THE EVALUATION OF CULTURAL EFFECTS ON THE LEADERSHIP BEHAVIOR OF SCHOOL MANAGERS IN THE TRNC STATE LYCEES

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ABSTRACT

The effects of cultural values on the leadership characteristics of school administrators constitute the main purpose of this research. The universe of the research is the administrators of the state high schools located in the Nicosia, Famagusta, Girne, Iskele, Guzelyurt and Lefke districts of the Turkish Republic of Northern Cyprus. As a sample, all managers were targeted. For this purpose, before the United States and applied in Turkey, 85-point scale is used. In the study, it has been found that the highest leadership value possesses Transformational Leadership. "Self-management" has a significant impact on cultural value, transformational leadership style and proves the relationship between culture and leadership.

Keywords: Leadership in Schools, Cultural Values, Transformational Leadership

FOREWORD

Nowadays, developing technology, increasing population and diversified social and economic relations and complex communication network become more and more difficult to achieve competitive advantage; success from commercial and non-commercial organizations has made it even more complex and difficult. In such an environment, achieving the objectives by using the resources effectively and efficiently makes the management of planning, organizing, execution, and coordination and audit activities in all functions from production to human resources more important.

Management is the process of achieving certain goals in an organization by making decisions, planning, organizing, devising, implementing and controlling all available resources efficiently and effectively (Koparal, 2001, p.3). It is the sum of conscious and regular actions undertaken in cooperation and solidarity in order to achieve the goals drawn (Sabuncuoğlu and Tokol, 2001, p.164). Undoubtedly, the most important decision-making authority in the realization of management activities is the manager. The manager works through others to achieve certain goals (Koçel, 2011, p.62), tries to ensure the loyalty of the customers, gives formal tasks to the employees in order to realize the determined objectives. The quality of management varies according to the management style of the top manager and the managers who have to follow it.

The executive, who takes his power from authority, must carry some personal characteristics in order to be able to realize effective management. One of these personal characteristics is the ability of the organization to affect the behaviors of individuals and clusters, in other words, leadership ability. It is not only managers who direct the organization, affect the members of the organization and create vision; A different concept called) leadership tır has emerged in many studies that have a say in organizational success (Uğur, 2014, p.122). Knowledge and ability elements are emphasized in many definitions, but different personal characteristics appear to be prominent in leadership. However, not every manager can be the leader, and not every leader can be an administrator. However, the fact that a good manager is a good leader at the same time is one of the main factors determining the success of the organization / institution.

In other words, all non-commercial and non-commercial organizations / institutions now need more managers / leaders. In order to show leadership characteristics, it is tried to gain the necessary leadership potential by various methods such as leadership training. Prior to the development of the leadership potential, it is imperative to determine the current situation of the managers, to reveal the deficiencies and tendencies and to design the trainings to be given.

The heads of state high schools in the Turkish Republic of Northern Cyprus are also appointed by law. Therefore, they are not authorized to change the purpose, policies and functions. The school head must have superior characteristics than the natural leader in order to maintain and maintain corporate effectiveness by realizing the institutional goals that he and his employees do not. Intelligence, experience and education are among the necessary qualifications but they are not sufficient. They should also be able to establish a communication and relationship based on friendship with their subordinates. Management knowledge and the ability to manage conflicts must have the ability to make decisions quickly, to see and solve problems in the unlikely circumstances. It is more motivated than subordinates in the realization of institutional / organizational goals. They should recognize the qualifications of the subordinates use each as sufficient and evaluate their powers at the highest level. They must be interested in change, they must have vision, they must be determined, hardworking and trust in themselves, they must have conceptual thinking, creativity, finesse and diplomatism, impressive speech and persuasion, organization and social skills.

With this study, school administrators in state high schools will be exposed to multidimensional leadership and cultural values analysis and by evaluating their current situation, it will have the opportunity to demonstrate whether or not the impact of our cultural values on the leadership properties. For this reason, the study will be the basis for designing leadership trainings.

LEADERSHIP AND SCHOOL MANAGEMENT

The excess of research on leadership leads to the definition of a different leadership by almost every researcher. (Basaran, 1992, p.53). If we act from a number of common characteristics of these definitions, the leader is to motivate and manage the employees in order to ensure the success of the organization / organization; honesty, trust, openness and respect for employees can be defined as management. (Kıngır and Şahin, 2005, s.409). Because of the need for orientation and management of individuals, leadership has an important place in organizational and social life (Palmer and Hyman, 1993, p.103).

They lead people as the leader; followers follow them willingly and willingly. According to this definition, the leader is the sum of the knowledge and skills of gathering a group of people around certain goals and mobilizing them in order to realize these goals (Tağraf and Çalman, 2009, p.136 and Korkut, 1992, p.159). They believe and count the leader. The leader is the one who initiates organizational goals, new structures and processes, and can convince and influence the followers (Memişoğlu, 2015, p179). According to Şişman (2012), leadership is the power to influence and refer others to certain goals and goals. According to Paksoy (2002), leadership is an effective activity and view, to guide, to guide and to guide.

Leadership, in contrast to rationality, is a concept that outweighs emotional dimension. Leadership; It refers to influencing other people, giving them enthusiasm and excitement, guiding them, encouraging them and guiding them (Şişman and Turan, 2001). It is a known fact that leadership changes depending on the subjective situation, the work to be done and the followers. In each case, instead of a general leadership that can be mentioned for every job and everyone, a leadership concept which is changed according to the situation, and if it is to be done and the followers, is accepted (Özdemir and Sezgin, 2002, p.268).

The leader influences motivation by using rewards when the desired goal is attained, by supporting it while striving to achieve the goal, by motivating it and by eliminating the obstacles to reaching the goal. The leader leads to reach the desired goal. The leader's behavior enriches the motivation of employees and increases job satisfaction.

The leader was defined as the one who perceived the common ideas and desires felt by the group members but not clarified as an acceptable goal and activated the potential members of the group members around this

purpose (Eren, 2010). Leadership is the art of influence. Influence is the ability of the leader and the followers to develop a communication system that shares the same objectives with similar expectations. In this context, communication requires understanding and interpreting the organizational culture as a system of value, belief, norm and symbols shared by the members of the organization.

LEADERSHIP BEHAVIORS FROM SCHOOL ADMINISTRATORS

Teaching leaders define the school mission; develop a positive learning environment; continuously monitor the teaching process and provide appropriate feedback; to manage the teaching curriculum and the educational process; they undertake tasks such as evaluating educational programs (Özdemir and Sezgin, 2002, p.67). In order to fulfill these tasks, they must be focused on learning. The aim is to provide students with the knowledge and skills they need in their lives. This can be achieved not by random actions, but by activities with predetermined, scientific principles. The achievement of the aims of the curriculum depends largely on the fulfillment of the roles expected by the school administrators (Gülbahar, 2014, p.84).

A lot of research has been done in order to define instructional leadership and determine instructional leadership behaviors. In his study, Yılmaz (2010) stated that there are significant relationships between school principals' instructional leadership and effective schools. The most effective factor for effective schooling is the school administrator. According to Çelik, instructional leadership is the work of bringing the working environment of the school to a satisfactory and productive way in order to raise good students and provide desirable learning conditions for teachers (Çelik, 2000a).

School administrators can influence school climate and environmental factors as well as improve teachers 'motivation and capacities and improve students' performance within the classroom. It requires school administrators to act as instructional leaders in view of the impact of school administrators on student achievement and increased social expectations. Five main tasks of school leaders; it has been defined as direct assistance to teachers, development as a group, personal development of employees, development of curricula and action research (Ada and Gümüş, 2012, p.466). In addition, teaching leadership requires that school principals spend a large part of their working hours in classrooms and corridors, not in their offices, to make observations to improve the quality of teaching activities (Çelik, 2000; Özdemir & Sezgin, 2002).

As instructional leaders, school heads are responsible for school-related factors, as well as environmental factors that affect education and training. It is clear that the impact of the school on student achievement cannot be denied. However, many studies by the environment and family factors are also influential on student achievement as much as the school. Particularly, the participation of the family in the education process is very decisive in many different subjects such as students' exam results, attendance to school and behaviors at school. Teaching leaders should be able to use family and other environmental resources in cooperation with parents and the school environment to increase the success of the school (Şişman, 2002).

The school administrator should be able to make the necessary arrangements in order to ensure the successful training of the student, to direct the colleagues he works with, to prevent the development of negative behaviors and other modes of action. In this context, the school administrator should direct the education institution in an efficient and productive manner, aware of the contemporary developments and developments in the environment, teaching processes and education. Good family and environment relations, the cooperation of parents with teachers, the importance of environmental culture, the participation of parents in educational planning, the safety of the school environment are effective school features that are coded under the theme of family and environment of effective schools (Çubukçu and Girmen, 2006)

A good teaching leader has a vision, transforms vision into behavior, creates a supportive environment, knows how things work at school, and mobilizes knowledge. Therefore, it leads the transformation. They clearly determine their goals and expectations related to education, and they ensure that these goals and expectations are delivered to teachers and other interested parties (Balcı, 2001; Şişman, 2012).

The school head should first make a professional career plan for him and then share with the teachers following the developments and studies on education and training. In addition, they should contribute to the professional

development of teachers; organize activities they can transfer to school and reward successful teachers (Elçiçek, 2016).

It is possible for schools to respond to the changing needs of the society, to ensure change, and to renew policies and practices. As schools are dynamic stones that keep society alive, schools need to be made effective, continuously developed and strengthened so that they can carry out these tasks continuously (Cafoğlu, 1996). In addition to the supporting tasks that continue the school organization in its current form, the school administrator also carries out the tasks that lead the organization forward in its quest to achieve its mission and bring innovation to management practices (Allan, 1999). Efficient accomplishment of this important task can be achieved more easily by the leadership of the school manager.

In summary, the perfect school can be realized not only by teachers' commitment to quality education and training, but also in harmony with a healthy school climate and social culture (Çubukçu and Girmen, 2006). Increasing the effectiveness of schools, creating a healthy school climate, and the continuation of the school administrators at the same time makes it necessary to be the teaching leader. Trust, transparency, responsibility, high morale, friendship and sincerity are indicators of positive climate in schools. Considering that the school climate affects the relations of the school stakeholders, it can be said that the cooperation of the stakeholders, supporting each other, creating an environment of mutual respect and tolerance are important for schools to be effective (Şişman, 2012).

Teaching managers must also have a multi-leadership leadership power, such as institutional and transformative leadership. When it comes, it should follow the developments in the surrounding and other sectors by performing different leadership roles. At the time of transformation and change, the school should set a new target and direction. As an instructional leader, the school head should be an important supporter of educational activities at school.

Training managers are expected to have the power and competence to play a leadership role in the effective use of limited resources allocated to education as well as to realize the desired innovations by immediately sensing the need for change and development in society and school (Kaya, 1993). Adhering to the realization of the school's objectives, the ability to provide and use the necessary resources to achieve the school's goals, to create a positive climate to meet the expectations of teachers, students, parents and society, to take responsibility as a leader who develops direct teaching policy among the strong instructional leadership behaviors (Çelik, 1997, s.40-41).

School administrators should provide teachers with the necessary resources in order to effectively carry out educational activities. It should be an example to the school staff in the use of instructional resources and to use new and different resources.

School administrators should carefully monitor communication between individuals and groups. To do this requires knowledgeable and skillful in areas such as social psychology, group dynamics and group behavior. The effective and efficient management of human and material resources by school administrators depends on the role and expectations of the teachers and other staff to whom it is related and to act accordingly.

School administrators can be an example of school staff by communicating with teachers on educational issues, sharing new teaching methods and techniques, discussing what can be done to make learning more effective, encouraging the use of new teaching strategies, providing different teaching materials, giving importance to learning and teaching in school. .

School administrators need to recognize the characteristics of teachers. They should have the knowledge and skills to improve the performance of teachers as well as to evaluate this performance. There should be performance evaluation strategies appropriate to the objectives and objectives of the school. Teachers should participate in the decisions taken at the school and help and support the school management. Thus, with the participation, there may be an increase in the level of individual performance. Meetings should be held with employees to ensure continuous improvement and improvement. Full and active participation of all employees should be ensured in these meetings.

Although there is no general agreement between the researchers about the leadership behaviors of school administrators, there are similarities in terms of some leadership behaviors and dimensions which are mentioned in the mentioned studies (Şişman, 1997, p.167):

• Creating clear and clear school objectives,

• Ensuring that all members of the school share the aims of the school,

• To determine the vision and mission related to school and education,

• Creating high expectations for education,

• To have critical, analytical thinking skills,

• Motivator. be stimulating and rewarding,

• To create a strong school culture and learning climate,

• To concentrate on the acquisition of basic skills,

• Regularly assess student development,

• To have problem solving and persuasion skills,

• Start and manage change,

• To provide support and participation to the family, environment and society.

To be able to carry out the above mentioned studies effectively, a number of qualifications defined by the words of knowing and doing must be present in the school administrators. These qualities (Özmen, 2002, p.174)

As a result, the school principal should be able to demonstrate the best mastery of every material in his hand. As a organization, the leader of the school, inspiring, well-intentioned, love and respected, we act with the consciousness of the error, trying to find out what caused the errors should be a leader who knows how best to do the job.

CULTURAL VALUES AND LEADERSHIP

Culture is one of the issues that are spoken about too, such as leadership, but cannot be defined clearly. Culture is the common characteristics of societies which are formed as a result of centuries of value accumulation. Everything that man does is part of culture, man is both a creator and creator as a social being. The socio-cultural system is the product of man (Fichter, 2002, p.136). How the human being thinks, hears, he wants and asks about how and what is human existence as cultural elements; how man looks at himself, how he sees his essence; values, how to organize their desires. Human life style, program of existence and what kind of action pattern it adopts is cultural (Özlem, 1996, p.55). Although there are many different definitions of culture in organizational behavior literature, culture; shared, shared by generations; values, beliefs, identities, meaning of important events (House et al., 2004, cited, Sargut and Aktas, 2011).

The effect of culture on management has not been taken into consideration until recently and it has been generally ignored. As a result of the increasing intercultural research in recent years, it has been found out that, besides cultural values, governance behaviors may differ between societies. It has been observed that there are some distinct differences between the existing and ideal manager behaviors observed by various societies depending on the cultures they have and the characteristics that the society expects from the leaders (Pasha, 2000).

Thus, leadership should be considered as a cultural process. Because leadership makes the cultural environment meaningful and the leader adds meaning to the cultural environment (Erçetin, 1998, p.66). Cultural values and

traditions affect the attitudes and behaviors of managers in very different ways (Ercan and Sigri, 2015, p.99). Cultural culture can lead to meaningful changes in the system by replacing this perspective with a new one, as it provides a world view to individuals living in a system. (Simsek, 1997, p.161). During this cultural transformation, changing and transforming the culture and values that dominate the organization, system or community is crucial.

The school administrator, while protecting them with the importance given to cultural values, explains important cultural meanings, develops customs and keeps important values and principles alive in the school environment. Cultural leadership is necessary for the school to fulfill its mission (Çelik, 2000b, p. 49-50).

School administrators gain cultural leadership from the general cultural value system of the school. These values consist of customs, symbols and other cultural networks that connect people. (Erdem, 1996, p. 37). The prerequisite for effective school is a strong school culture. Strong school culture is formed by the unification of all the components of the school, especially the administrators and teachers who are the implementers of the school program around the common values, norms and beliefs (Gökyer, 2011, p.289).

Beliefs are ideas about the way in which the world is adopted by people who adopt a culture (Şişman, 2007, 3). Belief is a concept used by the members of the organization to indicate what they believe in and never believe. A belief in the success of the members of the organization as a result of the study and the achievement of the success achieved has a motivating effect.

Value is used to express the whole of the basic principles or beliefs that are believed to be correct and valid by the majority of the group members and reflect the thoughts, goals and emotions of the group in order to maintain, maintain and develop the group's own unique existence, unity and continuity. The value has somehow settled on the inner world of the manager who has grown up in a certain culture and influences the manager's attitudes and behaviors in a way that he is unaware of (Ercan and Sigri, 2015, p.99). The values formed according to the beliefs that constitute the deepest aspect of culture are the visible aspect of culture. However, the values are abstract elements and are difficult to observe from the outside, but can be perceived in the behaviors. Briefly, values are given importance and preferred in a culture (Şişman, 2007, p.4).

Cultural norms allow the formulation of acceptable leadership behavior structures and, in some cases, be formulated as social rules that allow others to influence their decisions and behaviors (Ercan and Sigri, 2015, p.99). Norms are formed according to values and are non-written rules or standards. Norms define the way individuals should behave. In other words, the concept of norm is what is not to be done by the member who is a part of the individual or the organization who lives in the society; (Şişman, 2007, p.4). In other words, norms are rules and measures of behavior adopted by a significant number of members of the organization, which are developed through joint efforts in accordance with the cultural values of the organization. For this reason, it is necessary to take its strength from cultural values for the validity of the norm (Özdemir, 2006, p.413).

The school administrator should be a representative of the bureaucracy in school, a door keeper and a cultural and moral leader, leading to the creation and development of core values in the school, rather than being the practitioner of the rules. In doing so, instead of imposing a dominant subculture as a common culture in the school, it should lead the creation of a common common culture above all subcultures that surround everyone (Şişman and Turan, 2001, p. 137). When the values, attitudes, beliefs, and opinions that the school manager possesses are accepted by the individuals in the school and continue for a while, they become part of the school culture. (Simsek, 2005, p. 14).

School administrators are influential in the formation of organizational culture. The administrative practices and decisions in the school are based on the basic values and beliefs that the school administrators have adopted in a number of issues. Whether the director is innovative and pro-risk, supporting opinions and suggestions, award penalties, their attitudes at the time of the crisis affect the formation, form and change of school culture. On the other hand, the cultural structure that was created in the school or previously existed will develop and change depending on many variables over time. This is an inevitable fact. What is important is the planned and controlled exchange of culture. In particular, as it is an educational institution, there may be different values,

understandings and different cultural perceptions of staff, managers and teachers and students working in the school. The school administrator can make an important contribution to the enrichment of the school culture by making use of this different cultural structure.

THE AIM AND IMPORTANCE OF RESEARCH

With the modern management approach, school principals have gained leadership role. Indeed, school principals should act as leaders of the group if they are to be effective. The process of change forces us to recognize the limits of our comfort zone and to face the challenges we face. Like school, school principals, who are responsible for directing micro-universe organizations, must ensure that the organization moves with new technologies under ever-changing conditions.

Lipman considers the leader as an agent of change, and the manager as a designated person who is responsible for keeping the organization alive. He argues that the manager should take the lead in this task by adopting the role of change agent (Lipman, 2000). In other words, school administrators should be confident in their decisions. Again, in order to be able to implement the decisions he has taken, he must have strong communication skills and the ability to persuade his superiors such as the Minister and the Undersecretary, as well as his co-workers and colleagues who are working towards the common goal. Of course, change may not always see the desired attention. There may even be reactions to change. In any case, school principals should maintain their own calmness and motivation and achieve emotion control. She should be able to take risks from time to time in her decisions and actions. From time to time, he should be able to share risks and associate his colleagues with those risks. For this, it should be an example to others and also should be able to use the appreciation ability by demonstrating leadership. The leader is the leader who collects the behaviors and features such as motivation, individual support, visionary, energetic and risk taking beyond the daily organizational processes. It is the person who can bring new expansions to the institution by encouraging his / her subordinates in the solution of the problems that can catch new opportunities in a dynamic society structure, rapid change process (Açıkalın, 2000, p.14).

Therefore, after examining some of the leadership characteristics mentioned above, answers will be sought for:

• To determine which leadership style the school administrators have predominantly.

• To reveal the effect of cultural values on this leadership style with the leadership style we will determine predominantly.

This research is important in determining the leadership in characteristics of school administrators in the TRNC education system and the effects of cultural values on these characteristics. In the light of the findings obtained at the end of the research, the contribution of some of our cultural values to the school administrators to develop their leadership can be revealed. The Leadership   characteristics of school principals will be updated and thought, discussion and new research opportunities will be created and the importance of our cultural values will be better understood. In this case, the Ministry of National Education will be able to benefit from the in-service training programs of the school administrators and the improvement of existing training programs.

METHOD OF RESEARCH

The universe of the research is the director and director of the school, who work in 19 state high schools and 13 vocational high schools in Nicosia, Famagusta, Girne, Iskele, Guzelyurt and Lefke. The total number of managers and assistant principals working in these schools is 139.

As a sample, all managers in the universe were targeted. The survey was conducted by going to one of the regional high schools, one by one by face and one by a survey. In the course, a sufficient number of questionnaires were left to the executives who were not present at the meeting by means of secretaries. In total, 91 managers and assistant principals received feedback. 48 managers did not return to the questionnaires. Of the

91 completed questionnaires, 3 of them were excluded from the study due to the lack of answers and 3 of them due to lack of answers. 65.5% of the sample was reached.

Multidimensional Leadership and Cultural Values Scale, which was translated into Turkish by Ümit Ercan (2010), was used as a data collection tool. Significant results have been reached about the dimensions and direction of the relationship between culture and leadership.

SPSS 21.0 program was used for the evaluation of the data collected in our study and statistical analysis. Two scales were used in our study: the first is the inc scale of cultural values   and the second is the multi-factor leadership scale of Cronbach was evaluated for reliability analysis of the scales. The scale of personal values developed by Schwart for cultural values; For leadership characteristics, Multi-Factor Leadership Scale / 5X (MLQ / 5X) was developed by Bass and Avolio. Correlation and bi-directional multiple regression numerical analysis methods were used to decipher the hypothetical relations between transformative leadership and cultural dimension.

CULTURAL VALUES SCALE

The scale of cultural values consists of 40 questions, which focus on ten individual characteristics. These are power, success, pleasure, stimulation, self-management, universality, benevolence, tradition, compliance with rules and security. Each is examined with the question if you are not between three and six to describe the cultural sub-dimension.

The forty-item cultural values survey, developed by Schwartz, was developed to be answered in six-point likert style. Scale evaluation "It looks like me" (0), "It looks like me" (1),   It looks a little like me "(2),   It looks a little like me (3),   It doesn't look like me" (4) and It doesn't look like me at all If (5).

All items of the scale are arranged to be scored in the opposite direction. In order to eliminate the effect of reverse coding in the scale evaluation phase, the value uploads to the database were reversed. The personal characteristics of individuals and the tasks and needs they have in society and the dimensions that have been revealed by Schwartz can be listed as follows (Schwartz, 1992):

• Power: The desire to have social status and dignity. It is the establishment of superiority in control and managerial sense over people and resources.

• Achievement: It is the personal achievement of showing personal skills in accordance with social standards.

• Pleasure (Hedonism): The pleasure and affective pleasure of one's own life and personal activities.

Stimulation: Getting excited from life, being open to innovations and challenging life.

• Self Direction: To have independent thinking, to choose their own behaviors, to explore creativity and free will.

• Universalism: Gratitude to universal values is a desire to tolerate tolerance, tolerance and the protection of nature.

• Benevolence: The desire to increase and maintain the welfare of the people around them (helpful, honest, forgiving, loyal, responsible).

• Tradition: Respecting traditions, accepting the beliefs and traditions of the religion and culture it believes in, and being conservative, depending on these values.

• Conformity: Limiting personal movements in accordance with rules, not disturbing or disturbing others, does not oppose social expectations and social norms.

• Security: Security, cohesion and stability of society, relationships and people. Behavior and evaluation is to keep safety in the forefront.

The values listed above are measured by the following questions in the scale of the study which is presented as an example.

Table 1: Cultural Values and Questions

Personal Value Dimensions	Questions Number
Power	2- 17- 39
Achievement	4, 13, 24, 32
Hedonism	10, 26, 37
Stimulation	6, 15, 30
Self-Direction	1, 11, 22, 34
Universalism	3, 8, 19, 23, 29, 40
Benevolence	12, 18, 27, 33
Tradition	9, 20, 25,38
Conformity	7, 16, 28, 36
Security	5, 14, 21, 31, 35

MULTI-FACTORED LEADERSHIP SCALE

Multidimensional leadership scale is composed of 45 questions in five-point Likert style. Accordingly, the subjects were asked to mark (0) Never, (1) Once in a while, (2) Sometimes, (3) Frequently and (4) Always or very often.

In the Multidimensional Leadership Survey, the averages in the subscales representing the transformative (traditional), liberating leadership main dimensions and dimensions were taken into account. Transformation leaders act as role models to their subordinates or followers. Leaders are admired, respected and trusted. Leaders can take risks and do so consciously, not by chance. They give confidence that they will do the right things, and set very high standards in terms of morale and ethics. Therefore, they are charismatic. They act in a way that inspires and motivates their subordinates to perform their work much more effectively. Transforming leaders mobilize their subordinates by creating creative proposition questions, reshaping problems and approaching the old situations with new methods. Creativity is a suggested condition. Followers are encouraged to find new ideas and their ideas are not criticized because they differ from the leaders' ideas. They pay special attention according to the characteristics and conditions of their subordinates. They show individual sensitivity. Leaders create a supportive environment for their subordinates and establish close relationships with them, see their needs, listen to their wishes and try to find solutions for them. The role of the leader is coaching and counseling. The leader is able to create new expansions, such as empowerment, loyalty and devolution.

Traditional-leaders reward and reward the performers' performances according to their qualifications. It can cause the development of original management characteristics with its passive attitudes against the negative characteristics of its subordinates. One of the most important characteristics is that the leader's subordinates must agree on what activities to do and which performance criteria should be rewarded. Exception and management are cases where leaders provide criticism focused on correcting the behavior of subordinates, and provide negative feedback and negative empowerment. Active and passive are made in two ways. The size that is addressed by active management is the correcting of the deviation from the standards or deviations by subordinates as the process continues. With the criticism and evaluation of the subordinates over the performance or output that emerged after the end of the activity, the situation of management with passive exceptions arises.

The releasing leaders display an approach where they do not interact with their subordinates, escapes responsibility, postpone decisions, provide feedback, and are insufficient to satisfy the needs of subordinates and to satisfy their needs. It is a form of interaction that does not interact with the subordinates as a form of leadership in the opposite direction of interactive leadership. In the liberating leadership, the groups are less organized and the effectiveness decreases. The responsibilities of the leader are ignored and inadequate in using authority. (Bass, 1998, s.6-7).

In our study, we tried to evaluate the values of   benevolence ,   self-management,, "success", "pleasure", "tradition e and" tradition "from the dimensions of cultural values we have chosen by chance method. Using the led Stepwise   regression technique, we observed that a single variable with a significant effect on the dependent variable was found within the different models tested by the regression test.

FINDINGS AND DISCUSSION

The demographic statistics of the respondents are given in the table below. 54.8% of the participants were female and 45.2% were male. While the number of university graduates is 56, PhD graduates are composed of 3 people. 90.5% of the managers are married and 9.5% are single. 60.7% of the participants were older than 50 years and 1.2% were between 20 and 29 years of age.

The scale of cultural values used in our study and multifactor leadership in our study due to different scales applied in Turkey, although the samples were re-reliability analysis.

Table 2: Cultural Values Scale Reliability Analysis Results

GENERAL	**0.91**
POWER	0.31
ACHIEVEMENT	0.76
ENJOYMENT	0.72
STIMULATION	0.48
SELF- MANAGEMENT	0.61
UNIVERSALITY	0.83
BENEVOLENCE	0.78
TRADITIONALISM	0.28
CONFORMITY	0.60
SECURITY	0.64

Table 3: Multi Factor Leadership Scale Reliability Analysis Results

GENERAL	**0.89**
IDEAL EFFECT (PERSONAL FEATURE)	0,58
IDEAL IMPACT (BEHAVIOR)	0.61
INSPIRING MOTIVATION	0.66
INTELLECTUAL STRENGTHENING	0,73
INDIVIDUAL SENSITIVITY AND SUPPORT	0,65
CASE STUDY	0.59
ACTIVE MANAGEMENT WITH EXCEPTIONS	0,75
PASSIVE MANAGEMENT WITH EXCEPTIONS	0,21
FREE LEADING LEADERSHIP	0,60
ADDITIONAL EFFORT	0,71
EFFECTIVENESS	0.75
SATISFACTION	0.79

General Cronbach α values of the scales were above 0.80. Some sub-dimension Cronbach α values were observed to be low but acceptable.

Table 4: Descriptive Statistics of Leadership Dimensions

		TRANSFORMA TIONAL LEADERSHIP	TRADITIONAL LEADERSHIP	FREE LEADING LEADERSHIP	LEADERSHIP GAINS
N	Valid	83	83	83	83
	Missing	1	1	1	1
Mean		**31,5301**	**21,0141**	**5,0298**	**30,4630**
Std. Error of Mean		,52448	,52508	,61578	,59636
Median		31,5000	20,8333	2,5000	30,0000
Mode		29,50[a]	20,00	,00	30,00
Std. Deviation		**4,77822**	**4,78368**	**5,64371**	**5,46569**
Variance		22,831	22,884	31,852	29,874
Range		20,50	21,67	27,50	24,44
Minimum		19,50	11,67	,00	15,56
Maximum		40,00	33,33	27,50	40,00

In Table 4, when the arithmetic averages of the leadership dimensions are examined, it is seen that the average value of the transformational leadership sub-dimension is at the highest level (Mean: 31.5), whereas the releasing leadership sub-dimension is the lowest (Mean: 5.02).

Table 5: Descriptive Statistics of Personal Value Dimensions of Culture

	Mean	Std. Deviation	N
POWER	26,4683	7,971969	83
ACHIEVEMENT	19,8810	10,29610	83
ENJOYMENT	17,0238	10,46468	83
STIMULATION	17,4603	9,13412	83
SELF- MANAGEMENT	12,4405	8,14012	83
UNIVERSALITY	7,7976	7,48117	83
BENEVOLENCE	11,4286	8,88587	83
TRADITIONALISM	21,3095	7,48971	83
CONFORMITY	12,3214	8,08265	83
SECURITY	11,6905	7,89384	83

Table 5 shows the collective evaluation of the personal value dimensions of culture. While the power from the personal value sub-dimensions of culture has the highest mean value, the universality has the lowest value.

|	Mean	Std. Deviation	N
TRANSFORMATIONAL LEADERSHIP	63,0602	9,55644	83
BENEVOLENCE	11,4458	8,93848	83
SELF- MANAGEMENT	12,4096	8,18466	83
ACHIEVEMENT	19,9699	10,32619	83
ENJOYMENT	17,1084	10,49934	83
TRADITIONALISM	21,3253	7,53384	83

Table 6: Descriptive Statistics

While the traditional sub-dimension of the cultural value dimensions is Mean (21,3253) and the lowest standard deviation (7,53384), it has the lowest Mean (11,4458) value of benevolence sub-dimension.

Correlation and bi-directional multiple regression numerical analysis techniques were used to decipher the assumed relationships between transducer leadership and cultural dimension. After the analysis, the correlation table showed that the self-management variable was positively correlated with the variables of helpfulness, success, pleasure and traditionalistic but negatively correlated with the transformative leadership feature.

When the correlation table is analyzed in detail, it is observed that the variables of helpfulness, self-management, success, pleasure and traditionalistic are always positively correlated with each other while all these variables draw a negative relationship with transformative leadership dimension.

Another important point to be taken into consideration is that all other relationship weaves except the relationship between traditionalism and transformative leadership and traditionalism and self-management were significant at 0.05 alpha level. Correlation does not give us any information about the direction of the relationship when we say that this meaningful relationship exists. Therefore, by considering the hypothesis of our study, we defined the variables of helpfulness, self-management, success, pleasure and traditionalistic independent variables, and transformative leadership variable as dependent variables. Before performing the regression test, we tested the assumption that the relationships between the variables were linear and observed that these variables were in linear relationship.(Graph 1)

Graph 1: Linear Relationship Between Dependent Variable and Arguments
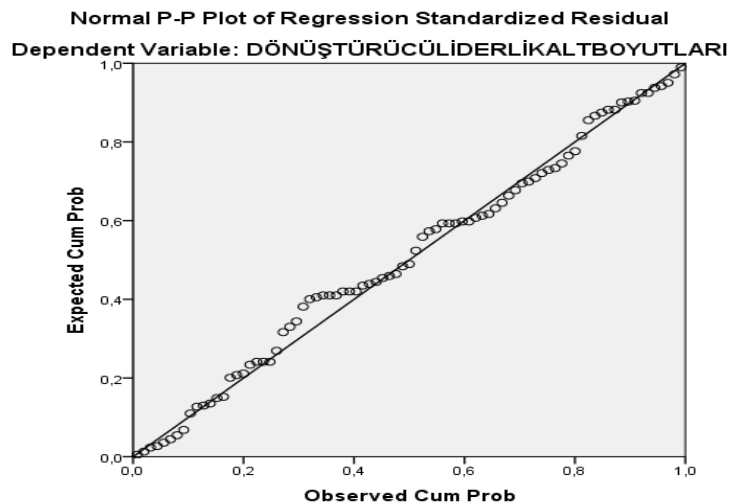
Another assumption was the assumption of normal distribution. When we test this assumption, we see that the dependent variable is normally distributed in terms of the variances of the independent variables, as standard deviation and mean. (Graph 2)

Graph 2: Normal Distribution Graph of Variables of Dependent Variables
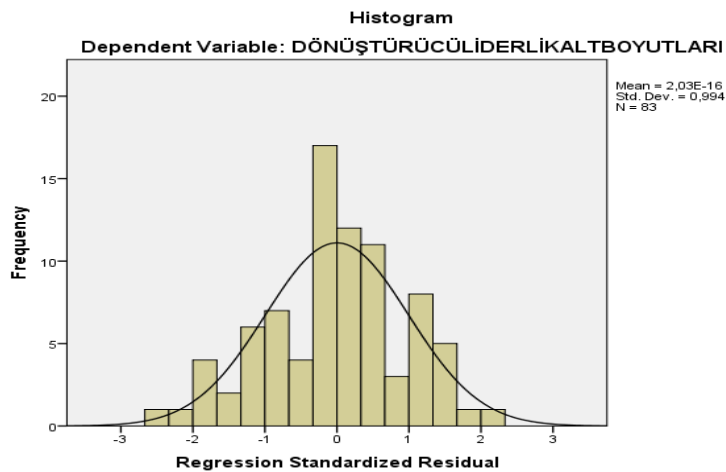
The stepwise regression technique was taken into account to determine the degree of self-management, helpfulness, success, traditionalistic variables which are treated as independent variables and the variable of transformative leadership variable which are dependent variables. . When the equation was established and analyzed, it was observed that there was a single variable that showed a significant effect on the dependent variable within the different models tested by the regression. When we take self-management as an independent variable, it is found that it predicts the transformative leadership attribute dependent variable. The predictive power (R = .38%) was observed while the explained variance R^2 =%. 15 was observed.

Table 7: Two-Way Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,381[a]	,145	,135	8,88946	1,952

a. Predictors: (Constant), SELF MANAGMENT
b. Dependent Variable: TRANSFORMATIONAL LEADERSHIP

Regression analysis was significant at .05 alpha level. P = 0.000 <0.05 was found according to F test result at 95% confidence level.

Table 8: ANOVAs Test

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1087,882	1	1087,882	13,767	,000[b]
	Residual	6400,817	81	79,022		
	Total	7488,699	82			

a. Dependent Variable: TRANSFORMATIONAL LEADERSHIP
b. Predictors: (Constant), SELF MANAGMENT

CONCLUSION AND DISCUSSION

In the study, when the leadership tendencies between the directors and deputy principals in the state high schools of the Turkish Republic of Northern Cyprus are examined, it is determined that the leadership has the highest arithmetic average. Only the leadership style and cultural values were analyzed in order to limit our work. When the equation was established and the analysis was run, it was investigated whether cultural values had significant effects on thought leadership as dependent variable. The effects of   self-management ”,“ benevolent ”,” success

"," pleasure and "tradition management variables on the transformative leadership which are the dependent variables are evaluated from the cultural sub-dimensions which are treated as independent variables in the regression equation. As a result of the study, it was revealed that self-management "predicted Transducer Leadership. The finding that cultural values are effective on leadership is in parallel with the study of Semiha Şahin in İzmir (Şahin, 2004).

With this result, the interaction of different cultural values and cultural differences can be effective in determining new strategies that can be used in management and leadership. In other words, we can say that the development of cultural values and effective management and leadership training can be combined and the shortcomings can be eliminated according to the needs of the era.

The fact that the leaders of the future understand the ever-increasing uncertainties within the social dynamics, and the self-awareness and vision development are of great importance in the new managerial functions. In this context, it should be ensured that the managers of the school manage their programs by including their cultural dimension, and the leadership of the managers should be trained in cultural leadership, cultural intelligence and similar issues.

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