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Türk Devlet Üniversitelerinin Örgüt Kültürü Tipinin Belirlenmesi: Akademik Personelin Görüşleri*

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Identifying Type of Organizational Culture in Turkish Public Universities: Academic Staff Members' Perceptions

Article Information	ABSTRACT
Received: 23.08.2019	This study aims to investigate the current organizational type of Turkish universities using Competing Values Framework (CVF). This framework measures the dominant organizational culture in terms of four culture types: Clan, adhocracy, market and hierarchy and identifies the required changes in an organization's culture.
Accepted: 12.02.2021	In the present study, semi-structured interviews were administered to 21 university academic staff members from four public universities. The main idea of the interview questions was similar to the ones in OCAI. This method allowed us to get deeper understanding of the overall organizational type. The results show that the
Online First: 25.02.2021	dominant organizational culture type is hierarchy followed by market culture. Upon evaluating the common aspects of hierarchy and market cultures, it is concluded that the general cultural structure of state universities reflects the mechanical processes with a controlled structure rather than organic processes with
Published: 31.10.2021	an innovative environment. **Keywords:** Organizational culture, Competing Values Framework, organizational change, Turkish universities, academic staff members

1. INTRODUCTION

In the 21st century, organizations are expected to be knowledge- based and innovative compared to the organizations ten years ago where constancy, sameness, status quo are regarded as the reasons for boasting. The traditional organizations' being uncertain is interpreted as staying the same (Cameron & Quinn, 2011). Linked to that, Read (1996) stated that individuals, their behaviour and organizations may change with an effective reaction to these demands to enable their existence. So, the issue of creating innovative frameworks has received considerable critical attention to recognize the importance of OC and change it

* This study is partly based on the first author's PhD Dissertation.
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*** Prof. Dr., Vrije Universiteit Brussel, Educational Sciences, Brussels-BELGIUM. e-mail: chang.zhu@vub.be (ORCID: 0000-0002-0057-275X)

(Ahmed, 1998; Igo & Skitmore, 2006; Lau & Ngo, 2004; Naranjo-Valencia, Jimenez-Jimenez & Sanz-Valle, 2011; Obenchain & Johnson, 2004; Pheysey, 1993; Robbins, 1997; Tuan, 2010). Accordingly, there is evidence that organizational culture plays a crucial role in improving management, reforming strategies and enhancing performance at higher education institutions (HEIs) (Lacatus, 2013). As Tierney (1988) states what is done, how it is done, and who is involved are the main reflectors of organizational culture. He also adds that decisions, actions, and communication are reqired for organizational culture.

A prerequisite to reviewing the literature is to have a working on the definition of OC. The concept of OC became widespread among the researchers in the last decades. These brought up many definitions for this notable issue. OC is defined as a pattern of beliefs and expectations shared by the organization's members that create norms that powerfully shape the behavior of individuals and groups in the organization (Schwartz & Davis, 1981), the collective will of members (Kilmann, Saxton & Sherpa, 1985), the pattern of basic assumptions that a group has invented, discovered or developed about the application rules, leadership, managerial procedure (Deal & Kennedy, 2000; Fiol & Lyles, 1985; Mehta & Krishnan, 2004; Mintzberg, 1996; Schein, 1990; Van Maanen & Schein, 1979; Owens, 1995). Also, it has been mentioned the result of social interactions (Meek, 1988), control mechanism which is created by management rather than a uniting tool (Baker, McCrea & Spencer, 1980). Despite the vast number of definitions in literature, there is no consensus on the definition of OC. However, researchers agree upon culture's requiring values and practices of the organization's stakeholders. Kezar (2000) stated that the culture shifted from a descriptive device instead linked with improvement and success. This pattern was followed by higher education as the culture is the main source of macro variation among universities (Erkutlu, Chafra & Bumin, 2011). Early examples of research in higher education more focused on illustrating campus cultures through myths and rituals (Riesman, Gusfield & Gamson, 1975; Tyler & Lunsford, 1963). In recent years, there has been an increasing amount of literature on institutional culture, governance and administration (Cowen, 1991; Dearlove, 1995; Lewis, Goodman & Frandt, 1994; Trow, 1994) and organizational leadership (Bass, 1999; Hazelkorn, 2008), different models of OC (Cameron & Quinn, 2011; Deal & Kennedy, 2000; Goffee & Jones, 1996; Handy, 1981; Harrison, 1972; Hofstede, 2001; Reigle, 2001; Schein, 1990; Schneider, 1994; Wallach, 1983) and organizational change (Elias, 2007; Drucker, 1995).

Almost every paper that has been mentioned here includes a section relating to today's competitive environment and thus, higher education institutions (HEIs) are challenging to create knowledge, foster progress, educate students for outside realities, activate innovation, publish research outputs, build social capital and create a democratic society for internal realities (Dziminska, Fijalkowska &Sulkowski, 2018). As higher education has a national strategic importance with its effects on social development and development, as well as an important global competitive area, a new university model is needed that plays a pioneering role not only in the production of information, but also in the transformation of information into technology (Cetinsaya, 2014; Ozer, 2017; Wissema, 2009). Especially 1990's brought the problem of quality together with the massive increase and demand of higher education. In the same period, the phenomenon of internationalization, which developed in parallel with globalization, carried the discussions about quality to a different dimension. In order to provide international accreditation of higher education institutions and to create a large-scale higher education area, there are discussions about restructuring of higher education (Kose, 2017). An effective reaction to these challenges leads to changes both in individuals and their behavior, alongside changes in the organizations themselves in order to ensure their existence (Read, 1996). As such, the issue of developing innovative frameworks has received considerable critical attention when it comes to changing or altering OC, and there is a growing body of literature that recognizes the importance of OC in this context (Ahmed, 1998; Igo & Skitmore, 2006; Lau & Ngo, 2004; Naranjo-Valencia, Jimenez-Jimenez & Sanz-Valle 2011; Obenchain & Johnson, 2004; Pheysey, 1993; Robbins, 1997; Tuan, 2010).

Linked to that, OC plays a critical role in the time of change in organizations which need to adapt to the recent environment and situations within a context of globalization, social change and accountability. Drucker (1995), one of the main founders of modern management, pointed out that in the next fifty years, schools and universities will change more and more drastically than their present form which was established three hundred years ago if they manage to reorganize themselves. Drucker's work (1995) on management in a time of great change is complemented by Elias's (2007) study of OCs in schools. He clearly states that in terms of the complexity of everyday life, there is a great distance between students and educational institutions which creates a great challenge for educators and educational institutions. Accordingly, a better understanding of how the OC types of higher education institutions provide relevant information to facilitate organizational change and growth. It is also beneficial to know the organization's culture type because the more an organization matches to the environment, the more it becomes successful. When culture and environmetn are not in tüne with each other, the organization may encounter some challenges for subsistence (Cameron & Quinn, 2011). However, there is no single model to describe the culture type. Culture may change greatly from one organization to the other. All cultures advance a few types, and hinder others. Some are appropriate to quick changes and others to slow gradual development of the organization (Cameron & Quinn, 2011). Soon afterward, there are several models which examine organizational culture from different aspects.

The first scholar was Harrison (1972) who created a model based on the experimental data. While classifying, Harrison examines culture in terms of centralization levels based on organizational form and organizational structure (Arslan, Kuru & Satıcı, 2005). He mainly focuses on if the decisions are made within in centralized culture or not. Another pair of scholars, Terrence E. Deal and Allan A. Kennedy, impacted organizational culture area from managerial aspects. They published their first book in 1982 'Corporate Culture: The Rites and Rituals of Corporate Life'. This book mainly focused on corporate culture and brought the concept of organizational culture to the attention. Deal and Kennedy (1982) center on the kinds of the decision and

the reasoning ability of the decision maker. They suggest that the most important influence is the organization's environment in which it functions. They focus on what kinds of decisions have to be made—and how quickly the decision-maker knows if the decision was right. While there are some similarities between Harrison and Deal and Kennedy, some differences can also be found. Thus, in order to find a generally accepted model, William Schneider (1999) worked on those differences. In his model, he points out the ways how a decision maker think in the decision-making process. He questions if the decision maker attaches priority to the person or organization and present or future. His questionnaire which includes 20 questions may be used to classify any given enterprise. However, this questionnaire was not statistically validated and therefore is of little scientific use (Schneider, 1999). In terms of cross-cultural psychology, Hofstede (2001)'s work is accepted as the basic domain which exemplifies the values of diverse culture. These values are affective in people's behavior both in different national backgrounds and in a work-associated context. He further argues that these values are something that people learn in the early years of their lives from their family. This normally represents, as added by Hofstede (2001), the national culture of each country. He focuses more on the general way of thinking in the decision-making process. He tries to examine if the decision-maker primarily thinks about people or the company. Hofstede believes that the culture of organizations may not be visible to all employees. However, employees can learn from other employees within the organization. Hofstede describes culture in terms of a typology as well as Cameron and Quinn (2011) do. According to Cameron and Quinn, organizational culture is defined as an enduring set of core values, assumptions, interpretations, and approaches that characterize organizations and their members. Cameron and Quinn (2011) introduce the element of cultural evolution and focus on the values held dear by the organization: Flexibility, stability, differentiation, or integration (Harrison, 1972; Deal & Kennedy, 1982; Schneider, 1999; Hofstede, 2001; Cameron & Quinn, 2011). They developed Competing Values Framework as well as wrote a book named Diagnosing and Changing Organizational Culture. They specify specify that CVF is an essential framework for organizational design, quality, effectiveness, performance and leadership roles.

As organizational culture is broad and complex, many frameworks have been proposed to analyse and measure the culture as can be seen above. Thus, two main handicaps emerge from the literature regarding quantitative and qualitative analysis. Some researchers suggest that quantitative analysis methods provide only an insignificant level of cultural understanding; others argue that qualitative approaches do not have the broadness of the analysis to conduct comparative studies among multiple cultures due to the need for excessive time and energy on just one organization. To sort these problems out, scholars developed some survey methods submitting to resolve the disadvantages of both quantitative and qualitative methods. Among these, Cameron and Quinn developed an instrument to examine the type of organizational culture. The instrument is Organizational Culture Assessment Instrument (OCAI) based on Competing Values Framework (CVF) (Cameron & Quinn, 2011).

Competing Values Framework (CVF)

Competing Values Framework works for diagnosing and initiating change in the underlying organizational culture and its effectiveness and performance. Each organizational culture dimension in CVF includes underlying attributes (Cameron & Quinn, 2011). Underlying attributes are developed in each organization through their life cycles and are reflected in each organizational culture profile. These are management style, strategic plans, climate, reward system, means of bonding, leadership, and basic values of the organization. Before changing a culture, these various should be identified. It is not possible to diagnose everything in an organization. Content dimensions and pattern dimensions are substantially important in order to understand organizational culture. Content dimensions help people recognize the values whereas pattern dimensions are cultural profile produced by scoring an assessment. Content dimensions can uncover organizational culture by capturing underlying structure. This is called as archetype in psychology. Archetype are the categories in people's mind to organize the information they see. Culture is described by these underlying assumptions. These aspects are required in order to identify organizational culture type. CVF captures these archetypes in its core dimensions and gives individuals a chance to respond to the questions about these dimensions using their archetype (Cameron & Quinn, 2011). Three important pattern dimensions are cultural strength, cultural congruence, and cultural type. Cultural strength is the energy affecting what is happening in an organization. Cultural congruence is the similarity between one part and another part of the organization. Cultural type is the specific kind of culture in an organization. According to Cameron and Ettington (1988), culture type is more associated with the effectiveness and performance of an organization.

In Cameron and Quinn's model (2011), there are two major dimensions: the horizontal dimension (internal focus, and external focus) and the vertical one (flexibility and control). When these two dimensions are combined in a matrix, there occur four quadrants which explains an organizational culture type in a clockwise format as Clan, Adhocracy, Market, and Hierarchy (see Figure 1, Cameron & Quinn, 2011). According to the model, in Clan culture (family culture), internal issues are prioritized but focuses flexibility instead of stability. Partnership, teamwork and commitment are seen as the main characteristics in this culture type. Being tended more to the external matters, adhocracy culture mainly emphasizes flexibility and change rather that resistance. In a similar vein, market culture focuses on external affairs, however, is more control oriented as in the hierarchy culture. Organizations with this culture use observation and resistance to reach higher level of productivity and competitiveness and lastly, based mainly on Weber's bureaucracy theory, hierarchy culture gives importance to internal efficiency and sticks to structured characteristics. These four cultures are proposed as archetypes which are all reflected in differing degrees in organizations. In the same vein, there is one or two dominant culture according to CVF. All four cultures can operate in a given organization (Cameron & Quinn, 2011, 39).
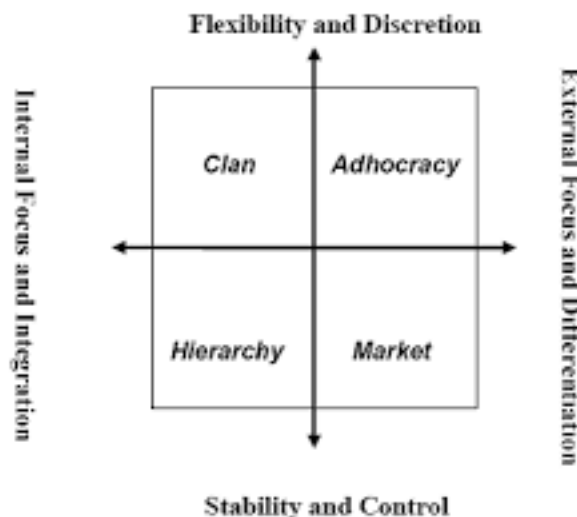
Figure 1. Competing values framework by Cameron and Quinn (Cameron and Quinn, 2011, p. 39)

Competing Values framework presented served as a respond to our question to diagnose OC types of Turkish HEIs and make positive changes in order to comply with the global higher education arena. Therefore, in this study, we used Cameron and Quinn model, the Competing Values Framework (CVF) to investigate the OC types. As the most extended and comprehensive frameworks used many experimental studies (Igo & Skitmore, 2006; Lau & Ngo, 2004; Naranjo-Valencia, Jimenez-Jimenez & Sanz-Valle, 2011; Obenchain & Johnson, 2004), CVF allows us to explain and analyse OC types explicitly and logically, and to link culture with underlying concepts.

1.1. Statement of the Problem

Values, attitudes, and beliefs are traditionally perceived as the elements of organizational culture at HEIs. In the early research by Cameron and Freeman, 1991; Cohen, 1997; Bush & Coleman, 2000, HEIs had unique cultures as a descriptive device myths and rituals of university stakeholders. However, culture in HEIs has been currently shifted to becoming linked with improvement and success (Kezar & Eckel, 2002). It recently refers to the internal (academic staff, students, management staff) and external (alumni, their parents, other universities, companies) stakeholders. Unlike from other organizations, HEI is a self-organized system resting on the principles of knowledge and learning, that is to say, every institution has its own mix and individual way of understanding and handling disputes (Boykova, 2011; Dremina, Gorbunova & Kopnov, 2015; Vasyakin et al., 2016). However, due to the rapid changes in economic, social, political and technological forces, HEIs face pressures to facilitate organizational change and growth (Bartel, 2003; Cameron & Quinn, 2011; Tierney, 1988). Additionally, the existing body of literature suggests that unknown growth and complexity of global economy put a cumulative pressure on HEIs to adapt to the changing environment (Cohen, 1997). Similarly, HEIs are nowadays facing competition all around the World and much more accountability to the society because of internationalization, marketization. Increasing mobility, creation of common markets, World class universities have been urging HEIs to make some changes in their organizational culture to enhnace the performance for the changing World (Bush & Coleman, 2000; Sporn, 1999).

These changes lead to extensive research establishing the importance of culture (Abedelrahim, 2018; Bayanova, Vodenko, Sizova, Chistyakov, Prokopyev & Vasbieva, 2019; Deal & Kennedy, 2000; Hofstede, 2001; Kluyev, Tomilin, Tomilin, O. & Fadeeva, 2018; Rajala, Ruokonen, & Ruismäki, 2012; Reigle, 2001; Zhu, & Engels, 2014). Linked to those, some studies have linked culture to the organizational effectiveness (Kezar & Eckel, 2002). Other researchers have associated effectiveness with the three dimensions of organizational culture: congruence, strength and type (Cameron & Quinn, 2011; Denison & Mishra, 1995; Kotter & Heskett, 1992; Ostroff, Kinicki, Tamkins, 2003; Wilderom, Glunk & Maslowski, 2000). Among those reseachers, Cameron and Quinn (2011) suggested a framework which is advantageous in terms of being flexible, depth and both quantitative and qualitative to determine the organizational culture type. Although much of the research applying their Competing Values Framework has been quantitative, much uncertainty still exists about the qualitative approach. As a response to this gap, Guba and Lincoln (1989) and Yu and Wu (2009) expressed that organizational culture type can be better reflected the underlying assumptions involved in many qualitative studies. Thus, gaining deeper insight into HEIs and having new aspects is crucial to embark on the OC types in universities.

1.2. Purpose of the Study

Similar to the other universities around the world, Turkish HEIs is a place for internal (lecturers, managers, students, administrative stafff) and external relations (alumni, parents, companies). Because of the diversified relationships, researchers have to study the university's organizational culture. However, the present structure of Turkish HEIs is far from those universal principles with limited transparency, accountability, and autonomy (Kucukcan & Gür, 2009). The quality of the education, the access to higher education, equality in opportunities, the financing of that higher education, increases in foreign students and

faculty members, the personal rights of faculty members, the development of economic and social relations, and university autonomy and academic freedom may force Turkish HEIs to adapt to the world standards in the coming years (Bagci, 2016; Dogan, 2013; Toylan & Goktepe, 2010). Thus, in the current environment, higher order thinking skills, taking risks, fostering innovative ideas, and collaborative studies are neglected in some universities. Under these circumstances, it becomes challenging for academic staff members and students to make the effort that comes with using or developing educational innovations. Tanrikulu (2009) and Yavuz (20129) find it necessary to turn these problems into an opportunity by creating an organizational culture focusing on diversity, differences and innovation, shared management, visionary leadership and innovative concepts. In an innovative culture, people can quickly develop new ideas and exhibit collaboration (Beck, 2004). Therefore, examining organizational culture can provide insights for researchers and policymakers to realize the role of specific organizational culture features in innovations and give suggestions for change in culture of organizational and reforms in education. In this respect, the major purpose of this study is to shed light on the current OC types in four flagship public universities in Turkey through semi-structured interviews. It also attempts to investigate deeply the perceptions and views of the academic staff members and go further what the questionnaires can't covered regarding culture types. Therefore, the importance and originality of this study are that it ascertains the perceptions of academic staff members at four Turkish universities as well as the qualitative design as put forth by Cameron and Quinn.

1.3. Problem of the Study

In order to identify the overall and the sub-dimensional organizational culture types based on Competing Values Framework (CVF) at Turkish public universities, the main research question of this study is 'How do university academic staff members perceive the organizational culture types of Turkish universities by applying the Cameron and Quinn's cultural model?' Based on this main question, sub-research questions that guided this study are as follows:

RQ1: What are the views of academic staff members at Turkish public universities regarding overall organizational culture types based on OCAI?

RQ2: What are the views of academic staff members at Turkish public universities regarding organizational culture types in sub-dimensions of OCAI?

2. METHODOLOGY

In this study, we adopted a qualitative research to facilitate the details regarding academic staff members at Turkish HEIs. Thus, participants are allowed to provide more significant insights from different points. Among qualitative approaches, we have opted for phenomenological approach which focuses on the commonality of lived experiences of academic staff members who have first-hand knowledge of experience in organizational culture (Creswell, 2013). To that end, the present study applied semi-structured interviews among 21 academic staff members for investigating the current organizational type in Turkish HEIs. We have designed the semi-structured interview guide based on the items of OCAI. We asked the participants how they describe the dimensions of OCAI which are present in their universities. Thanks to this method, we gained more insight and identify the existing OC typology in Turkish universities.

2.1. Participants

In the present study, we interviewed 21 academic staff members from the faculty of education in 4 public universities in Turkey using a semi-structured interview guide. We stopped sampling when no additional data was found (Saunders et al., 2018). As to the sampling method, a stratified probability sampling design was used to select the universities. We have decided to the sampling in two stages. During the first stage, we aimed to include those universities ranked in the 2015 Entrepreneurial and Innovative University Index as TUBITAK (Scientific and Technological Research Council of Turkey (Quata sampling). There are, in total, 50 public and private universities on this list. Among 50 universities, we selected four public universities because each had some differences and similarities. In order to anonymize, we gave each university a code as University 1, University 2, University 3, and University 4, and calculated their approximate percentile. The universities' percentiles are as follows: University 1: between 50-70%. University 2: between 30-50%, University 3: between 10-30%, University 4: top 10%. Each of these universities fill a different mission. For example, University 1 is the first university of the republic, follows continental Europe system and specializes in law and political science. University 2 was firstly established as Teacher Training Institute. University 3 was established oriented to medicine. University 4 differs from the others in that it is internationally oriented, technically/engineering oriented, the program structure and Anglo Saxon-campus university. In terms of their history, program structure and physical properties, they differ a lot (TUSIAD, 2008). However, their management system, financial structure, administration structure, the level of autonomy, the way of selecting students (university entrance exam) is similar due to the central government (Emil, 2018). We included our sample from the educational faculty of those four public universities to exhibit a proportional representation of the different departments (Bryman, 2016). In the second stage, the purposeful sampling method was chosen while selecting academic staff members. Because this type provides more significant insights by identifying and selecting more intellectual participants in this phenomenon (Cresswell & Clark, 2011). Moreover, Bernard (2002) stressed the importance of availability and willingness to share experiences as well as knowledge and interest. In addition to the purposeful sampling method of inviting those who met the criteria, initial participants helped the researcher identify and locate

others (Merriam, 1988). Thus, the second method utilized was snowball sampling. Table 1 shows the demographics of academic staff members.

Table 1.
Distribution of Academic Staff Members by University, Gender, Age, Title and Working Experience

Variables		N (Participants)	% (Percentage)
University	University 1	6	28
	University 2	5	24
	University 3	5	24
	University 4	5	24
Gender	Female	6	28
	Male	15	72
Age	30-45	14	67
	45-60	5	24
	60- more	2	9
Title	Assit. Prof.	7	33
	Asso. Prof.	9	43
	Prof.	5	24
Working Experience	5-15	10	48
	15-25	8	38
	25-35	3	14
Total		21	100

As mentioned before, culture is inherited from past generations, maintained in the present and transmitted to the future generation (Basaran, 2008). Similarly, there is a consensus on the difficulty of changing organizational culture and the importance of historical past in terms of organizational culture (Hofstede, 2001; Hoy & Miskel, 2013). In this respect, while selecting universities, it seems important that universities are among the oldest universities which have an OC tradition. Just after the establishment of Turkish Republic in 1923, these universities started to be found until 1960's. Since then, they have been serving as institutions which integrated the history and the mission of the Republic with its nation.

2.2. Instrument

In semi-structured interview, data was collected by the 6 main questions based on the OCAI dimensions. These questions are the same or similar to the dimensions in OCAI. To validate the interviews questions in Turkish, they are checked by both relevant experts in the field of higher education and language experts to reduce the potential problems caused by incoherency and inconsistency. The pilot interview was conducted with two academic staff members in a Turkish University to ensure the interview questions are well formulated and to avoid any potential problems or misunderstanding. After the pilot interviews, the interview questions were validated with some adjustments and some questions were re-formulated. We also added a new question. In pilot interviews, the main problem was about two questions. Regarding the first problematic question, we asked: "How is management in your university?" They mixed this question with their leaders. During the interview, we had to clarify how they characterize the distinctive features of management, thus we ended up:" How do you characterize the distinctive features of the management style?" As for the second question, we asked: "what are the dominant characteristics in your university?" They just explained the dominant parts. However, we needed more to clarify the culture of the university. Thus, we went deeper by asking: "What are the general characteristics of your university?" In the main interview, we realized that the participants understood everything clearly and that allowed us to draw the bigger picture of their university.

The instrument is useful to resolve some of the problems in cultural unit and to stimulate a needed culture change process. It focuses on some core references of an organization that represent its culture through six dimensions which include dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis, criteria of success. As culture is invisible and taken for granted, many of the organizational members have challenges while analyzing organizational culture. This is where the OCAI can be very beneficial. Cameron and Quinn (2011) and Hooijberg and Petrock (1993) note that the instrument helps uncover the organizational culture elements that can't be examined by the stakeholders, develop the specifics and communicate the change. Each dimension represent s its outstanding notable characteristics. When compiled together, these six dimensions, as noted by Cameron and Quinn (2011, 16), reflect "*how things are* in the organization". They also create a broader picture of the organizational culture type as intended by the OCAI. Table 2 depicts "the four culture types with six cultural profiles" (Fox, 2013, p. 21).

Table 2.
Four Culture Types with Six Cultural Profiles (CVF) (Fox, 2013, p. 21-Based on Cameron and Quinn, 2011)

Clan Culture	Adhocracy Culture
Dominant Characteristics: A friendly place to work where people feel like extended family.	Dominant Characteristics: Dynamic and creative with people willing to take risks.
Organizational Leadership: parent figure leaders considered as mentors	Organizational Leadership: entrepreneurial innovative leaders that are not afraid of risks.
Management of Employees: Cohesion, participation, and teamwork.	Management of Employees: Individual initiative and freedom
Organizational Glue: loyalty and commitment to the organization.	Organizational Glue: Commitment to experimentation and innovation.
Strategic Emphasis: trust, openness, and human development.	Strategic Emphasis: long term growth and new resources
Criteria of Success: sensitivity and concern to the needs of people both inside and outside the organization	Criteria of Success: new and unique services and products.
Hierarchy Culture	**Market Culture**
Characteristics: Formalized and structured environment where procedures govern the people.	Dominant Characteristics: Results-oriented organization mainly concerning the getting the job done.
Organizational Leadership: Efficiency-minded leaders that focus on coordination.	Organizational Leadership: demanding, competitive and hard driver leaders
Management of Employees: employment security and predictability of employee production.	Management of Employees: High demands and hard-driving competitiveness.
Organizational Glue: Formal res, and policies	Organizational Glue: achieving goals, reputation and success.
Strategic Emphasis: Stress stability and efficient, smooth operation.	Strategic Emphasis: Competitive actions and achievement
Criteria of Success: Efficient, consistent, and low-cost delivery of goods and services.	Criteria of Success: being the best in the market, penetration and competitiveness

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2.3. Data Collection

After obtaining ethical approval from METU Ethics Committee, we sent an email to the potential participants to discover their interest, availability and the experience. We ensured the participants that the interview would last approximately 30-40 minutes. When they agreed to participate into the study, we arranged face-to-face meetings in a quiet study room or online interviews via Skype or Zoom according to their availability. Data collection process started in January 2019 and ended in March 2019. Before the interviews, the participants were informed about the study and were asked for permission to record audio. One of the participants didn't let the audio-record, instead notes were taken. The rest of the interviews are audio-recorded.

2.4. Data Analysis

Having finished data collection, all data were transcribed. After completion of documentation, data were collated, coded and sorted out into codes, categories and themes emerged from the data with a thematic approach (Miles, Huberman & Saldana, 2013). While coding, deductive and inductive approaches were used. These themes explain the dominant characteristics, organizational leadership, management, commitment, strategic emphasis and criteria of success. As the deductive approach requires a predetermined approach, we followed the main idea of the instrument OCAI and thus we built categories in advance. That is to say, we formulated the schemes based on the dimensions in OCAI deductively and setup the codes and defined them accordingly to the instrument. Our intention was to map the connections in the data to the specific categories in the instrument. This allowed us to point to key themes essential to our research (Creswell, 2013). During coding process, we also had to apply content analysis. Because the participants' words about students' needs and views pushed us to identify a new theme or an outcome while searching the data organically (Bryman, 2016). At first, we didn't intend to get any data related to student views. As the participants tended to explain their perceptions about student satisfaction regarding culture, we found it valuable to create a new outcome named as student views and expectations based on OC. As such, this new outcome was derived from inductively. We added this finding under themes and named it as "student views and expectations based on OC". According to our findings, students' views may be explained with Clan and Hierarchy culture characteristics. These displayed in diagrammatic and narrative form. In the same table, frequencies and percentages of the participants were quantified. In the writing up process, the research findings were presented through direct quotation from the participants.

To test the credibility (internal validity) of the findings, member check also known as respondent validation was ensured. The researcher sent the reports to the participants via e-mail in order to check the authenticity of the work. Their comments helped to check on the applicability of findings. The aim is to seek the correspondence between the findings and the views of the participants (Bryman, 2016). The researcher also employed what Denzin (2017) calls triangulation; that is, multiple observations, a variety of sources, different methods, theoretical aspects. In this study, the findings were triangulated with the objectives of the Strategy of Turkish Higher Education (2015-2019) prepared by the Council of Higher Education (COHE) regarding the subject studied. In this way, the findings are checked if they are compatible with the objectives of COHE. Some notable objectives which are related to our findings are organizational culture, quality assurance, over-centralization and competitiveness. What is interesting in the report is that despite COHE's efforts to decrease the over-centralized system, there is still a long way to go for Turkish HEIs. COHE is aware that HEIs system be renewed according to quality assurance system to ensure accountability, autonomy and transparency. Moreover, quality assurance system may provide Turkish HEIs to be internationally recognized (YOK, 2014).

3. FINDINGS

3.1. Results related to the research questions

In this section, the research findings are reported under overall organizational culture type (RQ1), seven fundamental cultural-organizational themes (RQ2) and four sub-themes (categories) of culture types (according to the O.C.A.I. model proposed by Kim S. Cameron and Robert E. Quinn). What is interesting in the findings is that a new outcome out of the study has been added based on the external and internal traits of organizational culture in CVF. We named it as student views and expectations related to OC. Accordingly, Table 3 contains the overall culture type, seven dimensions-dominant characteristics, management style, leadership, organizational commitment, academic achievement criteria, strategic emphasis and student views and expectations related to OC-newly added dimension- and four OC type-clan, adhocracy, market and hierarchy.

3.1.1. Academic staff members' views of OC typology at public universities in Turkey (RQ1)

Theme 1: Overall culture type. Participants describe the overall OC types respectively as Hierarchy, followed by Market, Clan and Adhocracy (see Table 3). Figure 2 illustrates the current OC typology in Turkish universities as perceived by academic staff members.

Figure 2. OC typology

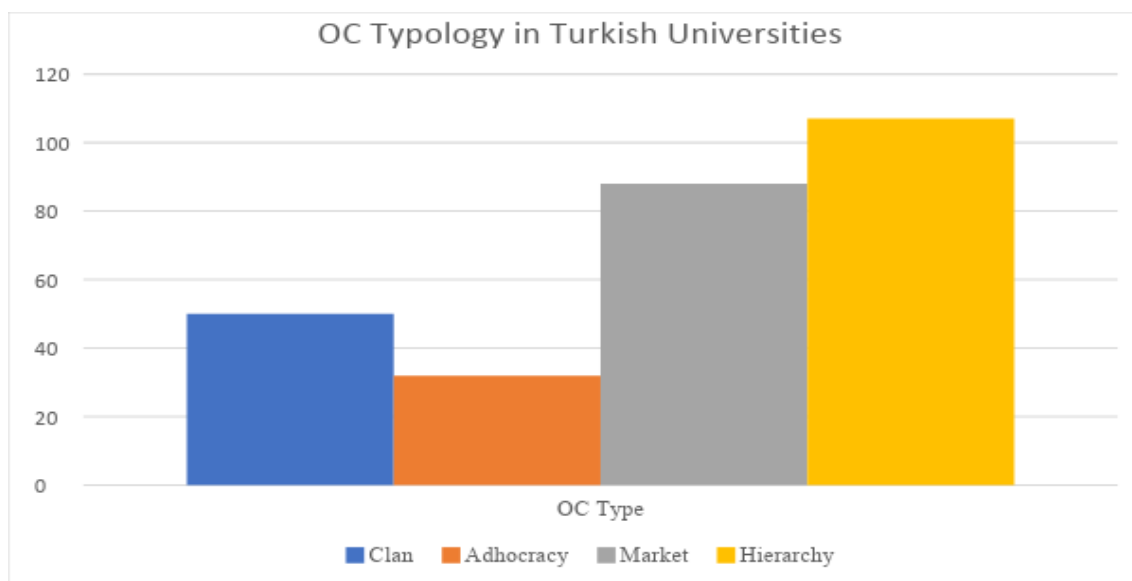### 3.1.2. Current OC types in sub-dimensions as perceived by academic staff members (RQ2)

The most notable characteristics of the OC are measured based on the dimensions in OCAI: Dominant Characteristics, Organizational Leadership, Management of Employees, Organizational Glue, Strategic Emphasis and Criteria of Success and newly added dimension, student views, and expectations related to OC (see Figure 3).
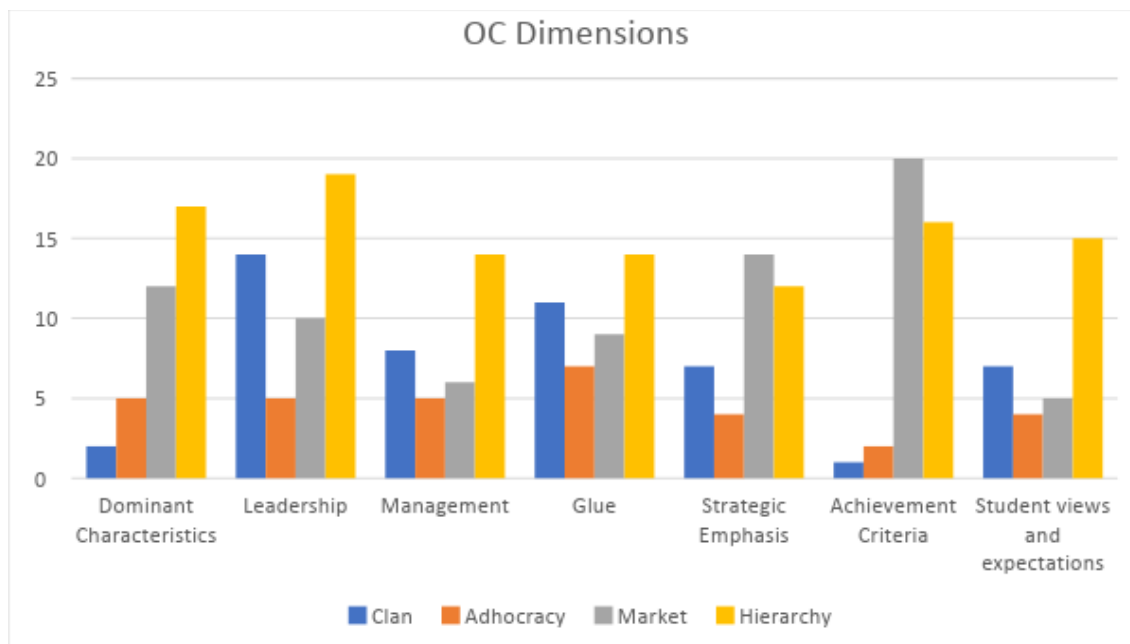
Figure 3. OC dimensions

Theme 2: Dominant characteristic. Participants describe the dominant organizational characteristics as structured (hierarchy, 17/21). The dominant characteristics are formalized where procedures govern what people do. The other cultural types have scored in order of result-oriented (market, 12/21), dynamic (adhocracy, 5/21) and personal place (clan, 2/21). A participant described hierarchic situation as follows:

> '… Everything is structured according to the rules set by COHE. The university should be a perfect location but unfortunately it is not the case here. Procedures and rules are important in decision making …' (P11).

Another participant reported opposite things which support clan and adhocracy culture types:

> '…There is a comfortable, free and friendly environment in the university in which everyone can communicate warmly. I observe that students and academic staff members share a lot of themselves…' (P20).

Theme 3: Leadership. The leaders are considered to be coordinators (hierarchy, 19/21). Hierarchical leaders employ efficiency-based coordination and organization. They have more qualities as follows: mentors (clan, 14/21), hard-drivers (market, 19/21) and innovators (adhocracy, 5/21).

A participant pointed the dominant situation as follows:

> '…Our deans are regulator, organizer. When we want to make something new, we face resistance. They ask why. They don't want to take risks. They find the existing applications enough. I can't tell you I've worked with a leader who had a positive influence on me…' (P3).

Commenting on clan culture, one of the participants commented:

> '…I have always had positive relationships with my leaders. I am very pleased. That's why I feel so lucky. Our deans and rectors are always in the role of mentors, they always help and they like innovation, they are entrepreneurs…' (P21).

Theme 4: Management of employees. Stability and conformity are important in the management of employees, which match the hierarchy culture (14/21). Employees are managed by telling them what to do. The leaders are the examples of micro-managers who tell them what to do and evaluate them according to how they do. Additionally, they use punishment to enforce conformity. Teamwork and consensus (clan, 8/21), high demands (market, 6/21) and freedom (adhocracy, 5/21) are the codes which were emerged in that order.

One participant remarked this situation as:

> '…There is not a specific institutional culture. Deans prefer to work with people who are close to their views. They don't want to experience unexpected situations…' (P16).

Another participant put forward the opposite perceptions as:

'…There is an environment of mutual love, respect and trust. Everyone is free to express his opinions. This situation increases the opportunity to innovate…' (P19).

Theme 5: Organizational glue. The universities come together by formal rules and policies (hierarchy, 14/21). Organization which functions properly is important. Next, we respectively see loyalty and mutual trust (clan, 11/21), achievement (market, 9/21) and innovation (adhocracy, 7/21).

A participant describes the organizational glue in hierarchic culture as:

'…The factors as to be able to find a suitable working environment, fair criteria and good human relations, to take all kinds of problems and suggestions to senior management and to find solutions there, to be fair while recruiting staff (merit) connect members to his organization. But unfortunately, instead of these factors mentioned, legal rules connect people to the institution. For this reason, our glue is weak…' (P1).

Talking about market culture, one participant reported:

'… In my university, mutual understanding and cooperative approach prevail. This situation has positive results. Organizational citizenship is dominated by mutual trust. So, you're doing more than you are expected. Let me give you an example. The department head called me shortly before the classes started. He said there was no one to give the X lesson. He asked me if I could. Of course, I accepted. I'm sure my other friends would have the same reaction. Because there are many academicians who keep their academic life in front of their private lives. What I tell you naturally opens the door to innovation…' (P17).

Theme 6: Strategic Emphasis. Market culture scores the highest results in strategic emphasis. The academic staff members dominantly define strategic emphasis based on competitiveness (market, 14/21). Attaining targets are considered important in the universities. We see smooth operations (hierarchy, 12/21), high trust (Clan, 7/21) and new resources (adhocracy, 4/21) respectively.

One interviewee expressed his thoughts how market culture is present as:

'…We have both research and teaching responsibilities. We have to be successful albeit them. With the slogan 'Always good, always ahead', it is emphasized that we should be the best in the market. I am motivated by the high focus of success. Working as an academician at this university makes me happy…' (P13).

What another participant said shows the Hierarchic culture type is dominant in this study as:

'…The stability in my university is very important. Accurate, smoothly functioning programs and learning outcomes are highlighted. No initiative, no innovation across the university…' (P6).

Theme 7: Academic Achievement Criteria. Despite some differences in the perceptions of the participants, nearly all (20/21) of those who were interviewed indicated that market culture type is dominant in academic achievement criteria based on winning. Additionally, success is determined based on efficiency (hierarchy, 16/21), newest products (adhocracy, 2/21) and employee commitment (clan, 1/21).

One mentioned that issue as follows:

'…The most important value of the faculty is the number of publications. Thanks to the publications we can show that we are the best. In Turkey, this approach is dominant. The more you publish in good journals, the more successful you are. It doesn't matter how you teach. In fact, there is a contradiction in the evaluation of success. We have a lot of lessons, 20-30 hours per week. When teaching is not a criterion of success, publishing articles which we have to devote less time is more effective in success…' (P16).

Similarly, another participant stated:
'…The most important criterion in success is publication and project. No matter the lessons we have entered, this contradiction makes me exhausted …' (P5).

Theme 8: Student views and expectations. According to the interviewed academic members, student *views and expectations* are described as needed structures and orders which match the hierarchy culture (15/21). The other cultural types have scored market, adhocracy and clan (7,5,4/21, respectively).

A participant described the dominant situation as follows:

'...*What they expect is everything to be structured, directions to be given, the rules to be explained in detail. They don't want to add anything to their learning process. Everything should be ready. They show resistance to a different application...*' (P16).

This view was echoed by another informant:

'... *I think, the student in the university is responsible for his own learning. For example, while preparing homework, they still expect me to explain all the rules, to show the steps of the assignment. They need to be constantly directed. There is no curiosity about learning or becoming an innovative learner...*' (P3).

In terms of the congruence between the overall culture profile and the seven cultural dimensions, we found that the overall culture profile with the predominance of the values of hierarchy culture (Figure 3) was confirmed in five of the seven cultural dimensions, namely, the dominant characteristics, leadership, management and organizational glue, and student views and expectation related to OC. The notable finding is that two dimensions are different from the general organizational type. Namely, strategic emphasis and academic achievement criteria highlight the relative importance of market values.

Table 3.
Views of Academic Staff Members on OC Typology in Turkish Universities

Themes	Sub-themes emerged	f*	%	Most frequent codes
Overall culture type	Clan culture	50	18	
	Adhocracy culture	32	11.52	
	Market culture	88	31.63	
	Hierarchy culture	**107**	**38.52**	
Dominant characteristics	Clan culture	2	5.5	Personal place
	Adhocracy culture	5	13.8	Dynamic
	Market culture	12	33.3	Result-oriented
	Hierarchy culture	**17**	**47.2**	Structured
Organizational leadership	Clan culture	14	29.1	Mentoring
	Adhocracy culture	5	10.4	Innovator
	Market culture	10	20.8	Hard driver
	Hierarchy culture	**19**	**39.5**	Coordinators
Management	Clan Culture	8	24.2	Teamwork, consensus
	Adhocracy culture	5	15.15	Freedom
	Market culture	6	18.18	High demands
	Hierarchy culture	**14**	**42.42**	Stability
Organizational glue	Clan culture	11	26.82	Mutual trust, loyalty
	Adhocracy culture	7	17.07	Innovation
	Market culture	9	21.95	Achievement
	Hierarchy culture	**14**	**34.14**	Formal rules
Strategic emphasis	Clan culture	7	18.91	High trust
	Adhocracy culture	4	10.81	New resources
	Market culture	**14**	**37.83**	Competitive
	Hierarchy culture	12	32.43	Smooth operations
Criteria of success	Clan culture	1	2.56	Employee commitment
	Adhocracy culture	2	5.12	Newest products
	Market culture	**20**	**51.28**	Being the best
	Hierarchy culture	16	41.02	Efficiency
Student views and expectations related to OC traits	Clan culture	7	22.58	Collaborative
	Adhocracy culture	4	12.90	Improvement
	Market culture	5	16.12	Productivity
	Hierarchy culture	**15**	**48.38**	Directed

* *All participants reported more than one opinion.*

4. DISCUSSION

This study aims to identify the dominant culture types of Turkish universities regarding the views of their academic staff members using a semi-structured interview based on the dimensions set out in the OCAI.

Based on the results from the first research question, we can state that at present, the hierarchical OC prevails as perceived by academic staff members at four Turkish universities. Considering that the universities covered by this research are state institutions that dominate formalities, policies, procedures, comprehensible definitions, and formal processes based on tasks, the dominance of the hierarchy culture should be taken as meaningful. Besides, it is observed that the market culture at

universities has taken place following a hierarchy culture. It is possible to explain this situation with the understanding of success and result orientation with the competitive advantage obtained by the universities in the competitive environment of the field of higher education. When the common aspects of hierarchy and market cultures are evaluated, it is concluded that the general cultural structure of state universities reflects the mechanical processes associated with a controlled structure rather than organic processes associated with an innovative environment (Aktan & Aydintan, 2016). The hierarchy was never an image of organizations that had a flexible and people-oriented managerial understanding which focused on clan culture, especially at American universities (Berrio, 2003; Fralinger & Olson, 2007; Kaufman, 2013; Smart & John, 1996). Previous studies evaluating OC type have observed results consistent with this study (Beytekin et al., 2010; Erdem, Adıgüzel & Kaya, 2010; Ergun 2007; İplikci & Topsakal, 2014). This finding was also reported by Trompenaars and Hampden (1998), Hofstede, Hofstede, and Minkov (2004), that Turkey had the steepest hierarchy in its organizations which combined attachment to subordination with relative permanence of employment. Linked to these studies, Turkish universities can be explained with Hofstede's (2001) high-power distance index in which everybody has a place in a hierarchical order that power is spread unequally between superior and subordinate. However, the results of this study indicate that University 4 has more more clan and adhocracy culture values as stated by the academic staff members. Considering these differences between universities, this result might be a determinant for the heterogeneous mechanism of the studied universities (Karatas-Acer & Guclu, 2017; Kose, 2017; Emil, 2018; Sert, 2008). Restricting the authority of COHE and transforming it to a planning and coordination council would allow Turkish HEIs to become less centralized, increase autonomy and develop accountability.

Depending on the second research question, the levels observed in this study are far below those found in new management processes. In the management processes around the 21st century world, the functions of planning, organizing, and controlling have changed into (Acuner & İlhan 2002) new features such as support, leadership, delegation, creativity, and problem solving (Turkel, 1999). Therefore, these new functions must be undertaken by the managers (Hitt, Middlemist & Mathis, 1989). The relationship between leadership characteristics and OC is a phenomenon that is revealed by research carried out in different cultures and contexts (Atwell, 2017; Demirtas, 2010; Mozaffari, 2008; Tsai, 2011). A note of caution is due here since the increased governmental involvement led to an increase in bureaucracy in the management of Turkish universities according to the results of the study. Debates on the fact that an organization with a highly centralized environment will not strengthen the organization (Mintzberg, 1996) is an issue that has begun to be discussed within the approaches of human relations as an alternative to classical management theories. This idea also accords with Wissema's study (2009) in which he points out that increases in government involvement in management puts severe strain on the industrial age university model as had existed prior to the 1960s. In this context, Turkish universities still reflect the characteristics of the industrial age, which hinders organizational effectiveness.

In this study, participants expressed their organizational glue as being loyal to formal rules and procedures which is associated with hierarchy culture. This finding broadly supports the work of other studies in the literature. In Yucel and Kocak's research (2014), participants have felt a continued commitment to organizations that do not care about themselves. Employees with this kind of commitment feel loyal to their organizations since the lack of existing business alternatives causes a new concern with finding a job, which is difficult (Ceylan & Bayram, 2006; Demiral, 2008). A possible explanation for this result at Turkish universities may be the lack of adequate importance and value given to them and as well as offering less opportunities for themselves to develop glue to their organization.

Organizations with a market culture understand, monitor, respond, generate and execute quality-related goals due to their association with the quality of the products (Atuahene-Gima & Ko, 2001) to attain improved product and service quality (Cameron & Quinn, 2011). In this study, the fundamental values that determine the academic achievement criteria are the number of articles, references, complete publications, and the article impact level, citation impact level, and international collaborations that are part of the competition and ranking in the academic world which aligns with the market culture features. It is an important finding that should be questioned, as Kose (2017) did in his study. He examined the reason why scientific activities such as creating original studies and obtaining new project funds are explained with market culture rather than adhocratic culture. He afterward answered that the competitive culture of Turkish universities might cause this. These results corroborate the ideas of Wissema (2009), who suggested that with the effect of market culture, universities started to look like factories, boasting about their increases in 'research productivity' as measured by their number of publications and citations. Academic staff members can colloborate in national or international projects in order to turn marketization into an advantage. Thus, they may make more innovations with the effect of technology and the globalization.

The pervasive focus on competition and winning prompts market cultures to create strategic plans and generate goals (Hartnell, Ou & Kinicki, 2011) to be able to compete in the global arena. In this study, strategic emphasis was put on competition, which thus explains market culture. This finding was also reported by Cetinsaya (2014) and Kose (2017), who demonstrated that -in parallel to the above-mentioned academic achievement criteria-the main challenge faced by Turkish higher education is global competition. He added that to increase the institutional capacity of the universities, in the context of macro-higher education policies, the discussions on strategic emphasis should be related to innovation and development. In the strategic report prepared by COHE in Turkey, the strategic objectives of higher education institutions support constitutional and developing elements as mentioned in adhocracy and clan culture (YOK, 2007). Article 131 of the Constitution, which contains the duties of COHE, organizes and manages universities which are different from the objectives of COHE. Due to the centralized and intrusive powers of COHE, universities remained inadequate in administrative, financial, and academic terms, and their educational and

research potential have not been developed, thus damaging their academic freedom. However, the results of the study are contrary to these objectives. Market culture dominates four public universities, followed by hierarchy culture. It is possible to explain this situation with an understanding of success and result-orientation. When the common aspects of hierarchy and market cultures are evaluated, it is concluded that the general cultural structure of state universities reflects the mechanical processes associated with a controlled structure (Aktan & Aydintan, 2016; Cavusoglu & Kose, 2016). These results are closely linked to neoliberal movements in Turkish HEIs which started with the establishment of COHE in 1981 (Çavdar, 2013). Similarly, COHE enacted the neo-liberalism in Turkish higher education through authoritarianism (Coşar & Ergün, 2015). In this neoliberal era, it is not easy to find a job or choose a field to study. Besides, performance indicators, rankings and research/teaching activities are perceived as the multiplier factor to create a competitive higher education arena. In addition, Neoliberal policies push students to survive in this environment and choose their future based on market values. As the consumers of higher education, students have to select their degrees depending on the market needs, rather than their personal interest (Cokgezen, 2014; Atalay, 2017).

Regarding the newly added content dimension, this study has identified a new dimension to expose its real outcomes in OC through academic staff member reported student views and expectations. Despite it is not being a direct organizational culture trait but an outcome of OC, as suggested by Denison and Mishra, 1995, specific culture characteristics may be predictors of effectiveness which can extend implicit but unelaborated themes. Wiers-Jenssen, Stensaker and Grogaard (2002) define student expectations as students' assessments of the services provided by universities as an overall response a variety of characteristics of students and institutions (Elliott & Shin, 2002; Thomas & Galambos, 2004; Wiers-Jenssen, Stensaker & Grogaard, 2002). Students are the direct recipients of the service provided at universities as Hill (1995) supported. So, the universities find culture crucial to increase student expectations and so improve the institutions' performance (Douglas, J., Douglas, A. & Barnes, 2006). Previous research has established that OC is a key element which satisfies and retains students for their programs (Cameron & Quinn, 2011; Deshpande & Farley, 2004; Lund, 2003; Uprety & Chhetri, 2014). Similarly, Elliot and Shin (2002) state that student views and expectations enable universities to re-engineer their organizational culture to adapt to students' needs and so improve the institutions' performance (Douglas, J., Douglas, A. & Barnes, 2006). In this study, university academic staff members expressed the experiences of the students with which they need or expect from academic staff members and the organisations. Based on the results, we can state that Turkish universities are highly hierarchic as reflected in student views and expectations. Students prefer directions. Additionally, to be noted, dominant characteristics is followed by clan culture. This indicates that internal focus is dominant in Turkish universities. Some researchers argued that internally focused characteristics demonstrate weaker relationships with needs and expectations (Denison & Mishra, 1995; Gillipse et al., 2008; Kotter & Heskett, 1992). These results are consistent with recent studies indicating that students in Turkish universities who need clear instructions and directions (Cinkir & Yildiz, 2015, 2018; Karadag & Yucel, 2018).

4.1. Contributions and implications

The study contributes to our understanding of organizational culture from several aspects. First, it is helpful for identifying the dominant OC types at four public universities regarding the views of academic staff members having use a qualitative approach. Second, the results can provide insights to the policymakers and managers about the potential ways to alter OC as knowing the culture type provides better knowledge about being more efficient, creative and progressive. Third, this study contributed to the existing knowledge by determining to what extent the beliefs and values central to each organization are not aligned with the actual strategic objectives of COHE. As there remains a difference between the current culture and higher education policy, the effectiveness and performance of universities as well as the change process may decline. Fourth, the new content dimension: student needs and expectations, adds a modern discourse to the study of organizational culture. It is not a direct organizational culture feature, but an outcome of OC. Students' views and expectations are defined as the students' assessments of the services provided (Wiers-Jenssen, Stensaker & Grogaard, 2002). As the students are the direct recipients of the services offered at the universities (Hill, 1995), those characteristics may be crucial to increasing student expectations and in doing so improve the effectiveness of the institutions (Douglas, J., Douglas, A. & Barnes, 2006).

4.2. Limitations and further research

The generalisability of these results is subject to certain limitations. For example, future studies are necessary in this area to develop a full picture of OC types in Turkish universities among all academic members of all faculties and departments from all stakeholders. A further study with focusing on OC of private universities is therefore suggested as they are different in terms of governance, finance, autonomy, student selection. Thus, it would help future researchers to examine the similarities and differences in public and private universities. We have included the universities that are ranked on the Entrepreneurial and Innovative University Index 2015 list prepared by TUBITAK. To justify the sampling, future research also use another index such as URAP index whose performance indicators are based on articles, citations and international collaboration. In future investigations, it might be possible to use Likert version of OCAI to identify the current and preferred OC types. As for the analysis of the qualitative data with regard to the university variables, they do not provide sufficient specific case data to analyze them at the institutional level. In future research, a multi-level analysis could be conducted to examine whether the data is 'nested' within the teacher training institutes through the quantitative data. As a basis for future research, this study adds value to identify OC traits from the standpoint of student needs and expectations. Further research can test this new dimension by qualitative and quantitative studies to strengthen the findings of this study in different contexts.

In conclusion, this paper helps managers, leaders, policy makers and change maker agencies to identify the key elements of Turkish universities, improve change strategies and proceed to implement those in order to increase the effectiveness and performance of the universities.

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6. GENİŞ ÖZET

21. yüzyılda, yükseköğretim kurumlarının yenilikçi ve bilgi üreten kuruluşlar olması beklenmektedir. Statükoya bağlı, tutarlılık ve aynılığın önemli kabul edildiği geleneksel kurumların aynı kaldıkları ve değişime kapalı oldukları düşünülmektedir. Bu belirsizlikleri ortadan kaldırmak ve değişime açık hale gelmek için bireysel ve organizasyonel değişiklerin yapılması gerekli görülmektedir. Bu nedenle örgütsel değişimi sağlayabilmek için yenilikçi yapı ve sistemlerin oluşturulmasına önem verilmektedir. Buna göre yükseköğretim kurumlarında değişim ve büyümeyi kolaylaştırmak için örgüt kültürü tipinin belirlenmesi önemli bir adımdır. Örgüt kültürü tipinin belirlenmesi örgütsel değişim ve gelişimi sağlamak için önemli bir adımdır. Örgüt kültürü tipi küreselleşmiş yükseköğretim arenasında değerleri, baskın liderlik tarzını, dili ve sembolleri, prosedürleri ve rutinleri ve başarı tanımlarını içermektedir. Ayrıca örgüt kültürü bir kurumda var olan varsayımların, beklentilerin, ortak anıların ve tanımların altında yatan değerleri temsil eder.

Yukarıda verilen bilgiler doğrultusunda, bu çalışmada Türk üniversitelerinde değişimi gerçekleştirebilmek ve yenilikçi sistemler oluşturmak için öncelikle örgüt kültürü tipini belirlemek amaçlanmıştır. Bu amaç doğrultusunda, Türkiye'de 4 farklı devlet üniversitesinin eğitim fakültelerinde çalışan 21 akademik personelle yarı yapılandırılmış görüşme yapılmıştır. Üniversiteler TÜBİTAK tarafından 2015 yılında hazırlanan Girişimci ve Yenilikçi üniversiteler listesinden aldıkları puanları ve listedeki sıraları dikkate alınarak seçilmiştir. Anonim olabilmek için, üniversiteler Üniversite 1, Üniversite 2, Üniversite 3 ve Üniversite 4 olarak kodlanmış ve yüzdelikleri hesaplanmıştır. Üniversitelerin yüzdelikleri şöyledir: Üniversite 1: % 50-70 arasında, Üniversite 2: % 30-50 arasında, Üniversite 3: % 10-30 arasında, Üniversite 4: ilk% 10'luk dilimde yer almaktadır. Dolayısıyla, bu dört üniversitenin örgüt kültürü tipinin Türkiye'deki genel akademik kültürü temsil ettiği düşünülmektedir.

Yarı yapılandırılmış görüşmede Cameron ve Quinn tarafından geliştirilmiş Örgüt Kültürü Değerlendirme Ölçeği (ÖKDÖ) temel alınarak 6 soru sorulmuştur. Sorular ÖKDÖ'de belirtilen boyutlarla benzer veya aynıdır. Görüşmeler tamamlandıktan sonra, veriler kodlanmış, tematik yaklaşımla kategori ve temalara ayrılmıştır. Kodlama yapılırken tümdengelim ve tümevarım yaklaşımları birlikte kullanılmıştır. Araştırmacılar ÖKDÖ'deki boyutlara dayanarak şemaları tümdengelimli olarak formüle etmiş ve kodları ayarlamış ve bunları ölçeğe göre tanımlamıştır. Kodlama sürecinde, katılımcıların öğrencilerin ihtiyaçları ve kültür hakkında rapor ettikleri görüşleri tümevarım yöntemiyle elde edilmiştir. Böylece örgüt kültürüne dayalı öğrenci görüşleri ve beklentileri olarak adlandırılan yeni bir içerik boyutu oluşturulmuştur. Bunlar şematik ve anlatı biçiminde gösterilmiştir. Aynı tabloda katılımcıların sıklıkları ve yüzdeleri verilmiştir. Yazma sürecinde, araştırma bulguları katılımcılardan doğrudan alıntılar verilerek sunulmuştur.

Sonuçlara dayanarak, şu anda Türk üniversitelerindeki akademik personel tarafından algılandığı şekliyle hiyerarşik örgüt kültürünün hüküm sürdüğü söylenebilir. Bu araştırmadaki üniversitelerin politika, prosedür ve formalitelerin hakim olduğu devlet üniversiteleri olduğu düşünüldüğünde, hiyerarşi kültürünün baskın olması anlamlı bulunabilir. Ayrıca üniversitelerde market kültürünün hiyerarşi kültüründen sonra gerçekleştiği görülmektedir. Bu durumu, üniversiteler tarafından rekabet ortamında yükseköğrenim alanında elde edilen rekabet avantajı ve başarı ve sonuç odaklılık anlayışı ile açıklamak mümkündür. Hiyerarşi ve pazar kültürlerinin ortak yönleri değerlendirildiğinde, devlet üniversitelerinin genel kültürel yapısının, yenilikçi bir ortamın olduğu organik bir süreçten ziyade kontrollü bir yapıya sahip mekanik süreçleri yansıttığı sonucuna varılmıştır. Hiyerarşi, klan kültürüne odaklanan esnek ve insan odaklı bir yönetim anlayışına sahip olan kuruluşların bir görüntüsü olmamıştır.

Bu çalışmada üniversite öğretim üyeleri, öğrencilerin ihtiyaç duydukları ya da öğretmen ve üniversiteden beklediklerini deneyimleriyle ifade etmişler ve çalışmaya yeni bir boyut eklenmesine katkıda bulunmuşlardır. Örgüt kültürü öğrencilerin bölümleriyle ilgili memnuniyetlerini ortaya koymaları açısından önemli bir unsurdur. Benzer şekilde, öğrencilerin görüş ve beklentilerinin, üniversitelerin örgütsel kültürlerini öğrencilerin ihtiyaçlarına göre uyarlamalarına olanak tanımaktadır. Elde edilen sonuçlara göre, Türk üniversitelerinin öğrenci görüşlerine ve beklentilerine göre oldukça hiyerarşik olduğu söylenebilir. Ek olarak, dikkat edilmesi gereken, hiyerarşik kültürü klan kültürünün izlemesidir. Cameron ve Quinn tarafından geliştirilen model dikkate alındığında, Türk üniversitelerinde iç odağın baskın olduğu görülmektedir. Bazı araştırmacılar iç odağın baskın olduğu kurumlarda beklenti ve ihtiyaçların daha az karşılandığını ve bireylerin yönlendirilmeye ihtiyaç duyduğunu ortaya koymaktadır. Bu sonuçlar, Türk üniversitelerinde öğrencilerin açık talimatlara ihtiyacı olduğunu belirten son çalışmalarla uyumludur.

Bu çalışma, mevcut alan yazına çeşitli katkılar sağlamaktadır. Birincisi, Türk kamu üniversitelerinde baskın örgüt kültürü tipi akademik personelin görüşlerine göre nitel bir yaklaşımla belirlenmiştir. Yapılan görüşmeler sayesinde, konu hakkında derinlemesine bilgi elde etme olanağı elde edilmiştir. İkincisi, sonuçlar politika yapıcılara, yöneticilere örgüt kültürünü değiştirmenin olası yolları hakkında fikir verebilir. Çünkü hangi kültür türünün üniversiteyi en iyi tanımladığını bilmek, daha etkili, üretken ve yenilikçi olmanın nasıl olduğu konusunda daha iyi bilgi sağlar. Üçüncüsü, bu çalışma, kurumun merkezinde yer alan inanç ve değerlerin YÖK'ün stratejik hedefleri ile ne ölçüde uyumlu olmadığına dair kültür gücünün bir adımını temsil etmektedir. Bu nedenle, mevcut kültür ve yükseköğretim kurulunun politikası arasındaki çatışma üniversitelerin etkinliği ve performansında ve bunun sonucunda değişim sürecinde düşüşe sebep olabilir. Dördüncüsü, örgüt kültürü boyutlarıyla ilgili öğrencilerin ihtiyaçları ve beklentileri değişkeni örgüt kültürü tipini belirleme çalışmalarına yeni bir söylem ekleyebilir. Bu boyut, üniversitelerin rekabetçi ortamda örgütsel performanslarını artırmak için önemli olabilir.

Bu avantajların yanı sıra, birkaç sınırlamaya dikkat edilmelidir. Türk üniversitelerindeki örgüt kültürünü bütüncül olarak gösterebilmek için tüm fakülteler ve paydaşların katıldığı çalışmalar yapılabilir. Ayrıca devlet üniversiteleri ve özel üniversitelerin örgüt kültürünü belirleyen çalışmaların da yapılması tavsiye edilmektedir. Gelecek çalışmalar, Cameron ve Quinn'in geliştirdiği ölçekte yer alan mevcut ve tercih edilen örgüt kültür tipini belirleyebilir. Bu çalışmada gelecek çalışmalara temel oluşturacak olan yeni bir boyut eklenmiştir. Çalışmanın sonuçlarını güçlendirerek alan katkı sağlamak adına yeni eklenen boyut daha sonra yapılacak olan nitel ve nicel çalışmalarda kullanılabilir. Sonuç olarak, bu makale, yöneticilerin, liderlerin ve politika belirleyicilerin Türk üniversitelerinin temel boyutlarını ölçmelerine, bunları değiştirmek için bir strateji geliştirmelerine ve üniversitelerin etkinliğini ve performanslarını artırmak için bir uygulama sürecine başlamalarına yardımcı olabilir.