



Does Perception of Corporate Culture Change in Time? An Empirical Research

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Extensive Summary

Belief systems and basic values that are shared by the members of the institution create the corporate culture. This basic values and belief systems show themselves as norms, behaviors and symbols. Corporate culture is, when evaluated according to business administration, the activities on culture of institutions that functions on different fields. Corporate Culture is defined as school culture by researches that examine educational science and education corporate. Schools are the subjects in corporate culture researches because that the are educational corporate.

There are lots of definitions on school culture in literature. According to the definition of Leithussad school culture contains rules, beliefs and values that guides behaviors of managers, teachers, students. (Özdemir, 2006:414). This definition attracts then attention to functional structure of culture, with the components of school culture like manager, teacher and students.

In literature there are researches made to determine the perception of students on school culture (Arslan, Kuru ve Satici, 2005:450; İpek, 1999:421; Sönmez, 2006:86; Taş, 2002:536; Terzi, 1999:42). But we can't see any research on the change of perception. It is believed that during 4 years of education time there would be changes in students perception of school culture. For this reason this study "Does corporate culture perception change in time? An Empiric Research" aims to show the perception changes of students in corporate culture in 4 years time. In education year of 2009-2010 a questioner has been distributed to students in their first years in communication faculty of Ege University. Same questioner has been delivered to same students for 4 years. The process has been finished in 2012-2013 education year. The research has been made according to criterion of Erdem and İşbaşı (2001).

This scale has been developed in education corporate in Turkey. There are some other researches has been made with same scale to show perception of the university students on corporate culture. Terzi (2007) has made another research like this in

Giresun University Education Faculty. Also Yılmaz and Oğuz (2005) has used the same scale to identify the perception of the students of Ankara University Education Science Faculty that are in their last year.

Universe of the research is individuals who started education in Ege University Communication Faculty in 2009-2010 education year and is able to graduate in 2013-2014 education year. Questioner is designed to follow the students for 4 educational years. It is applied in the first terms of every educational year. We have targeted to reach all students.

In research we have tested hypothesis below.

- H1: Perception communication as a dimension of corporate culture changes in time.
- H2: Perception of organizational structure and activity as dimension of corporate culture changes in time
- H3: Perception of power distance as dimension of corporate culture changes in time
- H4: Perception of state of belonging as dimension of corporate culture changes in time
- H5: Perception of symbols as dimension of corporate culture changes in time

We have seen that the hypothesis H1 H2 H3 H4 are acceptable. But for the H3 hypothesis the perception for the power difference did not change statically meaningful between the years of educational year 2011-2012 and 2012-2013.

Organizational structure and activity dimension compared to other dimension has higher scores but it has a negative attitude. But we can say that undecided opinion is getting power.

Power difference dimension is the one that the students stated most positively among others when we determine average of all years. In this dimension positive opinion has raised in the education year of 2010-2011 but in the after years differentiation was not statistically meaningful. This result can be explained as having a low space in “power difference”.

State of belonging and communication are the dimensions that are perceived positively most. Also the value of state of belonging dimension has decreased every year. Students feel state of belonging higher in their first years but in the last year they are confused.

State of belonging dimension has the biggest difference of value between the first and the last years according to the value account used to find general tendency in student attitudes. We can say that there has been more certain change of attitude.

This research shows student perception on school culture change in years. Results shows there should be applications for the students to feel themselves belong to school

