The Significance of Corporation Culture in Increasing Organizational Performance (Example of Sports High Schools in Turkey)

By

[1]*Yunus Emre Karakaya*, [2]*Sebahattin Devecioğlu*, [3]*Atalay Gacar*

[1]Department of Physical Education and Sport Teacher, Faculty of Sport Sciences, University of Firat, Elazig,
[2] Department of Sport Management, Faculty of Sport Sciences, University of Firat, Elazig,
[3]Department of Recreation, Faculty of Sport Sciences, University of Firat, Elazig, TURKEY.

Abstract

The purpose of this study is to emphasize the significance of corporation culture in increasing the organizational performance in sports high schools in Turkey. "Competing Values Model (CVM)" scale, which was developed by Cameron and Quinn (2006) and later translated into Turkish and authentically validated by Kılıç (2010), was employed to designate the opinions of the study group. The sample group consists of 114 actively working teachers in sports high schools from the cities of Sivas (23 teachers), Giresun (19 teachers), Trabzon (14 teachers), Uşak (13 teachers), Diyarbakır (13 teachers), İstanbul (11 teachers), Erzincan (10 teachers), Elazığ (6 teachers) and Hatay (5 teachers). In the analysis of data, frequency and percentage calculations were performed to demonstrate the distribution of the social-demographic variables. In terms of the mean points of the scale, the t-test was performed to evaluate the differentiation levels according to independent variables and a one-way analysis of variance (ANOVA) was employed in the analysis of the means of more than two groups. Kruscal Wallis and Mann-Whitney U test was performed for non-parametric values. As a result of the study, meaningful differences were observed in education level, age and service time in school variables in the clan sub-dimension of CVM scale. In the sub-dimensions of adhocracy and hierarchy, meaningful differences were observed in service year variable. In the market sub-dimension, no meaningful difference was observed according to variables. In the overall analysis of the study findings, it was concluded that the study group generally expressed positive opinions for the statements and the organizational culture in sports high schools is at a satisfactory level.

Keywords: *Organizational Culture, Teachers, Sports High Schools, Turkey.*

1. Introduction

Culture appears in the information system of individuals and is shaped during childhood and later consolidated throughout the lifetime (Thomas, et al. 2003: 454). Social scientists emphasize on the functional definition of culture, which has describable, measurable and sustainable qualities, as the shared manners, values, beliefs and behaviors of a group of people. They also state that culture is a concept which has restrictive applications and suggest that while culture has inclusionary qualities, it has exclusionary qualities, too (Tormina, 2008: 86; Rutherford, 2001: 372).

The concept of organizational culture has its roots based on the disciplines of anthropology and sociology. Within the framework of these two disciplines, two different approaches of operational-functional approach (cultures emerges from collective behavior) and interpretative-semiotic approach (culture is based on individual interpretations and cognitions) were included. Goffee and Hones (2002: 35) described the organizational culture as "*the common values, symbols, beliefs and behaviors of an institution, in other words, a corporation, department, and team*". Additionally, Daft (2003: 88) described organizational culture as the set of key values, standards, norms, beliefs and understandings shared by the members of the organization.

There are different approaches to the topic of classifying the organizational culture (Übius and Alaş, 2009: 92; Gregory, et al. 2009: 674).Cameron and Quinn (2006) explain the cultural structures in organizations with four different cultural structures. These four different culture structures were named as

Hierarchy, Market, Clan and Adhocracy. Hierarchy culture is usually reflected in formal and built-up workplaces.In this type of cultures, procedures are determinative in people's actions. Market culture focuses on the external environment rather than internal events. In clan cultures, the reason why societies like these are called "Clan Culture" is their similarities to family type organizations. Clan type organizations include shared values and purposes, coalescence, participation and the we-feeling. Adhocracy culture emphasizes on innovativeness and leadership in today's conditions which have excessive uncertainty and changing states (Cameron and Quinn, 2006: 38, 43).

The aims of education organizations depend more on cognitive, psychomotor and affective developments in compliance with human nature rather than being mainly based on values. This property of the education system arises the need to provide an organization environment which is appropriate for the system to work and human nature during the system's operation period (Bursalıoğlu, 1987). Education organizations, unlike other organizations, serve people directly. The activities in this organization depend on the intensive interaction and communication among the individuals in the organization and organizational culture originates in this type of environments (Erdem and İşbaşı, 2001). This organization is separated and differentiated from other operations and public organizations in terms of purpose and function. The property of education organizations and its management, which differentiates it from other organizations is its individuality. Education is to share the responsibility forthe education aspect of all other organizations. The analysis of organizational behaviors in education organization is more substantial compared to other organizations. This is because the materials to schools are people and a person's development depends on an education within a strong school culture (Arslan, et al., 2005: 453, 455). The most functional part of the education system, schools, and their organizational culture not only affect themselves and their personnel but also affect the society which is a superior system. The most significant and obvious property of the school is that the material it works on is people who both comes from society and goes to society (Bursalıoğlu, 2000). Schools have a particular property in terms of culture. In fact, schools are organizations which create a culture all by themselves. Schools both create a culture in themselves and hands the existing social culture down from generation to generation (Çelik, 2002). In this regard, Peterson and Deal (2002) express that school culture comprises of deep values, belief patterns, and traditions which are shaped by the course of history. Additionally, Heckman (1993) states that school culture lies within the common beliefs of students, teacher and administrators. Within this scope, in Turkey, sports high schools commenced education under the management of the Ministry of National Education in 2004. These education facilities are schools which provide 4 years of sports education and instruction. Students are educated in compliance with their interests, desires, and talents with a core knowledge and skills acquisition orientation and individuals who are successful in their own fields are raised. The students are prepared for higher education programs which are related to sports. They are raised to be contributing individuals to Turkish arts, culture, and sports. It is provided that students are raised as individuals who adopt sports discipline and fair play (Ministry of Education, 2016).

The aim and the Significance of the Study
One of the factors that provides the simultaneous function of administrators and teachers is school culture. The values and norms of the schools ensure that school personnel works together. The higher the values and the norms in a school, the possibility of school personnel's working together becomes higher. Within this scope, the aim of the study is to emphasize the significance of school culture in increasing the organizational performance in sports high schools in Turkey. In this aim's context, it was attempted to determine the meaningful differences in organizational culture and sub-dimensions of teachers who are working in sports high schools in Turkey.

The determination of opinions of teachers who work in sports high schools on the matter of organizational culture will contribute to efforts to increase the quality of education in sports high schools. Particularly, determining the opinions of the teachers who work in these sports education facilities will contribute tothe raising of individuals who are qualified in the high degree in both professional and sports

sectors. Furthermore, the recent establishment of sports high schools in Turkey and the lack of studies in sports education facilities made this study significant.

2. Methodology

The main block of this study comprises of teachers who work in sports high schools in Turkey. The sample group of the study includes 114 teachers (72 male teachers, 42 female teachers) who work in sports high schools from the cities of Sivas (23 teachers), Giresun (19 teachers), Trabzon (14 teachers), Uşak (13 teachers), Diyarbakır (13 teachers), İstanbul (11 teachers), Erzincan (10 teachers), Elazığ (6 teachers) and Hatay (5 teachers).

"Competing Values Model (CVM)" scale, which was developed by Cameron and Quinn (2006) and later translated into Turkish and authentically validated by Kılıç (2010), was employed to determine the organizational culture in these sports education facilities. In the study by Kılıç 2010, it was determined that the Cronbach's alpha reliability coefficient of CVM scale was .956. The CVM scale comprises of 4 dimensions as Clan (6 statements), Adhocracy (6 statements), Market (6 statements), and Hierarchy (6 statements). The rating intervals of CVM consist of "Strongly Disagree" (1,00-1,174), "Disagree" (1,75-2,49), "Agree" (2,50-3,24), "Strongly Agree" (3,25-4,00) matters.

The acquired data were statistically analyzed by using SPSS 17,0 package software. The results of the reliability analysis of CVM in Cronbach's Alpha coefficient were determined as Clan .873, Adrochacy .734, Market .745 and Hierarchy .839. The overall Cronbach's Alpha coefficient of CVM scale was determined as .826. Frequency and percentage calculations were performed to demonstrate the distribution of the study group, according to socio-demographic variables. In terms of the mean points of the scale, a t-test was performed to evaluate the differentiation levels according to independent variables and a one-way analysis of variance (ANOVA) was employed in the analysis of the means of more than two groups. Kruscal Wallis and Mann-Whitney U test was performed for non-parametric values. Additionally, LSD test was performed to find out the source of the differentiation when the results were statistically meaningful. The statistically meaningfulness degree Alpha (α) error rate was regarded as $p > 0.05$.

3. Results and Findings

In accordance with the aims of the study, the findings and results acquired from the teachers who work in sports high schools in Turkey are demonstrated in the table below.

Table 1.*The analysis results of the study group, according to education levels*

Scale	Education Level	n	Mean	SD	U Test	p-Value
Clan	Undergraduate	96	3.262	0.872	-2.071	0.038*
	Post Graduate	18	3.703	0.712		
Adhocracy	Undergraduate	96	3.153	0.852	-1.581	0.114
	Post Graduate	18	3.472	0.712		
Market	Undergraduate	96	3.201	0.678	-1.724	0.085
	Post Graduate	18	3.481	0.676		
Hierarchy	Undergraduate	96	3.568	0.633	-0.637	0.524
	Post Graduate	18	3.666	0.613		

SD= Standard Deviation   *p<0.05

In Table 1., in the variable of educationlevel of the study group, it is determined that statistically meaningful differences exist in the sub-dimension of clan culture. In this sub-dimension, it was determined that teachers who had a post-graduate education expressed their opinions more positively compared to who had an undergraduate education.

Table 2. *The analysis results of the study group, according to age distribution*

Scale	Age	n	Mean	SD	F	p-Value	LSD Test
Clan	21-30	21	3.047	0.947	3.648	0.029*	2>1,3
	31-40	71	3.497	0.730			
	41 and above	22	3.068	1.058			
Adhocracy	21-30	21	3.111	0.798	1.170	0.314	-
	31-40	71	3.293	0.798			
	41 and above	22	3.003	0.981			
Market	21-30	21	3.246	0.716	0.599	0.551	-
	31-40	71	3.289	0.657			
	41 and above	22	3.106	0.744			
Hierarchy	21-30	21	3.476	0.753	0.635	0.532	-
	31-40	71	3.634	0.597			
	41 and above	22	3.522	0.611			

SD= Standard Deviation   *$p<0.05$

In Table 2., in the variable of age, it is determined that statistically meaningful differences exist in the age interval of 31-40 in clan culture. The teachers in this group expressed their opinions more positively compared to the teachers in other groups (ages of 21-30 and 40 and above).

Table 3. *The analysis results of the study group, according to professional service time*

Scale	Professional Service Time	n	Mean	SD	X^2	p-Value
Clan	0-5 years	11	3.454	0.785	4.315	0.365
	6-10 years	35	3.271	0.938		
	11-15 years	39	3.427	0.679		
	16-20 years	23	3.079	1.066		
	21 years and above	6	3.805	0.609		
Adhocracy	0-5 years	11	3.197	0.670	3.737	0.443
	6-10 years	35	3.161	0.881		
	11-15 years	39	3.350	0.747		
	16-20 years	23	2.937	0.999		
	21 yearsand above	6	3.527	0.627		
Market	0-5 years	11	3.348	0.397	3.882	0.422
	6-10 years	35	3.190	0.836		
	11-15 years	39	3.381	0.511		
	16-20 years	23	3.007	0.751		
	21 yearsand above	6	3.416	0.720		
Hierarchy	0-5 years	11	3.606	0.396	3.521	0.475
	6-10 years	35	3.534	0.747		
	11-15 years	39	3.675	0.560		
	16-20 years	23	3.449	0.682		
	21 yearsand above	6	3.750	0.431		

SD= Standard Deviation   *$p<0.05$

In Table 3., in the variable of professional service time, it was determined that no statistically meaningful difference exists in the organizational culture.

Table 4. *The analysis results of the study group, according to school service time*

Scale	School Service	n	Mean	SD	X^2	p-Value	U Test
Clan	0-5 years	82	3.404	0.787	6.801	0.033*	1>2 2<3
	6-10 years	27	2.993	1.001			
	11 years and above	5	3.966	0.720			
Adhocracy	0-5 years	82	3.231	0.816	7.048	0.029*	2<3
	6-10 years	27	2.977	0.855			
	11 years and above	5	3.966	0.681			
Market	0-5 years	82	3.252	0.696	4.871	0.088	-
	6-10 years	27	3.129	0.627			
	11 years and above	5	3.766	0.607			
Hierarchy	0-5 years	82	3.585	0.629	7.249	0.027a*	1<3 2<3
	6-10 years	27	3.451	0.581			
	11 years and above	5	4.266	0.494			

SD= Standard Deviation   *p<0.05

In table 4., in the variable of school service, it is determined that statistically meaningful differences exist in the teacher group which is in 6-10 years. It was observed that the teachers in this group agreed less with the statements compared to the other groups. In the hierarchy sub-dimension, meaningful differences were determined in the 11 years and above group. It was observed that the teachers in this group agreed less with the statements compared to the other groups.

Table 5. *The analysis results of the study group, according to branches*

Scale	Branch	n	Mean	SD	X^2	p-Value
Clan	Physical Education	24	3.131	1.032	2.356	0.502
	Music	20	3.541	0.889		
	Painting	16	3.562	0.727		
	Other Branches	54	3.274	0.796		
Adhocracy	Physical Education	24	2.944	1.007	3.079	0.380
	Music	20	3.299	0.968		
	Painting	16	3.520	0.663		
	Other Branches	54	3.189	0.727		
Market	Physical Education	24	3.152	0.701	2.916	0.405
	Music	20	3.376	0.826		
	Painting	16	3.468	0.524		
	Other Branches	54	3.172	0.653		
Hierarchy	Physical Education	24	3.527	0.611	3.529	0.317
	Music	20	3.518	0.738		
	Painting	16	3.833	0.547		
	Other Branches	54	3.558	0.615		

SD= Standard Deviation   *p<0.05

In Table 5., in the variable of branch, it was determined that no statistically meaningful difference exists in the organizational culture.

4. Discussion

Below, the results of teachers who work in sports high schools in Turkey according to organizational culture.

In the variable of *education level* of the study group, it was observed that statistically meaningful differences existed in the sub-dimension of clan culture (Table 1).The teachers who had a post-graduate education responded to statements more positively. The reason for that was thought to be the fact that

these teachers evaluated the developments in a more positive way and with a wider perspective. In contrast to this study, Koçman (2005) and Aslan (2008) reported in their study that the education level of the personnel did not affect their sense of organizational culture.

In the variable of *age* of the study group, it was observed that statistically meaningful differences existed in the group of 31-40 years in the sub-dimension of clan culture (Table 2). The teachers in this group expressed their opinions more positively compared to the teachers in other groups. The reason for this group's different perception compared to other groups was interpreted to be the fact that these teachers were in the middle of their profession and they could observe the organization more variously and had higher expectations. In the study by Oğulluk (2010: 128), similar results were also reported.

In the variable of *professional service time* of the study group, it was observed that no statistically meaningful difference existed, according to organizational culture (Table 3). This finding was also confirmed in the study by Koçman (2005), Aslan (2008) and Esinbay (2008). In contrast to these findings, Arslan, et al., (2005: 465) reported that there were significant differences between various sub-dimensions of organizational culture and participation rates to the activities practiced according to professional service years of teachers who work in primary schools. Additionally, Terzi (2005: 434) reported that teachers who had 10 years or more of a professional service time thought that the schools they were working at were more duty oriented.

In the variable of *school service time* of the study group, it was observed that statistically meaningful differences existed in the sub-dimensions of Clan, Adhocracy, and Hierarchy (Table 4). The reason for this finding was interpreted as the long working time in schools affected the teachers' opinion in a more positive way. Narsap (2006) reported similar results in their study. Narsap (2006), in the study named "Organizational Culture in General and Vocational High Schools", reported that teachers who had worked in the same school for a long time thought that administrators had a tendency to perceive teachers more positively compared to the teachers who joined the school recently. In contrast to these findings, some studies reported that organizational culture sense did not differ according to the school service time (İra, 2004; Aslan, 2008; Oğulluk, 2010: 125).

In the variable of *branch* of the study group, it was observed that no statistically meaningful difference existed, according to organizational culture (Table 5). Other studies also reported similar results (Esinbay, 2008; Aslan, 2008). In contrast to these studies, Oğulluk (2010; 129) reported meaningful differences in organizational culture sense according to branches. Arslan, et al. (2005: 464) reported in their studies reported significant differences in secondary schools according to branches.

In the studies, in the sub-dimensions of Clan (Education Level, Age and School Service Time), Adhocracy (in the School Service Time variable) and Hierarchy (in the School Service Time variable) had meaningful differences. In other studies, it was determined that Adhocracy and Clan Cultures had positive effects in quality management applications in various organizations (Dellana& Richards, 1999; Al-Khalifa & Elaine, 2001). Zu et al. (2009) reported in their study that Clan and Market cultures had effects on their study groups and Hierarchy culture did not have an effect on quality applications.

In conclusion, it was observed that the opinions of teachers who worked in sports high schools in Turkey were generally positive. In order to enhance the organizational culture in sports high schools and introduce it into the environment, teachers who work in sports high schools in Turkey should take greater responsibilities.In order to establish an effective school culture, communications should be ensured between the elements which constitute the organization. Within this scope, school administrations should arrange informative meetings for teachers. Thus, Schools performances and productivities can be increased by establishing a better school culture on teachers. In addition to teachers who work in sports high schools, parents' opinions should be considered in establishing a school culture. In this regard, an

informative meeting may be arranged for both students and parents by school administrations. In Turkey, Sports High Schools' organizational identities should be enhanced by closely studying various organizations and institutions which provide sports educations in regards to accreditation and program development applications. The organizational cultures of those sports education institutions should be developed according to lower and upper systems which are included in the entiresports education system.

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