Examining The Relationship Between Organizational Culture Model and Management Practices

Abstract

The aim of this study is to determine the level of relationship between the form of culturation in educational institutions and the management practices in these institutions. Education is service sector. In the information age, the service sector is affected by factors such as global competition, new service delivery techniques and information technologies. The success of educational institutions in this process depends on management practices. An effective management practice in organizations is related to the cultural structure of that organization. In the literature review, researches on the concept of management practices, which are extremely important for organizations, have generally been applied at the enterprise level, and there has not been a sufficient study in the field of education. The sample of the research; It consists of 389 teachers of 8 high schools in Ankara Yenimahalle district. Wallach's (1983) "Type of organizational culture" scale, translated into Turkish by Yahyagil (2004), to collect data in the study and "Management Practices Scale" developed by Yukl, Gordon & Taber (2002) was used for management practices. Exploratory factor analysis to determine the relationships between organizational culture types and management practices and correlation analysis was performed to determine the association between variables. Multiple linear regression model between management practices and bureaucratic, innovative and supportive organizational culture was found to be significant ($F = 55.925$; $p < 0.001$). While bureaucratic organization culture type has a negative effect on management practices, it has been determined that supportive and inovative organizational culture types positively affect management practices.

Keywords: Culture Model, Management, Practice, Relationship

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Introduction

Culture is the values shared by the employees within the organization. Organizational culture is the set of meanings and features that distinguish the organization from other organizations. Organizational culture is learned through the interaction of working people with each other. Although there are many different definitions of organizational culture, they all define the same process. In that process, is to share (Can, Aşan ve Aydın, 2006). Culture is a tool that members use to organize what they experience in relation to the environment. Based on this, it acts as a social glue between the organizational culture, the organization and the parts of the organization. In this respect, culture, "How things done here?" gives the answer to the question (Cameron & Quinn, 2006; Lumpkin, 2014; Deal & Kennedy, 2000). This definition includes many phenomena, from the way the organization works, to the form of wage, from the relations between the employees to the attitude towards the employees. At the same time, Hatch (1997) stated that sharing culture does not mean that all members have the same cultural experience and understanding, adding that culture allows similarities as well as supports differences. In other words, culture is not that all employees think or feel the same things within the organization, but to create a common culture perception with their differences and similarities. Schein (2002) said that organizational culture is "a set of assumptions that its employees learn, develop and accept in order to integrate with the organization and solve adaptation problems". As the importance of organizations increased with the development of societies in human life, employees has started to spend a large part of their time in these organizations. In this respect, it has become important to understand what organizational life is in the cultural dimension and what employees think, feel and how behave in an organization(Alvesson, 2002). Culture have been encompasses everything from general behavioral motives to new organizational values adopted by top management (Schein, 2002).

Organizational culture can be considered as a set of collective values that direct people in the organization (Derin, 2008). The relationships between the cultural characteristics of organizations and their organizational outcomes are considered as organizational culture types (Doğan, 2007). There are various classifications regarding organizational culture types in the literature. One of these is the AGIL Model developed by the American sociologist Talcot Parsons (1991). According to the model, it was stated that in every social system, four functions should be fulfilled in order to ensure the continuity of the system: adaptation, goal attainment, integration and legitimacy. Another is Quinn and Cameron's Competitive Values Model. 4 types of culture have been defined in this mole. These are the clan; this type of organization is family type

organizations. Adhocracy; is that this culture tries to obtain growth and new resources for success and efficiency. Hierarchy; It is a type of organizational culture that includes hierarchical structuring and rational work. Market; It is a culture that sees productivity, efficiency and performance as important criteria (Cameron & Quinn, 1992). Harrison and Handy classified organizational culture as power culture, role culture, task culture and individual culture (Harrison and Handy, 1992). Schneider made four types of organizational culture classifications, namely control culture, cooperation culture, talent culture and development culture, based on the studies of Harrison and Handy, one of the first studies on organizational culture classification (Terzi, 2000). Another classification is the organizational model created by Wallach (1983). In this model, Wallach discussed organizational culture in three sub-dimensions as innovative, bureaucratic and supportive culture. These;

Bureaucratic Culture: Power and control, responsibility and authority are clearly defined and positioned around a systematic structure and formality. There are rational and legal structures in organizations that have this role culture that is described as "classical bureaucracy" (Wallach, 1983; Sönmez, 2006).

Supportive Culture: The supportive organizational culture reveals an understanding that includes a harmonious, reliable and collaborative understanding among employees, offering them encouraging and attractive work opportunities. It is an organizational environment that knows how employees should behave towards their jobs and each other, and managers can provide every opportunity to improve their employees (Wallach, 1983; Song, 2009).

İnnovative Culture: It is a culture model consisting of values that give importance to development, taking risks, being open to new ideas, adapting to new competition conditions and growth. In the innovative culture model, organization managers tend to produce new services, enter new working areas and take risks (Lumpkin, 2014; Jerome, 2013).

Culture in educational institutions affects the behavior of all groups in a school such as administrators, teachers, other employees, students and parents (Demirtaş & Ersözlü, 2007). A school administrator has important responsibilities in creating the school culture. In order to create a strong and efficient school culture, the school administrator must have the qualifications to lead in terms of culture. School culture has an important place in determining the priorities in the school management. In this context, the way administrators in schools implement their decisions and practices play an important role in shaping the culture in their schools(Böyükaslan, Özkara and Özdemir, 2016; Kwantes and Boglarsky, 2007; Balcı, 1993). Especially in the scale of management practices developed by Yukl, Gordon and Taber (2002) to describe the behaviors of managers in management practices manager behaviors are structured as task-oriented, relationship-oriented and change-oriented behaviors. The main purpose of task-oriented behavior; to increase efficiency in the use to of personnel and resources, and to ensure the reliability of initiatives and services. The purpose of relationship oriented behaviors; high commitment to the

institution and its mission, is creating cooperation and trust among members. Finally, the purpose of change-oriented behaviors is; It includes adaptation to innovative developments and changes, including processes, products and services. According to this;

Task-Oriented Behaviors: Planning, establishing duties and responsibilities, following studies and performance.

Change-oriented behaviors: To observe, creating an innovative strategy and vision, encouraging, risk taking.

Relationship-Oriented Behaviors: Motivating employees, providing resources, encouraging them, self-confidence of employees, increasing their talents and skills, explaining the work and responsibilities of employees, ensuring that employees take responsibility in the problem-solving process.

Management practices, which are a part of organizational culture, are necessary to create a successful and qualified organizational environment. Organizations implement management practices with a number of decisions that directly affect their employees and the work done. These decisions; is task, relationship and change oriented. Namely, planning, monitoring, supporting, empowering, vision setting, encouragement etc. (Yukl, 2006; Yukl, 2008; Lunenburg & Ornstein, 2013; Eren 2014). Organizational culture, which ensures cooperation by bringing employees together within the framework of common goals, directs the organizational structure, fulfills the executive function by activating the workforce and provides control by shaping the behavior of the employee is an important factor affecting the decisions regarding management practices (Hayton & Macchitella, 2013). In this context; management practices; Issues such as planning, determining responsibilities, monitoring work and performance, an innovative strategy, development, achievement, awareness, ensuring that members take initiative in problem solving are directly under the influence of organizational culture. Therefore, it can be said that management practices are also shaped by organizational culture values. It is inevitable that different organizational culture models (Doğan, 2007), which give organizations a personality and distinguish them from others, will reflect on the management strategies in organizations. In this respect, in research, Wallach's (1983) management practices in line with innovative, bureaucratic and supportive culture types it has been discussed.

Organizational culture is an important factor affecting the behavior of employees in organizations (İşcan & Timuroğlu, 2007). Organizational culture affects the management processes in the institution, especially the management styles of school administrators, and at the same time, it is also affected by these management processes (Morrison & Milliken, 2000). In this study, starting from the critical role of organizational culture in educational institutions, the relationship between organizational culture and management practices was analyzed in the schools.

In this context, the following questions were answers sought.

1- Are there any differences of opinion in terms of the demographic characteristics of teachers regarding management practices in their schools?

2- Are there any differences of opinion regarding the organizational culture model in their schools in terms of the demographic characteristics of the teachers?

3- Is there a relationship between Organizational Culture and Management Practices? Answers to their questions have been sought.

Method

Research Model

Survey was used as a quantitative data collection tool in the study. In this study, relational model, one of the quantitative research designs, was used. In relational survey studies, relationships between two or more variables are generally tried to be revealed. (Gürbüz & Şahin, 2016). Accordingly, an explanatory factor analysis was performed for all variables in the research model, and correlation analysis was performed to determine the association between variables. Multiple regression analysis was used to test the research hypotheses. Hypothesises of the research:

H 1: Bureaucratic organizational culture style positively affects management practices focused on task, relationship and change.

H 2: Supportive organizational culture style positively affects management practices focused on task, relationship and change.

H 3: Innovative organizational culture style positively affects management practices focused on task, relationship and change.

Sample

The sample of the study was conducted using the random convenient sample method. In this method, the sample is selected from easily accessible units in order to prevent loss of time, money and labor (Büyüköztürk, 2018). The sample of this study was carried out in 8 out of 16 state Anatolian high schools located in Yenimahalle, one of the central districts of Ankara. There are a total of 975 teachers in all Anatolian high schools. Data were collected from 389 of a total of 506 teachers in the high schools where the study was conducted. Sampling ;

$$n = \frac{N \cdot t^2 \cdot p \cdot q}{\left((N-1) \cdot d^2\right) + \left(t^2 \cdot p \cdot q\right)}$$

formula has been taken into account.

N = number of universes 975

The theoretical t value is 1.96 when t = 95% confidence interval and ∞ degrees of freedom (1.96, 2.58 and 3.28 values for α = 0.05, 0.01, 0.001)

p = probability of occurrence of the investigated event 0.5

q = probability that the investigated event will not occur 0.5

d = sampling error accepted 0,05

n = calculated sample size 189

According to this information, it can be accepted that the number of samples taken as "389" in this study represents the universe. The sample distribution according to the schools within the scope of the research is given in Table 1.

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Table 1. Distribution of the Sampling According to the Schools Covered in the Study

School Names	Total number of teachers	Number of teachers participating in the study	Percent
Alparslan Anatolian High School	73	58	14.91
Celal Yardımcı Anatolian High School	61	43	11.05
Gazi Anatolian High School	75	62	15.94
Gazi Çiftliği Anatolian High School	52	29	7.46
Mehmet Akif Ersoy Anatolian High School	56	37	9.51
Mustafa Kemal Anatolian High School	72	67	17.22
Selçuklu Anatolian High School	56	53	13.62
Yahya Kemal Beyatlı Anatolian High School	61	40	10.29
Toplam	506	389	100

In this study, it was accepted that teachers in schools had information about their environment and were sincere in their responses to the data collection tool.

Data Collection Tools

Questionnaire technique was used as data collection tool in the study. Within the scope of the research, organizational culture was evaluated with a scale adapted from a study of Wallach (1983). The scale is evaluated with a total of 24 statements in three sub-dimensions as bureaucratic, innovative and supportive. The scale was adapted to Turkish by Yahyagil (2004).

Regarding management practices, the "Managerial Practices Survey" developed by Yukl, Gordon and Taber (2002) was used. The scale was adapted to Turkish by Tuncer Bülbül et al. (2015). The scale consists of three sub-factors focused on task, relationship and change. The original form of the scale consists of 45 items in total. Each factor consists of 15 items.

The expressions in the scales are in 5 and 6 Likert scales. In organizational culture scoring, "1: I totally disagree"; "2: I agree little"; "3: I agree moderately"; "4: I agree very much" and "5: I totally agree" means. The scale of management practices was graded as "0-No Opinion, 1-Not at all, 2-Slightly Agree, 3-Moderately Agree, 4-Strongly Agree, 5-Completely Agree" with the statement. The maximum score on the scale is 270 and a minimum score of 0 (Yukl, Gordon, & Taber, 2002). The high score to be obtained from each subscale, which includes task-oriented, relationship-oriented and change-oriented behaviors, reveals the effectiveness of executive behavior in achieving organizational goals.

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Analysis of Data

SPSS 20.00 program was used to analyze the data obtained from data collection tools. The construct validity of the scales was determined by factor analysis. Table of factor loadings related to organizational culture scale is shown below.

Table 2. Organizational Culture Model Scale Factor Loads

Organizational Culture ingredients	Bureaucratic organizational culture	Supportive organizational culture	Innovative organizational culture
Supporting its employees by giving instructions, having a prescriptive structure	0.645		
Having more structural (bureaucratic) aspect	0.601		
With a hierarchical structure	0.585		
Have authoritarian management structure	0.472		
Have a strict management structure	0.452		
Paying importance to formalities	0.428		
Treating its employees fairly	0.413		
Acting prudently in business activities	0.658		
Giving individual freedom to its employees		0.678	
Establishing social relations with their employees		0.647	
Encouraging employees to be successful in their jobs		0.630	
Trusting its employees		0.595	
Collaborating with all employees		0.590	

Who want to conclude business processes by giving importance to their employees	0.468	
Sociable, ambitious in business activities	0.466	
Giving confidence to its employees	0.731	
Has an entrepreneurial nature		0.647
Progressive and brave in business activities		0.610
Valuing creativity and innovation		0.582
Can take risks in business activities		0.564
Adding vitality and excitement to business life		0.657
Carrying out business processes by giving importance to the result of work rather than employees		0.430
Putting pressure on employees in terms of workload and time to get things done		0.406

The Cronbach Alpha coefficient was used to determine the internal consistency of the scale. Cronbach's Alpha coefficient was calculated separately for the whole scale and for each factor in the scale.

Table 3. Organizational Culture Scale Cornbach Alpa Values

Organizational Culture Scale sub-dimensions	Cronbach Alpha value
Bureaucratic	0.902
Supportive	0.776
Innovator	0.829
General	0.874

It is a highly reliable scale since it is 0.80 Alpha α <1.00, depending on the alpha coefficient of the Cronbach Alpha value, which is "0.874" in the reliability test of the 24-question scale of organizational culture (Özdamar, 2004). In addition, Cronbach's alpha coefficients for each dimension of the scale are also found to be reliable. While the "bureaucratic organizational culture" dimension explains the variability the highest (37.210%), the "innovative organizational culture" dimension explains the variability (19.408%) and the "supportive organizational culture" dimension explains the variability at the lowest level (17.625%). It explains the total variability of the organizational culture scale, %74.243.

Item factor loadings of the factor analysis results of the Management Practices scale are as follows.

Table 4. Factor Loads of Management Practices Scale

Scale of management practices	Task oriented	Relationship Oriented	Change Oriented
Develops innovative strategies linked to the school's vision	0.778		
Encourages employees to implement new strategies and prepares the necessary environment	0.722		

Convince employees to approve the change.	0.710		
Creates working groups to guide change practices	0.659		
Makes symbolic changes consistent with the new vision or strategy	0.623		
Plans and designs exciting new possibilities for the institution	0.559		
Manager tries new approaches		0.742	
Encourages entrepreneurial and innovative ideas, prepares the environment for the development of these ideas		0.709	
Announces and celebrates developments that support change		0.657	
Encourages employees to address issues from different angles and try different ways		0.654	
Promotes individual learning and team learning		0.586	
It realizes job distribution (sharing) among individuals or groups			0.775
Describes the duties of the employees and what is expected of them			0.763
Describes rules, policies and standard operating procedures			0.753
Manages and coordinates the activities of the unit			0.753
Plans short term activities			0.752
Organizes activities to increase efficiency			0.732
Establishes relationships with employees regarding issues outside of work			0.712
Informs them about activities that affect employees			0.689
Consults them when making decisions that affect employees			0.671
Appreciates the contributions and achievements of employees			0.665
Helps employees resolve disputes, conflicts, disputes			0.633

Since the scale consisting of 45 questions including management practices was designed for enterprises, the data obtained by applying it to 208 teachers by making minor changes in the expressions to make it suitable for the education management field were analyzed. As a result of the analysis, some of the 15 expressions in each sub-dimension had to be removed. Thus, there were 6 statements in the task-oriented dimension, 5 in the relationship-oriented dimension and 11 statements in the change-oriented dimension of the scale. Thus, the scale consists of 22 statements in total.

Table 5. Management Practices Scale Cronbach Alpha Values

Management Practices Scale sub-dimensions	Cronbach Alpha value
Task	0.842
Relationship	0.857
Change	0.948
General	0.861

Cronbach's alpha values for the whole scale (0.882) and its sub-factors are found to be 0.948, 0.857 and 0.842 Accordingly, it can be concluded that the obtained values are high and the data obtained from the scale are reliable.

Findings

The frequency and percentage distribution of the demographic characteristics of the teachers working in the schools participating in the study are given in Table 6.

Table 6.Distribution of Participants by Demographic Characteristics

Variables	Groups	Number	Rate
Gender	Female	181	46.53
	Male	208	53.47
	Total	389	100
Age	20-30	73	18.77
	31-40	142	36.50
	41-50	136	34.96
	51- 60	38	9.77
	Total	389	100
Working time at the school	From 0-3 years	102	26.22
	From 4-6 years	180	46.27
	From 7-9 years	77	19.80
	10 years and above	30	7.71
	Toplam	389	100
Seniority	From 0-3 years	64	16.45
	From 4-6 years	142	36.50
	From 7-9 years	141	36.25
	10 years and above	42	10.80
	Total	389	100

Female teachers are %46,53 and male teachers are %. 53.47. Teachers are observed to be between the ages of 31-40 with at the rate of %36.50. The lowest is 51 and above with at the rate of %9.77. Considering the total working time of the teachers at the school where they are, % 46.27 and 4-6 years are predominant, It is seen that there are teachers of 10 years or more with %9.77. It can be said that the rate of teachers between 4-6 and 7-9 years is the same with% 36.50-%36.25 according to the current senority. These results support that the higher the seniority of the high school teachers, the less their place changes.

Findings Regarding the Comparison of the Averages in terms of Management Practices by the Demographic Characteristics of Teachers

T test and Anova test results for comparing the averages of management practices in terms of demographic characteristics are given in table 7.

Table 7. Analysis Regarding the Comparison of the Averages in terms of Management Practices by the Demographic Characteristics of Teachers

Management practices			Task oriented			Relationship oriented			Focused on change		
Variables	Groups	Number	$\bar{x}$	ss	test	$\bar{x}$	ss	test	$\bar{x}$	ss	test
Gender	Female	181	3.86	0.52	P=0.033 T=1.746	3.75	0.58	P=0.615 T=0.504	3.20	0.35	P=0.014 T=2.491
	Male	208	3.77	0.60		3.80	0.65		3.41	0.61	
Age	20-30	73	3.51	0.66	P=0.001* F=3.737	3.68	0.57	P=0.000* F=15.738	3.51	0.81	P=0.000* F=7.533
	31-40	142	3.78	0.49		3.72	0.62		3.75	0.55	
	41-50	136	3.71	0.62		3.85	0.55		3.79	0.65	
	51-60	38	4.45	0.62		4.10	0.51		3.94	0.50	
Working time at school	0-3 year	102	4.27	0.50	P=0.000* F=35.67	3.89	0.65	P=0.000* F=9.334	3.78	0.54	P=0.000* F=10.319
	4-6 year	180	3.16	0.88		3.80	0.43		3.60	0.86	
	7-9 year	77	3.60	0.86		3.59	0.49		3.82	0.66	
	10 - above	30	3.74	0.51		3.85	0.55		3.94	0.55	
Seniority	0-3 year	64	3.98	0.49	P=0.063 F=9.013	3.80	0.47	P=0.070 F=7.116	3.98	0.49	P=0.122 F=8.121
	4-6 year	142	3.96	0.51		3.84	0.47		4.00	0.57	
	7-9 year	141	3.64	0.65		3.76	0.58		3.65	0.63	
	10- above	42	4.03	0.47		3.84	0.76		4.03	0.78	

*p<0.05

As seen in Table 7, the means of the participants regarding their of task, relationship and change-oriented management practices perceptions, While it does not differ according to gender

and seniority demographic variables, other demographic variables differ in terms of age and duration of work at the school they are in (P = 0.000 <0.05).

As a result of Tukey HSD test; teachers who are between 20-30 years old have the lowest perception (mean 3.56) about the sub-variables of management practices. It was determined that teachers between the ages of 51-60 have higher perceptions of management practices (average 4.16) in all three sub-dimensions. In addition, considering the working time of the teachers in the school they are in, it is seen that those who have the lowest perception of the behavior of the management in the dimension of task and change (average 3.16 and 3.60) are between 4-6 years those who have the lowest relationship dimension (average 3.59) are between 7-9 years. Teachers who have worked at the school for 4-6 years stated that the management's duty and change-oriented practices are insufficient.

For objective analysis of management practices in school, it can be said that working time at school has a certain effect on variables. It is observed that the longer the duration and the new recruits perceive the management practices more positively. It is observed that especially between 0-3 years, they perceive the behaviors of the management in the dimension of duty and relationship at a high level, and in the dimension of change, they perceive their effectiveness at a medium level. Another group that positively evaluates the practices of management as focused on task, relationship and change is seen to be teachers who have worked for 10 years or more. In this case, it can be said that staying in a place for more than 10 years is due to the individual seeing himself / herself as a part of the school. İn the study, it can be said that the more positive perceptions of high age teachers about the management's duty, relationship and change practices increase the awareness of on this issue as their working time at school increases.

Findings Regarding the Comparison of the Averages of the Organizational Culture Model According to the Demographic Characteristics of the Teachers

T test and Anova test analysis regarding the comparison of the averages of the organizational culture model in terms of demographic characteristics are shown in Table 8.

Table 8. Findings Regarding the Comparison of the Means of Demographic Characteristics in Terms of Organizational Culture Model

Organizational culture mode			Bureaucratic organizational culture			Supportive oraganizational culture			Innovative organizational culture		
Variables	Groups	Number	$\bar{x}$	ss	test	$\bar{x}$	ss	test	$\bar{x}$	ss	test
Gender	Female	181	3.79	0.52		3.83	0.66		3.97	0.56	
					P=0.150			P=0.005*			P=0.171
	Male	208	3.71	0.55	T=2.070	3.94	0.55	T=11.303	3.84	0.60	T=1.867
	20-30	73	3.59	1.18		3.51	0.81		3.53	1.30	
					P=0.136			P=0.001*			P=0.140
Age	31-40	142	3.68	0.40	F=2.380	3.75	0.55	F=7.624	3.73	0.47	F=2.367
	41-50	136	3.70	0.53		3.79	0.65		3.79	0.60	
	51-60	38	4.28	0.67		3.94	0.50		4.00	0.67	
	0-3 year	102	3.72	0.59		3.62	0.51		3.71	0.55	
	4-6 year	180	3.76	0.60	P=0.116 F=7.783	3.72	0.52	P=0.000* F=7.886	3.73	0.56	P=0.182 F=10.27
Working time at school	7-9 year	77	3.89	0.69		3.71	0.61		3.89	0.71	
	10 - above	30	4.09	0.44		4.00	0.47		4.00	0.45	
	0-3 year	64	3.63	0.60		3.59	0.65		3.69	0.48	
	4-6 year	142	3.73	0.56	P=0.000* F=12.00	3.60	0.43	P=0.002* F=3.738	3.63	0.50	P=0.112 F=6.649
Seniority	7-9 year	141	3.85	0.62		3.78	0.54		3.78	0.60	
	10 - above	42	4.14	0.45		3.80	0.86		3.82	0.61	

*p<0.05

In Table 8, it is seen that the average perception of the innovative organizational culture model of the participants does not differ according to any demographic variable, while the bureaucratic organizational culture model perception differs according to the seniority of the employees (P = 0.000 <0.05). As a result of Tukey HSD test; Bureaucratic organizational culture perception of those with a seniority of 0-3 years (average 3.63) is the lowest. Bureaucratic organizational culture perception of those with 10 years or more (average 4.14) was found to be the highest. This situation reveals that as the working time increases, teachers think that a

bureaucratic culture is dominant in schools. In addition, another point that draws attention in the table is that the perception of supportive organizational culture differs according to all variables. Especially the gender variable it is observed that male teachers, , have a higher perception of supportive organizational culture than female teachers. This situation creates the idea that male teachers may consider every practice of the management as a supportive activity for them.

In addition, it was determined that there was a difference in the perceptions of the supportive organizational culture according to the variables of teachers' age, working time at school and seniority. In the Tukey HSD test for these variables, the 20-30 age group (average 3.51) has the lowest perception of supportive organizational culture While it was observed that they have the highest perception with 51-60 years old (average 3.94). Young teachers who have just started working at the school stated that the management cannot create a supportive organizational culture the reason for this is that the management does not give importance to the opinions and thoughts of the young teachers. In the study, it is seen that teachers with higher age have more supportive culture perceptions. In terms of working time at the school, it is understood that the longer the time is, the higher the teachers' perceptions of supportive organizational culture. This situation can be considered as the advantage of staying in an institution for a long time. It can be said that those who work together for a certain period of time in business life create a binding, supportive culture perception among themselves. At this point, it is seen that teachers who are new to school have the lowest level of supportive organizational culture perception (average 3.62). With teachers who are between 0-3 years and 4-6 years in terms of seniority, It is seen that the perceptions of the supportive organization of the teachers between 7-9 years and 10 years and above are close to each other. It is observed that those who have just been appointed to the school (0-3 years) and those with a service period of 4-6 years share the same view. This situation reveals that teachers do not have a supportive organizational culture perception until they spend a certain time at school. As can be seen from the table, it is seen that those with 10 years and more seniority (average 3.80) have the highest supportive organizational culture perception.

Correlation Analysis Findings Regarding Organizational Culture Models and Management Practices

The correlation matrix between organizational culture and perception of management practices is given in Table 9. In the relations of all variables, p = 0.000 <0.001 = α test result was obtained. Accordingly, it is seen that all Pearson correlation coefficients are important.

Table 9. Correlation Analysis Between Management Practices and Organizational Culture Models

Organizational Culture Model		Management practices
Bureaucratic	PearsonCorrelation	-0.229
	Sig. (2-tailed)	0.000
Supporting	PearsonCorrelation	0.398
	Sig. (2-tailed)	0.000
Innovator	PearsonCorrelation	0.447
	Sig. (2-tailed)	0.000

Table 9 shows that there is a significant relationship between management practices and innovative culture (r = 0.447) and supportive culture (r = 0.398). This relationship is positive and intermediate. The relationship between management practices and bureaucratic organizational culture (r =-0.229) is negative and weak (p = 0.000). In these results, the H1 hypothesis was rejected, but the H2 and H3 hypotheses were supported.

Regression Analysis Findings Regarding Management Practices and Organizational Culture Models

In this research, bureaucratic, supportive and innovative organizational culture models are put forward as an explanatory variable in explaining management practices. Multiple regression analysis was conducted to determine these effects. Table 10 shows the regression analysis results.

Table 10. Regression Analysis Results Regarding the Relationship between Organizational Culture Models and Management Practices

Independent variables	Beta	Standard Error	Standart Beta	t test	Test	R square
(Constant) (β0)	2.002	0.142		13.878		
Bureaucratic (β1)	-0.211	0.090	-0.197	-2.305	F=56.925	0.207
Innovator (β2)	0.415	0.097	0.421	4.223	P=0.000	
Supporter (β3)	0.157	0.091	0.164	1.718		

Dependent Variable Management applications

Management practices = 2.002 - 0.211 (Bureaucratic ÖK) + 0.157 (Supporting ÖK) + 0.415 (Innovative ÖK).

According to the results, the relationship between the multiple linear regression model and management practices and bureaucratic, innovative and supportive organizational culture models was found to be significant (F = 56.925; p <0.001). Accordingly, it is seen that the regression coefficients found are significant and not equal to zero for the multiple linear regression model.

That is, at least one regression coefficient is non-zero for the model. Also; bureaucratic, innovative, supportive organizational culture types (independent variables) explain 24.75% of the changes in management practices (dependent variable). While the coefficients in supportive and innovative culture are positive, the bureaucratic culture coefficient is negative. While the innovative and supportive organizational culture model positively affects the management practices (task, relationship, change focused), the bureaucratic organizational culture model affects the management practices negatively.

Conclusion

It is seen that the opinions of the participants on management practices are above the middle level. In line with this finding, task-oriented (planning space, determining responsibilities, monitoring performance), change-oriented (observing the external environment, determining an innovative strategy and vision, taking the necessary risks for change, etc.) and relationship-oriented (being supportive and encouraging, employees are Increasing their confidence and abilities, raising awareness of employees' success and contributions, including employees in decision-making mechanisms, ensuring that members take initiative in problem solving, etc.), teachers found their managers sufficient. The fact that the schools subject to the study are in the center and have a number of facilities confirms the importance they give to management practices.

In the multiple regression analysis conducted to determine the validity of organizational culture models in explaining management practices in schools, it was determined that of bureaucratic organizational culture model negatively affected management practices. Thus, the research's "Bureaucratic organizational culture model positively affects the duty, relationship and change-oriented management practices."Hypothesis was rejected. In the literature, it is stated that activities can be carried out more easily in institutions where hierarchical structuring, roles and statuses are evident in management practices (Fındıkçı, 1999). However, the results obtained from the research revealed that within the framework of a bureaucratic organizational culture, it did not create a desired management understanding in schools. The second hypothesis of the study, "Supportive organizational culture type affects management practices positively" was supported by the regression analysis result. It is stated in the literature that supportive cultures are a structure that aims to help employees plan their future by creating all kinds of opportunities and environments. The result of the research shows that the management practices of a supportive organizational culture are shaped in the direction of employee expectations. The last hypothesis of the study, "Innovative organizational culture model positively affects management practices" was accepted as the result of regression analysis. In the literature (Güneş, 2011; Faiz, 2012; Eren, 2013), it is stated that the management's practices focused on duty, relationship and change are more effective

in innovative culture model that emphasize continuous innovation and change. In the studies conducted, it is seen that organizational culture is evaluated within the framework of leadership behaviors. If we consider the management practices included in this study in terms of manager behaviors, it can be said that the establishment, management and change of organizational culture in educational institutions is closely related to executive leadership behaviors (Çelik, 2002; Dalgıç, 2015; Şahin, 2003). Dalgıç (2015) stated that there is a positive and moderately significant relationship between the leadership styles of school principals perceived by teachers and teachers' perceptions of school culture.

Şahin (2003) revealed that there is a positive relationship between the transformational leadership styles of teachers and the collaborative, educational development and social-educational dimensions of the school culture. As it is known, the transformational leader has an innovative strategy, a visionary, encouragement of its employees for innovation, and behaviors that can take risks for change (Akbolat,2013). Transformational leader behavior includes change-oriented management practices in this study. It has been determined that there are studies that yield different results from the results of these studies. These studies, contrary to the research results of Dalgıç (2015) and Şahin (2003), revealed that school principals are insufficient to fully fulfill the leadership behaviors expected from them in terms of creating, managing and changing school culture (Özdemir, 2006; Simitçioğlu, 2009; Mayadağlı,2015).

In a study, it was observed that the behavior levels that teachers want to see in school principals in forming the school culture are higher than the behavior levels of their administrators (Simitçioğlu, 2009). In addition, in Özdemir's (2006) related research, according to the inspector's opinions, it was observed that the expectations of school principals regarding the creation and promotion of the school culture were well below the behavior levels of the principals. Although the research findings of Doğan (2010) and Mayadağlı (2015) support the studies mentioned, there are also different points. Teachers think that school administrators are insufficient to display leadership behaviors in terms of creating, managing and developing school culture. On the other hand, it has been found that school administrators see themselves more positively in this regard, unlike teachers (Doğan, 2010; Mayadağlı, 2015). In this study, the behaviors of teachers' school administrators towards creating innovative culture were evaluated at the same level according to demographic variables. Ayık's (2007), in research, revealed that there is a high level of positive relationship between school culture and the effectiveness of schools. It is seen that schools with a strong organizational culture display a higher performance. The reason for this is that strong culture positively affects the dimensions of organizational behavior such as cooperation, solidarity, and organizational commitment among employees, and these increase the performance of the organization (Erdem & İşbaşı, 2001; Nelson & Campbell, 1997). According to the results of this research, supportive and innovative culture model positively affects management practices.

In this case, it will enable administrators in schools with an innovative and supportive culture to perform their task, relationship and change-oriented behaviors more effectively. Likewise, according to Balcı (2002), the school culture in effective schools not only supports teaching but also encourages individual learning and development efforts. It is known that organizational culture is very important in realizing the aims and strategies of the organization. It is seen that the research conducted by Şişli and Köse (2013) titled "Relationship between corporate culture and corporate image: an application on state and foundation universities" confirms what has been said.

Şimsek (2005) concluded with his related research that communication skills of school principals are important in creating a strong school culture. In this result, it can be said that the research is a result of the positive influence of supportive and innovative culture models on relationship-oriented (encouraging, developing, recognizing, consulting, empowering) manager behaviors in management practices. Esinbay (2008), who researches according to culture model and puts the model of culture in the schools in order, stated in her study that teachers perceive the organizational culture in their schools as duty, support, success and bureaucratic culture, respectively. Koşar (2008) found that legal power and coercive power are significant predictors of the organizational culture at school on the bureaucratic culture. The results of the research showed that primary schools are more task oriented than the teachers who participated in the research. The research conducted by Uğuz (1999) revealed that it is difficult for teachers to be creative and innovative in schools where legal and coercive power is used.

In Alamur's (2005) research, it is stated that it is impossible for those working in bureaucratic cultures to try something new because there is no delegation of authority. These results support the negative and weak relationship result of the research on the management practices of bureaucratic organizational culture. In short, the organizational culture model created in organizations affects the behaviors of managers towards management practices in the organization. t is an inevitable necessity for the managers within the organization to analyze the current culture in depth, reveal the dominant values of the employees, and take cultural values into account in their decisions and actions (Basir 2011). It should not be forgotten that the dominant values in cultures will provide an important consistency for employees to maintain their existing routines.

These results are important to clarify what school employees will do within the framework of management practices, and to encourage them to use the knowledge, skills and experiences expected from employees. This will create a more supportive understanding of culture for the goals set in the employees. In order to realize an effective management practice, schools should have a supportive organizational culture that supports the goals of their employees, provides them with

development opportunities, contributes to each other, especially to managers and employees trust each other, has two-way communication. In addition, it should be close to innovative organizational culture model that are open to new ideas, that contain values such as excitement and dynamism. This will increase the motivation of teachers and increase their organizational effectiveness and efficiency. In addition, managers who involve employees in the decision-making mechanism with a relationship-oriented approach and ensure that members take initiative in problem solving will contribute to the emergence of a supportive organizational culture if they create a management practice that supports participation and is transparent. Managers should be able to act as a person that employees can trust, who is open to innovation, and who can accommodate employees' requests and problems. Because a correct organizational culture to be created by the management will increase the self-confidence and commitment of the employees and thus will make a positive contribution to the organizational success. It will enable the school to become a brand and a preferred school in the society with the administrator creating a correct organizational culture. Manager behaviors are affected by individual, organizational, administrative, social and cultural factors. Research can be conducted by using individual characteristics (self-esteem, self-efficacy, compliance, trust), which are one of the factors that lead to shaping management practices. In addition, it can be investigated to what extent different organizational culture models affect management practices.

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