THE IMPACT OF SCHOOL VALUES AND CULTURE ON ADMINISTRATION

Kıymet Alioğlu Malatyalı
Primary teacher
TRNC Ministery Of National Education, Primary Education Department
kiymetalioglu80@gmail.com
https://orcid.org/0009-0001-5462-3567

ABSTRACT
The main purpose of this study is to evaluate the impact of organizational values and organizational culture of schools on leadership. The main purpose of the research is to conduct a comprehensive literature review on this topic. We examine the meaning of the organization and the concepts and symbols associated with the organization, the details of the stories and narratives of the organization, and their importance for the organization and management according to the structure and functioning criteria of the organization. In the research, organizational symbols, companies and stories, which are the basis of organizational values and rituals, are examined and their meaning and nature in terms of the organization and management are tried to be revealed. The research was conducted within the scope of a qualitative research design to evaluate the organizational values and rituals of the organization.
Keywords: Value, Culture, School, Impact

Introduction

Value has a central place in the fields of education, social sciences, management and behavioral sciences, and the study of attitudes and behaviors. Therefore, although there are different approaches to values among different social science disciplines, there is a consensus on the importance of values. Values can be social, cultural, personal, institutional, organizational or group values (Nabella et al, 2022).

Managing the organization according to values has a great role in achieving the goals of the organization. Because it is stated that employees who think that there is a harmony between the values of the organization and the values of the individual and whose values are respected and cared by the manager will work more efficiently. It is emphasized that the priority of values in the organization will create a positive organizational environment and contribute to achieving organizational goals (Singh et al, 2021).

An effective school aims to improve the performance of the organization, to reveal deficiencies and take the necessary measures to eliminate them, to improve the quality of education and to correct the factors that constitute learning. In this context, it is important to manage the school according to values. The main purpose of effective values-based school management is to motivate individuals, develop their skills and help them in the changes that may occur.

Organizational culture, which is at the center of organizational life, has been one of the most fundamental subjects of both academic and educational research as well as management practices. In this context, culture is at the center of management in an organization and plays an important role in understanding organizational processes, social events, processes and behaviors (Alvesson, 2012).

Through organizational culture, people perceive the difference between the organization they are a part of and their environment. Organizational culture, which develops a sense of identity and commitment in members, is also a source of stability. In addition, organizational culture acts as a social glue that helps maintain organizational unity. Finally, organizational culture has the ability to guide and shape the attitudes and behaviors of its members. Thus, organizational culture functions as a control mechanism (Syakur et al., 2020). In this study, it was aimed to examine the organizational values and organizational culture of the school as an organization according to the perceptions of teachers and school administrators.

Values in Education Management

Educational administration is a science that deals with the co-formation of educational science and management and is the application of management science in the field of education (You et al., 2017). It is stated that the educational process can only be talked about if there is a specific value system and a specific goal in the management of educational activities. It is important that the person who directs education has a strong belief in the philosophy of education, systematizes his/her values, assumes responsibility for achieving the goals of the institution, and that his/her behaviors in management and decisions for the organization are consistent.

All open system organizations have a value system. The value system of the organization enables the organization to achieve its goals and gain acceptance (Gardner, 2001). In the open systems model, the culture of fulfilling the obligations of the structure ensures that the organization works efficiently and systematically, balances, harmonizes and coordinates with each other. Managers are the ones who will be responsible for choosing among various options and what the outcome will be . What administrators do is affected by their personal values (Vurgun & Öztop, 2011). The values of educational institution administrators are a determining factor in their status, behavior and position in the educational institution. When the management system is in accordance with the existing values, the objectives of the management system, the technology of the socio-cultural system and the production system, new values should be created and introduced, and the society should move forward with the organization.

One of the organizational characteristics of the school is the existence of different values in the school and the conflicts between them. One of the important tasks of the school is to reconcile and equalize the conflicting values both in the external environment and in their own environment (Wegner, 2006). At this stage, the task of the principal is to bridge the gap between the values of the school and the values of people and the environment. By school administrators actively communicating with their environment, the possible disconnect between the school and the environment will be eliminated and conflicts that may arise can be minimized.

For all areas it is necessary to specify which values are important and which should be implemented. What is important in this deterministic value is the order of priority of key transfer values (Sağnak, 2005).

Organizational Culture in Schools

As with all organizations, schools are unique. To see schools only as institutions with bureaucratic characteristics means ignoring the informal structures of schools as well as their formal structures (Uğurlu, 2015). Organizational culture, with its informal side, is among the important factors that determine the effectiveness and efficiency of schools. It is predicted that success will be inevitable in schools with a strong organizational culture that enables student learning and thus a learning culture (Özdemir, 2012). It is stated that one of the characteristics of an effective school is a positive school culture that encourages learning. In schools with a positive organizational culture and thus a learning culture that helps students learn, student achievement also increases (Uğurlu, 2015).

Lunenburg and Ornstein (2013) define school culture as "When people ask where and in what environment you work, your answer will be linked to the culture of your organization. You will talk about the people, atmosphere and environment of the place where you work, where you work and what defines success". Accordingly, school culture, together with the definition of culture, is a concept that includes observable behavior patterns, norms, values, world views, rules they follow and emotions they experience from the school. He believes that the school organization has a special importance because the source of its raw materials is human beings. Therefore, the individual rather than the institutional aspect of schools is more informal than formal and its sphere of influence is wider than the jurisdictional one. The strength of organizational culture and its influence on management processes is crucial for the school to achieve its goals. Therefore, a strong culture at school brings success (Çelik, 2012).

Conclusion and Recommendations

School administrators have a decisive position in the formation of culture in schools. Administrators manage school culture and other administrative activities consciously or unconsciously. School administrators should not be the representative of the administrative and personnel apparatus that controls the rules of the school, but they should be an ethical and cultural leader who directs the formation and development of basic values in the school. Values have an important place in school culture. Values are the driving force behind the behavior of administrators, teachers, students, parents and all stakeholders. Since the school is a value-based organization, it is very important to manage a value-based school. Shared values create unity and commitment to goals.

A strong organizational culture can transform schools into effective organizations. A strong school culture is created when administrators and teachers align around common standards and values. A school is made up of actors who internalize the values that an organizational culture can succeed in, values that the organization creates in accordance with its goals.. When we look at these areas, we see that stakeholders have become part of the organization and perform their functions independently. Therefore, it can be said that culture directly affects success. A school culture with strong and well-understood traditions, symbols, rituals and ceremonies is a positive factor in increasing school success through student motivation, teacher achievement and performance, trust in the school and its management, strengthening commitment to the school, preventing sudden conflicts, and shaping the expectations and behaviors of all school stakeholders. Shared values provide a strong organizational identity, ensure collective participation, provide a permanent social system and reduce the need for bureaucratic control.

These values are accepted by everyone. In organizations with strong cultures; communication can be easy and clear, morale and productivity can be high. A strong organizational culture provides many benefits to an organization. It increases the efficiency and effectiveness of the organization, acts as a tool to increase motivation in the organization and ensures the continuity of the social system.

References

Alvesson, M. (2012). *Understanding organizational culture*. London: Sage Publications Ltd.

Çelik, V. (2012). *Okul kültürü ve yönetimi*. Ankara: Pegem A Yayıncılık.

Gardner, R. (2001). Mapping patterns of change in cultures and schools. In J. Cairns, D. Lawton, & R. Gardner (Eds.), *Values, culture and education* (pp. 107–121). London, UK: Kogan-Page.

Lunenburg, F. C., Ornstein, A. C. (2013). *Eğitim yönetimi* (Çev. Arastaman G.). Ankara: Nobel Yayıncılık.

Nabella, S. D., Rivaldo, Y., Kurniawan, R., Nurmayunita, N., Sari, D. P., Luran, M. F., ... & Wulandari, K. (2022). The Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High School in Batam City. *Journal of Educational and Social Research*, *12*(5), 119-130.

Özdemir, S. (2012). İlköğretim okullarında okul kültürü ile örgütsel sağlık arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 4(4), 599-620.

Sağnak, M. (2005). Örgüt ve yönetimde değerlerin önemi. *Milli Eğitim: Üç Aylık Eğitim ve Sosyal Bilimler Dergisi*, 33,166.

Singh, S. K., Gupta, S., Busso, D., & Kamboj, S. (2021). Top management knowledge value, knowledge sharing practices, open innovation and organizational performance. *Journal of Business Research*, *128*, 788-798.

Syakur, A., Susilo, T. A. B., Wike, W., & Ahmadi, R. (2020). Sustainability of communication, organizational culture, cooperation, trust and leadership style for lecturer commitments in higher education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *3*(2), 1325-1335.

Uğurlu, Z. (2015). Türk eğitim sistemi ve okul yönetimi, Akın, U. (Editör), *Okul örgütü ve yönetimi* içinde (179-237). Ankara: Pegem Akademi.

Vurgun, L. ve Öztop, S. (2011). Yönetim ve örgüt kültüründe değerlerin önemi. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 6(13),217– 230.

Wagner, C. R. (2006). The school leader's tool for assessing and improving school culture. *Principal Leadership*, 7(4), 41–44.

You, S., Kim, A. Y. ve Lim, S. A. (2017). Job satisfaction among secondary teachers in Korea: Effects of teachers' sense of efficacy and school culture. *Educational Management Administration & Leadership*, 45(2), 284-297.