

INVESTIGATION OF ORGANIZATIONAL CULTURE AND BUSINESS VALUES IN EDUCATIONAL MANAGEMENT

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ABSTRACT

The aim of this study is to reveal the relationship between educational administrators and organizational culture and how these values are reflected in the organizational culture. In this study, the work values that play a role in the formation of organizational culture were examined and the relationship between the work values of educational managers and organizational culture was investigated. The source of one of the most important problems of education management is that the values specific to this field have not yet gained system integrity. This study is important for organizations and education managers to emphasize the values that managers have in the formation of organizational culture and the spread of this culture to society and the business values included in the value system. Thus, this study will contribute to the formation of a value system specific to this field in educational management.

The population of research it consists of education administrators and teachers working within the borders of Nicosia, Famagusta, Kyrenia, İskele and Güzeyurt. The data of the study was obtained using two scales. The data was first collected with the data collection tool called "Values in Working Life Survey" developed by Yücel (2018). Each selected manager identified how important business values were to them in each of the survey items. Additionally, in this study, the second scale, "Corporate Culture Scale", which aims to reveal the types of organizational culture, was used by the author. Then, by examining the relationship between these two scales with correlation analysis, the role of business values in the formation of organizational culture types was examined.

Keywords: Values, Business Values, Organizational Culture

Introduction

Business values have an important place in understanding human behavior and attitudes in today's world. Because, as Hofstede (1984) stated, values are the building blocks that make up every culture. Although the management style adopted in each culture varies from society to society, values have a significant impact on management in every society. By examining values, the causes of behavior can be identified, grouped and analyzed (Erdem, 2007). How educational administrators will evaluate the management process and look at events is determined by the values they adopt and the business values associated with them (Weber, 1947). For over 50 years, researchers have been investigating industrial psychology, management, and organization, with a strong emphasis on work values and value systems. Work values are an important concept in understanding and predicting people's reactions and job performances (Klenke, 2005).

Organizational culture: It is a type of culture that is related to the organizational environment and shaped by organizational practices. Organizational culture can be defined as the beliefs, attitudes, and values that are shared and relatively stable within an organization. Organizational culture consists of a set of symbols, ceremonies and myths. All of these convey the organization's beliefs and values to employees (Ouchi, 2015).

Work values: These are the values that enable the individual to achieve satisfaction in working life. Examples of business values include financial well-being, success, responsibility and sacrifice. Business values are concepts that are more specific than general individual values and can be used for appropriate purposes. In general, work values are a more specific explanation of life values (Elizur, 1984). In the relevant literature, it can be mentioned that work values, which are the source of motivation that motivates actions, have an impact on work performance in line with people's goals and attitudes (Bursalıoğlu, 2000).

This study aims to reveal the relationship between educational managers' work values and organizational culture and how these values are reflected in the organizational culture. In this study, the work values that play a role in the formation of organizational culture were examined and the relationship between the work values of educational managers and organizational culture was investigated.

By examining values, the causes of behavior can be identified, grouped and analyzed. How educational administrators will evaluate the management process and how they will look at events can be determined by the

values they adopt and the business values associated with them. Researchers have suggested that values have an impact on organizational culture and cultural differences (Güçlü, 2003). Your values; decision making, strategy, attitude and behavior, work commitment and work effectiveness, success and creativity, loyalty, evaluation of self and others, identification and organizational structure, etc. It has been found to be effective on issues (Bing, 2004).

Purpose of the research

This study aims to reveal the relationship between educational managers' work values and organizational culture and how these values are reflected in the organizational culture. In this study, the work values that play a role in the formation of organizational culture were examined and the relationship between the work values of educational managers and organizational culture was investigated.

Problem Statement

What business values do education managers prioritize, and how do these business values relate to the type of culture the organization espouses? What role do determined business values play in the formation of organizational culture?

Sub Problems

1. When the unit of analysis is the individual, which type of organizational culture is most clearly chosen?
2. When the unit of analysis is the individual, which type of organizational culture is dominant among the dimensions that make up organizational culture?
3. Which organizational culture dimension is evident in organizational culture types when the unit of analysis is the individual?
4. When the unit of analysis is the school, what type of organizational culture is most evident in schools?
5. When the unit of analysis is the school, which type of organizational culture is dominant among the dimensions that make up organizational culture?

Limitations

The research will be carried out in the 2021 academic year. It is limited to the data obtained with the measurement tool applied to the administrators and teachers working in the private schools and kindergartens affiliated to the Ministry of National Education in Nicosia, Famagusta, Girne, İskele and Güzelyurt regions.

Method

Population and Sample

The population of research it consists of 300 teachers and 40 education administrators working in 60 educational institutions, including private schools and kindergartens affiliated with the Ministry of National Education, in the Nicosia, Famagusta, Kyrenia, İskele and Güzelyurt regions in the 2021 academic year.

Data collection tool

The "Work Values Scale", developed by Yücel (2018) by scanning the relevant literature, contains 30 dimensions and there are 180 items under these dimensions. However, these dimensions were later reduced to 24 dimensions and 132 sub-items. Each selected manager identified the extent to which work values were important to them in each of the scale items. The work values scale form consists of two parts.

Data Collection

The scale was used as a data collection tool in the study. Necessary permission was obtained from the school principals that the scales could be applied in schools. There are 1921 teachers in the educational institutions in Nicosia, Famagusta, Girne, İskele and Güzelyurt districts, and 300 teachers in the central regions. In line with this information, 500 copies of the scale forms were applied to 60 educational institutions. Scale forms were collected by the researcher after an average of two weeks. A total of 340, 219 of the scale forms applied to the teachers and 121 of the scale forms applied to the administrators, were returned (Balci, 2001).

Analysis of Data

The data obtained by the application of the scale were evaluated by entering the SPSS 13.0 package program in the computer environment. The scale data were obtained as follows: The "Business Values Scale" consisting of 132 scale items was applied to the education administrators and the "Corporate Culture Scale" consisting of 64 items was applied to both education administrators and teachers working in the institutions where education administrators are affiliated. Safety and job guarantee, knowledge and research, recognition and appreciation, promotion-progress, competition, moral/affective satisfaction, influence and effectiveness, independence and autonomy, physical activity, workplace, excitement and adventure, money, cooperation. 132-item scale

consisting of dimensions such as communication, being useful to society, entertainment, power, organizational identity, diversity of work, friendship and friendship, participation in decision, competence, personal development, flexibility; It is rated as None (1), Few (2), Normal (3), Quite (4), and Much (5). At the beginning of the scale, the administrators were asked to mark the appropriate score by specifying that after reading each statement, they would choose the option that suits them best.

RESULTS

Table 1: Demographic Variables and Categorization of Variable

Variable Name	
Gender	1- Male
	2- Female
Age	
Marital Status	1-Single
	2-Married
	3-Widow
	4-Separated
Role in the Institution	1-Manager
	2-Teacher
Seniority Year In Total Years	
Education Status	1- Primary school
	2- Secondary School
	3- High School
	4- Associate Degree
	5- License
	6- Master's Degree
	7- Doktorate
	8- Other

In this scale, there are 8 dimensions such as the distinctive features of the organization, the bond that holds the employees together, leadership, strategic emphasis of the organization, management style, success criteria, communication and rewarding. With 64 items under these dimensions, the institutional culture type of administrators and teachers was tried to be determined. In each of these 8 dimensions, there are options such as two clans, two adhocracies, two markets/markets, and two hierarchies such as A, B, C, D, which measure organizational culture types. All A options represent clan organizational culture, all B options represent adhocracy culture, all C options represent market (market) organizational culture, and all D options represent hierarchy organizational culture. Administrators and teachers were asked to distribute 100 points to options A, B, C, D. They were asked to give the options any score between 0 and 100.

Table 2. Statistics Showing the Differences Between Selected Organizational Culture Types and Organizational Culture Dimensions when the Unit of Analysis is Individual (N=340)

Variables	Avg	SS
The distinctive feature of the organization is the clan	29.18	13.96
The distinctive feature of the organization is adhocracy.	20.59	8.47
The distinctive feature of the organization is the market.	21.34	8.32
The distinctive feature of the organization is the hierarchy.	28.90	17.81
The bond that holds the organization together is the clan.	25.08	11.24
The bond that holds the organization together adhocracy	25.10	11.00
The bond that holds the organization together is the market.	22.76	8.24
The link that holds the organization together is hierarchy.	27.03	17.36

Leadership clan	24.58	10.68
Leadership adhocracy	22.42	9.54
Leadership market	20.61	7.52
Leadership hierarchy	32.41	16.44
Organization's strategic emphasis	25.26	10.62
Strategic emphases of the organization adhocracy	24.53	8.48
Strategic emphases of the organization market	21.34	8.32
Strategic emphases of the organization hierarchy	27.96	13.66
Management style clan	30.66	16.52
Management style adhocracy	20.51	7.77
Management style market	20.69	9.63
Management style hierarchy	28.24	14.57
Success clan	27.70	11.14
Success adhocracy	23.96	9.23
Success market	21.43	9.63
Success hierarchy	26.74	12.67
Contact clan	31.85	13.60
Contact adhocracy	26.73	10.21
Contact market	19.26	9.01
Communication hierarchy	22.07	13.92
Reward clan	27.07	11.20
Reward adhocracy	23.95	8.48
Reward market	21.12	7.64
Reward hierarchy	27.24	14.90
Clan	27.67	9.07
Adhocracy	23.47	5.98
Market	21.07	5.31
Hierarchy	26.57	12.14

Considering the issues that the organization emphasizes in a strategic sense, hierarchical organizational culture (27.96) is dominant in educational institutions. Educational institutions attach importance to stability and stability in a strategic sense. Considering the issues that the organization emphasizes in a strategic sense, the market organizational culture type (21.34) is the least chosen organizational culture type. It is seen that one of the issues that educational organizations give the least importance is to establish dominance in educational environments where similar institutions are located.

When educational institutions are examined in terms of communication, clan organizational culture (31.85) is dominant in educational institutions. There is face-to-face communication that takes place in a certain closeness between employees who are connected to each other with a close bond, which is a characteristic of this type of organization. When we look at the findings, the lowest frequency in terms of communication belongs to the market organizational culture type (19.26). In other words, there is no communication in educational organizations to protect personal interests.

Table 3. Statistics Showing Organizational Culture Dimensions That Are Obvious in Organizational Culture Types when the Unit of Analysis is Individual (N=340)

Variables	AvgSS
The distinctive feature of the organization is the clan	29.1813.96
The bond that holds the organization together is the clan.	25.0811.24
Leadership clan	24.5810.68
Organization's strategic emphasis	25.2610.62
Management style clan	30.6616.52
Success clan	27.7011.14

Contact clan	31,8513.60
Rewarding clan	27.0711.20
The distinctive feature of the organization is adhocracy.	20.598.47
The bond that holds the organization together is adhocracy	25.1011.00
Leadership adhocracy	22.429.54
Strategic emphases of the organization adhocracy	24.538.48
Management style adhocracy	20.517.77
Success adhocracy	23.969.23
Contact adhocracy	26.7310.21
Rewarding adhocracy	23.958.48
The distinctive feature of the organization is the market.	21.348.32
The bond market that holds the organization together	22.768.24
Leadership market	20.617.52
Strategic emphasis of the organization	21.348.32
Management style market	20.699.63
Success market	21.439.63
Contact market	19.269.01
Reward market	21.127.64
The distinctive feature of the organization is the hierarchy.	28.9017.83
Hierarchy is the bond that holds the organization together	27.0317.36
Leadership hierarchy	32.4116.44
Strategic emphasis of the organization hierarchy	27.9613.66
Management style hierarchy	28.2414.57
Success hierarchy	26.7412.67
Communication hierarchy	22.0713.92
Reward hierarchy	27.2414.90

When Table 3 is examined, it is seen that administrators and teachers working in educational institutions identify clan culture, management style and communication dimensions with themselves. It is seen that administrators and teachers working in educational institutions identify with themselves the culture of adhocracy and the dimensions of the bond that holds communication and organization employees together. It is seen that administrators and teachers working in educational institutions identify with themselves the market/market culture and success criteria, forms of reward and the dimensions of the bond that holds the employees of the organization together. It is seen that administrators and teachers working in educational institutions identify with themselves the dimensions of hierarchy culture and leadership, distinctive features of the organization and management style. Considering the distinctive features of the organization, it is seen that the hierarchical organizational culture type is dominant.

Table 4. Statistics Showing Organizational Culture Dimensions That Are Obvious in Organizational Culture Types When the Unit of Analysis is School (N=71)

Variables	AvgSS
The distinctive feature of the organization is the clan	29,768,46
The bond that holds the organization together is the clan.	24,516,56
Leadership clan	24,666,34
Organization's strategic emphasis	24,946,53
Management style clan	31,7912,47
Success clan	28,409,09
Contact clan	31,457,62
Reward clan	27,037,12
The distinctive feature of the organization is adhocracy.	20,754,64
The bond that holds the organization together adhocracy	25,836,83

Leadership adhocracy	22,765,21
Strategic emphases of the organization adhocracy	25,034,79
Management style adhocracy	20,564,16
Success adhocracy	23,856,12
Contact adhocracy	28,117,22
Rewarding adhocracy	24,414,95
The distinctive feature of the organization is the market.	21,784,30
The bond market that holds the organization together	23,165,35
Leadership market	20,403,88
Strategic emphasis of the organization	21,784,30
Management style market	20,305,63
Success market	21,464,74
Contact market	19,065,21
Reward market	21,354,09
The distinctive feature of the organization is the hierarchy.	27,7310,82
Hierarchy, the bond that holds the organization together	26,4610,61
Leadership hierarchy	32,249,66
Strategic emphases of the organization hierarchy	27,827,83
Management style hierarchy	27,418,58
Success hierarchy	26,167,23
Communication hierarchy	21,308,61
Reward hierarchy	26,968,68
Clan	27,825,87
Adhocracy	23,913,30
Market	21,162,87
Hierarchy	26,017,14

When Table 4 is examined, it is seen that the clan culture and management style (31.79) and communication (31.45) dimensions, adhocracy culture and communication (28.11) and the bond that holds the organization employees together (25.83) of administrators and teachers working in educational institutions, are seen to identify their dimensions with themselves. It is seen that the administrators and teachers working in educational institutions identify with themselves the dimensions of the bond that holds the market culture and the employees of the organization together (23,16), the subjects that the organization emphasizes strategically (21,78), and the distinctive features of the organization (21,78).

Table 5: T-test Results Showing the Examination of Managers' Work Values by Gender (N=121)

Variables	Gender	N	Avg	SS	t	P
Security/job guarantee	Male	110	4.43	.659	.788	.432
	Woman	11	4.59	.436		
Information and research	Male	110	4.44	.674	1.61	.110
	Woman	11	4.78	.404		
Recognition-appreciation being made	Male	110	3.84	.888	.224	.823
	Woman	11	3.90	.665		
Ascension-progression	Male	110	3.77	.837	.035	.972
	Woman	11	3.76	.763		
Rivalry	Male	110	3.41	.942	.173	.863
	Woman	11	3.36	1.15		
Moral/affective	Male	110	4.33	.517	2.01	.047*
	Woman	11	4.92	.184		
Satisfaction	Male	110	4.35	.618		

Influencing be effective	Woman	11	4.45	.465	.540	.590
	Male	110	4.15	.751		
Independence and autonomy	Woman	11	4.43	.525	1.17	.243
	Male	110	3.19	.870		
Physical activity	Woman	11	3.38	.882	.709	.480
	Male	110	4.11	.762		
Workplace	Woman	11	3.97	.809	.556	.579
	Male	110	3.72	.838		
Excitement/adventure	Woman	11	4.06	.829	1.29	.198
	Male	110	3.68	.771		
	Woman	11	3.93	.767	.997	.321
	Male	110	4.42	.555		
	Woman	11	4.54	.650	.688	.493

* $p < 0.5$; ** $p \leq 0.001$

Looking at Table 5, it is seen that there are significant differences between the work values of managers in terms of gender. It is seen that among the job values, moral/affective satisfaction ($p < 0.05$) values differ among managers in terms of gender.

Table 6. Frequency distribution showing the dominant culture type in the Organization when the Unit of Analysis is the Individual (N=340)

	Frequency	Percent
CLAN	143	42,1
ADHOCRACY	31	9,1
MARKET	13	3,8
HIERARCHY	128	37,6
UNKNOWN TYPE	25	7,4
TOTAL	340	100,0

When the percentage and graphic distribution of organizational culture types dominated by administrators and teachers are examined, the most dominant organizational culture type is clan (42.1%), hierarchy (37.6%), adhocracy (9.1%), market (3%, 8) appears to be. The rate of educational institutions that do not adopt these organizational culture types, that is, the organizational culture type is not clear, is 7.4%.

Table 7. Frequency distribution showing the dominant culture type in the organization when the Unit of Analysis was School (N=71)

	Frequency	Percent
CLAN	29	48,2
ADHOCRACY	5	8,3
HIERARCHY	26	43,3
TOTAL	60	100,0

When the percentage rate and graphic distribution of the dominant organizational culture types seen in educational institutions are examined, it is seen that the most dominant organizational culture type is clan (48.2%), hierarchy (43.3%) and adhocracy (8.3%). When the administrators and teachers are evaluated

individually, it is seen that the Sunday organizational culture type is encountered, but when the educational institutions are evaluated as a whole, this organizational culture type is not encountered in these institutions. It is seen that educational institutions feel their institutions as a large family, but these institutions are built with order and rules, open to innovation and development, and where competition and superiority do not take place at all.

Conclusion And Recommendations

This study aims to reveal the relationship between the business values of educational administrators and organizational culture and how these values are reflected in the organizational culture. In this study, the business values that play a role in the formation of the organizational culture were examined and it was investigated how the business values of the education administrators were in relation with the organizational culture. In the study, answers were sought to the questions of what are the business values that education administrators give priority to, and what is the relationship between these business values and the type of culture adopted by the organization.

The source of one of the most important problems of educational administration is that the values specific to this field have not yet gained a system integrity. This study is important because it emphasizes the values of the educational administrators in the formation of the organizational culture of the organizations and the education administrators and the spread of this culture to the society, and the business values included in the value system. Thus, this study will contribute to the formation of a value system specific to this field in educational administration.

In the study, only the work values of the administrators were examined, the work values of the teachers were not examined. Then, by determining the prominent work values of the teachers, the value system in the institution can be determined. According to this determined value system, administrators and teachers are required to carry out education and training within a system by knowing this value system. It is necessary to know which values are important in school life and to internalize them in terms of teachers and administrators. The source of one of the most important problems of educational administration is that the values specific to this field have not yet gained a system integrity. This study will contribute to the formation of a value system specific to this field in educational administration.

In the study, data analysis was done in two different ways. First, the unit of analysis was examined as an individual. Afterwards, the unit of analysis was evaluated as a school. The fact that the unit of analysis is the school is an important point in the studies of organizational culture. It can be recommended to examine the analysis unit as a school for those who want to work on issues that require a holistic evaluation of the institution, such as organizational culture. In future research, it can be investigated to what extent the business values that education administrators care about are met. In addition, in this study, only the current organizational culture type was determined. The ideal organizational culture type, which is desired to be in educational institutions, has not been considered. In later studies, the differences between the current organizational culture and the desired organizational culture can be examined. Again in later studies, organizational culture type of employees, job satisfaction, organizational performance, organizational citizenship, organizational justice and so on. relationships can be explored.

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