

Corporate Culture in Educational Institutions and Perceptions of Student Subculture

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ABSTRACT: *Corporate culture is based upon the communication of the basic values to members through symbols, acceptance of and sharing the values, beliefs and norms by the members. Formation of the corporate culture and acceptance of this culture by employees of the corporation have a vital importance to achieve the harmony inside the corporation and to achieve success. Schools as social organizations are an important part of the education system and they are also productive sub-systems. As a part of the system, schools also have their own cultures. This culture is not different from the corporate culture. Therefore, forming and maintaining a school culture is also important for maintaining the education system. Therefore, the goal of this study is to examine the perceptions of the students, as a sub-culture of the school culture, regarding the institution where they received their education and which they are a member of. By making a comparison of private universities and state universities, we tried to reveal corporate culture perceptions of the students from two different organizational structures and whether these are differentiated according to gender and the number of years they have been in these institutions.*

Keywords: *corporate culture, school culture, subculture*

I. Introduction

Corporate culture has an incontrovertible influence on corporations forming their corporate objectives and strategies, and on actualisation of these. While the studies conducted related to the corporate culture have accelerated in the last 30 years, it is being emphasized that there is a strong relation between cultural aspects and achievements of corporations. Corporate culture is based upon the communication of the basic values to members through symbols, acceptance of and sharing the values, beliefs and norms by the members. Formation of the corporate culture and acceptance of this culture by employees of the corporation have a vital importance to achieve the harmony inside the corporation and to achieve success.

Schools as social organizations are an important part of the education system and they are also productive sub-systems. Aiming to provide the students information, skills and habits within the frame of a particular program to achieve the objectives set in advance, schools as subsidiary systems make a major contribution to the information society. As a part of the system, schools also have their own cultures. This culture is not different from the corporate culture. Therefore, forming and maintaining a school culture is also important for maintaining the education system. The most important components of the school culture are students, teachers, instructors, civil servants, school administrators and parents. With the participation of new individuals to schools that are social and dynamic organizations together with their people, the changes and technological developments happening outside can also affect the school culture. The corporate culture at schools is shaped by the behaviours and assumptions of school members. Another factor that defines and is influential in the formation of the school culture is the norms. They form their own cultural identities by adding the values that they produce themselves on top of the values and norms they receive from the society, and by differentiating themselves from the other organizations. Corporate culture consists of sub-cultures that interact with each other. The more values and attitudes of the sub-cultures match up with each other, the more integrated the corporate culture will be. The perceptions of the students, teachers, instructors, civil servants, school administrators and parents, all of whom are an important part of the culture, regarding the institution also have a great significance.

Therefore, the goal of this study is to examine the perceptions of the students, as a sub-culture of the school culture, regarding the institution where they received their education and which they are a member of. By making a comparison of private universities and state universities, we tried to reveal corporate culture perceptions of the students from two different corporate structures and whether these are differentiated according to gender and the number of years they have been in these institutions.

II. Literature Review

Culture is defined broadly to encompass shared characteristics and/or behaviour within a group context that serves to maintain the identity of the group.[1] Schein suggests that culture is the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that

define in a basic 'taken-for-granted' fashion an organization's view of itself and its environment.[2] Culture is a socially constructed set of actions, ideas and objects that people share as a member of an enduring, communicatively interacting social group.[3] Culture is conceptualized in terms of meanings or understandings.[4] It is the extent to which a group of individuals engage in overt and verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, and predicting how individuals within the group act in specific setting conditions.[5]

Corporations are micro societies. They share the same challenge to foster cooperation and try to use both intrinsic motivations and norms.[6] The concept of corporate culture is hard to define. This difficulty partly seems from the wide and diverse use of term culture, partly also from the fact that most of culture is hidden from the eye of the beholder.[7] In general it can be defined as "the pattern of shared beliefs and values that give members of an institution meaning, and provide them with the rules for behavior in their organization" .[8]

Corporate culture defined by Thorsen as a field that determines how people think, act and view the organization around them.[9] Culture is created by means of terminal and instrumental values, heroes, rites and rituals, and communication networks. The primary methods of maintaining corporate culture is through the socialization process by which individuals learn the values, expected behaviors, and social knowledge necessary to assume their roles in the organization.[10] Deal and Kennedy (1984) identified four dimensions of organizational culture: values, heroes, rites and rituals, and communication networks. These four dimensions play a key role in creating organizational cultures.[11]

McMaster pointed that the modern school is a multi-layered and complex institution.[12] Schools are a corporation and because of this fact they are a subject to corporate culture studies and analysis. In the literature, corporate culture in educational corporations is named as school culture. Culture consists of meanings shared by those inhabiting a school.[13] School culture refers to the values, practices, and actions of any particular school community, including the students, teachers, administrators, and the other stakeholders.[14] School culture is norms developed over time based on shared attitudes, values, beliefs, expectations, relationships, and traditions of a particular school that cause it to function or react as it does.[15]

According to the U.S. Department of Education, school culture is that "intangible feel of a school" that can be sensed when one enters the building.[16] In the Deal and Peterson's definition school culture considered as "the character of a school as it reflects deep patterns of values, beliefs, and traditions that have been formed over the course of its history.[17] It is believed that no school improvement effort will be effective, unless school culture and academic press are both addressed and aligned.[18]

Culture in a school could have been perceived as both positive and negative. Every culture left footprints in an organization which were the value, beliefs, observations and listening to the surroundings.[19] If teachers, staff, students, administrators, and parents are striving towards common ideals and the rituals, daily actions, and rhetoric of the school community reflects that striving, then the school is regarded as having a "positive" culture, which is considered likely to enhance performance and overall satisfaction of its stakeholders.[20] School culture is regarded as one of the important variables that lead to progressive school reform.[21]

Families, teachers, school administrators and students have some feelings that they have, but that cannot be defined, regarding the schools that they are a part of. These feelings are related to the culture. The culture affects many things inside the school, such as clothing style, conversation topics, whether the employees are willing towards changes, education and training practices, the importance given to students, communication practices, what things are right and how things should be done.[22] It is possible to list the factors that affect the school culture as follows: Age of the school, historical development process of the school, the goal and objectives of the school, socio-economic and geographical environment of the school, socio-economic status of the students, urban and rural areas, school facilities, technology used in the school, sizes of the school and the classrooms, expectations of the administrators, teachers and students, expectation of parents, whether its education system is centralized or not, whether the educational institution is a private one or not, the structure of the education system.[23]

Studies conducted on positive school culture and success rates of schools show that there is a direct correlation between these two subjects. Fyans and Maehr (1990) argue that the students at institutions with strong school culture are more motivated towards learning.[24] Peterson and Deal define the characteristics of schools with a strong and positive culture as follows:[25]

1. There are joint objectives shared by the employees, the employees are ambitious towards teaching
2. There are rituals and traditions to celebrate the achievements of the students and, creativeness and innovations of the teachers
3. There are formal social networks that carry tales of heroism
4. Norms are based on hard-work and development of the students.

Deal and Peterson suggest that productivity, which might be defined in terms of student achievement, student learning, teacher satisfaction, or in some other way, is related to certain elements of strong institutional culture. In schools, they specify that a positive culture involves: strong values, an emphasis on basic skills for all

students, high expectations for all students, strong leadership, shared beliefs throughout the school, good role models, and an atmosphere that is orderly, while not oppressive.[26]

It is possible to say the sometimes many students do not experience schools as culturally and contextually relevant. Because of this reason these students are at high risk of lower academic achievement, more frequent and negative disciplinary consequences, and more deleterious social behavioural outcomes.[27] Children that do not experience a supportive school culture may never achieve proficiency or academic excellence.[28]

III. Research Methodology

As a subcultural component, the students are an integral part of the school culture. Therefore, in this study conducted to reveal the perception of the students of Faculty of Communication Departments at Bahçeşehir and Istanbul Universities towards the school culture, it was aimed to reveal the perception of the students as a subcultural component, towards the dimensions of the corporate culture and their attitudes towards whether their own academic cultures have the positive characteristics of the school culture indicated in literature and the research process was designed according to this. The aim of this study is to emphasize the importance of corporate culture that comprises assumptions, beliefs, values, norms, symbols and practices in the educational institutions and to determine the perceptions of students -a subculture of the academic organizations- about the organizational life. A research on the subject regarding the formation of perceptions towards the school culture was conducted by Erdem and İşbaşı in Turkey.[29] The study with the title “Eğitim Kurumlarında Örgüt Kültürü ve Öğrenci Alt Kültürünün Algılamaları” shows similarities with the data from the literature. The researchers identified the sub-dimensions of the school culture as Sense of Belonging, Symbols, Status Interval, Communication/Relation and Organizational Structure/Activity based on the factor analysis they conducted. But our current research identified three factors as can be seen in the findings section.

The scale which was developed and applied by Erdem and İşbaşı was used for the research regarding the students of Faculty of Communication at Bahçeşehir University and Faculty of Communication at Istanbul University in 2015-2016 Academic year. Survey items can be found in Table 1. The following tables in the study will refer to the items with their initials.

Table 1: Survey Items

V1 At our faculty, the departments are highly consistent with each other in terms of implementations.
V2 Students are well informed about the administration and implementations of the departments other than their own departments.
V3 Administrators of the faculty are good at solving problems.
V4 Administrators of the faculty protect the faculty against external influences and pressure.
V5 There is competition between departments at the faculty.
V6 Faculty members are always open to communication.
V7 We are informed about the instructional objectives of the faculty.
V8 Communication between students from different classes is strong.
V9 Faculty members' approach towards the students is friendly.
V10 Presentation methods of the courses improve the way of thinking and skills rather than just conveying information.
V11 The faculty has a positive image outside (at the campus, in the city).
V12 The faculty members of the faculty are in cooperation and unity among themselves.
V13 Faculty administration informs the students about the regulations and applications on time and accurately.
V14 Faculty members act tolerant in their approaches to mistakes.
V15 Students consider instructors close enough to inform them about various problems.
V16 Students are able to inform the administrators about their problems and thoughts on the application at the faculty at an adequate level.
V17 Faculty members advocate authority in the relations between the students and instructors.
V18 Attitudes of all faculty members towards the students are similar.
V19 Faculty members coincide with the faculty.
V20 New students in the faculty socialise with the old students quickly.
V21 Being a student at the Faculty of Communication at this university is a privilege.
V22 Research assistants of the faculty help the students in a sincere manner.
V23 Administrative staff has a positive attitude in the face of demands from the students.
V24 There is cooperation and unity between students, instructors and the staff at the faculty.
V25 I recommend this faculty to people close to me seeking for an admittance to a university.
V26 The faculty meets the expectations of families, the society and the business world.
V27 Even after when my education is over, I will see myself as a part of the Faculty of communication at Istanbul University/Bahçeşehir University.
V28 Physical structure of the faculty is different and original compared to other faculties.
V29 Ceremonies during days for beginnings, foundation, ends are deemed important.
V30 Memories, stories, events from the history of the faculty are told about to new students by the old students.
V31 I consider myself lucky in terms of competition against the students of the same department at the faculties of communication at other universities.

This research is a survey, circulated to two groups of respondents a state and a private university students. At the end of the period given, return of 155 questionnaires from the private university and 234 questionnaires from the state university. The survey, which aims to evaluate student’s perceptions about culture in their institutions as a sub-culture, has 31 likert type items.

RQ1: How do state university and private university students differ in their perceptions of school culture in general?

RQ2: How male and female students differ in their perceptions of school culture?

RQ3: How do students differ in their perceptions of school culture by their class year?

IV. Findings

To identify the attitude factors towards “School Culture” the 31 items were subjected Principal Components Analysis (PCA) using SPSS version 23. Prior to performing PCA, the suitability of data for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients of 0.3 and above The Kaiser-Meyer-Okin value was 0,904 exceeding the recommended value of .60 while Bartlett’s Test of Sphericity reached statistical significance (Chi Square=4108,487 df=465 p<0,01).[30]

RQ1: How do state university and private university students differ in their perceptions of school culture in general?

In this section of research participants were asked to respond 31 likert-type statements about school culture. The data presented in table 2 indicate that perceptual distance between a state and a private university students According to the t-test results there is a significant difference for 22 statements (statements 1-3-4-5-6-7-8-9-10-12-13-14-15-16-18-19-22-24-25-26-28-29) between two groups. And it is obvious that state students have more negative perceptions about their school culture.

Table 2: General Perceptions of School Culture

	İstanbul University (State)		Bahçeşehir University (Private)		Total	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
V1*	2,46	0,935	2,89	1,042	2,63	1,000
V2	2,03	0,888	2,17	0,881	2,09	0,887
V3*	2,73	0,932	3,45	0,920	3,02	0,992
V4*	2,85	0,976	3,47	0,921	3,10	1,000
V5*	2,44	0,897	2,77	1,016	2,57	0,959
V6*	3,68	0,928	4,01	0,912	3,81	0,934
V7*	3,04	0,997	3,45	0,994	3,20	1,015
V8*	2,53	1,032	2,82	1,152	2,65	1,089
V9*	3,87	0,846	4,05	0,804	3,94	0,834
V10*	2,91	1,248	3,39	0,983	3,10	1,172
V11	3,75	0,945	3,78	1,027	3,76	0,977
V12*	3,35	0,738	3,81	0,734	3,53	0,771
V13*	2,97	0,963	3,50	0,941	3,18	0,988
V14*	3,30	0,766	3,54	0,750	3,39	0,767
V15*	3,06	1,071	3,63	0,967	3,29	1,067
V16*	3,12	0,963	3,48	0,989	3,26	0,988
V17 (Polarized)	2,96	0,919	2,98	0,922	2,97	0,919
V18*	2,63	0,946	2,84	1,041	2,71	0,989
V19*	3,30	0,794	3,56	0,845	3,40	0,823
V20	2,74	1,094	2,78	1,058	2,75	1,079
V21	3,21	1,150	3,42	1,109	3,29	1,137
V22*	3,30	0,909	3,60	0,849	3,42	0,897
V23	3,15	0,974	3,23	0,979	3,18	0,976
V24*	3,11	0,855	3,44	0,912	3,24	0,892
V25*	3,18	1,132	3,47	1,152	3,30	1,147
V26*	2,84	1,038	3,48	0,949	3,10	1,051
V27	3,73	0,976	3,75	0,923	3,74	0,954
V28*	2,18	1,172	3,09	1,379	2,54	1,334
V29*	2,72	1,086	2,98	1,090	2,82	1,094
V30	2,46	1,139	2,51	1,046	2,48	1,102
V31	3,38	1,082	3,42	1,121	3,39	1,097

* Mean Differences are Statistically Meaningful (T-Test, p<0,05), 1 Strongly Disagree - 5 Strongly Agree

N=389, Bahçeşehir University=155, İstanbul University=234

Cronbach's Alpha = 0,905

RQ2: How male and female students differ in their perceptions of school culture?

Table 3 shows the items used to measure RQ2. Female students have much more positive thoughts about school culture than male students.

Table 3: Perceptions Differences between Male and Female Students

Items	Male		Female		Total	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
V1	2,50	1,024	2,70	0,980	2,63	1,000
V2	2,10	0,913	2,08	0,871	2,09	0,887
V3	2,91	1,026	3,08	0,967	3,02	0,992
V4	3,02	1,030	3,15	0,981	3,10	1,000
V5	2,56	1,060	2,58	0,893	2,57	0,959
V6	3,79	0,981	3,83	0,906	3,81	0,934
V7*	<u>3,03</u>	1,068	<u>3,30</u>	0,968	3,20	1,015
V8	2,58	1,115	2,69	1,073	2,65	1,089
V9	3,90	0,891	3,97	0,797	3,94	0,834
V10*	<u>2,93</u>	1,212	<u>3,20</u>	1,137	3,10	1,172
V11*	<u>3,62</u>	1,004	<u>3,85</u>	0,952	3,76	0,977
V12	3,49	0,801	3,56	0,751	3,53	0,771
V13*	<u>3,05</u>	0,999	<u>3,26</u>	0,975	3,18	0,988
V14	3,44	0,783	3,36	0,757	3,39	0,767
V15	3,34	1,108	3,26	1,042	3,29	1,067
V16	3,22	1,026	3,29	0,965	3,26	0,988
V17(Polarized)	2,94	0,995	2,99	0,870	2,97	0,919
V18	2,64	0,986	2,75	0,991	2,71	0,989
V19*	<u>3,28</u>	0,871	<u>3,48</u>	0,785	3,40	0,823
V20	2,63	1,135	2,83	1,038	2,75	1,079
V21*	<u>3,03</u>	1,063	<u>3,46</u>	1,152	3,29	1,137
V22	3,43	0,871	3,41	0,914	3,42	0,897
V23	3,11	0,976	3,22	0,975	3,18	0,976
V24	3,14	0,923	3,30	0,869	3,24	0,892
V25*	<u>3,08</u>	1,194	<u>3,43</u>	1,098	3,30	1,147
V26*	<u>2,89</u>	1,069	<u>3,23</u>	1,019	3,10	1,051
V27*	<u>3,49</u>	0,991	<u>3,89</u>	0,899	3,74	0,954
V28*	2,32	1,296	2,68	1,342	2,54	1,334
V29	2,69	1,071	2,91	1,102	2,82	1,094
V30	2,43	1,103	2,51	1,102	2,48	1,102
V31*	<u>3,22</u>	1,124	<u>3,50</u>	1,067	3,39	1,097

*Mean Differences are Statistically Meaningful (T-Test, p<0,05), 1 Strongly Disagree -5 Strongly Agree
N=389, Male=149, Female=240

RQ3: How do students differ in their perceptions of school culture by their class year?

Judging by the t-test results it is possible to say that first-second year students have similar thoughts about 22 items related to their school culture. But for statements 10-14-15-21-22-25-26-27-28-31 first-second year students more positive perceptions than third-fourth year students.

Table 4: Perceptions Differences between First-Second/Third-Fourth Year Students

	First-Second Year		Third-Fourth Year		Total	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
V1	2,72	1,002	2,54	0,993	2,63	1,000
V2	2,13	0,906	2,05	0,867	2,09	0,887
V3	2,98	0,995	3,05	0,991	3,02	0,992
V4	3,08	1,025	3,12	0,977	3,10	1,000
V5	2,58	0,915	2,57	1,003	2,57	0,959

V6	3,80	0,885	3,83	0,982	3,81	0,934
V7	3,26	1,021	3,14	1,008	3,20	1,015
V8	2,63	1,114	2,66	1,066	2,65	1,089
V9	3,96	0,847	3,92	0,822	3,94	0,834
V10*	<u>3,39</u>	1,108	<u>2,82</u>	1,167	3,10	1,172
V11	3,82	1,007	3,70	0,947	3,76	0,977
V12	3,46	0,796	3,60	0,740	3,53	0,771
V13	3,26	0,976	3,10	0,995	3,18	0,988
V14*	<u>3,25</u>	0,762	<u>3,54</u>	0,747	3,39	0,767
V15*	<u>3,08</u>	1,033	<u>3,49</u>	1,065	3,29	1,067
V16	3,25	0,968	3,27	1,009	3,26	0,988
V17(Polarized)	2,89	0,948	3,05	0,885	2,97	0,919
V18	2,73	1,005	2,69	0,975	2,71	0,989
V19	3,45	0,796	3,35	0,849	3,40	0,823
V20	2,75	1,085	2,76	1,076	2,75	1,079
V21*	<u>3,48</u>	1,167	<u>3,11</u>	1,078	3,29	1,137
V22*	<u>3,27</u>	0,872	<u>3,56</u>	0,900	3,42	0,897
V23	3,16	1,014	3,21	0,939	3,18	0,976
V24	3,24	0,845	3,24	0,938	3,24	0,892
V25*	<u>3,45</u>	1,145	<u>3,15</u>	1,132	3,30	1,147
V26*	<u>3,26</u>	1,023	<u>2,94</u>	1,056	3,10	1,051
V27*	<u>3,89</u>	0,943	<u>3,59</u>	0,943	3,74	0,954
V28*	<u>2,71</u>	1,388	<u>2,38</u>	1,260	2,54	1,334
V29	2,86	1,100	2,79	1,088	2,82	1,094
V30	2,43	1,082	2,53	1,121	2,48	1,102
V31*	<u>3,53</u>	1,108	<u>3,26</u>	1,071	3,39	1,097

* Mean Differences are Statistically Meaningful (T-Test, $p < 0,05$), 1 Strongly Disagree - 5 Strongly Agree
 N=389, First-Second Year=193, Third-Fourth Year=196

Principal components analysis revealed the presence of six components with eigenvalues exceeding 1 explaining 27,57%, 7,51%, 5,92%, 4,17%, 3,85% and 3,72% of the variance respectively. An inspection of the screeplot revealed a clear break after the third component. Using Catell's (1966) scree test, it was decided to retain three component for further investigation.[31] This was further supported by the results of the Parallel Analysis which showed only 3 component with eigenvalues exceeding the corresponding criterion values for a randomly generated data matrix of the same size. (31 Variables x 389 respondents). Parallel analysis involves comparing the size of the eigenvalues with those obtained from a randomly generated data set of the same size. Only those eigenvalues that exceed the corresponding values from the random data set are retained. This approach to identifying the correct number of components to retain has been shown to be the most accurate, with both Kaiser's criterion and Catell's scree test tending to overestimate the number of components.[32](Table 1)

Items V5, V17, V18 and V19 were excluded from analysis because of the low communality values of those items (Pallant, 2013, p.198). At the same time items V3, V4, V7, V10 and V13 were excluded from analysis because of complex factor loadings (Pallant, 2013, Tabachnick and Fidell, 2014). As a result, 22 items was used for the principal components analysis and based on the above information, this three factor was rotated using a Varimax rotation procedure. In the end, the three-Component solution explained a total of 47,18% of the variance.

In the end, the naming of the factors were made according to the existing education theories and the interpretability of the factor solution. As a result of factor analysis, 3 factor structure emerges. Factor Strenght Distance is the one that define the variance at most. When these factors are compared to the basic demographical data once more, a clear distinction regarding the state and private universities is observed in all three factors. While the second factor differentiates significantly in terms of gender, the distinctions between the first and secondfactors are meaningful when the class years of students are compared. The variance trends of these factors are closely similar to the trends in the individual comparison of the items on the first tables.

Table 5: Results of the Factor Analysis

Items	Factors	Means	Factor Loadings	Eigenvalues	Variance (%) (Total %47,18)	Alpha
Factor 1 (Strenght Distance)						
V9	Faculty members' approach towards the students is friendly.	3,45	0,77	6,493	29,51	0,824
V6	Faculty members are always open to communication.		0,74			
V22	Research assistants of the faculty help the students in a sincere manner.		0,64			
V15	Students consider instructors close enough to inform them about various problems.		0,63			
V14	Faculty members act tolerant in their approaches to mistakes.		0,59			
V12	The faculty members of the faculty are in cooperation and unity among themselves.		0,59			
V24	There is cooperation and unity between students, instructors and the staff at the faculty.		0,57			
V16	Students are able to inform the administrators about their problems and thoughts on the application at the faculty at an adequate level.		0,50			
V23	Administrative staff has a positive attitude in the face of demands from the students.		0,50			

Table 6

Factor 2 (Belonging)						
V2 7	Even after when my education is over, I will see myself as a part of the Faculty of communication at Istanbul University/Bahcesehir University.	3,24	0,75	2,164	9,83	0,840
V2 5	I recommend this faculty to people close to me seeking for an admittance to a university.		0,74			
V3 1	I consider myself lucky in terms of competition against the students of the same department at the faculties of communication at other universities.		0,72			
V2 1	Being a students at the Faculty of Communication at this university is a privilege.		0,64			
V2 6	The faculty meets the expectations of families, the society and the business world.		0,63			
V1 1	The faculty has a positive image outside (at the campus, in the city).		0,61			
V2 9	Ceremonies during days for beginnings, foundation, ends are deemed important.		0,53			
V2 8	Physical structure of the faculty is different and original compared to other faculties.		0,53			
Factor 3 (Communication/Relationship)						
V8	Communication between students from different classes is strong.	2,52	0,7	1,724	7,84	0,716
V2	Students are well informed about the administration and implementations of the departments other than their own departments.		0,6			
V2 0	New students in the faculty socialise with the old students quickly.		0,6			
V1	At our faculty, the departments are highly consistent with each other in terms of implementations.		0,6			
V3 0	Memories, stories, events from the history of the faculty are told about to new students by the old students.		0,6			
KMO = 0,894; Bartlett's Test of Sphericity=2788,87, p<0,000						
Communalities Problem V5, V17, V18, V19						
Complex Variables Problem V3, V4, V7, V10, V13						

Table 7

Component Number	Actual Eigenvalue from PCA	Criterion Value From Parallel Analysis	Decision
1	8,546	1,573	Accept
2	2,327	1,499	Accept
3	1,836	1,437	Accept
4	1,294	1,384	Reject
5	1,192	1,342	Reject
6	1,152	1,301	Reject

		Factor 1 (Strenght Distance)	Factor 2 (Belonging)	Factor 3 (Communication/Relationship)
University	İstanbul University (State)	3,32*	3,12*	2,44*
	Bahçeşehir University (Private)	3,64*	3,42*	2,63*
Sex	Male	3,43	3,04*	2,45
	Female	3,47	3,37*	2,56
Class Year	First-Second Class	3,39*	3,37*	2,53
	Third-Fourth Class	3,51*	3,11*	2,51

* Mean Differences are Statistically Meaningful (T-Test, p<0,05), 1 Strongly Disagree - 5 Strongly Agree

V. Conclusion

People share a common life style as part of the society that they live in. As one is part of the society, he or she will gain particular knowledge, traditions, moral values, and habits, which are elements of that culture. Culture is the accumulation of moral and materialistic values, and habits of one nation or one society that is shaped or created by the needs of its people beyond their biological needs to survive, by the satisfaction or/and dissatisfaction of its people, and also through the learning process that people go through in that society.

As we look into the corporate culture, we observe that the institutions have their own culture just like in societies. The institutions which have strong cultures and effective, productive employees are able to react to or accept the changes effectively and positively. Moreover, this type of institutions create the changes. If a healthy communication is present and the culture of the organization is well-managed, the organization will have an advantage to excel and reach a better position among its rivals.

Schools in the educational system are recognized as corporations have their own cultures just like any other corporations, and the school culture is established by the academic members of the schools in the system. That is why, the school culture, whose valuable members are parents, academic faculty, teachers, staff, academic administration and students, is as important as any other institutional culture and it shapes its own culture through the experiences and values of its members. In order to make sure that the school/educational institution reaches success, the students who are important members of the system should understand their school's culture and they should feel that they belong to that culture. The idea that the students, members of the sub-culture, should identify themselves in the culture, their school culture has been the base of this research.

Corporate culture mentions the values and beliefs that are shared by all of its members. As the culture is a product of sharing, sharing, communication, and cooperation are the imperative elements of this process. During contribution and cooperation, the distance among the members shortens, which establishes a better, healthier way of communication among the members of the organization. According to the results of the factor analysis of the research, the survey that is done within the perspective of strength distance of a corporate culture shows and it is safe to say that the student perception of strength distance between state universities and private universities is actually short.

When looked at the mean scores on Table 2, items V9-V14-V15-V12-V16-V22-V23-V24, within the perspective of strength distance, that the percentage of the agreement on the shortness of strength distance between the two types of universities is above the average is not worthy.

Another point that needs to be mentioned here is that although the student perspective of strength distance is low, the students from private universities expressed their opinion on the items other than V23 more statistically than the students from state universities.

That the heavy bureaucracy system exists in state universities and that is the reason why the students in state universities detect more strength distance could be the most logical explanation. The narrow strength distance brings and maintains a positive school culture and it has been construed as the representation of the fact that the narrow strength distance in both university systems cultivates a positive environment where faculty, administration, and students work together in harmony.

When the statements regarding the importance of 'sense of belonging', it can be observed that students from both universities agree with the statements above the average percentage about

feeling connection/ belonging to their institutions; however, it is clear that the percentage of agreement on the statements mentioned is less than the agreement on the strength distance. The students from private universities had statistically more positive opinions than the students from state schools.

When this situation is interpreted along with the knowledge mentioned in the corporate culture, there is an obvious deflection from the literature. The literature talks about the fact that organizational history is an imperative element in creating a strong and dominant culture and a sense of belonging. Nonetheless, this current research found out that the sense of belonging is felt stronger at private universities that are relatively young and that do not have a long history and traditions.

When the statements regarding communication/relationship are examined, the results are ironic and striking. Even though the survey has been conducted at Communication Studies Departments of both state and private universities, the agreements on statements regarding the culture that the students had low agreement were the ones about the size of the communication. When the results of the items, V1-V2-V8-V20-V30, were examined at the university base, it was found that some answers were below the average and some were slightly above the average. Moreover, another striking point is that the students do not have any positive opinion on the matter of effectiveness and sufficiency of the communication among their fellow students. In the perspective of communication, there is statistically a large gap between state universities and private universities just like the gap they have in strength distance and sense of belonging. Although, compatible with the previous results, private university students have proved that they have a more positive perception than the students at state universities, their perception of communication has stayed at the average level. However, the density and quality of communication is one of the key factors in creating a corporate culture, in making sure that the culture becomes positive and passes on to future generations. In order to strengthen the corporate culture in both institutions, the amount and quality of communication should be reinforced. Furthermore, it is recommended that the students should set the infrastructure for the formal or informal channels so that the communication among themselves will get stronger.

The other purpose of this research is to figure out if the gender difference affects the perception of the students on corporate culture. While the results in general show that the female students have more of a positive attitude in factor analysis of those three aspects, this difference only made sense statistically in understanding the sense of belonging. The intended result in this research is to see if there is a meaningful relation between the grade level of the students and their perception of the corporate culture. The research results display that juniors and seniors have more negative ideas than freshmen and sophomores when it comes to sense of belonging, which is inversely proportional with the years of education. It can be understood that the positive feelings the students used to have in the early years diminish, which relates to the issues in sharing and keeping the corporate culture. Consequently, from the numbers we have received through the research, we can assume that the applications/activities to keep the sense of belonging among the students are not sufficient to keep this sense among older students. The lack of communication as previously mentioned could be the reason of the decline of sense of belonging; however, there needs to be more research done in order to fully understand the reasons of the decline.

Also, the both type of universities should be advised to do the following: the students should be able to participate in decisions regarding their education, their well-being; the students should be informed on their educational goals, and more importantly, they should be able to be proud of what they study.

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