

An Evaluation of School Directors' Environmental and School Leadership on Organizational Culture Basis

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Abstract

The aim of this research is to evaluate school Directors' efficacies in environmental and school leadership in developing school-culture. Face-to-face interviews were given to 20 Directors from State primary schools. After consulting experts, the findings were themed. The result of the analyses of the data indicated that "shareholders" referred mostly to teachers and parents, consistence was important for school-culture, the expectations of individuals, organizations, and institutions around were to raise success, expectations were specified through communicating as language becomes moderating, schools received the most help from Municipalities, on condition that expectations were met, there would be more success, views from shareholders were asked for when needed, expectations were raised at meetings, ideas were shared with the staff for team-spirit, there were a good communication with the environment, and meetings were held to internalize school-culture mostly through collaboration.

Keywords: education; headmaster; school culture; environmental leadership

1. Introduction

Defensless, and innocent when born and in need of care and help from others around, an individual becomes a powerful existence by integrating his secret hereditary power in the environment and the opportunities. In primitive and nomad societies one only lived a family life and did not need to learn any skills rather than hunting to meet his basic needs. On transition from nomad family life to settled family life, the individual experienced insufficient education due to family, individual, and environmental factors. Meanwhile, the reflection of information to the society, made the individual to adapt new patterns of behavior. In due course, schools were set up so as to help the individual develop behaviors needed to adapt the rapidly changing societal order in a short time. Parallel to the establishment of schools, changes started in education and turned schools into educational institutions (Arslan, 2010). Through schooling, the individual needed more information and found himself in an intellectual effort and search to express himself, understand and define the nature and self-produced items. The information flow led to technological developments and made people adapt both societal and organizational life (Erdoğan, 2010). Educational institutions play a

great role in the development and changes of societies. This is because local educational organizations are always interacted with the environment and have a mission to raise people to fulfil the transition process. Therefore, educational organizations have been the focus point of societies for hundreds of years and will remain the same (Argon & Özçelik, 2008).

Schools have a crucial role in education systems. Their failure in developing individuals' behavioral skills is a great loss and a big worry for the family, country, and human beings (Taymaz, 2011). The fact that a big majority of both children and youngsters spend most of their time at school rather than home (Ekşi, 2006), one of the missions of schools is to be effective with organizational culture to transfer it to learners and make them become sociable, develop their terminal behaviors, and offer them permanent information (Terzi, 2000).

Organizational culture is a leading factor in preserving and sustaining values, developing managerial skills so as to roll the organization forward. Such a mission, can be activated by effective communication (Reilly & DiAngelo, 1990). Members of an organization contribute to organizational structure by communicating and developing a sense of belonging (Mumby & Stohl, 1996). Using the language effectively triggers a sound communication process and leads to shared

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realities among the members. There is a connection between communication and culture. Every culture has a way of communication peculiar to it. Individual behaviors convey a certain message while communicating. Every message is a system of shared symbols and they convey cultural values (Ellis & Maoz, 2003). An individual's ability greatly determines his/her communication skills (Tekin, 1980). Directors unable to use the language effectively and experiencing problems in communication obviously face difficulties in environmental leadership and organizing the staff to roll the organizational culture one step forward.

Schools are social organizations and all their ins and outs are human beings. After an educational process for a specific period, schools send back their ins to the environment. For this reason, schools are always interacted with the environment. Systems exist only in handy systems. After going through an education process, the learners find themselves back in the environment. Every system has a general and private environment. Societies form the environment of schools. The culture, political structure, management, economy, inclinations and changes, resources, legal arrangements, the level of scientific and technological developments etc. as well as their graduates, the organizations they affect and are affected by (other schools, the society, parents, and other organizations around) affect the environment of schools. Without ins and outs, schools cannot survive (Çiloğlu, 2006).

The aim of this research is to examine then roles of school Directors' environmental and school leadership and their role in developing organizational culture. It is expected that the findings in this research will contribute to compensate an important defect in the subject matter.

2. Methodology

Problem Statement

How do Directors and teachers in State primary schools of the Ministry of National Education evaluate school Directors' environmental and school leadership?

Sub-problems

1. For the Directors, who are the school shareholders?
2. What is "school culture" for the directors?
3. What are the expectations of individuals, organizations and institutions around from schools?
4. What procedures do Directors follow to meet

the shareholders' expectations from schools?

5. Which organizations, sources or individuals do Directors get support from to meet the expectations of shareholders?
6. What are the expectations of shareholders from schools?
7. Why do Directors feel obliged to meet shareholders' needs?
8. To what extent do Directors share shareholders' expectations by the teaching staff?
9. How do Directors convey shareholders' expectations to teachers?
10. How often do Directors learn about shareholders' expectations from schools?
11. What are Directors careful about in communicating with their environment?
12. What responsibilities do Directors have for developing and adapting school culture?
13. What can be told about the school culture of the schools the Directors work at?

The aim

So far, the role of Directors in developing school culture has been studied through questionnaires and face-to-face interviews. The subject question in this research was dealt with face-to-face interview techniques.

The significance of the study

Training fully equipped individuals needed by the community goes through education. However, this cannot be achieved only by teacher self-development, betterment of physical conditions of schools and equipment of IT (Information Technology). Education should be considered holistically. By equipping the future generations with basic school subjects only, but ignoring the environment and the families, the expected targets cannot be reached. An individual's education is not limited only by what is learned in class. With all these realities in mind, it is hard to admit that schools are sufficient to raise qualified, self-sufficient, questioning personnel able to communicate with the very near environment. In order to achieve these, schools have to be in coordination with the environment, follow what is going on around, have a strong communication and reflect these to the environment. In this respect, Directors, teachers, and families have a lot of responsibilities. If schools share their aims with the environment and transfer information, the environment gets the support for targeted outcomes (Yiğit, 2006).

The environment, leadership styles and school

culture variables were dealt with and looked into the contribution by school Directors leadership in the development of school culture. Since a detailed study has not yet been done in this field in State primary schools in TRNC (The Turkish Republic of North Cyprus), it is hoped that this research will be an important source for future researches.

Research Design

A mixed method was conducted in this study. In the quantitative dimension the descriptive scanning method was used. Explained quantitative research as a type in which facts and events are objectified so that they can be observed, measured, and explained in numbers. The scanning method, on the other hand, describes a situation as it existed in the past or still existing (Karasar, 2012).

Research Model

A qualitative method was conducted in this study to examine Directors' efficacy in the development of the environment and school culture. Akman (2014) defined "qualitative research" as a process in which qualitative data are

collected through observations, interviews, and document analysis. The events are dealt with in a realistic and holistic way in natural environments. Craswell (2013) explained, "The written report or presentation explains the problem in a holistic way and interprets to contribute to literature or points to a change to be done".

The Participants

The participants were volunteer Directors from State primary schools of the Ministry of National Education, TRNC. Responses were coded to keep identification confidential.

The study group

The study group was formed through snowball sampling method (Tavşancıl & Aslan, 2001). The most reliable data can be obtained through sampling method in TRNC. Therefore, there was a common agreement on the applicability of this sampling to reach the target of this study (Tavşancıl & Aslan, 2001).

The qualitative research data obtained from 20 volunteer primary school teachers in TRNC are presented in Table 1.

Table 1. The participant directors' personal information

Personal information	Characteristics	F	%
Gender	Female	9	% 45
	Male	11	% 55
Marital Status	Married	14	% 70
	Single/ Divorced	6	% 30
Graduation	B. A	8	% 40
	M.A	11	% 55
	Ph. D	1	% 5
Age distribution	36 – 40	1	% 5
	41 – 45	4	% 20
	46 – 50	5	% 25
	51 and above	10	% 50
Length of service	16 – 20 yrs	2	% 10
	21 – 25 yrs	7	% 35
	26 – 30 yrs	5	% 25
	31 and above	6	% 30

Data collection procedure

The data were collected through qualitative method and face-to-face interviews with volunteer Directors between 1st March- 20th July at their convenience. The participants were asked 13 questions in a 40- minute period to specify the effectiveness of the school based on school culture and the Directors' school and environmental leadership.

Data collection tools

The data were collected through semi-structured questions to evaluate Directors' environmental and school leadership based on school culture. An interview questionnaire with 13 questions was written. Three experts were consulted for the validity of the interview form. On receiving feedback from the experts, some questions were altered, omitted or combined and finalized. The finalized version was subjected to a pilot test by three randomly picked Directors to confirm clarity of the questions. The interviews

were recorded on the consent of the participants. The recordings, then, were put into written form and controlled by an expert for clarity, comprehensibility and sufficiency. The data were analysed in four stages through content analysis method.

Coding the data

Recordings were done through telephone and analysed afterwards. In order to escape any errors, every sentence was given a number and interview documents were arranged. Both data were controlled by an expert for correctness and discrepancies were settled. The common sections of the data were grouped and meaningful units were formed, named, and coded. All the data were coded, code lists were written and controlled. Following this, the coding keys and interview documents were observed by the researchers and necessary corrections were done on "agreed" and "disagreed" parts. The reliability calculation of the research was done in the light of Miles and Huberman's (1994) reliability formula and a %88 average was calculated. Any reliability calculation over 70% is an acceptable rate (Miles & Huberman, 1994).

Finding the themes

The codes were categorized and themes were set and the common points about the subject question were specified and 13 dimensions were decided on to determine participants' views.

Organization of the data in codes and themes

The participants' views were explained clearly and comprehensibly for the readers. The views were coded and footnotes were used for identity confidentiality. The views were coded and given in "....." as in the example below.

Example 1;

D: Director

"....." D 1

3. Findings

The findings were analysed so that every question was answered. The analysis results are as follows;

Dimension 1: What do "school shareholders" remind you?

The responses by 20 directors were coded and themes were set. The distributions are as in Table 2.

Table 2. Distribution of themes and descriptive statistics

Themes *	Director	
	F	%
Teacher	17	16,2
Parent	17	16,2
Student	14	13,4
Director (D/Asst:Dir.)	11	10,5
Servants	11	10,5
School-Parent Assoc.	10	9,6
Ministry	7	6,7
Organizations and Institutions	5	4,8
Public organizations	4	3,8
Secretaries	2	1,9
Environment	2	1,9
Community	1	0,9
Municipality	1	0,9
Canteen runner	1	0,9
Union	1	0,9
Supervisor	1	0,9
TOPLAM	105	100

*Some participants responded to more than one themes. Therefore, the total frequency of the Directors was calculated as 105 (Director n=20).

As it can be seen in Table 2, for a big majority of the participants (n=17) the prior theme is teacher and parent. (f 17, %16,2) of the Directors responded as "teachers"

D.6 "Teachers are the most important school

shareholders"

D 10 "Teachers are the first shareholders when schools are reconsidered"

17 (16,2) Directors out of 20 pointed to parents as the school shareholders.

"Directors, teachers, students, and parents are the first shareholders" explained D 15

"Parents are among shareholders" said D 8

Dimension II: Self-definition of school culture

The responses to definition of "school culture" by 20 Directors are coded and themes were set as distributed in Table

Table 3. Distribution of themes and statistical descriptions

Themes*	Director	
	F	%
Consistence in school	8	20,1
Behaviors	6	15,4
Values	5	12,9
Habits	3	7,7
Beliefs	3	7,7
Rituals	3	7,7
Education	2	5,1
Structural order	1	2,6
Groups within the school	1	2,6
Management	1	2,6
Image	1	2,6
Environmental interaction	1	2,6
Climate	1	2,6
Activities	1	2,6
Special days and weeks	1	2,6
Celebrations	1	2,6
Total	39	100

*Some participants responded to more than one themes. Therefore, the total frequency of teachers was calculated as 39 (Director n=20).

As it can be noted in Table 3, a big majority of the participants (n=8) (f=8, %20,1) pointed to "consistency in school" as their priority.

D 1 explained, "For me, working in harmony with the school shareholders and institutionalizing is the priority".

"Before anything else, the environment should give children the best education. Directors, teachers and the children should work in harmony"

D 6

Dimension III: What do the individuals, organizations and institutions around expect from your school and why?

20 Directors were asked, "What are the expectations of the individuals, organizations and institutions around and are you aware of their expectations and demands from schools and why? Their answers were coded and themes were set. The distribution of the themes is as in Table 4.

Table 4. Themes and descriptive statistics related to the expectations of individuals, organizations and institutions around from schools

Expectations and awareness	Themes	Directors			
		Expectations		Reasons	
		F	%	F	%
Aware	Raise success of schools	12	32,5	10	45,5
	System at schools	7	18,9	0	0
	Good citizens for the society	6	16,2	4	18,2
	Clean schools	2	5,4	0	0
	Solving problems	2	5,4	5	22,8
	Teacher attendance and effectiveness	2	5,4	0	0
	Organized schools	1	2,7	0	0
	Banning private lessons	1	2,7	0	0
	Building maintenance	1	2,7	0	0
	Low costs	1	2,7	0	0
	Counseling in child care	1	2,7	0	0
	Well planned teaching hours	1	2,7	0	0
	Self-efficient individuals	0	0	2	9
	Problems	0	0	1	4,5
	Unaware		0	0	0
TOTAL		37	100	22	100

*Some participants responded to more than one themes. Therefore, the total frequency related to Directors' expectations is 37 and frequencies related to reasons was calculated as 22 (Director n=20).

As it can be observed in Table 4, a big majority of the participant Directors pointed to school success as the prior theme. According to these

responses, the Directors' response frequency is 12 and the percentage is 32,5

D 6 explained saying, "The expectations of the community are different. Their priority in expectations is school success".

"Parents insist on school success" added D 11.

10 of the participants (%45,5) emphasized increasing success as the expectations of

individuals, organizations and institutions around them. This view has the highest frequency as expectations and reasons.

D 1 commented on this view and said, "Expectations differ in terms of interest. It is important to be aware of these expectations so as to respond to them because individuals, organizations and institutions need to work in collaboration".

D 18 said, "The environment is willing to success because it is a wish".

Dimension IV: Findings related to the methods by shareholders in meeting their expectations

Twenty Directors were asked about the subject question above and the effectiveness of the methods. The themes and distributions are as in Table 5

Table 5. The themes related to the methods followed and the descriptive statistics of the distributions

Themes*	Director	
	F	%
Communication through moderate language	8	32
Meetings	6	24
Plans and programs	3	12
Respect and tolerance	2	8
Appreciation	1	4
Consultation	1	4
Collaboration	1	4
Providing help	1	4
Observation	1	4
Collaboration with organizations and institutions	1	4
Total	25	100

*Some participants responded to more than one theme. Therefore, the total frequency of the Directors was calculated as 25 (Director n=20).

As it is revealed in Table 5, for a big majority of the participants, f=8, (%32), "communication through moderate language" is the priority.

D 2 said, "A school Director should be skilled in communication".

"A school Director should have good relationship with the shareholders. To do this, he/she should be skilled in communication and interaction" explained D 4.

Dimension V: Findings related to support received from sources, organizations and individuals

The responses to the subject question above by 20 Directors were coded. The themes and their distributions are as in Table 6.

Table 6. The themes and descriptive statistics of the distributions

Themes*	Director	
	F	%
Municipalities/Local Authorities	15	22,4
Ministry of National Education	13	19,4
School-Parent Associations	11	16,4
Non-governmental organizations	8	11,9
Private sectors	8	11,9
Parents	4	6
Teachers	2	3
Unions	2	3
The E. U	1	1,5
Associations	1	1,5
Trustees	1	1,5
District Governorship	1	1,5
Total	67	100

*Some of the participants responded to more than one theme. Therefore, the total frequency of the participants was calculated as 67 (Director n=20).

As in Table 6, most of the participants (f=15, %22), responded as Municipalities and Local Governments.

"Our school receives a lot of contribution from the Municipality" said P 3.

P 12 expressed the same view saying, "Most of the contribution comes from the Municipality".

Dimension VI: Findings related to the expectations of shareholders from schools

The participants (20) were asked about the importance of the subject question above. The answers were coded and shown in themes and distributions as in Table 7.

Table 7. Themes related to expectations and descriptive statistics related to the distribution of the themes

Themes*	Director	
	F	%
Meeting expectations brings about success	8	30,7
Harmony and collaboration among shareholders	6	23
Considering school targets	5	19,2
Sustains education	2	7,7
Increases motivation	2	7,7
Expectations in favour of schools are met	1	3,9
Shapes education and the future of the people	1	3,9
Helps peace at work	1	3,9
Total	26	100

*Some participants responded to more than one themes. Therefore, the total frequency of Directors

was calculated as 26 (Director n=20).

8 Directors (%30,7) out of twenty agreed that meeting expectations raised success.

"One of the most important missions of school is to meet expectations" explained D 3

"Schools should be in good relationships with shareholders. Success does not only come about by in-class teaching, but meeting expectations" emphasized D 4.

Dimension VII: Findings showing the reasons for meeting expectations

The themes and distributions related to the subject question above are as in Table 8

Table 8. The themes and descriptive statistics of distributions

Themes*	Director	
	F	%
For future success	9	32,1
Act together/Have good relationships	8	28,5
Meeting expectations mutually	3	10,7
To reach targets	3	10,7
Sustainable education	2	7,2
Increase trust and interest in schools	1	3,6
Because it is a mission	1	3,6
To motivate	1	3,6
Total	28	100

*Some participants responded to more than one themes. Therefore, the total frequency of the Directors was calculated as 28 (Director n=20).

9 participants (%32,1) argued that meeting expectations would add a great deal to the future.

"Future success can only come about by meeting expectations" expressed D. 4

"Sharing facilitates success and more quality outcomes" explained D. 8

Dimension VIII: Findings in Directors' views about sharing expectations with the staff

Twenty directors responded to the subject question above. The answers were coded, themes were set and the distributions are given are given as in Table 9.

Table 9. Themes and descriptive statistics of distributions

Themes*	Director	
	F	%
For team-spirit	9	34,6
Meeting expectations	7	27
Making common decisions	7	27
Solving problems	1	3,8
It's the task of the school	1	3,8
Suits the vision of the school	1	3,8
Total	26	100

*Some participants responded to more than one theme. Therefore, the total frequency of the Directors was calculated as 26 (Director n=20).

9 of the respondents (%36,4) prioritized "team-spirit."

"Sharing is a must for forming synergy and acting together. The school is a chain and teachers are the links" said D 14.

D 20 explained saying, "Sharing to form team-spirit is very important".

Dimension IX: The way shareholders convey their expectations to teachers

The answers to the subject question above were coded and put in themes. These themes and their distributions are as in Table 10.

Table 10. The themes and descriptive statistics of their distributions

Themes*	Director	
	F	%
Meetings	19	54,2
Individually	6	17,2
Ask for ideas	6	17,2
Discussion	2	5,7
Committees/Commissions	2	5,7
Total	35	100

*Some participants responded to more than one theme. Therefore, the total frequency of the Directors was calculated as 35 (Director n=20).

19 (54,2) of the Directors responded saying that they conveyed messages through holding meetings.

D 18, "I hold meeting and explain them in a suitable way".

D 1, "I hold one-to-one or group meetings"

Dimension X: The frequency of attempts by the Directors to specify expectations

The responses by 20 Directors were coded, themes were set. The distributions are as in Table 11.

Table 11. The themes and their descriptive statistical distributions

Themes*	Director	
	F	%
When needed	8	33,3
Always	7	29,1
At the beginning of the semester	6	25
Once a week	1	4,2
Once a month	1	4,2
Rarely	1	4,2
Total	24	100

*Some participants responded to more than one

theme. Therefore, the total frequency of the Directors was calculated as 24 (Director n=20).

As Table 11 shows, 8 Directors (%33,3) out of 20 expressed views saying "when needed".

"We are in contact when needed" said D 19.

"The school is open to shareholders every day. They can reach us whenever they need to do so" explained D 9.

Dimension XI: Findings related to what Directors should be careful about when communicating with their environment

The themes and distributions of the subject question above are as in Table 12.

Table 12. The themes and their descriptive statistical distributions

Themes*	Director	
	F	%
Having good communication	9	30
Being close and clear	6	20
Being respectful and tolerant	4	13,4
Caring about the socio-economic state of the environment	3	10
Being honest	2	6,7
Being in interaction	2	6,7
Raising awareness	1	3,3
Being written	1	3,3
Being able to persuade	1	3,3
Specifying problems	1	3,3
Total	30	100

*Some participants responded to more than one theme. Therefore, the total frequency of the Directors was calculated as 30 (Director n=20).

Most of the answers, as can be seen in Table 12, came from nine (%30) of the participants as "establishing good relations".

D 3 emphasized saying, "There should be good relations with the environment. It should be interacted with school".

"Expectations of the environment should be clearly defined. This can be achieved through good relations. In short, the way to communication should always be open" explained D 8.

Dimension XII: Findings to do with Directors' responsibilities for internalising and developing school culture.

20 school Directors raised views about the subject question above. The answers were coded and themed. The distributions are as in Table 13.

Table 13. The themes and their descriptive statistical distributions

Themes*	Director	
	F	%
Meetings are held	6	16,3
Plans are made	5	13,5
Support is obtained from the environment	3	8,1
Forming a model	3	8,1
Cooperating with teachers	3	8,1
Organizing social activities	3	8,1
Forming team-spirit	2	5,4
Providing effective communication	2	5,4
Making common decisions	2	5,4
Getting support from the Ministry	1	2,7
Exhibiting positive effort and a productive environment	1	2,7
Participating in activities	1	2,7
Forming school-culture	1	2,7
Behaving constructively	1	2,7
Being consistent	1	2,7
Leadership	1	2,7
Preparing learning environments	1	2,7
Total	37	100

*Some participants responded to more than one theme. Here fore, the total frequency of the Directors was calculated as 37 (Director n=20).

Most of the answers from 20 Directors, (from 6, %16,3) came as "Holdng meetings".

"Suggestions at meetings are the most effective" said D 7.

"Studies should be coordinated. As targets are achieved, plans should be made to overcome problems" explained D 11.

Dimension XIII: Findings revealing the Directors' evaluation of school-culture

The 20 Directors expressed views about the subject question. The answers were coded and the themes and distributions are given in the Table below.

Table 14. The themes and their descriptive statistical distributions

Themes*	Director	
	F	%
Collaborative	10	27,1
Democratic	6	16,2
Good communication	5	13,5
Respect and affection	4	10,8
High commitment to school	3	8,1
In a very good condition	3	8,1
Focused on success	1	2,7
Has a vision	1	2,7
I organize activities to keep the school strong	1	2,7
Adapt to changing conditions	1	2,7
The Director has the final say	1	2,7
Grouping harms school-culture	1	2,7
Total	37	100

*Some participants responded to more than one theme. Therefore, the total frequency of the Directors was calculated as 37 (Director n=20).

As revealed in Table 14, the theme "collaborative" received most of the answers from 10 teachers (%27,1).

"Just as other schools, our school has its own school-culture. As a democratic institution, everything is done collaboratively" expressed D 2.

"The members work voluntarily in collaboration" said D 17.

4. Conclusion and Suggestions

4.1. Conclusion

Below are the results of the findings in this research related to the views by Directors of Primary schools of the Ministry of National Education, TRNC.

Dimension I: Who are the school shareholders?

In this first dimension of the research, teachers and families were mostly pointed to as the shareholders.

These two agents are the essentials of schools. The fact that schools are open systems and the Directors are concerned about teachers' problems, they mostly spend time with teachers and parents. Therefore, this may be the reason for the Directors to commonly agree on these two agents (teachers and parents) In a research Öztürk & Şahin (2017), emphasized the importance of teachers for schools and argued that the success of schools has a lot to do with the teachers. Similarly, Doğan, Uğurlu & Demis (2014) emphasized that teachers, students, parents, and Directors were the most important agents of schools. The findings in this research match well with the findings of previous researches.

Dimension II: Definition of school-culture

The Directors mostly pointed to the harmony in schools when defining school-culture. Collaboration in schools affect school-culture positively and helps the development of schools. For the Directors, harmony in schools is teachers' collaboration and the development of school-culture. Öztürk & Şahin (2017); Ali (2017) and Song, Chai, Kim & Bae (2018) found out that communication between the leader and members affected school-culture positively, which is parallel to the findings in this research.

Dimension III: Expectations of the individuals, organizations and institutions around and reasons

Answering the subject question above, the Directors reasoned expectations as to increase school success.

The aim of all the involved around is to develop and raise the success of schools. In a research by Yıldırım (2001), similar findings were reached. Çalık (2007) argued in a study that improving school-environment interaction was the most important factor in increasing quality in State schools. This finding, too, matches well with the results in this research.

Dimension IV: Findings related to the methods followed to meet shareholders' expectations from schools

At this point, the Directors agreed that "communication through moderate language" was the most crucial method in meeting expectations.

Communication is important in understanding others and in self-expression, which facilitates both understanding and explaining the way to help. Kavanagh & Ashkanasy (2006) stressed in a study that Directors should be effective in communication. Liden, Erdoğan & Kramer (2006) pointed out that school-culture developed through communication and interaction.

Dimension V: Sources, organizations, and individuals supporting to meet the expectations of shareholders

According to the Directors' expressions, the most support comes from Municipalities

In our country it is a legal obligation that %15 of real estate tax, the highest contribution, is transferred to school budgets. Similar findings were reached in a study by Turan, Yıldırım & Aydoğdu (2012). Support to schools by Municipalities was also a finding in a research by Turan, Yücel, Karataş & Demirhan (2010). In another research by Aksu & Demirel (2011), it was stated that Municipalities provide support when they are informed about problems at schools. Similar results were also reached in this study.

Dimension VI: Findings related to shareholders' expectations from schools

In this dimension it was seen that when expectations are met, higher success is achieved.

Directors' views indicate that if expectations are met, shareholders will attend to schools and this will be an important factor in higher success. Yıldırım (2001) found out in a study that cultural leadership in schools affected success positively. Çalık (2007) adds to this and argues that involving School-Parent Associations in meeting expectations, will bring about more success. Similar findings were reached in this present study.

Dimension VII: Findings about the reasons for meeting expectations

Directors' views revealed the reasons to meet expectations as the target for higher success.

It is argued that shareholders are a part of schools and their satisfaction will lead to more development. Yıldırım (2001) emphasized that cultural leadership at schools bring about success. In short, leaders' behaviours aim at raising success. Çalık (2007) points to School-Parent Association moving together to bring about success. Parallel findings to Çelik's have been reached in this research.

Dimension VIII: Sharing shareholders' expectations with the staff

The Directors expressed that they shared expectations with the staff to form team-spirit.

Shareholders' expectations include not only the Directors, but also the whole institution. This may be the reason that Directors tend to meet expectations with the staff so as to form a team-spirit. Parallel to this finding, Aliefendioğlu (2000) talked about organizational commitment and the importance of collaboration. Erenler (2001) emphasized in a study saying that collaboration and motivation developed school-culture. Both findings are parallel to the ones in this study.

Dimension IX: Delivering expectations to teachers

The Directors explained that they delivered expectations to teachers at meetings.

All teachers are informed about the issue, are asked about their opinions and are assigned tasks at meetings. Teachers are asked to be leaders in meeting expectations and solving problems. At this point, teachers become an agent of the decisions made at meetings and try their best to practice these decisions. Öztürk & Şahin (2017) pointed out that when teachers have the chance to be leaders, they become very effective in dealing the issues. Demirtaş, Üstüner, Özer & Cömert (2008) agreed on staff meetings effectiveness in schools. Ira (2004) emphasized that in order to develop school-culture, meetings should be held, which are parallel to the findings in this study.

Dimension X: The frequency of specifying expectations

The Directors explained that they referred to specifying expectations when needed and this is because schools are open systems. Yıldırım (2006) brought up the importance of cooperation between the environment and school.

Dimension XI: Crucial issues the Directors should consider when communicating with the environment

The Directors admitted that they mostly considered to have a good communication with the environment. They reasoned this to, when needed, asking for help from the environment. Özdemir (2006) stressed that Directors were in better communication with the environment than expected. In a study, Yıldırım (2006) mentioned coordination between schools and the environment. Çalık (2007) emphasized that an effective collaboration with the environment raised school success.

Dimension XII: Directors' responsibilities for internalising and developing school-culture

Directors expressed views about the subject question above and admitted that they achieved this by holding meetings

The staff are somewhat shareholders in the decisions made. In the light of the decisions made at meetings, teachers are given tasks to act like leaders. Ira (2004) emphasized the importance of meetings in establishing school-culture. Öztürk & Şahin (2017) argued that giving teachers the chance to act as leaders is very effective in developing school-culture. Similarly, Demirtaş, Üstüner, Özer & Cömert (2008) stressed the effect of staff meetings on teachers.

Dimension XIII: The evaluation of school-culture by Directors

The Directors admitted that they evaluated school-culture by collaborative establishment of school-culture.

When in coordination, school-culture comes about and there is more sharing which makes the staff committed to school. Safran, Brown & Wiseman (2014) talked about the importance of collaboration and added that effective communication was a key point in establishing school-culture. Similarly, Erenler (2001) both found out about the importance of collaboration for school-culture.

4.2. Suggestions

Suggestions in the light of the results of this study

- Directors should have in-service training in school-culture and be assured that they can develop school-culture as long as they are in harmony in schools
- The environment always expects success from schools. Therefore, Directors should know how to manage the environment and school together

- Directors should use a moderate language and exhibit effective communication skills in managing the shareholders
- Directors should have good relations with the organizations and institutions around
- Directors should involve teachers in making decisions and form a team-spirit
- Directors should hold meetings at intervals to respond to expectations
- Directors should consult shareholders as frequent as possible when needed
- Directors should have frequent meeting with teachers to internalise and develop school-culture
- Directors should be aware of collaboration in developing school-culture
- Directors should be provided ongoing opportunities for professional development in pedagogy, law, time management, staff management, technology etc.
- In order to meet financial problems and develop environmental interaction, organizations and institutions around can contribute to school budget

Suggestions to resarchers

- Environmental leadership, except school-culture, in other vriables (organizational commitment, job satisfaction, mobbing, clash management etc) can be studied.
- Studies in school Directors' Environmental and School Leaderships on the basis of school-culture can be conducted in private schools, State Secondary education, and in different organizations and institutions.
- Researches can be done with a different and bigger sampling group according to their education levels, ages, seniority etc.
- Directors' Environmental and School Leaderships can be examined through different methods (observations, meta-analysis, case-studies etc).

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