The Nature of Organisational Cultures At Two Private Primary Schools:

Comparison Between North and South Cyprus

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Abstract

Problem Statement: This paper reports on organisational cultures between North and South Schools in Cyprus. School culture is very crucial element for effectiveness of the schools and can be defined as shared values and beliefs; norms and rules, rituals and ceremonies, languages and cliches, stories and legends, rewarding systems, heros. School principal takes important role to shape, enhance and maintaine effectiveness with all stakeholders. Cyprus, is a multicultural island with two major communities in North and South and each school has their own educational system which is administered under the guidance of each Ministry of Education.

Purpose: This article aims to compare North and South schools in Cyprus regarding to organizational cultures applying various influencing factors in order to contribute for the development in each school and all schools in Cyprus. Datas were collected refering to following problem: "Is there any similarities and/or differences on school cultures regarding to metaphors, values and beliefs; norms and rules, rituals and ceremonies, languages and cliches, stories and legends, rewarding systems, heros and principals' leadership between North and South Schools?"

Method: Qualitative interview techniques was used in this research and data were collected of semi-interviews method and observation to obtain deep information of the behaviour, attitudes, beliefs and experiences of participants. In semi-interviews method, data questions can be prepared in advance and data are collected based on these questions. This technique is not as strict as close-ended questions and not as flexible as open-ended questions and provides more realistic environment in the collection of data process; this is the main reason why semi-interview technique is used in the study (Karasar, 1998).

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In this research, purposeful sampling method was used. In this respect, working group was created based on case study method (Tavşancıl & Aslan, 2001; Yıldırım, A. & Şimşek, H. 2005). Totally 36 participants took part in this research and those participants consisted of the principals, vice principals and teachers which are active in North and South schools in Cyprus. Participants of this study comprised of 2 (1 North, 1 South) principals, 5 (3 North and 2 South) vice principals and 29 (20 North and 9South) teachers in North and South private primary schools between the period September 2010 and June 2011.

Findings and Results: The paper explored the benefits of school culture engaging principals, vice principals and teachers of North and South schools in Cyprus. Firstly principals, vice principals and teachers in North and South schools aware of school culture was very important element for effectiveness to contribute create positive school culture in their own schools. Secondly, it is found perceptions of participants of each elements of organisational culture such as metaphors, values and beliefs; norms and rules, rituals and ceremonies, languages and cliches, stories and legends, rewarding systems, heros and principals' leadership. Thirdly, it is found that there were similarities and differences between North and South schools regarding to school cultures.

Conclusions and Recomendations: This qualitative study revealed that there was more similarities than differences regarding to school cultures in North and South schools in Cyprus. Similarities which were found in this research that both schools were offering quality educaton with similar rules and norms, rituels and ceremonies, awarding systems and leadership approches. Findings showed that there were differences such as teachers in North school had no job security as opposed to teachers in South school. Teaching language of the North school was Turkish language with additional English language lessons but teaching language of the South school was English with additional Greek language lessons. This paper advocates the development of similar initiatives in other primary, secondary and high schools' principals, vice principals and teachers as a means to promote engagement between effectiveness and school culture.

Keywords: Culture, organisational culture, positive school culture.

Introduction

Culture is defined as the set of shared meanings, shared beliefs, and shared assumptions of the members of the organization (Houtte, 2005; Muhammad, 2009). Culture as "the distinctive way in which organisation members go about their work and relate to each other in a particular organisation", refers to the "values, beliefs and norms of individuals in the organisation" and is "manifested by symbols and rituals rather than through the formal structure of the organisation". Cultural models of organisations emphasize more on the "informal aspects" of the organisation rather than the "official elements"; culture as "the distinctive way in which organisation members go about their work and relate to each other in a particular

organisation"(Ajaheb-Jahangeer and Jahangeer, 2004). Culture is the dynamic relationship between leadership and the values and ideals that make up the prevailing culture within the school (Kent, 2004); it is deeply embedded in the school's history and can be found in the solidity of the school building and its contents, on how the school is organized, in the teachers and staff that it houses and how they interact, and in the individual histories and personalities that bring to the melting-pot (Solvason, 2005).

Values and beliefs are the glue that hold principal, vice principals, teachers and staff together in all cultures (Colley, 1999); supports professional development, a sense of responsibility for student learning, and a positive, caring atmosphere (Muhammad, 2009). Rituals and ceremonies make up the systematic and programmed routines within cultures (Colley, 1999). Hero, making include role models, hierarchies, public rewards, and mentors. Storytelling include shared humor, common anecdotes, foundation myths, and oral and written history (Jerald, 2005).

Organisational culture is shared fhilosophy, ideology, believes, feelings and assumptions, expectations, bahaviours, (Lunenburg & Ornstein, 1996); norms and values (Lunenburg & Ornstein, 1996; Timor and Burton, 2006). Organisational culture is defined as history, values and believes, story and legends, main norms and rules, traditional rituels and ceramonies, male and female heros (Fırat, 2009).

School culture is one of the basic elements in the effectiveness of the schools (Şahin, 2004). It manifests itself in rituals, customs, stories, ways of treating each other, and culture's artefacts such as language (Engels, Nadine et al (2008). School culture is closely linked to school effectiveness and improvement. Head teachers are key shapers of school culture (Prosser, 2007). A school culture is like achievement orientation (Maslowski, 2001). The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of students and a commitment to the professional growth of educators (Mitchell, 2008).

The school culture which has the ideological basis for inclusive education is the need to respond to a diversity of students in the light of social justice, equity and democratic participation and makes part of a wider interest. Indeed, the 'inclusive' approach is an international movement that advocates educating students in ordinary classroom settings irrespective of their differences in intellectual, physical, sensory or other characteristics (Timor & Burton, 2006). School culture is the shared experiences both in school and out of school (traditions and celebrations) that create a sense of community, family, and team membership (Wagner, 2006). School cultures and academic performance include an explanation for such a link is that cultures are highly 'visible' and 'feelable' and therefore impact readily on people's feelings, thus determining their performance (Ngcobo, 2008).

The school which has positive cultures, where the teachers has very positive perceptions of one another, the students and the community, where over half of the teachers are involved in extracurricular activities and where teachers, having experienced other school, tended not to want to leave (Solvason, 2005). Walk into any truly excellent school and you can feel it almost immediately a calm, orderly atmosphere that hums with an exciting, vibrant sense of purposefulness. Students carry themselves with confidence. Teachers talk about their work with

professionalism. Both teachers and students seem happy and confident rather than stressed (Jerald, 2007).

The principals and teachers fully understand the importance of positive school culture and how it can help student achievement and professional growth. Principals and teachers are confident in their working relationships and feel that, together, they can tackle any challenge (Habegger, 2008). School principals choose to lead rather than manage the school culture. Successful school principals comprehend the critical role that the organizational culture (Macneil, Doris and Busch, 2009).

The principals s in successful schools created a culture that empowered and instilled confidence in teachers in preparation for achievement testing, in soliciting professional dialogue and research and sought the help of parents and community members to enhance the school's effectiveness (Hebegger, 2008). Successful school principals should understand school's culture and focusing on development of the school culture (Macneil, Doris and Busch, 2009).

Principals must model the cooperative behaviors they expect from teachers. Modelling occurs through collaboration. Integrity and fairness should guide the principal, and trust and fairness are essential for healthy collaborative leadership. Providing a caring, trusting work environment and many opportunities for participation and shared decision making; "Schools are places where principals, teachers, students, and parents all lead" (Mitchell, 2008). Transformational leadership can be defined as increasing the interest of the staff to achieve higher performance and developing and revealing the commitment in the organization (Şahin, 2004). The effects of transformational leadership on job-satisfaction, commitment, effectiveness, organizational learning, improvement, climate, culture, teacher morale, and student achievement in schools are well documented in the literature (Şahin, 2004).

Method

Research Design

Qualitative interview technique was used in this research and data were collected of semi-interviews method and observation to obtain deep information of the behaviour, attitudes, beliefs and experiences of participants. In semi-interviews method, data questions can be prepared in advance and data are collected based on these questions. This technique is not as strict as close-ended questions and not as flexible as open-ended questions and provides more realistic environment in the collection of data process; this is the main reason why semi-interview technique is used in the study (Karasar, 1998). This paper is limited to an analysis of the interviews conducted with two primary schools and the principal, vice principals and tteachers volunteers who participated in this research. The research data were collected between the period September 2010 and June 2011.

Working Group

The sample of participants selected for interviews were drawn from the 36 participants in this research and purposeful sampling method was used. In this respect, working group was created based on case study method (Tavşancıl & Aslan, 2001; Yildirim, A. & Simsek, H. 2005). Private schools were chosen with similar status

in North and South Cyprus in order to represent in each side.Totally 36 participants took part in this research and those participants consisted of the principals, vice principals and teachers which are active in North and South schools in Cyprus. As can bee seen in table 1 below, participants of this study comprised of 2 principals (1 North, 1 South), 5 vice principals (3 North and 2 South) and 29 teachers (20 North and 9 South) in North and South private primary schools in Cyprus between the period September 2010 and June 2011.

Table 1

Participants

Participant Status	Participants			
	Principal	*Vice Principal*	*Teacher*	*Total*
North School	1	3	20	24
South School	1	2	9	12
Total	2	5	29	36

Data Gathering Procedures

Semi-structured interviews were used to gather data for the study as they provided, 'a constantly evolving, dynamic and co-created relational process to which both participant and researchers contribute' (Finlay, 2011,p. 24). 36 participants were agreed to participate in the interviews. One-to-one interviews were planned and an interview schedule was drawn up. The interview schedule was not strictly adhered to, but was used 'to respond flexibly to the interviewees whilst still keeping track of what has been covered and what remains to be considered' (Ribbins 2002, 210). With the participants' permission, all interviewed were recorded and transcribed in full. The research data were collected between between the period September 2010 and June 2011. Interview forms were evaluated by three different experts in this field and as a result of their evaluations, the questions were prepared. After making four pilot interviews , their voices were recorded during the interview and their answers were observed in order to figure out if their answers directly relate with the questions on the interview or not. In addition to that, five other experts consulted the sixteen questions and observed whether they were related with the study topic, whether the questions could be easily answered, and whether the information needed could be obtained from these questions in order to maintain the validity of the interview content the questions. As a result of all these studies, questions were evaluated and the final version of the survey was prepared. An appropriate environment was prepared for the the principals, vice principals and teachers to give accurate and sincere answers to the questions during the interviews. The interviews did not include leading questions which was constructed to examine participants answers. A voice recorder was used during the interviews. Each interview took approximately 30 minutes. The researcher transcribed the tape-recorded interviews. As already known, in the qualitative research methods, it's important how the researcher can obtain information with the research technique and the questions that they used.

Accordingly, once the interview questions were evaluated, the researcher started to collect the data.

Data Analysis

Thematic analysis was used to identity, analyse and report patterns within the data as this method (Braun & Clarke, 2006, p. 81). In the study, thematic analysis was used as an essentialist method which revealed 'experiences, meanings and the reality of participants', and as a constructionist method which examined 'the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society'. The researchers completed thematic analysis of the data. (Braun & Clarke, 2006, p. 81). In this study, results can be classified into four different forms.

The Coding of the Data: In the interview sessions, the recorded cassettes were all put in numbered lines. Interview notes and cassettes were all given to an expert to evaluate and relevant controls were made. After the interview, notes were obtained; the relevant information was put in a logical manner and was grouped together in a coded manner. After the relevant research was coded, a code list was obtained and the relevant information acted as a key list. After the key list was read by the participants, "information agreed" and "information disagreed" in principle were argued and brought to a consensus. In order to find out the accuracy of the information, Miles and Huberman's (1994) suggested accuracy formula to be followed and 94% was recorded. For regarding accuracy of the information obtained 70% and over is recorded as accurate information.

Finding the Themes: In this part, firstly the codes obtained in the primary section would be categorized under themes that were created in the beginning. In determining the similarities between the codes, the codes were all categorized and organized.

Organizing Data Based on Themes and Codes: In this category participant's answers and data were put into words which the reader would understand the data in a clear and precise manner and subsequently were given to the reader. In order to ascertain which interview notes belonged to the participants, foot notes were used along the research and interview notes were put into quotation marks. Later on, notes with quotation marks were expressed as to which participant the relevant notes belonged to.

Interpretation of Findings: At the final stage, detailed analysis of the research data obtained was interpreted with the relevant solutions. Gathered information was continuously interpreted in the research and the relevant solutions were supported by the data.

The participants were coded according to their positions and schools. Therefore two groups of participants (North and South) each consisted of three groups (principal, vice principals and teachers) were set. They were given the codes as follows: S:South, N:North, P:Principal, V:Vice principal, T:Teacher and also were numbered. Content analysis was used and the data were broken down into manageable categories followed by thematic coding based on the relevant literature.

Results

Research showed that there was more similarities than differences in school cultures of North and South schools. Both schools were offering quality educaton with similar rules and norms, rituels and ceremonies, awarding systems and leadership approches. Findings showed that North and South school's principals were using transformational, symbilic and democratic leadership approaches in warm and positive school atmosphere. Both North and South school teachers were proud to offer quality education. Teaching language at the North school was Turkish with additional English lessons and in South teaching language was English with additional Greek language lessons. Differences was that teachers of North had no job security as opposed to South. Teaching language of the North was Turkish with additional English lessons and the South teaching language was English with additional Greek language lessons.This qualitative study revealed that in the North the teachers was insecure due to the problem that they may loose their job any time which would affect them economically.

Table 2

Atmosphere/School Building

Participant Status	North School P,VP,T		South School P,VP,T		
Emergent Themes	**N**	**%**	**N**	**%**	Total
Very Interesting	5	19			5
Friendly/Secure	14	52	1	11	15
Home/Family	1	3.7	1	11	2
Welcoming/Colourful	1	3.7	2	22	3
Relaxing/Peaceful			2	22	2
Diversity			1	11	1
Total	27	100	9	100	36

N: Number of participants with same opinion, P:Principal, VP:Vice Principal, T: Teacher

Atmoshpere/ School Building

52 % of participantg from Norh and 11 % participant from the South claimed that school is friendly for both students and teachers and secure place for students. 22 % of participant from North and the South stated that school is exciting and happy place. 22 % relaxing and peaceful and 11 % of them claimed that school has diversity because of students from all over the world. 19 % of participants from North claimed that school is very interesting place for students. NT19 said: "Compare to other schools in North we are orientated particularly with sports and music salons, science and language labaratuaries, playing gardens so it is interesting place for students". NT21 said we are very honoured to be part of the university to get personal and proffesional supports with seminars from academics of university and improve ourselves. SVP2 said: "Our school atmosphere is welcoming, colourful, relaxing, very friendly, warm, peaceful and happy, and coherent. Teachers are well behaved and hard worker". ST5said: "The atmosphere of school is like home and happy family.. ST4 said: "The school has diversity, freedom, flexibility, equality and responsibility yet decipline. Everyone is accepted as they are, and the school become

one as the world with respect for all children and their human rights". ST3 said: "The school is the best, having relax and joyful atmosphere giving student security, comfort and no anxiety". SP said: "school was happiness".

Table 3

Believes/Values

Participant Status	North School P,VP,T		South School P,VP,T		
Emergent Themes	**N**	**%**	**N**	**%**	Total
Not confident	6	22			6
Unhappy/Worry	5	19			5
High Quality	6	22			6
Individuality	3	11	2	22	5
Fairness/Equality	7	26	2	22	9
Malticulturalism			1	11	1
Freedom			1	11	1
No prejedice			1	11	1
Good Team			1	11	1
Positive Aura	6	22	1	11	1
Total	27	100	9	100	36

N: Number of participants with same opinion, P:Principal, VP:Vice Principal, T: Teacher

Believes/Values

22 % of particapant from the North stated that they do not have confident as a teacher at school because they do not feel they are important for the school. 19 % participants claimed that teachers have worry, unhappiness and security for keeping their work or to be fired and their salary already reduced. 22 % of participants of the North stated that school pay attention students individually, support their personality and encouraged them to have self confidence, caring for their physical, social, kinestethic growth and improvement and quality education. 11 % of participants from the South stated that school has positive aura and teachers are trustworthy, respectable, 11 % of them stated multiculturalism, 11 % of them freedom, 11 \5 of them claimed good team and 11 % of them claimed there is no prejedice. NT16 said: "The school looses the values in time due to over economical and administrative matters. The school administration has a threat that school could close permanently due to economical reasons". NT9 said: "Concentration has reduced in our country due to economic reasons which has arised couple of years ago which has stopped the purchase of many neccesary educational materials". NT3 said: "We do not feel confident due to economic reasons as there is no job security. We need to improve ourself academicly and support creativity". NT7 said: "Every individual puts a contribution to school life. Advantages of present educational systems, communication materials contributes a lot to self confidence of the individuals of the school". NT6 said: "The school teachers, students and parents have high quality and they all have high expectation for being successful". ST5 said: "School value is inclusive approches which everbody share things individually". SVP1 said "In general education is the path beyond professional status, their future is

in teachers hands and students encouraged to express themselves". ST2said: "Our school is very special school and it has got long future aim. Principal has got strong believes and staff here very well chosen, we all together is good team. It is very nice place to work on multiculturalism. You dont feel pressure on you, you are trusted, you glad to work at school to be succeed". SP1 said: "The school has to be inclusive, with social climate, selection of the elite. I believe in multiculturalism, healthy approach, and values with much more understanding between different people".

Table 4

Norms/Rules

Participant Status	North School P,VP,T		South School P,VP,T		
Emergent Themes	**N**	**%**	**N**	**%**	Total
Uniform	5	19			5
Line Up/Verbal Rules	8	30	1	11	9
Walk Quietly	6	22	4	44	10
Possitive/Polite/Gentle	7	70	3	33	10
No Bullying	1	3.7	1	11	2
Total	27		9		36

N: Number of participants with same opinion, P:Principal, VP:Vice Principal, T: Teacher

Norms/Rules

30 % of particfipants from North and 11 % participants from the South claimed that they have rules for line up and verbalrules at school which is set by each classes. 22 % of participants from the North and 10 % of them from the South claimed that they have rules for walking quite especially on corridors not to interupt the lesson of other classes. 70 % of participants from North and 10 % of participants from the South stated that they have rules to do positive manner, to be polite and gentle to each other not strict way at the school. 3.7 % of participants from the North and 11 % of them from the South stated that they forbid bullying and always warn students who do it and inform their parents to prevent it. On Wednesdays they have free dressing day and the school time is half day. They also had uniform rules, lining up and quiet walking, giving reports to parents each month, changing room rules, indoor sports and exercise premises rules, parents, teachers, and students resposibilities, NVP1 said: "We have K12 system which is online comunication system as rule, for sharing informations online with teachers, students and parents. Security was achieved with passwords system". NT12 said: "There is duty time tables for the teachers and there is writen and verbal rules for the students. The final decisions of the meetings is shared by the teachers and the students and repeated occasionally".

SP said: "Students set their own rules within the class, so that they felt it was part of them and they did not want to break their own rules. However if the rules were broken the other students would correct their fellow student, and remind them that

good behavour was of atmost importance". ST3 said: "At the assembly, teachers and parents shares there experience on students behaviours and positive behaviours. Students were asked to take part in problem solving phase although teachers and parents would take the final decision".

Table 4

Language

Participant Status	North School P,VP,T		South School P,VP,T		
Emergent Themes	**N**	**%**	**N**	**%**	Total
Turkish	16	59			16
English	11	40.4	5	56	16
Greek			4	44	4
Total	27	100	9	100	36

N: Number of participants with same opinion, P:Principal, VP:Vice Principal, T: Teacher

Language

59 % of school teachers in the North stated that Turkish language is the teaching language of the school and 40.4 % of them claimed that English language is promoted more that public schools with native english speaker teachers. NT15 said: "Our teaching language is Turkish but we have more English lesson than public schools and English teachers are native English". 56 % of South school teachers stated teaching language is English language and most of the teachers are native english and 44 % of them commented that Greek language is also used at the school because of Greek lessons and Greek Cypriot students. SP said that `The English language is necessity for a multicultural school. ST1 said: "We are multicultural school which encourage students to speak English there are Greek language lessons with it".

Table 6

Most Influential People

Participant Status	North School P,VP,T		South School P,VP,T		
Emergent Themes	**N**	**%**	**N**	**%**	Total
Everybody	5	19	1	11	6
Person at Canteen	4	15	1	11	5
Teachers	5	19			5
Principal	6	22	4	44	10
Vice Principal	5	19	2	22	7
Administrator/Secretary	2	7.4	1	11	3
Total	27	100	9	100	36

N: Number of participants with same opinion, P:Principal, VP:Vice Principal, T: Teacher

Most Influential People

22 % of participants of the North and 44 % participants in the South stated that principal is the most influential person at the school because of being most powerful. 19 % of participants of the North and 22 % of participants of the South commented that the way the vice principals run the job by very hard works and always trying to help to everyone. 19 % of participants of the North and 11 % of participants the South stated that everybody at the school is influential even the parents. 15% of participant of the North and 11 % participants of the South claimed that staff at the canteen is very influential because s/he is always smiling' talking wirh everyone and being able to do many jobs at the same time. NT13 said: "The most influential person is the principal because of doing inspection and vice president is also most influential person due to having power for technological, technical and administrative reasons. If he stop working, all the school technological system will also stop". ST5 said: "Principal is the most influential person because she founded the school, she has vision, she does a lot even fight for the school. I admired the principal for her philosophy, democratic and challenging personality."

ST7 said: "The administrator is a charming and wonderful person. ST8 said: "Hard worker, smiling and positive people are most influencial at the school like principal, vice principal and principal's secretary" NT14 said: "Principal has passion for the school, the way she approaches any does the works logically without her feelings. Vice principal is also positive and inspired me".

Table 7

Principal Leadership

Participant Status	North School P,VP,T		South School P,VP,T		
Emergent Themes	**N**	**%**	**N**	**%**	Total
Communication Skills	2	7.4			2
Competence	3	11			3
Democratic	10	37	2	22	12
Limited Vision	1	3.7			1
Symbolic	6	22	4	44	10
Transformational	4	15	2	22	6
Combined Leadership	1	3.7	1		2
Total	27	100	9	100	36

N: Number of participants with same opinion, P:Principal, VP:Vice Principal, T: Teacher

Principal Leadership

37 % participants of the North and 22 % participants of the South stated that principal has democratic leadership with justice. 22 % of participants in the North

and 44 % of participants in the South stated that pricipal leadership is symbolic. 15 % of participants in the North and 22 of participants in the South claimed that principal has transformational leadership. 3,7 % of participants in the North stated that nobody could be a successfull leader by using only one kind of leadership. 7.4 % of participants in the North claimed that leadership applies student accomplishment, communication skills (with teachers and administrators), encouragement to teachers, innovations, giving opinion, and improvement of personal and proffessional skills. 11 % of participants in the North stated that the principal has competence for doing the job right. Some said the principal has democratic leadership, she has justice and positive thinking and behaviour to everyone. NT25 said: lthough she is democratic, she pays so much attention on the parents' opinion that she could change the school rules overnight. NT27 said "The principal does not have any leadership skills, because of having limited vision, and only behaving nice in front of parents. NT13 said: "She is too democratic leader but I would like her to be more othocratic leader. She gave too much rights to parents and even sometimes she change school rules for them". ST6 said that the principal has combined leadership skills such as democratic, symbolic and transformational leadership because of getting eveybody's opinion, being a role and always doing innovation and also inspecting lessons very successfully. SP said "I am a transformational leader because of always doing innovations and being firm, good team leader, collaborating ". S(T6 said: "She has democratic and transformational leadership. She is always doing changes with innovative ideas". A teacher (S(T(4))) said. "She has innovative idea, democratic, leadership, sembolic leader. Over the years school improved on many things and offer quality and multicultural education in Cyprus".

Discussion and Conclusion

In conclusion schools in North and South had more common aspects than differences regarding school culture. Similarities of both schools were offering quality educaton at quality school building and atmosphere, had similar rules and norms, similar rituels and ceremonies, rewarding system and leadership approaches. Both schools had opportunity to get personal and proffesional improvement opportunities. Both school had rewarding system to students and wrote report about their students to their parents. Both schools had limited rituels due too busy schedule and many ceremonies. Rules and norms were setted by school and each classes with students participation in each schools.

Differences of both schools were teachers' proffession security, teaching language, symbols. There were sport time every morning school in the North, had meeting with parents once a month and gave report to parents about their children once a month. In the South, there were critisizim time every day before students leave from school, had meeting once a week with parents and gave reports to parents once a week. The school in the North had economical problems and there were treaten the school close down and teachers had worries to loose thier job. The

teachers in the South were secure but there was Two schools had different histories and symbols.

The research of Sahin (2004) showed similar to this research that school culture has an influence on motivation, effectiveness and commitment of the people. Ajaheb-Jahangeer and Cayum Jahangeer (2004) research has common arquments with this research that the culture of a school is a crucial factor in determining its effectiveness and the relationships between headteacher, teachers, pupils and staff contribute largely to the effectiveness of this institution.

Habegger (2008) research has common arquments with this research that the principals and teachers fully understand the importance of school culture and how it can help student achievement and professional growth. Wagner (2006) research is paralel of this research that school culture is the shared experiences both in school and out of school (traditions and celebrations) that create a sense of community, family, and team membership.

There are parallel findings between the research of Solvason (2005). research and this research that the school which has positive cultures, where the teachers has very positive perceptions of one another, the students and the community, where over half of the teachers are involved in extracurricular activities and where teachers, having experienced other school, tended not to want to leave.

There is similar findings between research of Houtte (2005) and this research that it is clear how culture originates and how culture may influence (the behavior of) individual members of the organization.There is parallel findings between Kent (2004) research and this research that leaders have the ability to transform culture and it concludes that the relationship between leaders and transformation is much more problematic.

Colley (1999) research has similarities with this research that school leader's most important role is to be a culture builder who instills the values of concern for others, personal and group success, and continuous improvement. Paying attention to school culture keeps the members aware of the need to cultivate the health of the school community.

Ajaheb-Jahangeer and Jahangeer (2004) research and this research have similar findings that the culture of a school is very often a crucial factor in determining its effectiveness. The values and policies of the school lead to better achievement of the students. It is crucial for students to perform well, to have a proper environment, and to receive proper moral and academic support. All these factors, added to the relationships between head, teachers, pupils and staff contribute largely to the effectiveness of this institution.

Houtte (2005) research has different findings of this research that there is no agreement whether in each organization there is just one monolithic culture, or whether different cultures may exist next to one another within the same organization.

Lunenburg & Ornstein (1996) research findings and this research findincs are not parallel about organisational culture refer to shared fhilosophy, ideology, believes, feelings and values for the North school teachers because of worrying about loosing their job and not feeling valuable for economical reasons and threat.

This qualitative study revealed that The North school should solve it's problems in order to provide secure feelings to the teachers and raise their moral. They should also provide relaxed working environment and care for the teachers opinion. Finaly it could be beneficial if provided a fair awarding system for all teachers and not just for sports, arts, and competitive classroom teachers.

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Kıbrıs'ın Kuzey ve Güney'indeki İki Özel İlkokulda Örgütsel Kültürlerin Doğası: Kuzey ve Güney Kıbrıs Karşılaştırması

Atıf:

Özet

Problem Durumu: Örgüt kültürü, her toplum için olduğu gibi, her örgüt için özgün bir yapıya sahiptir. Okul müdürü, pozitif okul kültürü yaratılmasında, öğrencilerin ve öğretmenlerin akademik, duygusal, sosyal açıdan gelişmelerinde etkisi büyüktür. Okul kültürü, paylaşılmış değer ve inançlar, kural ve normlar, ritüel ve seramoniler, sembol ve sloganlar, hikayeler ve kahramanlar şeklinde tanımlanabilir. Kıbrıs, adanın kuzey ve güneyinde farklı iki toplum ve yönetimin, farklı kültür yapıları içerisinde yer aldığı bir adadır. Bu araştırma "Kıbrıs'ın Kuzey ve Güney kesimlerinde, okul kültürüne dayal olarak benzerlik ve farklılıklar var mıdır? sorusuna yanıt bulmak için gerçekleştirilmiştir. Araştırmada, imaj ve metafor, fiziki kültür, değer ve inanışlar, ritüel ve törenler, dil ve kalıplaşmış sözler, hikaye ve mitolojiler, ödül sistemi, kahramanlar ve müdürün liderlik özelliği sorgulanmaktadır.

Araştırmanın Amacı: Bu çalışma, Kuzey ve Güney Kıbrıs'ta farklı Eğitim Bakanlıkları'na bağlı eğitim sistemi ışığındaki iki özel ilkokulun örgütsel kültürünün incelenmesi amacıyla gerçekleşmiştir. Bu çalışma, Kıbrıs'ın Kuzey ve Güney iki esimlerinde iki özel ilkokulun okul kültürü açısından karşılaştırılması açısından özgün bir çalışmadır.

Araştırmanın Yöntemi: Bu araştırmada okul kültürünün iç yüzünü ortaya koymak kadar katılımcıların duygu ve düşünceleri ile tecrübelerini davranış, alışkanlık ve inanışlarını derinden anlayabilmek için derinlemesine anlamak amacıyla nitel araştırma yöntemi kullanılmıştır. Araştırma, yarı yapılandırılmış görüşme, gözlemler ve materyal taramasına bağlı olarak Kuzey ve Güney Kıbrıs'taki iki özel ilkokuldan olmak üzere 2 müdür, 5 müdür muavini, 29 öğretmen toplam 36 katılımcıdan oluşmakta ve Eylül 2010 ve Haziran 2011 dönemini kapsamaktadır. Araştırma, örgüt kültürüne bağlı literatür taraması sonrasında imaj ve metafor, fiziki kültür, değer ve inanışlar, ritüel ve törenler, dil ve kalıplaşmış sözler, hikaye ve mitolojiler, ödül sistemi, kahramanlar ve müdürün liderlik özelliğini içeren 16 soruyu içermekte ve uzman görüşü ve desteği ile son şeklini almıştır. Her görüşme yaklaşık olarak yarım saat sürmüştür. Araştırma yapmak üzere etik olarak her iki okul müdüründen resmi ve yazılı izin alınmış, her bir katılımcıya akademik araştırma amacını açıklamış ve görüşmeler sırasında ses kaydı yapmak için izin almıştır. Görüşmeler, ses kayıt cihazı ile kaydedildikten sonra her iki okul için farklı olarak 1'den itibaren numaralama yapılmış, her bir katılımcıya ait ses kaydı yazılı doküman haline çevirmiştir. Ardından her bir soru için oluşturulmuş tematik kodlama yapılarak, temalardaki benzerlik ve farklılıklar belirlenmiş, ilginç açıklamalar ise katılımcıların bizzat kendi sözleri ile araştırmada yer almıştır.

Araştırmanın Bulguları: Araştırma bulguları, Kuzey ve Güney Kıbrıs'taki her iki özel okulda okul müdürünün liderlik özellikleri, okulların fiziki yapısı ile sundukları yüksek eğitim kalitesi, farklı ülke ve kültürlerden öğrencilere sahip olunması, bünyelerinde seçilmiş kaliteli öğretmenleri barındırmaları, okul ve sınıf kuralları ve bunların belirlenme şekilleri, ödül sistemi, yoğun tören ve etkin programları, yoğunluk nedeni ile öğretmenler arası sınırlı ritüllerin olması gibi benzerlikler olduğunu göstermiştir. Her iki okulda ortaya çıkan farklılıklar ise Kuzey'deki okulun eğitim dili anadili olan Türkçe iken, Güney'deki okulun eğitim dili anadili olan Yunanca'dan farklı olarak İngilizce'dir. Her iki okulun farklı hikaye ve mitolojileri bulunmaktadır. Kuzey'de öğretmenler, kendi görüşleri yerine velilerin görüşlerine daha fazla önem gösterilmesinden ve velilerin eğitime gereğinden fazla müdahale etmelerinden rahatsızdırlar. Ödül sisteminin ise adaletli olmadığı ve sadece akademik açıdan yarış halinde olan sınıflar olan 4. ve 5. sınıflar ile Müzik, Resim, Beden Eğitimi, Türkçe ve İngilizce gibi alanlarda ödül sisteminin işlediğini ve diğer alanlardaki öğretmenlere adaletli davranılmadığına inanmaktadırlar. Araştırma bulgularına göre Kıbrıs'ın kuzeyindeki okulda öğretmenlerin okulu ekonomik sorunlarından, okulun kapanma tehlikesi ile karşı karşıya olmasından ve öğretmenlerin iş güvenliği olmamasından dolayı öğretmenlere verilen değerlerde düşme inançlarda sarsıntı yaşanmaktadır. Güney Kıbrıs'ta Kuzey'den farklı olarak öğretmenler kendilerini güvende hissetmekte, kendilerine değer verildiğini bilmektedirler ancak ekonomik kriz nedeni ile velilerin okul ödemelerini aksatması üzerine maaşlarını zamanında alamamaktadırlar. Güney'de öğrencilere yönelik sözlü ve yazılı ödül sisteminin olmasından memnuniyet getirmişler ancak öğretmenlere yönelik herhangi bir ödül sistemi olmamasından rahatsızdırlar.

Araştırmanın Sonuçları: Araştırmanın sonuçlarına göre Kıbrıs'ın Kuzey ve Güney'inde bulunan iki özel ilkokulun, örgüt kültürü açısından benzerliklerinin, farklılıklarından daha çok olduğu sonucu ortaya çıkmıştır. Kıbrıs'ın Kuzey ve Güney'indeki iki özel

ilkokulda benzerlik gösteren araştırma sonuçları her iki okul müdürünün kahraman olarak algılanmaları, dönüşümcü ve demokratik liderlik özellikleri göstermeleri, kaliteli bir eğitim ve kaliteli bir fiziki yapıda mutlu bir ortamda eğitim sunmaları, her iki okul yöneticilerinin ve öğretmenlerinin elit ve seçilmiş olmaları, her iki okul öğrencilerinin ve velilerinin değişik ülke ve kültürlerden gelmiş olmaları, sınıf kurallarını öğrencilerin katılımı ile belirlemeleri ve öğretmenlerin yoğunluk nedeni ile sınırlı ritüellere sahip olmalarıdır. Araştırmadan ortaya çıkan farklılıklar ise Kuzey'deki öğretim dili anadilinde Türkçe olup, İngilizce dersleri büyük öneme sahiptir. Güney'de ise öğretim dili İngilizce olup, anadili olan Yunanca dilinin öğretimi ile desteklenmektedir. Her iki okulda farklı semboller ve farklı hikayeler olduğu ortaya çıkmıştır. Kuzey'de her gün sabah zilinin çalması ile birlikte tüm öğrenci ve öğretmenlerin katıldığı spor saati var iken, Güney'de her gün okuldan ayrılmadan önce her sınıfın günün kritiğini alma, günü değerlendirme yaptıkları belirgin farklılıklardır. Kuzey'de velilerle ayda bir toplantı yapılırken, öğrencilerin okul durumu velilere aylık raporlar halinde iletilmekte, Güney'de ise velilerle her hafta toplantı yapılmakta ve velilere çocuklarının okuldaki durumu ile ilgili haftalık raporlar sunulmaktadır.

Bu nitel araştırma Kıbrıs'ın Kuzey'deki okulun ekonomik sorunlarını gidererek öğretmenlere kendilerini emniyete hissedecekleri ve morallerini artıracak bir eğitim ortamı yaratmalıdırlar. Huzurlu ve aşırı yoğun olmayan daha rahat bir çalışma ortamı yaratılmalı ve öğretmenlerin görüşlerine daha fazla önem verilmelidir. Akademik anlamda yarışmacı sınıflar (5.sınıf), Müzik, Resim, Beden Eğitimi, Türkçe ve İngilizce gibi dersler yanında diğer tüm eğitim alanlarını ve sınıflarını kapsayacak, daha adil bir ödül sisteminin yaratılması yararlı olacaktır.

Anahtar Sözcükler: Kültür, örgüt, örgüt kültürü.