objectives" (Barnard, 1948; cited in Duranay, 2005). Leadership, on the other hand, is the process of influencing and directing the people in a group by one or more people who have a strong impact (Ekvall and Rhyammar, 1998), is the process of overcoming obstacles, carrying out responsibilities, ensuring individual or group work, determining what needs to be done and how to be more effective (Yukl, 2002). Leadership is creativity and moral strength (Brown, 2007). Leaders must have the skills to define the goals and objectives of the organization, develop strategies, create plans around the goals set, control outputs, guide the organization, and motivate their stakeholders (Edwards, Ayers and Howard, 2003). It is the ability to rally a group of people around a set of goals and mobilize them to achieve those goals (Eren, 2009). An effective leader is someone who can motivate people in a group, create the necessary environment for organizational development, and assist the organization in reaching its goals (Kılıç, et al., 2011).

Culture is a concept derived from the Greek verb "colere", meaning to cultivate. (Özbudun, 2005). Hoy and Miskel (1996) defines culture as "shared orientations that provide unity and give a special identity". The concept of school culture is defined as a set of common ideas, assumptions, values and beliefs that give the school its identity and indicate the behaviors expected from school members (Erickson, 1987). School culture can be defined as all ideals, values, norms, beliefs, traditions, and other cultural symbols that help determine school quality. (Önal and Ekici, 2012). Without a written text, it can be expressed as rules that are known and applied among the stakeholders of the school (Eren, 2009). Basically, school culture can be thought of as the answer to the question "how do things work in this school?" (Tableman, 2004). Leaders create culture, which is then implemented in schools and developed (Dursun, 2019). There are important contributions of school administrators in the creation, maintenance and development of organizational culture (Demirkol and Savaş, 2012). In this context, school administrators' leadership behaviors can have an impact on the school's culture. The resulting culture affects teachers, students, other employees of the school and families (Demir and Durnalı, 2022). It can be said that a strong school culture is one of the main indicators of an effective school (Kafalı, 2022).

Both leadership and school culture have emerged as important issues in the literature in recent years, especially in the field of educational administration. In literatüre, paternalistic leadership (Özgenel and Dursun, 2020), instructional leadership (Şahin, 2011), servant leadership (Kahveci and Aypay, 2013; Yalçın and Karadağ, 2013), leadership styles (Boyraz, 2018; Dalgıç, 2015), charismatic leadership (Yüzer, 2019), leadership teacher (Çetin and Güven, 2015), spiritual leadership (Ankaralıoğlu, 2020; Karadağ, 2009), sustaining and transformative leadership (Şahin, 2004) it is seen that studies are carried out to examine the relationship between school culture and school culture. According to relevant research, school administrators play an important role in the formation of a strong school culture (Çelik, 2013). However, with the current study, it is expected to contribute to the literature in the context of both examining the relationship between effective school leadership and school culture and addressing the relationship between different leadership styles and school culture. On the other hand, it is thought that the results of the current study will inform school administrators and policy makers about the cultural structure in schools and give ideas in the context of creating new policies in this direction. At this point, it is expected to help strengthen the link between research and practice. In this context, the aim of the study is to reveal the relationship between effective school leadership and school culture according to teacher perceptions. For this purpose, the following research questions were sought:

- What is the level of effective school leadership of school administrators according to teacher perceptions?

- What are the perceptions of the school culture in the institutions where they work, according to the teacher?

- Is there a significant relationship between effective school leadership and school culture?

- Does effective school leadership significantly predict school culture?

METHOD

Research design

This study, which aims to examine the relationship between effective school leadership and school culture, is designed with the predictive correlational model. Predictive correlational research is work in which the existence, direction, and degree of relationship between two or more variables is discovered, or that explains how much the variables predict each other. (Büyüköztürk et al., 2008) In the study, it was designed as a predictive correlational research model because it was investigated whether effective school leadership (independent variable) predicted school culture (dependent variable).

Population and sample

The population of the study consists of 13.100 teachers working in Şahinbey district of Gaziantep province. The sample of the study consists of 507 teachers determined by simple random sampling method. Simple random sampling is sampling, in which participants are randomly selected and have an equal chance of participants being involved in the sampling (Ekiz, 2020). Pallant (2001) states that Kaiser-Meyer-Olkin (KMO) value of .90 or above is perfect for determining the sample size. In this study, KMO value was obtained as .97. In this respect, it can be said that the sample size of 507 people is sufficient. Demographic information of the teachers participating in the research is given in Table 1.

Table 1. Personal information of participating teachers

Variable	Category	f	%
Gender	Male	222	44
	Female	285	56
Age groups	Between 20-30	235	46
	Between 31-40	198	39
	Over 41 years	74	15
Level of education	Undergraduate	432	85
	Graduate	75	15
Professional seniority	Between 1-10	338	67
	Between 11-20	125	25
	Over 21 years	44	8
Working time at school	Between 1-5	357	70
	Between 6-10	125	25
	Over 11 years	25	5
Type of school	Primary school	125	25
	Secondary school	313	62
	High school	69	14
Teaching field	Pre-school teacher	15	3
	Primary school teacher	115	23
	Subject matter teacher	377	74
	Total	507	100

When Table 1 was examined, it was seen that the ratio of female (44%) teachers and male (56%) teachers was close to each other, and the number of teachers aged 20-30 (46%), that is, the number of teachers aged 41 and over (15%), where young teachers were concentrated, was less according to their age. Again, the number of teachers between 1-10 years (67%) in terms of professional seniority and 1-5 years (70%) of teachers in terms of working time in the same school is higher. On the other hand, it is seen that the number of t teachers working in secondary schools (62%) and branch teachers (74%) is intense.

Data collection tool and process

Data collection tool consisting of three parts, "Personal Information" "Effective School Leadership Scale" and "School Culture Scale" was used in the study's data collection process. The information in the Personal Information section is given under the heading of population and sample (Table 1). Information about the scales is given below.

Effective School Leadership Scale: The "Effective School Leadership Scale", developed by Ata (2015) and for which validity and reliability studies are carried out, consists of six dimensions and a total of 39 items graded as 7 points likerts: visionary leadership (VL=5 items), personal characteristics (PC=8 items), educational leadership (EL=8 items), understanding and developing learning and teaching processes (UDLTP=5 items), combining resources, planning and evaluating (CRPE=6 items), giving importance to cooperation, communication and teamwork (GICCT=7 items). In the related study, the Cronbach alpha reliability coefficient of the scale was determined as .99. In this study, the reliability coefficient of the scale was determined as .99. It can be said that the results of the reliability coefficient support each other. As a result of the confirmatory factor analysis performed to check the construct validity of the scale, the goodness of fit values χ^2/Df = 2.2, RMR= .004, RMSEA= .053, GFI= .98, AGFI= .96, CFI= .99, TLI= .99 were obtained at an excellent level.

School Culture Scale: The "School Culture Scale", which was developed by Terzi (2005) and whose validity and reliability studies were carried out, consists of four dimensions as support culture (6 items), success culture (8 items), bureaucratic culture (9 items), task culture (6 items) and a total of 29 items graded as 5-point likert. In the related study, the Cronbach alpha reliability coefficient of the scale was calculated as .84. In this study, the reliability coefficient was determined as .90. As a result of the confirmatory factor analysis performed to check the construct validity of the scale, the compliance goodness values were obtained at an acceptable level of χ^2/Df = 4.2, RMR = .016, RMSEA= .078, GFI= .98, AGFI= .91, CFI= .98, TLI= .94.

In the study, the data collection process was collected by face -to -face interviews with the participants. In order to increase the reliability of the research, participation is completely based on voluntary basis. It is stated that the data will not be shared with anyone except the researcher in order to get the correct answers and to respond to the participant. The data sometimes collected in single interviews and sometimes in groups, and the filling time of the form lasted between 10-15 minutes.

Data Analysis Process

The study's data was analyzed using the SPSS 22 and AMOS 20 package programs. To make the data suitable for the analysis, end value cleaning, coding the reverse items and the arithmetic average of the variables were examined to check the normal distribution of Skewness and Kurtosis values to control the normal distribution. Skewness values ranged from .09 to .71 and Kurtosis values ranged from .05 to .91. According to Tabachnick and Fidell (2013), skewness and Kurtosis can be assumed to show a normal distribution if they are located between -1.5 and +1.5. In this context, it was accepted that the data showed normal distribution in the current study and it was decided to use parametric tests. While analyzing the data, Cronbach alpha internal consistency coefficients were used to determine the reliability of the scales and confirmatory factor analysis was performed in the context of the construct validity of the scales. On the other hand, statistical analyses such as arithmetic mean and standard deviation were used to determine the perceptions of the participating teachers towards effective school leadership and school culture in line with the aim of the study. Perception levels to determine the perceptions of effective school leadership of the participants; 1.00-1.84 range "very low", 1.85-2.70 range "slightly low", 2.71-3.56 range "low". 3.57-4.42 range "Middle", 4.43-5.29 range "high", The range of 5.30-6.15 is "slightly high", The range of 6.16-7.00 was evaluated as "very high", Their perception of school culture is "never" in the range of 1.00-1.79, the range of 1.80-2.59 "rarely", the range of 2.60-3.39 "sometimes", the range 3.40-4.19 is "by the majority", the range 4.20-5.00 was evaluated as "always".

Pearson Moments Multiplication Correlation Coefficient analysis was used to determine the relationship between effective school leadership and school culture. Correlation value ranges Salkind (2010) is taken into account the classification. In this context, the range of 0.00-0.20 was evaluated as "no relationship or very weak", the range of 0.20-0.40 as "weak relationship", the range of 0.40-0.60 as "medium level relationship", the range of 0.60-0.80 as "strong relationship", and the range of 0.80-1.00 as "very strong relationship".

Structural equation modeling (SEM) was used to determine the common variance between effective school leadership and school culture. Some fit indices were used to decide whether the model designed in the structural equation model was supported by the data. Regarding the goodness criteria of the adjustment indices used in the structural equation model observed in the research and performed with implicit variables χ^2/Df that there is perfect fit when it is less than 2 for its value, acceptable when it is less than 5, It is perfectly acceptable if the RMR value is less than .05, there is acceptable fit between .06-.08, It is accepted If the RMSEA value is between .08 and .05, it is excellent, and if it is less than .05 (Schumacher and Lomax, 2010). At the same time, it is acceptable for the CFI value to be .95 and above, and .97 and above to be a perfect fit, and it is acceptable for the TLI fit index to be between .90 and .95, and for these values to be .95 and above is a perfect fit, GFI and AGFI values are acceptable at .85 and above and are a perfect fit at .90 and above (Byrne, 2013; Kline, 2011).

RESULTS

In this section, the findings of the analysis of the data are included in order to seek answers to the research questions determined in line with the purpose of the research. In this context, which are the first two problems of the research, the findings on effective school leadership and sub-dimensions and the level of school culture and sub-dimensionsaccording to teacher perceptions, are given in Table 2.

Table 2. Teachers' perception on effective school leadership and school culture

	N	X̄	SD	Skewness	Kurtosis
Task culture	507	3.74	0.63	-.40	.25
Bureaucratic culture	507	3.33	0.61	-.09	.11
Succes culture	507	3.58	0.70	-.29	.23
Support culture	507	3.51	0.74	-.36	.26
School culture	507	3.52	0.52	-.24	.91
VL	507	4.96	1.36	-.69	.05
PC	507	5.11	1.38	-.71	-.16
EL	507	4.90	1.37	-.57	-.22
CRPE	507	4.99	1.35	-.66	-.06
GICCT	507	5.02	1.35	-.67	-.11
UDLTP	507	4.94	1.36	-.57	-.22
Effective school leadership	507	4.99	1.33	-.66	-.11

When Table 2 was examined, it was seen that teachers' perceptions of task culture were mostly at (X̄=3.74) level, perceptions of achievement culture (X̄=3.58) were mostly at the level and support culture perceptions (X̄=3.51) were mostly at the level, and on the other hand, their perceptions of bureaucratic culture (X̄=3.33) were sometimes at the level. Accordingly, it can be said that the teachers participating in the research perceive the task culture, success culture and support culture at a higher level than the bureaucratic culture. When teachers' perceptions of effective school leadership were examined, it was determined that they had a high level of perception of visionary leadership (X̄=4.96), personal characteristics (X̄=5.11), educational leadership (X̄=4.90), planning and evaluation of combining resources (X̄=4.99), emphasis on collaboration, communication and teamwork (X̄=5.02), understanding and improving learning and teaching processes (X̄= 4.94) and effective school leadership in general (X̄=4.99).

The findings of the Pearson Moments Multiplication Correlation coefficient analyses for whether there is a significant relationship between effective school leadership and school culture and sub-dimensions according to teacher perceptions are given in Table 3.

Table 3. Correlation analysis of the relationship between effective school leadership and school culture

	VL	PC	EL	CRPE	GICCT	UDLTP	Effective school leadership
Task culture	.54[**]	.52[**]	.54[**]	.54[**]	.53[**]	.54[**]	.55[**]
Bureaucratic culture	.16[**]	.10[*]	.18[**]	.16[**]	.14[**]	.13[**]	.15[**]
Success culture	.61[**]	.63[**]	.61[**]	.61[**]	.61[**]	.60[**]	.63[**]
Support culture	.60[**]	.62[**]	.63[**]	.61[**]	.61[**]	.59[**]	.63[**]
School culture	.60[**]	.59[**]	.62[**]	.60[**]	.59[**]	.58[**]	**.61**[**]

*$p< 0.05$; **$p< 0.01$

As a result of the Pearson Moments Multiplication Correlation coefficient analyzes conducted to determine the relationship between effective school leadership and school culture, the sub-dimensions of school culture and effective school leadership, there is a strong positive, significant relationship between visionary leadership (r=.60), personal characteristics (r=.59), educational leadership (r=.62), combining resources, planning and evaluation (r=.60), emphasis on collaboration, communication and teamwork (r=.59), learning and understanding and improving teaching processes (r=.58). A positive, meaningful and moderate relationship between effective school leadership and task culture (r=.55), which are sub-dimensions of school culture, a positive, meaningful and strong relationship between the culture of success (r=.63) and the culture of support (r=.64) and it was found that there was no relationship between it and bureaucratic culture (r=.15) or that there was a very weak relationship. On the other hand, according to teacher perceptions, a positive, meaningful and strong relationship (r=.62) was found betw een effective school leadership and general perception of school culture.

In line with another sub-problem of the study, the model on whether effective school leadership predicts school culture according to teacher perceptions and the findings on non-standardized path coefficients regarding whether this model is supported by data are given in Figure 1.
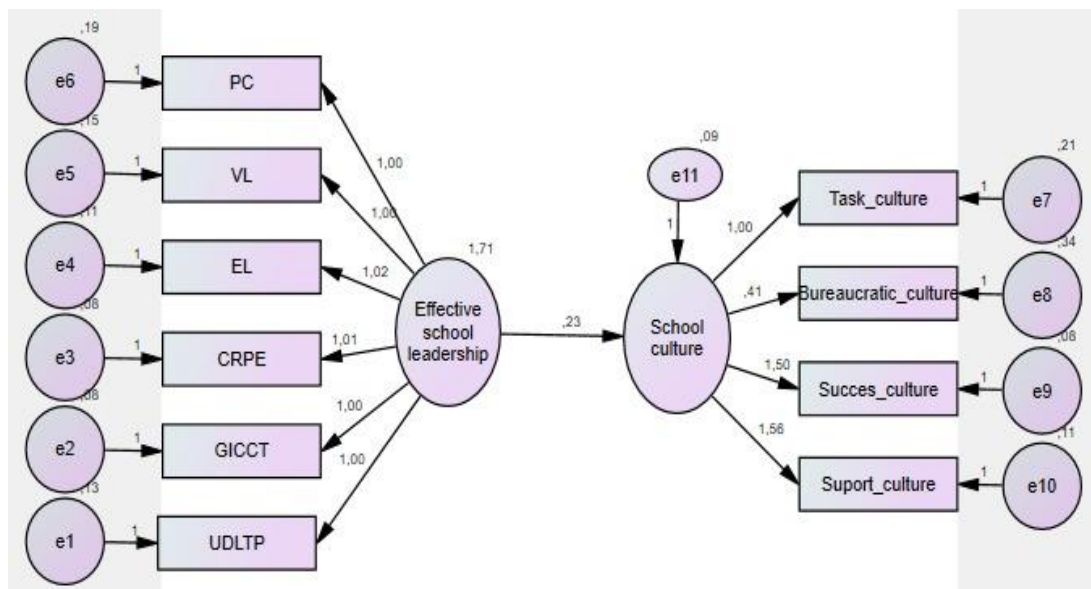

Figure 1. A model for the relationship between effective school leadership and school culture

When Figure 1 is examined, it is seen that effective school leadership positively predicted the school culture according to the perceptions of the teacher (β =.23; p <0.001). It was found that the values of fit of compliance belonging to the model tested on the estimation of effective school leadership to school culture χ^2/Df = 3.6 (acceptable), RMR= .027, RMSEA= .073 (acceptable), GFI= .97, AGFI= .92, CFI= .98, TLI= .95 were at an excellent levelIn this context, it can be said that the model for the predicate of the school culture of effective school leadership can be accepted. The values of the standardized path coefficients related to the obtained model are given in Table 4 of the findings regarding the ratio of effective school leadership to explain school culture according to these values.

Tablo 4. Standardized path coefficients of the relationship between variables

Variables		Coefficients
Effective school leadership	School culture	0,70
Effective school leadership	Support culture	0,63
Effective school leadership	Success culture	0,64
Effective school leadership	Bureaucratic culture	0,19
Effective school leadership	Task culture	0,47

When Table 4 is examined, it is seen that effective school leadership explains success culture by 40% (R^2= .40), support culture by 39% (R^2= .39), task culture by 22% (R^2= .22), and bureaucratic culture by 3% (R^2= .03). When the overall situation was examined, it was found that the common variance between effective school leadership and school culture was 49% (R^2 = .49).

DISCUSSION AND CONCLUSION

The purpose of this study is to investigate the relationship between effective school leadership and school culture as perceived by teachers. To that end, it was first attempted to uncover teachers' perceptions of effective school leadership and task culture, success culture, bureaucratic culture, and support culture. As a result of the research, although teachers' perceptions of task culture, success culture, bureaucratic culture and support culture are similar to each other, the task culture in schools is partially at a high level, compared to other dimensions, it was seen that they perceived bureaucratic culture at a relatively low level. Accordingly, it can be said that the primary purpose of the schools is to do the work determined in the program and the aims of the school, student success is the main goal and at this point it is better than other schools. The fact that the program is trained, the phenomenon of competition with other schools, and the fact that the understanding of education is exam-oriented can all explain why the understanding of task is higher. Terzi's (2005) study in primary schools found that teachers perceive task-oriented culture at a higher level in the institutions where they work, which is similar to the findings of the research. Again, in the studies conducted by Işık (2017) and Sezgin (2010) with teachers, it was concluded that teachers perceived the highest level of task-oriented culture and the lowest level of bureaucratic culture in parallel with the findings of the current research. Even if teachers perceive bureaucratic culture such as hierarchy, rules, strict supervision, authority, formal relations at a relatively high level, their perception of a lower level compared to the culture of support, task and success may be related to the differences in the understanding of leadership exhibited in the school and the sample in which the data are collected. In addition, the fact that the bureaucratic culture is lower than the culture of task, support and success can be expressed as a promising situation where the bureaucratic structure is partially low and a prescriptive management is perceived at a low level.

It was concluded that teachers perceived the leadership skills of school administrators at a high level in the context of visionary leadership, personal characteristics, educational leadership, combining resources, planning and evaluation, giving importance to cooperation, communication and teamwork, understanding and developing learning and teaching processes. It was concluded that the dimensions of effective school leadership with personal characteristics, cooperation, communication and emphasis on teamwork were perceived at a high level and the educational leadership dimension was perceived at a slightly lower level compared to other skills. Accordingly, it can be said that the leadership qualities of school administrators such as being patient, kind, humble, loving, entrepreneurial have characteristics, being fair and dedicating themselves to work, communicating

effectively, giving importance to teamwork and being open to cooperation are more preliminary. This situation can also be seen as the reason for the lower perception of bureaucratic culture in existing schools. On the other hand, although the educational leadership skills of school administrators such as coordinating programs, making class visits and handling the program on a scientific basis are still at a high level, it can be said that they are perceived as lower than other dimensions. This situation can also be seen as the reason for the higher perception of task culture in existing schools. In the related study, where the current research results are similar to the study conducted by Ata (2015), it is seen that the dimensions of effective school leadership with personal characteristics, cooperation, communication and teamwork are perceived at a higher level and the perceptions of educational leadership are perceived at a lower level than other dimensions.

The study sought to determine whether there was a significant relationship between effective school leadership and school culture. It was concluded that there is a strong relationship between effective school leadership and a culture of success and support, a middle relationship between the culture of task, and a very weak relationship between the bureaucratic culture in this context. Accordingly, as effective school leadership behaviors increase, it can be said that the culture of support and success in the school will increase strongly and the culture of task will increase moderately. Another important conclusion of the research is that there is no significant relationship between effective school leadership and bureaucratic culture. In other words, as effective school leadership behaviors increase in schools, it can be said that the culture of success, support and task will increase to a certain extent, but there will be no change in bureaucratic culture. According to this result, it can be said that effective school leadership is an important factor in shaping school culture. Yalçınkaya-Akyüz (2002) states that the effectiveness of leaders is effective and responsible in the context of the formation of a strong school culture and that strong cultures are the criterion of effective leadership. According to Küçükaslan (2022), school administrators should develop school culture as a leader, and the formation of culture in the school is the responsibility of the school administrator as a leader.

Finally, in the context of the research's goal, it was investigated whether effective school leadership is a predictive variable in school culture based on teacher perceptions, and if so, how powerful this predictive power is. As a result of the analyzes carried out in this context, it was concluded that effective school leadership is a significant predictor of school culture. Effective school leadership was found to be a factor that explains school culture (49%). Accordingly, it can be said that the leadership skills of school administrators such as visionary leadership, personal characteristics, educational leadership, combining resources, planning and evaluation, emphasis on cooperation, communication and teamwork, understanding and improving learning and teaching processes are variables that explain school culture. In the study, it was seen that effective school leadership explained the culture of success, support and task in order of importance, but it was the factor that explained the bureaucratic culture, albeit at a very low level. Çelikten (2003) emphasizes that the shaping of school culture can be achieved through effective leadership. As a result, school administrators' personal characteristics, human relations, creating a positive climate in school, continuous and positive interaction with students, teachers, and other stakeholders, and the effort to use the institution's resources effectively and efficiently are effective in the formation of an effective school culture. On the other hand, it can be said that effective school leadership does not have an effect on the bureaucratic understanding dominated by the management approach based on the subordinate-superior relationship, non-participatory, effective rules. Nichols (2007) states that school leaders need to move away from the hierarchical understanding of structure, focus on school development and transformation, and create learning organizations.

Limitations and Recommendations

The research's limitation can be expressed as a lack of in-depth information about the underlying cause of this situation as a result of data collection via scales and quantitative consideration of the data only in the context of the level of teachers' perceptions. When the conclusion that there is a very low level between bureaucratic culture and effective leadership in the research is considered, it

can be said that strengthening the relations between individuals, giving more space to informal practices, and including practices to increase communication, interaction and cooperation between stakeholders will positively affect the school climate. As a leader, it can be said that in order for school administrators to develop a school culture in a positive way, they should use school resources effectively and fairly, develop an environment of trust, and include practices for horizontal organization, self-control and internalization of rules instead of hierarchy, strict supervision and authoritarian rules. Finally, schools, like any other field, are becoming institutions of rapid change and transformation. In this context, it can be said that the leadership skills of school administrators should be increased in order to develop an effective school culture.

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