**Perceived and Preferred Culture Types at Schools**

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| **Abstract**  In this study, it is aimed to determine the culture types related to the perceived and preferred situation in schools. It is also aimed to examine these types of culture by considering the socio-economic context. For this purpose, the relational screening model was used in this study. In order to determine the teachers in the schools in the designated sample, the convenient sampling method was used from the non-random sampling methods. The sample of the study consists of 360 teachers working at various schools in Bilecik Province of Turkey. As a result of the study, it has been found that the most dominant organizational culture type in schools is the clan culture in all socio-economic levels and the most preferred type of organizational culture is also clan culture. In addition, it has been concluded that in terms of culture types, there is a significant difference between the perceived situation and the preferred situation in schools at all socio-economic levels. As a result, the most dominant type of organizational culture in the educational organizations is determined as clan culture which shows that teachers do not want to be in a race in their school, but they want to act together with their colleagues.  **Key words:** School culture, clan, hierarchy, market, adhocracy. |

**Introduction**

The rapid changes in science, art and technology, that is, in all parts of social life, affect the modern organizations that come together for specific purposes in many ways and these changes force organizations to change. The influence of the environment and the complex nature of organizations can increase the need for change (Greenwood & Hinings, 1996). Despite this need, it is not an easy process to initiate the necessary change or transformation in organizations (Kavanagh & Ashkanasy, 2006; Weick & Quinn, 1999). Especially the changes in the organization's norms, values, belief systems, in short, the transformation in organizational culture requires both intense and long-lasting efforts. However, the idea that organizations do not have a uniform and static culture (Kavanagh & Ashkanasy, 2006) suggests that the necessary change is always possible.

In order to initiate the process of cultural change in organizations, it is necessary to know the effect of culture on organizational structures and behaviours (Zheng, Yang, & McLean, 2010). Culture, an abstract concept, has a significant impact on organizations (Schein, 2010). Organizational culture, which is claimed to have an effect on organizational variables such as organizational performance (Cameron & Quinn, 2017; Wilkins & Ouchi, 1983), organizational learning (Cook & Yanow, 1993), organizational success (Demirtaş, 2010; MacNeil, Prater, & Busch, 2009), organizational effectiveness (Denison & Mishra, 1995; Hartnell, Ou & Kinicki, 2011; Zheng et al., 2010), organizational commitment (Erdem, 2007; Sezgin, 2010), organizational trust (Terzi, 2016), job satisfaction (Lund, 2003; You, Kim & Lim, 2017), job engagement (Huhtala , Tolvanen, Mauno & Feldt, 2015), leadership (Bass & Avolio, 1993), is unlikely to achieve the desired results when not managed well (Barney, 1986). There have been some studies which reveal the relationship between organizational culture and some negative variables such as occupational burnout (Huhtala et al., 2015), mobbing (Yaman, 2010), workplace bullying (Pilch & Turska, 2015) and work stress (Hwang, 2018). In the context of educational organizations, when the subject of culture is considered, similar results are encountered. Research by Marcoulides, Heck and Papanastasiou (2005) shows that student achievement is related to the student's perception of school culture. Sezgin's study (2010) reveals the relationship between organizational culture and organizational commitment while the study of You et al. (2017) reveals the relationship between school culture and job satisfaction of teachers.

Proper management of culture, which has a significant impact on organizational structures and behaviours, contributes to organizational development. The dynamic and flexible structures of organizations (Weick, 1976) show that proper management of organizational culture passes through change management (Cameron & Quinn, 2017). At this point, the level and the type of change gains importance. The level of need for change varies depending on the context in which the organizations are involved, and the work is done. Some organizations do routine works in stabile environmental condition, use simple technologies and are predominant technically. In general, these organizations follow standard processes. Therefore, in these organizations, the need for change may be less than it is in dynamic social organizations (Eren, 2016; Taylor, 2012). There is a greater need for change in social organizations whose environmental uncertainty is high, which uses intensive technology and is more affected by psychological and sociological context. Mainly, it is possible to evaluate the educational organizations that outweigh in terms of the social aspect in this context. Weick (1976) evaluates educational organizations within this framework and stated that educational organizations could not be seen as rigid and unshakable structures. Instead, it would be more appropriate to see educational organizations as dynamic and flexible structures which are highly intertwined with the environment and which are profoundly affected by the external environment. Therefore, it cannot be expected that educational organizations, which are seen as dynamic and flexible structures, behave like closed systems, resist resistance, and remain insensitive to changing cultural context.

Some research analyzed the current situation on culture in schools. In these studies mostly, the relation of the perceived culture type with other variables in the perceived situation is examined (Demirtaş, 2010; Marcoulides et al.; Sezgin, 2010; Terzi, 2016; Yıldırım, 2018; You et al., 2017). It can be argued that the field of education has a rich literature in terms of organizational culture. However, we can encounter a limited number of studies that take the cultural studies beyond the perceived situation and investigate the preferred type of culture. It can be argued that this research will make a significant contribution to cultural research in educational organizations. In addition, considering the fact that environmental variables such as soci-oeconomic status are influential on culture (Yıldırım, 2008), including the socio-economic context in the related research can add more importance to this research.

In this study, it is aimed to determine the culture types related to the perceived and preferred situation in schools. It is also aimed to examine these types of culture by considering the socio-economic context. Culture is thought to be related to the socio-economic situation. School people, in their community, reflect differences in age, ethnicity, gender, socio-economic class, purposes and abilities (Şişman & Dönmez, 2010). Social conditions consisting of factors such as the external environment of the school, the socio-cultural status of the students, rural and urban areas, geographical features, parents' expectations and social support have an impact on school culture (İpek, 1999). The cultural perceptions and expectations of teachers working in different schools may vary according to the socio-economic level of the school. Regarding the school culture perception of teachers working in primary schools, it is observed that the difference is significant in terms of the socio-economic level. For example, the perceptions of teachers working in upper secondary schools regarding school culture are found to be the highest, and the perceptions of teachers working in lower secondary schools are the lowest (Şahin, 2004). Within the scope of this aim, we first try to determine the perceived culture type scores of schools; secondly, the preferred culture type scores. Defining the culture types is based on Robert and Cameron’s (2017) four model of culture typology. Next, a statistical analysis of the difference between perceived and preferred culture types is done by considering the socio-economic context of the schools. Briefly, in this study, it is aimed to determine the perceived and preferred types of organizational culture for schools and to determine the significance level of the difference between them. This research is one in examining the dominant culture types at schools clearly as well as defining the preferences of teachers. The culture studies in the literature are more commonly interested in the culture of the school itself, however, the culture of the school is a whole with the teachers.

**Theoretical Framework and Literature Review**

**Organizational culture**

It is seen that culture, which is based on anthropology and folklore, has been examined in the field of management especially since the end of the 1970s and the concept of organizational culture has started to gain importance (Barney, 1986; Hatch, 1993; Pettigrew, 1979; Schein, 1983, 1984; Sezgin & Sönmez, 2017; Wilkins & Ouchi, 1983). Different definitions have been made about the organizational culture, which is a frequently studied subject in the field of management. Considering some of these definitions together, it is seen that organizational culture is a system of shared orientations that keeps the units belonging to the organization together and makes it different from other structures, which gives a sense of identity to organization members (Cameron & Quinn, 2017; Hoy & Miskel, 2010; Schein, 2010). The norms, values, beliefs, expectations, philosophy, legends, ceremonies, habits and many other elements of the organization come together and form the shared orientations.

Organizational culture has different levels of elements which are easily recognized in one aspect and which are very difficult to recognize in another aspect. From prominent behaviours to hidden assumptions, many elements come together to create an organizational culture and give meaning to the organization (Cameron & Quinn, 2017; Schein, 2010). Schein (2010) deals with the organizational culture at three levels. It is possible to see the elements of material culture at the most obvious level of organizational culture. Adopted beliefs take place at the next level of organizational culture. At the most basic level of organizational culture, there are underlying assumptions about human nature, organization, aims, goals, relationships and interactions.

Organizational culture has different dimensions. In some organizations, cooperation is encouraged, while in some organizations individuality can come to the fore. While some organizations act with a purely success-oriented approach, in some organizations, it is aimed to establish regular structures with a control-oriented approach. Cameron and Quinn (2017) discuss the organizational culture in four main dimensions: clan culture, adhocracy culture, hierarchy culture and market culture.

**Clan culture**

Organizations dominated by clan culture are similar to family type structures. In such organizations, importance is given to teamwork, organizational activities are carried out in a participatory manner, and the sense of we in the organization is dominant (Cameron & Quinn, 2017). In the culture of a clan, the fundamental belief is that as long as the organization has a high level of trust and commitment to employees, open communication will be high in the organization and the participation of employees will be more comfortable (Hartnell et al., 2011). A high level of organizational commitment (Erdem, 2007) and high success (Demirtaş, 2010) are seen in organizations with high clan culture. Supportive and shared leadership behaviours are common in organizations with high clan culture, which facilitates the organization to become a professional learning society (Carpenter, 2015).

**Adhocracy culture**

Innovative and pioneering initiatives are crucial for success in organizations dominated by adhocracy culture. The research carried out by Naranjo-Valenciai, Jimenez-Jimenez and Sanz-Valle (2011) on organizational culture and innovation confirms this claim. Entrepreneurship, creativity and use of advanced technologies are encouraged in adhocracy cultures. Great importance is given to individuality, risk-taking and future perception in adhocracy culture (Cameron & Quinn, 2017). The fundamental belief in adhocracy culture is that the creation or collection of new sources of change encourages an idealistic and new vision to encourage members to be creative and take risks (Hartnell et al., 2011).

**Hierarchy culture**

There is a formal structure in organizations dominated by hierarchy culture, standard rules are applied in such organizations, and standard processes are followed. Therefore, it can be argued that familiar behaviours and imitation are common in such organizations (Naranjo-Valenciai et al., 2011). In the culture of hierarchy, the division of labour is done, for the assignment and promotion of the task, merit is considered, and there is a hierarchical authority order. In such organizations, the extent to which tasks are fulfilled is often controlled (Cameron & Quinn, 2017). The underlying assumption in hierarchy culture is that control, stability and predictability increase efficiency. For this reason, there is an expectation by the employees that their role in these organizations is clearly defined (Hartnell et al., 2011). It can be said that there is a commitment of employees to work in these organizations where the culture of the hierarchy is high because of feeling compulsory to do so (Sezgin, 2010).

**Market culture**

In organizations where market culture prevails; characteristics such as meeting profitability, demand or expectations, achieving final results and achieving challenging targets are taken as a basis. In the culture of the market, the organization seeks to protect itself against external elements that it perceives as aggressive or dangerous (Cameron & Quinn, 2017). The primary belief in market culture is that clear goal, and contingent rewards motivate employees to perform and meet stakeholders' expectations aggressively. For this reason, communication, competence and success are valued in organizations where market culture is dominant (Hartnell et al., 2011). Barney (1986) stated that in the case an organization's culture had rare and inimitable characteristics, it would achieve a competitive advantage. It can be argued that market culture may have some adverse effects as well as its benefits to the organizations. For example, in organizations with high market culture, the level of organizational commitment may be low (Erdem, 2007).

**Method**

**Research design**

This research is in the survey model in order to reveal the perceived and preferred organizational culture levels of schools. The screening models, which we rightly observe the event and present the results, are the models that aim to convey and identify the past or continuing event (Karasar, 2016). In terms of presenting the perceived and preferred culture types of organizations according to socio-economic levels, relational survey model is used. The relational screening model, a type of screening model, is a research model that aims to determine the presence or degree of interchange between two and more variables. In the relational survey, which is the type of comparison used in this research, groups of at least two variables are formed according to the independent variable, and the differences between the groups are examined according to the dependent variable (Karasar, 2016).

**Research sample**

The population of the research consists of 2129 teachers who are working related to Bilecik Provincial Directorate of National Education. Multistage sampling method was applied in the research, and firstly Bilecik city centre and districts were classified as lower, middle and upper according to socio-economic level and stratified sampling method was preferred. Stratified sampling is a sampling method that aims to identify the sub-groups in the universe and ensure that they are represented in the sample with their proportions in the universe size (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2011). The total number of schools in the different socio-economic levels that make up the research universe and the ratio in the overall total were calculated. Then the number of schools from each level to be included in the sample was calculated by the ratio of schools in socio-economic levels to the total number of schools. In order to determine the teachers in the schools in the designated sample, the convenient sampling method was used from the non-random sampling methods. Convenient sampling is the selection of the sample from easily accessible and practicable units due to the limitations on time, money and labour force (Büyüköztürk et al., 2011). 400 teachers could be reached from the schools determined within this scope. After completion of the extraction process of the inappropriate ones, 360 questionnaires were included in the study. Distribution of the participants with regard to some variables is presented in Table 1.

**Table 1.** Distribution of participants according to some variables.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Position** | **Gender** | | | **Age** | | | | | **Education Level** | | |
| **Male** | **Female** | | **24-39** | **40-55** | | **56+** | | **Bachelor’s Degree** | **Master’s Degree** | **Doctorate** |
| Teacher | 130 | | 230 | 124 | | 160 | | 76 | 325 | 32 | 3 |

When we look at Table 1, we see that 64% f the teachers are female, 44% of them are at the ages of 40-55 and %90 of them have bachelor’s degree.

**Research instrument and procedure**

In this study, Organizational Culture Evaluation Survey developed by Cameron and Quinn (2017) was used as the data collection tool. We have got the necessary allowances to use the survey. This survey was translated into Turkish by the original translators of the translated book ‘Örgüt Kültürü: Örgütsel Tanı ve Değişim’ and we used this Turkish version of the survey from the book. The data collection tool is consisted of two parts. In the first part some demographic questions (position, gender, age and education level) are asked. In the second part, culture survey is included which is organized as a distribution of 100 points to 4 items (four culture types) separately for the perceived and preferred situation. A pilot study was conducted with teachers not included in the sample group of the study, and as a result, some questions found missing in the demographic information section of the survey were added and the original scoring section was not changed.

**Data Collection**

The tool was submitted to the approval of Bilecik Provincial Directorate of National Education by the research group. Following the approval, Bilecik Provincial Directorate of National Education handled the distribution and announcement of data collection tools to schools. Data were collected from the teachers face to face by the researchers. Two of the researchers went to the schools day by day and distributed the surveys to the available teachers in the sample group schools. The answers were written on printed papers.

**Data Analysis**

After collecting the data, descriptive analyses were done in the evaluation of the data, and the mean and standard deviation were calculated for the purpose of presenting the existing and preferred culture types. Since the scoring on the survey was done over a hundred, percentage was calculated over these points. The percentages are shown with pie charts.

Then, the descriptive analyses of socio-economic levels were made, and the perceived and preferred culture types were shown with bar charts. Detailed comparison by socio-economic levels is given on tables by present and preferred culture types. In order to test whether the difference between the perceived organizational culture type and the preferred organizational culture type is meaningful, a T-test was performed for the related samples.

**Findings**

In this section, firstly, the findings of the perceived culture types of schools are given, and the distribution of existing culture types according to socio-economic level is examined. In the next stage, the findings related to the preferred culture types of schools are given, and the distribution of the findings related to the preferred culture types according to the socio-economic level are examined. Finally, the difference between the perceived and preferred organizational types is shown with a sense of significance. The distribution of the existing culture types of schools is given in Figure 1.

**Figure 1.** Distribution of organizational culture types in schools.

When the perceived situation perceptions of the teachers participating in the research are examined, 28% of the teachers state that the clan culture in their organizations prevails. 27% of the teachers find hierarchical culture dominant in their organization. 23% of the teachers say that market culture takes more place than other culture types in their organizations and 22% state adhocracy culture prevails in their organization. In other words, it is possible to say that, in the perceived situation, four types of culture are distributed at approximately the same rate in schools, and that the culture of a clan is more prominent compared to others. The distribution of existing culture types according to socio-economic level is given in Figure 2.

**Figure 2.** Perceived organizational culture types at schools according to socio-economic levels.

When the perceived situation perceptions of the teachers participating in the research are examined according to the socio-economic levels of the schools, 27% of the teachers working in lower socio-economic level schools find clan culture dominant while 21% of them find adhocracy culture more dominant. On the other hand, 24% of the teachers think market culture is dominant, and 22% of the teachers find hierarchy culture dominant. In other words, it is seen that in the perceived situation of organizational culture, at the schools at a low socio-economic level, clan culture is more dominant than the other three culture types. It is followed by market culture and seen that adhocracy culture and hierarchy culture are less dominant in comparison with others.

28% of the teachers working at middle socio-economic level schools state that clan culture is more dominant in their organizations, while 24% of them find hierarchy culture more dominant. On the other hand, 22% of the teachers claim that market culture prevails other culture types and 20% of them think adhocracy culture predominates. In other words, in the perceived situation, it is seen that clan culture from four culture types is more dominant than the others in the middle socio-economic level schools, it is also followed by the hierarchical culture. Adhocracy culture and market culture dominate at a lower rate than others.

29% of teachers working at upper socio-economic level schools indicate that clan culture is dominant in their organizations. 22% of the teachers think adhocracy culture; 23 % of the teachers think market culture and 20% of the teachers think hierarchy culture dominates at their schools. In other words, in the perceived situation, at upper socio-economic level schools, it is seen that clan culture from four culture types is more dominant than others, it is also followed by the culture of the market, and the culture of creativity and hierarchy are less dominant in comparison with others. In general terms, it is noteworthy that clan culture is dominant in the perceived culture types of schools at all socio-economic levels. The distribution of the preferred culture types of schools is given in Figure 3.

**Figure 3**. Distribution of preferred organizational culture types at schools.

When the preferred perceptions of the teachers in the study are examined, it is seen that 34% of the teachers state that they want clan culture in their organizations, while 24% prefer adhocracy culture, 22% prefer hierarchy culture and 20% want market culture. In other words, it is possible to say that clan culture from four cultural is more preferred types at schools than the other types of organizational culture, and that market culture is less preferred than the others. The distribution of preferred culture types according to socio-economic level is given in Figure 4.

**Figure 4.** Types of preferred organizational culture in schools according to socio-economic levels.

When teachers' attitudes towards their schools are examined according to the socio-economic levels of schools, it can be said that 33% of the teachers working at lower socio-economic level schools want clan culture to dominate in their organizations. %24 of them prefer adhocracy culture to be more dominant, 22% of the teachers want hierarchy culture to dominate their schools, and 21% of the teachers want to see adhocracy culture more in their schools. In other words, in the preferred case, it is seen that clan culture from four culture types is preferred a little more than the others in the lower socio-economic level schools; clan culture is followed by the adhocracy culture; moreover, it is seen that market culture and hierarchy culture are desired at a lower rate than others.

32% of the teachers working at middle socio-economic level schools state that they target clan culture in their organizations, while 24% of them prefer adhocracy culture and the other 24% prefer hierarchy culture. 20% of them want to have a market culture in their organizations. In other words, in the preferred situation, it is seen that in the middle socio-economic level schools, clan culture from four culture types is desired to be more dominant than others, it is also followed by hierarchical culture. On the other hand, adhocracy culture and market culture are preferred at a lower rate than others.

36% of the teachers working at the upper socio-economic level schools target clan culture in their organizations, 25% of them want to have adhocracy culture, 20% of them want to have a culture of the market and 20% of them want to have a culture of hierarchy. In other words, it is seen that at upper socio-economic level schools, clan culture from four culture types is preferred a little more than others, it is also followed by adhocracy culture. Adhocracy culture and hierarchy culture are preferred at a lower rate than other culture types.

In general terms, it is noteworthy that clan culture is more desirable when we look at the preferred culture types of organizations at all socio-economic levels as it is in perceived culture types. In terms of both perceived and preferred culture types of organizations, although different types are predominantly present or preferred, all types of culture exist in all socio-economic levels, and all of them are intended to exist even at different rates. Descriptive statistics on perceived and preferred culture types are given in Table 2.

**Table 2.** Descriptive statistics about the perceived and preferred culture types in terms of socio-economic level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Culture Types** | **Socio-economic Level** |  | **S** | **N** |
| Clan Culture Perceived | Lower | 27,15 | 9,01 | 146 |
|  | Middle | 28,48 | 8,27 | 64 |
|  | Upper | 29,04 | 10,58 | 150 |
| Clan Culture Preferred | Lower | 32,71 | 9,74 | 146 |
|  | Middle | 31,82 | 7,54 | 64 |
|  | Upper | 35,70 | 10,99 | 150 |
| Adhocracy Culture Perceived | Lower | 21,48 | 5,24 | 146 |
|  | Middle | 20,05 | 5,65 | 64 |
|  | Upper | 22,03 | 5,44 | 150 |
| Adhocracy Culture Preferred | Lower | 24,10 | 5,51 | 146 |
|  | Middle | 23,59 | 6,71 | 64 |
|  | Upper | 24,65 | 5,54 | 150 |
| Market Culture Perceived | Lower | 24,15 | 7,22 | 146 |
|  | Middle | 22,55 | 6,39 | 64 |
|  | Upper | 22,83 | 6,45 | 150 |
| Market Culture Preferred | Lower | 20,76 | 5,40 | 146 |
|  | Middle | 20,49 | 4,80 | 64 |
|  | Upper | 19,77 | 6,11 | 150 |
| Hierarchy Culture Perceived | Lower | 27,15 | 8,60 | 146 |
|  | Middle | 28,68 | 8,12 | 64 |
|  | Upper | 25,75 | 10,35 | 150 |
| Hierarchy Culture Preferred | Lower | 22,55 | 7,49 | 146 |
|  | Middle | 23,85 | 7,09 | 64 |
|  | Upper | 19,74 | 7,23 | 150 |

When we look at Table 2, it is seen that the clan culture is more dominant in the schools at the upper socio-economic level than the other level schools, and it is observed that the schools in the upper socio-economic level target clan culture more than the other level schools. When the distribution of adhocracy culture according to socio-economic levels is examined, it is seen that at the schools at upper socio-economic level, adhocracy culture, like clan culture, is more dominant than it is at other level schools, and it is preferred more in schools at upper socio-economic level than it is preferred at other level schools.

Considering the distribution of market culture according to socio-economic levels, it is seen that, unlike clan culture and adhocracy culture, it is more dominant in schools in lower socio-economic level than in other level schools. Moreover, it is preferred more at lower socio-economic level schools than in other level schools. Considering the distribution of hierarchy culture according to socio-economic levels, it is seen that, in contrast to the culture of clan culture and adhocracy culture as well as market culture, it is dominant at middle socio-economic level schools compared to other level schools; and it also appears to be preferred more in middle socio-economic level schools.

In the general sense, when the descriptive analysis data showing the distribution of school culture according to socio-economic levels are examined, it is seen that clan culture and adhocracy culture are more dominant in higher socio-economic schools and they are preferred more. It can be said that market culture is more dominant in lower socio-economic level schools and is preferred more. It can also be claimed that hierarchy culture is more dominant in middle socio-economic level schools and preferred more at this level schools. The findings regarding the significance of the difference between the scores of existing and preferred culture types are given in Table 3.

**Table 3.** T-test results in perceived and preferred culture types.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Culture Type** | **N** |  | **S** | **sd** | **T** | **p** |
| Clan Culture Perceived | 360 | 5,62 | 11,60 | 359 | -9,20 | .000\* |
| Clan Culture Preferred |  |  |  |  |  |  |
| Adhocracy Culture Perceived | 360 | 2,78 | 6,67 | 359 | -7,92 | .000\* |
| Adhocracy Culture Preferred |  |  |  |  |  |  |
| Market Culture Perceived | 360 | 3,02 | 7,82 | 359 | 7,32 | .000\* |
| Market Culture Preferred |  |  |  |  |  |  |
| Hierarchy Culture Perceived | 360 | 5,23 | 10,05 | 359 | 9,87 | .000\* |
| Hierarchy Culture Preferred |  |  |  |  |  |  |

\* p<0.1

When the opinions of teachers about the culture types in their schools are examined, it is found that there is a significant difference between the perceived situation and the preferred situation in the clan culture, [t(359) = -9,20, p<0.1]. There is a difference of 5,62 points between the perceived situation and the preferred situation, and the perceived state of the clan culture cannot meet the preferred situation. In other words, according to this result, teachers want to have a clan culture more in their schools.

Secondly, it has been found that there is a significant difference between the perceived situation and the preferred situation in the adhocracy culture dimension when the opinions of teachers about the types of culture in their schools are examined, [t(359) = -7,92, p<0.1]. There is a difference of 2.78 points between the perceived situation and the preferred situation. The perceived state of the adhocracy culture cannot meet the preferred situation. In other words, according to this result, teachers want adhocracy culture more in their schools.

Thirdly, when the opinions of teachers on the types of culture in their schools are examined, it has been found that there is a significant difference between the perceived situation and the preferred situation in the market culture dimension, [t(359) = 7,32, p<0.1]. There is a difference of 3.02 points between the perceived situation and the preferred situation. It is observed that the perceived situation of market culture is more than the preferred one. In other words, according to this result, teachers want to have market culture less in their schools.

Lastly, when the opinions of teachers on the culture types in their schools are examined, it is found that there is a significant difference between the perceived situation and the preferred situation in hierarchical culture dimension, [t(359) = 9,87, p<0.1]. There is a 5.23point difference between the perceived situation and the preferred situation, and it is seen that the perceived state of the hierarchy culture is more than the preferred one. In other words, according to this result, teachers want to have hierarchical culture less in their schools.

In general, it is seen that there is a significant difference between the perceived situation and the preferred situation in all types of organizations, the clan culture and adhocracy culture are less dominant than desired in schools, and the culture of market and hierarchy are more dominant than desired. In other words, teachers think that the clan culture and adhocracy culture in schools create a more positive perception and that there should be more space for them than the other two types of culture.

**Results, Conclusions and Recommendations**

In this study, it is aimed to determine the perceived and preferred culture types related to the school and to reveal the significance of the difference between the points obtained in terms of culture types considering the socio-economic context. In this section, the perceptions of the participants about the type of organizational culture are examined first. While presenting the perceived and preferred culture types of organizations screening model is used. According to the results of the research, teachers think that there are more clan and hierarchy culture in their schools. The existence of the adhocracy culture and the market culture is relatively perceived less. Although the universe of the study is different, Erdem (2007) in his research, conducted in health organizations, has found that the culture of the hierarchy is perceived more, but the culture of a clan is perceived less. While presenting both culture types of organizations according to socio-economic levels, relational screening model is used. When the scores related to the existing culture types are examined in terms of socio-economic level, it is observed that clan culture is higher in upper socio-economic level schools and these points decrease towards lower socio-economic level; hierarchy culture is higher in lower and middle socio-economic schools; adhocracy culture is higher in upper socio-economic schools, and it is also seen that market culture is more in lower socio-economic level schools.

In this section, secondly, the perceptions of teachers about the preferred culture types are examined. When the results of the research in the context of preferred organizational culture type scores are examined, it is seen that teachers want to see more clan culture in their schools, followed by creativity and hierarchy culture respectively and the least preferred type of culture is the market culture. It can be argued that clan culture can have many positive reflections for organizations. Erdem's (2007) study shows that there is a greater organizational commitment in organizations where there is clan culture. In organizations with high hierarchy culture, the continuity of commitment, which is a sub-component of commitment and means an obligation, is high (Sezgin, 2010). When the scores regarding the preferred organizational culture are examined in terms of socio-economic level, similar results are observed. Clan and adhocracy culture scores are higher in the upper socio-economic level. The culture of the hierarchy is higher at the middle socio-economic level. In market culture, there are close points in terms of socio-economic level.

Lastly, in this section, the significance of the difference between the perceived culture type and the preferred culture type is examined. In the study, we discussed the perceived and preferred culture types and tried to reveal the gap between them because Cameron‘s (1985) study shows that the type of culture that organizations have not only identifies their identity, but also reveals their level of effectiveness as well as with other organizational attributes. It is known that institutions with strong cultures are no more effective than institutions with weak cultures. What identifies the effectiveness of the organization is the culture type (Cameron, 1985). Keyton (2005) states that organizations can have more than one type of culture. The first step is to reveal the current culture type or types of the organization in order to achieve the mentioned effectiveness. However, this culture type may not be created by common preference of the school community. It may cause from the preference of the manager/administrator/leader of the organization, minority of the group or some external factors. Therefore, for the congruent workplace, it is a necessity to know the common preferences of the population of the organization. For this purpose, in this study, perceived and common preferred culture types of teachers are tried to be examined. Afterwards, in order to contribute to the effectiveness of the school, the gap between perceived and preferred culture types is analyzed.

When the difference in points between the perceived and preferred culture types is analyzed statistically, it is seen that there is a significant difference in favor of the preferred situation in the clan and adhocracy culture, in favor of the perceived situation in the culture of market and hierarchy. In other words, teachers want to have more clan and creativity in their schools and prefer less to have market and control. The fact that in organizations with a high market culture, there is low organizational commitment and also that there is high stability in organizations with high hierarchy culture (Cameron & Quinn, 2017) justifies teachers in their perceptions. Having adhocracy thinking skills in the organization is a target for every school. This can be difficult to achieve in organizations with the culture of bureaucracy in which the standards, strict procedures and strict rules dominate. According to the results of these researchers, there is more innovation in the organizations where the adhocracy culture is higher, and imitation is more in the organizations where the hierarchy culture is dominant. Weick and Quinn (1999) claimed that the rigorous reporting system in the classical bureaucratic organizations functioning as a machine slowed down the pace of change, making the organization virtually frozen. Another research that demonstrates the importance of clan and adhocracy culture was conducted by Lund (2003).

Based on the results of the research, it can be said that the increase of the clan which is higher in schools than in other culture types but not seen enough is more suitable for healthy school culture. Clan culture is associated with positive attitudes of employees (Lund, 2003), and that makes it more likely to contribute to the organizational effectiveness than adhocracy culture and market culture because it has a positive effect on employee attitudes (Hartnell et al., 2011). Therefore, it can be argued that there is a desire for clan culture and that the realization of this request will also greatly benefit the schools. As in the culture of a clan, it is necessary to increase the adhocracy culture, which is perceived as low in the perceived situation, in schools. For the culture of market and hierarchy, it can be said that an opposite practice will be appropriate. If schools were organizations that wanted to make a financial gain, it could be aimed to have a more competitive culture (Barney, 1986). Hartnell et al. (2011) found that market culture is more associated with financial effectiveness than other culture types. However, at schools, especially at public schools (this may be different in private schools), the finding that market culture is low can be said to be natural because these schools are non-profit-making and service-producing institutions. Higher competitiveness scores in schools may be considered as a result of the market among students or schools in the context of student achievement.

In order to develop a culture of a clan in schools, teams with co-ordinated functions can be established, and programs can be organized through these teams. Demirtaş (2010) concluded that the success of students is higher in schools where collaborative leadership, teacher clan and unity of purpose dominate. In order to develop an adhocracy culture, individuals in schools can be encouraged to take the initiative and schools can be transformed into flexible structures rather than a hierarchical structure (Cameron & Quinn, 2017). Although schools are organized bureaucratically, teachers and school administrators want to experience the rules and pressure less than bureaucracy brings together. In this case, it is considered necessary for school administrators to be transformational leaders who make their school open to change and transformation instead of being transactional leaders who implement rules. As in the culture of hierarchy, there is a reluctance to compete against at schools. There have been some studies which lead students to market, this situation creates a negative perception at schools. It is thought that the way to cope with this situation is in clan and adhocracy cultures. Improving relationships between students and school staff can lead to positive outcomes by transforming the school into a pleasant learning environment for the student and overcoming the problems arising from the socio-economic disadvantage. Yıldırım (2018), in his research, has found that socio-economic level influences organizational culture. Mainly in environments where students are educated together from different socio-economic levels, the effects against disadvantaged students are observed (Moore et al., 2017). Moore et al. (2017) have stated that the socio-economic disadvantage has a negative impact on student health and subjective well-being and that the way to cope with this negativity is to develop school staff-student relations.

Creating the preferred type of culture for schools is not an easy process. A problem that may be encountered in creating the preferred type of culture for schools may stem from the individual. If the individual is uncomfortable with the perceived culture type, s/he may desire a culture change. However, individuals who do not have any discomfort in the perceived culture of the organization may show resistance against the type of culture to be created. In this case, a leadership understanding that reflects open communication and transparency can facilitate the process, as well as having particular skills and competencies to implement the desired cultural change in the organization (Kavanagh & Ashkanasy, 2006). Besides, the creation of healthy learning environments can contribute to the creation of a culture that brings success in schools (MacNeil et al., 2009).

As a result, the most dominant type of organizational culture in the educational organizations is determined as clan culture, while the least dominant is determined as adhocracy culture. In all of the lower, middle and upper socio-economic levels, the most dominant type of organizational culture is clan culture, and the least dominant culture type is adhocracy culture and hierarchy culture. The fact that there is no difference between socio-economic levels shows that the environment in which schools are located does not cause a significant change in organizational culture. In the preferred situation, similarly, the most preferred type of organizational culture is clan culture, while the least preferred type of culture is the culture of the market. It can be said that teachers do not want to be in a race in their school, but they want to act together with their colleagues. At the lower, middle and upper socio-economic level schools, it is seen that the most desired type of culture is clan culture in the preferred situation, and the least desirable is the culture of the market. The fact that the findings are the same in all socio-economic levels means that the location of the schools does not create a difference in the type of preferred culture. However, it should be noted that even though the rates are different, it is considered by the teachers that the existence of all types of organizational culture will contribute to the organization. The fact that there is a significant difference between the perceived and the preferred situation in all types of organizations shows that some culture types are not as dominant in organizations as they are expected and on the other hand some culture types dominate more than desired. It is expected in organizations to ensure the balance between the perceived situation and the preferred situation.

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