EXAMINATION OF HIGH SCHOOL TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CULTURE: ISKENDERUN SAMPLE

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ABSTRA CT

in this study, it was aimed to determine the degree of participation of teachers working in high schools in the practices made in organizational culture and its sub-dimensions, and to determine the current state of school culture; In this study, it was aimed to investigate the relationship between organizational culture and motivation perceptions. Based on the perceptions of the teachers, it was examined to what extent the schools they work in showed the organizational culture characteristics. The sample of the research consists of 443 teachers working in Hatay Province Iskenderun District in the 2022-2023 academic year. Personal Information Form, Organizational Culture Scale and Teacher Motivation Scale were used as data collection tools. The demographic information, frequency and percentage distributions of the teachers in the study group were extracted. For the first sub-problem, arithmetic mean and standard deviation scores of organizational culture and learning organization scales were calculated. For the second sub-problem, independent sample t-test analysis was used to determine the change in organizational culture and learning organization perceptions according to gender and branch variable. A single factor analysis of variance was used for the unrelated sample in order to determine the changes according

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to age and professional seniority. As a result of the research, it was concluded that the organizational culture perceptions of the teachers were at the "High" level and the learning organization perceptions were at the "Moderate" level. In the study, it was concluded that there was no significant difference in the perceptions of teachers' organizational culture and learning organization in terms of gender, branch, age and professional seniority. In the research, it was concluded that there is a positive "moderate" relationship between teachers' organizational culture (in all dimensions) and learning organization perceptions (in all dimensions).

Keywords: High school; learning organization; professional culture; organizational culture

LİSE ÖĞRETMENLERİNİN ÖRGÜT KÜLTÜRÜ ALGILARININ İNCELENMESİ: İSKENDERUN ÖRNEĞİ

ÖZET

Bu araştırmada, liselerde görev yapan öğretmenlerin, örgüt kültürü ve alt boyutlarında yapılan uygulamalara katılma dereceleri ile okul kültürünün mevcut durumunu belirlemek; örgüt kültürü ile motivasyon algıları arasındaki ilişkinin araştırılması amaçlanmıştır. Öğretmenlerin algılarına dayanarak, görev yaptıkları okulların örgüt kültürü özelliklerini ne derece gösterdikleri incelenmiştir. Araştırmanın örneklemini 2022-2023 Eğitim Öğretim yılında, Hatay İli İskenderun İlçesinde görev yapan 443 öğretmen oluşturmaktadır. Veri toplama aracı olarak Kişisel Bilgi Formu, İpek (1999) tarafından geliştirilen "Örgütsel Kültür Ölçeği" ve Uçar (2015) tarafından geliştirilen "Öğretmen Motivasyon Ölçeği" kullanılmıştır. Çalışma grubunda yer alan öğretmenlerin demografik bilgileri frekans ve yüzde dağılımları çıkarılmıştır. Birinci alt problem için örgüt kültürü ve öğrenen örgüt ölçeklerinin aritmetik ortalama ve standart sapma puanları hesaplanmıştır. İkinci alt problem için örgüt kültürü ve öğrenen örgüt algılarının cinsiyet ve branş değişkenine göre değişimini belirlemek amacıyla bağımsız örneklem t testi analizi kullanılmıştır. Yaş ve mesleki kıdem değişkenine göre değişimlerini belirlemek amacıyla ilişkisiz örneklem için tek faktörlü varyans analizi kullanılmıştır. Araştırmanın sonucunda, öğretmenlerin örgüt kültürü algılarının "Yüksek" düzeyde, öğrenen örgüt algılarının ise "Orta" düzeyde olduğu sonucuna ulaşılmıştır. Araştırmada öğretmenlerin örgüt kültürü ve öğrenen örgüt algılarında cinsiyet, branş, yaş ve mesleki kıdem durumlarında anlamlı ayrışma olmadığı sonucuna ulaşılmıştır. Araştırmada öğretmenlerin örgüt kültürü (tüm boyutlarda) ile öğrenen örgüt algıları (tüm boyutlarda) arasında pozitif yönde "Orta" seviyede bir ilişki olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Lise; öğrenen örgüt; mesleki kültür; örgüt kültürü

1. INTRODUCTION

Organization is a phenomenon in the daily life of a person. Today, in social life, economic, political, military, etc. different groups are encountered in organizations. The first organization that human beings find themselves in when they first come to the world is the family. Afterwards, he becomes a member of various organizations by going out of the family with various interactions in his life. School comes first. The child forms an organization in the unit where he/she receives education. Then these organizations show differences over time.

Organization includes an agreement and unity that people put forward for the sake of a set of goals and values. In its most general definition, an organization consists of people and their

coordinated actions. Organization; through division of labor, determination of functions, cascading of authority and responsibility; It involves the process of rationally coordinating the activities of individuals to achieve a clearly defined, common goal.

Each organization has different characteristics according to its field and purpose. Organizational culture is one of the most important factors that shape these characteristics. Organizational culture is of great importance for educational organizations. The ability of educational organizations to meet the expectations of society is related to the organizational culture in schools, because this culture enables us to fulfill and adopt goals in schools and to make joint efforts to achieve these goals. It also keeps schools with staff. Moreover, it has a positive effect on employee morale and productivity. In this context, it can be assumed that there is a relationship between organizational culture and teachers' motivational perceptions. When the relevant literature is examined, it is seen that a limited number of studies have been conducted to examine the relationship between teachers' organizational culture and motivation perceptions. It is thought that this study, which examines the relationship between these two concepts, will contribute to the literature.

1.1. Organization culture

Organizations look for different ways to reach the goal depending on the changes and developments in the social, cultural and economic structure of the society. One of these ways is to try to understand the social fabric of the organization and change it as needed. Organizational culture emerges as a combination of these social mechanisms in organizations.

Organizational culture is a concept that entered the management literature with Pettigrew's article titled "On Studying Organizational Cultures" in 1979 . The concept of organizational culture has gained popularity since the 1980s, when American businesses, influenced by the superior organizational structure of the Japanese, pursued their organizational philosophy, vision, values, norms, in short, the cultural formation that brought those companies to success. It has become an important aspect of behavior and management understanding.

The study of organism culture by researchers in different disciplines such as anthropology, sociology, psychology and management has led to the emergence of different definitions and views of the concept. According to Robbins (1994), organizational culture is a continuation of the meanings shared by the members of the organization, which distinguishes the organization from other organizations. According to Hoy and Miskel (2010), organizational culture It is noteworthy that in studies on organizational culture, organizational culture is generally examined in four dimensions. For example, Hofstede (1980) proposes four different tendencies: cultural distance, masculinity / femininity, individuality, and uncertainty avoidance, Harrison (1975) argues that there are four different ideological tendencies in organizations: power culture, role culture, duty culture, and individual culture, proposed by Harrison. The adaptation of these trends to ancient Gre Additional gods, Handy (1981) states that organizations have four different cultural characteristics: power culture (Zeus), role culture (Apollo), duty culture (Athena), and individual culture (Dionisus). Based on the

classifications of Harrison and Handy, Pheysey (1993) describes the cultural characteristics of organizations in four categories: power culture, role culture, success culture, and support culture. In this study, Pheysey's (1993) organizational culture classification was taken as basis. *Power source;* In such organizations, organizational rules are universally accepted and applied to all. Emphasis is placed on status, obedience and control. *role culture* ; The activities of individuals at each position in the organization are predetermined. Job descriptions, rules and principles determine the behavior of employees. It is based on hierarchical decisions and impersonal relationships. *Success culture* ; Organizations with such cultures are considered flexible bureaucracies. Top management does not interfere with short-term decisions, but determines long-term policy. Decisions are taken by committees. *Support culture* ; Mutual relations, joint decision making and commitment among the members of the organization are observed. Everyone in the organization sees himself as a member of the organization and believes that he is valuable (Pheysey, 1993).

Organizations are mini-communities with their own cultures and subcultures (Morgan, 1998). Therefore, each organculture reflects different characteristics. In this context, schools as educational institutions also have their own culture (Özdemir, 2012). The concept of culture in schools was first referred to lifestyle by Waller (1932) and he draws attention to the fact that schools have their own identity with complex rituals of personal relationships and a set of traditions, irrational sanctions and ethical rules (Schoen & Tedlie, 2008). In another definition, organizational culture in school (school culture) is conceptualized as patterns of meaning, including historically cited norms, values, beliefs, traditions, and myths (Stolp & Smith, 1995). In this respect, organizational culture in schools is considered as a lifestyle that emerges over time in schools (Balcı, 1996). Organizational culture in schools is affected by the following factors: school age, historical development process, goals and objectives, socio-economic and geographical environment, socio-economic levels of students, rural and urban areas, facilities, technology used, school and classroom size, expectations administrators, teachers , students and parents, and whether the education system is decentralized (İpek, 1999).

Considering that the output of schools is human and that people are taught in schools, school organizational behavior regulations have become more important than other organizations (Doğan, 2017) and this situation increases the importance of organizational culture in schools. Organizational culture in educational institutions includes the values, symbols, beliefs and shared meanings of parents, students, teachers and others designed as a group or community and governs what is valuable to the group and how members should think, feel and behave (Sergiovanni, 1984). For this reason, it restricts member activities, at the same time, it provides harmony and harmony, contributes to the comfort of employees by eliminating task ambiguities, and as a result of their shared behavior transmitted through generations, compatibility between organization members and between organizations and the external environment, establishing a psychological bond between staff and organizations. increases motivation (Çelik, 2007). In this context, cultures that encourage their members to participate in various organizational processes and feel organizational commitment are

also called strong cultures (Murat & Açıkgöz, 2007). A strong organizational culture is a prerequisite for an effective school. On the other hand, culture itself can be an issue in some schools. In schools with not very strong cultures, weak bonds and communication between administrators, teachers, students and parents, low level of success expectation among all members, widespread feelings of suspicion and hostility among members, destructive conflicts frequent, feelings of love and respect among members is weak and motivation is low (Özdemir, 2006). Thus, organizational culture in schools gains importance as one of the main factors affecting and directing teachers' behaviors and an important aspect of their motivation.

1.2. Teacher Motivation

Derived from the Latin root "movere" meaning "to move" (Ramlall, 2004; Steers, Porter & Bigley, 1996), motivation, in the most general terms, refers to an organism's response to a partial object or state, or that which initiates, maintains and maintains mental or physical activity. It is defined as the driving force (stimulation, desire, drive, etc.) that leads to a guiding process (Budak, 2005) and is thought to be a dynamic set of factors that define individual behavior (Chişiu, 2013), desires, wishes, needs, impossibilities (hunger, thirst, etc.). sexuality etc.) and interests (Cüceloğlu, 1999).

Motivation affects individual enthusiasm and productivity (Thahier, Ridjal & Risani, 2014). Positively motivated employees work hard to achieve their goals so they enjoy what they do. Less motivated employees lose their performance and compromise on service quality (Kasenga & Hurtig, 2014).

People can be motivated not only to different extents, but also in different ways. Research has emphasized that individual performance and experience can vary depending on internal or external causes (Amabile, 1997; Ryan & Deci , 2000). Intrinsic motivation is only associated with task performance. Intrinsic motivation arising from task content includes factors such as interesting and challenging work, self-management and responsibility, diversity, creativity, opportunities to use skills and abilities, and sufficient feedback on the satisfaction of efforts (Mottaz , 1985). External motivation is the individual influence of managers, communities, people or various external factors to achieve task goals using a number of methods (Basaran, 2004). Extrinsic motivation is based on punishment and rewards. Productive results are more important than the action itself. Approaches motivation from a behavioral point of view. It causes individuals to act on incentives and deterrents (Hoy & Miskel, 2010). The following have been the three constant elements of educational organizations from past to present: teachers, students and curriculum. Teachers, who are still regarded as a fundamental part of education (Şimşek, 2010), play an important role in education and contribute to the education system to a great extent, despite all the opportunities provided by scientific and technological developments.

Teaching is instinctively great, and it's enjoyable for teachers to see students perform well thanks to the quality of their teaching. However, although admirable, the education provided by a teacher, qualification, or teaching cannot continue on its own forever (Senge, Cambron-McCabe,

Lucas, Smith, Dutton & Kleiner, 2014). In this context, the success of schools and achievement of goals may depend on the willingness of employed teachers, in other words, on teacher motivation.

Teacher motivation includes internal values associated with teaching and choosing to continue teaching and teaching efforts, which are influenced by a number of environmental factors (Han & Yin, 2016). In this context, internal and external sources of motivation are important in teacher motivation (Yazıcı, 2009). An intrinsically motivated teacher performs tasks for a love of teaching, job satisfaction, a sense of achievement and self-actualization, while an externally motivated teacher seeks specific rewards such as salary (Wu, 2012, 2015) or social support of administrators, students, and parents and as a result of the incentives (Yazıcı, 2009).

Today, a teacher plays the following roles: a teacher to show children real life, an educator to provide children with specific knowledge and knowledge, a mainstreamer to bring schools, families and the environment together, a socializer to prepare children for community life, and an educator (Can, 2013) and sometimes a teacher They have roles as a parent, sometimes as a police officer or sometimes as a caregiver, all of which are outside the context of education. Moreover, while all these roles are carried out with great mastery, expertise and wisdom, they also need their differences while paying attention to the interests of children (Saban, 2002). In this sense, teachers' job satisfaction and encouragement, and hence their love of teaching, is crucial as all these factors require high-quality individuals taught by these teachers.

1.3. The Relationship between Organizational Culture and Teacher Motivation

Every school has its own character or feeling. This can be felt when approaching a school building. You are likely to see this character through doors, pictures on the walls, and students in halls. This character can be understood from teacher-student interaction in the classroom and student-student communication in the playground. The organizational culture in schools (Deal & Peterson, 1990), which reflects the character of a school and the deep-rooted values, beliefs and tradition patterns throughout its history, influences and shapes the thoughts and feelings of teachers, students and administrators. Teachers may have different expectations and values. Teachers' work motivation is accepted as one of them (Demirtaş, 2010).

Motivated employees are enthusiastic about their work and therefore feel responsible for the success of the institution they work for (Sokro, 2012). Culture informs teachers about what a teacher means, what teaching methods are available and approved for use, and what is appropriate or inappropriate for students. Culture provokes the energy of teachers to fulfill their duties and to feel the loyalty and commitment shaped by organization and ideals (Owens, 1987).

In successful schools, culture acts as a compass to guide people in a common direction, it provides a set of norms that define what people should achieve and have a specific meaning and sign quality for teachers, administrators and students (Sergiovanni, 1984). Teachers form the basis of student motivation through the quality of teaching and the development of the teacher-student relationship and are crucial in the implementation of teaching. important roles in the classroom as well

as educational policies. In this context, teacher motivation is important because it affects both organizations and individuals, and has an impact on classrooms and schools (Viseu, Jesus, Rus, Canavarro & Pereirra, 2016). Motivated teachers are more likely to work for educational advancement and innovative legislation. In this context, teacher motivation is thought to be an important factor for classroom effectiveness and school development (Wu, 2015). In addition, teacher motivation is important for teachers' personal satisfaction and satisfaction (Jesus & Lens, 2005).

The relationship between organizational culture and motivation has been a research topic in many areas such as strategic management, organizational behavior and industrial organizations (Parthasaraty & Ramalingam, 2015). Studies have shown that the organizational culture of schools and school effectiveness (Ayık & Ada, 2009), student academic success (Demirtaş, 2010; Vislocky, 2005), academic optimism (Yılmaz & Kurşun, 2015), organizational health (Özdemir, 2012), learning organization. (Ayık & Şayir, 2015), job satisfaction (Gligorovic, Nikolic, Terek, Glusac and Tasic), leadership practices (Turan & Bektaş, 2013), It has also been determined that academic leadership (Şahin, 2011) and teacher leadership (Yusof, Osman & Noor, 2016) and teachers' positive perceptions of organizational work increase their motivation levels (Aelterman, Engels, Petegem, & Verhaeghe, 2007; Çevik & Köse, 2017; Sertel, 2016; Yılmaz, 2009). On the other hand, teacher motivation had a significant impact on students' motivation and academic success (Atkinson, 2000; Carey, 2004; Hattie, 2013; Haycock, 1998). In this context, students need motivated teachers; and teachers need opportunities that provide motivational potential (Remijan, 2014). For this reason, the relationship between organizational culture and teachers' motivation perceptions is important for the effectiveness of the learning process in schools.

When the relevant literature is examined, it is seen that there are few postgraduate theses examining the relationship between employee motivation and organizational culture in Turkey (Karaoğlu 2014; Sop, 2016; Sözer, 2006). One of these studies was carried out with public institutions employees (Söz er, 2006), another with accommodation sector (hotel) personnel (Karaoğlu, 2014), and the other with university employees (Sop, 2016). In the literature, it is seen that there are not many studies besides theses on this subject (Alayoğlu & Doğan, 2015; Kavi, 2011; Yenihan, 2015), and only two of the few studies on the relationship between organizational culture and motivation in higher education institutions have been conducted, one with university employees (Sop, 2016).), and the other with university students (Y enihan, 2015). For this reason, it is understood that the number of studies on the relationship between teachers' organizational culture and motivation perceptions is quite limited in the literature (Çevik & Köse, 2017). From this point of view, it is expected that the research on the relationship between organizational culture and motivation perceptions of teachers employed in secondary education institutions will contribute to the relevant literature.

1.4. The aim of the Study

In this study, it was aimed to determine the degree of participation of teachers working in high schools in the practices made in organizational culture and its sub-dimensions, and to determine the

current state of school culture; In this study, it was aimed to investigate the relationship between organizational culture and motivation perceptions. For this purpose, answers to the following research questions were sought:

1. What are the perceptions of teachers about organizational culture and motivation?
2. Do teachers' organizational culture and motivation perceptions differ statistically according to gender, marital status, school type and professional seniority?
3. Do teachers' organizational culture perceptions predict their motivation perceptions?

2. METHOD

2.1. Model of the Research

Since this research aims to determine Organizational Culture Perceptions according to the opinions of teachers working in high schools, scanning model, which is one of the descriptive research methods, was used. Survey models are a suitable model for research that aims to describe a past or present situation as it exists (Karasar, 2006). It is a quantitative research design in which researchers collect information by scanning a sample group or the whole universe to explain the attitude, views, behaviors or characteristics of a universe (Creswell, 2017). In this process, survey researchers collect quantitative data using questionnaires or interviews and statistically analyze the answers to the questions to test the hypotheses (Creswell, 2017). In this study, "Relational Screening Model", which is one of the screening design types, was used.

2.2. Working Group

The study group of this research consisted of 443 teachers working in high schools in Hatay Province Iskenderun District in the 2022-2023 academic year.

Table 1. Distribution of Teachers by Gender

Gender	Frequency	Percent
Woman	277	62.6
Male	166	37.4

In Table 1, when the distribution of teachers participating in the research by gender types is examined, it is seen that 277 people (62.6%) are women and 166 people (37.4%) are men.

Table 2. Distribution of Teachers by Marital Status

Marital status	Frequency	Percent
Married	337	76.1
Single	106	23.9

When the distribution of the teachers participating in the research according to their marital status is analyzed in Table 2, it is seen that 337 people (76.1%) are married and 106 people (23.9%) are single.

Table 3. Distribution of Teachers by School Types

School Type	Frequency	Percent
General High School	280	63.2
Vocational and Technical High School	163	36.8

When the distribution of the teachers participating in the research according to the types of schools they work in is examined, it is seen that 280 people (63.2%) work in General High Schools and 163 people (36.8%) work in Vocational and Technical High Schools.

2.3. Data Collection Tools

The "Organizational Culture Scale" developed by İpek (1999) and the "Teacher Motivation Scale" developed by Uçar (2015) were used as data collection tools in the research.

The "Organizational Culture Scale" was developed by İpek (1999) based on Pheysey's (1993) organizational culture. The scale consists of 26 items and consists of four dimensions: power culture, role culture, success culture and support culture. The factor loadings of the items in the power culture dimension ranged from .32 to .72 and the explained variance was 31%; The factor loadings of the items in the role culture dimension varied between .26 and .76 and the explained variance was between 30%; The factor loadings of the items in the achievement culture dimension ranged from .38 to .72, and the explained variance was 35%; The factor loads of the items in the support culture dimension ranged from .45 to .82, and the explained variance was 53%. The Cronbach's alpha coefficient was checked for the reliability of the scale. Cronbach's alpha coefficient was $\alpha = .60$ on the original scale for the power culture, and $\alpha = .69$ fo for the role culture, $\alpha = .78$ for the success culture, and $\alpha = .90$ for the support culture. In this study, Cronbach's alpha coefficients were calculated as follows: $\alpha = .78$ for power culture, $\alpha = .82$ for role culture, $\alpha = .90$ for success culture, and $\alpha = 92$ for support culture.

The "Teacher Motivation Scale" developed by Uçar (2015) consists of 19 items and two dimensions, internal and external motivation. Factor loadings of the items in the intrinsic motivation dimension ranged from .53 to .80 and the explained variance was 30%; It was concluded that the factor loadings of the items in the extrinsic motivation dimension varied between .61 and .87 and the explained variance was 23%. The total explained variance of the "Teacher Motivation Scale" was found to be 53.22%. Model fit as a result of confirmatory factor analysis for the scale $\chi^2 = 335.08$; df=150; $(\chi^2/df) = 2.23$; 0.96 for CFI; 0.85 for GFI; 0.069 for SRMR; 0.078 for RMSEA and 0.95 for NNFI. The alpha on Cronbach's original scale was $\alpha = .86$ for intrinsic motivation and $\alpha = .91$ for

extrinsic motivation. In the study, Cronbach's alpha values were found as follows: $\alpha = .85$ for intrinsic motivation and $\alpha = .91$ for extrinsic motivation.

Since the validity analyzes on the scales were performed by the researchers who developed the scales (İpek, 1999; Uçar, 2015), there was no need to perform a validity analysis again.

2.4. Data Analysis

The SPSS 21 package program was used to analyze the obtained data. In the data analysis process, arithmetic mean and standard deviation were used to define the perceptions of participating teachers about organizational culture scale and teacher motivation scale dimensions. Before applying the difference test, we examine: normal data distribution, skewness and kurtosis values, QQ plots (QQ Chart) and histogram plots. As a result of the analysis, the skewness values of the variables ranged between -.21 and -1.25, while the kurtosis values fr om changed between 1.29 and .01. When the skewness and kurtosis values range from -1.5 to +1.5, the distributions are considered normal (Tabachnick & Fidell, 2013). QQ and histogram graphs also showed that the distribution of the variables met the normality y assumption (Can, 2014). In this context, t-test, parametric test and one-way analysis of variance were used to investigate whether teachers' perceptions of organizational culture and teacher motivation change according to gender, marital status, school type and professional experience. In order to understand the suitability of the research data for regression analysis, the presence of auto-correlation suspicion and the normal distribution of the data were examined. If we suspect autocorrelation, Durbin Watson analysis is used to test it. The closer the Durbin-Watson value is to 2, the more the suspicion of auto-correlation disappears for multiple linear regression models (Doğan and Yılmaz, 2017). In the study, Durbin-Watson values were found to be 1.96 and 1.86, which can be interpreted as no autocorrelation. In the study, it was aimed to determine the multi-correlation degree of the predictive variables by examining the VIF (Variance Inflation Factor) values and tolerance to the independent variables. When the VIF value is lower than 10 and the tolerance value is higher than 0.2, the suspicion of multicorrelation disappears (Can, 2014). All analyzes showed that the data set was suitable for regression analysis. For this purpose, multiple regression analysis was used to determine whether teachers' motivations could be predicted from their organizational culture perceptions.

3. FINDINGS

In this section, the findings of the study are presented. In this context, the power, role, success and support culture sub-dimensions of teachers' organizational culture perceptions and their motivational perceptions in terms of internal and external motivation sub-dimensions were defined. In addition, teachers' organizational culture and motivation perceptions were compared with gender, marital status, school type and professional seniority. Finally, teachers' perceptions of intrinsic and extrinsic motivation were tried to be estimated from their perceptions of organizational culture sub-dimensions.

Descriptive findings in terms of teachers' organizational culture and motivation perceptions are presented in Table 4.

Table 4. Mean and Standard Deviation Scores in terms of Sub-Dimensions for Organizational Culture and Teacher Motivation Perceptions

	Sub-Dimensions	n	x	ss	Contract Range
Organization Culture	Power Culture	443	3.37	,752	somewhat appropriate
	Role Culture	443	3.37	,670	somewhat appropriate
	Success Culture	443	3.32	,816	somewhat appropriate
	Support Culture	443	3.48	,882	quite affordable
Teacher Motivation	Intrinsic Motivation	443	3.64	,744	I mostly agree
	External Motivation	443	4.34	,661	I totally agree

In Table 4, the arithmetic tools reflecting the organizational culture perceptions of teachers are 3.37 in power culture and role culture sub-dimensions; It was found as 3.32 in the success culture and 3.48 in the support culture sub-dimensions. Participants accepted the intrinsic motivation dimension of teacher motivation as 3.64 and the extrinsic motivation dimension as 4.34.

Teachers' perceptions of organizational culture and their motivation levels are presented in Table 5.

Table 5. Perception and Motivation Levels of Teachers Regarding Organizational Culture by Gender

	Dimension	Gender	n	x	ss	t	p
Organization Culture	Power Culture	Woman	277	3.46	,798	2,031	,043
		Male	166	3.31	,717		
	Role Culture	Woman	277	3.41	,660	1,107	,269
		Male	166	3.34	,674		
	Success Culture	Woman	277	3.32	,867	,018	,986
		Male	166	3.32	,785		
	Support Culture	Woman	277	3,53	,901	,891	,373
		Male	166	3.46	,870		
Teacher Motivation	Intrinsic Motivation	Woman	277	4.44	,623	2,677	,008
		Male	166	4.27	,675		
	External	Woman	277	3.68	,715	,544	,587

Motivation	Male	166	3.64	,761		

When Table 5 is examined, it is seen that teachers' organizational culture perceptions do not differ significantly in terms of role, success, and support culture dimensions, but differ significantly in power culture dimension (t=2,031; p=,043). Accordingly, it is understood that female teachers perceive a higher level of power culture tendency than male teachers in the schools where they work. Teacher motivation perceptions do not significantly change according to intrinsic motivation. However, there is an important difference in the dimension of extrinsic motivation . The external motivation perceptions of female teachers were statistically higher than male teachers (t=2.677; p=08).

Organizational culture and motivation perceptions of teachers according to marital status are presented in Table 6.

Table 6. Organizational Culture and Motivation Perceptions of Teachers by Marital Status

	Dimension	Status	n	x	ss	t	p
Organization Culture	Power Culture	married	337	3.41	,739	2,233	,026
		single	106	3.23	,774		
	Role Culture	married	337	3.39	,646	1,316	,189
		single	106	3.29	,737		
	Success Culture	married	337	3.33	,798	,393	,694
		single	106	3.30	,872		
	Support Culture	married	337	3,51	,843	1,099	,273
		single	106	3.40	,992		
Teacher Motivation	Intrinsic Motivation	married	337	4.34	,671	,306	,760
		single	106	4.32	,629		
	External Motivation	married	337	3.68	,744	,924	,356
		single	106	3.60	,740		

In Table 6, it is seen that teachers' perceptions of organizational culture do not differ statistically in the dimensions of role, success and support culture according to marital status, but there is a significant difference in the dimension of power culture. It is understood that married teachers have higher power culture perceptions than single teachers. Teachers' perceptions of motivation do not differ significantly in terms of external and internal motivation dimensions.

The Organizational Culture and Motivation Perceptions of the Teachers according to the School Types they work in are presented in Table 7.

Table 7. Organizational Culture and Motivation Perceptions of Teachers by School Types

	Dimension	Type	n	x	ss	t	p
Organization Culture	Power Culture	General High School	280	3.44	,707	2,636	,009
		Vocational High School	163	3.24	,810		
	Role Culture	General High School	280	3.45	,636	3,308	,001
		Vocational High School	163	3.23	,704		
	Success Culture	General High School	280	3.42	,791	3,305	,001
		Vocational High School	163	3.16	,833		
	Support Culture	General High School	280	3.62	,817	4,192	,000
		Vocational High School	163	3.26	,942		
Teacher Motivation	Intrinsic Motivation	General High School	280	4.36	,641	,831	,406
		Vocational High School	163	4.30	,694		
	External Motivation	General High School	280	3.70	,730	1,341	,180
		Vocational High School	163	3.60	,764		

In Table 7, teachers' perceptions of organizational culture differ significantly in the dimensions of power, role, success and support culture according to school type. It is understood that the perceptions of teachers working in general high schools in all dimensions are higher than teachers working in vocational and technical high schools. It is seen that teachers' motivation perceptions do not show a significant difference in internal and external motivation dimensions according to school type.

Organizational Culture and Motivation Perceptions of Teachers by Professional Seniority are presented in Table 8.

Table 8. Organizational Culture and Motivation Perceptions of Teachers by Professional Seniority

	Dimension	Seniority	n	x	A	F	Df	p	Difference
		0-7 years	106	3.36	0.73				
		8-13 years	109	3.45	0.743				
	Power Culture	14-19 years	116	3.26	0.708	0.686	439	0.303	
		20 and above	112	3,4	0.817				
		Total	443	3.37	0.751				
		0-7 years	106	3.67	0.668				
		8-13 years	109	3.62	0.699				
	Role Culture	14-19 years	116	3.6	0.945	0.112	439	0.863	
		20 and above	112	3.76	0.672				
Organization Culture		Total	443	3.66	0.669				
		0-7 years	106	3.28	0.795				
		8-13 years	109	3.26	0.834				7/less
	Culture of Success	14-19 years	116	3.29	0.798	0.957	439	0.23	20/more
		20 and above	112	3.46	0.829				
		Total	443	3.32	0.816				
		0-7 years	106	3.32	0.96				
		8-13 years	109	3.43	0.894				
	Support Culture	14-19 years	116	3.45	0.797	3,108	439	0.007	
		20 and above	112	3.72	0.838				
		Total	443	3.48	0.881				
		0-7 years	106	4.34	0.621				
Teacher Motivation	Intrinsic Motivation	8-13 years	109	4.32	0.666	0.031	439	0.993	
		14-19 years	116	4.35	0.63				
		20 and	112	4.34	0.728				

	above						
	Total	443	4.34	0.661			
External Motivation	0-7 years	106	3.67	0.703			
	8-13 years	109	3.62	0.725			
	14-19 years	116	3.6	0.692	1.03	439	0.379
	20 and above	112	3.76	0.842			
	Total	443	3.66	0.734			

As seen in Table 8, teachers' perceptions of organizational culture do not differ significantly in terms of power, role and culture of success according to professional seniority. It was observed that there was a significant difference in the dimension of support culture. It has been observed that the perceptions of those with 20 years or more teaching experience are higher than the perceptions of teachers with 7 years or less teaching experience. Teachers' perceptions of external and internal motivation do not differ significantly according to professional seniority.

Teachers' external motivations were tried to be estimated from their organizational culture perceptions and the results of the regression analysis performed for this purpose are presented in Table 9.

Table 9. Regression Analysis Results for Estimating Teachers' Perceptions of External Motivation from Organizational Culture Dimensions

Variable	B	Mean standard error	ß	t	P	double r	partial r
Still	3,751	,171		21,901	,000		
Power Culture	-,016	,056	-,019	,293	,769	,10	-.01
Role Culture	,105	,068	,106	1,543	,123	,15	.07
Culture of Success	-,049	,065	-,060	,747	,456	,13	-.04
Support Culture	,130	,056	,173	,173	,021*	,18	,11th

R= .19 R ^{2} = .04

F $_{(4.438)}$ = 4.16 p= .003

Teachers' internal motivations were tried to be estimated from their organizational culture perceptions, and the results of the regression analysis performed for this purpose are presented in Table 10.

Table 10. Regression Analysis Results for Estimating Teachers' Perceptions of Intrinsic Motivation from Organizational Culture Dimensions

Variable	B	Mean standard error	ß	t	p	double r	partial r
Still	1,999	,176		11,385	,000		
Power Culture	,094	,057	,095	1,657	,098	.32	.07
Role Culture	,085	,069	,077	1,227	,221	.34	.05
Culture of Success	,211	,067	,231	3,163	,002*	,42	,14
Support Culture	,102	,057	,121	1,772	,077	.38	.08

R= .45 R^2 = .20

$F_{(4.438)}$ = 27.37 p= . 000 s <.05

In Table 10, it is clear that teachers' internal motivation perceptions can be estimated statistically significantly from their perceptions of power, role, success and support. Culture (R = 45; F = 27.37; p = .000). Considering the results of the regression analysis, it is understood that teachers' perceptions of power, role, success and support culture explain 20% of the difference in their internal motivation perceptions. When the correlations between teachers' perceptions of internal motivation and organizational culture dimensions are examined together, the correlation between internal motivation and power culture dimension is .32; correlation between intrinsic motivation and role culture dimension ,34; The correlation between intrinsic motivation and achievement level was .42 and the correlation between intrinsic motivation and support culture was .38. When the correlation between organizational culture dimensions and internal motivation was examined independently, the correlation between power culture and internal motivation was .07 (p=098); correlation between role culture and intrinsic motivation .05 (p=, 221); The correlation between success culture and intrinsic motivation was found to be .14 (p=002). According to the standardized regression coefficient, the relative order of importance of the predictive dimensions on intrinsic motivation is as follows: success culture, support culture, power culture, and role culture. When the results of the t-test on the importance of the regression coefficients are examined, it is seen that only the success culture sub-dimension (r=, 42; p=, 002) is an important determinant of intrinsic motivation. However, power culture, role culture, and support culture do not have a significant effect.

4. DISCUSSION AND CONCLUSION

In this study, which aims to examine high school teachers' organizational culture perceptions in terms of gender, marital status, type of school and seniority, it can be said that teachers' perceptions of organizational culture are at a high level. When the scores of the Organizational Culture Scale are

compared, the highest score is in the role culture and the lowest score is in the support culture sub-dimension. According to the results of this research, it can be said that a role-oriented culture is dominant in high schools. Thanks to the organizational culture, teachers can reach the targeted achievements in a much shorter time by acting more collectively. The main motivation source of organizational culture is unity of interest, solidarity and moral values. As intra-organizational relations and ties strengthen, commitment to organizational culture increases. When the findings are evaluated in general, it can be said that the results of the study are similar to the literature. It has been observed that teachers have formed deep-rooted traditions, moral attitudes and habits by adopting the cultural characteristics of the institutions they work for. These habits transform ideas that would normally remain abstract into concrete, a living body that has meaning and impact for a new teacher. Because culture regulates some important variables and gives them meaning. Organizational culture is an important social bond that increases the commitment of the employees of the organization to each other and to the values of the employees. It acts as a social unifier by setting appropriate standards for what employees should do and say.

In order for the organizational culture to survive, the people in the group must successfully maintain their role management. The subordinate-superior relationship and hierarchical structuring are of great importance for the culture to become permanent. The ideas and values advocated by the majority of the group constitute the dominant culture of the organization. However, numerical superiority is not always required for a culture to be considered dominant. Norms and principles advocated by more authoritative personnel can also form the dominant culture of the organization. The subculture creates the alternative structure of the organization. Even if the discourses and actions that make up the structure of this culture are clearly expressed, they cannot positively or negatively affect the decisions taken by the dominant culture. In schools with not very strong cultures, weak bonds and communication between administrators, teachers, students and parents, low expectations of success for all members, widespread feelings of suspicion and hostility among members, destructive conflicts frequent, feelings of love and respect among members. weak and low motivation. Similarly, studies have found that primary school teachers perceive the role culture more and the support culture less. Role culture is the dimension of culture where coordination and control is more difficult than other dimensions. In the role culture, where the job is at the center, duties and responsibilities are expected to be in line with a specific purpose (Handy, 1981). According to Hassenboehler (2004), school administrators use legal authority to a large extent for teachers to perform their duties. Decker (1989), on the other hand, stated that the use of power by administrators is related to the school climate perceived by teachers. Based on this data, it can be said that school administrators influence teachers and the culture of duty is dominant in schools and teachers give priority to fulfilling their duties.

Gezer (2005), Esinbay (2008) and Yılmaz (2009) also found in their research that teachers' perceptions of school culture are high; They concluded that teachers' perceptions of school leadership, collegiality, personal support, teacher cooperation, development culture and teaching culture, which

are sub-dimensions of the organizational culture scale, are at "High" level. Yüksel (2009), who investigated the relationship between organizational culture and organizational trust of teachers in secondary schools, reached the conclusion that all sub-dimensions of organizational culture are "strong" but "need to be improved" by teachers, and therefore it is possible to say that teachers' perceptions of organizational culture in their schools are positive. expressed. Balay, Kaya, and Cülha, (2013), on the other hand, found in their study that teachers' organizational culture perceptions are generally at a moderate level. In most of the studies, as in this study, the high level of acceptance of school culture by teachers can be explained by the fact that principals, who have leadership roles in educational organizations, have positive effects on the establishment of the desired level of culture in schools. As a matter of fact, researches show that the school administrator's leadership behaviors for shaping the culture affect the way school employees interpret organizational events and symbols by determining them. Şahin-Fırat (2010) stated that teachers have positive perceptions towards school culture as a result of his study. The fact that a significant relationship emerged between school principals' perceptions of school culture and value systems with teachers in the same study suggests that teachers can develop in an organization where they can gain support around a goal by acting in partnership with leaders. The fact that teachers have "High" scores in this study may mean that they adopt a culture that values professional development and school-wide development in cooperation with leaders for the common goals of the school, and that they work in collaboration with each other. It also shows that teachers with this perception should be determined to realize their individual development at school in cooperation with parents and the environment for the success of the student.

5. RECOMMENDATIONS

The following recommendations can be made in line with the research:

1. Thanks to a strong organizational culture, teachers can be enabled to act more collectively. In this way, it will be possible to reach the targeted achievements in a much shorter time.

2. It is thought that the permanent organizational culture will strengthen the hierarchical structure.

3. It is thought that creating appropriate standards for what the stakeholders in the organization should do and say will serve as a unifying function in the social sense.

It can be said that the application of this study in other provinces of Turkey and using the results as data in organizational culture studies will contribute to the field.

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