

## **The School Culture Predictor Of Organizational Commitment Of Elementary And Secondary Vice (Yalova Sample)**

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### **Extensive Summary**

#### **1. Introduction**

Organization is transformed into cooperation with the joint efforts of the people. People only failed to accomplish their work early, they form organizations to solve the problems they can not solve alone (Özdemir, 2000, p. 18).

Commitment is a topic discussed in many studies, "Madiran an emotional directed against a specific asset." Mayer and Allen (1984, p. 373) the commitment of a similar approach, "identification with a social one" Mowday et al (1982, p. 26) are defined. A more detailed description of the "power that pushes individuals to act for a particular purpose," Mayer and Herscovitch (2001, p. 301) have identified as loyalty.

Swyner (1986) argues that the definition of school culture is a way of life formed in school when school is forming interactions of individual shares, over time features of the school's history and schools that provide the formation of a culture of the school in the creation of the school culture, as well as schools of other factors director and deputy director of the falls an important role expected of the vice-principals and principals for it; their consistent, talented, they are innovative and are supporting positive initiatives, school principals and deputy heads, to share with the expectations of students and teachers and provide them to the functioning of the schools their attention, promoting the creation of a positive culture at the school has a place (Balci, 2002, p. 187-188).

School principals and vice-principals should be able to respond to the school creating a school culture and society's expectations, "How can a culture?" Constitute the answer to the question of school organization in the analytical community with other members and how it should be the culture to be created, should establish a common strategy with the school's stakeholders.

This study based on this data, it is quite an important place of the relationship between the concepts of organizational commitment and organizational culture, primary and secondary school deputy heads examined the relationship between organizational commitment levels and perceptions of school culture has revealed the results.

## 2. Method

Determining the relationship between organizational commitment and the school culture to help Method Manager, which is the size of the school culture, it is important to see that which is associated with dimensions of organizational commitment to this study, the managers in decision-making positions on education, school principals, and especially managers looking to apply for help you can provide some evidence organizational commitment and not be seen in the results of a study of the school culture for primary and secondary screening area deputy, is expected to make a significant contribution to the research literature. The director continued beyond a superficial commitment to the kind of help the school's commitment to the effectiveness of normative and affective commitment species thought to be important, is expected to make a significant contribution to the literature of the results of research.

The deputy director of the findings obtained in this study to determine the relationship between organizational commitment and the school culture, which is associated with the size of the school culture dimensions of organizational commitment, which is thought to be important in terms of bringing together scientific.

In this context, the research will seek to answer the following questions:

1. How is the deputy director of the elementary and secondary levels and perceptions of organizational commitment to the school culture?
2. Primary and secondary school vice principal of age, gender, experience, is there a significant relationship between marital status and branches of organizational commitment levels and perceptions of school culture?
3. Primary and secondary school principals' perceptions of school culture Does the help predict significant organizational commitment?

In this study, the survey model, primary and secondary schools, deputy director of the task they make the relationship between organizational commitment levels and perceptions about the culture of the school has been examined Research dependent affective deputy director of the variable, continue and create normative commitments Arguments success of the school culture, support functions and the bureaucratic dimension Support success and task-oriented is a positive thought to be associated with affective and normative commitment level of the deputy director of a school culture. However, it is not considered sufficient to establish a cause-and-effect relationship between the dependent and independent variables available research findings, the relationship between the variables in the research and predictive levels of the independent variables were examined.

The population of the study, in 2013-2014 academic year, Yalova Province Directorate of National Education centers located within district boundaries and working in 109 primary and secondary schools has created 81 assistant principals. At the end of the 81 principal assistant 50 (61.83%) was reached. That the entire universe was not achieved sample.

Research the data collection tool consists of two parts. In the first part, the deputy director of research participants by sex, age and duties are included demographic information, such as length of service in the schools. In the second part, Organizational Culture and Organizational Commitment Scale to determine the perception of the school's organizational culture scale was used to measure organizational commitment.

In order to solve the sub-problems in the study by determining the arithmetic mean value of the items in each subscale score was calculated for that factor. Assays were carried out for this factor scores. Pearson Product Moment Correlation between variables in the calculation of correlation coefficients ( $r$ ) were used. However, the dependent variable to determine the level of independent variables predictive Multiple Linear Regression Analysis was conducted. The interpretation of the regression analysis, the standardized beta ( $\beta$ ) coefficients and their significance with regard to the "t" test results are taken into account. Discrete variables unrelated to detect differences in cases where the two-category (independent) Group "t" test was used. Discontinuous variable was three or more cases Student-t to determine the differences between the mean scores according to the continuously variable Test and One-way analysis of variance (ANOVA) procedures were performed.

### 3. Findings and Conclusions

The assistant director of the school confirms the idea that culture is an important predictors of organizational commitment. Emotional commitment level of deputy director ( $X = 3.43$ ) and normative commitment level ( $X = 2.91$ ), continuance commitment ( $X = 2.75$ ) showed higher than that.

Elementary and middle school assistant principals, school culture in terms of the size of the task culture ( $X = 3.76$ ), while the size detected at the highest level, the size of the bureaucratic culture of evaluation at the lowest level ( $X = 2.91$ ), respectively.

Important results of the study can be summarized as follows:

2. Emotional attachment to the deputy director and was found to be higher than the normative commitment continuance commitment.
3. The duties and continuing commitment to the culture and emotional help and support managers in the schools surveyed are perceived as more dominant culture.
4. The emotional and continuing commitment of the men's deputy, success and bureaucratic culture subscales said that significant than the female counterpart.
5. Provision increases continued commitment and support of culture said that the increase in the lower dimensions.
6. In this research result continued commitment of married deputy director said to be higher than in the study single to help.
7. The deputy director emotional commitment, continuance commitment and normative commitment variables task culture, culture of success, support culture and bureaucratic culture can be said to describe the dimensions of a third.
8. In the study, 1 br increase in organizational culture, is expected to cause an increase in organizational commitment 0.523 br.