

## Kültürel Değerlerden Örgütsel Performansı Tahmin Etmek

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### Predicting Organizational Performance from Cultural Values

#### Abstract

One's culture affects not only his personal and social behaviours but also his attitude, behaviour, and performance in business life. Based on this idea, this study was designed to determine whether the cultural value orientations of teachers are related to their performance in business life. In the study, in which the quantitative research method was used, the individual cultural values scale and teachers' organizational performance scale were used as data collection tools. The research data were obtained from 291 people collected in the province of Siirt. According to the results, teachers' organizational performance differs significantly in all dimensions of the scale of individual cultural values, except for power distance. Accordingly, teachers with high uncertainty avoidance levels had significantly higher organizational performances compared to teachers with low uncertainty avoidance levels; individualist teachers had significantly higher organizational performances compared to collectivist teachers; teachers with long-term orientations had significantly higher organizational performances compared to teachers with short-term orientations, and teachers with masculine cultural values had significantly higher compared to teachers with feminine cultural values. As a result, performance is affected in a positive way if an individual's value orientations and national values are similar and overlapping.

**Key Words:** Organizational Performance, Cultural Values, Uncertainty Avoidance, Masculinity-femininity, Collectivism-individualism, Individual's Value

#### Özet

Bir insanın kültürü sadece kişisel ve toplumsal davranışlarını etkilemekle kalmaz aynı zamanda iş yaşamındaki tutum, davranış ve performansını da önemli ölçüde etkiler. Çünkü insan yetişme tarzını ve kültürel özelliklerini bilinçli ya da bilinçsiz olarak hayatın her alanına yansıtmaktadır. Bu düşünceden hareketle bu çalışmada öğretmenlerin kültürel değer yönelimlerinin iş yaşamındaki performansları ile ilişkili olup olmadığını tespit etmek amaçlanmıştır. Nicel araştırma yönteminin kullanıldığı çalışmada veri toplama aracı olarak bireysel kültürel değerler ölçeği ve öğretmenlerin örgütsel performansları ölçeği kullanılmıştır. Siirt il merkezindeki ilkököl, ortaokul ve liselerde görev yapan öğretmenler, çalışmanın evrenini meydana getirmektedir. Çalışmanın örnekleme ise seçkisiz örnekleme yöntemlerinden oransız küme örnekleme yöntemi ile ulaşılan 291 öğretmen oluşturmaktadır. Araştırma sonuçlarına göre öğretmenlerin örgütsel performansları bireysel kültürel değerler ölçeğinin güç mesafesi dışındaki tüm boyutlarında anlamlı bir şekilde farklılaşmaktadır. Buna göre: belirsizlikten kaçınma düzeyi yüksek olan öğretmenler belirsizlikten kaçınma düzeyi düşük olan öğretmenlere göre; toplulukçu öğretmenlerin bireyci öğretmenlere göre; uzun erimli öğretmenlerin kısa erimli öğretmenlere göre ve eril kültür değerlerine sahip öğretmenlerin dişil değerlere sahip öğretmenlere göre örgütsel performanslarının anlamlı bir şekilde daha yüksek olduğu tespit edilmiştir. Buna göre bireyin değer yönelimleri ile ulusal değerlerin benzer ve örtüşük olması performansı olumlu etkilemektedir.

**Anahtar Kelimeler:** Örgütsel Performans, Kültürel Değerler, Belirsizlikten Kaçınma, Erillik-dişillik, Kolektivizm-bireycilik, Bireysel Değerler

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### Introduction

The lifestyles, beliefs, traditions, and historical backgrounds of societies reveal their culture and identity. The cultures of societies are transferred to each individual through inheritance, just like identity, and the cultural elements they belong to are drawn upon while defining the characteristics of individuals. Particularly geography and climate as well as many other factors have an impact on the formation of the cultures of societies, and the mixture obtained with these elements constitutes their cultural identity.

Other factors playing a crucial role in the formation of personal identities under the umbrella of social identity and culture also play a role in shaping the social culture. Individuals share group ties and characteristics such as religion, race, class, ethnicity, gender, and nationality. These qualities make it easier for individuals to express themselves and their sense of identity (Mora, 2008: 4), and in this way, the structure of social culture becomes clear. Ziya Gökalp defines culture, which is a new concept in Turkish, as “hars (a word denoting culture)” and mentions that culture is national (Gökalp, 2004); in other words, it has a quality that reflects the characteristics of a nation.

The cultures of societies are among the elements that determine the behaviour of individuals in all areas of life. In this respect, the cultures of societies contain important clues for predicting the behavior of the individuals living in the relevant society. Malinowski (1936: 440) describes culture as "a determinant of human behaviour" and as the organized behaviour of man, which is reshaped by each generation in the context of its own characteristics.

The description of culture as the determinant of human behaviour by Malinowski (1936) reveals the importance of culture in terms of organizational behaviour. Following the classical management approach, the importance of the role of the individual in the organization was realized, and the human relations approach to organizational management became popular. The role of the individual in the organization and the decisiveness of the psychological and sociological aspects in organizational performance are becoming more noticeable with more and intensified research in this direction. Considering that the behaviour of the individual is directly related to the production performance of the organizations in a world order based on continuous production, culture, which is described by Malinowski (1936) as a determinant of human behaviour, becomes more important.

Triandis (1982: 139) reports that culture's significance for organizational behaviour is that it operates at such a deep level that people are not aware of its influences. This shows that there is a strong, direct relationship between culture and the organization. The statements mentioned above reveal that there is a relationship between culture, individual, and organizational needs being considered. The effect of culture on the individual and the adaptation and harmony of the individual to the organization are important in terms of organizational behaviour. Individual-organization harmony also has a decisive role in important issues such as individual job satisfaction, organizational commitment, and job

performance (Aktaş, 2011: 14). The concept of job performance (organizational performance), which is notable in this sense and one of the variables of this study, is a situation related to whether the objectives of the organization are realized or not (Bakoğlu, 2001). Performance is expressed as the ability to reach targets by using the resources of the institution effectively and efficiently. In another definition, performance refers to behaviors that can be measured according to the contribution of employees to organizational goals and in accordance with the goals of the organization (Turunç, 2015: 19). In the light of these definitions, the main point is the contribution of the employee to the organization by using the resources in the organization in the most effective way in line with the organizational goals. Keeping in mind that employees behave in the context of the cultural characteristics they grow up with, the reason for considering the cultural values they use to increase their contribution to the organization in this way will be better understood.

A society's achievements, beliefs, ideologies, forms of communication, social designs are important parts of that society's culture and possess some local differences as well as some universal elements (Sargut, 2015, 17-18). Therefore, the attitudes, values, and behaviour patterns of individuals and the sequence of meanings behind them are fed by the culture and this situation varies from culture to culture. The mentioned cultural differences also significantly determine the work-life of the employees and can shape the organizational culture. For example, individual-oriented cultures prioritize autonomy, individual interests, and performance, while collectivist cultures see group harmony, cooperation, and satisfaction as core values (Javidan & House, 2001). While direct measurement and evaluation of performance are seen as a threat to harmony in collectivist societies, it is seen as an element that increases productivity in individualist societies (Hofstede, Hofstede, & Minkov, 2010, pp. 124). Similarly, in societies where masculine culture is dominant, there is an emphasis on mutual competition and performance, while in feminine societies there is an emphasis on solidarity and the quality of work-life (Hofstede, 2001: 318; Hofstede et al., 2010: 170). On the other hand, while the academic reputation and genius of teachers and the academic performance of students are dominant in masculine societies, teachers' sincerity and social skills and students' social harmony are prioritized in feminine societies (Hofstede, 2001: 303). In societies with low power distance, there is more success per person in the scientific field (such as the Nobel Prize), while cultures with high power distance have less success per person (Hofstede, 2001: 107). As can be seen, performance expectations and perceptions related to business life differ depending on cultural value orientations. Considering the determinative effects of culture on the individual and the organization and the importance of the individual's harmony and performance in the organization, the relationship between culture and performance becomes more noticeable as a remarkable research subject.

The purpose of this research is to reveal this relationship, considering that the professional performance of teachers may differ depending on cultural orientations.

This research is important in two dimensions. First of all, it is hoped that it will fill the literature gap on explaining teacher performance according to cultural orientations. Secondly, based on teacher performance, it is expected to make a significant contribution to the relatively limited number of empirical studies that suggest that other organizational variables may also be affected by the reflections of the current macro sociological structure on organizations. Therefore, by determining that performance is related to cultural tendencies in the study results, making performance evaluations according to cultural differences and preparing action plans in the context of this variable carry important clues for policy makers and practitioners. Identifying such a relationship may also have a widespread impact by encouraging similar studies to be conducted in the literature.

## Method

### Research Model

This research was designed in the descriptive survey model, which is one of the quantitative research methods. The survey model is aimed at revealing the event, individual, or objects that are the subject of the research in its terms and as it is (Karasar, 2009: 76, 81). This study was designed to describe the organizational performance and cultural beliefs of teachers as they are and to determine the relationship between these variables and some demographic variables.

### Population and Sample

The research population consists of teachers working in primary, secondary, and high schools in Siirt city centre. The sample of the study consists of 291 teachers reached by the disproportionate cluster sampling method, which is one of the random sampling methods. In order to describe the research sample and make comparisons, the percentage and frequency values related to the gender, professional seniority, place of residence, and generation (birth year range) of the participants are given below.

Table 1.

Statistics on demographic variables

Gender	N	%	Seniority	N	%	Place of residence	N	%	Generation	N	%
Female	131	45,0	1-3 years	100	34,4	Village/Town/ Country	66	22,7	Baby Boomer (1946-1964)	11	3,8
Male	159	54,6	4-6 years	88	30,2	City/Metropolitan	221	75,9	X(1965- 1979)	81	27,8
<b>Total</b>	<b>290</b>	<b>100</b>	7 years and over	101	34,7	<b>Total</b>	<b>287</b>	<b>100</b>	Y(1980- 1999)	199	68,4
			<b>Total</b>	<b>289</b>	<b>100</b>				<b>Total</b>	<b>287</b>	<b>100</b>
			*Lost data: 1			*Lost data: 2			*Lost data: 4		

Table 1 reveals that the participants are close to each other in terms of gender variable and seniority distribution. The relative excess of those who are new to the profession is due to the fact that the first assignment is excessively made in the region where the research population was selected.

Socialization is an important process in the construction of individual cultural values and differs significantly depending on the geography one lives in. In this respect, the participants fed by urban or rural culture were considered as an important variable. Considering the place of residence variable in Table 1, one may notice that the number of the participants who spend most of their lives in cities is significantly higher with a significant difference.

Given the generation variable in Table 1, there are few participants in the baby boomer generation. It is clear that the reflections of the fact that the region is geography with an excessive number of first assignments are also available in the relatively high number of the Y generation.

### **Data Collection Tools**

The data collection tool used in the research consists of three parts. The first part includes the personal information of the teachers participating in the research, which determines their socio-demographic variables, the second part includes the individual cultural values scale, and the third part includes the teachers' organizational performance scale. The data was collected in the second semester of the 2020-2021 academic year.

The individual cultural value orientations of the participating teachers were collected with the "Individual Cultural Values Scale (CVSCALE)" developed by Yoo, Donthu, and Lenartowicz (2011), based on Hofstede's cultural values dimensions. Saylık (2019) made the Turkish adaptation of the scale. Consisting of 26 items, the scale consists of five independent subscales that do not produce a total score. From the subscales, power distance and uncertainty avoidance are explained with 5 items, collectivism and short-term orientation with 6 items, and masculinity with 4 items. As a result of the analyzes made in the original scale, the alpha coefficient of each dimension was .62 for the power distance, .71 for uncertainty avoidance, .76 for collectivism, .71 for short-and-long-term orientation, and .68 for masculinity. Yoo, Donthu, and Lenartowicz (2011) found the total variance of the scale as 44.5% in their analysis. Hofstede (2001) determined the total variance explained by the scale as 49%.

The organizational performance scale was developed by Wharton County Junior College (2000) and was adapted into Turkish by Balcı et al. (2016) and is an individual performance evaluation form for faculty consisting of 21 items. The Cronbach Alpha value of the 5-point Likert-type scale was found as  $\alpha = .92$ . The variance explained by the factor alone is 42.51% (Balcı, et al., 2016).

## **Analysis of Data**

After the research data were transferred to the SPSS program, analyzes were made regarding the normality of the data. As a result of the analyzes made, it was determined that the skewness and kurtosis values of the variables ranged between +2 and -2 (George & Mallery, 2010) and it was concluded that the data showed a normal distribution. For this reason, parametric tests were used in the analysis.

Analyzes were made by calculating the scale average in the organizational performance scale. In the cultural belief scale, mean scores were evaluated in two categories according to the median. In the cultural belief scale, there are 5 independent dimensions: "Power Distance", "Uncertainty Avoidance", "Individualism-Collectivism", "Short-Long-Term Orientation", and "Femininity-Masculinity". These dimensions consist of double pole structures. For example, as the mean of the items ranged between 1 and 5 in the "Individualism-Collectivism" dimension comes closer to one, it means that the participant is "Individualist" and if it comes closer to five, it means that the participant is a "collectivist". In order to reach more concrete results in the research, its relationship with organizational performance was examined based on a relative cut-off point (median) according to the responses given by the participants in the cultural belief scale. In this way, it was possible to make an evaluation by comparing the organizational performance levels of individualist and collectivist participants on a sample basis. By dividing all dimensions with normal distribution according to the median, it was possible to compare approximately two halves of the sample by dividing them into two categories as relatively low-high. Thus, the main purpose was to achieve healthier results.

In the analysis of the data, percentage, frequency, mean, standard deviation, t-test, and ANOVA calculations were used. Significance was tested at the .05 level in comparisons.

For the t-test, the equality of variances (homogeneity) was checked with Levene's test, and the values in the "Equal variances assumed" row were used when homogeneity was achieved. In cases where the homogeneity condition was not met, the values in the second line "Equal variances not assumed" row were used.

While performing the one-way analysis of variance (ANOVA), the equality of variances was checked with Levene's test and it was understood that this condition was met because the tests were found to be insignificant at the .05 level ( $p > .05$ ). For this reason, Scheffe was chosen from the tests based on the homogeneity assumption in the post-hoc tests. The reason for choosing the Scheffe test was that the difference between the sample numbers in the groups to be compared was large.

## **Reliability**

Cronbach's Alpha reliability test was used to determine the reliability of the collected data. The results obtained are given in Table 2.

Table 2.  
Findings regarding the Cronbach's Alpha values of the scales

Scale	Number of items	Cronbach's Alpha
<b>Organizational Performance</b>	21	,88
<b>Cultural Belief Dimensions</b>		
• Power Distance	5	,43
• Uncertainty Avoidance	5	,64
• Individualism-Collectivism	6	,56
• Short-Long-Term Orientation	6	,69
• Femininity-Masculinity	4	,64

As can be seen in Table 2, Cronbach's Alpha reliability coefficients for the dimensions of the scales and scale totals range between .43 and .88. This indicates that the reliability level of the scales and scale dimensions is sufficient even though the two dimensions in the cultural belief scale are at low-reliability levels (Uzunsakal & Yıldız, 2018:19).

### Ethical Suitability

The ethical suitability of this study has been recorded with the Siirt University Ethics Committee's session decision dated 24/11/2020 and numbered 99.

### Findings

This part of the study includes the findings obtained from the analysis of the data. In this context firstly, descriptive statistics were given regarding teachers' own organizational performance levels and cultural values, and then the results of how teachers' organizational performance differs depending on demographic variables and cultural belief dimensions are presented below.

Table 3.  
Findings regarding the descriptive statistics

Variable	$\bar{X}$	Ss	Level
<b>Cultural Values</b>			
Power distance	3,06	,77	Orta
Uncertainty avoidance	3,67	,71	Yüksek
Collectivism	3,52	,68	Yüksek
Long term orientation	3,72	,69	Yüksek
Masculinity	3,72	,81	Yüksek
<b>Organizational Performance</b>	3,98	,56	Yüksek

When the table is examined, all dimensions of the cultural values scale, except the power distance dimension, have high average values between 3.52 and 3.72. The power distance dimension corresponds to a medium average value of 3.06. When we look at the average of the organizational performance scale, it corresponds to a high level with an average of 3.98.

The t-test results regarding whether the organizational performance levels of teachers differ depending on their gender and place of residence are given in Table 3.

Table 3.

T-test results about teachers' organizational performance levels depending on their gender and place of residence.

Dependent variable	Independent variable	N	$\bar{X}$	Sd	t	sd	p	
Organizational performance	Gender	Female	131	3,92	,55	-1,777	288	,08
		Male	159	4,03	,56			
	Place of residence	Village/Town/County	66	3,93	,62	-,942	96,793	,35
		City/Metropolitan	221	4,00	,54			

As seen in Table 3, teachers' organizational performance levels do not differ significantly depending on their gender and place of residence. Thus, the fact that teachers are male or female and have spent most of their lives in rural areas or cities does not affect their teaching performance statistically.

ANOVA results and descriptive statistics regarding the comparison of teachers' organizational performance depending on their seniority and generation are given in Table 4.

Table 4.

ANOVA results and descriptive statistics

Independent Variable	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Variable	N	$\bar{X}$	Sd	Significant Difference
Seniority	Intergroup	,867	2	,434	1,386	,25	a) 1-3 years	100	3,90	,54	---
	Intragroup	89,48	286	,313			b) 4-6 years	88	4,03	,60	
	Total	90,35	288				c) 7 years and over	101	4,01	,54	
Generation	Intergroup	8,641	2	4,320	15,190	,00*	a) Baby Boomer	11	3,42	,52	*c>b *b>a
	Intragroup	81,92	288	,284			b) X	81	3,79	,50	
	Total	90,56	290				c) Y	199	4,09	,55	

\*p<.05

As seen in Table 4, teachers' organizational performance does not show a significant difference depending on their seniority. Accordingly, there is no statistically significant relationship between the time spent by teachers in the profession and their professional performance. In the comparison of teachers' organizational performance according to their generations, it is observed that the y generation has a significantly higher performance average than that of the x generation while the x generation has a significantly higher performance average than that of the baby-boomer generation. Thus, it seems that as the teachers' age increases, their performance towards the teaching profession also decreases.

The t-test results regarding the comparison of teachers' organizational performance with the dimensions of cultural beliefs are given in Table 5.

Table 5.

The t-test results regarding the comparison of teachers' organizational performance with the dimensions of cultural beliefs

	<b>Dimension</b>	<b>Category</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>S</b>	<b>t</b>	<b>sd</b>	<b>p</b>
<b>Organizational Performance</b>	Power Distance	<b>Low</b>	146	3,94	,61	-1,090	277,645	,28
		<b>High</b>	145	4,02	,50			
	Uncertainty Avoidance	<b>Low</b>	152	3,82	,57	-5,216	289	,00*
		<b>High</b>	139	4,15	,49			
	Individualism-Collectivism	<b>Individualist</b>	171	3,86	,59	-4,471	283,369	,00*
		<b>Collectivist</b>	120	4,14	,47			
	Short-Long-Term Orientation	<b>Short</b>	146	3,81	,60	-5,360	270,274	,00*
		<b>Long</b>	145	4,15	,46			
	Femininity-Masculinity	<b>Feminine</b>	196	3,90	,57	-3,454	289	,00*
		<b>Masculine</b>	95	4,14	,50			

\*p&lt;,05

As can be seen in Table 5, according to the t-test results of comparing teachers' organizational performance with cultural belief dimensions, teachers' organizational performance levels differ significantly according to all dimensions except the "power distance" dimension.

As regards the dimension of "uncertainty avoidance", it is seen that the organizational performance levels of teachers who avoid uncertainty are significantly higher than those who do not avoid uncertainty. In the "Individualism-Collectivism" dimension, it is seen that the organizational performance levels of the collectivist teachers are significantly higher than the individualistic teachers. In the "Short-Long-Term Orientation" dimension, it is seen that the organizational performance levels of long-term teachers are significantly higher than short-term teachers. In the dimension of "femininity-masculinity", it is seen that the organizational performance levels of teachers with a masculine society mindset are significantly higher than teachers with a feminine society mindset.

### Discussion and Conclusion

In the process of socialization, one develops by assimilating the cultural values of the society s/he was born into. These social values are also transferred to the organizations to which they belong. It is possible to see the traces of these cultural values in areas such as human relations, administrative processes, and bureaucracy in the organization. The main purpose of this research was to find out whether there is a relationship between the professional performance of teachers and their cultural values, considering that organizational structure and functioning play a role in the performance of employees. According to the results, the averages of teachers' cultural value orientations differ in each sub-scale. It was concluded that teachers' perceptions of power distance, which is an important cultural value and variable, were medium level. Power distance is the extent to which the members of a society accept that power in institutions and organizations is distributed unequally (Hofstede, 1980). Accordingly, teachers do not approve of social inequality stemming from hierarchy and status. Turkey is a country with a high social power distance (Batır and Gürbüz, 2016; Hofstede et al., 2010, 58; Kabasakal and Bodur, 2002). On the

other hand, one may notice that teachers' power distance perceptions do not reflect the national situation. There are reasons for this that can be based on organizational structure and culture.

One of the reasons why the power distance is lower in schools, which are loosely structured (Weick, 1982) and mainly informal organizations (Bursalioglu, 2008, 33) than in other parts of society, is associated with the status of administrators in the field of education. Educational administration, which refers to the implementation of management science in education, is included in the 'education-training services' in legal regulations together with the teaching profession. Therefore, unlike in developed countries, it does not have the status of an independent professional group. Status symbols, financial privileges, and vertical organization among subordinates and superiors are not very clear in schools, which refer to educational organizations where the "the main thing in the profession is teaching" notion is embraced. This can be considered a reason that weakens the perception of power distance. Accordingly, there are many studies, particularly those specific to schools, in which the perception of power distance is found to be low in contrast to the national orientation of the country (Dalğalı, 2020; Deniz, 2013; Gül, 2019; Saylık, 2017).

In another cultural dimension, collectivism versus individualism, it was concluded that teachers participated in the items of this dimension at a moderate level. It was observed that teachers do not have an individualistic or collectivist value orientation. This conclusion, which means that Turkey carries both individualism and collectivist values, is also supported by other studies (Göregenli, 1995; İmamoğlu, 1998). However, intercultural studies done at the national level and in Turkey (Triandis, 1989; Suh, Diener, Oishi, & Triandis, 1998; Oyserman, Coon, & Kimmelmeier, 2002) reveal that Turkey is closer to a collectivist cultural structure. Despite the fact that Turkey has a culture with clear close interpersonal relations and a stronger tendency to act collectively (İmamoğlu, 1987; Kağıtçıbaşı, 1984; Sargut, 2015, 185), there are studies suggesting that it has undergone a cultural change towards individualism (Aycan and Kanungo, 2000; Fikret Paşa, Kabasakal and Bodur, 2001).

Cross-cultural studies have examined Turkey's cultural values at the national level and have produced striking results. The research carried out by Hofstede between 1967-1973 stands out as the first and most comprehensive of the intercultural studies and allows to compare the cultural values of the countries within the cultural clusters determined according to some criteria. The study, which was first designed to be conducted in 40 countries and later expanded to 76 countries, revealed that Turkey is in a position with high power distance, collectivism, uncertainty avoidance, and close to the middle in terms of masculinity-femininity and long-short-term orientation (Online, 2022; Hofstede, 2010). In the study conducted with the data obtained from teachers and students in 34 countries, including Turkey, Schwartz (1994) reported that Turkey is a country where one tends to preserve and maintain the traditional structure and therefore takes place in a collectivist culture, cares about hierarchy, and therefore has a high power distance.

Trompenaars and Hampden-Turner (1997, 161) argue that Turkey, where father roles in the family are evident with a clear hierarchy and expectation of obedience, also has a cultural climate in which one is expected to obey the manager in a strict hierarchy in business life. Similarly, there are findings from intercultural research revealing that Turkey's domestic collectivist values and perception of power distance are high, equality between genders and long-term orientation is low, and uncertainty avoidance is moderate (House et al., 2004; Ronen, 1986). Based on the findings of this research, it is understood that Turkey has a cultural value structure with high power distance and uncertainty avoidance, and a moderate level of masculinity and long-term orientation predominance within a collectivist value evolving towards individualism. However, it should be noted that these studies have a relatively long history and the limitation that they may not reflect the changing dynamic structure of culture should be taken into consideration. The results of the research show that the cultural value orientations of the teachers and the cultural values of Turkey at the national level do not overlap with each other. This situation can be explained by the sociological differentiation of Turkey from the average Anatolian cultural profile in terms of the education, cultural capital, and social image of the teachers who constitute the sample of the research.

According to the results of the research, the performance perceptions of the participating teachers are high. Accordingly, teachers find themselves highly successful in pre-lesson preparation, effective classroom management, openness to communication, encouraging students, effective assessment and evaluation, sticking to the stages of an effective lesson plan, providing timely and effective feedback, and mastery of teaching materials and methods. The three items that the participants agree with the most are as follows respectively; "I encourage an atmosphere of mutual respect and kindness", "I enter and leave the classroom on time" and "I use examples when appropriate and express concepts, ideas, and explanations in another way". The three items that teachers agree with the least are as follows respectively; "Students can get in touch with me (I share my working hours, phone number, and e-mail information)", "I encourage contact (I recommend calling, e-mailing students, or making an appointment)", and "I expect a high level of academic performance".

It was concluded that being male or female, and spending most of the time in rural areas or cities do not affect teachers' teaching performance statistically significantly. It is a variable that can directly affect cultural orientations that teachers acquire in big cities, where individualism is the dominant culture, or in rural settlements, where collectivist values are dominant. The assumption that this situation may also affect the perception of performance has not been statistically confirmed. Accordingly, it is believed that teachers' professional performances are shaped independently of their social culture, and their professional and organizational socialization closes this hypothetical gap and brings them closer to each other.

Another result of the research was that there was no statistically significant relationship between the time spent by teachers in the profession and their professional performance. However, it was concluded that the organizational performances of teachers differ significantly depending on the generation variable. Accordingly, it was found out that the teachers' performance increases as the represented generation is closer to the present day. Better opportunities to get more than one undergraduate education (especially the opportunities of open education faculties within the scope of the 2nd University), as well as the challenging and time-consuming journey of appointment in a public body, seem to partially disrupt the closeness and parallelism between the ages of the teachers and their seniority. Therefore, a teacher in the X generation may be relatively new to the profession.

The subscales used in the cultural value preferences of the participants represent opposite poles. For example, a high score on the collectivism subscale indicates that the participant adopts high collectivist values, while a low score indicates individualistic value orientation. The same is true for masculinity-femininity, high power distance-low power distance, short-long-term orientation, and high-low uncertainty avoidance subscales. For this reason, in order to reveal the relationship between significant cultural orientations and organizational performance more clearly, the relationship between them was examined by taking sections from the data set. Accordingly, teachers' organizational performance levels differ significantly according to all dimensions except the "power distance" dimension. The organizational performance of the participants with high uncertainty avoidance orientation is higher than those with low uncertainty avoidance levels. It was concluded that the organizational performance of the collectivist value-oriented teachers was higher than the teachers who preferred relatively individualistic values. Considering the relationship between the long-term and short-term orientation and organizational performance, one may notice that the organizational performance levels of long-term oriented teachers are significantly higher than those of short-term oriented teachers. It was concluded that there was a statistically significant relationship between masculinity and femininity values as a cultural variable and organizational performance. Finally, it was observed that the organizational performance levels of teachers with masculine cultural values were significantly higher than teachers with feminine cultural values. Based on these results, it is possible to reach two alternative conclusions. The first of these is that individuals' compliance with the dominant cultural values and codes in which they are socialized and a part of, nourishes and increases their work life performance. The second is that individuals' cultural incompatibilities reduce their job performance. Based on such a result, school administrators' preference for activities, sharing and communication channels that will increase adaptability to social cultural values in the institution, especially in informal relationships, may increase teachers' organizational performance.

In modern societies, schools are no longer a mere transmitter of social and cultural values. They also play the role of catalyst of social value and cultural transformation. With this awareness, school principals are expected to improve the school climate by effectively using cultural values. Considering

that the main reason for the existence of schools is to increase the success of students, it is clear that the most determining factor in this is the teacher. This is largely directly proportional to the teachers' performance at school.

### Author Contribution Statement

The authors of this article contributed together to all parts of the article. Author contribution rates are approximately equal. Research data Assoc. Dr. Ahmet SAYLIK collected it.

### Conflict of Interest Statement

There is no personal or financial conflict of interest between the authors of this article within the scope of the study.

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