

Inspection of School Managers' Carrying Out Cultural Leadership Roles

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Abstract: This research aims to determine the degree of the school managers' carrying out cultural leadership roles. It is a descriptive research. Data were obtained during 2016-2017 academic year from 586 school managers working in public primary schools, middle schools and high schools in the central districts of Mersin Province. Quantitative methods were employed in the study. "The Scale of School Managers' Cultural Leadership Roles" were used in data collection process. In data analysis; the non-parametric tests were used. According to the research results; the school managers perceived that they carry out their cultural leadership roles at a high level. There is a significant difference in the degree of the school managers' carrying out cultural leadership roles according to the variables of gender, education level and branch.

Keywords: School Managers, Cultural Leadership, Cultural Leadership Roles.

INTRODUCTION

Culture is one of the most important concepts in 21st century. Culture is composed of a nation's economy, law, history, moral values, language, intellectual and aesthetic knowledge, products, dresses, food and artefacts [1]. Culture, which is harmonious collection of a nation's physical entities and spiritual and sentimental values, influences all of the dimensions of life including societal life, business life and social life. In other words, culture and developments related to culture crucially affect all of the systems [2].

States and nations are great systems, which are composed of subsystems. Education is one of the basic systems that shape a state's today and future. That fact that these systems function efficiently and perfectly has a vital impact on a countries and nation's welfare and development [3].

The systems which have a vital role on a nation's continuing its existence and which raise human resources needed by a country are education systems [4]. The main component of educations systems are schools [5]. According to System Theory, schools are open social systems that take inputs such as students, equipments, technology, workforce and money and provide the environment with the outputs such as products (educated students) and services [6]. The schools expose the students they take as inputs to enculturation process, enable them acquire the culture of the society in which they exist, shape them according to the society's expectations, raise the type of human that is wanted by the society, thus enable cultural union and societal peace [7, 8].

The schools which have important duties and missions related to cultural transmission own informal organizational qualities in addition to formal organizational structures [9]. Each school possess distinctive and specific beliefs, assumptions, and values, norms, meaning patterns, customs, traditions, ceremonies and stories. In other words, each school has a unique organizational culture [10, 11]. The researches in the literature have determined that there is a significant relationship between organizational culture and schools' efficiency. The degree that the school having strong organizational culture carry out their aims and become efficient and effective is higher than that of the school having weak organizational culture [12, 13]. In the schools with strong organizational cultures, the staff including all of the workers has higher job satisfaction, organizational commitment and healthier organizational qualities [14]. While the conflicts are at the lowest level, cooperation, adaptation and organizational support are at the highest level and open and constructive communication exists at these schools [15, 16]. Cultural synergy and team work, aim and human centered approach, parent satisfaction are the principal and prominent qualities of the schools with strong school culture. The schools possessing strong organizational culture efficiently and effectively use the manpower resources, money, students which are provided as inputs and don't cause waste of resources [17]. The school managers are important determinants causing whether the organizational culture is strong or weak.

The school managers should play the roles of cultural leadership in order to manage the organizational culture efficiently and effectively. Cultural leadership is the process in which the workers (teachers and other staff) are directed to act and perform according to the aims of the organization by means of common thought, beliefs, symbols, customs and traditions which form the school culture [18, 19]. While the school managers as cultural leaders protect the qualities of the school culture which are functional and enable the aims to be reached, they change the qualities which are dysfunctional and which prevent the aims from being achieved [20]. The school managers as cultural leaders unite all of the school personnel, students and parents around an inspirational vision to create a successful school; strengthen effective cooperation and trust among the staff, develop school culture academically and institutionally by changing the schools' values and norms and forming new symbols, customs and ceremonies [21]. Moreover, the school managers, who are cultural leaders, enable their personnel and the organization to be ready for the situational conditions and fast changes by forming a strong, flexible learning organization. Additionally, they adapt the school culture to the society's culture, environment and legal process. Furthermore, there are roles, which are related to each other and which the school managers should play while carrying out cultural leadership. While the school managers are recognizing the school culture and introducing it verbally by means of "their interpreter role", they emphasize the importance and necessity of school culture by means of "their behavioural model role". Additionally, the school managers strengthen the values and norms and integrate them to the environment and society by means of "their formal role" [22, 23].

Cultural leadership, which is very important for school organization, is stated as one of the duties of school managers in the legislation and laws and it functions as a standard and criterion in the process of supervision and evaluation of the school managers and the schools. For example, in the Regulation of Ministry of National Education Secondary Education Institutions, the school managers' duties related to cultural leadership are emphasized with these sentences [24]: "The school managers; lead the teachers, students, parents and school environment in education and teaching, do activities and work to increase school efficiency and productivity, form team spirit, integrate the school with the environment and society, develop institutional culture". Similar to the statements above, in The Institutional Standart System, which is used to supervise and evaluate the schools of Ministry of National Education, the statements related to the cultural leadership of school administration are emphasized with these sentences [25]. "The school administrations have to form a positive organizational

environment to support the children's and teachers motivation. "Based on the development of the work culture in school and values system, the school based professional development includes the realization of the aims related to the fact that the school integrates with the environment and environment resource and facilities are used for the solution of the school problems". Furthermore, the evaluation criterion related to "The Motivation-Enhancing Activities Related to Children, Parents and School Personnel", which is one of The Institutional Standards of Ministry of National Education and which is stated below, is related to the school managers' cultural leadership roles [26]. "There are social activities (such as competitions, entertainment activities, school trips and kermis)". When the legislation and standards above are considered, the school managers' cultural leadership are understood to be one of the concepts, which The Ministry of National Education place importance on to develop institutional culture, increase school efficiency, integrate school with the environment and to motivate students, parents and all of the personnel.

In 21th century, which we step from information age to culture age, the schools need school managers who carry out their cultural leadership roles at the best level to gain competitive advantages. The changes are needed for school managers and school organizations that still continue using traditional management styles. Even in the 21. century, in which changes and developments related to every aspect of life occur very fast and the information about an issue changes within 24 hours, the existence of the schools organizations, which are just managed by formal rules and in which the relationships between staff and the school managers are just organized hierarchically attract a great deal of attention [27]. In the researches done previously, it was determined that the school managers couldn't carry out their cultural leadership roles at a sufficient level [29, 30, 31]. Thus, the school managers' cultural leadership roles are considered as an original and important concept to do research in relation to the school managers in the field of educational administration. This research aims to determine the degree of the school managers' carrying out cultural leadership roles. To reach this aim, it is aimed to find answers to the research questions below.

- 1-What is the degree of the school managers' carrying out cultural leadership roles?
- 2-Is there a significant difference among school managers' perceptions about their carrying out cultural leadership roles in terms of the variable of gender?
- 3-Is there a significant difference among school managers' perceptions about their carrying out cultural leadership roles in terms of the variable of education level?

4- Is there a significant difference among school managers' perceptions about their carrying out cultural leadership roles in terms of the variable of branch?

MATERIAL AND METHOD

It is aimed to determine whether there is a significant difference among the school managers' perceptions about the degree of their carrying out cultural leadership roles. As the research aims to determine the existing situation as it is, it is a descriptive research. Hence, a general scanning model is used in the research. The different groups are compared in terms of the variables indicated above. Thus, this research is also a relational research.

Population and Sample

The target population of the study includes the school managers working in the high schools, middle schools and primary schools in the central districts of Mersin Province in 2016-2017 academic years. There are 1011 school managers in the target population. As it isn't possible to reach all of the school managers, a sample is chosen from the population. Accordingly, simple random technique is used and 586 school managers are determined as the sample.

The Research Instrument

One scale has been used for collecting data. To collect the data related to the perceptions of high school

managers about the degree of their carrying out cultural leadership roles, the scale which is developed by Yıldırım [21] was used in this study. The name of this scale is Cultural Capital Scale. The scale is a Likert-type scale and its items are rated on 5 point scale which ranges from Definitely Disagree (1) to Definitely Agree (5). The validity and reliability analysis of the scale was done by Yıldırım [10] and Sağban [43]. According to their analysis, Cronbach alpha for the scale was 0.90. KMO Value of the scale was found to be .96 and Bartlett's Test was found to be statistically significant ($p < .01$). The factor loads of the factors in the scale ranged from .46 and .80.

Data Analysis

Statistical Package for the Social Sciences (SPSS) version 17.0 was used to analyse the data. Before starting to analyse the data, data were analysed in terms of marginal values, missing value, normality and multicollinearity. In other words, the assumptions of the analyses were tested. According to Kolmogorov-Smirnov Test, it was determined that the data didn't have a normal distribution. Mean values and standard deviation were computed to determine school managers' perceptions about the degree of their carrying out cultural leadership roles. In the evaluation of the arithmetic means of the responses which the participants gave to the research questions, the criteria below were used.

Table-1: The Table for the Evaluation of Cultural Capital Scale (Avci, 2015)

Options	Point Intervals	Scale Evaluation
1 I Definitely Disagree	1.00-1.80	Insufficient
2 I Agree Partially	1.81-2.60	Low Level
3 I Agree	2.61-3.40	Middle Level
4 I Agree Considerably	3.41-4.20	High Level
5 I Agree Totally	4.21-5.00	Very High Level

However, as the data didn't have a normal distribution, nonparametric test were used in the research. Mann-Whitney U Test was used to determine whether there was a significant difference among the managers' perceptions in terms of the variableS of gender and education level. Kruskal-Wallis Test was used to determine whether there was a significant difference among the managers' perceptions in terms of the variable of branch. When the significant difference was determined according to Kruskal-Wallis Test, Mann-Whitney U Test was used to determine which groups differed and clarify which groups among the sample in specific had significant differences.

RESULTS

When the school managers' perceptions are considered and the average score (total mean) of the means of the school managers' perceptions about the degree of their carrying out cultural leadership roles is calculated, it is found out that the school managers perceive that they carry out their cultural leadership roles at a high level ($\bar{X} = 3,66$). The average score of the means of the school managers are a little bit over "the middle level" and quite below "very high level". In other words, the school managers perceive that they don't carry out their cultural leadership roles totally adequately. The table related to this finding is shown below.

Table-2: The total mean of the means of the school managers' perceptions about the degree of their carrying out cultural leadership roles and standart deviation

	School Managers		
	N	\bar{X}	SD
Total Mean	586	3,66	1,06

The results of Mann-Whitney U Test, which is performed to determine whether there is a significant difference among the school managers' perceptions

about the degree at which they carry out their cultural leadership roles in terms of variable of gender are shown in Table 3.

Table-3: The Results of Mann-Whitney U Test in Terms of the Variable of Gender

	Mann-Whitney U	Wilcoxon W	Z	p
	12202,500	19952,500	-9,832	,000
	Gender	N	Mean Ranks	Sum of Ranks
Cultural Leadership Roles	Men	462	329,09	152038,50
	Women	124	160,91	19952,50
	Total	586		
p<0.05				

In Table 3, it is seen that there is a significant difference among the perceptions of the school managers about the degree at which they carry out their cultural leadership roles in terms of the variable gender (p<0.05). The mean ranks shows which group school managers differ and clarify which groups of school managers among the sample in specific have significant differences. When these mean ranks are compared, it is seen that male school managers have higher mean ranks than female school managers and male school managers carry out their cultural leadership roles at a higher level

than female school managers. Therefore, it can be said that male school managers are more proficient at carrying out their cultural leadership roles than female managers.

The results of Mann-Whitney U Test, which is performed to determine whether there is a significant difference among the school managers' perceptions about the degree at which they carry out their cultural leadership roles in terms of variable of education level are shown in Table 4.

Table-4: The Results of Mann-Whitney U Test in Terms of the Variable of Education Level

	Mann-Whitney U	Wilcoxon W	Z	p
	25215,000	85941,000	-8,055	,000
	Education Level	N	Mean Ranks	Sum of Ranks
Cultural Leadership Roles	Bachelor's Degree	348	246,96	85941,00
	Master's Degree	238	361,55	86050,00
	Total	586		
p<0.05				

In Table 4, it is seen that there is a significant difference among the perceptions of the school managers about the degree at which they carry out their cultural leadership roles in terms of the variable of education level (p<0.05). The mean ranks shows which group school managers differ and clarify which groups of school managers among the sample in specific have significant differences. When these mean ranks are compared, it is seen that the school managers who have master's degree have higher mean ranks than school managers who have bachelor's degree and school

managers who have master's degree carry out their cultural leadership roles at a higher level than school managers who have bachelor's degree. Therefore, it can be said that school managers who have master's degree are more proficient at carrying out their cultural leadership roles than school managers who have bachelor's degree. Moreover, it can be said that the more the school managers' education level increases the more the degree of their carrying out cultural leadership roles increases.

The results of Kruskal-Wallis Test, which is performed to determine whether there is a significant difference among the school managers' perceptions

about the degree at which they carry out their cultural leadership roles in terms of variable of branch are shown in Table 5.

Tablo-4: The Results of Kruskal-Wallis Test Test in Terms of the Variable of Branch

	Chi-square	Df		p.
	110,488		2	,000
	Branch	N	Mean Ranks	Difference (MWU Testi)
Cultural Leadership Roles	A- Social Sciences	315	325,61	A-B, B-C
	B-Physical Sciences	121	150,13	
	C-Special Talent	150	341,72	
	Total	586		
p<0.05				

In Table 4, it is seen that there is a significant difference among the perceptions of the school managers about the degree at which they carry out their cultural leadership roles in terms of the variable of branch ($p < 0.05$). When the mean ranks are compared, it is seen that the school principals whose branches are in social sciences carry out their cultural leadership roles at a higher and more proficient level than the school principals whose branches are in the physical sciences and special talent. Moreover, it is seen that principals whose branches are in special talent carry out their cultural leadership roles at a higher and more proficient level than the school principals whose branches are in the physical sciences. The results of Mann Whitney U Test establish that the groups of the school managers whose branches are in social sciences and special talent differ and have significant differences. In other words, groups of the school managers whose branches are in social sciences and special talent cause the source of significant difference. Consequently, it can be said that the school managers whose branches are in social sciences and special talent carry out their cultural leadership roles at a significantly higher and more proficient level than the school managers whose branches are in physical sciences. The situation can result from the fact that the branches of special talent and social sciences are more related to human relations, human psychology, and leadership, and sociology, social and cultural activities.

CONCLUSION AND DISCUSSION

In this study, it is found out that the school managers perceive that they carry out their cultural leadership roles at a high level. However, as the average score of the means of the school managers are a little bit over "the middle level" and quite below "very high level", the school managers perceive that they don't carry out their cultural leadership roles at a totally adequate level. This finding of the research is similar to the findings of the research done by [32]. According to Çek's research findings, the teachers' perceptions about the level at which school principals perform cultural

leadership behaviours are at "I agree" (high) level and they perceive that the school principals are proficient in terms of cultural leadership behaviours although they think that the school principals aren't totally proficient and the degree of their performing cultural leadership behaviours aren't at a very high level. Moreover, according to the research done by [32], it is found out that elementary school managers think that they carry out their cultural leadership roles at a high level.

According to the findings, there is a significant difference among the perceptions of the school managers about the degree at which they carry out their cultural leadership roles in terms of the variable of gender and male school managers carry out their cultural leadership roles at a higher level than female school managers. Therefore, it can be said that male school managers are more proficient at carrying out their cultural leadership roles than female managers. This finding is similar to the findings of the research performed by [33, 34]. Finds out that there is a significant difference among the perceptions of the participants about the degree at which they carry out their cultural leadership roles in terms of the variable of gender; the male participants perceive that school managers carry out cultural leadership roles at a higher and more proficient level than female participants. The fact that the female school managers are exposed to mobbing while doing their jobs, encounter glass ceiling that prevents them from being successful and the fact that the school cultures aren't formed in a way in which women can be successful can cause the female school managers to carry out cultural leadership roles at a less proficient level [35].

According to the findings, there is a significant difference among the perceptions of the school managers about the degree at which they carry out their cultural leadership roles in terms of the variable of education level. It is found out that school managers who have master's degree carry out their cultural leadership roles at a higher level than school managers

who have bachelor's degree. Therefore, it can be said that school managers who have master's degree are more proficient at carrying out their cultural leadership roles than school managers who have bachelor's degree. Moreover, it can be said that the more the school managers' education level increases, the more the degree of their carrying out cultural leadership roles increases. This finding is similar to the findings of the research performed by Uygur [36, 37]. finds out that the elementary school managers who have master's degree are more successful than elementary school managers who have bachelor's degree in terms of the degree of carrying out cultural leadership roles.

According to the findings, there is a significant difference among the perceptions of the school managers about the degree at which they carry out their cultural leadership roles in terms of the variable of branch. It is found out that school managers whose branches are in social sciences and special talent carry out their cultural leadership roles at a significantly higher and more proficient level than the school managers whose branches are in physical sciences. The situation can result from the fact that the branches of special talent and social sciences are more related to human relations, human psychology, and leadership, and sociology, social and cultural activities. This finding is similar to the findings of the research performed by [38, 39]. Finds out the teachers whose branches are in social sciences perceive that the school principals carry out cultural leadership roles at a higher level than the teachers whose branches are physical sciences and other branches.

Based on the results of the research, it can be said that school managers don't carry out the cultural leadership roles at very high level, which is an expected level. Considering this finding, the factors preventing school managers from carrying out cultural leadership roles at higher level should be determined and eliminated. The school managers should be encouraged to have master's degree and those who have master's degree and PhD. should be rewarded. The barriers causing female school managers to encounter glass ceiling should be eliminated. The school managers should be provided in-service training about the cultural leadership roles.

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