

The Relationship between School Administrators' Learning-Centred Leadership Attitudes and Teachers' Organizational Identity Perceptions

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ABSTRACT

This study aimed to reveal whether there is a significant relationship between the learning-centred leadership behaviours of school principals and teachers' perceptions about organizational identity according to teachers' views. 266 teachers working in secondary education institutions in the central district of Bolu province in the 2020-2021 academic year who voluntarily participated in the study make up the sample of this relational survey research study. Data were collected through learning-centred leadership scale and teacher organizational identity perception scale together with the personal information form. When the result of the research is examined, teachers' perceptions of learning-centred leadership and organizational identity are high. Variables such as gender, working time at the school, working time with the school principal did not make difference in teachers' views on learning-centred leadership and organizational identity perceptions; while the seniority variable created a significant difference in the teachers' views on learning-centred leadership in the sub-dimensions of providing learning support, managing learning programs and being a model, and it did not make difference in their perceptions of organizational identity. There is a positive, meaningful relationship between learning-centred leadership and organizational identity.

Keywords: Learning-centred leadership, organizational identity, teacher

Okul Yöneticilerinin Öğrenme Merkezli Liderlik Davranışları ile Öğretmenlerin Örgütsel Kimlik Algıları Arasındaki İlişki

ÖZ

Araştırmada öğretmenlerin görüşlerine göre okul müdürlerinin öğrenme merkezli liderlik davranışları ile öğretmenlerin örgütsel kimlik algıları arasında anlamlı bir ilişki olup olmadığını ortaya çıkarmak amaçlanmıştır. İlişkisel tarama yönteminin kullanıldığı araştırmanın çalışma evrenini 2020-2021 eğitim öğretim yılında Bolu ili merkez ilçede bulunan orta öğretim kurumlarında görev yapan ve çalışmaya gönüllü olarak katılan 266 öğretmen oluşturmaktadır. Araştırmada veri toplama aracı olarak kişisel bilgiler formu ile birlikte öğrenme merkezli liderlik ölçeği ve öğretmen örgütsel kimlik algısı ölçeği kullanılmıştır. Araştırma sonucuna göre, öğretmenlerin öğrenme merkezli liderlik ile örgütsel kimlik algıları yüksek düzeydedir. Öğretmenlerin öğrenme merkezli liderliğe ve örgütsel kimlik algılarına yönelik görüşlerinde cinsiyet, bulunduğu okulda çalışma süresi, okul müdürüyle çalışma süresi gibi değişkenler farklılık oluşturmamaktadır. Kıdem değişkeni öğretmenlerin öğrenme merkezli liderliğe yönelik görüşlerinde ölçek toplamı ile öğrenme desteği sağlama ve öğrenme programlarını yönetme ve model olma alt boyutlarında anlamlı fark oluştururken, örgütsel kimlik algılarında farklılık oluşturmamıştır. Öğrenme merkezli liderlik ile örgütsel kimlik arasında pozitif yönlü, orta düzeyli bir ilişki vardır.

Anahtar kelimeler: Öğrenme merkezli liderlik, örgütsel kimlik, öğretmen

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INTRODUCTION

In the first quarter of the 21st century, change and competition conditions significantly affected the relationship between many variables that are effective in the success of organizations. Schools are the leading institutions that want to be successful and keep up with the changing conditions of the society. They are organizations that train people in line with the desires of the society. Given that the success of organizations is measured by the success of the leader heading the organization, many segments in society from policy makers to practitioners have accepted the importance of leadership (Zengin, 2019). This is because it is leaders' duty to set new goals for the people who are the source of change in organizations and to ensure that they adopt these goals and work effectively (Aydın Turan, 2019, Memişoğlu & Yılmaz, 2019). School leaders, namely school principals who are responsible for fulfilling many duties at schools, work for the effectiveness and success of the school (Aksoyalp, 2010; Gümüş, Bellibaş, Esen, & Gümüş, 2018). There is no doubt that school administrators have an important role to play in the educational activities of schools and to increase the quality of education in the school. Leadership characteristics of school administrators are of great importance in achieving the stated objectives (Akgün, Özdemir, Yıldız, Cerit, & Yılmaz, 2019; Ertürk, 2019a). School principals being solution-oriented, innovative, supportive, helpful, visionary and mission-oriented leaders contribute to the effectiveness of schools (Ertürk & Memişoğlu, 2018). Thus, the leadership of school principals becomes a very important factor at schools (Ertürk, 2019b).

Leaders who are defined as people having power and authority in management are people who have the required knowledge and experience to trigger a certain group of people for certain purposes. At schools, it requires knowledge and experience to organize all the partners of the school in terms of school's vision, mission and goals and to unite them around the goals (Akgün, et al., 2019; Eraslan, 2004; Özdemir & Sezgin, 2002). It is again the duty of the school leader to set new goals for teachers who are the source of change, and to ensure they adopt these goals and work effectively (Aydın Turan, 2019). Effective school principals focus both on teaching and learning at their schools. For them, students' learning is also important. Taking this into consideration, they coordinate the curriculum in line with the vision and goals of the school, and create strategies to develop teachers as well as students (Sun, Youngs, Yang, Chu & Zhao, 2012).

When the literature is reviewed, it is seen that there are many types of school leadership (Tan, 2014), and learning-centred leadership, which was initially seen as part of instructional leadership and which is also a leadership model that has become popular in recent years, and it has begun to be applied at schools, namely, educational organizations. As the instructional leadership focuses on the teacher's teaching skills and performance in the classroom, it is thought that learning takes a backseat to the idea that learning-centred leadership should be applied in schools (Gümüş et al., 2018). Liu, Hallinger, and Feng (2016) stated that learning-centred leadership differs from other leadership models in that it is based on instructional leadership and transformational leadership, and learning-centred leadership focuses on all employees' learning at school. While Marks and Printy (2003) on the other hand, emphasize the individual and organizational competencies of teachers (Marks & Printy, 2003), learning-centred leadership aims to develop the learning capacity of all employees at school (Liu et al., 2016). This situation shows that instructional leaders focus on the teaching aspect of teachers within the framework of the vision of the school while with learning-centred leadership, it is emphasized that total learning is important in the organization (Kılınç, Bellibaş & Gümüş, 2017). In learning-centred leadership, school administrators are expected both to be learners and to lead all the partners of the school by encouraging them to learn. Learning-centred leadership behaviours will contribute to the formation of organizational identity by supporting employees to get to know their institutions better and to identify themselves with the organization. Leadership behaviours which put learning in the centre are especially important in creating a school-specific identity. In some ways, we can say that a corporate identity suitable for the characteristics of the school is a product of learning-centred leadership behaviours.

Learning-centred leadership has two basic perspectives in literature. One of these perspectives belongs to Murphy et al. (2006). To them, learning-centred leadership is conceptualized with the combination of learning leadership and transformational leadership. Murphy et al. (2006) examined the dimensions of learning-centred leadership under 8 titles: developing vision for learning, teaching programme, training programme, assessment programme, learning community, acquisition and use of the sources, organizational culture and defence of rights. The second perspective, however, belongs to Liu, Hallinger and Feng (2016). They based learning-centred leadership on educational leadership and transformational leadership, and examined the learning-centred

leadership model in four dimensions: developing vision for learning, providing support for learning, managing the learning programme and setting a model (Kılınç, Bellibaş & Gümüş, 2017; Polat,2020).

Teachers who work at a school where their professional training is supported by the school administrator and where they are provided with such sources as time, money and training for their professional training can exhibit their potentials at a higher level. In addition, any teacher who feels the support of his/her school will do more than he is expected for the success of the school. Moreover, the communication between teachers develops and gets stronger at a school where the teachers working at a school are encouraged to learn from each other, and thus these teachers will share the projects that they will do with one another. While this situation supports the teachers' professional development, it also enhances their devotion and loyalty to the institution and their profession.

Organizations where the individual spends much of his life affect the individual in every way. The individual, especially the identity of the individual, is an important factor affecting the organization. Identity is seen in two forms as individual identity and organizational identity. Individual identity begins to form in the early years of an individual's childhood and continues to develop throughout life (Kılıçkaya, 2019). Identity is a concept that allows a person to define and understand himself, and gives meaning to his existence (Arslan, 2019). Identity contains all the features that help the individual to be defined by others, and belonging and being an individual are accepted as the basic criteria in determining identity. The reason for this is that identity helps the person to be himself and to feel dependent on the organization (Dağ Yalnızlar, 2019). The identity of the individual affects the organization that he is in (Akgül, 2012). Understanding the concept of organizational identity first requires knowing the meaning of the concept of identity. The answers given to the questions "Who am I?" or "Who are we?" enable the individual to express himself and the organization to define itself (Akgül, 2012; Dağ Yalnızlar, 2019; Erdiñ, 2019; Kasap Çabanoğlu, 2008; Kılıçkaya, 2019; Taşdan, 2015; Taşdan, 2010). Organizational identity plays an important role in the survival of organizations, increasing their efficiency and productivity (Erdiñ, 2019). Teachers' understanding of organizational identity is also considered very important at schools where efficiency and productivity are intended to be high, because organizational identity enables employees to identify themselves with the organization (Argon & Ertürk, 2013). A strong organizational identity unifies teachers with the school. It provides positive motivation for teachers. It enables qualified teachers to prefer that school. It builds trust in other partners of the school, especially in students. It increases the commitment and sense of belonging of teachers and all other employees to the organization (Filizöz & Koparan, 2016). The attitudes and behaviours of organizational leaders are effective in the formation of organizational identity in the integration of individuals with the organization, too (Ertürk, 2018a). Individuals with different identities work together at schools. Organizations, like individuals, have identities reflected in their behaviours, appearances and practices, and this is a feature that separates them from other organizations.

In their study, Bogler and Somech (2004) evaluated the teacher's identity as a higher-level concept than organizational identity. Thus, they examined the development of the teacher's identity in six variables: making a decision, professional development, status, self-efficiency, autonomy and effect. Christ, Van Dick, Wagner and Stellmacher (2003) explained the identity formation in 3 main variables, which are defining the career, team climate and organizational identity, and in 4 intervening variables which are emotional, cognitive, assessment and behaviour. Stating that teachers' organizational identity perceptions can develop with such organizational citizen behaviours as communication within the organization, sense of belonging to the organization, and sharing the values of the organization, Tabak and Boyacı (2019) explained the teachers' organizational identity perception in the sub-dimensions like support, belonging and communication in their study.

People have come together to form organizations to achieve certain goals, and over time this unity has led them to express themselves as a whole and with an identity. Such a corporate identity has provided the function of uniting the organization's employees with the organization and distinguishing the organization from its counterparts. This is similar at schools. Although the schools are similar in appearance, they can differ from each other in terms of teaching staff, student potential, and parent profile. These differences and the school's emblems, pennants, prominent subjects and reasons for preference constitute the identity of the schools. School principals also have great importance in the formation of the identity of schools. This is because the identity of the school is a leadership function and the school principal is the person who determines or leads the determination of the vision, mission and strategies of the school. School principals who show learning-centred leadership while contributing to the learning of the school as a whole also help the development of teachers' organizational identity. In this respect, learning-centred leadership can be an important predictor of organizational identity by creating an organizational culture that is effective on the unity of the school. Therefore, this research aims to determine the

relationship between teachers' views on learning-centred leadership and organizational identity. In line with this purpose, answers to the following questions were sought:

1. At which level are the teachers' perceptions on learning-centred leadership and organizational identity?
2. Do teachers' perceptions on learning-centred leadership and organizational identity differ significantly in terms of demographic information (gender, professional seniority, working time at school, working time with their principal)?
3. Is there a significant relationship between teachers' perceptions on learning-centred leadership and organizational identity?

METHOD

The research is in relational survey model. The relational survey model aims to determine the existence and/or degree of co-variance between two or more variables (Karasar, 2014).

Participants

The population of the research consists of 266 teachers who agreed to volunteer for the study out of 873 teachers working in secondary schools in the central district of the province of Bolu between 2020 and 2021. The demographic characteristics of the teachers in terms of the variables of gender, professional seniority, working time at school and working time with the principal are as follows: 50.8% of the teachers are female and 49.2% are male. In terms of professional seniority variable, 10.5% of teachers are between 0-5 years, 11.7% are between 6-10 years, 18.8% are between 11-15 years, 29.7% are between 16-20 years, 29.3% of them have 21 years or more professional seniority. In terms of the variable of working time at school, while 41% of teachers are working at their school for between 0-5 years, 24.8% are between 6-10 years, 18.4% are between 1-15 years, 15.8% are between 16 years and above. 26.7% of teachers work with the same school principal for less than 1 year, 41% for 1-4 years, and 32.3% for 5 years or more.

Data Collection Tools

Personal information form, learning-centred leadership and teachers' organizational identity perception scales were used as data collection tools in the study.

Personal information form: In this form, there are demographic variables such as gender, professional seniority, working time at the school and working time with the school principal.

Learning-Centred Leadership Scale (SCLS): Learning-centred leadership scale developed by Liu et al. (2016) was adapted to Turkish culture by Gümüş Kılıncı et al. (2017). Internal consistency values of the items of the scale vary between .88 and .91. In this study, Cronbach Alpha coefficient of the scale was determined as .97 in the sum of the scale, as .94 in the sub-dimension of creating a vision for learning, as .94 in the sub-dimension of providing learning support and as .94 in the sub-dimension of managing the learning programme and being a model. The scale consists of three sub-dimensions: creating a vision for learning, providing learning support, managing the learning program and being a model and 19 items; 5 in creating a vision for learning, 7 in providing learning support, and 7 in managing the learning program and being a model. This shows that the scale has a high internal consistency. The scale is of a 5-likert type (between "I do not agree at all." and "I agree totally.")

Teachers' organizational identity perception scale: The scale developed by Tabak and Boyacı (2019) and being of a 1-likert type ("not fit at all (1)", "not fit (2)", "partly fit (3)", "fit (4)" and "totally fit (5)") consists of 17 items and three sub-dimensions; support (8 items), belonging (4 items) and communication (5 items). The Cronbach Alpha parameter of the scale was .94 in total. It was calculated as .94 in the support dimension, .80 in the belonging dimension and .80 in the communication dimension. And in this study, the Cronbach Alpha parameter was .96 in total; It was calculated as .94 in the support sub-dimension, .81 in the belonging sub-dimension, and .94 in the communication sub-dimension. This situation shows that the scale is a reliable measuring tool.

Data Collection and Data Analysis

Population of this study consists of a total of 873 teachers.. However, 480 of them have been accessed and 266 teachers have answered the scales, therefore these 266 teachers have been included in the study. Of the scales distributed to 480 people in the study universe of the research, 281 have returned. Of the returned scales, 15 scales have not been evaluated due to data loss, in 266 scales, the normality of the distribution of the data was examined

with the Kolmogorov-Smirnov test and it was determined that the distribution was not normal ($p < 0.05$). Accordingly, for the analysis of the data within the scope of sub-problems, percentage, frequency, arithmetic mean and standard deviations were calculated, and non-parametric tests (Mann Whitney U and Kruskal Wallis) and Spearman Rho Correlation analysis were used for the analysis of the variables.

FINDINGS

The findings of the analyses made within the scope of the problem statements of the research and the comments made on the findings are included in this part.

Findings and Comments on the First Sub-Problem

Table 1. Mean and Standard Deviation Values for Teachers' Perception of Learning-Centred Leadership and Organizational Identity

Scale	Sub Dimensions	n	\bar{X}	ss
Learning-Centred Leadership	Developing a Vision for Learning	266	3,92	,787
	Providing Learning Support	266	3,59	,829
	Managing the Learning Program and Being a Model	266	3,69	,794
	Total	266	3,71	,765
Teachers' Perception about Organizational Identity	Support	266	3,95	,858
	Belonging	266	3,99	,798
	Communication	266	3,88	,892
	Total	266	3,94	,765

When Table 1 is examined, in the sub-dimensions of developing a vision about learning, teachers' views on learning-centred leadership ($\bar{X}=3.9248$), providing learning support ($\bar{X}=3.5972$) and managing the learning program and being a model ($\bar{X}=3.6960$) and in total ($\bar{X}=3.7198$) the scale is at the level of "I agree"; and their views on organizational identity perception were found to be at the "convenient" level in terms of support ($\bar{X}=3.9507$), belonging ($\bar{X}=3.9972$) and communication ($\bar{X}=3.8895$) sub-dimensions and in total ($\bar{X}=3.9436$). This finding shows that teachers' perceptions about both learning-centred leadership and organizational identity are high.

Findings and Comments on the Second Sub-Problem

Table 2. Mann Whitney-U Test Results for Teachers' Perception of Learning Centred Leadership and Organizational Identity by Gender Variable

Scale	Sub dimensions	Gender	N	Mean	Sum of the line	U	P
Learning Centred Leadership	Developing a Vision about Learning	Female	135	133,83	18067,0	8798,000	,942
		Male	131	133,16	17444,0		
	Providing Learning Support	Female	135	136,37	18410,0	8455,000	,536
		Male	131	1130,5	17101,0		
	Managing the Learning Program and Being a Model	Female	135	136,87	18478,0	8387,000	,465
		Male	131	130,02	17033,0		
Total		Female	135	135,70	18320,0	8545,000	,635
		Male	131	131,23	17191,0		
Teachers' Perception of Organizational Identity	Support	Female	135	135,07	18234,5	8630,500	,735
		Male	131	131,88	17276,5		
	Belonging	Female	135	134,66	18179,5	8685,500	,801
		Male	131	132,30	17331,5		
	Communication	Female	135	132,81	17929,5	8749,500	,882
		Male	131	134,21	17581,5		
Total		Female	135	134,73	18189,0	8676,000	,791
		Male	131	132,23	17322,0		

$p < .05$

When Table 2 is examined, it is determined that teachers' views about learning-centred leadership do not make any significant difference in terms of gender variable in the sub-dimensions of developing a vision for learning

(U=8798.000), providing learning support (U=8455,000), and managing the learning program and modelling (U=8387.000) and in the total of scale (U=8545,000). In terms of the gender variable, teachers' opinions about organizational identity perception do not make any significant difference in the sub-dimensions of support (U=8630,500), belonging (U=8685,500) and communication (U=8685,500) and in the total of the organizational identity scale (U=8676,000). It can be concluded, based on this finding, that the gender variable does not create a significant difference in teachers' views of learning-centred leadership and their perceptions of organizational identity.

Table 3. Kruskal Wallis-H Test Results About Learning Centred Leadership and Perception of Organizational Identity in terms of the Variable of Professional Seniority of Teachers

Scale	Sub-dimensions	Professional seniority	n	Rank Mean	sd	chi-square	p	Significant Difference
Learning Centred Leadership	Creating a Vision for Learning	(1)0-5 years	28	133,16	4	4,044	,400	-
		(2)6-10 years	31	112,97				
		(3)11-15 years	50	125,72				
		(4)16-20 years	79	140,75				
		(5)21 years or more	78	139,42				
	Providing Learning Support	(1)0-5 years	28	134,48	4	12,681	,013	2-4 2-5 3-4
		(2)6-10 years	31	98,48				
		(3)11-15 years	50	116,90				
		(4)16-20 years	79	144,63				
		(5)21 years or more	78	146,44				
	Managing Learning Programs and Becoming a Model	(1)0-5 years	28	139,29	4	11,490	0,22	2-4 2-5 3-4
		(2)6-10 years	31	102,87				
		(3)11-15 years	50	114,93				
		(4)16-20 years	79	147,29				
		(5)21 years or more	78	141,53				
Total	(1)0-5 years	28	134,43	4	10,732	,030	2-4 2-5	
	(2)6-10 years	31	100,21					
	(3)11-15 years	50	119,24					
	(4)16-20 years	79	145,15					
	(5)21 years or more	78	143,74					
Teachers' perception about organizational identity	Support	(1)0-5 years	28	135,00	4	3,127	,537	-
		(2)6-10 years	31	116,21				
		(3)11-15 years	50	136,27				
		(4)16-20 years	79	128,73				
		(5)21 years or more	78	142,89				
	Belonging	(1)0-5 years	28	142,93	4	3,734	,443	-
		(2)6-10 years	31	127,63				
		(3)11-15 years	50	136,63				
		(4)16-20 years	79	121,51				
		(5)21 years or more	78	142,58				
	Communication	(1)0-5 years	28	126,88	4	4,403	,354	-
		(2)6-10 years	31	1112,29				
		(3)11-15 years	50	144,29				
		(4)16-20 years	79	130,28				
		(5)21 years or more	78	140,65				
Total	(1)0-5 years	28	132,41	4	3,923	,417		
	(2)6-10 years	31	116,40					
	(3)11-15 years	50	139,71					
	(4)16-20 years	79	126,49					
	(5)21 years or more	78	143,81					

$p < .05$

When Table 3 is examined, it has been determined that while the seniority variable created a significant difference in teachers' views about learning-centred leadership in terms of providing learning support ($X^2=12,681$), managing the learning program and being a model ($X^2=11.490$) sub dimensions and learning-centred leadership scale ($X^2=10.732$) in total, there wasn't significant difference in the sub-dimension of creating a vision for learning ($X^2=4,044$). As a result of the Mann Whitney U tests conducted to determine between which groups

the detected difference was in the sub-dimension of providing learning support, between teachers with 6-10 years of seniority and 16-20 years of seniority, there is a significant difference in favour of teachers with a seniority of 16-20 years (\bar{x} =144,63); between teachers with a seniority of 6-10 years and teachers with a seniority of 21 years and more, there is a significant difference in favour of teachers with a seniority of 21 years and more (\bar{x} =146,44) and between teachers with 11-15 years of seniority and teachers with 16-20 years of seniority, a significant difference was found in favour of teachers with 16-20 years of seniority (\bar{x} =144,63). In the sub-dimension of managing the learning program and being a model; there is a significant difference between teachers with 6-10 years of seniority and teachers with 16-20 years of seniority, in favour of teachers with 16-20 years of seniority (\bar{x} =147,29); Between teachers with 6-10 years of seniority and teachers with 21 years and more seniority (\bar{x} =141,53) in favour of teachers with 21 years and more seniority, and teachers with 11-15 years of seniority and teachers with 16-20 years of seniority (\bar{x} =147,29) in favour of teachers with 16-20 years of seniority. Considering the learning-centred leadership scale in general, there is a significant difference between teachers with 6-10 years of seniority and teachers with 16-20 years of experience in favour of teachers with 16-20 years of seniority (\bar{x} =145,15), between teachers with 6-10 years of seniority and teachers with 21 years and more seniority in favour of teachers with 21 years and more seniority (\bar{x} =147,29). In other words, the professional seniority variable causes a significant difference in teachers' perceptions of learning-centred leadership, especially between teachers with 6-10 years of seniority and teachers with 16-20 years and 21 years and more, in favour of teachers with high professional seniority.

It has been determined that the teachers' views on the perception of organizational identity did not make a significant difference in the sub-dimensions of support ($X^2=3, 127$), belonging ($X^2=3,734$), communication ($X^2=4.403$) and in the total ($X^2=3.923$) in terms of professional seniority variable. In other words, it can be explained as the seniority variable does not-cause a significant difference between teachers' opinions who have just started the job and teachers who are close to retirement, regarding their perceptions of organizational identity.

Table 4. Kruskal Wallis-H Test Results About Learning Centred Leadership and Perception of Organizational Identity In Terms Of the Variable of Teachers' Working Time at the School

Scale	Sub dimensions	Working time at school	n	Rank Mean	sd	chi-square	p	Significant difference
Learning Centred Leadership	Developing a Vision About Learning	(1)0-5 years	109	133,10	3	5,286	,152	-
		(2)6-10 years	66	129,73				
		(3)11-15 years	49	153,00				
		(4)16 years or more	42	117,71				
	Providing Learning Support	(1)0-5 years	109	131,46	3	4,645	,200	-
		(2)6-10 years	66	121,95				
		(3)11-15 years	49	152,68				
		(4)16 years or more	42	134,57				
	Managing Learning Programs and Being a Model	(1)0-5 years	109	134,63	3	6,395	,094	-
		(2)6-10 years	66	117,63				
		(3)11-15 years	49	153,98				
		(4)16 years or more	42	131, 61				
Total	(1)0-5 years	109	132,68	3	5,180	,159	-	
	(2)6-10 years	66	121,87					
	(3)11-15 years	49	154,21					
	(4)16 years or more	42	129,73					
Teachers' Perception About Organizational Identity	Support	(1)0-5 years	109	135,48	3	5,626	,131	-
		(2)6-10 years	66	131,43				
		(3)11-15 years	49	150,07				
		(4)16 years or more	42	112,27				
	Belonging	(1)0-5 years	109	142,72	3	5,395	,145	-
		(2)6-10 years	66	117,86				
		(3)11-15 years	49	141,39				
		(4)16 years or more	42	124,93				
	Communication	(1)0-5 years	109	135,57	3	6,080	,108	-
		(2)6-10 years	66	133,33				
		(3)11-15 years	49	149,21				
		(4)16 years or more	42	110,07				
Total	(1)0-5 years	109	136,95	3	6,188	,103	-	
	(2)6-10 years	66	128,84					
	(3)11-15 years	49	150,59					
	(4)16 years or more	42	111,93					

p<.05

By looking at Table 4, working time at the school variable did not make a significant difference in creating a vision for learning about teachers' views on learning-centred leadership ($X^2= 5.286$), providing learning support ($X^2=4.645$), and managing the learning program and being a model ($X^2=6.395$) and in the total scale ($X^2=5,180$). When the teachers' views about organizational identity were examined about the variable of working time at school, in the sub-dimensions of support ($X^2=5.626$), belonging ($X^2=5.395$), communication ($X^2=6.080$) and the scale total ($X^2=6.188$) there was not a significant difference in teachers' views. This finding shows that the duration of working at school does not create a significant difference in teachers' views on learning-centred leadership and their perceptions of organizational identity.

Table 5. Kruskal Wallis-H Test Results About Learning Centred Leadership and Perception of Organizational Identity In Terms Of the Variable of Teachers' Working Time with the School Principal

Scale	Sub dimensions	Working time with the school principal	n	Rank mean	sd	Chi square	p	Significant difference
Learning Centred Leadership	Creating a Vision for Learning	Less than 1 year	71	133,13	2	2,409	,300	-
		1-4 years	10	126,19				
		5 years and more	86	143,06				
	Providing Learning Support	Less than 1 year	71	133,48	2	4,919	,085	-
		1-4 years	10	126,19				
		5 years and more	86	147,23				
	Managing Learning Programs and Being a Model	Less than 1 year	71	132,27	2	3,509	,173	-
		1-4 years	10	124,86				
		5 years and more	86	145,47				
	Total	Less than 1 year	71	133,45	2	4,146	,126	-
		1-4 years	10	123,56				
		5 years and more	86	146,14				
Teachers' Perception of Organizational Identity	Support	Less than 1 year	71	134,42	2	5,961	,051	-
		1-4 years	10	125,18				
		5 years and more	86	136,65				
	Belonging	Less than 1 year	71	133,55	2	0,459	,795	-
		1-4 years	10	123,71				
		5 years and more	86	139,27				
	Belonging	Less than 1 year	71	133,21	2	3,605	,165	-
		1-4 years	10	123,69				
		5 years and more	86	139,53				
	Total	Less than 1 year	71	133,92	2	4,019	,134	-
		1-4 years	10	123,65				
		5 years and more	86	139,09				

p<.05

In When Table 5 is examined, it is determined that there was not a significant difference about the working time with the school principal in creating a vision for the sub-dimensions of learning ($X^2=2,409$), providing learning support ($X^2=4,919$) and managing the learning program and being a model ($X^2=3,509$) and in total ($X^2=4,146$). No significant difference was determined between the teachers' views about the perception of organizational identity in the sub-dimensions of support ($X^2=5,961$), belonging ($X^2= .459$) and communication ($X^2=3,605$) and in total ($X^2= 4,019$). Depending on these findings, it could be said that the variable of working time with the school principal creates a similarity in teachers' views about learning-centred leadership and their perceptions of organizational identity, and that it does not create a significant difference in them.

Findings and comments on the Third Sub-Problem

Table 6. Correlation Analysis Table of Teachers' Views about Learning-Centred Leadership and Perception of Organizational Identity

Dimensions		Developing a Vision for Learning	Providing Learning Support	Managing the Learning Program and Being a Model	Learning Centred Leadership
Support	r	,714**	,654**	,613**	,696**
	P	,000	,000	,000	,000
	N	266	266	266	266
Belonging	r	,535**	,463**	,490**	,521**
	P	,000	,000	,000	,000
	N	266	266	266	266
Communication	r	,569**	,516**	,472**	,538**
	p	,000	,000	,000	,000
	N	266	266	266	266
Teachers' Perception of Organizational Identity	r	,709**	,641**	,609**	,684**
	P	,000	,000	,000	,000
	N	266	266	266	266

* $p < .05$ ** $p < .01$

When Table 6 is examined, a significant, positive and moderate relationship was found between teachers' views on learning-centred leadership and organizational identity ($r = .684$; $p = .000$). It is determined that the relations between the scales and their sub-dimensions were generally significant, positive and moderate. The highest level of relationship was found to be among the sub-dimensions of supporting and developing vision for learning ($r = .714$; $p = .000$), and the lowest relationship was between the sub-dimensions of belonging and providing learning support ($r = .463$; $p = .000$). Depending on his finding, it could be said that not only do teachers' perceptions of learning-centred leadership increase positively but also their perceptions of organizational identity strengthen in a positive way.

DISCUSSION & CONCLUSION

Due to the results of the research, teachers' views on learning-centred leadership and its sub-dimensions and organizational identity and sub-dimensions are at a high level. According to this result, school principals develop a common vision for everyone working and present at the school where the teachers work, they provide resources such as time, money, training opportunities to support teachers in all their professional development at school, they guide teachers by showing superior performance in professional learning and appreciate the work done at school. There is a positive communication environment at the school where they work and they show extra efforts for their school to become successful.

Learning-centred leadership aims to improve the organizational learning capacity of the school (Liu, et al. 2016). School administrators should consider teachers as individuals who learn as a team rather than individuals who teach, and they should ensure that this team focuses all their efforts on students' learning (Kılınç et al., 2017). This will be possible when school administrators can fulfil their learning-centred leadership roles. In this respect, teachers' learning-centred leadership perceptions being at a high level in this study will contribute to teachers' being learning individuals.

As a result of the strengthening of organizational identity, organizational commitment will also become powerful employees with strong organizational identity perception will display organizational citizenship behaviours more. The perception of organizational identity is specific to that institution and cannot be transferred. Therefore, individuals with a strong sense of organizational identity develop a stronger sense of belonging to their institutions than organizational commitment. Thus, organizational commitment and citizenship behaviour emerge as a natural result of a strong perception of organizational identity (Atakan-Duman, Paşamehmetoğlu, & Poyraz, 2013). In this sense, it is a very important result that teachers who have important duties and responsibilities on the success of schools, have a high level of organizational identity perception. Because as a teacher with a high perception of organizational identity will develop the sense of belonging to the school of the teacher develops, his level of emotional commitment will increase, and therefore, his organizational citizenship behaviour will increase by performing the duties and responsibilities in the best manner for the success of the school and by struggling

more apart from his official duties (Ertürk, 2018b). As a matter of fact, Akdemir and Duman (2016) stated that employees who see themselves as a member of the family in the organization complete their tasks on time, make an effort to reach the goals, have a high sense of responsibility at work and achieve success.

When the literature is examined, the result of this research on learning-centred leadership corresponds with the result of Polat's (2018) study. While the results of the studies conducted by Erdinç (2019), Arslan (2018) and Ertürk (2018a) on organizational identity are similar to the results reached in this research, in the studies conducted by Yaykiran (2020), Taşdan (2015), Argon and Ertürk (2013), it was concluded that teachers' organizational identity perceptions are at the level of "frequently". The fact that the study was conducted on teachers working in different regions may have caused the results to be different.

In the research, it was concluded that there was no difference between the teachers' views about learning-centred leadership and organizational identity according to variables such as gender, working time at the school and working time with the school principal. In his study, Polat (2020) concluded that the variables of gender and working time at school did not make a difference in teacher perceptions of learning-centred leadership, which supports the result of this research. Although there are studies in the literature (Yaykiran, 2020; Kılıçkaya, 2019; Erdinç, 2019; Arslan, 2018), which concluded that the gender variable does not create a difference in teachers' perceptions of organizational identity, supporting the result of this research, it is seen that some studies (Ertürk, 2018a; Taşdan, 2015; Ertürk et al. Argon, 2013) have reached different results. In some studies on teachers' views on organizational identity perception (Erdinç, 2019; Arslan, 2018), similar to the result reached in this research, while it was concluded that the variable of working time at school did not make a difference about teachers' perceptions of organizational identity, in the study of Yaykiran (2020), it was concluded that working time at school makes a significant difference on the perception of organizational identity.

There is a significant difference in the sub-dimensions of providing learning support, managing the learning program and being a model in the total of the learning-centred leadership scale of teachers from different seniorities. However, there was no difference in the views of teachers with different years of seniority in the sub-dimension of learning-centred leadership for developing a vision for learning and in their views of organizational identity. The significant difference detected in the sub-dimension of providing learning support was between teachers with 6-10 years of seniority and teachers with 16-20 years of seniority, in favour of teachers with 16-20 years of seniority, between teachers with 6-10 years of seniority and teachers with 21 years or more of seniority, in favour of teachers of 21 years or more seniority, and between teachers with 11-15 years of seniority and teachers with 16-20 years of seniority, it was in favour of teachers with 16-20 years of seniority; in the sub-dimension of managing the learning program and being a model, between teachers with 6-10 years of seniority and teachers with 16-20 years of seniority, in favour of teachers with 16-20 years of seniority; Between teachers with 6-10 years of seniority and teachers with 21 years and more seniority, in favour of teachers with 21 years and more seniority, between the teachers with 11-15 years of seniority and the teachers with 16-20 years of seniority, there is a difference in favour of teachers with 16-20 years of seniority. The difference in the learning-centred leadership scale between teachers with 6-10 years of seniority and teachers with 16-20 years of seniority, in favour of teachers with 16-20 years of seniority; It is in favour of teachers with a seniority of 21 years and above between teachers with a seniority of 6-10 years and teachers with a seniority of 21 years and above. These findings show that as the seniority of the teachers increases their views of learning-centred leadership also increase. Teachers who have just started their profession think that school principals do not support them in terms of providing opportunities for their professional development. On the other hand, teachers with high seniority think that their school principals support them. When the literature was examined, Polat (2020) concluded that seniority variable did not make a difference in the views of teachers on learning-centred leadership. Besides the studies in the literature about teachers' views on organizational identity and supporting the result of this research (Kılıçkaya, 2019; Yaykiran, 2020 and Arslan, 2018), there are studies that have reached different results (Yılmaz, Turgut, & Yavuz, 2016; Erdinç, 2019; Taşdan, 2015; Argon and Ertürk, 2013; Ertürk, 2018a).

There is a significant, positive and moderate relationship between teachers' views on learning-centred leadership and organizational identity. The relationships between the scales and their sub-dimensions are also significant, moderate and positive. It was concluded that the highest level of relationship was between support and creating a learning vision sub-dimensions, and the lowest relationship was between belonging and learning support sub-dimensions. Increasing learning-centred leadership behaviours will strengthen organizational identity. Apart from this, teachers' feeling that they are supported by the school principal and friends can contribute more to the common vision of the school. In learning-centred leadership, the school principal not only contributes actively to

in-school learning practices, but also contributes to the creation of a school environment that enables teachers to develop their professional learning processes and learn interactively with their colleagues (Kılınç et al., 2017). The attitudes and behaviours of the administrators as school leaders are effective in the formation of organizational identity perceptions of teachers by unifying them with the school (Ertürk, 2018a). Therefore, the emergence of positive relations between learning-centred leadership and organizational identity can be seen as a usual situation. When the literature is examined, Polat (2020) concluded that there are positive and moderately significant relationships between teacher professionalism and learning-centred leadership, and Bakan, Doğan, Koçdemir and Oğuz (2018) concluded that learned powerfulness has a positive effect on learning-centred leadership. It is determined that teachers' perception of organizational identity is related to organizational commitment (Kılıçkaya, 2019), organizational health (Erdinç, 2019), organizational commitment and organizational citizenship (Atakan-Duman et al., 2013), identification (Yaykiran, 2020), inner motivation (Argon & Ertürk, 2013) and justice (Ertürk, 2018a).

This study shows that there is a relationship between the school principals' learning-centred leadership attitudes and their perceptions of organizational identity. As the school principals' learning-centred attitudes increase, their perceptions of organizational identity will also increase. As this result will enhance the teacher's performance at school, s/he is sure to achieve the desired success there.

In line with these results obtained from the study, the following recommendations have been developed:

- Teachers' perceptions can be increased at a very high level by enabling school principals to display learning-centred leadership behaviours. Experiences can be increased in the dimensions of support, belonging and communication which will strengthen teachers' perceptions of organizational identity.
- The reason for teachers' with little professional seniority having lower views about learning-centred leadership can be researched by qualitative studies
- During the research, it was seen that there are very few studies on learning-centred leadership in our country, so the studies on this subject can be increased

Further studies can be conducted at different levels of schools for the learning-centred leadership.

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There is no conflict of interest.

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