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Views of School Managers and Teachers about School Culture

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Abstract:

The purpose of the study, which was conducted as a survey using a descriptive method, was to determine the views of school managers and teachers about their school cultures. The data were collected from teachers and managers working in Kindergartens, Primary Schools, Anatolian High Schools, and Vocational and Technical High Schools in the province of Antalya, Turkey via the "Organizational Culture Questionnaire" consisting of 20 items designed with five-point Likert scales, ranging from strongly disagree to strongly agree. The population of the research consisted of 11690 teachers and managers working in these schools. Out of 1600 questionnaires sent to managers and teachers, a total of 1441 questionnaires were responded. After the invalid questionnaires were eliminated, 1284 questionnaires were included in the analysis. In order to determine the views of both managers' and teachers' means, frequencies, standard deviations, parametric and non-parametric test were utilized. Consequently, the findings show that school culture is not unique for all types of schools, more than that whatever the focus is in the school the culture is affected and shaped accordingly. The findings also imply that vocational and technical high schools seem to reflect more role and power culture.

Keywords: Culture, organizational culture, school culture, school managers, teachers.



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INTRODUCTION

School culture is one of the most determinants of basically achieving students' success and school vision. It is also effective on all organizational outcomes. It is clear that school culture is affected by all stakeholders and affects all of the individuals. Individuals within a particular group think about and value the reality in similar ways and the way this thinking and valuing differs from that of people in different groups refers to cultural phenomena and helps us explain and understand the term culture in an organization (Alvesson & Sveningsson, 2008, p.36). The "rules" of the social order make it possible to predict social behaviour, get along with each other and find meaning in what we do. Culture supplies us our language and language provides meaning in our day-to-day life. It can be thought of as the foundation of the social order that we live in and of the rules we abide by (Schein, 2010, p.4).

Culture is a historically rooted, socially transmitted set of deep patterns of thinking and ways of acting that give meaning to human experience, that unconsciously dictate how experience is seen, assessed and acted on. It helps us perceive and understand the complex forces that work below the surface and are in the air of human groups and organizations. Culture is a collection of unspoken rules and traditions that operate 24 hours a day (Deal & Peterson, 1990, p.8; Hellriegel & Slocum, 2011, p.478). According to Alvesson (2002, p.5; 2011, p.14) culture is symbolized by a frame of reference of beliefs, expressive symbols and values, by means of which individuals define their environment, express their feelings and make judgements. As culture is both a process and a product, culture is also confining and facilitating. Keyton (2005, p.18) stated that culture is confining because it acts as a perspective or framework, limiting what we see and how we interpret what we see. On the other hand, culture is also facilitating, as it allows us to make sense of what is happening so that we can function in that setting.

Schein (2010, p.18) proposed three levels of culture. They were 1) Artifacts (visible and feelable structures and processes, observed behaviour, difficult to decipher). 2) Espoused beliefs and values (ideals, goals, values, aspirations, ideologies, rationalizations). 3.) Basic underlying assumptions (unconscious, taken - for - granted beliefs and values). According to Keyton (2005, p.23) artifacts are visible or tangible-anything that one can see, hear, or feel in the organizational experience, and often the first things we notice about an organization when we enter it. Norms, standards, and customs are artifacts just like the more physical attributes of organizational life. Values are strategies, goals, principles, or qualities that are considered ideal, worthwhile, or desirable, and, as a result, create guidelines for organizational behaviour. Assumptions are beliefs that are taken for granted. Organizational members can hold assumptions about themselves, their relationships to other organizational members, clients, customers, vendors, and other external stakeholders about the organization itself or about the work that they perform (Keyton, 2005, p.26). An organizational culture emerges when members share knowledge and assumptions as they discover or develop ways of coping with issues of external adaptation and internal integration (Hellriegel & Slocum, 2011, p.482).

Understanding culture at any level requires some understanding of all of the levels. We commonly speak about national culture, ethnic or racial cultures, regional culture and more localized cultures. They are all interconnected. In each of these instances, people interacting in these social structures create their culture (Keyton, 2005, p.18; Schein, 2010, p.5). Culture then is central in governing the understanding of behaviour, social events, institutions and processes (Alvesson, 2002, p.4).

In this sense, not only, principals but also teachers and other school-related participants should always be alert to read the school culture and to decide how to try to shape it. Keyton

(2005, p.18) stated that culture is not produced for the members of an organization, it is produced by them as they interact with one another. The questions proposed by Deal and Peterson (1990, p.16) for principals are also basically relevant for supervisors, teachers and all of the parties contributing to school culture and in turn being effected from that culture: What is the culture of the school now? What are the schools' history, values, traditions, assumptions, beliefs, and ways? What is my conception of a "good" school and what can I do to strengthen existing patterns? In what areas do we need a new direction and what can be done to change or reshape the culture?

Organizational/School Culture

The concept of organizational culture is hard to define. This difficulty partly stems from the wide and diverse use of the term culture, partly also from the fact that most of culture is hidden from the eye of the beholder (Schabracq, 2007, p.7). The term 'organizational culture' was introduced more systematically in organizational analysis at the end of the 1970s and beginning of the 1980s. During the 1980s and 1990s, in particular, organizational culture was by many perceived as perhaps the single most important element in organizational success. This exaggerated view of organizational culture has since been revised substantially although there is agreement that organizational culture remains a central aspect behind a range of organizational topics such as commitment and motivation, prioritization and resource allocation, competitive advantage and organizational change (Alvesson & Sveningsson, 2008, p.35). In the past several decades, some organizational researchers and managers have used it to describe the norms and practices that organizations develop around their handling of people or as the espoused values and credo of an organization (Schein, 2010, p.13).

There are several features common to the definitions of organizational culture in the literature. First, organizational culture must be shared by a collective. Organizational members who share cultural elements are drawn together by their meaningful and shared interpretation. Second, organizational culture is a multilevel construct comprising many elements-primarily artifacts, values and assumptions. As a set, these elements guide our organizational behavior, help us make sense of the organizational world in which we operate, and create a mechanism for identifying with others at work. At the core are the assumptions, beliefs, and values regarding work or non-work interests that manifest in individuals' and groups' behaviour that in turn affect or are affected by organizational systems, procedures and norms and the underlying philosophy, strategy and so on. Most authors will probably agree on the following characteristics of the organizational/corporate culture construct: it is 1) holistic, 2) historically determined, 3) related to anthropological concepts, 4) socially constructed, 5) soft, and 6) difficult to change, 7) terms such as 'myth', 'ritual', 'symbols' 'heroes' and similar anthropological terms are commonly used to characterize culture, 8) culture most commonly refers to ways of thinking, values and ideas of things rather than the concrete, objective and more visible part of an organization (Alvesson & Sveningsson, 2008, p.36; Hellriegel & Slocum, 2011, p.479; Hofstede, Neuijen, Ohayv & Sanders, 1990, p.2; Hofstede, Hofstede & Minkov, 2010, p.344; Keyton, 2005, p.22; Schermerhorn, Hunt & Osborn, 2002, p.43; Schein, 2010, p.18; Sinha, 2008, p.299).

Culture plays a large part in determining the quality of organizational life. Culture influences much of what happens to employees within an organization. It is significant as a way of understanding organizational life in all its richness and variations. Culture of an organization influences who gets promoted, how careers are either made or derailed, and how resources are allocated. It can influence its productivity, and there is reason to believe that the same cultural dimensions that account for high performance in business account for high achievement in schools. Majority of related studies reported a direct link between culture and performance (Alvesson, 2002, p.1; Deal & Peterson, 1990, p.9; Hellriegel & Slocum, 2011, p.478;

Sackmann, 2011, p.196). The traditional school culture rewards competition, autonomy and individualism within a faculty, so the journey toward achievement and recognition is sometimes frustrating for both leaders and teachers. This environment is an inevitable result of the competitive and individualistic nature of teaching (Combs, Miser & Whitaker, 1999, p.75). Research tells us that some kinds of school cultures support students' learning much more strongly than others. This applies not only to whole school cultures but also to cultures within schools (Fleming & Kleinhenz, 2007, p.5). Although a culture is a natural by-product of people working in close proximity, it can be a positive or negative influence on a school's effectiveness. An effective leader builds a culture that positively influences teachers, who, in turn, positively influence students (Marzano, Waters & McNulty, 2005, p.47). To the extent that all managers share relatively consistent values, then performance follows (Sparrow, 2001, p.95).

Culture and School Leaders/Principals' Role

Maslowski (2001, p.131) discussed that schools' cultural traits were human relations, open systems, rational goal and internal process orientations. The concept of culture is meant to describe the character of a school as it reflects deep patterns of values, beliefs and traditions that have been formed over the course of its history (Deal & Peterson, 1990, p.7). In this sense, each school must identify its core beliefs, develop a shared vision, measure the congruence between the current reality and the vision, determine the changes that will close any gaps, support teachers during the change process, and foster a culture of collective autonomy and accountability (Zmuda, Kuklis & Kline, 2004, p.179). However, even in those cases where top managers have a strong awareness of the significance of culture, there is often a lack of a deeper understanding of how people and organizations function in terms of culture (Alvesson, 2002, p.1). On the other hand, Schmoker (1996, p.22) reminds us that despite the school's intention to implement reforms or new curriculum, the conservative tendency almost always won out. This hypothesis leads us to think the difficulty in cultural change. According to Deal and Peterson (1990, p.14-15)'s expressions this may be due to weak school cultures, strong but negative school cultures, teachers' low expectations, boring classroom routines, staff complaints and undermining each other, overwhelmed parents by issues of economic and personal survival and distracted students. Cultures almost always endorse the values and beliefs of some subgroups while ignoring the values and beliefs of other subgroups. The devalued subgroups thus gain incentive to protest or oppose. As cultures clarify some beliefs and rituals, they also create ambiguity about the beliefs and rituals that they ignore (Baumard & Starbuck, 2001, p.522). Likewise, the individual who does not agree with the group behavioral norms or with the values found within the corporate culture will be in conflict with the work group or with the entire organization (Montana & Charnov, 2000, p.385). Combs, Miser and Whitaker (1999, p.67,92) stated also that traditionally, school cultures do not value and address people's needs. Most school cultures do not even expect or encourage strong feelings and emotions-or even passion. The culture of schools, often fosters isolation and individualism, not cooperation and collaboration. Dimmock and O'Donoghue (2005, p.101) discussed that in order to provide a firm foundation on which to build a healthy school culture in the pursuit of effective teaching and learning the 'appropriate foundations' included the establishment an institutionalization of school practices built on social justice, an 'inclusive' curriculum and equity for all members of the school community. Gelsthorpe and West-Burnham (2003, p.183) assumed the new school culture to be built on mutual trust and common purpose. They added that the foundations include passion, emotion, hope, alliances, tapping of expertise within and beyond the school, responsive leadership and celebration.

Culture is ultimately created, embedded, evolved, and manipulated by leaders. At the same time, with group maturity, culture comes to constrain, stabilize, and provide structure and meaning to the group members even to the point of ultimately specifying what kind of

leadership will be acceptable in the future. If elements of a given culture become dysfunctional leaders have to surmount their own culture and speed up the normal evolution processes with forced managed culture change programs. These dynamic processes of culture creation and management are the essence of leadership and make you realize that leadership and culture are two sides of the same coin (Schein, 2010, p.4). Although leaders are aware of their organization's culture(s), they are often unsure about how to influence it (Hellriegel & Slocum, 2011, p.478). Good managers are able to reinforce and support an existing strong culture; good managers are also able to help build resilient cultures in situations where they are absent (Schermerhorn, Hunt & Osborn, 2002, p.52). Each school has its own character or "feel." You can sense it as you approach the building. You can almost smell and taste it as you walk through the doors. You can see it in the pictures on the walls and the students in the halls. You can hear it in exchanges between students and teachers in the classroom and in students' talk with one another on the playground (Deal & Peterson, 1990, p.7). Principals know from experience that piecemeal reforms, reforms which ignore the inner realities of schools, will have limited effect. They understand by instinct that to build a successful school one must work simultaneously on staff needs and skills, the organization's goals and roles, and the dynamics of political power and conflict (Deal & Peterson, 1990, p.7). Evidence suggests that the typical school culture and its organizational structures may be responsible, in part, for stifling teacher development (Leithwood, 1990, p.82). Deal and Peterson (1990, p.20), in order to identify the cultural dimensions of their job and do concrete things, suggested 1) to affirm values through dress, behavior, attention, routines (the principal as symbol), 2) to shape and be shaped by the school's heroes, rituals, ceremonies, symbols (the principal as potter), 3) to use language to reinforce values and sustain the school's best image of itself (the principal as a poet), 4) improvise in the school's inevitable dramas (the principal as an actor), 5) oversee transitions and change in the life of the school (the principal as a healer).

There are various opinions about how culture can be studied. Some writers stated that culture can be studied from the perspective of the functions it performs and how it is structured; some writers proposed three levels of cultural analysis: observable culture, (includes the unique stories, ceremonies, and corporate rituals) shared values (implies that the group is a whole) and common assumptions (truths); some writers spoke of subcultures and countercultures. Subcultures are unique patterns of values and philosophies within a group that are consistent with the dominant culture of the larger organization or social system. Countercultures are the patterns of values and philosophies that outwardly reject those of the larger organization or social system. In another conceptualization culture was analysed as productive and counterproductive cultures. Productive cultures focus on feedback, continued cultural change and learning, flexibility, reward risk-taking, encouraging assignments, strengthening of trust and cooperation. Counterproductive cultures on the other hand, are bureaucratic and resistant to accept responsibility, fear getting into trouble by taking initiatives, lack appropriate organizational rewards, develop a victim mentality, lack genuine and enthusiastic commitment, lack persistent champions for persistent change, fear taking initiatives that are too risky (Argyris, 2010, pp.119-120; Schabracq, 2007, p.7; Schein, 2010, p.4; Schermerhorn, Hunt & Osborn, 2002, p.45-47).

Pheysey (1993, pp.17-19) referring to the other writers such as Harrison (1972) describes four types of organizational culture. They are role culture, achievement culture, power culture and support culture. A role culture is one which emphasises conformity to expectations. The word 'role', refers to the way in which the occupant of each position in the firm is expected to act. There are usually job descriptions, rules and procedures to govern behaviour, and principles for fixing remuneration. The Role orientation assumes that people work most effectively and efficiently when they have relatively simple, clearly defined, circumscribed and measurable tasks. Clarity and precision of roles and procedures are striven for in order to fit the

parts of the organization together like a machine. In an achievement culture people are interested in the work itself, and have a personal stake in seeing that it is done. The achievement-oriented organization makes high demands on its people's energy and time, assuming that people actually enjoy working at tasks which are intrinsically satisfying. In a power culture certain persons are dominant and others subservient. There is 'a relatively bounded and stable occurrence of social order based on habits of deference to authority'. In the power organization at its best, leadership is based on strength, justice and paternalistic benevolence. The support-oriented organization offers its members satisfactions which come from relationships; mutuality, belonging, and connection. The assumption is that people will contribute out of a sense of commitment to a group or organization of which they feel themselves truly to be members, and in which they believe they have a personal stake. This study was also based on the types of organizational culture explained by Phesey (1993). In this respect, the purpose of the study was to determine the views of school managers and teachers about their school cultures. As a result the following questions were addressed:

- According to the views of school managers and teachers, what is their school culture?
- Do the views of school managers and teachers about school culture show significant difference in relation to position, sex, education level, seniority and school type?

METHOD

This research was conducted as a survey using a descriptive method in order to ascertain the views of school managers and teachers about their school cultures in Antalya, Turkey.

Population and Sample

In this research, the data were collected from teachers and managers working in Kindergartens, Primary Schools (1-8 grades), Anatolian High Schools, and Vocational and Technical High Schools in the province of Antalya, Turkey. The population of the research consisted of 11690 teachers and managers working in these schools. The sample size to represent the universe of 11690 teachers and managers with 5% margin of error and 95% confidence level is at least 372 persons (Krejcie & Morgan, 1970, p.608; Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2010, p.94). However, out of 1600 questionnaires sent to managers and teachers, a total of 1441 questionnaires were responded. After the invalid questionnaires were eliminated, 1284 questionnaires were included in the analysis.

Table 1.
Respondents' profiles

		Kindergarten		Primary School		Anatolian High School		Vocational and Technical High Schools		Total (N=1284)	
		N	%	N	%	N	%	N	%	N	%
Position	Teacher	55	57,3	353	53,7	174	62,4	166	65,9	748	58,3
	Manager	41	42,7	304	46,3	105	37,6	86	34,1	536	41,7
Gender	Female	88	91,7	320	48,7	113	40,5	95	37,7	616	47,9
	Male	8	8,3	337	51,3	166	59,5	157	62,3	668	52,1
Education Background	Pre-licence	9	9,4	119	18,1	2	0,7	3	1,2	133	10,4
	Undergraduate	82	85,4	506	77	246	88,2	223	88,5	1057	82,3
	Graduate	5	5,2	32	4,9	31	11,1	26	10,3	94	7,3
Seniority in position	1-5 years	41	42,7	58	8,8	32	11,5	45	17,9	176	13,7
	6-10 years	26	27,1	126	19,2	31	11,1	36	14,3	219	17,1
	11-15 years	19	19,8	155	23,6	68	24,4	84	33,3	326	25,4
	16-20 years	5	5,2	122	18,6	74	26,5	44	17,5	245	19,1
	21years and more	5	5,2	196	29,8	74	26,5	43	17,1	318	24,8

As indicated on Table 1, out of 1284 participants, 748 (58,1 %) were teachers and 536 (41,7 %) were school managers. The proportion of female to male employees was similar across the schools with more male representation (62%) at vocational high schools and small representation (8,3 %) at pre-education schools. A total of 668 (52,1 %) were male while 616 (47,9 %) were female participants. The participants' educational backgrounds varied considerably. About 7,3 % of the participants had graduate (master's and doctoral) degrees, 82,3 % had under graduate (bachelor's) degrees, and 10,4 % had pre-licence degrees (two years of higher education). 25,4 % of the participants had 11-14 years seniority, 24,8 % had 21 years and above seniority, 17,1 % had 6-10 years seniority, and 13,7 % had 1-5 years seniority.

Instrument

In this research the data were collected by the "Organizational Culture Questionnaire" which was developed by İpek (1999, pp.135-138). The original questionnaire consisted of 37 items designed with five-point Likert scales, ranging from strongly disagree (coded as 1) to strongly agree (coded as 5). The original questionnaire consisted of four dimensions; role culture (explained %30 of the total variance and Cronbach's Alpha .69), achievement culture (explained %35 of the total variance and Cronbach's Alpha .78), power culture (explained %31 of the total variance and Cronbach's Alpha .60) and support culture (explained %53 of the total variance and Cronbach's Alpha .90). In this study, principal components factor analysis was conducted for the data gathered from 359 questionnaires. Kaiser-Meyer-Olkin Measure of Sampling Adequacy=.909; Bartlett's Test of Sphericity= .00 (Akgül & Çevik, 2003, p.428; Büyüköztürk, 2003, p.120; Hair, Anderson, Tahtam & Black, 1998, p.99). As a result of the analysis, the questionnaire consisted of 20 items in four dimensions. These are role culture (5 items), achievement culture (5 items), power culture (3 items) and support culture (7 items). All of the items dispersed in four dimensions had greater than .56 factor loadings. Four dimensions explained 63.25 % of the total variance. In order to test reliability, "within-items reliability test" was conducted using Cronbach's alpha internal consistency coefficients. Cronbach's alpha internal consistency coefficients for the four dimensions are respectively .69 (role culture), .84 (achievement culture), .65 (power culture) and .93 (support culture). The Cronbach's alpha for the whole scale is .86.

Data Analysis

The data were analysed using quantitative analysis techniques. In the analysis SPSS package statistical program was used. In order to determine the views of both managers' and teachers' means, frequencies and standard deviations were calculated. Additionally, in order to find out whether managers' and teachers' views differ in relation to their education background, school types, gender and seniority when assumptions of parametric tests were met t-test and a One-Way ANOVA were utilized. However, when the assumptions of parametric tests were not met Non-parametric tests, Mann Whitney U test and Kruskal Wallis tests, were utilized to examine the significant differences among the variables. The significant level of .05 was set for all the analyses (Akgül & Çevik, 2003; Büyüköztürk, 2003; Büyüköztürk et al., 2010; Hair, et al., 1998).

FINDINGS

In this section, the findings regarding the views of school managers and teachers about their school cultures were presented. First school managers and teachers' views were presented by comparison. And secondly, their views were presented in relation to demographic variables.

The Views of School Managers and Teachers about their School Cultures

Table 2.

Views of school managers and teachers about school culture

Dimensions	N	\bar{X}	sd
Power culture	1284	3,73	,69
Role culture	1284	3,07	,74
Achievement culture	1284	3,62	,80
Support culture	1284	3,88	,75

According to the data given in the Table 2, managers and teachers reported that schools had high level of power culture (\bar{X} =3,73), achievement culture (\bar{X} =3,62) and support culture (\bar{X} =3,88) and average level role culture (\bar{X} =3,07).

Table 3.

Comparison of the views of school managers and teachers about school culture

Dimensions	Position	N	\bar{X}	sd	df	t	p
Power culture	A- Teacher	748	3,71	,70	1282	1,26	-
	B- Manager	536	3,76	,68			
Role culture	A- Teacher	748	3,07	,74	1282	0,21	-
	B- Manager	536	3,07	,73			
Achievement culture	A- Teacher	748	3,58	,81	1282	2,29	0,22
	B- Manager	536	3,68	,79			
Support culture	A- Teacher	748	3,89	,75	1282	0,57	-
	B- Manager	536	3,87	,74			

According to the data in the Table 3, views of school managers and teachers show significant difference in achievement culture [$t_{(1282)}=2,29$; $p<,05$]. According to the findings managers had (\bar{X} =3,68) the idea that their school culture was more achievement oriented compared with views of teacher respondents (\bar{X} =3,58). On the other hand, no significant difference was found in the other dimensions in term of their positions.

The Views of School Managers and Teachers about School Culture in Relation to Position, Gender, Education Level, Seniority and School Type

Table 4.

Views of school managers and teachers about school culture according to sex variable

Dimensions	Gender	N	\bar{X}	sd	df	t	p
Power culture	A- Female	616	3,77	,70	1282	2,05	0,04
	B-Male	668	3,69	,69			
Role culture	A- Female	616	3,05	,74	1282	0,90	-
	B-Male	668	3,09	,73			
Achievement culture	A- Female	616	3,60	,79	1282	0,80	-
	B-Male	668	3,64	,81			
Support culture	A- Female	616	3,91	,74	1282	1,27	-
	B-Male	668	3,86	,76			

According to the data given in Table 4, school managers and teachers show significant difference in power culture [$t_{(1282)}=2,05$; $p<,05$] by means of sex variable. According to the findings female managers and teacher thought that (\bar{X} =3,77) their school culture reflected power oriented culture more compared with the views of male respondents (\bar{X} =3,69).

Table 5.*Views of school managers and teachers about school culture according to education background*

Dimensions	School type	N	Mean Rank	df	X ²	p	Significant difference (Between)
Power culture	A-Pre-licence	133	691,75	2	4,81	0,9	-
	B-Undergraduate	1057	641,52				
	C-Graduate	94	583,79				
Role culture	A-Pre-licence	133	654,79	2	,35	,83	-
	B-Undergraduate	1057	642,48				
	C-Graduate	94	625,31				
Achievement culture	A-Pre-licence	133	751,88	2	21,61	,00	A-B
	B-Undergraduate	1057	639,40				A-C
	C-Graduate	94	522,55				B-C
Support culture	A-Pre-licence	133	742,07	2	15,17	,00	A-B
	B-Undergraduate	1057	637,84				A-C
	C-Graduate	94	554,02				B-C

In Table 5, the Kruskal-Wallis test results show that power culture [$X^2(2)=4,81$; $p>,05$] and role culture [$X^2(2)=,35$; $p>,05$] do not differ significantly according to the educational backgrounds of the participants. However, there are significant differences between the views of participants regarding their educational backgrounds in achievement culture [$X^2(2)=21,61$; $p<,01$] and in support culture [$X^2(2)=15,17$; $p<,01$].

In order to determine the differences between the groups, Mann Whitney U-tests were conducted for both achievement culture and support culture in pairs. According to the results, participants having pre-licence degree thought that there was more achievement culture in their schools compared to the undergraduate participants [$U=58068,50$ $p<,01$] and the graduate participants [$U=3925,50$; $p<,01$]. In addition, undergraduate participants stated that there was more achievement culture in their schools compared to the graduate participants [$U=40729,00$; $p<,01$].

According to the results, participants having pre-licence degree thought that there was more support culture in their schools compared to the undergraduate participants [$U=58882,50$; $p<,01$] and the graduate participants [$U=4416,50$; $p<,01$]. In addition, undergraduate participants stated that there was more support culture in their schools compared to the graduate participants [$U=43196,00$; $p<,05$].

Table 6.*Views of school managers and teachers about school culture according to seniority*

Dimensions	Seniority	N	\bar{X}	sd	F	p	Sign.diff
Power culture	A- 1-5 years	176	3,78	,68	2,52	,04	C-E D-E
	B- 6-10 years	219	3,74	,66			
	C- 11-15 years	326	3,66	,69			
	D- 16-20 years	245	3,67	,72			
	E- 21 years and more	318	3,80	,70			
Role culture	A- 1-5 years	176	2,92	,76	4,36	,00	A-E
	B- 6-10 years	219	3,01	,74			
	C- 11-15 years	326	3,08	,72			
	D- 16-20 years	245	3,06	,74			
	E- 21 years and more	318	3,19	,72			
Achievement culture	A- 1-5 years	176	3,71	,79	2,78	,02	C-E
	B- 6-10 years	219	3,62	,82			
	C- 11-15 years	326	3,53	,82			
	D- 16-20 years	245	3,56	,83			
	E- 21 years and more	318	3,71	,75			
Support culture	A- 1-5 years	176	3,89	,76	4,33	,00	C-E
	B- 6-10 years	219	3,88	,75			
	C- 11-15 years	326	3,79	,77			
	D- 16-20 years	245	3,81	,74			
	E- 21 years and more	318	4,02	,71			

According to Table 6, views show significant difference in power culture [$F_{(4-1279)} = 2,52$; $p < ,05$], role culture [$F_{(4-1279)} = 4,36$; $p < ,01$], support culture [$F_{(4-1279)} = 4,33$; $p < ,01$] and achievement culture [$F_{(4-1279)} = 2,78$; $p < ,05$] in term of seniority variable.

According to the results of LSD test, participants who had 21 years and more seniority ($\bar{X}=3,80$) thought that their school culture reflected more power oriented culture compared to the views of the participants who had 11-15 years seniority ($\bar{X}=3,66$) and participants who had 16-20 years seniority ($\bar{X}=3,67$). According to the results of Scheffe test, participants who had 1-5 years seniority ($\bar{X}=2,92$) thought that their school culture reflected less role oriented culture compared to the views of the participants who had 21+ years seniority ($\bar{X}=3,19$). Participants who had 11-15 years seniority ($\bar{X}=3,79$) thought that their school culture reflected less support culture compared to the views of the participants who had 21+ years seniority ($\bar{X}=4,02$). According to the results of Tukey test participants who had 11-15 years seniority ($\bar{X}=3,53$) thought that their school culture reflected less achievement culture compared to the views of the participants who had 21+ years seniority ($\bar{X}=3,71$). The findings finally show that participants who had 21+ years seniority scored higher compared to 11-15 and 16-20 years seniority in power culture and reported that schools had more role, support and achievement culture compared to the participant who had 1-5, 11-15 years seniority.

Table 7.

Views of school managers and teachers about support culture by means of school type

Dimensions	Seniority	N	\bar{X}	sd	F	p	Significant difference (Between)
Support culture	A- Kindergarten	96	4,26	,67	13,58	,000	A-B
	B- Primary school	657	3,92	,74			A-C
	C- Anatolian high school	279	3,79	,77			A-D
	D- Vocational and Technical High Schools	252	3,73	,72			B-D

According to Table 7, views on school culture depended to the school type variable show significant difference in support culture [$F_{(3-1280)} = 13,58$; $p < ,01$]. In order to find the source of the significant difference the Scheffe test was conducted. According to the results, teachers and managers working in kindergartens ($\bar{X}=4,26$) reported that their school culture reflected more support culture compared to the views of the teachers and managers working in primary schools ($\bar{X}=3,92$), Anatolian high schools ($\bar{X}=3,79$) and vocational and technical high schools ($\bar{X}=3,73$). In addition, teachers and managers working in primary schools ($\bar{X}=3,92$) reported that their school culture reflected more support culture compared to the views of the teachers and managers working in vocational and technical high schools ($\bar{X}=3,73$).

In the following lines, the Kruskal Wallis tests were conducted in order to analyse school type variable in power culture, role culture, and achievement culture because hypothesis of parametric tests were not met. Later, the Mann Whitney-U tests were conducted in pairs in order to understand the sources of the differences. The results were given in Table 8.

The Kruskal-Wallis test results, given in Table 8, show that in power culture [$X^2(3) = 21,58$; $p < ,01$], role culture [$X^2(3) = 10,14$; $p < ,05$] and achievement culture [$X^2(3) = 36,54$; $p < ,01$] dimensions there are significant differences in the views of the participants by means of the school type variable.

According to the Mann Whitney U-test results, participants from kindergartens thought that there was more power culture in their schools compared to the participants from Anatolian high schools [$U=11541$ $p < ,05$] and the participants from vocational high schools [$U=10093,50$; $p < ,05$]. In addition, participants from primary schools stated that there was more power culture

in their schools compared to the participants from Anatolian high schools [$U=79389$; $p<,01$] and participants from the vocational high schools [$U=69041$; $p<,01$].

Table 8.

Views of school managers and teachers about school culture according to school type

Dimensions	School type	N	Mean Rank	df	χ^2	p	Significant difference (Between)
Power culture	A- Kindergarten	96	689,25	3	21,58	,00	A-C
	B- Primary school	657	681,11				A-D
	C- Anatolian high school	279	594,26				B-C
	D- Vocational and Technical High Schools	252	577,43				B-D
Role culture	A- Kindergarten	96	542,16	3	10,14	,01	A-B
	B- Primary school	657	640,70				A-C
	C- Anatolian high school	279	681,16				A-D
	D- Vocational and Technical High Schools	252	642,62				
Achievement culture	A- Kindergarten	96	792,85	3	36,54	,00	A-B
	B- Primary school	657	672,62				A-C
	C- Anatolian high school	279	584,38				A-D
	D- Vocational and Technical High Schools	252	571,05				B-C B-D

According to the Mann Whitney U-test results, in role culture participants from the kindergartens thought that there was less role culture in their schools compared to the participants from the primary schools [$U=26829$; $p<,05$], Anatolian high schools [$U=10584,50$; $p<,01$] and vocational high schools [$U=9978$; $p<,05$].

According to the Mann Whitney U-test results, in achievement culture participants from the kindergartens thought that there was more achievement culture in their schools than participants from the primary schools [$U=254650$; $p<,01$], Anatolian high schools [$U=9187$; $p<,01$] and vocational high schools [$U=7938,50$; $p<,01$]. In addition it was found that participants from the primary schools stated that there was more achievement culture in their schools than participants from the Anatolian high schools [$U=79020,50$; $p<,01$] and vocational high schools [$U=69554,50$; $p<,01$].

DISCUSSION AND CONCLUSION

The purpose of the study was to determine the views of school managers and teachers about their school cultures. Based on the literature, school culture was investigated in four dimensions: power culture, role culture, achievement culture and support culture. The findings show first that managers and teachers thought that schools had high level of power, achievement and support cultures and average level role culture. Korkut and Hacifazlıoğlu (2011, p.135) found that administrators' and teachers' perceived that they participated most of the time to create and settle a new school culture. Results indicated that affective and normative components of teacher organizational commitment were positively related to support, success, and task dimensions of school organizational culture (Sezgin, 2010, p.142). The organizational dimensions goal focus and adaptation were most effective in discriminating between the cultures of recognized and acceptable schools (MacNeil, Prater & Busch, 2009, p.81). Findings showed that there are three significance predictors contributed to the total variance of school culture. The three predictors are providing individualized support dimension, holding

high performance expectations dimension and identifying and articulating vision dimension (Ngang, 2011, p.2575). This finding is significant in that the studies and findings demonstrate that school culture 1) can be separated from other aspects of schooling, 2) is a construct with at least four dimensions and coherency, 3) is multifaceted in that different groups within one school experience various cultures, and 4) meaningfully relates to students' attitudes and significantly predicts students' performance, satisfaction, and involvement with their schooling (Higgins-D'Alessandro & Sath 1998, p.566). The findings also show that there is a positive correlation between school culture and student achievement (Demirtaş, 2010, p.3). Jurasaitė-Harbisson and Rex (2010, p.276) stressed on the dynamic, interrelated cultural dimensions as important factors effecting the teachers' role in the process of forming their school cultures. In a study, it was found that basic characteristics of a school culture and climate as some of the factors of an effective school comprises discipline, happiness of teachers and students and healthy relationship among teachers (Helvacı & Aydoğan, 2011, p.56). Lam, Yim and Lam (2002, p.193) posited that the attempts at initiating collaboration will be successful when there is a school culture congruent with collaboration. Positive views of the participants found in the study is likely to become because of high level of organizational commitment and the wish to contribute to the organizational aims, which is generally assumed to be peculiar to the educational organizations and differentiative from other organizations.

Secondly, managers reported that their school culture reflected more achievement culture compared to the views of the teachers. Şahin-Fırat and Şahin (2010, p.71; 2003, p.146) also found that principals had more positive perceptions towards school culture compared to teachers. School culture is to a great extent determined and shaped by the school principal. In order to understand principal's role in creating the school culture there is a need to understand the experiences of the teachers and other employees (Çelikten, 2006, p.61). Korkut and Hacırızlıoğlu (2011, p.135) also reported that administrators' perceptions by means of contribution and settlement to school culture were higher than teachers. Engels, Hotton, Devos, Bouckenooghe and Aelterman (2008, p.159) asserted that compared to their opposites, principals in schools with cultures stimulating professional development, combine 1) achievement-oriented behaviour, 2) transformational leadership, 3) a preference for tasks related to education matters and people management and 4) effective time management allowing them to devote most of their time to their preferred role and task component. Özdemir (2006, p.429) found that in terms of forming a school culture and presenting it to the public the expected behaviours from the school principals were higher than what the inspectors observed. As it was explained before, in achievement oriented culture people are interested in the work itself and have a personal stake in seeing that it is done. This premise can be taken as a stand point in explaining why managers are more achievement culture oriented because management exerts a deal in having the work done itself in nature.

Third, according to the findings female managers and teachers thought that their school culture reflected power oriented culture more compared with the views of male respondent. As Pheysey (1993, pp.17-19) described, in power culture in an organization leadership is based on strength, justice and paternalistic benevolence. This kind of culture is likely to be more dominant in patriarchal communities and it can be asserted that still the dominant culture in Turkey show patriarchal characteristics. This finding is very concordant with the social peculiarities of our society in that it has more paternalistic characteristics. As stated before well, in a power culture certain persons are dominant and leadership is based on strength, justice and paternalistic

benevolence. As a result, female respondents are likely to feel the dominance of paternalistic characteristics of the organizational culture reflect their ideas accordingly.

Fourth, participants who had pre-licence degree reported that their school culture reflected more achievement and support oriented cultures compared to the views of participants who had undergraduate degree and graduate degree. In addition participants who had undergraduate degree reported that school culture reflected more achievement oriented culture compared to the views of participants who had graduate degree. The participants who have lower educational inputs is likely to develop defensive attitudes and behaviours the clues of which can be traced in support-oriented and achievement-oriented cultures in which mutuality, belongingness, connection and seeking intrinsically satisfying tasks are some of the main needs focused on.

Fifth, the findings show that participants who had 21+ years seniority scored higher compared to 11-15 and 16-20 years seniority in power culture and reported that schools had more role, support and achievement culture compared to the participant who had 1-5, 11-15 years seniority. Demirkol and Savaş (2012, p.259) also observed that the culture of the schools where the principals/headmasters had experience more than 11 years were more passive defensive compared to the schools where administrators had less than 5 years experience. This finding draws us to think that there seems to be a relationship between seniority and adopting the one which is traditional in that seniority may result in focusing on strength, justice and paternalistic benevolence. On the other hand, there is a need for further research to understand or have at least an idea on the real reasons.

Finally, teachers and managers working in kindergartens reported that their school culture reflected more support culture, power culture and achievement cultures compared to the views of the participants working in primary schools, Anatolian high schools and vocational and technical high schools. It is also significant to find that participants from kindergartens reported that their school culture reflected less role culture characteristics. Demirkol and Savaş (2012, p.259) also found that kindergarten schools principals have less aggressive-defensive organizational culture perception compared to primary school headmasters and secondary school principals. Such a type of culture, almost the same as the role culture in this study, has conservative beliefs and values. Hierarchy is essential and responsibilities are clearly defined. It seems that kindergartens' culture clearly differs from the culture of upper grade schools because of its physical, managerial and instructional characteristics. In addition, teachers and managers working in primary schools reported that their school culture reflected more support and achievement cultures compared to the views of the teachers and managers working in vocational and technical high schools and more power culture compared to participants from the Anatolian high schools. This finding leads us to think that vocational and technical high schools are likely to reflect more power and role cultures. On the other hand primary schools seem to tend to reflect support and achievement cultures when compared to culture adopted by vocational and technical high schools but power oriented culture when compared to the culture in Anatolian high schools. This finding is consistent with the nature of the organizational peculiarities of the compared units. Because in kindergarten schools hierarchy is not as essential and responsibilities are clearly defined as in primary, secondary and high schools.

Consequently, the findings show that school culture is not unique for all types of schools, more than that whatever the focus is in the school the culture is affected and shaped accordingly. In this sense kindergarten schools' culture can be analysed separately from the upper level of educational institutions. The findings imply that primary schools and Anatolian

high schools can also be classified separately than the other two types. This implication leads us to think about the relationship between academic focus of the managers and teachers and the school type culture. The findings also imply that vocational and technical high schools seem to reflect more role and power culture. If it is so, the reasons and the effects of such a culture should be clarified by means of working life and in turn on learning in vocational and technical high schools. Moreover, female participants' feelings implying domination by power oriented culture led us to think that the relationship between school type cultures or school cultures in general and the culture of a country should also be considered by researchers. Finally, the educational administrators, in all levels, should be aware of the characteristics of each cultural type and try to focus on the type of the culture that best fits to their organizational needs, providing unity in the minds of the stakeholders.

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Okul Yöneticilerinin ve Öğretmenlerin Okul Kültürüne İlişkin Görüşleri

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Özet:

Betimsel tarama modelinin kullanıldığı bu çalışmanın amacı, yönetici ve öğretmenlerin okullarının örgüt kültürü hakkındaki görüşlerini belirlemektir. Araştırmanın evreni Antalya ili merkez ilçelerinde çalışmakta olan 11690 Anaokulu, İlköğretim Kurumu (ilkokulu ve ortaokul), Anadolu Lisesi ile Mesleki ve Teknik Lise öğretmen ve yöneticilerinden oluşmaktadır. Verilerin toplanmasında 20 maddeden oluşan "Örgüt Kültürü" ölçeği kullanılmıştır. Maddelerde "kesinlikle katılmıyorum"dan "kesinlikle katılıyorum"a kadar değişen Likert tipi beşli derecelendirme ölçeği kullanılmıştır. Örneklem grubundaki öğretmen ve yöneticilere 1600 anket gönderilmiş ve 1441 adedi geri dönmüştür. Geçersiz anketler ayıklandıktan sonra 1284 anket değerlendirmeye alınmıştır. Hem yöneticilerin hem de öğretmenlerin görüşlerini belirlemek üzere verilerin analizinde homojenlik varsayımının karşılanma durumuna göre parametrik veya prarametrik olmayan testlerden yararlanılmıştır. Sonuç olarak, bulgular her okul tipi için özgün ve eşsiz bir örgüt kültürü tipinin olmadığını, aksine örgüt kültürünün okulun ilgisi neye yönelikse daha çok ondan etkilendiğini ve ona göre şekillendiğini göstermektedir. Ayrıca mesleki ve teknik liselerde rol ve güç kültürünün daha baskın olduğu görülmüştür.

Keywords: Kültür, örgüt kültürü, okul kültürü, okul yöneticisi, öğretmen.



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GENİŞLETİLMİŞ ÖZET

Problem: Okul kültürü, okul vizyonunun gerçekleştirilebilmesinin ve öğrenci başarısının artırılabilmesinin en önemli belirleyicilerinden birisi olup tüm örgütsel sonuçlar üzerinde etkilidir. Örgütlerde kültür hem paydaşlardan etkilenmekte hem de onları etkilemektedir. Belirli grup içerisinde bireyler benzer şekilde düşünür, değer verir ve benzer şekilde davranırlar. Kültür olgusuna atfedilen bu düşünce, değer verme ve davranış biçimleri bir gruptan diğerine farklılık gösterir. Bu durum aynı zamanda bizim örgütlerde kültür kavramını anlamamıza katkı sağlar (Alvesson ve Sveningsson, 2008, s.36). Kültür, davranışları, sosyal olayları, kurumları ve süreçleri anlamlandırabilmede ve yönetebilmede merkezi rol oynar (Alvesson, 2002, s.4). Bu bağlamda sadece okul yöneticileri değil hem öğretmenler hem de okulun diğer paydaşları okul kültürünü anlayabilmede ve onu şekillendirebilmede sürekli aktif olmalı ve kültürü bir araç olarak kullanabilmelidirler. Kültür, örgütsel yaşam kalitesini belirlemede büyük rol oynar. Örgüt içerisinde çalışanları etkileyen olayların birçoğu o örgütün kültüründen etkilenir. Örgütsel yaşamı tüm zenginlikleriyle ve çeşitleriyle anlamak önemlidir. Bir örgütün kültürü kimin ve nasıl terfi ettirebileceğinden, kaynakların nasıl paylaştırılacağına kadar tüm örgütsel süreçler üzerinde etkilidir (Alvesson, 2002, s.1; Deal ve Peterson, 1990, s.9; Hellriegel ve Slocum, 2011, s.478; Sackmann, 2011, s.196).

Örgüt kültürü, çalışanların birbirleri ile etkileşiminin doğal bir ürünü olsa da okulların etkililiği üzerinde bazen olumlu bazen de olumsuz etkiler gösterebilmektedir. Etkili bir lider okulundaki öğretmenleri ve nihayetinde de öğrencileri pozitif yönde etkileyecek bir örgüt kültürü kurabilmelidir (Marzano, Waters ve McNulty, 2005, s.47). Keyton (2005, p.18) örgüt kültürünün örgüt üyelerinin birbirleri ile etkileşimi sonucunda ortaya çıktığını belirtmektedir. Bu noktadan hareketle, okullarda değişimi yönetebilmek ve kültürü örgüt amaçları doğrultusunda kullanabilmek için öncelikle varolan örgüt kültürünü ortaya çıkarmak önem taşımaktadır (Deal ve Peterson, 1990, s.16). Bu doğrultuda, çalışmanın amacı yönetici ve öğretmenlerin okullarının örgüt kültürü hakkındaki görüşlerini belirlemektir. Bu amaçla aşağıdaki sorulara cevap aranmıştır:

- Okul yöneticilerinin ve öğretmenlerin görüşlerine göre okullarının örgüt kültürü nedir?
- Okul kültürü hakkındaki yönetici ve öğretmen görüşleri görev, cinsiyet, eğitim durumu, çalışma süresi ve okul türüne göre anlamlı farklılık göstermekte midir?

Yöntem: Bu çalışmada nicel araştırma yöntemlerinden betimsel tarama modeli kullanılmıştır. Çalışmanın evreni Antalya ili merkez ilçelerinde çalışmakta olan 11690 Anaokulu, İlköğretim Kurumu (ilkokulu ve ortaokul), Anadolu Lisesi ile Mesleki ve Teknik Lise öğretmen ve yöneticilerinden oluşmaktadır. Verilerin toplanmasında 20 maddeden ve dört boyuttan (rol kültürü, başarı kültürü, güç kültürü, destek kültürü) oluşan İpek (1999, pp.135-138) tarafından geliştirilen "Örgüt Kültürü" ölçeği kullanılmıştır. Ölçeğin güvenirlik katsayısı .86'dır. Ölçek maddelerinde "kesinlikle katılmıyorum"dan "kesinlikle katılıyorum"a kadar değişen Likert tipi beşli derecelendirme ölçeği kullanılmıştır. Örneklem grubundaki öğretmen ve yöneticilere 1600 anket gönderilmiş olup bu anketlerden 1441 tanesi geri dönmüştür. Geçersiz anketler ayıklandıktan sonra 1284 anket verisi değerlendirilmeye alınmıştır (Krejcie & Morgan, 1970, p.608; Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2010, p.94). Hem yöneticilerin hem de öğretmenlerin görüşlerini belirlemek üzere verilerin analizinde aritmetik ortalama, frekans, standart sapma ile parametrik ve prarametrik olmayan testlerden yararlanılmıştır.

Bulgular: Okul kültürüne ilişkin yönetici ve öğretmen görüşleri görev değişkenine göre incelendiğinde başarı kültüründe öğretmen ve yönetici görüşlerinin anlamlı farklılık gösterdiği bulunmuştur. Ayrıca, yönetici ve öğretmen görüşleri cinsiyet değişkenine göre güç kültüründe anlamlı farklılık göstermektedir. Öğrenim durumuna göre ise yönetici ve öğretmen görüşleri hem başarı kültürü hem de destek kültürü boyutlarında anlamlı farklılık göstermektedir. Çalışma süresi

ve okul türü değişkenlerine göre yönetici ve öğretmen görüşlerinin tüm boyutlarda anlamlı farklılık gösterdiği görülmüştür.

Sonuç ve Tartışma: Sonuç olarak, birincisi yönetici ve öğretmenler okullarında güç, başarı ve destek kültürünün yüksek düzeyde, rol kültürünün ise orta düzeyde olduğunu düşünmektedir. İkinci olarak yönetici ve öğretmenler okullarında başarı kültürünün daha baskın olduğunu ifade etmişlerdir. Üçüncüsü kadın yönetici ve öğretmenler, erkeklerle karşılaştırıldığında okullarda güç kültürünün daha baskın olduğu düşüncesindedirler. Kadın katılımcıların bu görüşleri okul kültürü ile ülke kültürü arasında bir ilişkinin varlığına işaret etmektedir. Sonuç olarak kadınların bir ölçüde ülkede var olan erkek egemen kültür anlayışının baskın karakterinden etkilenmiş olabilecekleri ileri sürülebilir. Dördüncüsü, önlisans eğitim düzeyine sahip katılımcıların diğer eğitim düzeyine sahip katılımcılarla karşılaştırıldığında daha fazla başarı ve destek kültürüne vurgu yaptıkları görülmektedir. Beşinci olarak 21 yıl ve üstü çalışma süresine sahip katılımcıların 11-15 yıl ve 16-20 yıl çalışma süresine sahip olan katılımcılara göre güç kültürü ağırlıklı olduğuna inandıkları ve rol, destek ve başarı kültürü boyutlarında ise 1-5 yıl ve 11-15 yıl çalışma süresine sahip katılımcılara göre daha olumlu düşündükleri görülmektedir. Son olarak okul öncesi eğitim kurumlarında çalışan öğretmen ve yöneticiler diğer düzey okullarda çalışan öğretmen ve yöneticilere göre destek, güç ve başarı kültürlerinin varlığına işaret etmişlerdir. Bütünde, bulgular her okul tipi için özgün ve eşsiz bir örgüt kültürü tipinin olmadığını, aksine örgüt kültürünün okulun ilgisi neye yönelikse daha çok ondan etkilendiğini ve ona göre şekillendiğini göstermektedir. Bu sonuçlar bizi, yönetici ve öğretmenlerin akademik ilgileri ile okul türüne has kültür arasındaki ilişkiyi düşünmemize sevk etmektedir. Eğitim yöneticileri farklı örgüt kültürlerini oluşturan özelliklerin farkında olmalı ve kendi örgütlerinin ihtiyaç ve beklentilerine uygun olan, paydaşların zihinlerinde ortak algılar yaratabilen örgüt kültürüne odaklanmaya çalışmalıdırlar.