TEACHERS' PERCEPTION OF ORGANIZATIONAL CULTURE AND ORGANIZATIONAL COMMITMENT IN TURKISH PRIMARY SCHOOLS

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Abstract:

This study was conducted to investigate organizational culture and organizational commitment perceptions of the primary school teachers in Turkey. Two different scales (Organizational Culture Scale and Organizational Commitment Scale) were used as data gathering instrument. Statistical analyses were utilized to examine the organizational culture and commitment perceptions of teachers in terms of their some demographic factors like gender, teaching levels, marital status, and experience. Correlation analysis was also made to describe the links between subscales of organizational culture and subscales of organizational commitment. The results revealed that primary school teachers' perceptions of organizational culture and organizational commitment vary due to their gender, teaching levels, marital status, and experience. In terms of gender, female teachers perceived more power and supportive culture in their schools. First level teachers expressed more achievement culture and more commitment at identification level than second level teachers. Also, married teachers revealed more achievement and supportive culture and more organizational commitment at identification and internalization levels. Other findings of the study indicated that although more experienced teachers perceived more cultural orientation in all cultural dimensions and more committed to their schools at identification and internalization levels, the less experienced teachers indicated more commitment at compliance level. Finally, as commitment based on compliance positively correlated power and role cultures, and negatively correlated achievement and support culture; commitments based on identification and internalization positively related with achievement and support cultures.

Key words: Organizational culture, organizational commitment, primary teachers, primary schools.

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Introduction

The concept of organizational culture is defined as shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms in organizations (Lund, 2003). Shared meanings, beliefs and values are the main components of the organizational culture and they ultimately shape employees' behaviors in organizations (Rashid, Sambasivan, and Johari, 2003). Organizational

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culture produces norms in the formal structure of organizations, and develops a social system which consists of certain values, beliefs and habits. Thus, employees acquire an organizational awareness as to which behaviors are appropriate in the organization (Halis, 2003).

Organizational culture shapes organizational behaviors and the way things are done in organizations. Moreover it forms the work climate, leadership styles, and work strategies. There are some studies showing that organizational culture, especially innovation culture, increases the organizational performance (De Brentani & Kleinschmidt, 2004) and that organizational culture supports organizational creativity and innovation (Martins & Terblanche, 2003).

Functions of organizational culture can be examined in two dimensions such as an internal integration and a coordination mediator in the organization. In terms of internal integration, organizational culture serves to help newcomers socialize, to determine organizational boundaries, and to create an organizational identity and commitment for employees working in the organization. On the other hand, organizational culture, in terms of organizational coordination, creates reasonable behavior patterns that hold employees together, and forms a social system in an organization (Martins & Terblanche, 2003).

Organizational commitment can be defined as a psychological state that shapes employees' behaviors in organizations. Organizational commitment implies the intention of the employees to continue to work in an organization or not. For example, if an employee continues to work in the organization in both positive and negative circumstances he/she is accepted as a committed employee (Rashid et al., 2003). Since organizational culture determines the employees' attitudes and behaviors in workplaces, it has been investigated widely in organizational literature. These studies have been concentrated generally on the relationships between organizational commitment and those variables like the intention to leave the work, turnover, and absenteeism (Chang, 1999).

Studies indicate that work conditions have a greater impact on employees' work commitment than monetary support given to them (Weiss, 1999; Yee, 1990). At the same time, employees' organizational commitment varies depending on organizational antecedents. For example, work experience and individual characteristics influence affective commitment; perceptions of work alternatives and the cost of leaving the work affect continuance commitment, and the social and cultural orientations of the employees have effects on normative commitment (Clugston et al., 2000).

The present study aims to investigate organizational culture and organizational commitment in educational organizations. The main goal of this study is to describe organizational culture and organizational commitment in primary schools based on Turkish primary teachers' perceptions. Moreover, the

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correlations between organizational culture and organizational commitment are examined in this study.

Conceptual Framework

Organizational Culture

The term of organizational culture has been conceptualized differently by authors since the beginning of the early studies. For instance, Blake and Mouton (1964) used the "organizational climate" term instead of "organizational culture" in administrative literature. Silverzweig and Allen (1976) used "corporate culture" term. The term of organizational culture firstly entered in the USA academic literature with the study of Pettigrew (1979) named as "on studying organizational cultures". In 1980s, organizational culture started to take place in the USA administrative literature as a popular concept. Especially the books "Corporate Cultures" (Deal & Kennedy, 1982) and "In Search of Excellence" (Peters & Waterman, 1982) played very important role in the popularity of organizational culture concept. Thereafter, this concept entered in European administrative literature (Hofstede, Bram, Ohayv, and Sanders, 1990).

Organizational culture reminds an iceberg with its main parts under water (Halis, 2003), or a water lily whit its flower on the surface and its leaves and roots are underneath (Hawkins, 1997). Beyond these two dimensions, organizational culture is also explained in terms of multiple components. For example, Schein (1989), as an antecedent writer on this subject, describes organizational culture in three dimensions, namely artifacts, values, and basic assumptions.

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Descriptions on the concept of organizational culture may be summarized in two different approaches; process-oriented approach and classification approach. In the process-oriented approach organizational culture is accepted as a continuous recreation of shared meanings (Lim, 1995). On the other hand, the classification approach tires to describe organizational culture in some ideal types. For example, Hofstede (1980; 1993) classifies organizational culture in five dimensions reflecting the power distance, uncertainty avoidance, individualism/collectivism, masculinity/femininity, and short-term/long-term time orientations of employees. Similarly, Handy (1981) classified organizational culture in four dimensions as power, role, achievement, and individual. Handy made this classification by modeling Harrison's (1975) classification on "organizational ideologies" and compared these dimensions to the ancient Greece Gods; Zeus, Apollo, Athena, and Dionysus. Later on, Pheysey (1993) pursued the former studies made by Harrison (1975) and Handy (1981) and classified organizational cultures as power culture, role culture, achievement culture, and support culture.

Organizational culture classifications made by Pheysey and Handy are similar: Power culture overlaps with power distance orientation, achievement culture is similar to individualism orientation, support culture is related to

femininity orientation, and role culture is associated with uncertainty avoidance orientation (İpek, 1999).

Studies indicate that organizational culture interacts with organizational characteristics like vision and mission statement, organizational environment, instruments to achieve organizational objectives, organizational images, management and leadership styles and interpersonal relationships in organizations (Martins & Terblanche, 2003). For example, a study carried out in Portugal has important implications for the relationship between organizational culture and personal attributes of teachers (Flores, 2004). The results indicated that beginner teachers perceived more competition cultures and less collaboration culture in their schools. The results also showed that beginner teachers were disinterested in and insensitive toward their schools. Thus, they were reluctant to participate in any school-related study and had a "laissez-faire" attitude.

Narsap (2006) investigated organizational cultures of the secondary schools in Turkey. The results revealed that, secondary school principals perceived stronger and more positive organizational culture than the teachers working in these schools. Another difference revealed in this study was between male and female teachers. Male teachers reported themselves to be more collaboration oriented; female teachers expressed that they are more dependent on the official rules and procedures in secondary schools. Also, both the beginner and female teachers stated that they did not trust their colleagues.

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Holt & DeVore (2005) pointed out the relationships between organizational culture and conflict management in their study. The results indicated that, to manage conflict, force was resorted to in individual cultures whereas the conflict resolutions like withdrawing, compromising, and problem solving were generally used in collectivist cultures. Moreover, females generally preferred compromising in conflict resolution while males preferred using force so as to solve their conflicts in individual cultures. On the other hand Silverthorne (2004) investigated the relationships between organizational culture, job satisfaction and organizational commitment in Taiwan. The results showed that organizational culture had significant effects on job satisfaction and organizational commitment; bureaucratic culture brought about low job satisfaction and commitment, whereas innovation and support cultures were linked to high job satisfaction and commitment.

Organizational Commitment

Commitment is considered as a work attitude reflecting employees' work involvement and intention to continue to work in the organization. From this point of view, organizational commitment is defined as a psychological bond with which the employees display their involvement in the work, loyalty to the organization and confidence in the organizational values (O'Reilly, 1989). Organizational commitment is also defined as psychological strength of an individual's attachments to the organization (Lahiry, 1994; O'Relly III & Chatman 1986). This

concept implies those behaviors of the employees in their organizational life; a) belief in and acceptance of organizational goals and values, b) voluntary efforts for the organization, and c) desire to maintain organizational membership (Cited in Rashid et al., 2003; Elizur & Koslowsky, 2001):

There are some classifications made to investigate organizational commitment. Generally, three types/dimensions of organizational commitment are mentioned in these classifications. The common three classifications have been usually used in the studies made on organizational commitment. These classifications were made by Etzioni (1975), Meyer and Allen (1991), and O'Reilly & Chatman (1986). There are many citations related to these classifications in Turkey (Bayram, 2005; Gül, 2002; Oktay & Gül, 2003; Balay, 2000).

Etzioni (1975) classified organizational commitment in three dimensions such as moral, calculative/instrumental, and alienative commitments. There are some studies on organizational commitment using Etzioni's classification (Penley & Gould, 1988; Jernigan et al., 2002). A linear/continuum model is used in this classification. While moral commitment takes place at positive point; alienative commitment takes place at negative point of this continuum. On the other hand calculative/instrumental commitment takes place at the middle point as neutral. The employee feeling himself/herself under the organizational pressure perceives a contradiction between his/her goals and the organizational goals and an alienative commitment occurs. If an employee satisfies his/her drives, he/she feels calculative/instrumental commitment in the organization. The employee internalizing the standards and values of the organization feels moral commitment in the organization (Cited in Balay, 2000).

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Meyer's and Allen's (1991) classification is also threefold as affective, continuance, and normative commitments. Organizational commitment is described as a psychological state that reflects the desires, needs and obligations of the employees by Meyer and Allen (1991) In their classification, desire implies affective dimension of organizational commitment while need corresponds with the continuance dimension and obligation displays the normative dimension of organizational commitment.

O'Reilly and Chatman (1986), also examine organizational commitment in three levels; compliance, identification, and internalization (Cited in O'Reilly, 1989; Balay, 2000; Balcı, 2000). Employees aim to reach particular rewards and potential gains and sanctions guide their attitudes and behaviors at the compliance level of organizational commitment. At the identification level, employees share organizational values and find them intrinsically rewarding and congruent with their own values (O'Reilly, 1989). On the other hand, the commitment at internalization level requires longer time to occur in organizations. Employees accept organizational values and norms as their own values and norms cordially at this level of the organizational commitment (Balcı, 2000).

Organizational commitment studies generally have been made in relation to individual features such as gender, tenure, income, and marital status; or to some organizational variables like organizational culture and values, and organizational size. There also have been many studies to examine the effects of organizational commitment on job satisfaction, performance, absenteeism, and turnover. The results of all these studies demonstrate that organizational commitment has positive effects on job satisfaction and performance, while it correlates negatively with turnover and absenteeism in organizations (Jernigan et al., 2002; Chang, 1999; Lok & Crawford, 1999; Uyguç & Çımrın, 2004; Chen, 2006).

The result of the study made on organizational commitment indicates that commitment of the employees could be predicted from gender and work values (Elizur & Koslowsky, 2001). Kwon and Banks (2004) reported a meaningful relationship between organizational commitment and gender. They expressed that females were more committed than males and organizational commitment was also affected by the size of the organization. However, Durna & Eren (2005) exposes that organizational commitment is not differentiating significantly based on gender; however, age and tenure have positive and significant effects on the affective and normative commitments of the employees. Moreover, the results showed that married employees demonstrate significantly more commitment than single ones.

Females and males exhibit different behaviors and interpret the behaviors differently they observed in their organizational life. The roots of this distinction may be related to the games they had played during their childhoods. Boys prefer the games which are played in large and hierarchical groups and there are winners and losers of the game at the end. However, girls prefer the games played jointly and friendly in smaller groups. Boys compete for power and statutes, but girls don't behave in that manner in games (Cooper & Lewis, 1995).

Since classical organizations are masculine oriented, females working in these organizations feel less job satisfaction and organizational commitment when compared to males. On the other hand, females working in organizations oriented towards collaborative culture perceive more job satisfaction and organizational commitment than males because the feelings of maternity motivate females to collaborative works in organizational life (Jandeska & Kraimer, 2005).

There are also some studies made on organizational commitment aiming to explore the relationship between organizational commitment and organizational citizenship behaviors (Lund, 2003; Gürbüz, 2006; Ünüvar, 2006). Gürbüz (2006) observed a positive and significant relationship between affective commitment and organizational citizenship behaviors of the employees. Ünüvar (2006) also evidenced a significant relationship between organizational commitment and organizational citizenship behaviors.

Chen (2006) studied organizational commitment among employees of the Taiwanese Airlines and the results revealed an interaction between organizational

commitment and the intentions of the employees to leave the work. The results indicated that employees who are single and getting low salaries had higher scores on the intention to leave the work. A study aiming to describe organizational commitment among teachers pointed out the relationship between organizational commitment and tenure. The study indicated that teachers with longer tenure fit their schools better than teachers with shorter tenure (Ostroff and Rothausen, 1997). Generally, beginner teachers feel commitment at compliance level because they may not adapt to schools in terms of organizational norms and values; hence, they may strategically comply with the norms and rules of the school (Flores, 2004). Another study conducted by Shaw and Reyes (1992) showed that teachers working in primary schools were more committed than teachers working in secondary schools.

Organizational commitment has also been studied in Turkish schools (Yılmaz, 2009; Balay, 2007; Balay, 2000). O'Reilly and Chatman's (1986) organizational commitment classification has generally been used in these studies. For example, Balay (2007) examined the relationship between organizational commitment and conflict management styles in Turkish primary schools. The results showed that male teachers have higher commitment scores at compliance level than female teachers, and older teachers demonstrate more organizational commitments at identification and internalization levels when compared with younger teachers. On the other hand, Yılmaz (2009) experienced a significant relationship between organizational commitment, job satisfaction, and organizational creativity.

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The Relationship between Organizational Culture and Organizational Commitment

Since cultural components such as norms, values, attitudes, and leadership behaviors have effects on organizational commitment, organizational commitment may be accepted as the reflection of organizational culture (Peterson & Martin, 1990; Shaw & Reyes, 1992). Also, there must be an interaction between these two concepts (Glazer, Carole, and Short, 2004). Antecedent researchers on organizational culture, namely Deal and Kennedy (1982) and Peters and Waterman (1982), pointed out to the effects of organizational culture on performance and commitment in organizations (Cited in Lok & Crawford, 1999). On the other hand, there have been studies indicating that the employees with normative value orientations feel greater commitment to their organizations (Shaw and Reyes (1992); and advocating that subcultures determine of employees' commitments in organizations (Look and Crawford (1999).

Lok and Crawford (1999) experienced that innovative and supportive cultures have positive effects on organizational commitment whereas bureaucratic culture affects organizational commitment negatively. Moreover, Clugston et al. (2000) observed positive correlations between two organizational orientations, namely uncertainty avoidance and power distance, and two levels of organizational

commitment, continuance commitment and normative commitment. Similarly, Alamur (2005) studied organizational culture and commitment among research assistants in Turkey and observed a positive relationship between organizational culture and organizational commitment. Moreover, Tiryaki (2005) also found a significant correlation between organizational culture and organizational commitment perceived by municipal employees in Turkey. On the other hand, Terzi and Kurt (2005), in their study examining the relationship between leadership behaviors of school principals and organizational commitment of teachers; they determined the democratic leadership behavior as the strongest predictor of organizational commitment in Turkish primary schools.

Despite the large number of studies on organizational culture and organizational commitment respectively, there are not so much studies on the relationship between these two concepts. Some recent studies in Turkey only emphasized the correlation between organizational culture and organizational commitment (Look and Crawford, 1999; Lahiry, 1994; Clugston et al., 2000; Alamur, 2005; Tiryaki, 2005; Terzi and Kurt, 2005).

In the light of this information, the aim of this study is to investigate the organizational culture and the organizational commitment beyond their general concepts. In other words, the first aim is to study the relation between organizational culture (power, role, support, achievement) and organizational commitment (compliance, identification, internalization) based on their sub dimensions. The second aim is to investigate some demographic variable such as, gender, teaching level, marital status and job tenure of primary school teachers on the base of sub dimensions of organizational culture and organizational commitment.

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Aims and Research Questions

This study aims to describe organizational culture and organizational commitment perceptions of primary school teachers in Turkey. Following research questions are formulated in order to reach this main objective:

1. How do primary teachers perceive organizational culture and organizational commitment in their schools?

2. Do primary teachers' perceptions on organizational culture and organizational commitment differentiate significantly due to their genders, teaching levels, marital status and teaching experiences?

3. Is there any correlation between the perceptions of primary teachers on organizational culture and organizational commitment dimensions?

Method

Participants

Eight years compulsory education ought to be carried out in primary schools without any interruption in Turkey. This compulsory education overlaps with primary education. Primary education comprises two levels; five years first level and three years second level. First level teachers are called as class teachers and they teach the same students for five years. On the other hand, at the second level of the primary education, courses are carried out by the teachers called as branch teachers.

This study was conducted on teachers working in primary schools settled in the city centre of Şanlıurfa. Şanlıurfa is a province in the Southeastern edge of Turkey and there are 64 primary schools separated to five educational areas in the city center. The study sample was determined by selecting randomly three primary schools from each educational area. As a result, 15 primary schools constituted the study sample. There were almost 600 teachers working in these 15 primary schools. Data gathering instruments were sent to all of these teachers and they were asked to respond the instruments voluntarily. From 430 returned instruments (rate of return is %71), 415 instruments were found usable for data analysis (sample represents 72 per cent of the population).

Data Gathering Instruments

Two data gathering instruments were used in this study. The first instrument, *organizational culture scale,* was previously developed by İpek (1999) and the second one, *organizational commitment scale*, was previously developed by Balay (2000). Organizational culture scale involves four dimensions as subcultures of *power*, *role*, *achievement*, and *support* while three dimensions, *compliance*, *identification*, and *internalization*, constitute organizational commitment scale. The items in both instruments were rated on a five-point Likert scale ranging from disagree (1) to strongly agree (5). In the organizational culture scale, a sample item for power culture is "everything is kept under control in this school"; a sample item for role culture is "formal relationship is common in this school"; a sample for achievement culture is "academic achievement is appreciated and supported in this school", and a sample for support culture is "Everybody feel proud of being in this school". On the other hand, in the organizational commitment scale a sample item for compliance level is "I think it is too hard to follows the rules in this school"; a sample item for identification level is "I am proud of being a member of this school"; and a sample item for internalization level is "I think I can sacrifice everything for this school". Data gathering instruments also involve some questions to clarify the personal features of the participants as gender, teaching level, marital status, and experience.

The factor analysis made on data collected by organizational culture scale in recent application revealed that each item in all subculture dimensions produced

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factor loadings above .40 whereas they produced factor loadings above .30 in 1999 application. On the other hand, the variances explained by cultural dimensions/subscales are 33 per cent for power culture, 36 per cent for role culture, 40 per cent for achievement culture, and 60 percent for support culture. The variances explained by cultural dimensions in 1999 application were 31, 30, 35, and 53 per cent for each dimension respectively. Cronbach's Alpha reliability of the items used for statistical analysis is 0.65 for power culture, 0.72 for role culture, 0.83 for achievement culture, and 0.92 for support culture, whereas they were 0.60 for power culture, 0.69 for role culture, 0.78 for achievement culture and 0.90 for support culture in 1999 application.

The factor analysis on organizational commitment scale revealed that each item in all organizational commitment dimensions/levels produced factor loading above .40 in both recent and 2000 applications. The variances explained by organizational commitment dimensions/subscales are 36 per cent for compliance level, 53 percent for identification level, and 55 per cent for internalization level in recent study. On the other hand, Cronbach's Alpha reliabilities of the items used for statistical analysis are 0.70 for compliance level, 0.86 for identification level, and 0.91 for internalization level in recent study. Organizational commitment scale produced similar results in both recent and 2000 application in terms of factor loadings, the variances explained and Cronbach's Alpha reliability scores.

Data Analysis

Data analyses were made through SPSS for windows. First of all, the means responding each subscale of organizational culture and organizational commitment were computed. Computed means were compared in terms of described demographic variables of participants by using t-test, Mann-Whitney U test and one-way ANOVA. Also Scheffe test was made in order to determine the sources of significant inter-groups differences. Finally the organizational commitment subscales, namely compliance, identification, and internalization, were tried to intercorrelated with organizational culture subscales, namely power, role, achievement and support cultures, by utilizing correlation analysis.

Results

Findings on Primary Teachers' Perceptions about Organizational Culture and Organizational Commitment

Primary teachers' perceptions on organizational culture and organizational commitment were described in terms of means and standard deviations. The results showing these perceptions were tabulated below (Table 1).

Table 1: Teachers' Perceptions on Organizational Culture and Organizational Commitment

Scale	Subscales	N	$\overline{X}$	Sd
Organizational culture	Power culture	415	3.41	.669
	Role culture	415	3.36	.579

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		N		
	Achievement culture	415	3.33	.752
	Support culture	415	3.61	.869
Organizational commitment	Compliance	415	1.91	.671
	Identification	415	3.29	.921
	Internalization	415	3.84	.766

The perceptions of primary school teachers on organizational culture and organizational commitment were described by the calculation of the arithmetic means for each subscale in both scales. As it may be seen at Table 1, primary school teachers perceived orderly support culture ($\overline{X}$=3.61), power culture ($\overline{X}$=3.41), role culture ($\overline{X}$=3.36), and achievement culture ($\overline{X}$=3.33) in terms of organizational culture. On the other hand, the primary teachers perceived organizational commitment orderly at internalization ($\overline{X}$=3.84), identification ($\overline{X}$= 3.29) and compliance ($\overline{X}$= 1.91) levels. These results revealed that primary school teachers perceived all of four organizational culture dimensions at modest levels, while they particularly perceived organizational commitment at internalization level. Primary teachers also partially perceived organizational commitment at identification level whereas they rarely perceived organizational commitment at compliance level.

Gender Effects on the Perceptions of Organizational Culture and Organizational Commitment

Primary school teachers' perceptions of organizational culture and organizational commitment were compared by t-test according to their gender (Table 2).

Table 2: Effects of Gender on the Perceptions of Organizational Culture and Organizational Commitment

Scale	Subscales	Gender	N	$\overline{X}$	sd	t	p
Organizational culture	Power culture	Female	164	3.52	.642	2.659	.008
		Male	251	3.34	.678		
	Role culture	Female	164	3.34	.552	-.498	.618
		Male	251	3.37	.597		
	Achievement culture	Female	164	3.37	.688	.785	.433
		Male	251	3.31	.791		
	Support culture	Female	164	3.71	.751	1.955	.051
		Male	251	3.54	.934		
Organizational commitment	Compliance	Female	164	1.89	.587	-.620	.535
		Male	251	1.93	.721		
	Identification	Female	164	3.32	.845	.675	.500
		Male	251	3.26	.969		
	Internalization	Female	164	3.88	.674	.846	.398
		Male	251	3.82	.820		

Table 2 demonstrates that based on gender, the primary teachers' perceptions of organizational culture differ significantly only in the power culture dimension. As seen in Table 2, the level of power culture female teachers perceived in their schools was higher than that male teachers perceived. This result revealed that, in the opinion of female teachers, power culture is evident in their schools. Primary school teachers' perceptions of other organizational culture dimensions did not differ significantly based on their gender. However, female teachers perceived relatively more support culture than male teachers. This result supports the notion that females are more oriented towards collaboration than males (Jandeska and Kraimer, 2005).

As shown in Table 2, primary teachers' perceptions of organizational commitment did not vary significantly in any level of organizational commitment based on gender. This result shows that female and male teachers have similar perceptions related to organizational commitment in primary schools they work.

Effects of Teaching Levels on the Perceptions of Organizational Culture and Organizational Commitment

Primary school teachers' perceptions of organizational culture and organizational commitment were compared by t-test based on the grade level taught, and the results are tabulated below (Table 3).

Table 3: The Effects of Teaching Levels on the Perceptions of Organizational Culture and Organizational Commitment

Scale	Subscales	Level	N	$\overline{X}$	sd	t	p
Organizational culture	Power culture	Level 1	268	3.40	.688	-.522	.602
		Level 2	147	3.43	.635		
	Role culture	Level 1	268	3.35	.599	-.543	.587
		Level 2	147	3.38	.542		
	Achievement culture	Level 1	268	3.40	.729	2.454	.015
		Level 2	147	3.21	.780		
	Support culture	Level 1	268	3.64	.842	1.175	.241
		Level 2	147	3.54	.916		
Organizational commitment	Compliance	Level 1	268	1.89	.646	-.803	.436
		Level 2	147	1.95	.714		
	Identification	Level 1	268	3.37	.941	2.554	.011
		Level 2	147	3.13	.867		
	Internalization	Level 1	268	3.88	.780	1.255	.210
		Level 2	147	3.78	.7373		

Level 1: Class teachers, Level: 2: Branch teachers

As shown in Table 3, primary school teachers' perceptions of organizational culture vary only in the dimension of achievement culture based on the levels they teach. Teachers teaching at the first level of primary education perceived their schools as more achievement oriented ($\overline{X}$ =3.40) than teachers teaching at the

second level of primary education ($\overline{X}$ =3.21) did. As to organizational commitment at identification level, a significant difference was observed depending on the teaching level. First level primary teachers reported higher levels of organizational commitment ($\overline{X}$ =3.37) at identification level than the second level primary teachers ($\overline{X}$ =3.13). Primary teachers' perceptions of organizational commitment did not diverge at compliance and internalization levels according to their teaching levels. These results indicate that the first level primary teachers are more achievement culture orientated and feel more commitment at identification levels than the second level primary teachers.

Effects of Marital Status on the Perceptions of Organizational Culture and Organizational Commitment

Primary school teachers' perceptions of organizational culture and organizational commitment were compared by Mann-Whitney U test based on the criterion of marital status (Table 4).

Table 4: The Effects of Marital Status on the Perceptions of Organizational Culture and Organizational Commitment

Subscales	Marital Status	n	$\overline{X}$	Mean Rank	Sum of Ranks	U	p
Power culture	Married	345	3.40	206.87	71371.50	11686.5	.670
	Single	70	3.44	213.55	14948.50		
Role culture	Married	345	3.37	211.32	72906.00	10929.0	.210
	Single	70	3.29	191.63	13414.00		
Achievement culture	Married	345	3.37	214.44	73982.50	9852.5	.015
	Single	70	3.12	176.25	12337.50		
Support culture	Married	345	3.65	213.68	73719.00	10116.0	.032
	Single	70	3.37	180.01	12601.00		
Compliance	Married	345	1.88	203.21	70106.00	10421.0	.070
	Single	70	2.07	231.63	16214.00		
Identification	Married	345	3.36	216.97	74853.50	8981.5	.001
	Single	70	2.93	163.81	11466.50		
Internalization	Married	345	3.91	218.21	75283.00	8552.0	.000
	Single	70	3.51	157.67	11037.00		

Since marital statuses of the primary teachers were not distributed normally, their perceptions in the dimensions of organizational culture and organizational commitment were compared by Mann-Whitney U test. As seen in Table 4, teachers' perceptions differ significantly in the dimensions of achievement and support cultures and in the levels of identification and internalization. These results show that married teachers perceive a higher level of achievement and support culture orientation and feel higher organizational commitment at identification and internalization levels than single teachers in primary schools.

Effects of Teaching Experience on the Perceptions of Organizational Culture and Organizational Commitment

Primary school teachers' organizational culture orientations and organizational commitment perceptions were compared using ANOVA in terms of experience (the number of years of classroom instruction conducted by each teacher), and the results are tabulated below (Table 5).

Table 5: The Effects of Teaching Experience on the Perceptions of Organizational Culture and Organizational Commitment

Subscales	Experience	N	$\overline{X}$	sd	df	F	p	Sch effe
Power culture	1-5 years	99	3.35	.676	411	4.351	.005	III-IV
	6-10 years	114	3.44	.624				
	11-20 years	101	3.26	.655				
	20 + years	101	3.58	.692				
Role culture	1-5 years	99	3.24	.561	411	10.030	.000	I-IV
	6-10 years	114	3.29	.564				II-IV
	11-20 years	101	3.30	.579				
	20 + years	101	3.62	.538				III-IV
Achievement culture	1-5 years	99	3.05	.712	411	8.400	.000	I-III
	6-10 years	114	3.28	.807				I-IV
	11-20 years	101	3.46	.692				
	20 + years	101	3.53	.702				
Support culture	1-5 years	99	3.30	.908	411	7.296	.000	I-III
	6-10 years	114	3.58	.868				I-IV
	11-20 years	101	3.68	.825				
	20 + years	101	3.85	.794				
Compliance	1-5 years	99	2.07	.673	411	4.577	.004	I-III
	6-10 years	114	1.88	.731				
	11-20 years	101	1.74	.584				
	20 + years	101	1.98	.642				
Identification	1-5 years	99	2.79	.784	411	21.976	.000	I-II
	6-10 years	114	3.20	.869				I-III
	11-20 years	101	3.39	.922				I-IV
			3.76	.851				II-IV
	20 + years	101						III-IV
Internalization	1-5 years	99	3.55	.757	411	11.360	.000	I-III
	6-10 years	114	3.77	.766				I-IV
	11-20 years	101	3.92	.721				II-IV
	20 + years	101	4.14	.705				

I: 1-5 years, II: 6-10 years, III: 11-20 years, IV: 20 years and more

Table 5 demonstrates that both the organizational culture orientations and organizational commitment perceptions of primary teachers significantly differ on

the basis of experience. The results reveal that the means corresponding to primary teachers' orientations on each organizational culture dimension increase as their teaching experience increases. On the other hand, for teachers having less teaching experience, higher mean scores were found on compliance level of organizational commitment; whereas for more experienced teachers, higher mean scores were found at identification and internalization levels of organizational commitment.

The Scheffe test used with ANOVA indicates that the primary teachers in 11-20 years experience group perceive less power culture orientation ($\overline{X}$ =3.26) than primary teachers having 20 years or more of teaching experience ($\overline{X}$ =3.58). Primary school teachers having experience of 20 years or more also perceive more role culture orientation ($\overline{X}$ =3.62) than teachers in the other three experience groups. At the same time, primary school teachers having 11-20 years and 20 years and more experience report higher achievement and support culture orientations than the teachers in 1-5 years experience group.

Regarding the organizational commitment levels, Scheffe test results show that the teachers having less than 5 years of experience perceive higher organizational commitment at compliance level ($\overline{X}$ =2.07) than the teachers having 11-20 years of experience ($\overline{X}$ =1.74). However, teachers in 1-5 years experience group feel less committed at identification level than the teachers in other experience groups. At the same time, teachers in the 20 years plus experience group express that they perceive higher organizational commitment at identification level than teachers in 6-10 years and 11-20 years experience groups. At the internalization level of organizational commitment, teachers in 20 years plus experience group state more commitment at internalization level ($\overline{X}$ =4.14) than teachers in 1-5 years and 6-10 years experience groups. Moreover, the primary teachers having 11-20 years of experience express more commitment ($\overline{X}$ =3.92) than 1-5 year experienced teachers ($\overline{X}$ =3.55).

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In brief, ANOVA results measuring the effect of experience on primary teachers' perceptions of organizational culture and organizational commitment indicate that organizational culture orientations of primary teachers increase as their teaching experience increases. On the other hand, primary teachers' perceptions of organizational commitment at identification and internalization levels flourish as their teaching experience increases. However, the lower their perception of organizational commitment at compliance level the less teaching experience they have.

The Correlations between Subscales of Organizational Culture and Organizational Commitment

The correlation coefficients between the perceptions of the primary teachers on organizational culture and organizational commitment subscales were measured and the results were tabulated below (Table 6).

Table 6: Correlation Coefficients between Organizational Culture and Organizational Commitment Subscales (N=415)

	1	**2**	**3**	**4**	**5**	**6**	**7**
1. Power culture	1						
2. Role culture	.49**	1					
3. Achievement culture	.29**	.17**	1				
4. Support culture	.31**	.19**	.79**	1			
5. Compliance	.03	.14**	-.40**	-.43**	1		
6. Identification	.21**	.13**	.60**	.61**	-.42**	1	
7. Internalization	.26**	.20**	.58**	.61**	-.41**	.68**	1

** Correlation is significant at the 0.01 level

As seen in Table 6, the opinions of primary school teachers were significantly and positively correlated in all organizational culture subscales at 0.01 significant level. A weak correlation was found between power culture and role culture (r= .29; p< 0.01); achievement culture and support culture (r = .31; p< 0.01). As power culture moderately correlated the role culture (r= .49; p< 0.01); a strong intercorrelation was found between achievement culture and support culture (r= .79; p< 0.01). In addition, a moderate and negative relation was observed between compliance based organizational commitment and commitments based on identification and internalization (r= -.42 and r = -.41; p< 0.01). Commitment based on identification and commitment based on internalization show a substantial and positive intercorrelation (r= .68; p< 0.01). Moreover, as significant but, low positive relation was found between commitment based on compliance and role culture (r= -.14; p< 0.01); compliance based organizational commitment moderately and negatively correlated the achievement and support cultures (r= -.40 and r= -.43; p< 0.01). Finally, achievement and support organizational cultures near to a high level and positively correlated the organizational commitments based on identification and internalization (r= .60 and r= .61; r= .58 and r= .61; p< 0.01).

Discussion

The primary purpose of the present research is to describe the organizational culture and organizational commitment in primary schools. Our analysis in this study pointed out several important implications.

Firstly our study clearly indicated that teachers perceive support, power, role and achievement cultures in their schools respectively. Our study revealed that primary schools do not have a distinct or a dominant organizational culture, on the contrary, they share overall cultural tendencies near to each other to a certain extend. Another outstanding result is that, of all organizational cultures, teachers in their schools perceive support culture at most and achievement culture at lowest level. As current results highly coincided with previous studies of İpek (1999), Sönmez (2006) and Terzi (2005), from the cultural arrangement point of view, these studies are differentiated from each other. For instance, the research by İpek

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(1999) arranged organizational cultures as power, achievement, role and support cultures; Sönmez (2006) listed them as role, power, support and achievement cultures, and Terzi (2005) set out them as power, achievement, role and support culture respectively.

In the present study, our findings clearly indicate that teachers show a moderate organizational commitment to their schools at identification and internalization levels and low organizational commitment at compliance level. This result supported the previous result of study by Balay (2000). In his study Balay (2000) observed organizational commitment based on internalization at high, commitment based on identification at moderate and commitment based on compliance at low level in secondary schools.

Traditional organizations are known as male-dominated, and it is assumed that females working in such organizations have lower job satisfaction and organizational commitment than males (Jandeska & Kraimer, 2005). In contrast, females working in the organizations oriented towards collaborative culture are assumed to have higher job satisfaction and organizational commitment than males because motherhood feelings lead to females participating in collaborative activities (Jandeska & Kraimer, 2005). The results of the present study support both assumptions. They indicate that female teachers perceive more power culture orientation than male teachers in primary schools. At the same time, they experience more support culture orientation than their male colleagues. However, primary teachers' perceptions of organizational commitment, as revealed by the present study, were not at variance according to their gender. This result supports Durna and Eren (2005) who found that organizational commitment did not vary due to gender. However, the conclusion of the present study that gender differences are not influential on primary teachers' perceptions of organizational commitment contradicts with another study (İşcan, 2006) which indicated that males feel significantly more organizational identification than females, and with Kwon and Banks's study (2004) revealing that females feel significantly higher organizational commitment than males.

The present study shows that, based on the grade level they teach, organizational commitment of the primary teachers differs statistically. Primary teachers teaching the first grade level feel higher organizational commitment at identification level than those teaching the second level of primary education. This result supports the findings of Shaw and Reyes (1992), who observed that primary school teachers were more committed to their schools than secondary school teachers. This might be explained by the fact that the primary teachers teach the same group of students throughout five consecutive grade levels; in other words, as mentioned earlier in the section describing the participants, they work as class teachers. On the other hand, teachers working at the second sublevel of the primary education teach only in their own branches like the teachers working in secondary schools. Therefore, class teachers may have more responsibility for their

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classrooms and jobs and perceive higher commitment than branch (second sublevel) teachers. A class teacher has all the responsibility for his or her first level classroom whereas a branch teacher shares responsibilities with other branch teachers.

With respect to the grade level primary school teachers teach, the present study also shows that teachers working at the first grade level (class teachers) perceive less cultural orientation at power and role culture dimensions and less organizational commitment at compliance level than the teachers working at second level (branch teachers). However, class teachers experience more achievement and support culture orientations and have more organizational commitment at identification and internalization levels than branch teachers. In brief, these results show that class teachers experience more achievement and support cultures and feel more organizational commitment at identification and internalization levels than branch teachers.

The present study also indicates that primary teachers' perceptions of organizational commitment do not differ significantly at compliance level based on marital/civil status. However, at identification and internalization levels, married teachers stated significantly higher organizational commitment than single teachers. These results support the previous findings that married employees feel significantly more organizational commitment than single employees (Durna & Eren, 2005) and that single employees express significantly stronger intention to leave the work than married ones (Chen, 2006). As mentioned in organizational literature, organizational commitment has negative effects on employees' intention to leave the work (Chen, 2006; Chang, 1999; Uyguç & Çımrın 2004). Since organizational commitment at compliance level implicates the lower level of organizational commitment, it may be concluded that single teachers are more likely to intend to leave their jobs.

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The previous studies indicated that beginner teachers' perceptions of school culture and leadership styles used in primary schools affect their self evaluation of their teaching activities. For example, Flores (2004) found that beginner teachers perceived more balkanization and competition culture and less collaborative culture in Portugal schools. Also they stated that beginner teachers felt the pressure of bureaucratic control and unwritten and implicit school rules. Revealing that beginner teachers perceive more role culture orientation in their schools than more experienced teachers, the present study seems to confirm the results of the previous studies. Moreover, beginner teachers perceive less achievement and support culture than experienced teachers.

Ostroff and Rothausen (1997) stated that teachers with longer tenure accommodate to their schools better than the teachers with shorter tenure. The present study also confirms this finding. The results of the present study show that, although beginner teachers feel less commitment at compliance level than more experienced teachers, organizational commitment perceptions of teachers increase

at identification and internalization levels among teachers with longer tenure. This finding also supports the previous studies indicating that not only employees' perceptions of identification but also their organizational commitment at affective and normative dimensions become stronger as their tenure increases (İşcan, 2006; Durna & Eren, 2007). On the other hand, Balay (2007), who carried out his study among primary schools in Şanlıurfa, used a sample similar to the one in the present study, and he observed that organizational commitment of primary school teachers become stronger with age. Since age can be associated with tenure, the results of the recent study may confirm the results attained by Balay (2007). However, with respect to tenure, the findings of the present study contradict with that carried out by Shaw and Reyes in 1992, which indicated that the teachers with shorter tenure are more committed to their schools than the teachers with longer tenure. Indeed, the present study reveals that beginner teachers do not feel commitment for their schools due to their intrinsic values and beliefs; they feel commitment to their schools strategically at compliance level as previously stated by Flores (2004).

Finally, as it was emphasized in the literature, tendencies regarding power and role cultures reflect the traditional/authoritarian organizational approaches whereas, disposition related to achievement and support cultures reflect the contemporary organizational understanding. On the other hand, as compliance level of organizational commitment seems to be an important aspect of traditional/authoritarian organizations, commitment based on identification and internalization are considered as strong characteristics of modern organizations. Intercorrelation analysis which was utilized to designate the relation between organizational commitment and organizational culture confirmed these inclinations. Because, not only a positive relation was observed between commitment based on compliance and power and role cultures which are the reflections of traditional organizations, but also a negative relation was observed between commitments based on compliance and achievement and support culture which reflect the contemporary organizational applications. In the same way, a positive relation was pointed out between commitments based on identification and internalization and achievement and support cultures which are the substantial aspects of modern organizations.

Conclusion and Implications

This study has some particular contribution and limitations for organizational literature. The study examines organizational culture and organizational commitment in Turkish primary schools. The study also examines the association between primary teachers' perceptions on organizational culture and organizational commitment. The results revealed significant correlations between organizational culture and organizational commitment. For example, positive correlations were observed between contemporary organizational culture dimensions, achievement and support culture, and organizational commitment at identification and internalization levels, while organizational commitment at compliance level

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correlated negatively with achievement and support culture. Moreover the findings indicated that female teachers perceive more power and support culture while organizational commitment perceptions of primary teachers do not vary significantly according to gender.

The results also revealed that martial status of the primary teachers have significant effects on primary teachers' perceptions about organizational culture and organizational commitment; married primary teachers perceived more achievement and support culture and felt more commitment at identification and internalization levels than single teachers in their schools. The effect of experience on organizational culture and organizational commitment is another important contribution of this study to school organization literature. The result indicated that teacher experience has positive effects on organizational commitment at identification and internalization levels and on all organizational culture dimensions while it has negative effect on organizational commitment at compliance level. Finally, this study also revealed an intercorrelation between teaching level and teachers' organizational culture and organizational commitment perceptions. Teachers teaching at first level (from grade 1 to grade 5) perceived more achievement culture and felt organizational commitment at identification level than those teaching at second level (from grade 6 to grade 8).

This study has also some limitations. Firstly, this study was conducted on primary school teachers. Further studies may be conducted at secondary and higher educational levels. Secondly, this study aimed to investigate the correlation between organizational culture and organizational commitment. Other studies may be performed to examine the relationships between organizational culture and other organizational concepts like organizational citizenship, self efficacy, burnout, job satisfaction, and stress. The relationships among organizational commitment, organizational citizenship, self efficacy, burnout, job satisfaction, and stress may also been investigated. Finally, advanced statistical analyses like MANOVA, covariance, regression, and meta-analysis may be used in those proposed studies.

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