

OKUL MÜDÜRLERİNİN LİDERLİK STİLLERİ İLE OKULUN SİNERJİK İKLİMİ VE ÖRGÜTSEL ÇEKİCİLİĞİ ARASINDAKİ İLİŞKİ*

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Özet

Organizasyonun canlılığını ve sürekliliğini sürdürebilmek için etkili liderlik niteliklerine sahip yöneticilerin tüm mevcut insan ve malî kaynakları etkili bir şekilde kullanmaları gerekmektedir. Organizasyon içindeki sinerjetik iklim, güçlü bağları sürdürmek ve sürekli başarıyı sürdürmek için önemli bir faktördür. Bu çalışma, okul müdürlerinin liderlik tarzları (dönüşümcü liderlik, otoriter liderlik, destekleyici liderlik) ile okulların sinerjetik iklimleri ve kurumsal çekicilikleri arasındaki ilişkileri incelemeyi amaçlamaktadır. Araştırmanın örneklemini, Malatya iline bağlı Battalgazi ve Yeşilyurt ilçelerinde çalışan öğretmenler oluşturmaktadır. Liderlik Tarzları Ölçeği, Sinerjetik İklim Ölçeği ve Kurumsal Çekicilik Ölçeği, araştırmada veri toplama araçları olarak kullanılmıştır. Bu araştırma kapsamında oluşturulan modeli yapısal eşitlik modelleme kullanılarak analiz ederek, araştırma için sunulan yedi hipotezin ikisi reddedilmiş ve beşi kabul edilmiştir. Dönüşümcü, otoriter ve destekleyici liderlik tarzlarının yanı sıra sinerjetik iklimin, kurumsal çekicilik üzerinde doğrudan veya dolaylı etkileri olabileceği bulunmuştur. Ayrıca, liderlik tarzlarını ve sinerjetik iklimi hem endojen hem de eksojen değişkenler olarak düşündüğümüzde, bunların kurumsal çekiciliğin eksojen değişkenindeki varyansın yaklaşık %57'sini açıklayabileceği bulunmuştur.

Anahtar Kelimeler: Liderlik tarzları, okul müdürü, sinerjetik iklim, kurumsal çekicilik, öğretmen.

THE RELATIONSHIP BETWEEN SCHOOL PRINCIPALS' LEADERSHIP STYLES AND THE SCHOOL'S SYNERGETIC CLIMATE AND ORGANIZATIONAL ATTRACTIVENESS

Abstract

To maintain the organization's vitality and continuity, effective managers with leadership qualities must use all available human and material resources efficiently. The synergetic climate within the organization is a key factor in maintaining its strong bonds and sustained success. This study aims to examine the relationships between school principals' leadership styles (transformational leadership, autocratic leadership, supportive leadership) and schools' synergetic climates and organizational attractiveness. The sample of the research consists of teachers working in the central districts of Battalgazi and Yeşilyurt in the Malatya province. Leadership Styles Scale, Synergetic Climate Scale and Organizational Attractiveness Scale were used as data collection tools in the research. By analyzing the model created within the scope of this research using structural equation modeling, two of the seven hypotheses presented for the research were rejected and five hypotheses were accepted. It has been found that transformational, autocratic, and supportive leadership styles, as well as the synergetic climate, can have direct or indirect impacts on organizational attractiveness. Furthermore, when considering both leadership styles and the synergetic climate as endogenous variables, they can explain around 57% of the variance in the exogenous variable of organizational attractiveness.

Keywords: Leadership styles, school principal, synergetic climate, organizational attractiveness, teacher.

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INTRODUCTION

Schools are the places where education is planned, programmed and implemented. Schools need to be well managed in order to fulfill their functions. In order for schools to fulfill their functions in the most efficient way and to achieve the targeted goals, there is a need for the presence of administrators with leadership qualities (Köse, 2016; Küçük, 2008). Our education system needs effective educational/school leaders who can prepare our young people and society for any positive change and make it happen (Yalçınkaya, 2002) because effective school leadership has a significant impact on student learning (Leithwood, Harris and Hopkins, 2008). It has been revealed through research that the leadership styles adopted by school principals, who are in the position of administrators in schools, which are educational organizations, affect the school organization in different ways. Leadership is a real and extremely important phenomenon, perhaps one of the most important issues in the human sciences. Leadership is about the performance of teams, groups and organizations. Good leadership promotes effective team and group performance, which in turn improves the well-being of workers. Poor leadership, on the other hand, reduces the quality of life of everyone associated with it (Hogan and Kayser, 2005). Leadership consists of all kinds of knowledge and skills that mobilize the organization within the determined objectives. A leader is an individual whom the individuals in the organization follow and act in accordance with his/her orders and instructions for personal and organizational purposes (Çiftçi, 2002).

In 1939, psychologist Kurt Lewin and his colleagues set out to identify different leadership styles. This early work was very influential and revealed three leadership styles. These were autocratic, democratic and laissez-faire leadership (Cherry, 2006). With subsequent studies, researchers have revealed different leadership styles. The existence of these styles shows that there are various leadership styles that managers adopt. In this study, transformational, autocratic and supportive leadership styles of school principals are discussed. In autocratic leadership, leaders typically make choices based on their own ideas and values, but rarely seek advice from followers. Autocratic leadership involves absolute, individual and authoritarian control over all decisions (Cherry, 2006). Autocratic leaders make decisions alone, give orders to staff and expect them to carry out their duties. Communication is one-sided and top-down (Chukwusa, 2018). Supportive leaders do not make decisions with their employees, but the opinions and suggestions of their employees shed light on the decision-making process. These leaders are open to bottom-up and top-down information flows (Çetin and Beceren, 2007). Transformational leadership can be defined as the ability to create fundamental change. A transformational leader is a person who sets goals with his/her employees, puts forward a common vision and plays a role in their motivation in this direction (Erkuş and Günlü, 2008). It is thought that the leadership styles adopted by school principals, who are in the position of administrators in schools, which are educational organizations, affect the school organization in different ways. One of these is the climate in the organization. According to Korkmaz (2007), the leadership behaviors of the school principal play an effective role in shaping the school climate.

The concept of organizational climate refers to a set of characteristics or qualities that distinguish an organization from another organization. This definition is similar to the concept of personality, and in fact organizational climate is often implied as the personality of the organization. Just as personality shows the static characteristics of individuals, climate shows the static characteristics and qualities of organizations (Karcıoğlu, 2001). Organizational climate plays an important role for organizations to adapt to constantly changing and dynamic

environmental conditions, to be preferred by well-equipped employees, to gain competitive advantage, to sustain their existence in the long term and to capture competitive advantage (Yüceler, 2009). A climate that supports the authenticity of individuals can affect organizational performance by increasing employee commitment. In this context, managers with limited time can communicate with their employees and find the opportunity to solve the problems by noticing these problems that exist in the organization (Çekmecelioğlu, 2006).

It is the synergy in the organization that regulates the climate in institutions and organizations, keeps it strong, makes it efficient, and adds a sense of self. Synergy means producing more than the sum of what individuals can produce individually. People are more productive, effective and happy when they make synergy a mainstay in their lives (Töremen,2001). Leadership behaviors of school principals determine and affect the atmosphere of the school. This atmosphere is reflected in the teachers, students, other school staff and parents. School principals' behaviors and interpersonal communication, management principles, attitudes and behaviors are among the most fundamental factors in shaping the school climate. It can be said that one of the roles of the school principal is to create a positive climate in the school (Şentürk and Sağnak, 2012). As Akpolat and Levent (2018) state, synergy, which is the state of self in the organization, can be seen as an important element in the structuring of this positive climate in the school. In a way, this climate affects the atmosphere of the organization and, as Gürkan (2006) points out, it gives the organization an identity and affects the behavior of the people in the organization. In this respect, it can be stated that the synergetic climate in the school will contribute to the organizational attractiveness of the school by affecting the reasons why teachers prefer that school to other schools.

One of the important organizational factors affecting individuals' performance in their jobs is organizational attractiveness. It is understood that today's organizations have a desire to influence them in order to keep up with the requirements of the age, to compete with other organizations, and to have talented employees who can add value to them (Dural, Aslan, Alinçe and Araza, 2014). The organization should know what it can do to make itself attractive and desirable, and it should make itself more attractive in order to outcompete other organizations (Özüçaglıyan, 2015). It is seen that organizational attractiveness is actually evaluated from different perspectives such as attracting qualified employees to the organization, working in a workplace that is suitable for the employee, and creating organization-person harmony (Dural et al., 2014).

In this research, the relationship between the synergetic climate characteristics and organizational attractiveness of schools and the leadership styles of school principals was examined. This study is considered important in terms of realizing the relationship between synergetic climate and organizational attractiveness in schools according to leadership styles. Based on the results of the study, it is thought that making the necessary arrangements for cooperation and synergetic climate in schools will contribute to effectiveness and efficiency in schools. The research will raise awareness about the attractiveness of the school organization and provide evidence on the extent to which leadership styles have an impact on school climate. The fact that the literature is limited in which the concepts of synergetic climate and organizational attractiveness in the school, which is an educational organization, are studied together and the publications evaluating these variables according to leadership styles are limited suggests that the study is important. Within the scope of this research, the relationships between the leadership styles of school principals that affect the organizational attractiveness of schools and the synergetic climates of schools will be examined by Structural Equation Modeling. In this context, the hypotheses of the study can be expressed as follows:

- H1. Transformational leadership significantly predicts the synergetic climate.
- H2. Autocratic leadership significantly predicts the synergetic climate.
- H3. Supportive leadership significantly predicts the synergetic climate.
- H4. Synergetic climate significantly predicts organizational attractiveness.
- H5. Transformational leadership significantly predicts organizational attractiveness.
- H6. Autocratic leadership significantly predicts organizational attractiveness.
- H7. Supportive leadership significantly predicts organizational attractiveness.

METHOD

Research Model

The study utilized a cross-sectional correlational research design to examine the hypotheses.

Population and Sample

The population of the study is 10315 teachers working in public schools in Battalgazi and Yeşilyurt central districts of Malatya province in the 2021-2022 academic year. The sample of the study consisted of 352 teachers working in kindergartens, elementary schools, secondary schools and high schools affiliated to the Ministry of National Education in the central districts of Battalgazi and Yeşilyurt in Malatya province in the 2021-2022 academic year and determined by convenience sampling. After eliminating incompletely filled-out and randomly completed questionnaires from data obtained from a total of 352 teachers, the remaining 318 sets of data were examined using AMOS and SPSS software packages. Of the teachers participating in the study, 163 (51.3%) were female and 155 (48.7%) were male. The number of teachers working in kindergarten is 30 (9.4%), 126 (39.6%) in elementary school, 97 (30.5%) in secondary school and 65 (20.4%) in high school. In terms of professional seniority, the number of teachers working between 1-5 years is 14 (4.4%), between 6-10 years is 70 (22.0%), between 11-15 years is 77 (24.2%), between 16-20 years is 66 (20.8%) and 21 years and above is 91 (28.6%). According to the length of time they have been working with the school principal, 65 (20.4%) have worked with the principal for less than 1 year, 82 (25.8%) for 1-2 years, 104 (32.7%) for 3-4 years and 67 (21.1%) for more than 5 years.

Measurements

The first part of the questionnaire includes variables such as gender, professional experience, school level, and duration of working with the school principal. The second part employs the Synergetic Climate Scale, developed by Kaya (2014) and adapted for school organizations by Atik, Erdoğan, and Çağırman (2023). The third section of the data collection tool is comprised of Akman and Özdemir's (2018) "Organizational Attractiveness Scale," while the fourth section consists of the "Leadership Styles Scale," which includes three distinct leadership styles.

Synergetic climate scale: The scale, developed by Kaya (2014), comprises two factors and 16 items, and was adopted for use in school organizations by Atik, Erdoğan, and Çağırman (2023). To assess construct validity, an initial exploratory factor analysis was conducted, resulting in a single-dimension scale consisting of 11 items. Confirmatory factor analysis results for this one-factor scale are presented as follows: χ^2/df . 1.89, NFI=0.99, NNFI/TLI=0.99, IFI=0.98, CFI=0.99, RMSEA=0.027, RMR=0.025, SRMR=0.03. The internal consistency coefficient of the scale, as measured by Cronbach Alpha, was 0.89.

Organizational attractiveness scale: The scale was developed by Akman and Özdemir (2018). After EFA, it is stated that the Organizational Attractiveness Scale (OAS) consists of a single factor structure and 11 items. The confirmatory factor analysis findings of the Organizational Attractiveness Scale are as follows: χ^2/df : 1.58, RMSEA: .08, GFI: .91, CFI: .83, NFI: .99 and NNFI: .97. The fit indices of the CFA conducted for this study are as follows: $\chi^2= 13$, $\chi^2/df=1.42$, GFI=.97, AGFI=.96, NFI= .97, NNFI/TLI=.97, IFI=.97, CFI=.97, RMSEA=.058, RMR=.037, SRMR=.020. The internal consistency coefficient value for the scale was calculated as ".94".

Leadership styles scale: This scale was subjected to confirmatory factor analysis again by taking the dimensions of three different scales. The scale consists of 13 items and three dimensions. The first dimension of this measurement tool is transformational leadership and this dimension consists of 5 items. This dimension is a dimension of the five-dimensional "Leadership Styles Scale" developed by Akçakoca and Bilgin (2016). The second dimension of the leadership styles scale used in this study is autocratic leadership and this dimension consists of 4 items. This dimension is a dimension of the three-dimensional "Leadership Styles Scale" developed by Kılıç and Yılmaz (2018). The third dimension of the leadership styles scale used in this study is supportive leadership and this dimension consists of 4 items. This dimension is a dimension of the four-dimensional "Leadership Behaviors Scale" developed by Küçük (2008). The goodness of fit values obtained as a result of confirmatory factor analysis applied to the leadership styles scale used in this research are as follows: $\chi^2/df=1.45$, GFI=.94, AGFI=.93, NFI= .94, NNFI/TLI=.93, IFI=.93, CFI=.93, RMSEA=.040, RMR=.038, SRMR=.036.

CR, AVE, ASV and MSV values, which have started to be used for validity and reliability in CFA models in recent years, were also examined for the scales used in the research. For these values, AVE>0.5, CR>0.7, CR>AVE, MSV<AVE, ASV<AVE are expected (Gürbüz, 2021). In this context, the validity and reliability analyzes of the scales are given in Table 1.

Table 1. *Validity and Reliability Analysis Results of the Scales*

Scales	α	CR	AVE	ASV	MSV
Synergetic Climate	.89	.88	.54	.35	.60
Organizational Attractiveness	.94	.92	.68	.30	.59
Transformational Leadership	.80	.77	.46	.29	.42
Autocratic Leadership	.93	.92	.68	.28	.58
Supportive Leadership	.85	.82	.52	.34	.56

When the values in Table 1 are examined, it is seen that the validity and reliability coefficients of the scales used in the study are high. In this context, it can be stated that the values considered important for structural equation model analysis are also met.

Data Analysis

Firstly, incorrect and missing data and outliers in the data set were checked by considering the relevant data form, and then the incorrect and missing data were removed from the data set. After removing the incorrect and outliers data from the 352 data obtained as a result of this process, the analysis continued on the remaining 318 data. Normality tests were conducted to determine whether the data set was normally distributed. It was determined whether the skewness and kurtosis values in the data set ranged between " ± 1.00 " (Çokluk, Şekercioğlu and Büyüköztürk, 2010). As a result of this analysis, both values were found to be within the accepted limits. Then, multivariate normality analyses were performed and the results are shown in Table 2.

Table 2.

Multivariate Normality Analyzes

Variable	Skewness	C.R.	Kurtosis	C.R.
Autocratic Leadership	-.357	-2.599	-.127	-.462
Transformational Leadership	-.364	-2.649	-.365	-.446
Supportive Leadership	-.563	-4.100	-.123	-1.328
Synergetic Climate	-.328	-2.389	.187	.680
Organizational Attractiveness	-.41	-.298	-.342	-1.245
Multivariate			1.500	1.598

[Skew: Skewness, C.R.: critical ratio]

According to Table 2, it can be said that the data set meets the assumptions of multivariate normality (multivariate kurtosis: "1.500", multivariate c.r.: "1.598"). During the analysis, the multivariate kurtosis value being between +2 and -2 and the multivariate critical ratio (c.r.) value being less than 1.96 (Bayram, 2010) were taken as reference. Within the scope of this research, Structural Equation Model analysis was conducted using a two-stage approach. The first stage of the two-stage approach is CFA (Çelik and Yılmaz, 2013). At this stage, CFA was conducted for the scales and the results of the analysis are presented in the "Data Collection Tools" section.

FINDINGS

Descriptive Analysis Results

Within the scope of the research, structural equation modeling was used to analyze the relationships between leadership styles and synergetic climate and organizational attractiveness. The descriptive analysis results of the variables related to the analysis are shown in Table 3.

Table 3.*Descriptive Analysis Results and Correlation Coefficients between Variables*

	\bar{X}	sd	min	max	1.	2.	3.	4.	5.
1. TL	22.49	9.37	6	42	1.00				
2. AL	13.64	3.73	4	20	-.84	1.00			
3. SL	14.60	3.80	4	20	.87	-.76	1.00		
4. SC	39.43	8.61	12	55	.77	-.71	.77	1.00	
5. OA	30.88	9.32	10	50	.69	-.61	.65	.73	1.00

(TL: Transformational Leadership, AL: Autocratic Leadership, SL: Supportive Leadership, SC: Synergetic Climate, OA: Organizational Attractiveness)

As seen in Table 3, there is a strong negative significant relationship between transformational leadership and autocratic leadership ($r=-.84$), a strong positive significant relationship between transformational leadership and supportive leadership ($r= .87$), a strong positive significant relationship between transformational leadership and synergetic climate ($r= .77$), and a moderate positive significant relationship between transformational leadership and organizational attractiveness ($r= .69$). There is a strong negative significant relationship between autocratic leadership and supportive leadership ($r= -.76$), a strong negative significant relationship between autocratic leadership and synergetic climate ($r= -.71$), and a moderate negative significant relationship between autocratic leadership and organizational attractiveness ($r= -.61$). There is a strong positive significant relationship between synergetic climate and organizational attractiveness ($r=.73$). In addition, Table 2 shows that the organizational attractiveness scores vary between "10" and "50" and the standard deviation values of the variables within the scope of the research vary between "3.73" and "9.32". The correlation coefficient between the variables was interpreted as a weak relationship below ".30", a moderate relationship between ".30" and ".70" and a strong relationship above ".70" in absolute value.

Analysis results for the first model

The standardized regression coefficients for the analysis of the first model and the values regarding the significance of the regression coefficients are given in Table 4.

Table 4.*Analysis Results for the First Model*

Relationships between Variables	B	β	S.E.	C.R.(t)	P
SC <--- TL	.143	.175	.073	1.945	***
SC <--- AL	.078	.090	.057	1.377	***
SC <--- SL	.323	.383	.066	4.916	***
OA <--- SC	.547	.480	.061	8.997	***
OA <--- AL	-.081	-.082	.065	-1.251	.211
OA <--- TL	.280	.300	.084	3.330	***
OA <--- SL	-.015	-.016	.077	-.195	.845

$\chi^2=0.00$; $sd=0.00$ (** $p<.05$)

(TL: Transformational Leadership, AL: Autocratic Leadership, SL: Supportive Leadership, SC: Synergetic Climate, OA: Organizational Attractiveness)

Table 4 shows that the paths between autocratic leadership (AL) and organizational attractiveness (OA) ($t=-1,251$; $p>.05$) and between supportive leadership (SL) and organizational attractiveness (OA) ($t=-,195$; $p>.05$) are not significant. According to these results, the sixth hypothesis (autocratic leadership is a significant predictor of organizational attractiveness) and the seventh hypothesis (supportive leadership is a significant predictor of organizational attractiveness) were rejected and the remaining five hypotheses (H1, H2, H3, H4, H5) were accepted.

Analysis results for the second model (Final model)

According to the findings of the analysis of the first model, the analysis was renewed by deleting the paths between autocratic leadership (AL) and organizational attractiveness (OA) and between supportive leadership (SL) and organizational attractiveness (OA) and the final model is given in Figure 1. The analysis results for the final model are given in Table 5.

Figure 1.

Final Model

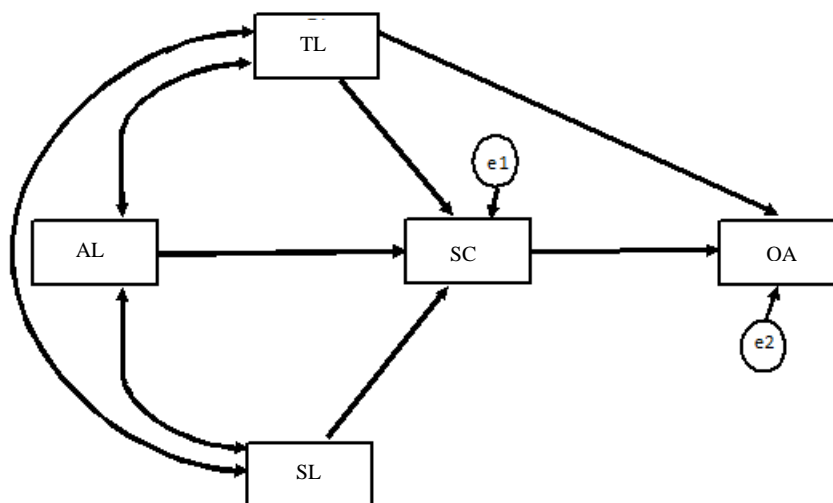


Table 5.

Analysis Results for the Second Model (Final Model)

Relationships between Variables	B	β	S.E.	C.R.(t)	P
SC <--- TL	.143	.175	.073	1.945	***
SC <--- AL	.078	.090	.057	1.377	***
SC <--- SL	.323	.383	.066	4.916	***
OA <--- SC	.547	.480	.061	8.997	***
OA <--- TL	.280	.300	.084	3.330	***

$\chi^2=0.00$; $sd=0.00$ (** $p<.05$)

In the light of the findings in Table 5, it is seen that all of the paths in the second model are significant ($p < .05$). Thus, the second model obtained as a result of the analyzes can be expressed as the final model of the research. Five (5) of the seven (7) theoretically based hypotheses of the structural equation model were accepted and two (2) were rejected. Ayyıldız and Cengiz (2006) stated that after SEM is defined and the parameters are estimated, how well the model explains the data is determined by goodness of fit indices. The goodness of fit values for the final model obtained after the analyzes are given in Table 6.

Table 6.

Goodness of Fit Index Results for the Final Model

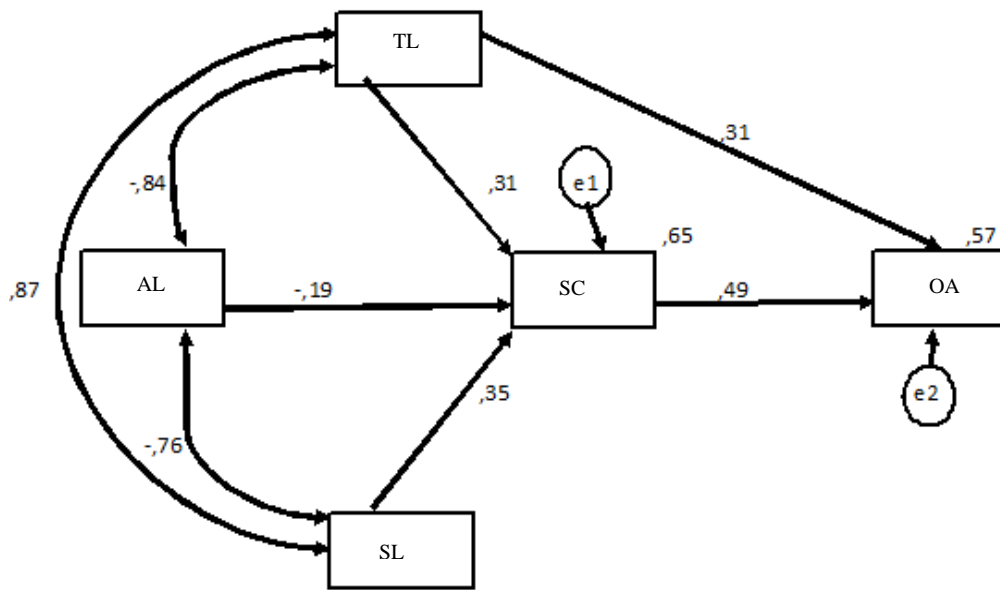
Fit Index	Acceptable Fit	Good Fit	Goodness of Fit Values Obtained in the Research
χ^2/sd	$2 \leq \chi^2/sd \leq 5$	$0 \leq \chi^2/sd < 2$	2,04 (Acceptable Fit)
GFI	$0.90 \leq GFI < 0.95$	$0.95 \leq GFI \leq 1.00$	0.99 (Good Fit)
AGFI	$0.85 \leq AGFI < 0.90$	$0.90 \leq AGFI \leq 1.00$	0.99 (Good Fit)
NFI	$0.90 \leq NFI < 0.95$	$0.95 \leq NFI \leq 1.00$	0.99 (Good Fit)
NNFI/TLI	$0.95 \leq NNFI < 0.97$	$0.97 \leq NNFI \leq 1.00$	0.99 (Good Fit)
IFI	$0.90 \leq IFI < 0.95$	$0.95 \leq IFI \leq 1.00$	0.99 (Good Fit)
CFI	$0.95 \leq CFI < 0.97$	$0.97 \leq CFI \leq 1.00$	0.99 (Good Fit)
RMSEA	$0.05 \leq RMSEA \leq 0.08$	$0 \leq RMSEA < 0.05$	0.01 (Good Fit)
RMR	$0.05 \leq RMR \leq 0.08$	$0 \leq RMR < 0.05$	0.001 (Good Fit)
SRMR	$0.05 \leq SRMR \leq 0.08$	$0 \leq SRMR < 0.05$	0.054 (Acceptable Fit)

(Ayyıldız and Cengiz, 2006; Schermelleh-Engel, Moosbrugger and Müller, 2003)

Among the fit index values for the final validated structural equation model in Table 6, χ^2/sd (2.047) ratio and SRMR (0.054) values have "acceptable fit" values and GFI (0.99), AGFI (0.99), NFI (0.99), NNFI/TLI (0.99), IFI (0.99), CFI (0.99), RMSEA (0.01), AGFI (0.99), NFI (0.99), NNFI/TLI (0.99), IFI (0.99), CFI (0.99), RMSEA (0.01) and RMR (0.001) values have "good fit" values. The final model validated as a result of the analysis is shown in Figure 2.

Figure 2.

Path diagram, standardized path coefficient values (regression coefficient) and determination coefficient values (R^2) for the final model.



(TL: Transformational Leadership, AL: Autocratic Leadership, SL: Supportive Leadership, SC: Synergetic Climate, OA: Organizational Attractiveness)

In the structural equation model in Figure 2, it is seen that the main dependent variable (endogenous - affected) is organizational attractiveness (OA) and the other variables affect organizational attractiveness directly or indirectly. According to the final validated model, autocratic leadership (AL) has a direct negative effect on the synergetic climate of the school (SC) ($\beta = -0.19$; $t = 1.377$), transformational leadership (TL) has a direct positive effect on the synergetic climate of the school (SC) ($\beta = 0.31$; $t = 1.945$), and supportive leadership (SL) has a direct positive effect on the synergetic climate of the school (SC) ($\beta = 0.35$; $t = 4.916$) at a statistically significant level. Autocratic leadership, transformational leadership and supportive leadership variables explain approximately 65% of the variance in synergetic climate. Transformational leadership (TL) directly affects organizational attractiveness (OA) positively ($\beta = 0.31$; $t = 3.330$), and the synergetic climate of the school (SC) directly affects organizational attractiveness (OA) positively ($\beta = 0.49$; $t = 4.256$) at a statistically significant level. Autocratic leadership, transformational leadership, supportive leadership, synergetic climate variables explain approximately 57% of the variance in organizational attractiveness.

Direct and Indirect Effects of the Final Model

Direct and indirect effects are also utilized in the interpretation of research results in SEM. The standardized direct and indirect effects for the variables in the SEM are shown in Table 7.

Table 7.*Bootstrap Analysis of the Effects for the Final Model*

Paths	Bootstrap values		Bias %95	
	Coefficient	SE*	CI**	
			Lower Limit	Upper Limit
<i>Direct effect</i>				
Supportive Leadership → Synergetic Climate	.35*	.06	.62	.68
Autocratic Leadership → Synergetic Climate	-.19*	.06	-.33	-.23
Transformational Leadership → Synergetic Climate	.31*	.08	-.23	-.12
Transformational Leadership → Organizational Attractiveness	.31*	.05	-.20	-.09
Synergetic Climate → Organizational Attractiveness	.49*	.05	-.30	-.20
<i>Indirect effect</i>				
Supportive Leadership → Organizational Attractiveness	.18*	.03	.09	.26
Autocratic Leadership → Organizational Attractiveness	.04*	.03	-.22	-.16
Transformational Leadership → Organizational Attractiveness	.08*	.04	.06	.24

* Standard Error, ** Confidence Interval

In Table 7, when the bootstrapping coefficients and confidence intervals for these coefficients are examined, it is seen that direct and indirect paths are significant. Synergetic climate has a mediating role in the relationships between supportive leadership and organizational attractiveness, autocratic leadership and organizational attractiveness, and transformational leadership and organizational attractiveness.

DISCUSSION and CONCLUSION

It is obvious that it is necessary to act sensitively in structuring education systems in order to prepare countries for the future in accordance with their level of development and progress efforts (Yağcıoğlu, 2002). Schools are the places where education is planned, programmed and implemented. Schools need to be well managed in order to fulfill their functions. In order for schools to fulfill their functions well and achieve their goals, they need to have leader administrators (Küçük, 2008). Leadership behaviors of school principals determine and affect the atmosphere of the school. This atmosphere is reflected in the teachers, students, other school staff and parents. School principals' behaviors and interpersonal communication, management principles, attitudes and behaviors are among the most fundamental factors in shaping the school climate. It can be said that one of the roles of the school principal is to create a positive climate in the school (Şentürk and Sağnak, 2012). As Akpolat and Levent (2018) state, synergy, which is the state of self in the organization, can be seen as an important element in the structuring of this positive climate in the school. Within the scope of this research, the relationships between synergetic climate and leadership styles, which are effective on organizational attractiveness according to teachers' perceptions, and the effects of these variables on organizational attractiveness were examined through structural equation modeling. As a result, the theoretically based research model was validated and evidence was found that the model was acceptable in line with the goodness of fit values obtained as a result of the analyzes. The results of the descriptive analysis of the variables included in the research are as follows:

- There is a strong negative significant relationship between transformational leadership and autocratic leadership.
- There is a strong positive significant relationship between transformational leadership and supportive leadership.
- There is a strong positive significant relationship between transformational leadership and synergetic climate.
- There is a moderate positive significant relationship between transformational leadership and organizational attractiveness.
- There is a strong negative significant relationship between autocratic leadership and supportive leadership.
- There is a strong negative and significant relationship between autocratic leadership and synergetic climate.
- There is a moderate negative significant relationship between autocratic leadership and organizational attractiveness.
- There is a strong positive significant relationship between supportive leadership and synergetic climate.
- There is a moderate positive significant relationship between supportive leadership and organizational attractiveness.
- There is a strong positive significant relationship between synergetic climate and organizational attractiveness.

The findings obtained as a result of the descriptive analyzes within the scope of the research can be expressed as the synergetic climate of the school and organizational attractiveness will decrease as autocratic leadership increases. It can be stated that as transformational leadership increases, the synergetic climate and organizational attractiveness of the school will also increase. The relationship between supportive leadership and synergetic climate and organizational attractiveness can be expressed as supportive leadership has a significant effect on synergetic climate and as supportive leadership increases, the synergetic climate and organizational attractiveness of the school will be positively affected by this increase. It can also be interpreted that an increase in the synergetic climate of the school will increase organizational attractiveness.

The first hypothesis of the study is stated as "Transformational leadership is a significant predictor of synergetic climate." The hypothesis was accepted as a result of the analyzes. Transformational leaders, with their emphasis on increasing the group's sense of self-understanding and trust, direct employees towards goals of success and growth, which in turn creates a developmental organizational climate (Tengilimioğlu, 2005). Rowold and Scholtz (2009) found that transformational leaders enable their employees to reframe their stress situations and ensure the satisfaction of their employees. Within the scope of this research, it was concluded that transformational leadership directly and positively affects the synergetic climate in the school. Studies in the literature also show that transformational leadership

positively affects the organizational climate (Ali, 2021; Gültekin, 2012; Şen and Yaşlıoğlu, 2010; Si and Wei, 2012; Khattak, Batool & Haider, 2017; Manik, 2016). As a result, it can be said that the transformational leadership behaviors of the school principal can have an impact on the relationships between teachers, a positive school climate, and the sense of self in the school.

The second hypothesis in the study is stated as "Autocratic leadership is a significant predictor of synergetic climate." The hypothesis was accepted as a result of the analyzes. A closed climate is observed in institutions with school principals who exhibit autocratic behaviors. In such a school climate, teacher and student achievement is not expected to be at a good level (Varli, 2015). Studies in the literature also reveal the effect of autocratic leadership on climate (Ferreira et al., 2021; Sriyani, 2005). Kaya (2020) stated that in organizations managed with autocratic leadership, the lack of voluntary commitment and reluctant employees can negatively affect success. Within the scope of this study, it was concluded that autocratic leadership has a direct negative significant effect on the synergetic climate in schools. It can be said that autocratic leadership behaviors of school principals may negatively affect the synergetic climate and team spirit in schools.

The third hypothesis of the study is stated as "Supportive leadership is a significant predictor of synergetic climate." The hypothesis was accepted as a result of the analyzes. It can be said that school principals with a supportive attitude can more easily create a positive climate and learning environment (Ayık and Şayir, 2014). Çankaya and Aküzüm (2010) concluded that supportive leadership significantly predicted teacher communication competence, supportive leadership was effective on teachers' motivation and self-confidence, and it was also effective on professional solidarity. Yılmaz (2010) concluded that school administrators' supportive leadership behaviors influence teachers to have a humanistic control. Within the scope of this study, it was concluded that supportive leadership has a direct positive significant effect on the synergetic climate in schools. It can be said that supportive leadership behaviors will contribute positively to the team spirit, sense of unity and solidarity among teachers and thus to the synergetic climate of the school.

The fourth hypothesis of the study is stated as "Synergetic climate is a significant predictor of organizational attractiveness." The hypothesis was accepted as a result of the analyzes. A positive organizational climate affects how employees view the organization (Baş, Amarat, Ünal, Durmuş and Boz, 2018; Arslan, 2020). Çekmecelioğlu (2006) concluded that organizational climate affects organizational encouragement, team and management support and as a result, employees become emotionally attached to the organization and are willing to complete their careers within the organization. Yıldız (2019) determined that employees' perception of climate affects their trust in and commitment to their organizations. Mumcu (2018) concluded that the organizational climate positively affects the interaction between the employee and the leader and that this positive work atmosphere reduces the organizational cynicism perceived by the employee towards the organization. Onay (2020) stated that the organizational attractiveness of an organization with rudeness, bullying and unwanted behaviors is negatively affected and concluded that intervening in such negative behaviors in a timely manner positively affects organizational attractiveness. Within the scope of this research, it was concluded that the synergetic climate in the school has a direct positive significant effect on organizational attractiveness. It can be said that school principals' behaviors to strengthen the school climate, strong and healthy relationships between teachers and the leader, development of cooperation, prevention of negative behaviors such as unwanted behaviors,

incivility and rude attitudes, etc. interactions that stimulate a positive climate will contribute to the attractiveness of the school organization.

The fifth hypothesis of the study is "Transformational leadership is a significant predictor of organizational attractiveness." The hypothesis was accepted as a result of the analyzes. Bogler (2001) concluded that transformational leadership positively affects teachers' perspective on their work through their perceptions of their profession. Keskes (2014) expressed that transformational leadership positively affects job satisfaction, work motivation and especially employee commitment to the organization. Clinebell et al. (2013) determined that transformational and transactional leadership have an impact on employees' affective commitment to their workplaces. Atalay et al. (2019) concluded that the development of transformational leadership skills has a direct effect on reducing organizational silence and increasing organizational attractiveness. Sever and Atik (2021) also determined that transformational leadership is an important predictor of organizational attractiveness. Within the scope of this study, it was concluded that transformational leadership has a significant positive direct effect on organizational attractiveness. Therefore, it can be stated that transformational leadership behaviors of school principals positively affect the organizational attractiveness of the institution.

The sixth hypothesis of the study is stated as "Autocratic leadership is a significant predictor of organizational attractiveness." The hypothesis was rejected as a result of the analyzes. Chukwusa (2018) stated that autocratic leadership has positive and negative effects on the institution and does not affect the institution completely negatively. The researcher found that although autocratic leadership can provide higher productivity, it can increase lack of initiative and organizational conflicts in the long run. Vugt et al. (2004) concluded that people working under an autocratic leader are resistant to this type of leadership, even if they are successful and productive, but they still experience frequent departures from the group in such groups. Kaya (2020) determined that autocratic leaders cannot ensure employees' commitment to their organizations on a voluntary basis and as a result, businesses cannot achieve success with reluctant and compelled employees. As a result of this research, it was determined that autocratic leadership does not directly affect organizational attractiveness, but indirectly. It can be said that the negative effects of autocratic leadership behaviors on the synergetic climate in the school will indirectly affect the attractiveness of the school organization.

The seventh hypothesis of the study is stated as "Supportive leadership is a significant predictor of organizational attractiveness." The hypothesis was rejected as a result of the analyzes. As a result of the research, it was determined that supportive leadership does not directly affect organizational attractiveness, but indirectly. Karakoyunlu (2014) concluded that supportive leadership behaviors are effective on both job satisfaction and organizational commitment of employees due to the fact that the behaviors of supportive leadership are work and employee oriented. Gök (2007) concluded that supportive leadership affects the formation of organizational citizenship behavior, organizational commitment and paradigmatic harmony. Şama and Kolamaz (2011) concluded in their study that supportive and developmental leadership characteristics are effective in terms of organizational commitment. Therefore, considering the studies in the literature and this research, it is seen that supportive leadership behaviors affect employees' relationships with the organization. As a result of the study, it can be said that the effect of supportive leadership on organizational attractiveness is indirect through its contribution to synergetic climate.

In the model created in the research, as a result of the analysis using the structural equation modeling, it was found that transformational leadership, autocratic leadership, supportive leadership and synergetic climate variables directly or indirectly affect organizational attractiveness. In addition, transformational leadership, autocratic leadership, supportive leadership and synergetic climate variables altogether explain approximately 57% of the variance in the external variable of organizational attractiveness. This finding can be interpreted that the high organizational attractiveness in the school is largely due to the synergetic climate and the leadership styles of the school principal.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Eğitim örgütü olan okullarda yönetici konumunda olan okul müdürlerinin benimsediği liderlik tarzlarının da okul örgütünü farklı açılardan etkilediği yapılan araştırmalarla ortaya konulmuştur. Liderlik, belirlenen amaçlar dahilinde örgütü harekete geçiren her türlü bilgi ve yetenekten oluşmaktadır. Lider, örgütteki bireylerin kişisel amaçlar ve örgüt amaçları için takip ettikleri, emirleri, talimatları doğrultusunda hareket ettikleri bireydir (Çiftçi, 2002). Özellikle 1939 yılında psikolog Kurt Lewin ve arkadaşları farklı liderlik tarzlarını tanımlamak için yola çıktılar. Bu erken yapılan çalışma çok etkili olmakla beraber ortaya üç liderlik tarzı koydu. Bunlar; otokratik, demokratik ve serbest bırakıcı liderlik (Cherry, 2006). Daha sonra yapılan çalışmalar ile araştırmacılar farklı liderlik tarzları ortaya koymuşlardır, bu tarzların varlığı da gösteriyor ki yöneticilerin benimsemiş oldukları çeşitli liderlik tarzları vardır. Bu çalışmada okul yöneticilerinin dönüşümsel, otokratik ve destekleyici liderlik tarzları ele alınmıştır. Eğitim örgütü olan okullarda yönetici konumunda olan okul müdürlerinin benimsediği liderlik tarzlarının da okul örgütünü farklı açılardan etkilediği düşünülmektedir. Bunlardan biri de örgütteki iklimdir. Korkmaz (2007)'a göre, okul müdürünün liderlik davranışları okul ikliminin şekillenmesinde etkili bir rol oynamaktadır.

Örgüt iklimi, örgütlerin sürekli değişmekte ve dinamik olan çevre koşullarına uyum sağlamaları, donanımlı çalışanlarca tercih edilmelerinde, rekabet avantajı kazanmalarında, uzun dönemde varlıklarını sürdürülebilmenin yanında rekabet avantajını yakalama noktalarında önemli rol oynamaktadır (Yüceler, 2009). Bireylerin özgünlüğünü destekleyen bir iklim, çalışanların bağlılıklarını arttırarak örgütsel performansı etkileyebilecektir. Bu bağlamda sınırlı zamanı olan yöneticiler çalışanları ile iletişim kurmakta, örgütte var olan problemleri fark ederek bu sorunları çözme fırsatı bulabilmektedir (Çekmecelioğlu, 2006).

Kurumlarda ve örgütte iklimi düzenleyen, güçlü tutan, verimli kılan, bizlik duygusu katan ise örgütteki sinerjidir. Sinerji, bireylerin tek tek üretebileceklerinin toplamından daha fazla üretim ortaya koymaktır. İnsanlar sinerjiyi yaşamlarında kullanarak bir dayanak haline getirdikleri taktirde daha üretken, etkili ve mutlu olurlar (Töremen,2001). Okul müdürlerinin liderlik davranışları okulun atmosferini belirler ve etkiler. Bu atmosfer de öğretmen, öğrenci, okuldaki diğer personel ve velilere yansır. Okul müdürünün; davranışları ve insanlar arası iletişimi, yönetim ilkeleri, tutum ve tavırları okul ikliminin şekil almasında en temel faktörlerdendir. Okul müdürünün rollerinden biri de okulda olumlu bir iklim oluşturmaktır denilebilir (Şentürk ve SaĖnak, 2012). Akpolat ve Levent (2018)' in de ifade ettiđi örgütte bizlik durumu olan sinerji ise okuldaki bu olumlu iklimin yapılanmasında önemli bir unsur olarak görülebilir. Bir bakıma bu iklim örgütün havasına etki ettiđi gibi, Gürkan (2006)' ın da yer verdiđi gibi örgüte kimlik kazandırır ve örgüttekilerin davranışlarını etkiler. Bu açıdan değerlendirildiğinde okuldaki sinerjik iklim öğretmenlerin o okulu diğer okullara tercih etme nedenlerini etkileyerek okulun örgütsel çekiciliđine katkı sağlayacağı ifade edilebilir.

Bireylerin işlerindeki performansını etkileyen önemli örgütsel faktörlerden biri de örgütsel çekiciliktir. Günümüzdeki örgütlerin yaşanılan çağın gerekliliklerine ayak uydurabilmek, diğer örgütler ile rekabet edebilmek, kendilerine değer katabilecek yetenekli çalışanlara sahip olmak için onları etkileme arzusu taşıdıkları anlaşılmaktadır (Dural, Aslan, Alınçe ve Araza, 2014). Örgüt kendini çekici ve istenilen bir hale hale getirmek için neler yapabileceğini bilmeli ayrıca

rekabette diğer kurumlara üstünlük sağlayabilmek için kendini daha çekici kılmalıdır (Özüçalışyan, 2015). Örgütsel çekiciliğin aslında; nitelikli olarak görülen elemanı örgüte kazandırmak, iş gören yönünden ise kendisine uygun olan bir işyerinde çalışma, örgüt-kışı uyumunun oluşması gibi farklı farklı perspektiflerden değerlendirildiği görülmektedir (Dural vd., 2014). Bu araştırmada okulların sinerjik iklim özellikleri ve örgütsel çekicilikleri ile okul müdürlerinin liderlik tarzları arasındaki ilişki incelenmeye çalışılmıştır. Bu araştırma kapsamında okulların örgütsel çekiciliklerine etki eden okul müdürlerinin liderlik tarzları ile okulların sinerjik iklimleri arasındaki ilişkiler Yapısal Eşitlik Modellemesiyle incelenecektir.

Araştırmanın örneklemini Malatya ili Battalgazi ve Yeşilyurt merkez ilçelerinde 2021-2022 eğitim-öğretim yılında, MEB'e bağlı anaokulu, ilkokul, ortaokul ve liselerde görev yapmakta olan ve kolayda örnekleme yoluyla belirlenen 352 öğretmen oluşturmaktadır. Toplamda 352 öğretmen tarafından cevaplanan verilerdeki eksik ve uç değerler çıkartıldıktan sonra kalan 318 veri, AMOS ve SPSS paket programlarına girilerek analiz edilmiştir. Araştırmanın veri toplama aracının ilk kısmını; cinsiyet, kıdem, görev yapılan okulun kademesi ve müdürle çalışma süresi değişkenleri oluştururken, ikinci kısmını Kaya (2014) tarafından geliştirilmiş ve okul örgütlerine uyarlaması Atik, Erdoğan ve Çağırman (2023) tarafından yapılmış olan Sinerjik İklimi Ölçeği oluşturmaktadır. Veri toplama aracının üçüncü kısmı Akman ve Özdemir (2018)'in geliştirdiği "Örgütsel Çekicilik Ölçeği", dördüncü kısmını ise üç liderlik tarzından oluşan "Liderlik Tarzları Ölçeği" oluşturmaktadır.

Yapılan analizler sonucunda; dönüşümcü liderlik ile otokratik liderlik ($r=-.84$) arasında negatif yönde güçlü düzeyde anlamlı, dönüşümcü liderlik ile destekleyici liderlik ($r=.87$) arasında pozitif yönde güçlü düzeyde anlamlı, dönüşümcü liderlik ile sinerjik iklim ($r=.77$) arasında pozitif yönde güçlü düzeyde anlamlı, dönüşümcü liderlik ile örgütsel çekicilik ($r=.69$) arasında pozitif yönde orta düzeyde anlamlı ilişki vardır. Otokratik liderlik ile destekleyici liderlik ($r=-.76$) arasında negatif yönde güçlü düzeyde anlamlı, otokratik liderlik ile sinerjik iklim ($r=-.71$) arasında negatif yönde güçlü düzeyde anlamlı, otokratik liderlik ile örgütsel çekicilik ($r=-.61$) arasında negatif yönde orta düzeyde anlamlı ilişki vardır. Destekleyici liderlik ile sinerjik iklim ($r=.77$) arasında pozitif yönde güçlü düzeyde anlamlı, destekleyici liderlik ile örgütsel çekicilik ($r=.65$) arasında pozitif yönde orta düzeyde anlamlı ilişki vardır. Sinerjik iklim ile örgütsel çekicilik ($r=.73$) arasında pozitif yönde güçlü düzeyde anlamlı ilişki vardır.

Doğrulanmış nihai modele göre; Otokratik liderlik (OL) okulun sinerjik iklimini (Sİ) doğrudan negatif yönde ($\beta=-0.19$; $t=1,377$), dönüşümcü liderlik (DL), okulun sinerjik iklimini (Sİ) doğrudan pozitif yönde ($\beta=0.31$; $t=1,945$), destekleyici liderlik (DEL) ise okulun sinerjik iklimini (Sİ) doğrudan pozitif yönde ($\beta=0.35$; $t=4,916$) istatistiki olarak anlamlı düzeyde etkilemektedir. Otokratik liderlik, dönüşümcü liderlik ve destekleyici liderlik değişkenleri sinerjik iklimdeki varyansın yaklaşık olarak %65'ini açıklamaktadır. Dönüşümcü liderlik (DL) örgütsel çekiciliği (ÖÇ) doğrudan pozitif yönde ($\beta=0.31$; $t=3,330$), okulun sinerjik iklimi örgütsel çekiciliği (ÖÇ) doğrudan pozitif yönde ($\beta=0.49$; $t=4,256$) istatistiki olarak anlamlı düzeyde etkilemektedir. Otokratik liderlik, dönüşümcü liderlik, destekleyici liderlik, sinerjik iklim değişkenleri örgütsel çekicilikteki varyansın yaklaşık olarak %57'sini açıklamaktadır. Bootstrapping analizi sonucuna göre: bootstrapping katsayıları ve bu katsayılarla ilişkin güven aralıkları incelendiği zaman doğrudan ve dolaylı yolların anlamlı olduğu görülmektedir. Sinerjik iklimin; destekleyici liderlik ile örgütsel çekicilik arasındaki, otokratik liderlik ile örgütsel çekicilik ve dönüşümcü liderlik ile örgütsel çekicilik arasındaki ilişkilerde aracılık rolü üstlendiği görülmektedir.