

# EFFECTS OF HUMAN RESOURCES MANAGEMENT ON ORGANIZATIONAL CULTURE IN SCHOOLS

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## ABSTRACT

The goal of this research is to assess the impact on organizational culture of the perception of school managers and instructors on human resources management. The research was based on the 'Relational Survey Model.' Research involves teachers and administrators in public schools. Due to the huge expanse of the population and the difficulties reaching all areas, there were 3110 participants in 12 towns, randomly selected by cluster sampling method, among administrators and teachers working in various sorts of schools. Research uses the scale of "Culture organization" and the size of "Human Resources Management." In order to analyze study, the data was analysed using frequency, percent, arithmetic average, standard deviation, minimum and maximum values, t-test and oneWayAnova, man Whitney U, Factor analysis, single-way variance analyzes. Research has shown that the management abilities of the school leaders, the practice of managing human resources in schools and the corporate culture are generally and sub-dimensionally predictorous and show positive, important relationships.

**Keywords:** Culture, organization culture, human resources management

## 1. INTRODUCTION

### 1.1 Organization Culture

Education and education activities that are dedicated to the human potential of a plan and structural demands of society, we call schools. Schools concentrate on the human aspect because of their responsibilities, so that they are continually renovated and activated. They are dynamic organizations which acquire information continuously from outside, are environmentally friendly and deliver long-term results. Unlike other organizations, the relations between the employees in these organizations, their interactions with the external environment, their inputs and outputs are unique and everything about them reveals their own culture. This culture influences the people who include and are impacted by the environment of these people. Therefore; for the efficiency, development and sustainability of these organizations, the characteristics of the human resources that have been or will be included in this culture, as well as the skills of the people who will manage the organization, are as important as the existing culture of the organization.

Robbins expresses organizational culture as "I

cannot define what organizational culture is, I understand what it is when I see it". Although it is difficult to find a concrete definition of organizational culture if a common definition is given, "the system of values shared among employees" and the main features that distinguish one organization from another (Robbins, 1989: 37). Schein (2004), on the other hand, with a more general approach, described organizational culture as "the set of assumptions and beliefs that a group creates and develops while solving problems of integration and harmony with the external environment, and conveys to its new members as a way of perceiving, thinking and feeling".

The members of the organisation, the patterns of conduct and environment which define the organization itself, the symbols and Symbolic Action which are revenue and come to pass; it is the summary of the common values, customs, beliefs and norms which form the organizational members' attitudes, behavior and decisions (Türk 2007:8; Pulat 2010). The organizational culture is adopted by the organisation. While Pettigrew described OC as "a set of accepted meanings valid for a certain group in a certain time period, the reasons for the existence of culture are symbols, language, ideology, belief, ritual and myths" (Pettigrew, 1979: 570-581). Okay (2005) defines OC as the assumption that a group considers positive from their experiences and sees it as a solution to

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problems. Culture exists wherever there are people. It is impossible not to have a corporate culture in the associations they create while living together (Goffee & Gareth, 2003).

OC is the common denominator that the employees in the organization find in the answer to the question "how do we do things here". Every organization has its own basic characteristics and these determine the direction of what is done in the organization. These attributes establish the rules of conduct, the manner the people communicate, the individual's wishes and the actions that need to be carried out (Wallach, 1983: 9). OC is a concept that helps to understand how organizations work. Along with it, culture helps to show how one fits into a particular organization. It is because "harmony" makes the person feel comfortable as a member of that culture (Silverthorne, 2004:593).

Katz and Kahn defended in their book "The Social Psychology of Organizations" published in 1966 that "every organization develops its own culture and climate". According to them, organizations benefit from some obstacles, customs and rules while revealing their own culture. The culture in an organization reflects both the culture of the formal organization to which they are subject and the culture in their natural environment (Ertekin, 1978:3). Organizational climate, on the other hand, shows the way the existing conditions in an organization are perceived by the members of that organization and the characteristics of organizational life. Organizational climate is defined as the perceptions of the employees of the organization towards the workplace and that culture. Every organization has its own climate or internal environment (Topçu, 2006).

For Ramsey (1992: 18; Oğulluk, 2010) organizational culture; It is important in terms of setting the standards of performance, productivity and environment in order to meet certain expectations, determining the quality of life in the organization, adding meaning to the work done, encouraging satisfaction, forming a group understanding, providing belonging, creating synergy, and providing information about the organization and its members. Organizational culture is an important element in the survival and development of the organization, as it is all of the values, norms, hypotheses, thoughts, expectations and beliefs shared among its members. The reason is that if the corporate culture is embraced by the members of the organization and assimilated, it increases the employee incentive for his work. This

will be the largest pillar of the organization which is seeking to live in a renovated and developed environment. The organizing culture integrated with the organization and its members (Pulat, 2010:20).

## 1.2. Human Resources Management in Schools

The Human Resources Management makes an effort to optimize employees' motivation and performance to reach their aims by examining the events in a wide way and taking local expectations into consideration. Only with the true engagement of workers in their tasks can organisations grow strong and competitive. This can be reached with good knowledge and effective implementation of human resources management. In cultures where HRM practices are healthy, school employees will be more connected to their institutions and will be successful. School staff helping their colleagues without recompense and working with devotion can only be achieved through good management. Since it is foreseen that the efficiency of the schools will increase by the employees with the sincere participation; Attention should be paid to HRM applications.

School principals are people who work for the achievement of goals in the school, organize the employees, plan, coordinate and supervise the studies (Gürsel, 1997). The purpose of HRM is to create a motivating organization for employees to meet their own needs and achieve high productivity (Yilmazer & Eroğlu, 2008). The school manager should know modern management approaches, technology, learning organizations and human resources well, and should have sufficient equipment in these areas. Since the administration aims to use scarce resources in the most effective way and efficiency, efficiency only occurs with the efforts of the people who will use the resources of the schools (Tortop, 1990).

The Human Resources Management strives to optimize employees' motivation and performance to reach their aims by examining the events in a wide way and taking local expectations into consideration. Only with the true engagement of workers in their tasks can organisations grow strong and competitive. An organization that ensures people's commitment, focus, and devotion to their work will benefit more from its creative, productive, and problemsolving features and gain a competitive advantage (Barutçugil, 2004). HRM is a process in which the human resources needs of the organization are evaluated, these needs are met, the necessary incentive and business environment are provided in order to obtain the best efficiency

from the hired employee, and it is a business function that contributes to the achievement of purposes such as production, marketing, and finance, which are among other organizational functions. The subject of production management is goods or services, the subject of financial management is money, and the subject of HRM is the person himself (Ozgen et al., 2002:7).

### 1.3. Organization Culture and Human Resources Management

Organizational culture is affected by many factors, especially the values of the country in which it operates. It is important to get the support of human resources while determining the values related to organizational culture. Like performance evaluation, rewarding, training, career planning and etc. Human resources processes should be applied and taking into account the values accepted by the organization, thus, a balanced relationship between the organization and its employees regarding its goals and results is provided (Yılmaz, 2007). During appointment and placement, HRM should ensure that the qualifications of candidates are similar or identical to the values, norms, and actions of the organization. Recruiting candidates with values other than those adopted by the organization, that is, ignoring organizational values, norms, and beliefs during the appointment, will have negative consequences. It is important to consider values in the adaptation and training of employees as well as recruitment and placement. Providing information about organizational values, norms, and beliefs by organizing various training programs for the members of the organization will be effective in creating a strong organizational culture (Drucker, 2000:218).

In general, socialization is the process through learning about the values, standards, beliefs and patterns of conduct legitimate within society, to become a social creature. The person identifies and becomes a harmonic part of the organisation, at the completion of the organizational socialization process. The organizational socialization process begins before the person enters the organization and continues with the transfer of what he has learned as a part of the organizational culture to other individuals (Yılmaz, 2011:72). Organizations, who know that investing in people is an investment in the future, have begun to see education as an investment rather than an expense. The value they attach to people as employees and customers is cited as one of the most important reasons why international giants, as excellent companies,

provide wide-ranging profits and effectiveness (Peters-Waterman, 1995:357). The important factor in increasing the motivation of teachers is to ensure their effectiveness at school. The school manager should encourage teachers in their classes to collaborate and improve the quality of instruction. Increasing teacher accountability, limiting job losses, creating realistic standards and promoting teamwork are essential areas for school success. School managers should connect the institution's top units with lower units and let staff feel appreciated (Emmanuel, 1998).

## 2. METHOD

### 2.1. Research Pattern

In this study, the "Relational Survey Model" was applied, which describes the existing situation as it exists by examining the covariance relationship between more than one variable. In this context, the relationships between the variables of human resources management and organizational culture of managers and teachers in schools were tried to be calculated (Karasar, 2006).

### 2.2. Population and Sampling of the Research

The population of the research consisted of 54,515 schools in total; consists of 971,331 administrators and teachers. The sample size calculated for 95% confidence level and 0.05 error and approximately 971331 population was found to be a minimum of 1.067. In this study, 3,110 participants were reached; to collect data from the participants reached by cluster sampling method, one of the probability sampling methods; scale and interview forms were benefited.

### 2.3. Data Collecting Tool

The "Organizational Culture" scale developed by Terzi (2005: 428-429) was used to measure the organizational culture perception levels of the administrators and teachers participating in the research. The scale consists of four dimensions, these are; support, success, bureaucratic, and duty culture. To measure the level of display of human resource management in schools; "Articles Related to Human Resources Management Functions" developed by Saylan (2013) were used. Since the scale has only one factor, the reliability coefficient for the whole scale was calculated and the Cronbach Alpha reliability coefficient was found to be high at .96.

### 2.4. Purpose

The effect of OC on the efficiency of the organization and its positive contribution to

success are accepted by everyone. OC is most likely one of the biggest factors in determining the capacity, efficiency and sustainability of the organization. The culture that is effective in an organization is not a legal text. It manifests itself in the ideas, beliefs and values of the members of the organization. OC is especially important in non-profit organizations. The aim of this research is to find out the effect of school administrators and

teachers' perceptions of human resources management on organizational culture.

### FINDINGS

The results of simple and multiple regression analysis regarding the effect of the human resource management perception levels of principals and teachers in schools on organizational culture and its sub-dimensions are given in Tables 1, 2, 3 and 4.

**Table 1. Simple linear regression results on organizational culture variable of human resource management and its sub-dimensions**

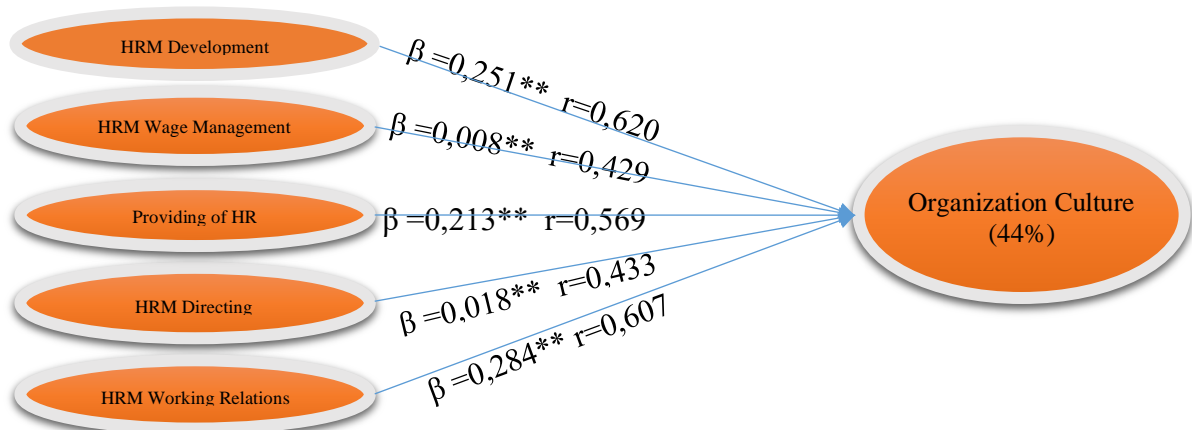
Model 1	Predicted Variance: Organization culture					
Predictor Variance	B	Std. Error	B	T	P	Dual r Partial r
(Constant)	2,034	,038		53,816	,000	
HRM Development	,166	,017	,251	9,848	,000	,620 ,174
HRM Wage Management	,004	,010	,008	,421	,674	,429 ,008
Providing HR	,138	,013	,213	10,624	,000	,569 ,187
HRM Directing	-,010	,010	-,018	-,996	,320	,433 -,018
HRM Working Relations	,187	,015	,283	12,554	,000	,607 ,220
R= 0,666 F= 495,484	R <sup>2</sup> =0,444 p=0,000					

a. Dependent Variable: Organization Culture

Among the sub-dimensions of human resources management, which are thought to have an impact on organizational culture in schools; As a result of the regression analysis carried out to reveal how development, wage management, providing human resources, directing human resources, and working relations predict organizational culture, the variables showed a significant relationship (R:0.666, R<sup>2</sup>=0.444) (F:495.484, p < 0.001). It has been seen that the sub-dimensions of the said variable together explain 44% of the organizational culture. According to the standardized regression coefficients, the relative importance of the predictor variables in organizational culture variable levels is HRM Work Relationships ( $\beta$ =0.283), HRM Development ( $\beta$ = 0.251), HR provision ( $\beta$ =0.213). Considering the t values

regarding the significance of the regression coefficients, only HRM Development (p<0.001), HR provision (p<0.001), HRM Working Relationships (p<0.001) dimensions of the predictive variables were found to be significant predictors on organizational culture, while HRM Wage Management and HRM Directing dimensions were not effective in explaining organizational culture. Depending to the results of the regression analysis, the regression equation (1) that predicts the organizational culture is as follows.

Organizational Culture=(0.166 x HRM Development Scale Score)+(0.004x HRM Wage Management Scale Score)+(0.138x HR Providing HR Scale Score)+(0.187x HRM Work Relationship Scale Score) +(-0,010x HRM Management Scale Score)+(2,034) (1)



**Figure 1. The effect of human resource management sub-dimensions on organizational culture**

\*\* p<0.01 \* p<0.05

When the dual and partial correlations between the predictive variable HRM sub-dimensions and the predicted variable organizational culture are examined, there is a positive and moderate relationship between HRM Development and organizational culture ( $r=0.620$ ), but when the effect of other variables on the predicted variable is controlled, the positive relationship decreases ( $r=.0.174$ ) is seen. Likewise, a positive and

moderate relationship is observed between the sub-dimension of providing HR and organizational culture ( $r=0.569$ ), and it is understood that this relationship decreases ( $r=0.187$ ) when the effect of the other two dimensions is removed. It is seen that there is a moderate positive relationship between HRM Work Relations and organizational culture ( $r=0.607$ ), yet when the effect of other variances is controlled this relationship is at a low level ( $r=0.220$ ).

**Table 2. Multiple regression results on the organizational culture support-achievement subdimension of human resource management and its sub-dimensions**

Model 2 Predictor Variance	Predicted Variance: OC- Support Success						
	B	Std. Error	B	t	P	Dual r	Partial r
(Constant)	1,552	,045		34,274	,000		
HRM Development	,266	,020	,317	13,145	,000	,655	,230
HRM Wage Management	-,056	,012	-,080	-4,666	,000	,397	-,083
Providing HR	,112	,016	,137	7,197	,000	,557	,128
HRM Directing	-,023	,012	-,033	-1,876	,061	,436	-,034
HRM Working Relations	,329	,018	,395	18,462	,000	,663	,315
R= 0,707 R <sup>2</sup> =0,500							
F= 620,364 p=0,000							

a. Dependent Variable: ÖK- Support success

Among the human resources management sub-dimensions that are thought to have an effect on the organizational culture support-success dimension in schools; As a result of the regression analysis conducted to reveal how development, wage management, providing human resources, directing human resources, and working relations predict the organizational culture supportsuccess dimension, the variables showed a significant relationship (R:0.707, R<sup>2</sup>=0.500) (F: 620.364,  $p<0.001$ ). It has been seen that the sub-dimensions of the said variable together explain an important ratio of 50% of the organizational culture support-success dimension. According to the standardized regression coefficients, the relative importance of the predictor variables in organizational culture support-achievement dimension variable levels are HRM working relationships ( $\beta=0.395$ ), HRM development ( $\beta=0.317$ ), HR provision ( $\beta=0.137$ ), HRM wage management ( $\beta=.080$ ). Considering the t values regarding the significance of the regression coefficients, the predictive variables of HRM development ( $p<0.001$ ), providing HR ( $p<0.001$ ), HRM wage management ( $p<0.001$ ), HRM working relations ( $p<0.001$ ) dimensions of organizational culture support -While it was found to be a significant predictor on the success dimension, it was observed that the HRM directing dimensions were not effective in explaining the

organizational culture support-success dimension ( $p=0.061$ ).

When the dual and partial correlations between the predictive variable HRM sub-dimensions and the predicted variable organizational culture support-success dimension are examined, it is seen that there is a positive and moderate relationship ( $r=0.655$ ) between the HRM development dimension and the organizational culture support-achievement dimension, but the other variables are predicted. When the effect on the variable was controlled, it was seen that the positive relationship was low ( $r=0.230$ ). It was observed that there was a positive and moderate relationship ( $r=0.397$ ) between the HRM wage management dimension and the organizational culture support-achievement dimension, and when the effect of other variables on the predicted variable was controlled, this relationship disappeared ( $r=-0.083$ ). A positive and moderate relationship was also observed between the sub-dimension of providing HR and the supportachievement dimension of organizational culture ( $r=0.557$ ), and it was observed that this relationship decreased when other variables were controlled ( $r=0.128$ ). When the relationship between the HRM directing sub-dimension and the organizational culture support-achievement dimension was examined, it was seen that it was positive and moderate

( $r=0.436$ ), and when other variables were controlled, this relationship disappeared ( $r=-0.034$ ). It was observed that there was a moderately positive relationship between HRM working relationships and organizational culture support-achievement dimension ( $r=0.663$ ), but when the effect of other variables was controlled, this relationship continued at a positive and moderate level ( $r=0.315$ ). According to the results

of the regression analysis, the regression equation (2) that predicts the organizational culture support-achievement dimension is as follows.

Organizational Culture Support-Achievement Dimension =  $(0.266 \times \text{HRM Development Scale Score}) + (-0.056 \times \text{HRM Wage Management Scale Score}) + (0.112 \times \text{Providing HR Scale Score}) + (0.329 \times \text{HRM Work Relations Scale Score}) + (-0.023 \times \text{HRM Directing Scale Score}) + (1,552)$  (2)

**Table 3. Multiple regression results on the organizational culture bureaucratic sub-dimension of human resource management and its sub-dimensions**

Model 3	Predictor Variance: OC- Bureaucratic						
Predictor Variance	B	Std. Error	$\beta$	T	P	Dual r	Partial r
(Constant)	2,481	,060		41,564	,000		
HRM Development	,020	,027	,024	,763	,445	,265	,014
HRM Wage Management	,219	,016	,311	13,844	,000	,358	,241
Providing HR	,150	,020	,182	7,314	,000	,294	,130
HRM Directing	-,016	,016	-,023	-,996	,319	,211	-,018
HRM Working Relations	-,078	,024	-,093	-3,318	,001	,203	-,059
R= 0,384 F= 107,571		R <sup>2</sup> =0,148 p=0,000					

a. Dependent Variable: OC- Bureaucratic

Among the human resources management sub-dimensions, which are thought to have an effect on the bureaucratic dimension of organizational culture in schools; As a result of the regression analysis conducted to reveal how development, wage management, providing human resources, directing human resources, and working relations predict the bureaucratic dimension of organizational culture, the variables showed a significant relationship (R:0.384, R<sup>2</sup>=0.148) (F:107,571;  $p<0.001$ ). It was seen that the sub-dimensions of the said variable together explained 15% of the bureaucratic dimension of organizational culture. According to the standardized regression coefficients, the relative importance of the predictor variables at the level of the organizational culture bureaucratic dimension variable are HRM wage management

( $\beta= 0.311$ ), HR provision ( $\beta=0.182$ ), HRM working relationships ( $\beta=-0.093$ ). Considering the t values regarding the significance of the regression coefficients, it is seen that the dimensions of providing HR ( $p<0.001$ ), HRM wage management ( $p<0.001$ ), HRM working relations ( $p<0.001$ ), which are among the predictive variables, are significant predictors of the organizational culture bureaucratic dimension. development ( $p=0.445$ ), HRM directing ( $p=0.319$ ) dimensions were not effective in explaining the bureaucratic dimension of organizational culture.

When the dual and partial correlations between the predictive variable HRM sub-dimensions and the predicted variable organizational culture bureaucratic dimension are examined, it is seen that there is a positive and low level relationship ( $r=0.265$ ) between the HRM development dimension and the organizational culture bureaucratic dimension, but when the effect of other variables on the predicted variable is controlled. it was seen that this relationship disappeared ( $r=0.014$ ). It was observed that there was a positive and moderate relationship ( $r=0.358$ ) between the HRM wage management dimension and the organizational culture bureaucratic dimension, and when the effect of other variables on the predicted variable was controlled, this relationship was positive but low ( $r=0.241$ ). It was seen that there was a positive and low level relationship between the sub-dimension of providing HR and the bureaucratic dimension of organizational culture ( $r=0.294$ ), and when other variables were controlled, this relationship was positive and low ( $r=0.130$ ). When the relationship between HRM directing sub-dimension and organizational culture bureaucratic dimension is examined, it is seen that it is positive and low ( $r=0.211$ ), and when other variables are controlled, this relationship disappears negatively ( $r=-0.018$ ). It was observed that there was a low level of positive relationship between HRM Work Relations and the

organizational culture bureaucratic dimension ( $r=0.203$ ), but this relationship disappeared when the effect of other variables was controlled ( $r=-0.059$ ). According to the results of the regression analysis, the regression equation (3) that predicts the bureaucratic dimension of organizational culture is as follows.

$$\text{Organizational Culture Bureaucratic Dimension} = (0.020 \times \text{HRM Development Scale Score}) + (0.219 \times \text{HRM Wage Management Scale Score}) + (0.150 \times \text{HRM Providing HR Work Relationship Scale Score}) + (-0.016 \times \text{HRM Directing Scale Score}) + (2,481) \quad (3)$$

**Table 4. Multiple regression results on the organizational culture task sub-dimension of human resource management and its sub-dimensions**

Model 4		Predicted Variance: OC-Task						
Predictor	Variance	B	Std. Error	B	t	P	Dual r	Partial r
(Constant)		2,485	,053		47,126	,000		
HRM Development		,152	,024	,185	6,470	,000	,451	,115
HRM Wage Management		-,178	,014	-,260	-12,701	,000	,175	-,222
Providing HR		,180	,018	,225	9,955	,000	,438	,176
HRM Directing		,028	,014	,042	2,003	,045	,322	,036
HRM Working Relations		,252	,021	,308	12,121	,000	,474	,213
R= 0,544 F= 260,912		R <sup>2</sup> =0,296 p=0,000						

a. Dependent Variable: OC-Task

Among the human resources management sub-dimensions that are thought to have an impact on the organizational culture task dimension in schools; As a result of the regression analysis conducted to reveal how development, wage management, providing human resources, directing human resources, and working relations predict the organizational culture task dimension, the variables showed a significant relationship together ( $R:0.544$ ,  $R^2=0.296$ ) ( $F:260.912$ ;  $p < 0.001$ ). It was seen that the sub-dimensions of the said variable together explained 30% of the organizational culture task dimension. According to the standardized regression coefficients, the relative importance order of the predictor variables at the level of organizational culture task dimension variable, HRM working relationships ( $\beta=0.308$ ), HR provision ( $\beta=0.225$ ), HRM development ( $\beta=0.185$ ), HRM directing ( $\beta=0.042$ ) is HRM wage management ( $\beta=-0.260$ ). Considering the t values regarding the significance of the regression coefficients, the predictive variables are HRM development ( $p < 0.001$ ), HR provision ( $p < 0.001$ ), HRM wage management ( $p < 0.001$ ), HRM directing ( $p < 0.05$ ), HRM working relationships ( $p < 0.001$ ) dimensions were found to be significant predictors of organizational culture task dimension.

Considering the dual and partial correlations between HRM sub-dimensions, which is the predictor variable, and the organizational culture task dimension, which is the predicted variable, there is a positive and moderate relationship

( $r=0.451$ ) between the HRM development dimension and the organizational culture task dimension, but when the effect of other variables on the predicted variable is controlled. This relationship was found to be positive and low ( $r=0.115$ ). It was observed that there was a positive and low relationship ( $r=0.175$ ) between the HRM wage management dimension and the organizational culture task dimension, but when the effect of other variables on the predicted variable was controlled, this relationship was low ( $r=-0.222$ ). It was seen that there was a positive and moderate relationship between the subdimension of providing HR and the organizational culture task dimension ( $r=0.438$ ), and when other variables were controlled, the relationship was positive but low ( $r=0.176$ ). When the relationship between the HRM directing sub-dimension and the organizational culture task dimension was examined, it was seen that it was positive and moderate ( $r=0.211$ ), and when other variables were controlled, this relationship disappeared ( $r=-0.036$ ). The association between HRM and the business culture tasking dimension was somewhat positive ( $r=0.474$ ). This association was positive, but low if the influence of other factors was monitored ( $r=0.213$ ). The regression equation (4), predicting the organizational cultural task dimension, is as follows, based on the findings of the regression analysis.

$$\text{Organizational Culture Task Dimension} = (0.152 \times \text{HRM Development Scale Score}) + (0.219 \times \text{HRM Wage Management Scale Score}) + (0.150 \times \text{HRM Providing HR Work Relationship Scale Score}) + (-0.016 \times \text{HRM Directing Scale Score}) + (2,481) \quad (3)$$

Score)+(0.178xHRM Wage Management Scale Score)+(0.180x Providing HR Scale

Score)+(0.252xHRM Working Relationship Scale Score)+(0.028xHRM Referral Scale Score) +(2,485) (4)

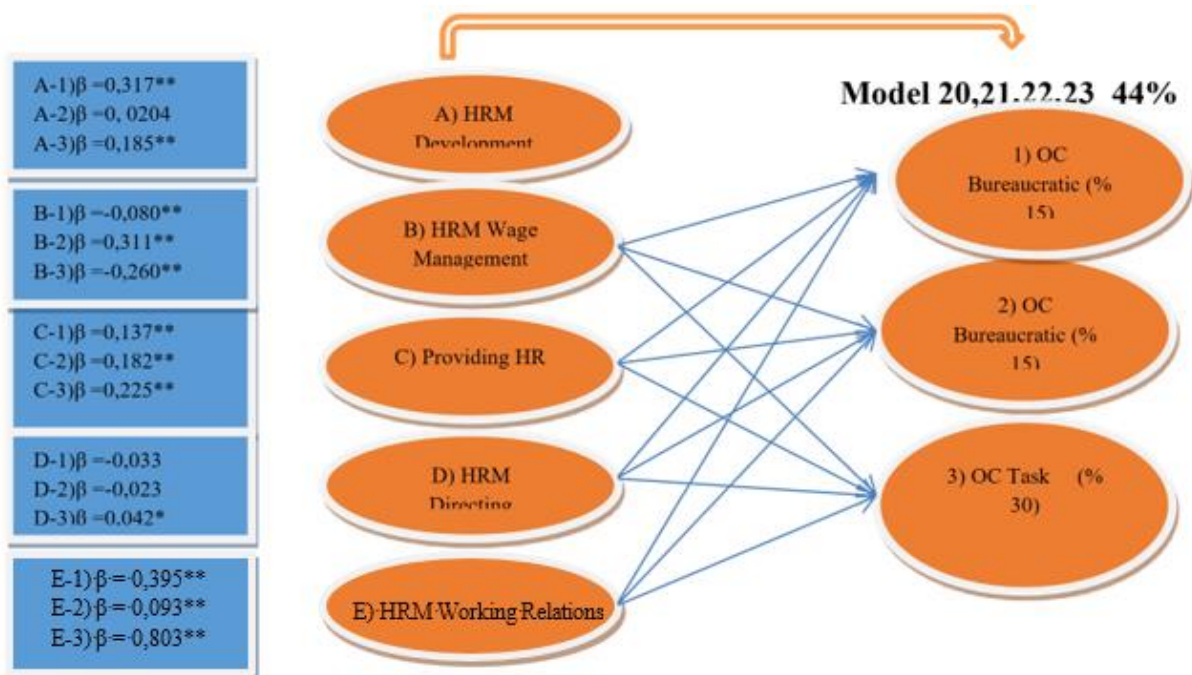


Figure2. The effect of human resources management and its sub-dimensions on organizational culture and sub-dimensions

\*\*  $p < 0.01$  \*  $p < 0.05$

Human resource management sub-dimensions, organizational culture support-success dimension ( $R = 0.707$ ;  $R^2 = 0.500$ ;  $p < 0.001$ ), OC on bureaucratic dimension ( $R = 0.384$ ;  $R^2 = 0.148$ ;  $p < 0.001$ ), OC on task dimension ( $R = 0.544$ ;  $R^2 = 0.296$ ;  $p < 0.001$ ), and overall ( $R = 0.666$ ;  $R^2 = 0.444$ ;  $p < 0.001$ ) showed a significant relationship together. Human resource management sub-dimensions were the predictors of the OC support-success dimension and it was seen that they explained 50% of the OC, 15% of the bureaucratic dimension of the OC, 30% of the OC task dimension, and 44% of the organizational culture in general.

Relative order of importance of predictor variables in organizational culture supportachievement dimension variable levels, HRM working relationships ( $\beta = 0.395$ ;  $p < 0.001$ ), HRM development ( $\beta = 0.317$ ;  $p < 0.001$ ), HR provision ( $\beta = 0.137$ ;  $p < 0.001$ ), HRM is wage management ( $\beta = 0.080$ ;  $p < 0.001$ ); It was observed that the HRM directing dimension was not effective in explaining the organizational culture support-achievement dimension ( $p = 0.061$ ). The relative order of importance of the predictor variables at the level of organizational culture bureaucratic dimension variable, HRM wage management ( $\beta = 0.311$ ;  $p < 0.001$ ), HR provision ( $\beta = 0.182$ ;  $p < 0.001$ ),

HRM working relations ( $\beta = -0.093$ ;  $p < 0.001$ ); It was observed that the dimensions of HRM development ( $p = 0.445$ ) and HRM directing ( $p = 0.319$ ) were not effective in explaining the bureaucratic dimension of organizational culture. Relative order of importance of the predictor variables at the level of organizational culture task dimension variable, HRM working relationships ( $\beta = 0.308$ ;  $p < 0.001$ ), HR provision ( $\beta = 0.225$ ;  $p < 0.001$ ), HRM development ( $\beta = 0.185$ ;  $p < 0.001$ ), HRM referral ( $\beta = 0.042$ ;  $p < 0.05$ ), HRM wage management ( $\beta = -0.260$ ;  $p < 0.001$ ). The relative order of importance of the predictor variables in organizational culture variable levels, HRM working relationships ( $\beta = 0.283$ ;  $p < 0.001$ ), It is discovered that HRM ( $\beta = 0.251$ ;  $p < 0.001$ ). HR supply ( $\beta = 0.213$ ;  $p < 0.001$ ) is not successful in describing the organizational culture with the aspects of HRM wage management and HRM management.

## RESULTS

1) It has been monitored that HRM in schools are predictors of school principals' management skills, organizational culture and organizational citizenship behavior. It was observed that the "human resources management" variable expressed 47% of the OCD variable, 44% of the



OC variable, and 16% of the ODD variable.

- 2) Human resource management sub-dimensions are the predictors of the OCD taking responsibility-technical competence dimension and explain 41% of the OCD qualifications and other skills dimension, 41% of the OCD initiation structure dimension, and 47% of the OCD in general. Sub-dimensions on human resources management were the predictors of the OC support and success dimension; 50% of the OC bureaucracy, 15% the OC burocratic dimension, 30% of the OC task dimension and 44% of the organization culture in general were described.

OCD: Organizational Culture Dimension, ODD: Organizational Data Dimension , OC: Organization Culture

### SUGGESTIONS

- 1) It is understood in the findings that OC support-success dimension is 50% explanatory, mainly on HRM working relationships and development dimensions, HRM practitioners need to plan and schedule to support teachers' success and prioritize teachers' development.
- 2) Besides, the effect of HRM on OC should be investigated using on-site observation and interview methods.

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