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# The Impact of School Principals on Teachers' Organizational Culture Perceptions and Organizational Citizenship Behaviors

Recep CIFTGUL<sup>1</sup>, Ayse Canan CETINKANAT<sup>2</sup>

## Abstract

The aim of this research is to detect whether the participatory, supportive and guiding leadership styles of primary school principals have effect upon their organizational culture and organizational citizenship behaviour. Survey method is used in the research. The research population is composed of 1219 primary school teachers under the Ministry of National Education of TRNC, while the sample is composed of 448 teachers selected from different provinces. "Scale of leadership styles" is used to maintain leadership styles and for the leader culture level in schools. Data for the level of organizational citizenship behavior evaluated by teachers is gathered through the "scale of organizational citizenship behavior". In analyzing data, arithmetic mean and standard deviation values were used as identifying statistics, regression analysis was used as well and the research data was analyzed using the SPSS program. As a result of the analysis, it was determined that school principals used more participatory and supportive leadership styles in turn. All three leadership styles are found effective on teachers' organizational culture perceptions as significant predictors on the other hand organizational citizenship behaviors only predict participatory and supportive leadership styles.

*Keywords:* participating leadership, supportive leadership, router leadership, leadership styles, organizational culture, organizational civic behavior.

## Introduction

Leadership is a concept that has always existed in human history and will continue to exist in the future (Özkan, 2016). Leadership carries different qualities in different environments and conditions. Various group formations provide different perceptions of leadership (Erçetin, 2000). For Robbins and Judge

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(2013) leadership is the ability to influence group members for achieving their goals. According to other scholars as well, leadership is the process in which the individual influences other group members in order to achieve defined success or organizational purposes (Lunenburg & Ornstein, 2013; Güçlü & Koşar, 2018).

When the management literature is examined, it is seen that the concept of leadership is mostly associated with the concept of organizational culture. One of the most important tasks of leadership is that it plays a decisive role in creating, maintaining and developing the culture in an organization. Schein (1992) in the process of forming the organizational culture, mentions the leader as the main guide, especially in solving the external compliance problems of the organization and ensuring internal integration. Schools have their own unique culture, just like other organizations. The culture of the organization in enterprises can be similar in educational school culture (Firat, 2007). A structure consisting of dominant and shared values, stories, beliefs, slogans within the organization, which is reflected in symbolic meanings to employees (Waterman & Peters, 1982). According to Robbins & Judge (2013) the culture of the organization is the system of meaning and believers that distinguish an organization from other organizations. This concept, which has different definitions, is the point of unification of common beliefs, values and norms (Şişman, 2002). With these characteristics, the culture of the organization “is a control mechanism that shapes the attitudes and behaviors of employees” (Robbins & Judge, 2013). Since the impact of organizational culture on employee performance has been one of the most popular topics in the literature of management and organizational behavior.

Organizational citizenship behavior is one of the most needed and desired employee behavior by successful and effective organizations (Bateman & Organ, 1983; Graham, 1991) This behavior first drew attention to the extra role behavior of Katz (1964), one of the 3 articles required for the continuity of organizations. (Bateman & Organ, 1983; Organ, 1988) named by (Somech & Drach-Zahavy, 2004). Organ (1988) describes organizational civic behavior as “voluntary individual behavior” (Organ, 1988), which helps the organization to perform its functions efficiently as a whole, regardless of the formal reward system.

The same is the case for schools that are seen as social and open systems. The quality of schools will increase as teachers’ extra role behaviour increases (DiPaola & Tschannen-Moran, 2001). In schools with formal characteristics as well as more informal characteristics, the impact of teachers’ organizational citizenship levels is great in obtaining outputs such as efficiency and student pressure (Sezgin, 2005). Combining leading behavior spurs participation in decisions and common values, school culture positively affects teachers’ organizational citizenship behaviors (Sezgin, 2005).

School principals are expected to lead the audience in the understanding of contemporary education management, while the performance of the followers is associated with the leadership styles that school principals have displayed (Kaya, 1999; Şişman, 2004). The principal has a prominent role when it comes to creating a

collaborative working culture together with teachers and students. (Petersen, 2014) School principals, seen as educational leaders, and leading member relationships with teachers are effective in attitudes and behaviors towards teachers, both school and their professions and can determine the level of organizational citizenship behaviors (Avci, 2015).

In recent years, when the leadership literature, organizational culture literature and organizational citizenship literature are examined for organizational success, it is seen that researchers have focused on performance determinants such as job satisfaction, organizational commitment and organizational trust levels. (Alanoğlu & Demirtaş, 2019; Gürbüz *et al.*, 2016; Savaş, Angay & Alp, 2015; Musringudin, Akbar & Karnati, 2017; Sezgin, 2010; Tanriögen & Çoban, 2019; Çelik, 2018; Taner, Turhan, Helvacı & Koprulu, 2015; Özdem & Sezer, 2019 ). In short, although the issues of leadership, organizational culture and organizational citizenship have been associated with other performance determinants separately, the scarcity of studies on the predictive relationships of different leadership styles on organizational culture and organizational citizenship behaviors draw attention. In the light of all this information, the effects of participatory, supportive and directive leadership styles of primary school principals, which were determined as independent variables, on teachers' perceptions of organizational culture and organizational citizenship behavior were examined.

### *Purpose of Research*

The aim of this study is to reveal whether the participatory supportive and directive leadership styles of primary school principals predict teachers' perceptions of organizational culture and their pragmatic citizenship behaviors. The aim of the study was to find answers to the following questions.

- 1) Do school principals 'Participatory Supportive and Directive leadership styles predict teachers' perceptions of organizational culture?
- 2) Do school principals 'Supportive and Directive Leadership associations predict teachers' organizational citizenship behaviors?

## **Methodology**

### *Research model*

This study examines the relationships between school principals 'leadership styles, organizational culture and teachers' organizational citizenship behaviors according to the perceptions of teachers working in primary education institutions. Therefore, the research is a descriptive research in a relational design. According to Ekiz (2009), survey is accepted as a method of predictive research.

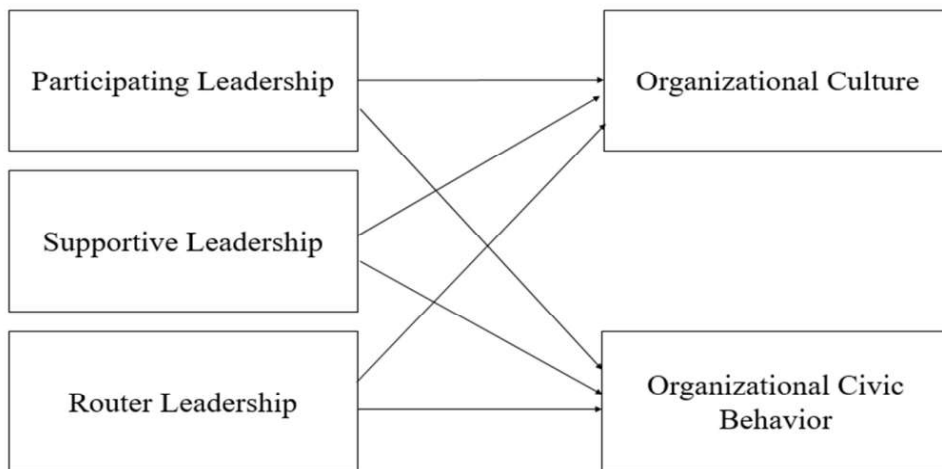


Figure 1. Research model

### Population and the sample

The population of the research is 1219 teachers who work in public primary schools in TRNC, serving in the 2018-2019 academic year. Taking into account the effect of social and cultural aspects on teacher perceptions, data was collected from 467 teachers by stratified sampling method, including lefke, Guzelyurt, Kyrenia, Nicosia, Magosa, Iskele as the strata. 19 people did not provide feedback for the research. In total, 448 participants were included in the study.

### Sample size

The number of samples from the research must represent the population. Number of samples within the research is calculated with the formula below:

$$N = \frac{Nt^2p.q}{d^2(N-1) + t^2p.q}$$

N= Population number

t=Certain degrees of freedom and detected error theoretical value found in the table at level t

p=p value

q= q value, frequency of absence of the event to be examined (1-p)

d= + Deviation to be made according to the frequency of the incident symbolized

Accordingly, 291 of the 1170 teachers who make up the population of the research, composed the sample. In addition, the sample size accepted as a minimum of 200 in order to examine the relationship between research variables with structural equality modelling. In this context, 448 teachers included in the study can be said to represent the number of teachers in the population, as well as suitable for structural equation modelling.

### *Data collection tools*

The study used 3 data collection tools: the scale of leadership, the scale of organizational culture and the scale of organizational citizenship behaviors.

### *Leadership Styles Scale*

In this study, the leadership styles scale developed by House (1971) and House and Dessler (1974), adapted to Turkish by Özgözü (2015) was used. The scale of leadership styles consists of 3 sizes and 13 items called participants, supporters and routers. The scale is rated as; “i don’t agree at all, i agree with the less, i moderately agree, I agree a lot, and I fully agree” type 5. Although Ogbonna and Harris (2000) have studied many scales to measure leadership styles, the scale of the styles of style developed by House (1971) and House and Dessler (1974) is the most accepted scale in the literature. and used it in their research. The funtional way about the scale is that participants can score all three leadership types instead of scoring a single leadership rating. Due to this characteristic of the scale, three leadership behaviors can be evaluated in a leader. Scale is presented as valid and reliable by many authors (Dixon & Hart, 2010; Ogbonna & Harris, 2000; Özgözü, 2015; Bakan, 2009. When the Cronbach alpha internal consistency coefficient calculated, the Participant Leadership subsize was 0.91 for the Supporting Leadership subsize, 0.89 for the Router Leadership subsize, and 0.95 for Scale Overall. Özgözü (2015) to test the structure validity of the scale, it has divided the scale items into 3 subsizes in its original form and applied validation factor analysis. The compliance index of the model it has established for verifactor analysis indicates that the compliance indexes are  $\chi^2 = 190.28$ ,  $2/df = 3.06$ ,  $RMSEA = .07$ ,  $SRMR = .03$ ,  $PNFI = .78$ ,  $NNFI = .98$ ,  $CFI = .99$  and are an acceptable model for a 3-factor structure. The validity and reliability of the scale of leadership styles for this research has been re-tested. When the standardized regression weights of the 13-point leadership styles scale were examined as a result of the verifactor analysis, the estimate was calculated as a high .76. The indexes of compatibility with the model are  $\chi^2 / df = 2.39$ ,  $GFI = .95$ ,  $CFI = .98$ ,  $NFI = .97$ ;  $AGFI = .93$ ,  $TLI = .98$ ,  $IFI = .98$ ,  $SRMR = .02$ , and  $RMSEA = .06$ . The lowest number of alpha floors for the lower scale was .89, and the scale was calculated as .94. In addition, the combined reliability multiple count for the lower scale was calculated as .68 with a high .95 and .95 for scale- overall. As a result

of validation and reliability analyses applied to the scale of leadership styles, it has been determined that the emunication structure of the scale is verified and is quite reliable.

### *Organization Culture Scale*

Glaser et.al (1987) developed the scale of the organization culture used in the research and Öztürk (2015) was adapted to Turkish. The organizational culture scale consists of 6 dimensions and 31 articles called “Teamwork and Conflict, School Climate and Morale, Information Flow, Participation, supervision and meetings”. The scale is rated “definitely disagree, I agree, I agree a little, I agree, and I absolutely agree” in the form of a 5-type lirt. Before deciding to use the scale in this study, a large-scale literature scan was conducted by the researcher on the culture of the organization. It was decided to use this scale because the scale of the organizational culture can be seen when examining the dimensions and the importance of social interaction in the formation and development of culture. The scale is presented as valid and reliable by many authors (Schrodt, 2002; Ozturk, 2015; Sikorska-Simmons, 2006). When the Cronbach alpha internal consistency coefficient calculated by Öztürk (2015), calculated by Öztürk (2015), which adapts the scale to Turkish, examined the internal consistency coefficient of Teamwork and Conflict for the subsize of 0.86, 0.93 for the lower size of school climate and morale, 0.84 for the subsize of the information flow, the subsize of participation 0.90 for the control subsize and 0.92 for Scale-Wide. Öztürk (2015) to test the build validity of the scale, it has divided the scale items into 6 subsizes in its original form and applied validation factor analysis. Specifies that the compliance indexes of the model established for verifactor analysis are  $2/df = 2.47$ ,  $RMSEA = .071$ ,  $SRMR = .05$ ,  $RFI = .96$ ,  $NNFI = .97$   $0.98$   $CFI = .97$  and is an acceptable model for a 6-factor structure. The validity and reliability of the organizational culture scale for this research has been re-tested. When the standardized regression weights of the 31-point organizational culture scale were examined as a result of the verifactor analysis, the estimate was calculated as the highest .71 with a low .71. The model’s compliance indexes were calculated as  $\chi^2 /df = 2.49$ ,  $GFI = .87$ ,  $CFI = .94$ ,  $NFI = .91$ ,  $TLI = .93$ ,  $IFI = .94$ ,  $SRMR = .02$  and  $RMSEA = .06$ . The lowest number of alpha floors for the lower dimensions of the organizational culture scale was .86, and the scale was calculated as .95. In addition, the combined reliability multiple count for the lower scale was calculated as .83 with a high .92 and .97 for scale-wide. As a result of the validity and reliability analyses applied to the scale of the organizational culture, it was determined that the constructor structure of the scale was verified and quite reliable.

### *Organizational Citizenship Behavior Scale*

The scale of organizational citizenship behaviors used in the study was first developed by Podsakoff and MacKenzie (1989), based on the five-dimensional classification of the Organ (1988), and later Podsakoff, Mackenzie, Moorman and Fetter (1990) and Developed by Moorman (1991) and adapted to Turkish by Polat (2007). The scale of the original 5 sub-dimensions was found to be collected in one dimension as a result of factor analysis in Polat (2007) study, and the scale was met with solidarity, conscientiousness, civil virtue, and gentlemanhood. The Scale, which consists of a total of 20 items, is rated 5-type likert as “I disagree at all, I agree with the medium, I agree a lot, and I fully agree”. Scale is presented as valid and reliable by many authors (Özen, 2014). Polat (2007) When the Cronbach alpha internal consistency coefficient calculated by Cronbach was examined, the size of the beneficiary was 0.86, 0.81 for Sportsmanship size, 0.88 for the size of conscience, and .89 for the size of civil virtue. The validity and reliability of the scale of organizational citizenship behavior for this research has been re-tested. When the standardized regression weights of the 20-point organizational citizenship behavior scale were examined as a result of the verifactor analysis, the estimate was calculated as the highest .86 with a low .59. The indexes of compatibility with the model are  $\chi^2/df = 2.86$ , GFI = .90, CFI = .93, NFI = .90; TLI = .92; IFI=93 is calculated as SRMR = .02, and RMSEA = .06. The lowest number of alpha multiples for sub-sectors of the organizational civic behavior scale was .84 and .90 across scale. In addition, the combined reliability multiple count for the lower scale was calculated as .85 with a high .89 and .96 for scale-wide. As a result of validity and reliability analyses applied to the scale of organizational citizenship behavior, it has been determined that the constructor structure of the scale has been verified and is quite reliable.

### *Data Analysis*

The research data was analyzed using SPSS 22.00. Arithmetic mean and standard deviation values were calculated as identifying statistics for dependent and arguments. In order to find whether principals ‘leadership styles predict teachers’ perceptions of organizational culture and organizational citizenship behaviors were determined using the regression analysis. Reliability tests were redone with Cronbach’s alpha and combined reliability tests and data collection tools were reconstructed with structure validation factor analysis of the scales used in the research before switching to regression analysis. (Aydin, 2019) In addition, the existence of single and multiple normality was achieved by calculating the Values of Skewness and Kurtosis, and correlational relationships and multi-connection values between dependent and arguments were calculated.



## Results

The research findings consist of two parts. In the first section, minimum, maximum, arithmetic mean and standard deviation values and coreation values are also given as descriptive statistics for dependent and arguments. The second part includes findings on the impact of managers' participatory, supportive and guiding leadership styles on teachers' perceptions of organizational culture and organizational citizenship behavior, in short, sub-probes of research.

*Table 1.* Minimum, maximum, arithmetic mean and standard deviation values for dependent and arguments of the research

Variables	Min.	Max.	Ort.	Ss.
PL	2.00	5.00	3.795	.778
SL	1.25	5.00	3.563	.857
RL	1.75	5.00	3.491	.706
OC	1.00	5.00	3.735	.517
OCB	1.00	5.00	4.111	.398

**Note:** **PL:** *Participating Leadership*, **SL:** *Supportive Leadership*, **RL:** *Router Leadership*, **LS:** *Leadership Styles*, **OC:** *Organizational Culture*, **OCB:** *Organizational Civic Behavior*.

Table 1 The arithmetic means of all three arguments and both dependent variables are handled at a maximum of 4.24 with a minimum of 3.491, and the arithmetic mean scores of all variables are above the midpoint. This finding shows that the measured qualities of the participants are moderate and high levels for all variables. Skewness and Kurtosis values for the subsizes of the research variables for the single normality distribution of the research *Table 2* presented in the United States.

*Table 2.* Skewness and Kurtosis values for subsizes of research variables for single normality distribution

VARIABLES	Skewness			Kurtosis		
	Statistics	Std.Error	Z Value	Statistics	Std.Error	Z Value
PL	-.396	.115	-3.44	-.355	.230	-1.54
SL	-.262	.115	-2.27	-.506	.230	-2.20
RL	.010	.115	0.08	-.377	.230	-1.63
TC	-.263	.115	-2.28	.165	.230	0.71
CM	-.389	.115	-3.38	-.349	.230	-1.51

İF	-.088	.115	-0.76	-.014	.230	-0.06
PA	-.225	.115	-1.95	-.164	.230	-0.71
CO	-.343	.115	-2.98	-.134	.230	-0.58
ME	-.174	.115	-1.27	-.347	.230	-1.50
AS	-.037	.115	-0.32	-.253	.230	-1.10
SP	-.306	.115	-2.66	-.650	.230	-2.82
CO	-.129	.115	-1.12	.315	.230	1.36
CV	-.306	.115	-2.66	-.530	.230	-2.30

**Note:** **PL:** Participating Leadership, **SL:** Supportive Leadership, **RL:** Router Leadership, **TC:** Teamwork and Conflict, **CM:** Climate And Morale, **IF:** Information Flow, **PA:** Participation, **CO:** Control, **ME:** Meetings **AS:** Assistance, **SP:** Sportsmanship, **CO:** Conscientiousness ve **CV:** Civic Virtue.

It was decided by examining the values of Skewness and Kurtosis whether the research data provided the single normality distribution. The fact that the flattener index (flattening/standard error) is over 3 and the distortion index (distortion/standard error) is over 10 indicates that the data is not distributed normally (Gürbüz & Şahin, 2014). As it can be seen from the table that, skewness and kurtosis values are between -1.5 and +1.5 and the highest (z) values for distortion were calculated as 2.30 for the highest 3.44 flattener for distortion. These findings show that variables provide the assumption of single normality (Tabachnick & Fidell, 2013; Kline, 2015).

Correlation analysis results for determining the level and direction of the relationship between the research variables *Table 3* is also presented.

*Table 3.* Correlation analysis results

Variables	PL	SL	İL	OC	OCB
PL	1	.698**	.400**	.344**	.577**
SL		1	.602**	.380**	.715**
RL			1	.213**	.598**
OC				1	.414**
OCB					1

*Note:* **PL:** Participating Leadership, **SL:** Supportive Leadership, **RL:** Router Leadership, **LS:** Leadership Styles, **OC:** Organizational Culture, **OCB:** Organizational Civic Behavior.

*Table 3* the level of relationship between the lower dimensions of the leadership styles scale is examined, the positive level between participating leadership and supporting leadership ( $r=.698^{**}$ ) is high, between participatory leadership and router leadership ( $r=.400^{**}$ ) medium moderate relationship between level and supportive leadership and router leadership. In addition, there is a moderate positive relationship between participatory leadership and organizational leadership ( $r=.344^{**}$ ) and organizational citizenship behavior ( $r=.577^{**}$ ). There is a moderate positive ( $r=.380^{**}$ ) relationship between supportive leadership and organizational culture, with organizational citizenship behavior ( $r=.715^{**}$ ). The relationship level between guiding leadership and organizational culture ( $r=.213^{**}$ ) is low, while the relationship between this leadership style and organizational civic behavior ( $r=.598^{**}$ ) is positive and moderate. Finally, there is also a moderate relationship between organizational culture and organizational civic behavior in a positive direction ( $r=.414^{**}$ ). These findings show a high, medium and low level of relationship between all dependent and arguments included in the study. The findings of the first sub-problem of the study are *Table 4*. The findings of the second sub-problem are *Table 4* is also shown.

*Table 4*. Multiple regression analysis results in the participant, supportive and guiding leadership styles of primary school principals, which encourage teachers to perceive organizational culture

Variables	B	Std. Error	$\beta$	t	p
(Constant)	1.694	.096		17.577	.000
PL	.107	.029	.161	3.701	.000
SL	.267	.030	.442	8.845	.000
RL	.196	.029	.268	6.874	.000
R=.755 R2 =. R <sup>2</sup> Düzeltilmiş R <sup>2</sup> =.566 F =195.683 p=.000					

*Note: PL: Participating Leadership, SL: Supportive Leadership, RL: Router Leadership.*

According to the data specified in *Table 4*, the participants, supportive and guiding leadership styles of school principals and the emanating of teachers' perceptions of organizational culture have been examined. It shows that the three leadership styles are calculated as standardized  $R^2 = .566$  in total and account for 57% of the culture of the dependently variable organization. Whether this regression model is meaningful or not, the value of sig. has been examined and found to be  $p = 0.000$  ( $p \leq 0.001$ ) and makes sense according to the level. When the standardized regression coefficients ( $\beta$ ) for the argument of dependent variables in the model are examined, the supportive leadership ( $\beta = .442$ ;  $p = .000$ ) is the strongest emitter of organizational culture in a positive way, followed by the guiding leadership ( $\beta = .268$ ;  $p = .000$ ) is positive and the lowest is the participating leadership ( $\beta = .161$ );

P=.000) is seen to be significantly tired in a positive direction. These are the highest supporters, then routers and participants, respectively, all three leadership styles, which explain teachers' perceptions of organizational culture.

Table 5. Multiple regression analysis results in the procedure of participatory, supportive and guiding leadership styles of primary school principals

Variables	B	Std. Error	$\beta$	t	p
(Constant)	3.386	.104		32.567	.000
PL	.078	.031	.152	2.496	.009
SL	.133	.033	.286	4.095	.000
RL	-.011	.031	-.020	-.373	.709
R=.396 R <sup>2</sup> =.157 Düzeltilmiş R <sup>2</sup> =.151 F =27.491 p=.000					

Note: **PL:** Participating Leadership, **SL:** Supportive Leadership, **RL:** Router Leadership.

According to the data specified in Table 5, participatory, supportive and guiding leadership styles of school principals and the exhaustion of teachers' organizational citizenship behavior have been examined. The three leadership styles are calculated as standardized R<sup>2</sup> =.151 in total, indicating that 15% of the dependently variable organizational citizenship behaviors are explained. Whether this regression model is meaningful or not, the value of sig. has been examined and found to be p= 0.000 and is significant according to the level p≤0.001. When the standardized regression coefficients ( $\beta$ ) for the argument of dependent variables in the model are examined, the supportive leadership ( $\beta$ =.286; p=.009) and organizational civic behavior in a positive direction followed by participatory leadership ( $\beta$ =.152); p=.000) is seen to be significantly tired in a positive direction. 3. Standardized regression coefficient ( $\beta$ =-.20; p=.709) was calculated as a meaningful performer of organizational citizenship behavior. According to these, only the attitudes of the leadership of the managers can be explained through the styles of participatory and supportive leadership of teachers. The guiding leadership style does not change the organizational variance of teachers.

## Discussion

As a result of the analysis of the data, it is seen that primary school principals exhibit the most participatory leadership behavior, then supportive leadership and directive leadership behaviors according to the perceptions of teachers. The fact that the average scores obtained is moderate and close to each other means that teachers 'perceptions of principals' leadership styles are close. When similar studies were examined, Yilmaz (2010) reported that primary school teachers' views

on the supportive leadership behaviors of school administrators were higher than the average of their views on imperative leadership behaviors. In the research conducted by Yalinkiliç (2012), it was concluded that school principals showed leadership behavior as showing more understanding rather than the sub-dimension of building the structure. Considering the characteristics of leadership styles, it is seen that participatory and supportive leadership mostly carries the characteristics of relationship-oriented leadership behaviors, while directive leadership, unlike these, is more close to task-oriented leadership characteristics.

Accordingly, these findings are similar to that the most common leadership behavior in the study is participatory leadership. The findings in these studies are in line with the findings of the current research and support the emergence of participatory leadership behavior at a high level. The reason for this can be said to be that these studies were conducted in educational institutions. Because the structures in schools are different from those in businesses, and this may shape the behavior of the leaders. According to Lunenburg and Ornstein (2013), leaders can be effective by changing the situation or changing their leadership behavior. According to this, school principals may show more participatory leadership because teachers who are the followers in schools are more knowledgeable and have higher expectations to be taken into consideration than those in enterprises. Minister (2009) 's router more of managers in research carried out in 12 enterprises in Turkey have concluded their show supportive and participative leadership styles. The findings of this study differ from the present research findings.

When the findings related to the first sub-problem of the study are examined, it is seen that the leadership styles of school principals predict teachers' perceptions of organizational culture by 57% in total. These findings are similar to some research findings. Ogbonna and Harris (2000) found positively significant relationships between competitive culture and directive leadership, participatory leadership and innovative culture. Casida and Pinto-Zipp (2008) state that transformational leadership positively affects organizational culture. Klein, Wallis, and Cooke (2013) talk about the impact of leadership styles on organizational culture in their studies. Leadership styles explain teachers' perceptions of organizational culture in all three leadership styles, respectively, the highest supportive, then directive and participatory. The concepts of leadership and organizational culture are known to be highly correlated as two important topics in management literature. Leadership plays an important role in the formation, development and change of organizational culture (Bakan, 2009). This information confirms the finding that all three leadership styles affect organizational culture. The reason why the supportive leadership style is most effective in perceiving the organizational culture may be due to the lack of uncertainty due to the nature of the teaching profession. According to Alanazi, Alharthey & Rasli (2013), if the structure of the job does not show uncertainty, leaders should use more supportive leadership style, and if the skills and experience of the followers are low, they should use more directive

leadership style (Özgözü, 2015). Providing emotional, evaluative, instrumental and informative support to teachers, who are equipped with the knowledge and skills required by the teaching profession, by their principals will not cause any problems in terms of good use of time.

When the findings related to the second sub-problem of the study are examined, the leadership styles of primary school principals explain 15% of teachers' organizational citizenship behaviors in total. While the highest supportive and participatory leadership styles affect organizational citizenship behaviors, directive leadership style has no statistically significant effect. In the studies of Çetin, Korkmaz, and Çakmakçı (2012), transformational leadership positively affects organizational citizenship behaviors, while interactional leadership significantly affects negatively. The abundance of studies reporting the positive effect of transformational leadership on organizational citizenship behavior is noteworthy (Lian & Tui, 2012; Omar *et al.*, 2009). Participative and supportive leadership styles are relationship-oriented just like transformational leadership. This behavior, which is shown on a voluntary basis without being affected by any reward system, has a positive causal link with relationship-oriented leadership styles.

## Conclusion

As a result, primary school principals show more participatory, supportive and directive leadership styles, respectively, according to the perceptions of teachers. Among the leadership styles of principals, the highest supportive, then directive and participatory leadership styles are significant predictors of teachers' perceptions of organizational culture, while only participatory and supportive leadership styles predict organizational citizenship behaviors. Another conclusion from the research is that the leadership styles of principals affect teachers' perceptions of organizational culture rather than organizational citizenship behaviors. Based on these results, two types of suggestions were made to practitioners and researchers. In-service training should be given to the primary school principals by the relevant ministry of education, taking into account the knowledge skills and experiences of the teachers they work with, which leadership style should be used more in which situation. It may be more beneficial if subsequent research is qualitative research aimed at understanding when to use each leadership behavior. It can be tested by establishing a structural equation model that expresses direct and indirect relationships in which the research variables take place.

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