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INFLUENCE OF ORGANIZATIONAL CULTURE ON THE JOB MOTIVATIONS OF LIFELONG LEARNING CENTER TEACHERS

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ABSTRACT

Aim/Purpose	The aim of the research was to examine the relationship between the sub-dimensions of organizational culture perceptions, such as task culture, success culture, support culture, and bureaucratic culture and job motivations of ISMEK Lifelong Learning Center teachers.
Background	It is thought that if teachers' perceptions of organizational culture and levels of job motivation are assessed and the effects of school culture on the motivation level of teachers investigated, solutions to identified problems can be developed.
Methodology	The study was conducted using survey research. The sample population consisted of 354 teachers working for the Istanbul Metropolitan Municipality's Lifelong Learning Center (ISMEK). The personal information form prepared by the researchers, the School Culture Scale developed by Terzi (2005) and the Job Motivation Scale developed by Aksoy (2006) were administered to the teachers.
Contribution	This study will contribute to research on the job motivations of teachers involved in adult education.
Findings	The findings indicated that task culture differs according to gender. Teachers report high levels of job motivation, but job motivation varies with gender, education level, and number of years working at the ISMEK Lifelong Learning Center. A significant relationship was found between sub-dimensions of organizational culture and job motivation. Organizational culture explains more than half of the change in job motivation. The sub-dimensions of or-

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	ganizational culture, task culture, achievement culture, and support culture were found to be significantly predictive of job motivation.
Recommendations for Practitioners	In order to increase motivation of teachers, a success-oriented structure should be formed within the organization. It is necessary for teachers and managers to support each other and to establish a support culture in their institutions. In order to establish a culture of support, managers need to receive in-service training.
Recommendations for Researchers	This study was carried out in the ISMEK Lifelong Learning Center and similar studies can be done in classrooms, training centers, and study centers.
Impact on Society	Teachers working in adult education should be afforded a more comfortable working environment that will positively impact job motivation, resulting in a higher quality of education for students. Therefore, this research may contribute to an increase in the number of students who engage in lifelong learning opportunities.
Future Research	This qualitative study utilized a relational survey model. A more in-depth qualitative study employing observation and interviews is warranted.
Keywords	adult education, lifelong learning, organizational culture, job motivation

INTRODUCTION

Dufour and Eaker (1998) define culture as “assumptions, beliefs, values, and habits that constitute the norms for the organization” (p.131) This concept of culture is central to the belief that culture is learned. Schein (2004) notes that culture is a dynamic phenomenon that has always surrounded us (p.1). Culture is ever-changing and created through communication between members of a group. Organizational culture is defined as a system of meanings accepted by a cooperative for a particular group (Pettigrew, 1979, p. 574). Schein (1985) provides a more specific definition emphasizing cultural items stating that organizational culture is “shared beliefs, assumptions, and value systems among a group of people” (p. 17).

In the literature, the concept of school culture emerges as educational culture. According to Hemdon (2007), school culture is identical with organizational culture (p.42). School culture, defined as “the basic assumptions, norms and values, and cultural artefacts that are shared by school members, which influence their functioning at school” (Maslowski, 2001, pp. 8-9)

There are six basic characteristics of school culture in highly successful schools: shared vision, traditions, cooperation, shared decision making, innovation, and communication (Goldring, 2002). According to Gruenert (2000), a definition of school culture was developed in the field of educational management in order to explore the meaning, character, and atmosphere of the educational organization. While no single international definition of school culture exists, there are generally accepted opinions about what constitutes school culture. As an example, Hopkins, Ainscow, and West (1994) defined school culture as observable patterns, norms, values, philosophies, uncommitted practices, and procedures, along similar lines, Evans (1996 as cited in Karadağ, Kılıçoğlu, & Yılmaz, 2014, p. 105), states that school culture is a system of continually developed observable agreements between behaviors, actions, and members.

In non-formal educational institutions, a way of explaining the organization’s culture can be found in the symbolic values displayed in communication rituals. Communication rituals explain what will happen and when it should happen. Some examples of communication rituals frequently associated with teaching cultures are staff meetings, coffee breaks, discussions about students, sharing of materials, curriculum review, and lesson planning (Pratt & Nesbit, 2000, p. 124). Within adult education, three staff levels can be identified. The first includes individuals who work full-time in adult educa-

tion services and regard it as a permanent profession. The second level includes individuals who work full-time in general education services but participate in adult education part of the time. The third group can be divided into part-time paid employees and volunteers, which includes people outside the profession such as local leaders. Because full-time employment is very costly, individuals in the second and third group are heavily represented in many countries (Lowe, 1985, p. 153).

The andragogical theory is the most well-known adult learning theory. This theory is based on five basic assumptions: a) adult learners have an independent sense of self and can direct their own learning; b) they have accumulated life experiences that creates a rich foundation for learning; c) there are learning needs for changing social roles; d) education is problem-centered and interested in the immediate implementation of information; and e) adults are often motivated by intrinsic factors rather than external factors (Knowles, 1980, p. 43). Implementation of andragogical theory leads to differences in practice, but generally, as stated by Lowe (1985), adult education is “A series of learning experiences that are prepared and put into practice for the benefit of learners by trained staff” (p.20).

In adulthood, we create belief systems where we define how we fit into the world, into our cultural groups, and how we see ourselves. These belief systems function as “border structures” for the perception and understanding of new information. They become our reference frameworks or “view-points of meaning” and they influence how and why we learn. They also distinguish adult learners from children. Learning in childhood includes the process of acquiring culturally predicted values and beliefs; that is, learning contributes to the socialization process whereby children become responsible adults. Adulthood in modern societies emerges when we have the capacity to critically examine these accepted belief systems (Mezirow, 1990, p. 153).

Public/adult education has taken different definitions from day to day and has reached its present state. Foremost, public education is a form of education provided to individuals who previously had not benefited from formal education (İSMEK, 2007, p. 13). Additionally, non-formal education, meaning out-of-school education that reflects the oldest educational method of humanity, readily coexists with formal education. For example, a student who is studying at a high school in a formal educational setting can simultaneously participate in non-formal education (Okçabol, 2006, p. 7). OECD (1977) notes that public/adult education encompasses programs specifically designed to satisfy learning needs that are outside of compulsory schooling and for students, at any stage of their life, whose main concern is no longer attending school. According to UNESCO (1975), adult education is tailored to the specific needs and benefits of those who are older than fifteen years and not enrolled in a formal school or university system.

In Turkey, we can categorize adult educational institutions into three classes: private institutions, state institutions, and local governments. Private institutions include commercial institutions and foundation universities. State institutions include state-owned enterprises and ministries. Within local administrations, municipal education centers include İstanbul Municipality İSMEK, Ankara Municipality BELMEK, Kadıköy Municipality KASDAV, Bursa Municipality BUSMEK, and so on. The most prominent adult education center in Turkey is ISMEK comprised of 218 course centers. The next largest center is BELMEK with 160 course centers (BELMEK, 2016).

Motivation is defined as a set of mental and psychological processes of a person that make him/her take action, direct him/her to work, and help continue to work (Robbins, 2001, p. 161; Spector, 1996, p. 192). Motivation can also be explained as an internal force that influences the direction, intensity, quantity, consistency, and permanence of a person’s behavior and actions (McShane & Glinow, 2003, p. 132). According to Bentley (1999), motivation is the power within a person to engage in certain actions, both positive and negative, and to reach individual desires, thereby ensuring satisfaction (p.180).

The motivation of a person is determined by the degree of harmony between the needs of the person and incentives (such as salary and social rights) provided by an organization (Aksoy, 2006, p. 54). When considered in this way, it can be said that motivation is a subjective process that depends on

the individual, the organization, and the incentives (Kakabadse, Ludlow, & Vinnicombe, 1988, p. 119). There are two dimensions of motivation: internal and external. In external motivation the causality of the behavior is outside or surrounds the individual. In this context, social support and encouragement from managers, students, and families and the awards and punishments given to teachers are sources of external motivation. The causality of behavior in internal or intrinsic motivation lies within the individual. Such motivation is due to the needs of the individual. Interest, talent, and curiosity are among the most important of these resources. It has been found that a high level of internal motivation is directly proportional to success (Lin, McKeachie & Kim, 2003). Motivation is about how people are treated as individuals and what they feel about the work they do (Keenan, 1996, p. 5).

The class and school where a teacher practices can be defined as their place of work. The motivation of teachers is crucial both for motivation of students and for educational reforms. Motivated teachers play a very important role in the realization of educational reforms through implementing resulting changes ensuring their success and fulfillment (De Jesus & Conboy, 2001). Teachers who cannot achieve success and satisfaction due to low motivation have high stress levels (Pithers & Fogarty, 1995). Positive school culture influences motivation of students and teachers, academic achievements of students, job satisfaction, cooperation and agreements of teachers, dedication and motivation of employees, and structure of school society (Canizo, 2002; Deal & Peterson, 1990; Giles, 1998; Harris, 2002; Kotter & Heskett, 1992; Masland, 1985; Lima, 2006). Studies also show that school culture is a primary factor affecting student achievement (Deal & Peterson, 1999; Smith, 2006). Kinman and Kinman (2001) have shown that organizational climate significantly influences motivation.

The literature shows that schools with high success have a defined school culture. These schools attach importance to rituals, traditions, symbols, heroes, stories, and ceremonies, which are concrete signs of school culture (Beare, Caldwell & Millikan 1989; Bolman & Deal, 1985; Deal & Peterson, 1999). Successful schools also attach importance to beliefs, values, norms, philosophy, mission, vision, aims, assumptions, and moral values (Alkire, 1995; Beare et al., 1989; Deal & Peterson, 1999; Schein, 1999). It is therefore clear that school culture is related to the academic achievement of students (Aidla & Vadi, 2007; Cheng, 1993; Dumay, 2009; Gaziel, 1997).

In light of the aforementioned, teachers' perceptions of organizational culture and job motivation levels should be assessed and the effects of school culture on the motivation level of teachers should be investigated, such that successful solutions to problems might be developed. In the literature, the number of studies investigating teachers working in adult education and job motivation was limited. Therefore, it is important to examine the relationship between organizational culture and job motivation. The aim of this research is to determine the relationship between organizational culture perceptions of ISMEK Lifelong Learning Center teachers and their work motivation, and at the same time examine the effects of teachers' motivation on organizational culture.

RESEARCH QUESTIONS

This study aims to determine the relationship between perceptions of organizational culture and job motivations of ISMEK Lifelong Learning Center teachers. To achieve this goal, this study attempts to answer following research questions:

1. What are the opinions of teachers related to the organizational culture of ISMEK Lifelong Learning Center?
2. Do their perceptions of organizational culture of ISMEK Lifelong Learning Center differ according to gender, age, level of education, years working at the Center, Center branch location, or working hours?
3. What is the level of job motivation of ISMEK Lifelong Learning Center teachers?

4. Do the job motivations of the ISMEK Lifelong Learning Center teachers differ according to gender, age, level of education, years working at the Center, Center branch location, or working hours?
5. What kinds of relationships and influences are there between teacher perceptions of the organizational culture of ISMEK Lifelong Learning Center and teacher job motivations?

METHOD

RESEARCH DESIGN

The research model is a comparative relational survey model. The comparison type relational scan attempts to reduce the causes of a certain result to “one” and there are at least two variables in the relation determination by the comparison method. Groups are formed according to one of the independent variables to be tested and whether there is a differentiation between them according to the dependent variable (Karasar, 2011, p. 84). In this study, comparative relational screening model was used when the level of teachers’ organizational culture and job motivation were examined individually.

SAMPLE

The total population consisted of 2829 teachers working at İSMEK Lifelong Learning Center in Istanbul in the 2016-2017 academic year. If the confidence level of the number of samples is 95% and the error rate is 5%, it should be at least 338. In the sample of the research, the questionnaires were sent to all 2829 teachers working at 354 different ISMEK Lifelong Learning Centers.

DATA COLLECTION TOOLS AND APPLICATION

Data were gathered through personal information forms, Organizational Culture Scales, and Business Motivation Scales. A personal information form was prepared by the researcher to determine the demographic characteristics of participants in the study. In this form, participants were asked about gender, age, level of education, duration of service at the institution, teaching field (branch), and type of work (part-time/full time).

The School Culture Scale developed by Terzi (2005) consisting of 29 questions was used in this research. The scale has four dimensions: task culture, success culture, support culture, and bureaucratic culture. The scale is made up of 5 Likert types ranked as “Never,” “Rarely,” “Sometimes,” “Mostly,” and “Always.” According to the five-point scale, the teacher’s perception, and interpretation of organizational culture perception were assigned levels of 5.00-4.20 (always), 4.19-3.40 (mostly), 3.39-2.60 (sometimes), 2.59-1.80 (rarely) and 1.79-1.00 (Never). These intervals are obtained by dividing the serial width between the lowest value 1 and the highest value 5 (number of options) (Turgut & Baykul, 1992).

The reliability of the School Culture Scale was examined by the internal consistency coefficient. The mission culture consists of 6 items, the culture of success consists of 6 items, the support culture consists of 8 items, and the bureaucratic culture consists of 9 items. The Cronbach Alpha coefficient for the task culture subscale of the School Culture Scale was 0.66, the Cronbach Alpha coefficient for the bureaucratic culture subscale was 0.76, the Cronbach Alpha coefficient for the support culture subscale was 0.88, and the Cronbach Alpha coefficient for the success culture subscale was 0.83. The Cronbach Alpha coefficient of the scale as a whole was 0.80.

The Job Motivation Scale, comprised of 18 questions developed by Aksoy (2006), was used in this research. The scale is composed of 5 Likert types ranked as “Not satisfied at all,” “Not satisfied,” “Undecided,” “Satisfied,” and “Very satisfied”. According to the five-point scale, the teachers’ perception and interpretation of organizational culturally perceived levels were assigned values 5.00-4.20 (very satisfied), 4.19-3.40 (dissatisfied), 3.39-2.60 (undecided), 2.59-1.80 (dissatisfied) and 1.79-1.00

(not satisfied at all). These intervals are obtained by dividing the serial width between the lowest value 1 and the highest value 5 (number of options) (Turgut & Baykul, 1992). The reliability analysis for the Job Motivational Scale was found to have a Cronbach’s Alpha score of .93.

ANALYSIS OF DATA

The data obtained as a result of the research were analyzed with SPSS (Statistical Package for Social Sciences, Version 21.0). Significance was tested at .05 level and the findings were presented in tabular form for the purposes of the research. Assumptions were tested before analysis was made. Pearson product-moment correlation analysis was performed to look at the relationship between the variables. The job motivation and school culture variables were compared according to the demographic characteristics of the participants. T-tests were used for comparisons of two independent groups and one-way variance analysis (ANOVA) was used in more than two groups. If the difference in the results of the One-Way ANOVA test was significant, the Scheffe test was conducted to determine the source of the differences, i.e. which groups were included. Multilinear regression analysis was used to find the degree of order between two variables.

RESULTS

Table 1 shows the average scores of the ISMEK Lifelong Learning Center teachers’ scores on the organizational culture scale and the level of their subscales.

Table 1. Organizational culture scale arithmetic mean, standard deviation, lowest, and highest values based on subscale scores

SCHOOL CULTURE SUB-SCALE	N	\bar{x}	\bar{x}_2	SS	MIN	MAX
Task Culture	354	26.53	4.42	3.04	9.00	30.00
Success Culture	354	23.05	3.84	4.64	6.00	30.00
Support Culture	354	32.03	4.00	5.74	10.00	40.00
Bureaucratic Culture	354	31.88	3.54	5.53	15.00	45.00
TOTAL	354	113.48	3.91	14.29	55.00	145.00

School Culture Scale subscale scores are a maximum of 30 points in the Task Culture and Success Culture subscale, 40 points in the Support Culture subscale, and 45 points in the Bureaucratic Culture subscale. The higher the scores, the higher the perception of culture in that sub-area.

As shown in Table 1, the arithmetic mean of the scores of the sample group of teachers in the task culture sub-dimension was 26.53 and the standard deviation was 3.04; the arithmetic mean of the scores received from the success culture sub-dimension was 23.05 and the standard deviation was 4.64; the arithmetic mean of the scores obtained from the support culture sub-dimension was 32.03 and the standard deviation was 5.74; and the arithmetic mean of the scores obtained from the bureaucratic culture sub-dimension was 31.88 and the standard deviation was 5.53. The arithmetic mean obtained from the task culture sub-dimension equals to (average of) 4.42 (“always” item). The arithmetic mean obtained from the subcategory of success culture equals to (average of) 3.84 (“mostly”). The arithmetic mean obtained from the support culture sub-dimension equals to (average of) 4.00 (“mostly”). The arithmetic mean obtained from the sub-dimension of bureaucratic culture equals to (average of) 3.54 (“mostly”). The arithmetic mean of the scores obtained from all of the scale is in the range of 3.91 (“mostly”).

As seen in Table 2, an independent t-test was used to determine whether school culture subscale scores differed according to gender variable, and the difference between the task culture and gender

variable arithmetic mean was significant ($t = 3.19$; $p < .002$). The difference was in favor of female teachers.

Table 2. Independent group t test results to determine if school culture scale differences according to gender variable

	GROUPS	N	\bar{x}	SS	t TEST		
					t	Sd	P
Task Culture	Female	253	26.84	2.74	3.19	351	.002
	Male	100	25.71	3.60			

As can be seen in Table 3, the post-hoc Tukey HSD test was conducted to determine the arithmetic mean of the organizational culture scale sub-dimension score of the teachers in the sample group according to the educational level variable. It was determined that this difference was realized at the level of $p < 0.05$ in favor of the teachers who have been educated at the associate degree. According to this, the perception of task culture of teachers with associate degree education is higher than those of undergraduate and graduate level.

Table 3. Tukey test results to determine which groups differentiate task culture scores according to educational level variable from organizational culture scale

GROUPS (I)	GROUPS (J)	$\bar{x}_i - \bar{x}_j$	Sh \bar{x}	P
Associate degree	Undergraduate	1.25	.44	.04
	Graduate	1.66	.55	.02
	High School	0.28	.71	.99

The level of the ISMEK Lifelong Learning Center teachers' scores on the Job Motivation scale is shown in Table 4.

Table 4. Arithmetic mean, standard deviation, minimum and maximum values of ISMEK lifelong learning center teachers' job motivation scale scores

VARIABLE	N	\bar{x}	SS	MIN	MAX
Job Motivation Scale	354	72.54	12.16	18.00	90.00

The high level of the Job Motivation Score means that the level of job motivation is high. The Job Motivation Scale maximum is 90 points. As shown in Table 4, the total score for Job Motivation was 72.54. The ratio of this score to 5 is 4.03 "Satisfied."

As shown in Table 5, an independent t-test was used to determine whether the job motivation scale scores differed according to gender, and the difference between the mean of job motivation and gender - was significant ($t = 3.14$; $p < .05$). The difference was in favor of female teachers.

Table 5. Independent group t test results to determine if Job Motivation Scale scores differ according to gender variable

	GROUPS	N	\bar{x}	SS	t TEST		
					t	Sd	P
Job Motivation	Female	253	73.97	10.82	3.14	144	.002
	Male	100	68.94	14.53			

As shown in Table 6, the Pearson correlation analysis between scores of the job motivation scale and scores of the organizational culture scale, found the relationship between task culture and job motivation to be significant in the positive direction ($r = .45$; $p < .001$). Thus, teachers' perception of task culture and job motivations affect each other. The relationship between success culture and job motivation was found to be significant in the positive direction ($r = .76$; $p < .001$). In this way, teachers' perception of success culture and job motivations affect each other. The relationship between support culture and job motivation was found to be significant in the positive direction ($r = .76$; $p < .001$). Thus, teachers' support culture perceptions and work motivations affect each other. The relationship between bureaucratic culture and job motivation was found to be significant in the positive direction ($r = .62$; $p < .001$). Thus, teachers' perception of task culture and job motivations affect each other.

Table 6. Results of Pearson correlation analysis to determine relationships between school culture scale sub-dimensions and job motivation scale total score

SCHOOL CULTURE SUBSCALE	JOB MOTIVATION SCALE TOTAL SCORE		
	N	r	p
Task Culture	354	.45	.001
Success Culture	354	.76	.001
Support Culture	354	.76	.001
Bureaucratic Culture	354	.62	.001

As shown in Table 7, the multiple linear regression analysis conducted to determine how job culture, success culture, support culture, and bureaucratic culture variables predict job motivation from the organizational culture subscales on job motivations, task culture, success culture, support culture, and bureaucratic culture showed a significant relationship with job motivation ($R = .80$, $R^2 = .64$) ($F = 153.39$; $p < .001$). These four variables account for 64% of the change in job motivation.

Table 7. Regression analysis for school culture and job motivation total scores

CONSTANT	R	R ²	CONCERTED R ²	F	p
School culture	.80	.64	.62	153.38	<.001

According to the standardized regression coefficients, the relative importance order of the predictive variables on job motivation is success culture ($\beta = 0.40$), support culture ($\beta = 0.37$), task culture ($\beta = 0.13$) and bureaucratic culture ($\beta = -0.02$). When the significance tests of the regression coefficients were taken into account, it was concluded that the success culture ($p < .001$) and support culture ($p < .001$) from the predictive variables were significantly predictive of job motivation.

Table 8. Regression analysis for school culture subscales and job motivation total scores

Variables (Constant)	Sh _{\bar{x}}	β	t	p
Task Culture	.15	.13	3.02	.003
Success Culture	.16	.40	6.46	<.001
Support Culture	.13	.37	5.89	<.001
Bureaucratic Culture	.07	-.02	-.51	.607

DISCUSSION

The aim of the research was to examine the relationship between the sub-dimensions of organizational culture perceptions of ISMEK Lifelong Learning Center teachers and job motivation. There is limited research that investigates lifelong learning centers, and this is the main reason for conducting this research. This study showed there is a positive relationship (at a high level) between organizational culture and job motivation. These findings are consistent with the literature. Egan, Yang and Bartlett (2004) found that learning organizational culture can increase job motivation.

Organizational culture is responsible for two-thirds of the change in job motivation. Moreover, task culture, success culture, and support culture have been found to be significantly predictive of job motivation. Bureaucratic culture does not significantly predict job motivation. These results showed consistency with the results of Yilmaz (2009), Sözer (2006), Şahal (2005), Kavi (2006), Tanrıverdi (2007), Aladağ (2007), and Nnadozie (1993) affecting organizational culture motivation.

Further, this study found a meaningful relationship between teachers' sense of organizational culture and job motivation. When the perception of organizational culture increased, it became clear that job motivations also increased. According to the result of the analysis, the existence of success culture and support culture in the organization are the most important predictors of job motivation.

The research results obtained from this study and from the literature show there is a positive relationship between organizational culture and job motivation. Organizational culture (task, success, and support culture) is one of the important factors affecting job motivation. Based on this result, it can be interpreted that when ISMEK Lifelong Learning Centers' senior executives / policy makers focus on positively developing organizational culture, it will increase the motivation of teachers. In addition, if the motivation of the teachers increases, the quality of the services they offer will also increase.

RECOMMENDATIONS

For teachers to increase their job motivation, it is necessary to create a success-oriented structure in the organization. Organizations need to have supportive teachers and administrators. Since bureaucratic culture is not influential in job motivation, it is necessary to increase the support culture rather than the bureaucracy. In order to support a positive culture among the teachers, the managers must receive in-service training that fosters their ability to create supportive cultures in their institutions. Also, administrators should foster a culture that promotes job motivation which, in turn, enhances teacher success. Increasing the perception of positive organizational culture should increase the motivation of working teachers. One way to increase student motivation and student success, competitions between ISMEK Lifelong Learning Center branches might be arranged; the competition might stimulate teacher motivation especially among successful teachers. The reasons for the decrease in job motivation due to an increase in education level should be researched and necessary arrangements to address this situation made. In order to understand how male teachers' job motivation levels can be increased, in depth researches should be implemented.

This study was carried out using a survey model. An experimental study would contribute to additional in-depth study of the subject. This research can be supported by additional qualitative research that incorporates observation and interviewing. Once the qualitative study is done, relevant scales can be created. On the other hand, subsequent studies might include additional demographic traits. This study was carried out at ISMEK Lifelong Learning Center. Similar studies can be conducted in classrooms, training centers, and study centers. This research was limited to participation by volunteer teachers. In subsequent studies, ISMEK might provide an in-depth study that reaches all teachers working at the Lifelong Learning Center. This study can be repeated in subsequent years and differences found examined. The subcategories of organizational culture are taken into account on the scale used in this study. Different scales revealing more detail and different areas of focus might

be incorporated in future studies. This work has been done in a public institution, and as such, not necessarily generalizable to the private sector. For this reason, it would be beneficial to examine the relationship between perceptions of organizational culture and job motivation in private businesses, as well as the relationship between organizational culture and job motivation between private and public organizations. The study focuses on teachers' perception of organizational culture and job motivation. This study should also be applied on adult learners to investigate whether or not their motivation of study is predicted by organizational culture.

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