





The Mediating Role of Organizational Culture in the Effect of School Managers' Authentic Leadership Behaviors on Teachers' Organizational Citizenship Behavior

Research Article

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ABSTRACT

The purpose of this research is to examine the mediating role of organizational culture in the effect of school managers' authentic leadership behaviors on teachers' organizational citizenship behaviors. The research was conducted with 300 teachers working in the Pendik district of Istanbul province in the 2020-2021 Academic Year. The research used the authentic leadership scale, organizational culture scale, and organizational citizenship level scale. According to the research findings, school managers' authentic leadership behavior, teachers' organizational citizenship behavior, and organizational culture levels were high. Authentic leadership's organizational citizenship behavior is 8%; It was found that it affects organizational culture by 61%. It has been concluded that organizational culture has a fully mediating role in the effect of authentic leadership on organizational citizenship behavior. It is recommended that managers be given the training to develop authentic leadership skills.

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Keywords:

Authentic Leadership, Organizational Culture, Organizational Citizenship Behavior, School Manager

Introduction

It can be said that educational organizations play an important role in the progress and development of societies. Studies have proven that the performance of education employees can positively affect the development and progress of society. The type of leadership that leaders will exhibit is essential for success in educational organizations. It is thought that the leader's display of truthful, hopeful, optimistic, and

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cognitively flexible leadership behavior (Alinezhad et al., 2015) will increase the organizational citizenship behaviors of education employees and create a positive organizational culture.

One of the leadership types that attaches importance to values and exhibits positive approaches is authentic leadership (Shapira-Lishchinsky & Tsemach, 2014). Authentic leadership has a positive relationship between employee morale (Sepulveda, 2020); job satisfaction (Tharpe, 2017; Sinclair, 2010; Aydınoglu, 2020; Kılıç 2020); teacher engagement (White, 2019); organizational commitment (Trimble, 2018; Aydınoglu, 2020); professional motivation (Özerten, 2018); organizational justice (Kılıç, 2020); organizational health (Suiçer, 2016). Also, authentic leadership has a negative relationship between burnout (Moreno, 2018). Özdemir (2010) stated a positive relationship between perceived administrator support and teachers' organizational citizenship behaviors. It is known that authentic leadership creates a positive work environment and positively affects job engagement (Maximo, Stander, & Coxen, 2019). Studies have revealed a positive relationship between school managers' authentic leadership behaviors and teachers' organizational citizenship behaviors (OCB) (Gökyer & Koçak, 2019). In another study, it was found that there is a positive and high-level relationship between authentic leadership type and organizational trust and that authentic leadership affects the change in organizational trust by 66% (Korkmaz, 2017). It has been found that authentic leadership positively affects organizational trust and positively affects OCB behavior (Coxen, Vaar, & Stande, 2016). Since there is a positive relationship between authentic leadership type and OCB, it is thought that school managers' authentic leadership behavior will positively affect teachers' OCB.

Culture and leadership can be thought of as two sides of the same coin. The leader is the person who initiates and creates the culture (Schein, 2010, p. 18-19). The leader, who activates the organizational system, has an essential role in creating, strengthening, and transforming the organizational culture (Çelen, 2016). In the studies carried out to reveal the effects of leadership types on organizational culture; It has been found that transformational leadership type (Mansurova and Güney, 2018; Koça, 2009); charismatic leadership type (Aykanat, 2010); ethical leadership type (Mutlucan, 2019) affects organizational culture. A study conducted on textile workers found a positive relationship between democratic leadership and empowering leadership types and organizational culture (Çetin, 2017). Studies have shown the effects of leadership types on organizational culture. This study will examine authentic leadership type and its effect on organizational culture.

It can be said that the success of educational institutions is proportional to the performance of teachers. It can be thought that teachers' performance depends on teachers' OCB levels and positive organizational culture. Studies have found that organizational culture positively affects teachers' OCB (Sarier et al., 2019; Sökmen et al., 2017). Researchers reveal that new types of leadership programs lead to changes in leadership activities, positively affect teachers, and improve teaching and learning in schools (Lee, Walker, & Chui, 2012; Tran, Hallinger, & Truong, 2018). High-performing school managers in the top 15% see education, curriculum, and improving teachers as the most important goal (Barber, Whelan, & Clark, 2010). Expectations from school managers are increasing in terms of the vision of student learning and success, focusing on teaching and learning, including the society in the development of ethical behaviors and relationships (Cardno, 2005; Bayer and Gündür, 2011). Based on this reasoning, it is thought that the study will contribute to the field of educational administration.

Authentic Leadership

The concept of authentic leadership began to be studied in the 1990s and is a concept within positive psychology (Avolio & Walumbwa, 2014). The word authentic is used in the Turkish Language Association Current Turkish Dictionary as "Original, with the features that have existed for a long time." (TDK, 2020). Leaders who know themselves, give importance to the development of the people working under them, ensure

their development, and can use what they have learned and learned in this development process are called authentic leaders (Neider & Schriesheim, 2014).

Walumbwa et al. (2008) defined authentic leadership as a leadership behavior that aims at positive development, creates a positive ethical climate while increasing positive psychological capacity, encourages self-awareness for subordinates, is transparent in relationships, and uses information processing in decision-making, and has internalized moral understanding. Walumbwa et al., while defining authentic leadership, mentioned four dimensions: "transparency in relationships, internalized moral understanding, balanced evaluation of information, and self-awareness". In order to increase productivity, understanding employees to be more effective, making efforts to understand them, and a sincere and honest management behavior are authentic leadership behaviors (Walumbwa et al., 2008).

Self-awareness: It can be defined as the leader's self-awareness, being aware of his capacity, fully knowing his wishes and feelings, and acting by trusting them (Gıdır & Paşaoğlu, 2014). Self-awareness is a constantly evolving process, not a goal to be achieved; It is the leader's awareness of his strengths and weaknesses and the effects of these aspects on his subordinates (Avolio & Gardner, 2005; Gardiner, 2016).

Balanced Evaluation of Information: Before making a decision, the leader should consider all aspects of the relevant information and decide after a transparent evaluation (Walumbwa et al., 2008, p. 94). An authentic leader takes into account the opinions of his subordinates in the decision-making process, obtains the information he needs from various sources, and can use this information impartially in the decision-making process (Yeşiltaş, Kanten, & Sormaz, 2013). Authentic leaders can use information objectively because they center learning (Ilies, Morgeson, & Nahrgang, 2005). Authentic leaders do not see themselves in the center, and they also care about the opinions of others. Because their ultimate goal is to make the right decision for the organization, it can be said that they aim to make an evaluation free of prejudices (Keser & Kocabaş, 2013). As a result, the leader can make an unbiased decision by using the information sources around him before his knowledge (Fortin, Baron, & Renucci, 2018).

Internalized Moral Understanding: The process that ensures authenticity and displaying moral behavior are simultaneous processes (Avolio & Gardner, 2005). One of the most important indicators of authentic leadership is a positive sense of morality (Luthans & Avolio, 2003; May et al., 2003; Avolio & Gardner, 2005). Leaders should shape their behaviors according to internal value judgments, not external pressures. Authentic leaders are expected to behave more ethically because they shape their behaviors according to their internal value judgments (Hannah, Avolio, & Walumbwa, 2011).

Transparency in Relationships: The authentic leader should be correct and transparent in his relationship with his environment, give importance to transparency and maintain this feature (Walumbwa et al., 2008). The leader is sincere in his behavior; behaving honestly, transparently and sincerely towards his subordinates and attaching importance to unity (Gıdır & Paşaoğlu, 2014,). Thanks to the leader's open and sincere explanation of his thoughts and transparent behavior, an environment of trust are created within the organization (Yeşiltaş, Kanten, & Sormaz, 2013). By being transparent in relationships, leaders can openly share their thoughts with their subordinates, convey their true feelings, and thus prevent harmful behaviors (Gardner et al., 2005).

Organizational Citizenship Behavior (OCB)

Organizational citizenship behavior is the behavior that employees voluntarily display to increase the organization's efficiency, independent of the reward system in their contracts, for the benefit of the organization (Organ, 1988, p.4). When the relevant literature is examined; The definitions are that making more than the definition of the role, taking into account the continuity of the organization; going beyond the legally determined job description and duration; the work done is done voluntarily without expecting any

return, the employee spares time for the organization and does not take advantage of the work he does, and the employee acts independently from the reward-punishment system (Yperen & Berg, 1999; Schnake & Dumler, 2003).

According to Organ (1988), ÖDV consists of five dimensions: "civil virtue, altruism, conscientiousness, sportsmanship, and courtesy".

Civic Virtue: Individuals with civic virtue behavior are individuals who do not only act following the daily functioning of the organization they are a member of but produce ideas and do not hesitate to express their thoughts for the interests of the organization. These individuals take an active role in the organization, participate in the meetings and express their opinions, adopt the organizational policy, act accordingly, and closely follow the developments related to the organization (Organ, 1988).

Altruism: The concept, which can also be expressed as thinking of others, is also called altruism. It means that the organization members voluntarily help their colleagues in a problem that arises and take precautions against the problems that may arise (Allison et al. 2001). It is the behavior of taking on the duties of friends who are late for work or unable to come to work for valid reasons and helping their friends in unfinished business (Demirci et al., 2009).

Conscientiousness: It is the conscientious responsibility of employees to engage in work outside of working hours, to perform tasks assigned to them on time, to participate in meetings and events on time, to comply with working hours to the maximum extent, and to avoid unnecessarily prolonging breaks (Organ, 1988; Schanke & Dumler, 2003).

Sportsmanship: It refers to being able to endure all kinds of negative conditions that may occur within the organization (Özdevecioğlu, 2003, p. 121). It means not complaining about the working conditions of the organization, tolerating friends and the environment, and avoiding behaviors that will cause negativity and tension (Organ, 1988).

Courtesy: It refers to warning each other before a problem occurs in the organization, informing someone who will be affected by the decisions taken, informing in advance of being late or not being able to come to work, informing the relevant people in advance of a situation that will affect the work of colleagues (Çetinkaya and Çimenci, 2014).

There are many studies in the literature that authentic leadership is positively related with organizational citizenship behavior (Song & Seomun, 2014; Shapira-Lishchinsky & Tsemach, 2014; Al Sahi AL Zaabi, Ahmad & Hossan, 2016; Rastegar, Talebi, Nadi & Seif, 2017; Quraishi & Aziz, 2018; Pastor Álvarez, Molero Alonso, Bardera Mora & Moriano León, 2019; Venegas, Ramírez & Mateo, 2021) and that it affects organizational citizenship behavior (Valsania, León, Alonso & Cantisano, 2012; Tonkin, 2013; Nikpay, Siadat, Hoveida & Nilfrooshan, 2014; Oh & Tak, 2016; Yesilkaya & Aydin, 2016; Kwon & Kim, 2016; Kim, & Kim, 2017; Iqbal, Farid, Ma, Khattak & Nurunnabi, 2018; Qiu, Alizadeh, Dooley & Zhang, 2019; Farid, Iqbal, Khan, Ma, Khattak & Naseer Ud Din, 2020; Ribeiro, Duarte, Filipe & David, 2021; Wahyuni & Rahyuda, 2021).

Hypothesis 1: School managers' authentic leadership behaviors positively affect teachers' organizational citizenship behaviors.

Organization Culture

The gathering of more than one individual interacting to achieve a specific purpose creates an organization (Daft, 2015). On the other hand, culture is expressed as "the sum of the material and spiritual life opportunities of a society" (Seyyar, 2004). According to Schein (2009), culture is the basic assumption that people come together, accept, learn, provide external harmony and internal integration, and solve problems (Schein, 2009). Organizational culture, the behavior system of the individuals that make up the organization

(Cheng, 1989); "Norms and values set" that is created by the members of the organization and transferred to the new participants and guide the beliefs and behaviors of the individuals (Daft, 2015); It is basically "how things are done". (Cameron and Quinn, 2006).

Culture and leadership can be thought of as two sides of the same coin. The leader is the person who initiates and creates the culture (Schein, 2010). Pheyse (1993) used the organizational culture model of Harrison and Handy in his studies on organizational culture and focused on organizational culture. It has been discussed in four dimensions: "power culture, role culture, success culture, and support culture" (İra & Şahin, 2011).

Power Culture: It is the type of organizational culture in which the administrative power resources in the organization are in a specific group or individual. Emphasis is placed on the benefits and efficiency of the employees rather than their ideas. Power, control, status, and obedience are important values in this type of organization. In these types of organizations with a small organizational structure, if the leaders who hold power are separated from the organization, chaos may occur, or the organization may disintegrate (Erkmen, 2010).

Role Culture: It is the type of organization in which the bureaucratic structure is prioritized. Job descriptions of the employees are laid out clearly and unequivocally. The business is divided into departments, and inflexible standard rules are introduced. There is a hierarchical management scheme as specified in the employees' job descriptions, and the employees act as written in the job descriptions. Transformation and change are quite slow since different ideas are not valued much (Doğan, 2013).

Success Culture: Types of small organizations that focus on getting the job done. In organizations where the culture of success is dominant, employees focus only on their work and spend most of their time at work. They are motivated to solve the problems they encounter on their own (Pheyse, 1993; cited in İra & Şahin, 2011).

Support Culture: It is the type of organizational culture in which the employees also participate in the management; there are strong ties between the members, and facts such as friendship are important. Members feel that they belong to the organization. Employees' commitment to the organization is important, and they know that they have a share in the group (Harrison, 1972; Pheyse, 1993; cited in İra and Şahin, 2011).

The researchers found that authentic leadership is positively related with organizational culture (Nikpay & Zand Karimi, (2019; Park, Kim, Lee, Shin, Oh, Lee & Hong, 2019; Bernardes, Gabriel, Cummings, Zanetti, Leoneti, Caldana & Maziero, 2020; Hazratian, Mohajeran & Ghalavandi, 2021) and that it affects organizational culture (Karadağ & Öztekin Bayır, 2018; Shulhan, 2019).

Hypothesis 2: School managers' authentic leadership behaviors positively affect organizational culture.

The researchers found that organizational culture is positively related with organizational citizenship behaviors (Ebrahimpour, Zahed, Khaleghkhah & Sepehri, 2011; Purnama, 2013; Badawy, Trujillo-Reyes & Magdy, 2017; Arumi, Aldrin & Murti, 2019; Jeong, Kim, Kim & Zhang, 2019) and that it affects organizational citizenship behaviors. (Mohanty & Rath, 2012; Teh, Boerhannoeddin & Ismail, 2012; Darto, Setyadi, Riadi & Hariyadi, 2015; Muhdar, 2015; Suwibawa, Agung & Sapta, 2018; Zeyada, 2018; Mujanah, Brahmasari & Brahma Ratih, 2019; Prasetya & Nawangsari, 2019; Winarsih & Riyanto, 2020).

Hypothesis 3: Organizational Culture positively affects teachers' organizational citizenship behaviors.

Hypothesis 4: Organizational culture has a mediating role on the effect of authentic leadership on organizational citizenship.

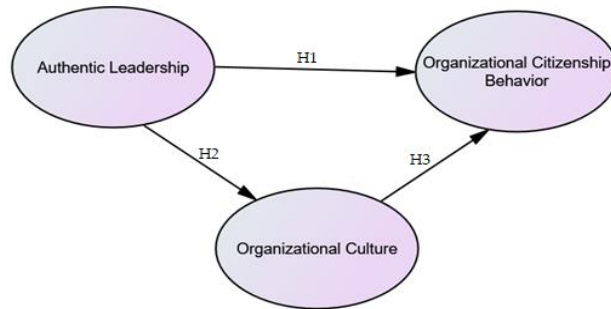


Figure 1. Research model

Method

Research Model

The purpose of this research is to examine the mediating role of organizational culture in the effect of school managers' authentic leadership behaviors on teachers' organizational citizenship behaviors (Figure 1). The research was carried out in a relational screening model.

The Study Group

Six thousand five hundred teachers working in public schools in the Pendik district of Istanbul constitute the research universe. The research study group consists of 300 teachers working in the Pendik district of Istanbul in the 2020-2021 academic year. Necessary permissions were obtained from the Istanbul Directorate of National Education and Istanbul Sabahattin Zaim University Ethics Committee, and the scales were applied electronically. According to Table 1, 63.7% of the participants were women, 62.3% were in secondary school, and 79.7% of them had a bachelor's degree.

Table 1. Teachers' Personal Variables

Variable	Variable Value	Percentage (%)
Gender	Female	63,7
	Male	36,3
Marital Status	Single	23,7
	Married	76,3
Tenure	1-5 years	7,7
	6-10 years	30,3
	11-15 years	17,7
	16-20 years	18,7
	20 years and above	25,7
School Type	Primary school	16,7
	Secondary school	62,3
	High school	21
Education Level	Graduate	79,7
	Master & Doctorate	20,3

According to the data in Table 1, 63.72% of the teachers participating in the research are women, 76.2% are married and 62.3% are working in secondary schools. 20% of the participants are postgraduate graduates.

Data Collection Tools

In this study, "Authentic Leadership Scale", "Organizational Culture Scale" and "Organizational Citizenship Level Scale" were used as data collection tools.

1-Authentic Leadership Scale: The scale was developed by Walumbwa, Avolio, Gardner, Wensing, and Peterson (2008) and adapted into Turkish by Tabak, Polat, and Türköz (2012). The scale consists of 4 sub-dimensions and 16 items: *"transparency in relationships (4 items), internalized moral understanding (3 items), balanced evaluation of information (3 items) and self-awareness (4 items)"*. A total of 16 to 80 points can be obtained from the scale. The goodness of fit values of the scale; $\chi^2/sd=2.53$, GFI=.92, NFI=.93, RMSEA=.06, IFI=.95, CFI=.95, TLI=.94. The reliability of the adapted scale (Cronbach α) was determined as .93. In this study, the reliability coefficient of the scale was found to be .94. The scale is a 5-point Likert (Never-Always) type. The scale has items such as *"My leader tells people the harsh truth."*, *"He listens carefully to different opinions before coming to conclusions."*

2- Organizational Culture Scale: The scale was developed by İpek (1999), and its validity and reliability were tested by İra and Şahin (2011). On the scale, there are three sub-dimensions as *"power culture (7 items), success culture (6 items), support culture (9 items), and a total of 22 items."* The reliability of the scale (Cronbach α) was determined as .86. In this study, the reliability coefficient of the scale was found to be .97. The scale has items such as *"Everyone is respectful to each other's ideas and opinions."*, *"Cooperation is preferable to competition."*

3- Organizational Citizenship Scale: The scale was developed by Podsakoff et al. (1990) and translated into Turkish by Bitmiş, Sökmen and Turgut (2014) and tested for validity and reliability. The scale consists of 5 sub-dimensions, namely *"kindness (5 items), fairness (5 items), altruism (4 items), conscientiousness (4 items) and civic virtue (3 items)"* and a total of 21 items. The reliability of the scale (Cronbach α) was determined as .88. In this study, the reliability coefficient of the scale was found to be .86.. The scale is a 5-point Likert (Never-Always) type. The scale has items such as *"I help my colleagues who have a heavy workload."*, *"I closely monitor the changes in the institution."*

Based on the assumption that the Authentic Leadership Scale and the Organizational Citizenship Level Scale used in the research are equally spaced, the score interval coefficient for the arithmetic averages was found to be 0,80. Scoring Range= (Highest Value-Lowest Value)/5= 4/5 =0,80. Accordingly, the evaluation range of the arithmetic averages is as follows: *"very low"* between 1,00-1,80, *"low"* between 1,81-2,60, *"medium"* between 2,61-3,40, *"high"* between 3,41-4,20, and *"very high"* between 4,21-5,00.

Data Analysis

The data obtained in the research were analyzed with the SPSS 26 package program. The data analysis used standard deviation, arithmetic mean, frequency, percentage calculations from relational statistical methods, correlation analysis, and hierarchical regression to determine the relationships between the variables.

Findings

School managers' authentic leadership style level, teachers' organizational citizenship behavior level and organizational culture levels are given in Table 2.

Table 2. Descriptive Analysis

Variable	n	\bar{X}	sd
Authentic Leadership	300	3,68	0,74
Organizational Citizenship Behavior	300	4,17	0,40

Organizational Culture	300	3,65	0,68
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When Table 2 is examined, it is seen that the school managers' authentic leadership style level ((X) = 3.67); teachers' organizational citizenship behavior levels ((X) = 4.17) and organizational culture levels ((X) = 3.65) are high.

The findings regarding the relationships between the authentic leadership style of school principals, teachers' organizational citizenship behavior levels and organizational culture levels are given in Table 3.

Table 3. Correlation Analysis Results

Variable	1	2	3
Authentic Leadership	1		
Organizational Citizenship Behavior	,292**	1	
Organizational Culture	,784**	,375**	1

p<0,001**

According to the data in Table 3, when the relationship between school managers' authentic leadership styles, organizational citizenship, and organizational culture is examined; While there was a weak positive (r=.292) relationship between authentic leadership style and organizational citizenship, a high positive correlation (r=.784) was found between authentic leadership style and organizational culture. On the other hand, a low positive (r=.375) relationship was found between organizational citizenship behavior and organizational culture.

In testing the hypotheses, the results of Baron and Kenny's (1986) four-stage regression analysis model are given in Tables 4 and 5.

Table 4. Linear Regression Analysis

Predictor	Criterion	β	R ²	t	Sig.
Authentic Leadership	Organizational Citizenship Behavior	,29	,08	5,27	,000**
Authentic Leadership	Organizational Culture	,78	,61	21,79	,000**
Organizational Culture	Organizational Citizenship Behavior	,37	,14	6,97	,000**

p<0,001**

In line with the data in Table 4; In the first stage of the model, it was found that the independent variable explained authentic leadership, the dependent variable explained organizational citizenship behavior by 8%, and authentic leadership had a significant positive effect on organizational citizenship behavior (β =.29, p <.001). In the second stage, the effect of the independent variable authentic leadership on the mediating variable organizational cult was examined, and it was found that authentic leadership explained 61% of the organizational culture and had a significant positive effect (β =.78, p <.001). In the third stage, the effect of the mediating variable organizational culture on the dependent variable organizational citizenship behavior was examined. It was found that organizational culture explained 14% of organizational citizenship and positively affected it significantly (β =.37, p <.001). According to these results, Hypothesis 1, Hypothesis 2, and Hypothesis 3 were accepted.

Data regarding the last stage of Baron and Kenny's (1986) four-stage model are given in Table 5. In the final stage of the model, the independent variable authentic leadership and the mediating variable organizational culture on organizational citizenship behavior were examined together.

Table 5. Linear Regression Analysis

<i>Predictor/ Mediator</i>	<i>Criterion</i>	β	R^2	t	<i>Sig.</i>	<i>Sobel (z)/S ig</i>
Authentic Leadership	Organizational Citizenship Behavior	-,003	,14	-,038	,970	6.53897/,000**
Organizational Culture	Behavior	,377		,377	,000	

$p < 0,001^{**}$

When authentic leadership and intermediary variable organizational culture are considered together, the significant effect of authentic leadership on organizational citizenship disappears ($\beta = -.003$, $p = .97$). It shows that organizational culture has a fully mediating role in organizational citizenship behavior. With the Sobel Test, it was found that the mediating effect was significant (Sobel (z)=6.53897, $p < .001$). According to this result, Hypothesis 4 was accepted.

Discussion and Conclusion

In this section, the research results are discussed, considering the previous research results. As a result of the research, it was found that organizational culture has a full mediator role in the effect of authentic leadership on organizational citizenship. On the organizational culture and organizational citizenship behavior of authentic leadership, organizational culture significantly affects organizational citizenship behavior. In addition, the school managers' authentic leadership style level, teachers' organizational citizenship behavior level, and organizational culture level were found to be high. In this context, a contribution has been made to our knowledge of teachers' organizational citizenship behavior.

Authentic leadership styles of school managers positively affect organizational citizenship behavior. Gökcyer and Koçak (2019) found a high level of positive correlation between authentic leadership and organizational citizenship. Authentic leadership positively affects organizational citizenship behavior, the creativity of employees, and individual performances of employees. Authentic leaders support the positive behavior of employees, increase cooperation within the organization, reveal employee behaviors outside the job description and provide the emergence of new ideas. Thus, it increases the individual performance of the employees. (Ribeiro, Duarte & Filipe, 2018). Studies have found that authentic leadership behavior will increase employees' organizational citizenship behaviors (Joo & Jo, 2016; Yeşilkaya & Aydın, 2016; Iqbal, Farid, Ma, & Mehmood; 2018). Morrison (1994) stated that if the employee has a positive relationship with the organization, he will show more organizational citizenship behavior. In addition, according to Blau (1964), the "reciprocity norm" of social exchange theory, an individual who is treated well will respond with kindness. School managers' transparent and ethical behavior will increase teachers' organizational citizenship behavior levels.

According to the research results, authentic leadership also affects organizational culture. The leader plays an important role in forming and maintaining organizational culture (Schein, 1985). These findings of the study support the results of the literature. Organizational culture and leadership are effective in maintaining healthy working environments. The authentic leadership behavior of the managers ensures the formation of a positive organizational culture (Shirey, 2009). An authentic leader will positively impact employees and increase their job satisfaction thanks to the shared values of the organization and the leader (Azanza, Moriano & Molero, 2013).

Karadağ and Öztekin (2018) also found that authentic leadership affects school culture. According to Hofstede (2003), although culture is perceived as a factor that keeps individuals in the organization together, it is the cause of conflicts. Conflicts in the organization occur due to cultural differences. Authentic leaders can

avoid conflicts arising from differences and see differences as the wealth of the organization and use them to increase efficiency.

As a result of the research, it was found that organizational culture has a positive and significant effect on teachers' organizational citizenship behaviors. Accordingly, as teachers adopt the organizational culture, organizational citizenship behaviors will increase. Looking at the literature, Koşar, and Yalçınkaya (2013), İpek (2012) and Avcı (2016) reached the same conclusion. When the effect of authentic leadership and organizational culture on organizational citizenship behavior is considered together, the effect of authentic leadership on organizational citizenship behavior disappears. The effect of organizational culture on employees is greater than that of the leader. Hoy and Miskel (1991), Güçlü (2003), and Munley (2011), organizational culture is the behavior patterns of the organization. Therefore, it is understood that the effect of organizational culture on employees is more.

Suggestions

According to the research results, authentic leadership behavior affects organizational culture and organizational citizenship behavior. School principals showing authentic leadership behavior to increase the effectiveness of schools will positively affect employee performance and contribute to the effectiveness of schools. It is recommended that managers be trained to develop authentic leadership skills, especially by The Ministry of National Education. Authentic leadership dimensions such as internalized moral understanding, transparency, self-awareness, and balanced information processing should be considered while planning the educational content for school principals. An important limitation of this study is that the relationship between the variables could not be examined in depth because it was in a quantitative research design.

The high impact of authentic leadership on organizational culture can be examined with the help of qualitative research. Thus, the relationship between the variables can be examined in-depth without being detached from its context. In addition, the relationship between authentic leadership and various organizational behavior variables can be examined. Future studies can examine the effects of different leadership styles on organizational culture and organizational citizenship behavior instead of authentic leadership.

Conflict of interest

The authors declare that they have no conflict of interest.

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