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The Pattern of Relationships Between School Size, School Culture, and Teachers' Organizational Commitment and Students' Academic Success

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Abstract

The main goal of schools is to establish students in cognitive, affective and physical areas. In general, the academic success of the students is taken into consideration as the cognitive domain output. This research sought to figure out whether there was a connection between the size of the school, the teachers' organizational commitment, the school culture, and the students' academic success. Additionally, it aims to figure out the impact of school culture, instructors' organizational commitment, and school size on secondary and highschool students' academic progress. The relational survey model was used to run the research. A total of 445 secondary and high school teachers made up the research's sample. The Teacher Information Form, Organizational Culture Scale, and Organizational Commitment Scale were used to gather data. The average scores on the High School Pass Test (HSPT [LGS]) for secondary school students and the Basic Talent Exam (BTE [TYT]) for high school students were used to measure academic success. The student size of the schools for which data was collected was taken as the size of the school. The data were analyzed by performing correlation and regression analysis. According to the findings, it has been determined that there is a significant relationship between school culture and teachers' organizational commitment, school size and academic success of students in different directions and levels. While teachers' organizational commitment is positively affected by the school culture, it is negatively affected by the size of the school. Although the effect of teachers' organizational commitment on students' academic success is positive, it is at a low level. School culture, teachers' organizational commitment and school size together significantly predict the academic success of students.

Keywords: School Culture, Organizational Culture, Organizational Commitment, Academic Success, School Size

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Okul Büyüklüğü, Okul Kültürü ve Öğretmenlerin Örgütsel Bağlılıkları ile Öğrencilerin Akademik Başarıları Arasındaki İlişkiler Örüntüsü

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Öz

Okulların temel amacı, öğrencileri bilişsel, duyuşsal ve fiziksel alanlarda geliştirmektir. Genel olarak bilişsel alan çıktısı olarak öğrencilerin akademik başarıları dikkate alınmaktadır. Bu araştırmada da okul büyüklüğü, öğretmenlerin örgütsel bağlılığı ve okul kültürü ile öğrencilerin akademik başarıları arasında ilişki olup olmadığı tespit edilmeye çalışılmıştır. Ayrıca okul kültürünün, öğretmenlerin örgütsel bağlıklarının ve okul büyüklüğünün ortaokul ve lise öğrencilerinin akademik başarıları üzerindeki etkisinin belirlenmesi amaçlanmıştır. Araştırma, ilişkisel tarama modeline göre yürütülmüştür. Araştırmanın örneklemini ortaokul ve lise kademelerinde görev yapan 445 öğretmen oluşturmuştur. Veriler, Öğretmen Bilgi Formu, Örgüt Kültürü Ölçeği ve Örgütsel Bağlılık Ölçeği yardımıyla toplanmıştır. Akademik başarı olarak ortaokul öğrencilerinin Lise Geçiş Sınavı (LGS) ve lise öğrencilerinin Temel Yetenek Sınavı (TYT) sınav ortalamaları alınmıştır. Okul büyüklüğü olarak veri toplanan okulların öğrenci mevcudu alınmıştır. Veriler korelâsyon ve regresyon analizleri yapılarak çözümlenmiştir. Bulgulara göre okul kültürü ile öğretmenlerin örgütsel bağlılıkları, okul büyüklüğü ve öğrencilerin akademik başarıları arasında farklı yönlerde ve düzeylerde anlamlı ilişki olduğu tespit edilmiştir. Öğretmenlerin örgütsel bağlılıkları, okul kültüründen olumlu etkilenirken, okul büyüklüğünden olumsuz etkilenmektedir. Öğretmenlerin örgütsel bağlılıklarının öğrencilerin akademik başarıları üzerindeki etkisi olumlu olmakla birlikte, bu etki düşük düzeydedir. Okul kültürü, öğretmenlerin örgütsel bağlılıkları ve okul büyüklüğü birlikte, öğrencilerin akademik başarılarını önemli ölçüde yordamaktadır.

Anahtar Kelimeler: Okul Kültürü, Örgüt Kültürü, Örgütsel Bağlılık, Akademik Başarı, Okul Büyüklüğü.

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Introduction

The major goal of all initiatives and reforms made to education systems and schools is to advance and enhance students' knowledge, talents, skills, attitudes, and beliefs in the realms of cognition, affect, social interaction, and psychomotor development. Reaching this objective is not easy due to the differences in factors including the ordinary student's intelligence, the socio-economic status of their families, and their psychological state. Via their educational institutions, states work to compensate these various traits and circumstances of pupils outside of the classroom. It doesn't seem possible to achieve this equality, though, because there are differences in the quality of the teachers, the social climate of the schools, the administrators' attitudes and behaviors, the physical capabilities of the schools, the climate and culture of the classrooms, the size of the school, and the number of students in each class. Moreover, international tests like PISA exam and educational research concentrate on the variables that affect student consequences (cognitive, affective, social and physical) and learning and seeking to identify the variables that affect student success and performance. This research also focused on the relationships between school size, school culture, teachers' organizational commitment, and students' academic success. It is thought that the research will contribute to the specification of the factors affecting the academic success of the students and the organizational commitment of the teachers and the school administrators to consider these factors in the practices they will make at the school level.

Academic Success

In the field of education, the concept of "academic success" is meant as the equivalent of the knowledge and skills learned in the lessons at school and determined by the grades given to the students by the teachers, and the exam notes, academic success plays a shaping role in students' having a profession and preparing for their future lives, and it is very important in this way (Sarıer, 2016). Academic success is achieved by the evaluation of the students at the end of a one-year education, and whether the objectives have been achieved is determined by the academic success. Academic success is also an indicator of quality education.

Academic success is directly related to the student's own efforts, the influence of school, family and environment. Each factor affects success at different rates. Students' intelligence level, character, curiosity and interests, research habits, motivation level, interaction with the environment, self-confidence, learning strategies used by students to learn are the characteristics of students that affect academic success (Güven, 2019; Özkal & Çetingöz, 2006). The influence of parents is also important in academic success. The economic situation of the parents, the level of education, the time allocated to the child, their ideas about education, the research environment at home, the trust given to the child, the help in the lessons, the love and attention shown to the child positively affect the academic success (Güven, 2019; Yenidünya, 2005). In addition, teachers' professional competence, experience, organizational commitment, adoption of organizational culture, relations with colleagues, attitude towards students and parents are important in the academic success of students. Teachers have a high impact on increasing academic success (Yenidünya, 2005). The professional knowledge of the teacher, the support of the student and the love shown to the student are the factors that

increase success (Sarıer, 2016). The teacher's adoption of the school culture, commitment to the school, professional competence, communication with the students, attitude towards the parents, controlling the students and giving feedback are indispensable for the student's love of the lessons and academic success. School management has the power to influence academic success with the opportunities it provides, the educational methods it adopts, and the leadership styles it displays (Güven, 2019; Sarıer, 2016). Schools with strong organizational culture are effective in increasing academic success to the extent that they support students (Demirtaş, 2010). Studies to determine the variables that affect academic success, curricula and methods (Aktan, 2012; Kaya, 2011; Yabaş, 2008), personal characteristics of students and socio-economic levels of families (Güven, 2019; Keçeli-Kaysılı, 2008; Otrar, 2006) revealed that it affects the academic success of students.

Organizational commitment

Organizational commitment is the state of working for the success of the organization while fostering a sense of commitment and loyalty among staff members (Manyas, 2018). Meyer, Allen, and Smith (1993) defined organizational commitment as a psychological commitment that characterizes the employee's relationship with organization and that will influence the decision to continue or end membership in the organization. Organizational commitment is seen as the strong desire to be a member of the organization, making an effort and being willing for the organization, and believing in all the aims and values of the organization (Çetin Gürkan, 2006). Organizational commitment is examined by Allen and Meyer (1990) under three headings/dimensions and is seen as a psychological state between the employee and the organization. These are the three types of commitment: affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1991). The term "continuance commitment" describes a commitment made in light of the costs associated with quitting an organization (Allen & Meyer, 1990) The agreement between the employee and the company determines continuity commitment (Uzun, 2020). According to Allen and Meyer (1990), normative commitment is the duty of employees to stay with the company; it is viewed as morally required and places a strong emphasis on responsibility (Balay, 2014; Doğan, 2013).

Organizational commitment is considered by Etzioni as moral, glassy, and alienating in all three dimensions. According to Köse (2014) and Uzun (2020), moral commitment is the desire to work for and assimilate the organization's beliefs and goals. Profit is essential for measuring commitment between two parties in a trade (Bayram, 2005; Köse, 2014; Uzun, 2020). A hostile attitude toward the organization and the mission to stick with it characterizes alienating commitment (Balay, 2014; Bayram, 2005; Köse, 2014). Similar conclusions were reached by Penley and Gould (1988), however they disagreed with Etzioni's classification of commitment into moral, self-interested, and alienating types (Bozoğlu, 2011; Uzun, 2020). According to O'Reilly and Chatman (1986) organizational commitment is a psychological state that is investigated in three dimensions. The attitude of employees to gain prize or avoid punishment is explained as compliance, the adoption of organizational goals and objectives is identified as identification, and the complete harmony of the organization and the employee is explained as internalization. Kanter (1968) has examined organizational commitment in three dimensions: continuance, which means the self-sacrificing work of the employee

for the success of the organization, control, which means affirming and complying with the rules of the organization, and cohesiveness, which is to establish closeness with the organization and other members (Köse, 2014; Uzun, 2020). Becker examined organizational commitment behaviorally and formed it with the concept of "side bet" (Bozoğlu, 2011). According to the concept of side bet, employees are attached to the organization due to social expectations, bureaucratic regulations, social interaction and social role. They do not form an emotional bond with the organization and they are bound by the fear of losing what they have earned (Gökmen, 1996, as cited in Köse, 2014), and as the duration of stay in the organization increases, it becomes more difficult to leave the organization (Uzun, 2020).

The bond that the employees establish with the organization is indispensable for the success of the organization (Parseyhan, 2014). Organizational commitment minimizes negative consequences and increases organizational success (Bayram, 2005; Uzun, 2020). In cases where organizational commitment is low, negative situations such as unwillingness to work, not taking responsibility, avoiding work, unwillingness to work, and attendance problems occur (Bayram, 2005) and harm the organization. There are many factors that affect organizational commitment positively or negatively. Salary and education level (Çöl & Gül, 2005; Köse, 2014), the structure of the organization (Balay, 2014) and the leadership styles of managers (Bozoğlu, 2011) can be given as examples of these factors.

Organizational Culture

According to Şişman (2014), organizational culture is a element that influences how an organization functions, how its people act, and how they relate to one another. According to Schein (1990), organizational culture is a concept that workers must eventually absorb if they want their company to survive in its external environment and function accordingly. Organizational culture is, generally speaking, the beliefs, values, and behaviors that employees adopt. These beliefs, values, and behaviors shape the thoughts, feelings, and behaviors of the employees, give the organization a unique identity from other organizations, shape its internal and external relationships, and provide adaptability and integrity within the organization. Organizational culture is formed by the founder and leaders of the organization, but it fits and develops with the acceptance of its employees (Köse, 2014).

In general, organizational culture consists of elements such as "assumptions, beliefs and values, norms, symbols, language, ceremonies and meetings, stories and heroes" (Schein, 1990; Şişman, 2014). Organizational culture is not determined by written rules and norms, it is seen as repetitive behaviors. It is learned by new entrants through symbols, experiences, stories, and organizational language. (Arslan, 2014). The adoption, sharing and reinforcement of organizational culture by employees contributes to the formation and continuation of the culture (Güçlü, 2003). Common experiences are essential for the development of culture within the organization (Şişman, 2014; Tutar, 2017; Ünlü, 2019; Yılmaz, 2018). According to Cameron and Quinn (2021), organizational culture sets the rules for the functioning of the organization and the continuity of the employees, and provides an identity to the employees. Organizational culture facilitates the attachment of employees to the organization (Özcan, 2011). It provides communication, socialization and motivation of employees with the

organization and among themselves. It is effective in solving the problems that arise. It supports the adaptation of the organization to innovations and change, contributes to the efficient and effective work of the employees (Bozoğlu, 2011). It keeps the employees together and ensures the continuation of the work in terms of management (Arslan, 2014). Various school culture models are encountered in the literature. For example, Deal and Kennedy (1982) focused on the effect of the environmental factor on the organization and suggested the tough man-macho culture type, work hard-play hard culture type, bet on the company culture type and process culture model (Bozoğlu, 2011). Handy (1986) also discussed the organizational culture model in four dimensions. These are: power culture, role culture, duty culture and individual culture (Bozoğlu, 2011; Özcan, 2011; Şişman, 2014; Tutar, 2017; Uzun, 2020). The Hofstede (1984) model also consists of four dimensions. These are power-gap, ındividualism-collectivism, avoiding uncertainty and masculine-femininity (Yahyagil, 2004). The Harrison and Handy organizational culture model gave service as an inspiration for the Pheysey model, that was built on four dimensions: power culture, role culture, success culture, and support culture (İra & Şahin, 2011). Four components of organizational culture are examined by Cameron and Quinn (2021): the clan-collaboration culture, the adocracy-creative culture, the hierarchy-control culture, and the market-competition culture. As the models are described and explained, it may be argued that although the proposed models have various names, they are comparable to one another. The suggested organizational models allow for all four dimensions to exist within a company, with some of them being more prominent than others or functioning equally well (Kayış & Gülcan, 2020).

When we think of organizational culture in terms of school, school culture refers to the primary ideas, values, norms, symbols, and practices that have been developed by school principals, teachers, students, staff members, and parents (Çevik & Köse, 2017). Academic succcess is highly influenced by teachers, particularly those who are dedicated to both the school and their career (Bozoğlu, 2011). Teachers feel a sense of belonging to the school when they participate in decision-making. In this instance, it insures the development of a strong and good school culture while also bolstering the teacher's dedication to the institution. A strong and positive school culture prevails in schools where the integrity and harmony between stakeholders is high (Güçlü, Yıldırım, & Daşcı, 2016). A strong school culture is effective not only on the organizational commitment of teachers, but also on the academic success of students (Çevik & Köse, 2017). The cooperation of administration and teachers is effective in increasing success (Terzi, 2005).

School size

School size refers to the number of registered students researching at the school. The size of the school is of great importance in the planning of education. Because school size, undesirable student behaviors (Karakütük et al., 2014) affect students' cognitive, affective and social development areas (Öğülmüş & Özdemir, 1995). In addition, in big schools, that is, institutions with a high number of students, academic success can be attained more readily. Since there are probably many gifted and intellectual students in these schools. Yet, these schools' classrooms are overcrowded, management is compelling, and some students are hidden (Akkalkan, 2009; Kalfa, 2006; Özgüler, 2014). Students can engage in more activities, take on more responsibility, and show their

talents in small schools. The teachers' methods of instruction vary depending on the size of the school. In crowded classes at big schools, teachers will struggle to apport enough time for every student (Öğülmüş & Özdemir, 1995). When comparing student attendance between big and small schools, big institutions are at a disadvantage.

Inconsistent findings have been found in studies examining the connection between school size and children' academic achievement. For instance, Nathan and Thao (2007) and Cotton (1996) found that small schools are more effective in promoting academic success than large schools, while Akkalkan (2009) claimed that kids attending large schools have worse academic success than those attending small schools. Crispin (2016), on the other hand, found that the relationship between academic success is high in the biggest and smallest schools. In contrast to previous indications, Reimer Jones and Eziefe (2011) didn't found any connection between the size of the school in their Canadian research and the academic progress of their students. The ideal school size has been the subject of studies on the subject. There are suggestions about the number of students that the ideal school should have. Although there is no concurrence on this issue, it is seen that the number of students between 300-1200 is ideal (Akkalkan, 2009; Karakütük & Tunç, 2004; Özgüler, 2019).

When the literature is examined, it is seen that the variables of school culture, school size, organizational commitment and academic achievement, which are the subject of this research, are considered together with their bilateral relations or different variables. For example, it is seen that there are many studies that show that organizational culture affects the organizational commitment of employees (Bozoğlu, 2011; Çeliktaş, 2019; Diker, 2014; Köse, 2014; Manyas, 2018; Türkkan, 2017; Uzun, 2020). On the other hand, *organizational culture* (Alireisoğlu, 2020; Aslan, 2014; Balçık, 2018; Karakoç, 2019; Köse, 2014; Negis Işık, 2010; Özgenel, Canpolat, & Yağan, 2020; Özkan, 2010; Öztürk, 2015; Şimşek, 2014), *organizational commitment* (Ağıroğlu Bakır, 2013; Demirçelik, 2017; Erceylan, 2010; Olgungül, 2017; Özgan, Külekçi, & Özkan, 2012; Özkan, 2010; Orphan, 2015), *academic success* (Akay, 2017; Günal, 2014; Güven, 2019; Keçeli-Kaysılı) , 2008; Otrar, 2006; Sarıer, 2016; Suna et al., 2021; Yenidunya, 2005) and *school size* (Akkalkan, 2009; Kalfa, 2006; Özgüler, 2014) variables are examined with different variables. However, no study has been found that considers the relationship between school culture, school engagement, school size and academic achievement together. One may say that the statement of the correlations between these four variables will give suggestions, particularly to school officials and instructors, in terms of figuring out the elements influencing students' academic success and helping to foster it. For this reason, examining the relationship between organizational culture, teachers' organizational commitment, school size and students' academic achievement and the findings to be obtained can serve to determine the factors affecting teachers' organizational commitment and students' academic success. It can give ideas to teachers and school administrators who want to increase teachers' organizational commitment and students' academic success. Particularly, principals and vice principals involve teachers and students in the process of creating a positive school culture; It will be effective in the formation and management of a culture in the school, and the adoption of the formed culture by the teachers. The study is important in that it draws attention to the importance of the relationship between organizational culture, organizational commitment of teachers, school size and academic success of students. The

investigation of these concepts is expected to be a source for future studies. Hence, the research's objective is to identify the connections between student academic success, school size, school culture, and teachers' organizational commitment. In keeping with this fundamental goal, *(i)* Is there a strong correlation between student academic success and school size, culture, and teachers' organizational commitment? *(ii)* Is teachers' organizational commitment significantly influenced by school culture? *(iii)* Is teacher organizational commitment significantly influenced by school size? *(iii)* Do teachers' organizational commitment, school size, and school culture combined significantly predicts students' academic success?

Method

Research Model

Since the links between organizational culture, teachers' organizational commitment, school size, and students' academic success were investigated, the relational survey methodology was used in this research. For determining the relationship between at least two variables and the level of relationships among the research variables, the relational survey model is preferred (Büyüköztürk et al., 2019).

Population and Sampling

Teachers employed at secondary and high school levels in Tuzla city of Istanbul, during the academic year 2020–2021 make up the research's universe. The stratified sampling technique was used to choose the pattern. A sampling approach known as stratified sampling identifies subgroups in the population and represents them using their ratio within the population. According to the ratio of each layer in the universe, there are two approaches to do the research: either with sampling or without sampling (Özen & Gül, 2007). Schools were divided into secondary schools and high schools, and after these schools were divided into strata, schools were determined by simple random method and the teachers working in these schools were included in the research. In the 2020-2021 academic year, a total of 2907 teachers working in public secondary and high schools in Tuzla. The "Sample Size Calculator" program was used to determine the sample size. A sample size of at least 339 was determined as 95% confidence level and 5% acceptable error amount as criteria (https://www.surveysystem.com). 445 teachers voluntarily participated in the study. In this respect, it was decided that the sampling size represented the population.

294 (66.1%) of the participating teachers in the research were female and 151 (33.9%) of them were male, respectively. 341 (74.6%) of the professors who took part in the research were married, and 104 (23.4%) were not married. It can be seen that most of the professors which participated the research are married. Regarding the school type characteristics, 278 (62.5%) of the research participants are teachers, and 167 (37.5%) teach at high schools. The teachers who took part in the research were divided into 366 undergraduate graduates (82.2%) and 79 graduates (17.8%), according to the education level characteristics. It is noteworthy that most of the teachers participating in the research have undergraduate degrees. 44 (9.9%) of the instructors who took part in the research had been in the profession for 0–5 years, 115 (25.8%) 6–10 years, and 106 (23.6%) 11–15 years. A total of 74 of them (16.6%) fell between the ages of 16 and 20, 67 (15.1%) between 21 and 25, and 40 (19%) between the ages of 25 and above. When we

examine the age distribution of teachers, 72 (16.2%) are between the ages of 20 and 30; 196 (44%) are between the ages of 31 and 40; 146 (32.8%) are between the ages of 41 and 50; and 31 (7%) are age 51 or over.

Table 1. *Frequency and Percentage Distribution of Participants on Demographic Characteristics*

	Groups	*f*	%
Gender	Female	294	66,1
	Male	151	33,9
Marital status	Married	341	76,6
	Single	104	23,4
School type	Secondary school	278	62,5
	High school	167	37,5
Educational level	Undergraduate	366	82,2
	Graduate	79	17,8
Seniority	5 years and below	44	9,9
	6-10 years	115	25,8
	11-15 years	106	23,6
	16-20 years	74	16,6
	21-25 years	67	15,1
	25 years and above	40	9
Age group	30 years and under	72	16,2
	31-40 Ages	196	44
	41-50 Ages	146	32,8
	50 years and older	31	7

Data Collection Tools

In the research, data were collected using the Teacher Information Form, the Organizational Culture Scale and the Organizational Commitment Scale. The forms were distributed in print and collected after being filled by volunteer teachers.

Organizational Culture Scale is developed by Glaser et al. (1987) and adapted into Turkish by Öztürk (2015). The Scale consists of 6 sub-dimensions and 31 items. It was adapted in a five-point Likert type and Cronbach's alpha reliability coefficient was calculated as teamwork and conflict .86, school climate and morale 0.93, information flow 0.84, participation 0.90, supervision 0.94, and meetings 0.92. Organizational culture scale; It consists of six sub-dimensions as teamwork and conflict (-1-6), school climate and morale (7-11), information flow (12-15), participation (16-19), supervision (20-26), and meetings (27-31). In this study, confirmatory factor analysis (CFA) of the scale was performed and it was seen that the CFA values were among the acceptable values [x2/df=3.345; GFI=.832; IFI=.915; CFI=.914; RMSEA=.073] (Bayram, 2010; Çokluk et al., 2012). Again for this research, the reliability values of the scale were teamwork and conflict 0.877, school climate and morale 0.924, information flow 0.826, participation 0.905, supervision 0.922, and meetings 0.906; overall reliability was calculated as 0.970.

The Organizational Commitment Scale was developed by Meyer, Allen, and Smith (1993) and adapted into Turkish by Dağlı, Erçiçek, and Han (2018). The Scale consists of 3 sub-dimensions and 18 items. It was adapted in a five-point Likert type and Cronbach's alpha reliability coefficient was calculated as .80 in the affective commitmen sub-

dimension, .73 in the continuance commitment sub-dimension, .80 in the normative commitment sub-dimension, and .88 in the total scale. The scale includes affective commitment (1-6), continuance commitment (7-12), and normative commitment (13-18). Items 3, 4, 5 and 13 in the scale are reverse items and these items were reverse coded. In this study, confirmatory factor analysis (CFA) of the scale was performed and it was seen that the CFA values were among the acceptable values [x2/df=4.247; GFI=.903; IFI=.905; CFI=.904; RMSEA=.086] (Bayram, 2010; Çokluk et al., 2012). Again for this research, the reliability values of the scale affective commitment 0.853, continuance commitment 0.779, and normative commitment 0.804; The overall reliability was calculated as 0.899. When the achieved values are evaluated together, it is understood that the organizational commitment scale used as a data collection tool in the research is a valid and reliable measurement tool. The closer and higher the Cronbach Alpha values are to 1, the more consistent the items in the scale are with each other and with items examining the same feature (Terzi, 2019). When the obtained values are evaluated together, it is understood that the organizational culture and organizational commitment scales used as data collection tools in the research are valid and reliable measurement tools.

In order to determine the school size, the total number of students of the schools where data was collected was taken. For the academic success criterion, High School Entrance Exam ([LGS] HSEE) examaverages of secondary school students and Basic Proficiency Test ([TYT] BPT) averages of high school students were taken. As a measure of academic success, the average of the scores of the students who took the HSEE exam from secondary schools participating in our research in the 2020-2021 academic year, and the average of the scores of the students who took the BPT exam from high schools were obtained from the school administration. In our study, the average scores of LGS (HSEE) of 10 secondary schools and TYT (BPT) of 7 high schools were taken as academic success. There are an average of 620 students in high schools and 725 students in secondary schools. While the BPT average of 7 high schools is approximately 259, the HSEE average of 10 secondary schools is approximately 294.

Analysis of Data

The descriptive, skewness and kurtosis values of organizational culture, organizational commitment, school size and academic success are given in Table 2 before the analyzes are made.

Table 2. *Mean, Standard Deviation, Kurtosis and Skewness of Organizational Culture, Organizational Commitment, School Size and Academic Success*

	M	sd	Skewness	Kurtosis
1-Teamwork	3.783	.747	-.431	.196
2-School cilmate and morale	4.052	.789	-.821	.298
3-Information flow	3.907	.705	-.408	-.072
4-Participation	4.061	.752	-.835	.704
5-Supervision	4.107	.686	-.666	.221
6-Meetings	3.850	.800	-.537	.027
7-Org. Culture total	3.962	.648	-.547	.079
8- Affective commitment	3.967	.761	-.589	-.270
9-Continuance commitment	3.554	.719	-.124	-.064
10-Normative commitment	3.369	.796	.014	-.346
11-Org . Com. total	3.630	.641	-.239	-.081
12-School Size	884	378.114	.557	-.816

13-Academic success	289.530	36.754	.044	-.588

N=445; df=444

Table 2 shows that the skewness and kurtosis values of the organizational culture and organizational commitment scales and school size and academic success are betweeen ±1. It is stated that the data show a perfect distribution when the kurtosis and skewness values are within the range of ±1 (George & Mallery, 2019). Accordingly, it is seen that the scores obtained from the scales show a normal distribution. For the data with a normal distribution, correlation, simple, multiple and hierarchical regression analyses were run. Simple, multiple and hierarchical regression analyzes were performed to determine the combined effects of the independent variables in the study on the dependent variables. Assumptions of regression analysis; *(i)* dependent variable should be equally spaced/proportionate and continuous variable, independent variable should be equally spaced/proportional/categorical, *(ii)* variables should have normal distribution, *(iii)* there should be linear relationship between dependent and independent variables, *(iv)* independent variables should be there should be no multicollinearity between them (v) there should be no extreme values in the observation values, *(vi)* the errors of the estimations should be normally distributed, *(vii)* the variables should be homoskedastic and *(viii)* the errors should be independent from each other (Büyüköztürk, 2011; Can, 2018). The variables in this study are equally spaced and continuous variables. The kurtosis and skewness values of the variables are between ±1 and have a normal distribution. There is a linear relationship between the variables. There is no multicollinearity between independent variables (r<.80; VIF<10; Table 3-4-5-6). Std. Residual values are between ±3.29 and Cook's Distance minimum and maximum values are between ±1, indicating no extreme values. The errors of the estimations are normally distributed (See Appendix [Histogram Chart and P-P Plot Chart]). Variables are covariate (See Appendix [Scatterplots]). When Durbin Watson values are between 0 and 4, the errors are independent of each other (See Table 4-5-6).

Results

The results of the correlation analysis performed to determine the relationship between organizational culture, organizational commitment, academic success and school size are given in Table 3.

Table 3. *Correlation Analysis between Organizational Culture, Organizational Commitment, School Size and Academic Success*

	1	2	3	4	5	6	7	8	9	10	11	12	13
1-Teamwork	1												
2-School climate and morale	,701**	1											
3-Information flow	,655**	,745**	1										
4-Participation	,625**	,768**	,737**	1									
5-Supervision	,606**	,813**	,722**	,830**	1								
6-Meetings	,635**	,710**	,665**	,714**	,738**	1							
7-Org. Culture total	,818**	,908**	,848**	,884**	,907**	,857**	1						
8- Affective commitment	,433**	,600**	,506**	,530**	,543**	,503**	,595**	1					

9-Continuance commitment	,452**	,492**	,447**	,448**	,458**	,430**	,523**	,534**	1				
10-Normative commitment	,509**	,550**	,468**	,454**	,495**	,440**	,562**	,549**	,633**	1			
11-Org. Com. total	,551**	,649**	,560**	,565**	,590**	,542**	,663**	,822**	,847**	,867**	1		
12-School Size	-,097*	-,178**	-,105*	-,095*	-,045	-,112*	-,119*	-,210**	-,134**	-,122*	-,183**	1	
13-Academic success	-,065	,078	-,045	-,027	,069	,055	,018	,159**	-,038	-,092	,010	-,222**	1

*p<.05; **p<.01; Pearson correlation coefficient; "0.01-0.29= low level correlation; 0.30-0.70=moderate correlation; 0.71-0.99=high correlation; 1.00=perfect correlation" (Köklü et al., 2007).

Table 3 shows a positive and high-level relationship between school culture and "teachers' organizational commitment" (r=.663; p<.05). There is a positive and moderate correlation between organizational culture and teachers' organizational emotional (r=.595; p<.05), attendance (r=.523; p<.05) and normative commitments (r=.562; p<.05).

There is a high and positive relationship between teachers' organizational commitment and organizational culture (r=.663; p<.05) and "school climate and morale" (r=.649; p<.05), which are sub-dimensions of organizational culture, "team work and conflict (r=.551; p<.05)", "information flow" (r=.560; p<.05), "participation" (r=.565; p<.05), "control (r=. .590; p<.05)" and "meetings (r=.542; p<.05)" were found to be positive and moderate. There is a significant and high level correlation between organizational culture total score and teachers' emotional (r=.822; p<.05), attendance (r=847; p<.05) and normative commitment (r=.867; p<.05).

A negative and weak correlation was found between school size and organizational culture sub-dimensions and organizational commitment sub-dimensions (p<.05). However, no significant relationship was found between the size of the school and the supervision sub-dimension of the organizational culture (r=-045; p>.05).

There is a positive and significant relationship between academic success and emotional commitment (r=.159; p<.05). Finally, a negative and significant relationship was found between school size and academic success (r=.-222; p<.05).

The regression results regarding the level of organizational culture predicting teachers' organizational commitment are shown in Table 4.

Table 4. *Multiple Regression Analysis of Organizational Culture's Predictions of Teachers' Organizational Commitment*

Independent Variable	**B**	**Std. Error**	**(β)**	**t**	**p**	Tolerance	VIF
Constant	1,345	,185		7,260	,000		
Teamwork and conflict	-,040	,057	-,040	-,703	,483	,446	2,241
School cilmate and morale	,387	,073	,404	5,326	**,000**	,244	4,094
Information flow	,073	,068	,068	1,065	,287	,352	2,841
Partipication	,089	,075	,088	1,177	,240	,253	3,945
Supervision	,043	,089	,039	,487	,627	,218	4,590
Meetings	,099	,058	,105	1,706	,089	,378	2,647
Dependent Variable: Affective Commitment, R=.617; R^2=.380; Adj R^2= .372; F=44.785; p<.05;							
Std. Residual Min=-3.761, Max=2.345; Cook' Distance Min= .000, Max=.178; Durbin Watson=1.859							
Constant	1,273	,190		6,700	,000		
Teamwork and conflict	,157	,059	,162	2,663	**,008**	,446	2,241
School cilmate and morale	,170	,075	,187	2,282	**,023**	,244	4,094
Information flow	,081	,070	,079	1,148	,252	,352	2,841
Partipication	,044	,077	,046	,569	,569	,253	3,945
Supervision	,074	,091	,070	,811	,418	,218	4,590
Meetings	,051	,060	,057	,863	,389	,378	2,647

Dependent Variable: Continuance Commitment, R=.527; R^2=.278; Adj R^2= .268; F=28.103; p<.05							
Std. Residual Min=-3.152, Max=2.786; Cook' Distance Min= .000, Max=.046; Durbin Watson=1.890							
Constant	,655	,201		3,257	,001		
Teamwork and conflict	,248	,062	,232	3,977	**,000**	,446	2,241
School cilmate and morale	,289	,079	,287	3,662	**,000**	,244	4,094
Information flow	,054	,074	,048	,725	,469	,352	2,841
Partipication	-,064	,082	-,061	-,788	,431	,253	3,945
Supervision	,160	,097	,138	1,655	,099	,218	4,590
Meetings	-,001	,063	-,001	-,009	,993	,378	2,647
Dependent Variable: Normative Commitment, R=.582; R^2=.339; Adj R^2= .330; F=37.385; p<.05							
Std. Residual Min=-3.105, Max=2.489; Cook' Distance Min= .000, Max=.066; Durbin Watson=1.821							

According to the regression analysis in Table 4, the "school climate and morale" sub-dimension of school culture significantly predicted teachers' emotional commitment (p<.05), while the other sub-dimensions of school culture (teamwork and conflict, information flow, participation, supervision and meetings) do not significantly predict teachers' emotional commitment (p>.05). It was determined that school climate and morale sub-dimension explained 37% of the total variance in teachers' emotional commitment (R=.617; R^2=.380; Adj R^2= .372; F=44.785; p<.05). School culture "teamwork and conflict" and "school climate and morale" sub-dimensions significantly predicted teachers' attendance commitment (p<.05); it was determined that other sub-dimensions (information flow, participation, supervision and meetings) did not predict significantly (p>.05). Teamwork and conflict and school climate and morale sub-dimensions of school culture were found to explain approximately 27% of the total variance in teachers' attendance commitment (R=.527; R^2=.278; Adj R^2= .268; F=28.103; p<.05). While school culture "teamwork and conflict" and "school climate and morale" sub-dimensions significantly predict teachers' normative commitment (p<.05), other sub-dimensions (information flow, participation, supervision and meetings) do not significantly (p>). 05). It was determined that "teamwork and conflict" and "school climate and morale" sub-dimensions of school culture explained 33% of the total variance in teachers' normative commitment (R=.582; R^2=.339; Adj R^2=.330; F=37.385; p<.05). In other words, school culture that supports school climate and teamwork increases teachers' emotional, normative and attendance commitment to school by positively affecting them.

The results of simple regression analysis regarding the level of school size predicting teachers' organizational commitment are shown in Table 5.

Table 5. *Simple Regression Analysis of School Size's Predictions of Teachers' Organizational Commitment*

Independent Variable	**B**	**Std. Error**	**(β)**	**t**	**p**	Tolerance	VIF
Constant	4,322	,086		49,983	,000		
School size	,000	,000	-,210	-4,513	**,000**	1.000	1.000
Dependent Variable=Affective Commitment; R=-.210; R^2=.044; Adj R^2= .042; F=20.363; p<.05							
Std. Residual Min=-3.243, Max=1.757; Cook' Distance Min= .000, Max=.034; Durbin Watson=1.774							
Constant	3,766	,083		45,233	,000		
School size	,000	,000	-,134	-2,844	**,005**	1.000	1.000
Dependent Varibale=Continuance Commitment; R=-.134; R^2=.018; Adj R^2=.016; F=8.091; p<.05							
Std. Residual Min=-3.167, Max=2.097; Cook' Distance Min= .000, Max=.027; Durbin Watson=1.826							
Constant	3,583	,092		38,840	,000		
School size	,000	,000	-,122	-2,579	**,010**	1.000	1.000
Dependent Varibale=Normative Commitment; R=-.122; R^2=.015; Adj R^2=.013; F=6.653; p<.05							
Std. Residual Min=-3.077, Max=2.124; Cook' Distance Min= .000, Max=.019; Durbin Watson=1.635							

When Table 5 is examined, it is seen that school size significantly predicts teachers' emotional, attendance and normative commitments (p<.05). School size accounted for 4.4% of the total variance in teachers' affective commitment (R=-.210; R^2=.044; Adj R^2= .042; F=20.363; p<.05); approximately 2% of the total variance in continuance commitment (R=-.134; R^2=.018; Adj R^2=.016; F=8.091; p<.05) and 1.5% (R=. -.122; R^2=.015; Adj R^2=.013; F=6.653; p<.05). In other words, school size negatively affects teachers' emotional professional commitment to the school and causes a decrease in emotional commitment. As the number of students in the school increases, the decrease in emotional commitment is followed by attendance and normative commitment and is negatively affected by the size of the school.

The hierarchical analysis results of school size, school culture and teachers' organizational commitment to predict students' academic success are given in Table 6.

Table 6. *Hierarchical Regression Analysis of School Size, Organizational Culture, and Teachers' Organizational Commitment Together Predicting Students' Academic Success*

Model	IndependentVariable	B	Std. Error	(β)	t	p	Tolerance	VIF
1	Constant	307,654	4,167		73,835	,000		
	School size	-,022	,004	-,222	-4,790	**,000**	1,000	1,000
	R=-.222; R^2=.049; Adj R^2=.047; F=22.943; p<.05							
2	Constant	312,936	11,574		27,038	,000		
	School size	-,022	,005	-,223	-4,783	**,000**	,938	1,066
	Teamwork and conflict	-8,934	3,317	-,182	-2,693	**,007**	,445	2,246
	Cilmate	9,299	4,294	,201	2,165	**,031**	,235	4,262
	Information Flow	-8,861	3,956	-,170	-2,240	**,026**	,352	2,841
	Partipication	-12,681	4,359	-,259	-2,909	**,004**	,253	3,950
	Supervision	14,232	5,235	,266	2,719	**,007**	,211	4,731
	Meetings	4,830	3,366	,105	1,435	,152	,377	2,655
	R=.340; R^2=.116; Adj R^2= .102; F=8.177; p<.05							
3	Constant	305,121	12,288		24,830	,000		
	School size	-,020	,004	-,206	-4,501	**,000**	,916	1,091
	Teamwork and conflict	-5,429	3,303	-,111	-1,643	,101	,424	2,361
	Cilmate	8,366	4,292	,181	1,949	,052	,222	4,510
	Information Flow	-8,970	3,853	-,172	-2,328	**,020**	,351	2,853
	Partipication	-14,300	4,252	-,292	-3,363	**,001**	,251	3,978
	Supervision	15,274	5,107	,285	2,991	**,003**	,210	4,772
	Meetings	3,802	3,282	,083	1,158	,247	,374	2,674
	Affective Commitment	12,363	2,929	,256	4,221	**,000**	,518	1,929
	Continuance Com.	-2,673	3,045	-,053	-,878	,381	,537	1,862
	Normative Commitment	-10,666	2,874	-,232	-3,712	**,000**	,494	2,025
	R=.413; R^2=.171; Adj R^2= .152; F=8.943; p<.05							

Dependent Variable: Academic Success: Std. Residual Min=-2.172, Max=2.508; Cook' Distance Min= .000, Max=.042; Durbin Watson=2.027

When Model I given in Table 6 is examined, it is seen that school size predicts students' academic success negatively and significantly (p<.05). School size explains approximately 5% of the total variance in students' academic success (R=-.222; R^2=.049; Adj R^2= .047; F=22.943; p<.05). In other words, as the number of students in the school increases, the academic success of the students is affected.

When Model II is examined, it is seen that school size and school culture's teamwork, school climate, information flow, participation and supervision sub-dimensions together significantly predict students' academic success (p<.05). School size and the teamwork, school climate, information flow, participation and supervision sub-

dimensions of school culture together explain 10% of the total variance in students' academic success (R=.340; R^2=.116; Adj R^2= .102; F= 8.177; p<.05). In other words, while school size and school culture's team and conflict, information flow and participation negatively affect students' academic success, the climate and control sub-dimensions of school culture positively affect them.

When Model III is examined, school size, information flow of school culture, participation and supervision sub-dimensions, and teachers' emotional and normative commitments together predict students' academic success in a meaningful way (p.<05). School size, information flow of school culture, participation and supervision sub-dimensions, and teachers' emotional and normative commitment together explain 17% of the total variance in students' academic success (R=.413; R^2=.171; Adj R^2= .152; F=. 8.943; p<.05). In other words, while the size of the school, the information flow and control sub-dimensions of the school culture and the normative commitment of the teachers negatively affect the academic success of the students, the supervision sub-dimension of the school culture and the emotional commitment of the teachers affect the students positively.

Discussion and Conclusion

In the research, teamwork, school climate, information flow, participation, supervision, and meeting sub-dimensions were found to have a negative and low level important relationship with school size. It has been found that the size of the school has a negative impact on the school culture (teamwork, school climate, information flow, participation, supervision and meeting). As the main reason for this situation, student-based undesirable behaviors are seen more in big schools compared to small schools (Karakütük, Tunç, Güngör, Bülbül, & Özdem, 2006). The research discovered a negative and weakly significant relationship between school size and school culture (teamwork, school climate, information flow, participation, supervision, and meeting sub-dimensions); it has been shown that school size has a negative impact on school culture (teamwork, school climate, information flow, participation, supervision and meeting) (Cotton, 1996). This provides a strong sense of belonging and acceptance, and facilitates the acceptance of new ideas by members of the community. School administrators find the opportunity to regularly visit classrooms and research education in order to spend more time with students and teachers, apart from administrative work. (Cited from Barker & Gump, 1964, Akkalkan, 2009). Small school sizes offer pupils a safer and more supportive environment, improved achievement and graduation rates, less behavioral issues, and a great deal more happiness for families, students, and instructors (Nathan & Thao, 2007). As more students are enrolled, it follows that the school's culture will suffer for the reasons already mentioned. Different numbers varying between 300-1200 are suggested for the ideal school size (Akkalkan, 2009; Karakütük & Tunç, 2004; Özgüler, 2019). However, the size of the school may be affected by factors such as the country's economic situation and education policies, the intense urbanization in some regions, geographical conditions, natural disasters and the education demand of the society.

According to the research, there is a substantial link between teachers' organizational commitment and school culture (teamwork and cilmate in the classroom). It has also been established that school culture has a big impact on instructors' emotional,

normative, and attendance commitments. There is a lot of evidence in the literature reporting that organizational/school culture affects the organizational commitment of education staff (Bozoğlu, 2011; Gülençer, 2017; Köse, 2014; Manyas, 2018; Özgenel, Canpolat, & Yağan, 2020; Türkkan, 2017). In addition, organizational culture reduces teachers' burnout (Elmas, 2019) and organizational alienation levels (Çevik, 2017), while improving organizational creativity (Meriç (2018), teachers' creative thinking dispositions (Ballı & Özgenel, 2021), school effectiveness, teachers' and administrators' performance) positively. It increases by affecting it (Özgenel, Dursun, Yıldız, & Mert, 2021). However, there are many factors that affect organizational commitment positively or negatively. Organizational commitment is affected by the image of the organization (Altun & Özgenel, 2021), the conflict resolution styles of the managers (Yüksel, Özgenel, & Bilgivar, 2022) and the quality of work life (Özgenel, 2021). In addition, as a result of the researches, organizational commitment is determined according to the professional experience (Altun & Özgenel, 2021; Bozoğlu, 2011), age, education level (Özgenel, Parlar, Ataç, Ataç, & Ataç, 2021) and marital status (Altun & Özgenel, 2021) of the employees make significant differencies. The structure and level of organizational culture affect teachers and students. In other words, school culture is an effective factor on school and student outcomes. Organizational commitment is influenced favorably by a good organizational culture. Including instructors in the creation and administration of company culture will boost organizational commitment. The stronger and more positive the organizational culture, the more emotionally attached the teachers are to the school.

When the impact of school size on teachers' organizational commitment is explored in the research, it is shown that the impact is little. The emotional involvement of teachers is badly impacted by the size of the school and declines as a result. Attendance and normative commitment follow, with the size of the school having a negative impact on each. In other words, as student enrollment grows, teachers' dedication to the institution declines. In their research, Karakütük et al. (2014) found that the sense of belonging is influenced by school size, and that it diminishes in large schools. Because there are less opportunities for interpersonal connections and group interactions, instructors' organizational commitment levels decline as the number of pupils in the school rises and unfavorable student behaviors become more common. Given that teachers' organizational commitment boosts academic achievement, it's crucial to maintain a specific level of school size in order to promote teachers' commitment.

One of the research's most significant findings showed that instructors' emotional and normative commitments, school size, and school culture (information flow, engagement, and supervision) together significantly and strongly impact students' academic success. To put it another way, while the size of the school, the information flow and control sub-dimensions of the school culture, and the normative commitment of the teachers all have a negative impact on the academic success of the students, the supervision sub-dimension of the school culture and the emotional commitment of the teachers have a positive impact. It is clear that research looking at the connection between school size and academic success have come to a variety of conclusions. According to Suna et al. (2021), the socioeconomic status of the student has the greatest influence on student achievement, followed by school and class size. According to Kalfa's (2006) findings, there are clear correlations between student academic

achievement and the size of the institution. Akay (2017), states that the effectiveness of the school, the socio-economic structure of the school, the awareness of the teachers and the parents are more effective on academic success than the size of the school. Akkalkan (2009) and Özgüler (2014) and Usta and Şimşek (2014), found similar results in their research: It is stated that the size of the school creates an effective environment for academic success and is advantageous in terms of activities and the richness of educational materials. The points where large schools cause negative results are shown as crowded classrooms, teachers' inability to know students adequately, and problems in discipline. In addition, McMillen (2004) found that the difference in achievement among students is higher in larger schools. According to Nathan and Thao (2007) and Cotton (1996), smaller schools are more conducive to the academic performance of their students. According to Reimer Jones and Eziefe (2011), there is no connection between overall student accomplishment and school size. Demirtaş (2010) and Gezer (2005) found that there was a significant correlation between students' academic success and school culture and that school culture had an impact on students' academic success when the studies done to determine the relationship between school culture and student success were examined. Students' school involvement influences their academic progress, and school culture also has an impact on this (Ceylan & Özgenel, 2021; Ergüç Şahan & Özgenel, 2021; Özgenel & Bozkurt, 2019; Pehlivan & Özgenel, 2020). School culture is created by the school community. This culture also affects the school community. For this reason, teachers are affected by the culture of the school in which they work and students are educated. The fact that school culture influences students' academic success, albeit at a low level, indicates to educators that there are many factors that affect students' academic success at school level, including school culture. School culture directs the behavior of administrators, teachers, students and other employees in a school, guides them on how to act within the school, and provides the socialization of a newly appointed teacher to the school. Teachers, who perceive and adopt the school culture positively, especially increase their emotional commitment to the school and willingly spend more effort to achieve the main goals of the school, thus improving school outcomes, that is, student learning/success. Studies on the relationship between teachers' organizational commitment and students' academic success have not been found. In the literature, it has been seen that there is a need for studies examining the relationship between these two variables. However, it is seen that organizational commitment predicts the performance of employees (Altun & Özgenel, 2021; Özgenel, 2019) and similarly, professional commitment predicts school effectiveness (Özgenel & Koç, 2020). These findings show that teachers' emotional commitment to school produces positive results at the classroom and school level. High emotional commitment of teachers means that they work more selflessly and with a sense of belonging in the schools where they work. For this reason, it allows them to embrace their work, establish more intimate bonds with other teachers, students, parents and administrators, and spend more time on school/class activities. Continuance commitment and normative commitment, on the other hand, prioritize obligation and formality, cause them to see the work done as a duty and to fulfill it. In other words, it can be inferred that teachers with high emotional commitment to school and their profession willingly perform educational activities for students at school and grade levels, perform more for student achievements, and ultimately improve/increase the academic success of students.

The high level of professional performance and success of teachers is closely related to the organizational commitment of teachers. Again, high organizational commitment is an indicator of the extent to which a positive and strong culture at school is internalized by teachers. School culture not only increases teachers' commitment, but also positively affects academic success. In this regard, school administrators need to create a positive and strong school culture and develop strategies to increase teachers' commitment to the school. School size emerges as a factor that negatively affects school culture, teachers' organizational commitment and students' academic success. It can be said that although the Ministry of National Education has built many schools in recent years, it is not enough and the ideal school size has not been reached. For this reason, the Ministry of National Education should produce new policies and initiatives. Since this research was conducted as a cross-sectional study in Tuzla, Istanbul, it limits the generalizability of the findings. For this reason, similar studies in different regions by adding different data collection tools and different variables at the school level will contribute to the expansion of the literature.

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Ethical Statement	* This study was produced from Ertuğrul Güler's master's thesis conducted under the supervision of Mustafa Özgenel. A part of this study was presented as an oral presentation at the IZU Social Sciences Graduate Students Congress. * It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
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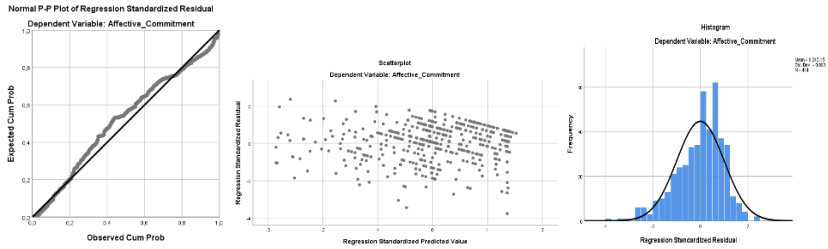
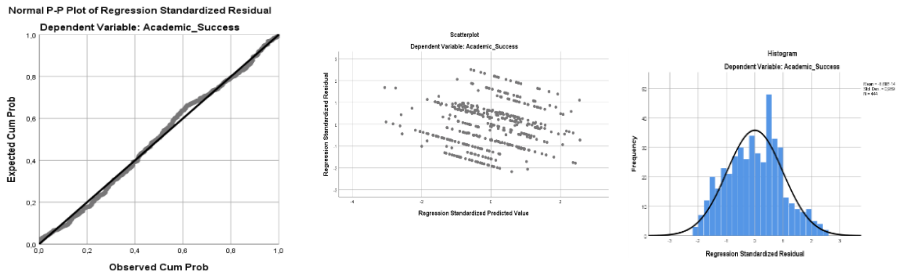
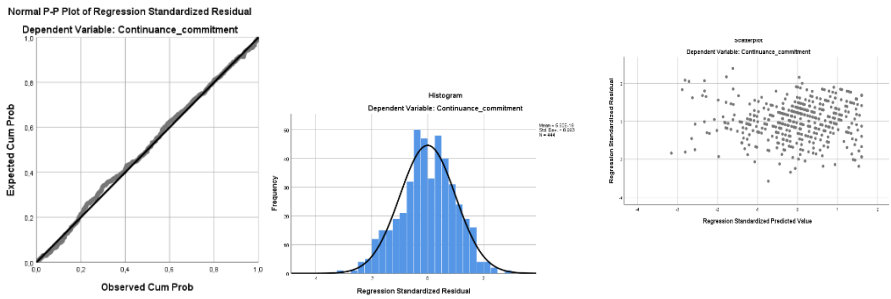
Appendix

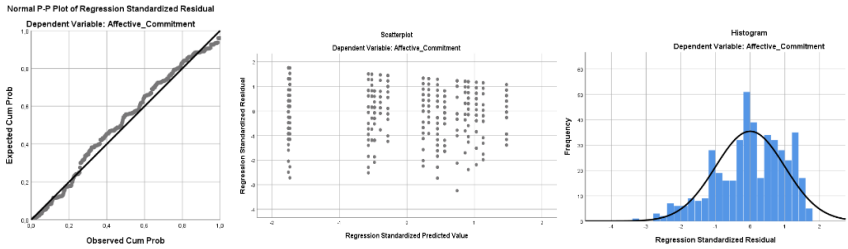
Multiple Regression Analysis Charts

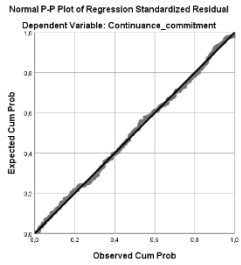


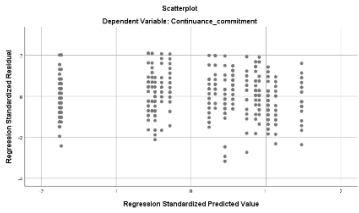


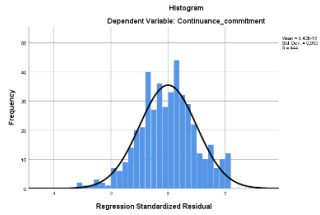


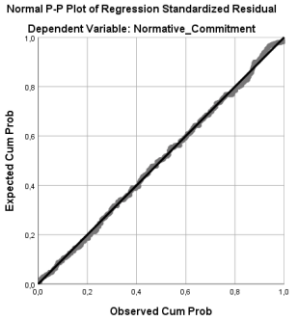
Simple Regression Analysis Charts

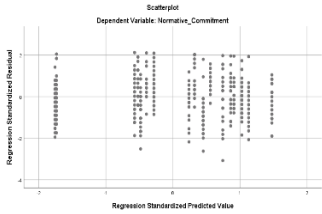


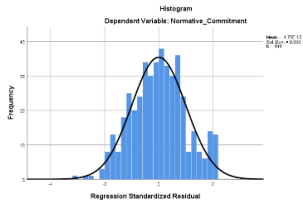
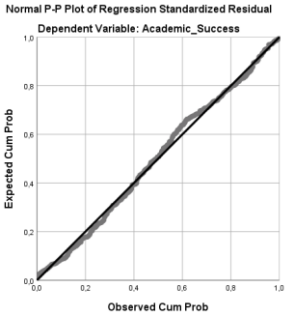
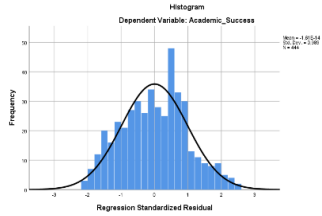












Hierarchical Regression Analysis Charts