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## ORGANIZATIONAL CULTURE IN EDUCATIONAL INSTITUTIONS

### EĞİTİM KURUMLARINDA ÖRGÜT KÜLTÜRÜ

*Doç. Dr. İ. Efe Efeoğlu*

*Adana Bilim ve Teknoloji Üniversitesi*

*Ömer Gökhan Ulum*

*Adana Bilim ve Teknoloji Üniversitesi*

#### **Abstract**

The concept of culture closely refers to a wide scope of effects on how individuals act in a group, an institution, or a public place. Chiefly, it covers a range of universal ideas, beliefs, values, behaviors, criterion, and measures which may be both explicit and implicit. The study on organizational culture has gained much attention among scholars in many areas of study, just like in educational field. Institutions have a model of behavior - a series of beliefs, attitudes, traditions, perspectives, principles and dogmas. The culture of an institution, which has a thorough effect on the performance, determines arrangements, decisions, human resources, and individuals' response to circumstantial challenges. Since the features of organizational culture are complicated and hard to assess as a terminology, a qualitative research design is commonly used for the studies on organizational culture. Yet, several research studies have displayed that it is quite possible to work on organizational culture by employing a quantitative research design. With all these in mind, based upon both quantitative and qualitative research designs, the purpose of this research is to determine the perceptions of the directors and staff of educational institutions on the organizational culture of the schools they work at. In order to obtain information on the mentioned aspect, a questionnaire and an interview were administered to primary, secondary, middle, and high school managers and their personnel. The findings of the study suggested a spectrum of perspectives on the mentioned terminology.

**Keywords:** Organization, Culture, Organizational Culture, Institution, Educational Institutions

#### **Öz**

Kültür kavramı bireyin bir grupta, kurumda veya kamu alanında gösterdiği davranışlara yön veren geniş bir dizi etkiyle yakından ilişkilidir. Kültür genel olarak gözlemlenebilir ya da içsel nitelik taşıyan evrensel görüşleri, inançları, değerleri, davranışla-

rı, kıstas ve ölçüleri içerir. Bir başka deyişle bir kurumda ya da işletmede kurumun yapısını etkileyen kurum içi değerler, inançlar ve alışkanlıklar kurum kültürüne yön verir. Kurum kültürü üzerine yapılan çalışmalar, tıpkı eğitim alanında olduğu gibi, birçok alanda da ilgi çekmiştir. Kurumlar bir dizi inanç, yaklaşım, gelenek, ilke, görüş ve doğmadan oluşan davranış modellerine sahiptir. Bir kurumun performansına doğrudan etki eden kendine has kültürü, o kurumdaki düzenlemeleri, kararları, insan kaynaklarını ve bireylerin anlık sorunlara nasıl karşılık verdiğini belirler. Kurum kültürü karmaşık özellikler içerdiğinden ve ölçülmesi zor bir olgu olduğundan, bu alandaki çalışmalarda nitel araştırma yöntemleri yaygın olarak kullanılmaktadır, fakat yapılan birçok çalışma göstermiştir ki nicel araştırma yöntemleriyle de kurum kültürü üzerine çalışmalar yapılabilir. Tüm bu hususlar göz önünde tutularak, nitel ve nicel araştırma yöntemlerine dayanan bu çalışmanın amacı eğitim kurumlarında çalışmakta olan yönetici ve personelin çalıştıkları kurumun kültürüne dair algılarını belirlemektir. Bu bağlamda, veri toplama amacıyla, ilkökul, ortaokul, lise ve üniversite yönetici ve personellerine bir anket ve görüşme uygulanmıştır. Bulgular bahsi geçen terminoloji hakkında geniş çerçevede algılar ortaya çıkarmıştır.

**Anahtar Kelimeler:** Örgüt, Kültür, Örgüt Kültürü, Kurum, Eğitim Kurumları

### Introduction

Organizational research was initially based on examining the related climate, yet at the second part of the 19<sup>th</sup> century, the term organizational climate was somewhat superseded by the concept of organizational culture. Climate was reconsidered as the apparent definition of organizational culture (Glendon & Stanton, 2000). Culture includes a series of joint insights experienced by the individuals of a communal entity and achieved through enculturation practices (Cooke & Rousseau, 1988). Organizations own an attitude model - a group of joint doctrines, principles, values, dogmas, and symbols. The culture of an institution forms a strong influence on the success of the establishment by effecting the decisions made, the resources used, and the reactions to threats (Harrison, 1975; Schein, 1991; Reiman & Oedewald, 2002; Lewis, 2002; Sirikrai, 2006; Scheres & Rhodes, 2006; Jaghargh, Ghorbanpanah, Nabavi, Saboordavoodian & Farvardin, 2012). Researches show that organizational culture can have a significant impact on the organizational commitment that the staff displays (Martins & Martins, 2003). Organizational culture is ingrained in organizational values, which is often innate and automatic (Hofstede, Neuijen, Ohayv & Sanders, 1990). Besides,

organizational culture is a pile of primary beliefs –shaped, found out, or promoted by a specific group while it bears the troubles of exterior adaptation and inherent integration – that has achieved to be regarded credible and, hence, to be imposed to new joiners as the right way to discern or identify any trouble (Schein, 1985).

At the end of the 20<sup>th</sup> century, institutions encountered spreading financial struggle and required international partnership. Indeed, there was more worldwide competition than ever before (Van Muijen, 1999). The terminology of organizational culture initially appeared in the 1970s and 1980s, and suddenly turned into one of the most leading but also most disputed term in administration research studies (Hofstede, 1981; Reiman & Oedewald, 2002; Sirikrai, 2006). Notably, there are some significant dimensions in this terminology. Initially, culture addresses to crucial hypotheses answering how the representatives of the staff apprehend, feel, suppose, observe, and identify, and it does not involve observable attitude forms. Another dimension is that culture is associated with a group. Finally, culture is acquired. The explanation covers two main actions of culture: to respond to troubles of (1) internal and (2) external integration (Van Muijen, 1998). Thus, both in-

visible and invisible terms can be mentioned in the terminology of organizational culture. The invisible components point out the series of values owned by each individual of the institution (Sirikrai, 2006), while the visible components are conveyed through behavioral patterns (Cooke & Rousseau, 1988) and organizational procedures (Hofstede et al, 1990). Moreover, some dimensions of organizational culture may be listed as the ground of truthfulness and logic at the institution; the characteristics of time and time border; motivation; resistance versus innovation; adaptation to job, mission, and other personnel; isolation versus cooperation; discipline, coordination and duty; adaptation, and focus-internal and external, each of which serve different organizational aims (Detert, Schroeder & Mauriel, 2000).

To sum up, organizational culture is prescribed as a motive, in which fundamental beliefs in common are grasped by the staff members, which solves the problems of external orientation and internal unification, besides being such a culture doing much enough to be regarded valid and, thus, to be given to new staff as the right option to comprehend, judge, and assume touching the mentioned problems (Schein, 1992). Organizational culture is represented as a remedy formed by an institution for the requirements driven by the core task. The improvement of an institution necessitates not only the comprehension of the overall culture of the organization's actions, but also an evaluation of the effect of culture on its organizational performance (Reiman & Oedewald, 2002). With all these in mind, this very specific study is based on having an understanding on the organizational culture of educational institutions from different academic levels: in our case, primary, middle, and high schools, as well as universities.

#### **Purpose of the Study**

This study aims to describe the per-

spectives of educational staff and directors on the organizational culture of the institutions they work at. In order to find out the perceptions of these educational staff and directors on the mentioned issue, the answer was sought to the following research question:

How do educational staff and directors perceive the organizational culture of the institutions they work at?

More specifically,

a) What are the perspectives of the educational staff and directors on the *support* aspect of their organizational culture?

b) What are the perspectives of the educational staff and directors on the *mission* aspect of their organizational culture?

c) What are the perspectives of the educational staff and directors on the *success* aspect of their organizational culture?

d) What are the perspectives of the educational staff and directors on the *bureaucracy* aspect of their organizational culture?

#### **Significance of the Study**

This study points out the perspectives of the staff members and directors of educational institutions on organizational culture. The findings will have great value as an exploratory study on the views of educational staff about the issue of culture at their work places. Furthermore, the findings will stand as a data-base for the Departments of Educational Sciences. They may also be used to recommend ways to enhance institutional productivity by means of forming a valid organizational culture, considering the fact that a series of beliefs give way to the efficiency of institutions. Besides, the findings of the study will be a guide for educational directors in forming their unique organizational culture or keeping the already existing organizational culture alive.

#### **Participants**

The data were collected from groups of teaching staff and their managers working at different educational institutions scattered

in and around Adana, Turkey. The participants of the study are composed of educational institutions from primary, secondary, and high school levels, as well as universities ( $n = 210$ ). The respondents were selected voluntarily from two primary schools, three secondary schools, four high schools, and two universities. The study took place after the end of the second semester of the 2015/16 school year. The educational institutions taking part in the study were all the state institutions of Ministry of Turkish National Education.

#### Instruments and Procedure

There has been an ongoing dispute among scientists whether culture can be assessed through quantitative methods. Some scientists have disagreed on the idea (Trice & Beyer, 1993), while others showed no serious disapproval (Denison & Mishra, 1995). This study was carried out through both quantitative and qualitative methods of data collection. The instruments employed in the study were: (1) a questionnaire, (2) an interview. The questionnaire and interview were administered to 185 teachers and instructors, 25 managers and assistant managers. 70 out of the overall participants were interviewed. The data of the interview were evaluated and presented in the paper while the data gathered

from the questionnaire were analyzed by means of descriptive statistics. Pollak (2009) states that descriptive statistics explains the data gathered from participants. Based upon a descriptive research design, this study involved the data analysis of descriptive statistics. In this sense, SPSS 20.0, a Statistical Program for Social Sciences was capitalized on to report the perceptions of the participants in numerical data. In order to analyze the data obtained from the questionnaire, mean ( $\bar{x}$ ) was used as a statistical technique to find out the rate of agreement related to the items about organizational culture. The following scores were used in order to compare the means ( $\bar{x}$ ) of the perspectives specified: 1. Never: 1.00 – 1.49: 2. Little: 1.50 – 2.49: 3. Somewhat: 2.50 – 3.49: 4. Much: 3.50 – 4.49: 5. A great deal: 4.50 – 5.00.

The assumption of normality was tested via examining Kolmogorov-Smirnova and Shapiro-Wilk suggesting that normality was a reasonable assumption. As a result of these assumptions, one-way Anova was used for the status and year of experience variables. Besides, Cronbach's Alpha was used in order to test the reliability of the scale. Responds from 210 participants in total were used in the analysis.

Table 1

*Reliability in Total*

Cronbach's Alpha	N
0.94	39

The reliability was found 94% for the scale with 39 items. So, the scale is highly reliable.

Table 2

*Reliability of Sub-groups*

Sub-groups	Cronbach's Alpha	Items
Support Dimension	0.97	18
Mission Dimension	0.82	6
Success Dimension	0.88	6
Bureaucracy Dimension	0.85	9

The reliability levels of the sub-groups in the scale are between 85% and 97%. So, the sub-groups are highly reliable. When looking at the one way Anova results, it was seen that there was no effect of experience

time on the perspectives of the respondents about organizational culture. However, the aspects on which the status factor has an effect on are tabulated below.

Table 3  
*One way Anova Results of Status*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.889	2	4.443	12.797	.000
Within Groups	71.523	206	.347		
Total	80.409	208			

Considering the scale and its sub-groups regarding the effect of status on the respondents' perspectives on organizational culture, it was seen that there was a significant effect on the perspectives on organizational culture since  $p < .05$  level [ $F(8.889) = 12.797$ ,  $p = .000$ ]. So, it may be said that there is an effect of status factor on the perspectives about organizational culture. In our study the status of directors displayed an effect on the overall perceptions. As a director is the person who walks before staff and leads them (Yıldırım & Baştuğ, 2010), this may be duly attributed to the fact that the perceptions of directors may differ from the perceptions of the teaching staff.

#### **Data Analysis and Results**

The results of the study and the findings are described based on the data obtained from the participants by means of the instru-

ments. The results and the findings are described based on the related research questions. They are grouped under the titles of the categories from the questionnaire and interview. Results and discussion related to the perspectives on organizational culture are in such categories as support aspect, mission aspect, success aspect, and bureaucracy aspect. Table 4, 5, 6, 7 and 8 show the results pertaining to the aspects mentioned.

#### **Results pertaining to the Support Dimension of Organizational Culture**

In the questionnaire, there are 18 items related to the results pertaining to *support dimension* of organizational culture, the aim of which is to specify the perspectives of both staff and directors. Table 4 clarifies the results pertaining to the perspectives of the participants on the mentioned issue.

Table 4  
Support Dimension of Organizational Culture

	N	Mean	Std. Deviation
1. The managers are easily reached in the organization.	210	4.09	.971
2. Staff members are appreciated in the organization.	210	3.75	1.042
3. Staff members love and support each other.	210	3.63	.994
4. The staff members with personal problems are supported.	210	3.60	1.022
5. New and positive views about working order are supported in the organization.	210	3.56	1.075
6. Everybody respects the views of each other in the organization.	210	3.54	1.021
7. Team work is supported in the organization.	210	3.51	1.150
8. The organization cares the general contentment and peace of the staff members.	210	3.50	1.133
9. Staff members share their joys and sorrows with each other.	210	3.50	1.054
10. Individual emotions and thoughts are shared in the organization.	210	3.46	1.007
11. Every opportunity is supplied for professional development in the organization.	210	3.42	1.126
12. Managerial practices in the organization give way to freedom of work.	210	3.34	1.127
13. The staff members wishing to promote are supported by their superiors.	210	3.33	1.223
14. Positive criticism is accepted in the organization.	210	3.33	1.211
15. The organization tries to create its specific family atmosphere.	210	3.32	1.209
16. The managers express their concerns about the personal problems of the staff.	210	3.09	1.078
17. The staff members are not afraid of making mistakes in the organization.	210	3.08	1.131
18. The outcomes are discussed, but not s/he who made a mistake in the organization.	210	3.06	1.198

As observed in Table 4, for the 1<sup>st</sup> item, regarding *The managers are easily reached in the organization*, the mean ( $\bar{x}$ ) score for this part is 4.09. This score indicates that Item 1 is the most agreed item by the participants. So,

the participants much agree about the item. Besides, as it is shown in Table 4, for the 2<sup>nd</sup> item, regarding *Staff members are appreciated in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.75. This score indicates that Item 2 is

much agreed by the participants again. In other words, the participants much agree with the mentioned item. For the 3<sup>rd</sup> Item, regarding *Staff members love and support each other*, the mean ( $\bar{x}$ ) score for this part is 3.63. This score indicates that the participants again much agree about the item. When it comes to the 4<sup>th</sup> Item, regarding *The staff members with personal problems are supported*, the mean ( $\bar{x}$ ) score for this part is 3.60. This score indicates that the participants much agree about this item as well. Regarding the Item 5 which is *New and positive views about working order are supported in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.56. This score again indicates that the participants much agree about the item. In terms of the 6<sup>th</sup> Item, regarding *Everybody respects the views of each other in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.54. This score indicates that the participants much agree about the item. For the 7<sup>th</sup> Item, regarding *Team work is supported in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.51. This score indicates that Item 7 is another much agreed item by looking at the viewpoint of the participants. By looking at the 8<sup>th</sup> Item, regarding *The organization cares the general contentment and peace of the staff members*, the mean ( $\bar{x}$ ) score for this part is 3.50. This score indicates that Item 8 is also much agreed by the participants. Lastly, for the Item 9, regarding *Staff members share their joys and sorrows with each other*, the mean ( $\bar{x}$ ) score for this part is 3.50. This score indicates that the participants much agree about the item.

When it comes to the 10<sup>th</sup> Item regard-

*ing Individual emotions and thoughts are shared in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.46; the 11<sup>th</sup> Item regarding *Every opportunity is supplied for professional development in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.42; the 12<sup>th</sup> Item regarding *Managerial practices in the organization give way to freedom of work*, the mean ( $\bar{x}$ ) score for this part is 3.34; the 13<sup>th</sup> Item regarding *The staff members wishing to promote are supported by their superiors*, the mean ( $\bar{x}$ ) score for this part is 3.33; the 14<sup>th</sup> Item regarding *Positive criticism is accepted in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.33; the 15<sup>th</sup> Item regarding *The organization tries to create its specific family atmosphere*, the mean ( $\bar{x}$ ) score for this part is 3.32; the 16<sup>th</sup> Item regarding *The managers express their concerns about the personal problems of the staff*, the mean ( $\bar{x}$ ) score for this part is 3.09; the 17<sup>th</sup> Item regarding *The staff members are not afraid of making mistakes in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.08; the 18<sup>th</sup> Item regarding *The outcomes are discussed, but not s/he who made a mistake in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.06, all of which indicate that all these items are somewhat agreed by the participants.

#### **Results pertaining to the Mission Dimension of Organizational Culture**

In the questionnaire, there are 6 items related to the results pertaining to *mission dimension* of organizational culture, the aim of which is to specify the perspectives of both staff and directors. Table 5 clarifies the results pertaining to the perspectives of the participants on the mentioned issue.

Table 5  
Mission Dimension of Organizational Culture

	N	Mean	Std. Deviation
19. Doing the tasks specified in the program is the first priority.	210	4.04	.749
20. Everybody works for the academic success of the students in the organization.	210	3.93	.980
21. Sufficient effort is made to realize the aims of the organization.	210	3.83	.974
22. Everyone executes his/her mission successfully in the organization.	210	3.66	1.013
23. It is aimed to do the right at first time in the organization.	210	3.48	.969
24. Working to be better than other organizations is the principle in the organization.	210	3.36	1.179

First of all, by looking at the Table 5, we can clearly observe that the 19<sup>th</sup> Item regarding *Doing the tasks specified in the program is the first priority*, the mean ( $\bar{x}$ ) score for this part is 4.04; the 20<sup>th</sup> Item regarding *Everybody works for the academic success of the students in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.93; the 21<sup>st</sup> Item regarding *Sufficient effort is made to realize the aims of the organization*, the mean ( $\bar{x}$ ) score for this part is 3.83; the 22<sup>nd</sup> Item regarding *Everyone executes his/her mission successfully in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.66. These scores indicate that the mentioned items are much appreciated by the participants. However, when it comes to the 23<sup>rd</sup> Item regarding *It is aimed to do the right at first time in the or-*

*ganization*, the mean ( $\bar{x}$ ) score for this part is 3.48, and 24<sup>th</sup> Item regarding *Working to be better than other organizations is the principle in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.36, both of which clearly display that the participants somewhat agree about the item.

#### Results pertaining to the Success Dimension of Organizational Culture

In the questionnaire, there are 6 items related to results pertaining to *success dimension* of organizational culture, the aim of which is to specify the perspectives of both staff and directors. Table 6 clarifies the results pertaining to the perspectives of the participants on the mentioned issue.

Table 6  
*Success Dimension of Organizational Culture*

	N	Mean	Std. Deviation
25. The best reward is to accomplish a mission in the organization.	210	3.49	1.142
26. Personal knowledge and skills are appreciated in the institutions.	210	3.48	1.150
27. Working for occupational aims is an appreciated behavior in the organization.	210	3.40	1.254
28. Successful students are rewarded in the organization.	210	3.34	1.304
29. Rewards are based on performance in the organization.	210	2.68	1.350
30. Successful teachers are rewarded in the organization.	210	2.47	1.334

By looking at the Table 6, we can clearly observe that the 25<sup>th</sup> Item regarding *The best reward is to accomplish a mission in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.49; the 26<sup>th</sup> Item regarding *Personal knowledge and skills are appreciated in the institutions*, the mean ( $\bar{x}$ ) score for this part is 3.48; the 27<sup>th</sup> Item regarding *Working for occupational aims is an appreciated behavior in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.40; the 28<sup>th</sup> Item regarding *Successful students are rewarded in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.34; the 29<sup>th</sup> Item regarding *Rewards are based on performance in the organization*, the mean ( $\bar{x}$ ) score for this part is 2.68. These scores indicate that the mentioned items are

somewhat accepted by the participants. Yet, when it comes to the 30<sup>th</sup> Item regarding *Successful teachers are rewarded in the organization*, the mean ( $\bar{x}$ ) score for this part is 2.47, which means that the participants little agree about the item.

#### **Results pertaining to the Bureaucracy Dimension of Organizational Culture**

In the questionnaire, there are 9 items related to results pertaining to *bureaucracy dimension* of organizational culture, the aim of which is to specify the perspectives of both staff and directors. Table 7 clarifies the results pertaining to the perspectives of the participants on the mentioned issue.

Table 7  
Bureaucracy Dimension of Organizational Culture

	N	Mean	Std. Deviation
31. The works are done according to specific procedures in the organization.	210	3.70	.972
32. Hierarchy is valued in the organization.	210	3.51	1.098
33. Managers in the organization often remind about following the rules.	210	3.38	1.079
34. Lots of meetings about works are conducted in the organization.	210	3.06	.971
35. A strict control mechanism exists to avoid irregularities in the organization.	210	3.01	1.084
36. Being senior means being privileged in the organization.	210	2.97	1.121
37. Harsh precautions are taken against rule violations in the organization.	210	2.88	1.019
38. The relations among staff members are formal in the organization.	210	2.78	1.021
39. The organization owns an authoritarian management conception.	210	2.67	1.294

One can understand from Table 7 that for the 31<sup>st</sup> item, regarding *The works are done according to specific procedures in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.70. This score indicates that Item 31 is the most agreed item by the participants in this category. So, the participants much agree about the item. Furthermore, as it is shown in Table 7, for the 32<sup>nd</sup> item, regarding *Hierarchy is valued in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.51. This score indicates that Item 32 is much agreed by the participants again. On the other hand, when we have a look at such items like the Item 33 regarding *Managers in the organization often remind about following the rules*, the mean ( $\bar{x}$ ) score for this part is 3.38; the Item 34 regarding *Lots of meetings about works are conducted in the organization*, the mean ( $\bar{x}$ ) score for this part is 3.06; the Item 35 regarding *A strict control mechanism exists to avoid irregularities in the organization*, the mean

( $\bar{x}$ ) score for this part is 3.01; the Item 36 regarding *Being senior means being privileged in the organization*, the mean ( $\bar{x}$ ) score for this part is 2.97; the Item 37 regarding *Harsh precautions are taken against rule violations in the organization*, the mean ( $\bar{x}$ ) score for this part is 2.88; the Item 38 regarding *The relations among staff members are formal in the organization*, the mean ( $\bar{x}$ ) score for this part is 2.78; the Item 39 regarding *The organization owns an authoritarian management conception*, the mean ( $\bar{x}$ ) score for this part is 2.67, we can easily see that these items are somewhat agreed by the participants.

#### Results pertaining to the Interview Questions

Remarks, codes and frequencies from answers of the participants to the interview questions were given in Table 8. That's to say, Table 8 illustrates the perspectives of the participants related to organizational culture.

Table 8  
*Participants' View Related to Organizational Culture*

<b>Codes</b>	<b>Frequency</b>	<b>Remarks of Participants</b>
<b>Definition of organizational culture</b>	24	<i>Procedures, beliefs, attitudes, and way of working peculiar to an organization</i>
	14	<i>Working for organizational aims</i>
	7	<i>Human relations</i>
	6	<i>Cooperation</i>
	5	<i>Respect, love</i>
	5	<i>Democracy, participation, human based atmosphere</i>
	4	<i>A developed vision and mission</i>
	4	<i>Actions being open to innovations, supporting the success, and motivating</i>
	3	<i>Modern and good management</i>
	3	<i>Peaceful family atmosphere</i>
	2	<i>Sense of belonging to an organization</i>
	2	<i>Adoption to a grounded system</i>
	1	<i>The relationship between superiors and subordinates</i>
	1	<i>All the formal and informal components</i>
	1	<i>Government orientation</i>
	1	<i>The general atmosphere felt in an organization</i>
	1	<i>The requirement of professionalism</i>
	1	<i>Hierarchy</i>
	1	<i>A combination of school environment, teacher, and student</i>
	1	<i>Being permanent</i>
1	<i>Based on standards</i>	
1	<i>Representing equality</i>	
1	<i>Based on organizational needs</i>	
1	<i>Based on bureaucracy</i>	
1	<i>Mirroring organizational identity</i>	
<b>Description of the culture of own organization</b>	8	<i>Desiring academic success</i>
	7	<i>Disciplined and based on rules</i>
	7	<i>Showing respect, love, tolerance</i>
	6	<i>Based on cooperation</i>
	5	<i>Innovative</i>

	4	<i>Based on sufficient management</i>
	4	<i>Including sincerity</i>
	4	<i>Having not a stable organizational culture</i>
	4	<i>A still developing culture</i>
	4	<i>Working for the best</i>
	3	<i>Based on insufficient management</i>
	3	<i>Being supportive</i>
	2	<i>Representing peculiar aims of the organization</i>
	2	<i>Being democratic</i>
	2	<i>Following a strategy</i>
	2	<i>Having inequality</i>
	1	<i>Having only formality</i>
	1	<i>Having sincerity and formality together</i>
	1	<i>Considering ethical values important</i>
	1	<i>Considering professional development important</i>
	1	<i>Easily reaching the managers</i>
	1	<i>Being too formal</i>
	1	<i>Following the norms</i>
	1	<i>Being human based</i>
	1	<i>Having hierarchy</i>
	1	<i>Being traditional</i>
	1	<i>Being chaotic</i>
	1	<i>Being student based</i>
	1	<i>Having principles</i>
	1	<i>Being peaceful</i>
	1	<i>Having a family atmosphere</i>
	1	<i>Having cooperation, participation, democracy</i>
	1	<i>Sharing own emotions and thoughts</i>
	1	<i>Based on accomplishing missions</i>
	1	<i>Having gossip</i>
<b>The supports given by the own organization</b>	30	<i>Supported generally</i>
	26	<i>Supported academically</i>
	17	<i>Not supported</i>
<b>The mean of mission in the own organization</b>	14	<i>Enhancing academic success</i>
	10	<i>Obeying the rules and principles</i>
	6	<i>Doing the job properly</i>

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	5	<i>Doing the job on time</i>
	3	<i>Working by heart</i>
	3	<i>Doing the job means no trouble</i>
	3	<i>Doing the job competently</i>
	2	<i>Awareness of mission</i>
	2	<i>Running away from mission</i>
	2	<i>An issue changing according to position</i>
	2	<i>Obeying the manager</i>
	2	<i>Following the program</i>
	1	<i>Working in coordination</i>
	1	<i>Doing one's own job</i>
	1	<i>Monitoring the staff</i>
	1	<i>Obeying hierarchy</i>
	1	<i>Acting like a robot</i>
	1	<i>Being idealist</i>
	1	<i>Commitment</i>
	1	<i>Realizing the aims</i>
	1	<i>Solving the problems of people</i>
	1	<i>Creating opportunities</i>
<b>The success criterion in the own organization</b>	32	<i>Students' success</i>
	9	<i>Doing one's best</i>
	6	<i>Getting no reward for success</i>
	4	<i>Not objectively specified</i>
	4	<i>Professional development and academic performance</i>
	3	<i>No criterion</i>
	3	<i>Flattery</i>
	1	<i>Obeying the management</i>
	1	<i>Following the program</i>
	1	<i>Following the rules</i>
	1	<i>Keeping discipline</i>
<b>The bureaucracy in the own organization</b>	26	<i>Proper bureaucracy</i>
	12	<i>Too much bureaucracy</i>
	7	<i>Based on hierarchy</i>
	5	<i>Functioning very slowly</i>
	3	<i>Not structured bureaucracy</i>
	1	<i>Functioning differently for each member of the group</i>
	1	<i>No paper work</i>

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	1	<i>Too much paper work</i>
	1	<i>Complicated bureaucracy</i>
	1	<i>Based on democracy</i>
	1	<i>Somewhat formal</i>
	1	<i>Traditional</i>
<b>Other comments</b>	2	<i>The personal rights of the staff should be improved.</i>
	2	<i>Proper leaders are required.</i>
	1	<i>Organizational culture is vital.</i>
	1	<i>Mobbing must be eliminated.</i>
	1	<i>An innovation is required.</i>
	1	<i>Organization leaders direct the culture of the organization.</i>
	1	<i>An equal atmosphere is necessary.</i>
	1	<i>I want to resign if I get a chance.</i>
	1	<i>We still have background problems.</i>
	1	<i>It is important to come to work happily.</i>
	1	<i>The success of our organization mirrors our success.</i>
	1	<i>We have no vision as well as no real organizational culture.</i>
	1	<i>Motivation creates organizational culture.</i>

By looking at the interview results, we can easily see that most of the participants refer to the definition of organizational culture as *Procedures, beliefs, attitudes, and way of working peculiar to an organization* (n=24), while a group of them define it as *Working for organizational aims* (n=14). Besides, while some addresses to the issue by mentioning *Human relations* (n=7), another group states *Cooperation* (n=6) in defining organizational culture. Moreover, *respect and love* is mentioned by a group (n=5), while another group (n=5) imply *Democracy, participation, human based atmosphere*. Successively, the following participants defined organizational culture referring to: *a developed vision and mission* (n=4); *actions being open to innovations, supporting success, and motivating* (n=4); *modern and good management* (n=3); *peaceful family atmosphere* (n=3); *sense of belonging to an organization* (n=2); *adoption to a grounded system* (n=2); *the relationship between*

*superiors and subordinates* (n=1); *all the formal and informal components* (n=1); *government orientation* (n=1); *the general atmosphere felt in an organization* (n=1); *the requirement of professionalism* (n=1); *hierarchy* (n=1); *a combination of school environment, teacher, and student* (n=1); *permanent* (n=1); *standards* (n=1); *equality* (n=1); *organizational needs* (n=1); *bureaucracy* (n=1).

In terms of defining own organization's culture, it can easily be understood that there are various responses mentioned in the interview such as: *desiring academic success* (n=8); *disciplined and based on rules* (n=7); *respect, love, tolerance* (n=7); *cooperation* (n=6); *innovative* (n=5); *sufficient management* (n=4); *feeling sincerity* (n=4); *having not a stable organizational culture* (n=4); *a still developing culture* (n=4); *working for the best* (n=4); *insufficient management* (n=3); *supportive* (n=3); *peculiar aims of organization* (n=2); *democratic* (n=2); *following our strategy* (n=2); *feeling inequality*

(n=2); *feeling only formality* (n=1); *feeling sincerity and formality together* (n=1); *considering ethical values important* (n=1); *considering professional development important* (n=1); *easily reaching the managers* (n=1); *too formal* (n=1); *following our norms* (n=1); *human based* (n=1); *feeling hierarchy* (n=1); *traditional* (n=1); *chaotic* (n=1); *student based* (n=1); *having principles* (n=1); *peaceful* (n=1); *our own family atmosphere* (n=1); *cooperation, participation, democracy* (n=1); *sharing own emotions and thoughts* (n=1); *based on accomplishing missions* (n=1); *gossip* (n=1).

When we have a look at the supports given by the own organization, we can clearly understand that a big majority of participants (n=30) report being supported generally, while another majority of the participants (n=26) imply that they are supported academically. On the other hand, a group of respondents (n=17) state that they get no support.

Furthermore, regarding the mean of mission in the own organization, most of the respondents refer to the issue as *enhancing academic success* (n=14), *obeying the rules and principles* (n=10), *doing the job properly* (n=6), *doing the job on time* (n=5). Besides, the rest of the respondents point to the issue as: *working by heart* (n=3); *doing your job means no trouble* (n=3); *doing the job competently* (n=3); *awareness of mission* (n=2); *running away from mission* (n=2); *an issue changing according to position* (n=2); *obeying the manager* (n=2); *following the program* (n=2); *working in coordination* (n=1); *doing our own job* (n=1); *monitoring the staff* (n=1); *obeying hierarchy* (n=1); *acting like a robot* (n=1); *being idealist* (n=1); *commitment* (n=1); *realizing the aims* (n=1); *solving the problems of people* (n=1); *creating opportunities* (n=1).

Pertaining to the success criterion in the own organization, it is easily understood that a high majority of the respondents (n=32) refer to *students' success*, while some (n=9) declared *doing one's best*, and *getting no reward for success* (n=6). Moreover, the rest of the participants declared the following perceptions:

Not objective (n=4); Professional development and academic performance (n=4); No criterion (n=3); Flattery (n=3); Obeying the management (n=1); Following the program (n=1); Following the rules (n=1); Keeping discipline (n=1).

With reference to the bureaucracy in the own organization, one can simply understand that a big majority of respondents (n=26) reported having *proper bureaucracy*, while a group of the participants (n=12) expressed to have *too much bureaucracy*. Besides, rest of the participants declared the followings with regard to the bureaucracy: *based on hierarchy* (n=7); *functioning very slowly* (n=5); *not structured* (n=3); *functioning differently for each member of the group* (n=1); *no paper work* (n=1); *complicated* (n=1); *too much paper work* (n=1); based on democracy (n=1); *somewhat formal* (n=1); *traditional* (n=1).

Finally, in terms of other comments produced by the respondents, there stand a spectrum of comments uttered. Two respondents declared that *the personal rights of the staff should be improved*, while some respondents (n=2) stated that *proper leaders are required*. Different comments on organizational culture, which were produced by the participants, are listed at the end of the interview table as well.

### Discussion and Conclusion

Culture is a phenomenon which mirrors a society (Bada, 2000). "Outdoor gardens have no meaning in themselves unless they are related to and contrasted with indoor apartments and dwellings" (Kramsch, 2013). Kramsch here represents the importance of culture as a term having external and internal impacts. When it comes to the culture in organizations, every organization has a kind of culture more or less. Besides, although there are several research studies investigating organizational culture (Schein, 1984; 1989; 1990; 2006; 2010; Martin, 1985; Frost, Moore, Louis, Lundberg & Martin, 1985; Barney, 1986; Ott, 1989; Denison, 1990; 1996; Cameron & Quinn,

2005), our study stands unique which covers how educational staff including directors from diverse academic levels see organizational culture.

The participants taking part in the study defined organizational culture in general as *procedures, beliefs, attitudes, and way of working peculiar to an organization*, as well as referring to *working for organizational aims*. Besides, they also described the culture of their own organization addressing to such terms as desiring academic success, discipline and rules, respect, love, and tolerance (Hansen & Wernerfelt, 1989; Rodsutti & Swierczek, 2002; Sirikrai, 2006). Organizational culture is extensively known as a comprehensive multifaceted term that is established in time and socially structured (Jaghargh et al., 2012). The picture drawn by the findings of our study illustrates these facets as:

- In terms of the support dimension, the participants of our study were highly content with the supports they get from their institutions.

- When it comes to mission dimension, enhancing students' academic success and doing the tasks specified in the program were the first coming priorities.

- Although students' success was the achievement criterion for the educational staff who reported that they work initially for the success of the students, they were highly discontent with the fact that they are not rewarded.

- Although hierarchy was reported to be valued in the organizations taking part in the study, the majority of the participants indicated a properly functioning bureaucracy.

As an implication, we can simply state that the staff in educational institutions are aware of the term organizational culture, as well as its functions. The members of the educational institutions get support at various aspects, besides being aware of their missions. Yet, it is easy to understand from the study that there seems to be no properly functioning reward system administered for educational

staff. The policy makers, authorities, and even school managers should take some precautions about this issue as rewards advance teachers productivity (Goldhaber & Brewer, 1998; Dee & Keys, 2004; Rockoff, 2004; Lavy, 2007).

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