

Establishing a Social Capital Framework for the Organizational Climate in the Secondary School Environment

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ABSTRACT The purpose of this research is to evaluate and propose a model for the relationship between the organizational climate in schools and the development of student social capital. This paper uses a qualitative research model with a case study approach. In-depth interviews were carried out with 15 students and 15 teachers in public secondary schools and analyzed by content analysis. The research findings suggest that the experiences of students and teachers in secondary school environments shapes and develops the behaviors and ethics on social capital and fosters a better organizational climate. This paper reports that the views of both teachers and students while working together and cooperating are problematic. In further studies, the social capital framework and organizational climate model can be developed within a multicultural perspective.

INTRODUCTION

Anthropological studies and their developments have an impact on schools today. Schools facilitate and develop individuals academically, socially, emotionally and mentally, which in turn affects society as does the impacts of anthropological developments. Likewise, both anthropological developments and schools play an imperative role in the future of a society and its culture. Schools are a setting of diverse cultures.

Culture can be defined as people's gains through interacting with living and non-living things. Culture is defined as the totality of all tangible and non-tangible values created in historical and societal development processes and the tools that are used in creating and conveying them to succeeding generations. This is also a measurement of the sovereignty of people to their natural and societal environment (Juan and Rico 2014). Studies on culture and its impact on the performance of institutions in the literature (Rosenberg et al. 2010), culture can be seen as the sum of the complex values, assumptions and beliefs that define the operation of an organization. As a kind of living institution, climate is one of the elements that influence a school's culture. The climate of the school defines the environment and conditions under which education and teaching is performed. Significantly, the stakeholders in the school constitute its en-

vironment with school management being part of the fostering dynamic of the organizational culture and climate. Furthermore, schools where different cultures coexist are important for contributing to the development of the social capital of students. Social capital includes the characteristics of being an ethical and virtuous person that one has gained personally, as well as the cultural heritage that one owns. The qualification of the social capital that a person possesses can vary depending on the society and economic and personal conditions of the person in question (Ada and Sahin 2013).

Studies claim that societies with high social capital reserves are safer, healthier, more cultivated and better managed. Individuals build their own social capital through interacting with their families. The economic and personal statuses, as well as the environment of an individual are also important factors. The school is also one of the significant close environments in which students develop and diffuse their social capital through negotiating and communicating with others. According to Woodhouse (2006), social capital has a direct impact on the economic, political and social success of countries. Moreover, social capital has a significant impact on the welfare of a society if the school environment, in which an individual is placed, fails to create effective social capital developments within the school. The school environment is a liv-

ing structure, which is organized such that desired behaviors are developed. In this sense, its importance is crucial both for the individual and for the society. With this study, the relation between the quality of the psychological and social environment provided to the student and the level of social development of students will be discussed.

Schools as organizations have their own culture and climate, which may become unique over time. Sociological and economic conditions also affect how climate can shape the structure and functions of school management. The implication in Meier et al.'s (2016) longitudinal study states that when social capital is not high, management may take the place of human capital resources in order to raise public school performance. In terms of school management, the student voice is imperative for success in creating an organizational climate and setting strategic plans for school improvement. In this respect, the expectations and experiences of students need to be gathered to achieve quality improvements. Student voice and satisfaction are fundamental elements in measuring performance of the system and providing further strategic actions to enhance the welfare of society in relation to education practices. In fact, education and enhanced learning environments in the digital age are crucial indicators for developing society with regards to socialization. Therefore, maintaining values based on change and adaptation and developing transferable skills for further work and success becomes a vision within the education system. In other words, educating students of their potentials requires considering their expectations based on current conditions and the expectations of society. Furthermore, adapting and transferring their potential to the larger society also embodies what students need and how they develop their potential with the support of the school environment.

Organizational culture is the totality of basic values, norms, assumptions and beliefs that are shared by the members of an organization. Likewise, it steers their behaviors, mostly created unconsciously, and is basically "accepted" by an organization and its environment. This is also the case for school management practices, as every school may have a distinct identity. Communication, synergy and sharing between school management components (headmasters, teachers, students, personnel and families, so-

cial units) work for thinking, evaluating and deciding on further strategic actions for school development.

Schools are among those important organizations that have a role in conveying culture to future generations. It is believed that school culture and climate have as significant impact on the success and social capitals of students. This culture, which drives the personality of the school, reflects the values, beliefs and traditions of an institution and are unique. Beliefs and values, which constitute a school's culture, add a social meaning to the structure, physical environment, and quality and character of students in a school (Juan and Rico 2014).

Social capital is one of the crucial issues contributing to the development of the potential of students through building their confidence within school. Therefore, the school's existing rules, its rewards, changes, norms and sanctions, connections, networks and groups are directly interchangeable with students. As students are the fundamental element of school management practices, their relationships and networks can enhance a school's organizational climate as well. According to Gokalp (2005: 81), "expecting morality, national unity and, self-sacrifice from a mass, which lacks a national conscious and national ideal is nonsense." By creating a shared feeling of nationhood, a sense of mutualization and self-sacrifice and by members of society working together morality, language, literature, the economy and politics improve also. According to Gokalp (2015), schools also have the same function in developing student potential as organizational, cultural, intellectual, personal, scientific, technological, and social elements contribute to the development of potential as a synergy.

Objectives of the Study

The objective of the study is to evaluate the organizational climate in public secondary schools upon establishing a social capital framework for developing the potential of individuals within society.

METHODOLOGY

Research Design

The paper is qualitative in nature and investigates the establishing of a social capital

framework for organizational climate in secondary school environments on students' and teachers' perceptions and experiences. A qualitative research requires in-depth investigation of patterns, issues and meanings. Therefore, qualitative research was employed inductively by considering the experiences and perceptions of participants (Creswell 2003). As qualitative research can be defined as a qualitative process, it is employed to analyze the perceptions and events of participants in their natural environment in a real and holistic manner. What is more, the perceptions and experiences of students' and teachers' provide detailed information and investigation on a specific research point (Yildirim and Simsek 2011).

Research Approach

Within the frame of qualitative research, the case study approach was employed in this paper. A case study can involve a single community, school, family, organization, person or event, as Creswell (2003) states. This case study research involves the intensive examination of the setting of one public school and how it establishes social capital for organizational climate (Yin 1994). Respectively, this paper also examines the development and contribution to societal welfare.

Research Questions

Organizational climate and organizational communication both have vital importance regarding school environments for quality culture. Communications, negotiation, and networking among people all have a strong positive effect on social capital and school climate. The study by Morrison and McIntyre (1972) proposed that social capital enhance an organizational climate through communication, negotiation and networking among people. Through socialization, the personalization and potential of individuals can be enriched through communication, negotiation and networking, which are also a part of the school climate. In this paper, the significance of social capital and its relation to enhancing school climate through communication, networking and sharing between students and their teachers are investigated. In this respect, the paper aims to establish a social capital framework for enhancing the organizational climate in

secondary schools. Therefore, the following research questions are set:

1. How is the social capital of students affected by organizational climate?
2. How do students perceive organizational climate components?
3. How do teachers perceive organizational climate components for social capital?

Participants, Research Context and Ethical Procedure

The research data was collected in May 2015 in the Turkish Republic of Northern Cyprus. The research was carried out in a high school using a qualitative research method. The accessible case sampling method was selected for the research context to provide in-depth investigation in regards to the research focus. Fifteen students enrolled in the senior classes in the school and 15 teachers participated in the research. As the research is qualitative in nature, the experiences and perceptions of students and teachers are significant. Therefore, revealing actual experiences and perceptions requires participants to volunteer information. Participants participating in the research process were on a voluntary basis. Ethics are a sensitive issue in qualitative research. The confidentiality of participants and permission to take part in the research were guaranteed for the accuracy and credibility of the research (Creswell 2003). In this respect, permission from the Ministry of Education was sought by the researchers and consent forms were signed by research participants. Maintaining confidentiality and trust throughout the research process was emphasized. Subsequently, participants could withdraw from the research process at any stage.

Data Collection Technique and Analysis

In-depth interviews were used as the data collection technique to reveal the perceptions and experiences of students and teachers. In-depth interviews included a set of questions designed to investigate of the issues, meaning and patterns to provide exploration of the selected case and research focus (Denzin and Lincoln 2003). The data collection process was carried out in a confidential atmosphere and data was collected in the guidance room and in the school garden depending on participants' pref-

ferences. Participation was on a voluntary basis for 50 minutes for each participant. In order to ensure the internal consistency of the interview questions, questions were reviewed by two experts in the field. Pilot interviews were held with the principal and school counselor, and it was shown that the interview questions were clear and easy to understand.

Content analysis was used at the data analysis stage. The basic goal of such an analysis is to reach the concepts and relations that would explain the obtained data. The data was analyzed in three stages in the research. These stages were the transcription of the interviews, the preparation of interview encoding keys, and the determination of the reliability of the research. The credibility of the data analysis was ensured by two experts.

Transcription of Interviews

After the question items were validated, interviews were conducted with 15 teachers and 15 students. Texts recorded during and after interviews were analyzed and a number was given to every row. Interview transcription forms were then created.

Preparation of Interview Encoding Key

After the interviews were transcribed, the interview questions were handled one by one and options were prepared for all of the answers given to each question. As a result of these evaluations, "the interview encoding key" was prepared on which response options for every question item were written.

Cross Check on Meaning and Coding

Two experts checked the data and coding, to verify if the data analysis procedure was performed based on consensus (Morse et al. 2002). Consensus was verified.

RESULTS

The in-depth examination of the qualitative data yielded invaluable findings as regards social capital and organization climate. A practical model on social capital drawn upon the qualitative research process and theory testing was ensured at the end of the process.

Face-to-face in-depth interviews were conducted with the school managers, as well as with 15 teachers and 15 students. The findings were obtained from responses given by teachers to the questions asked via direct citations under themes and sub-themes and with their row numbers. The themes and sub-themes obtained from the interviews with teachers are as follows:

1. Teachers' opinions about the making of school decisions:

- a. Opinions of teachers to the decision-making patterns of the school administration
- b. Opinions about teacher contribution to the making of school decisions
- c. Opinions of teachers about their participation in the decision-making processes
- d. Opinions of teachers about participation of students in school decisions
- e. Their opinions about the participation of the TRNC Ministry of National Education in decisions.

2. Opinions of teachers at school about interactions between themselves:

- a. Opinions about colleague interactions
- b. Opinions about cooperation and working together
- c. Opinions about the oppressive and controlling approach.

3. Opinions of teachers about their interaction with students:

- a. Opinions about their personal interaction with students
- b. Opinions about student behaviors.

In the interviews held with students, the themes and sub-themes obtained from the research findings as regards their perception of the organizational climate are as follows:

1. Opinions about patterns of school decision making:

- a. Opinions about participation in decisions taken at school
- b. Opinions about pattern of decision making

2. Opinions about interaction of teachers with students:

- a. Opinions about personal concerns of teachers with students
- b. Opinions about the school and classroom environment
- c. Opinions about cooperative attitudes.

In the interviews held with students, the themes and sub-themes obtained from the find-

ings on social capital developments are as follows:

1. **Confidence and social capital:**
 - a. Opinions about feeling confident in their environment
 - b. Opinions about self-confidence.
2. **Relation of social capital with change and its rewards:**
 - a. Opinions about sincerity in relations
 - b. Opinions about undesired behaviors
 - c. Opinions about respect.
3. **Opinions about relation with existing rules and norms:**
 - a. Opinions about linguistic expressions used by students in communication
 - b. Opinions of students about justice prevailing in the school.
4. **Opinions about connections, networks and groups:**
 - a. Opinions about taking interest in social and economic problems
 - b. Opinions about organizing cultural events
 - c. Opinions about networking sites.

The frequency distribution of teachers regarding opinions on the pattern of the taking of school decisions is given in Table 1. As can be seen, most teachers think that school decisions are made by the school management. Almost all (N=7) made a contribution to decision-making, and six teachers think that the contribution of teachers is insufficient. All of the teachers think that the Ministry of National Education has an active role in school decisions. Only three teachers believe that students make a contribution to school decisions. One of the male teachers with 17 years of experience said, “*Most of the decisions at school are made by school management. Some make contributions to these decisions. There are teachers at our school who just come and go to and from the school. Some*

others just obey the decisions.” A female teacher with 11 years of experience explained, “*After the school management takes decisions, they are announced to the teacher, and the management consults with teachers on some topics such as dinners for teachers that will be organized at school.*” The active participation of the school’s administration, teachers and students, in the decision-making process of the school will create a more democratic education environment. When students learn and experience democracy in a democratic environment, they can transfer and therefore implement these gained values into social opportunities, which will affect the formation of a society’s democracy.

The frequency distribution regarding the opinions of teachers at school about interaction among themselves is given in Table 2. The answers given by respondents to the question, ‘What do you think about the interaction of teachers with each other in the school environment?’ show that interaction is usually not at the desired level. As can be seen in Table 2, only three teachers think that cooperation among teachers is at the desired level. Six teachers think that there is enough cooperation to improve the quality of the school. 10 teachers think that teachers who are new to the school receive sufficient assistance, and five teachers think that opinions about cooperation and working together occurs whenever help is needed. The highest frequency belongs to the opinions that there is an oppressive and controlling approach in the school. The views of a male teacher with 17 years of experience are remarkable in this sense: “*I definitely think that there is mobbing at our school, especially inside the group where this can be very intense. Some teachers try to create the feeling that they are more successful than their colleague by working on private courses, and some accuse their friends of stealing and*

Table 1: Patterns of decision making

<i>Opinions of teachers about decision-making patterns of decisions taken and applied at school</i>	<i>f</i>
a. Opinions about the pattern of decision-making of school decisions	
a.1. I think that decisions are taken by school management.	9
a.2. I think that teacher input in the making of school decisions is sufficient.	6
a.3. I make personal contribution to the making of school decisions.	7
a.3. I think that students make contribution to the making of school decisions.	3
a.4. I think that TRNC ministry of national education plays an effective role about school decisions.	15
Sum of opinions	40

Table 2: The interaction of teachers with each other in school environment

<i>The opinions of teachers about their interaction in the school environment</i>	<i>f</i>
a. Opinions as regards cooperation	
a.1.I think that there is sufficient cooperation among teachers in order to improve school quality	6
a.2.I believe that cooperation between teachers is sufficient	3
b. Opinions as regards mutualisation	
b.1.I think that teachers who are new at school receive sufficient assistance	9
b.2.I think that teachers are ready to mutualise whenever help is needed	5
c. Opinions about oppressive and controlling approaches	
c.1.I believe that we have some colleagues who dominate their friends and want to take them under control	10
c.2.I think that there is mobbing at our school.	8
Sum of opinions	41

giving test questions to students in their special courses. In short, private courses damaged the relations between teachers.” A female teacher with 12 years of experience said the following: “It is certain that there is mobbing. I suffered from it, and so did my other friends in the group. Nowadays my principal acts as if nothing happened. I experienced it; I think that I will never forget it.” The same teacher explained that opinions about cooperation and working together would only occur within the group, and its frequency is very low. A female teacher with 32 years of experience said that she did not suffer from mobbing, but that very few people appreciated her at the school. A female teacher with 12 years of experience mentioned the following about new teachers at the school: “School management gives the teachers who are new to the school the courses that no other teacher wants to teach (...) When I first came to the school people I knew helped me.” The findings show a highly obvious lack of sufficient cooperation and support between teachers who reduce the quality of education. This, as an effect, is a negative model to the desired student behavior characteristics schools set out to achieve. One of the main goals of educational institutions is to teach students cooperation.

The frequency distribution about the opinions of teachers with regards to interaction with students is shown in Table 3. As can be seen, 9

teachers think that students share their problems and they also stated that they are personally interested in their students. Only 5 of the teachers stated that they thought that the students obeyed school rules. One female teacher, with 11 years of experience, expressed an unexpected opinion by saying: “I am not interested in students. If I do maybe they will not listen to me in the classroom. I do not know, I just do not want to talk to them.” Teachers’ basic responsibilities are not only to teach but at the same time to also guide students. Teachers should notice and be available to all students’ needs as individuals. Not just a selective few.

Frequency distributions for opinions of students in regards to the making of school decisions is given in Table 4. These include opinions about the participation process in decisions taken at school, and opinions about the pattern of the making of decisions. As can be seen in Table 4, only three students believe that they make contributions to the decisions made at the school. However, their explanations reveal that these decisions are very weak ones in character. The student coded E said, “They ask our opinion about the color of t-shirts only when they...” The student coded D explained, “We try to voice our opinions but they will not listen”. 8 of the students think that school decisions are made by the management whereas 9 students believe that school decisions are made collec-

Table 3: The interactions between teachers and students

<i>Opinions about interactions between teachers and students</i>	<i>f</i>
a. Opinions about personal interactions with students	
a. 1. I think that students share their problems with me	9
a. 2. I personally interest myself in the students.	9
b. Opinions about the behaviours of students	
b. 1. I think that students obey school rules.	5
Sum of opinions	23

Table 4: Student involvement to the decision making process

<i>Opinions of students about making of school decisions</i>	<i>f</i>
a. Opinions about participation of students in decisions taken at school	
a.1. I believe that students make contribution to the decisions made at school	3
b. Opinions about pattern of making of decisions	
b.1. I think that decisions are made by the management	8
b.2. I think that school decisions are made by teachers and the management	9
Sum of opinions	20

tively by the teachers and school management. The findings show that students, as like teachers, have insufficient participation in the decisions taken at the school. They reflect on this situation in a critical manner. Students, as like teachers, should be made active participants in the decision-making process of the school. If students are to develop their decision-making skills, then they need to be exposed to situations of this kind.

The frequency distribution of students in regards to their opinions about the interaction between teachers and students is shown in Table 5. As can be seen, to explain the interaction between teachers and students, 6 students stated that some teachers showed interest when they needed help. Students coded H, M and I explained that teachers were interested in them when they had personal problems and asked help from teachers. The student coded A said in a decisive manner, "*None of them show any interest in us.*" According to Table 5, six students think that teachers urge students to create new ideas. On the other hand, 7 students explained that teachers encourage students by saying that they could be more successful. It is interesting that most of these students are in the science class. The student coded J said, "*When I am with hardworking students, I also want to study and be successful like them. I do not want to lag behind them.*" According to Table 5, six students think that teachers want to make the class-

room environment more entertaining. The interviews found that the interpretations of students were usually pretty this similar to those of the teachers on this subject. In terms of collaborative working, it is another case that deserves attention. Only three students stated that cooperative approaches existed in the school. Schools should not ignore the importance of a collaborative approach to school programs and collaboration should be included in a variety of activities.

The frequency distribution of social capital with regards to confidence is shown in Table 6 where the expressions concerning the social capital development of students and their frequencies can be seen. According to the table, students (N=15) who participated in the interview stated that they could express their opinions easily and students (N=10) explained that they could express their opinions to a crowd. Observations during the interview and the responses given by all students' show that they are very comfortable with their teachers and can explain their opinions easily. All interviewed students stated that they belonged to a peer group. However, only five students stated that they could easily ask for help from their friends in solving their problems. The student coded E said, "*I solve my problems myself. Sometimes I get help from people older than me.*" The student coded I said, "*I cannot tell anyone, I feel shy*". Most of the students declared that they

Table 5: The responses of students about the interaction between teachers and students

<i>Opinions of students about interaction between teachers and students</i>	<i>f</i>
a. Opinions of students about personal involvement of teachers with themselves	
a.1. I think that our teacher gets personally involved with us	6
a.2. I think that or teachers urge us to create new ideas	6
a.3. Our teachers made us feel that we could be more successful.	7
b. Opinions as regards school and class environment	
b.1. I think that school and class environment encourages us to work more.	7
b.2. I think that our teachers make classroom environment an entertaining place.	6
c. Opinions as regards collaborative attitude	
c.1. I believe that school-wide activities are being performed at our school with collaborative approach.	3
Sum of opinions	35

Table 6: Frequency distribution of social capital in regards to confidence

<i>Relation of social capital to confidence</i>	<i>f</i>
a. Opinions of students in regards to their self-confidence	
a.1. I think that I can express my opinions very easily among my peers	15
a.2. I think that I can express my opinions to a crowd very easily.	10
a.3. I think that I can express my opinions in an environment where my teachers are also present.	15
b. Opinions of students about confidence in people in school environment	
b.1. I believe that I belong to a peer group at school.	15
b.2. I can easily ask for help from a friend in solving my personal problems.	5
b.3. I think that I can share my secrets with my school peers.	3
Sum of opinions	63

would solve their own problems. In the section on sharing secrets, in Table 6, in regards to the concept of confidence, students (N=3) stated that they could share their secrets. Persons coded A, B, F, and I said that they could share secrets only with some members of their peer group. As seen in Table 6, students have high personal self-confidence but low confidence to their peers and friends in their school environment. This result is quite thought provoking. The determined causes of insecurity in school friends and peer relations must be further examined.

The frequency distribution on the change and rewards of social capital is shown in Table 7. Table 7 shows that only students (N=3) think that they are open and sincere in their relations with peers. Person B emphasized that only the pupils in his/her group were sincere and open. On the other hand, only two students think that their friends do not do to others the things that they would prefer were not done to themselves. During the interview, students stated that they never did things to their friends that they would not like to be done to them. Students coded D and G stated that they too did practical or verbal jokes. Students (N=8) said that they respected others' opinions. Also, students (N=12) emphasized that they apologized for mutual wrongdo-

ings and respected each other. The outcomes of Table 7 support the results of Table 6, which show that sincere relations between friends and peers are not sincere, which results in insecurity.

Table 8 shows the frequency distribution of social capital with regards to existing rules and norms. The table shows that all students use slang when communicating. Students explained that everyone used slang words and that this was a part of regular conversation. According to Table 8, six students stated that they ask for things in a respectful manner when they want to borrow something. The student coded H said, "I take anything I need without asking, and they give it to me." Students coded I and J used phrases such as "I take instantly" and "I take directly". 8 students stated that they respected the rights of their peers. Table 8 shows the frequency use of profane language and that the slang words used are viewed as natural and normal speech amongst peers. This result may be a reflection of students' upbringing and their environment. The high frequency of profane language indicates its degree of acceptance.

The frequency distribution of social capital with regards to connections, networks and groups is shown in Table 9. Table 9 reveals that

Table 7: Frequency distribution in regards to change and rewards of social capital

<i>Change and rewards of social capital</i>	<i>f</i>
a. Opinions of students in regards to sincerity in relations	
a.1. I believe that we are frank and sincere in our friendships	3
b. Opinions of students in regards to undesired behaviours	
b.1. I think that my friends do not do to others the things that they would not prefer to be done to themselves	2
c. Opinions of students in regards to respect	
c.1. We respect divergences between our friends	8
c.2. We apologize to our friends when we make wrongdoings to them	12
c.3. Our friends apologize to us when they make wrongdoings to us	12
c.4. We respect the feelings of our friends	12
c.5. Our friends respect our feelings	12
Sum of opinions	61

Table 8: Frequency distribution of social capital in regards to its relation between existing rules and norms

<i>Relation of social capital with existing rules and norms</i>	<i>f</i>
a. Opinions of students about the language they use in communication	
a.1. I think that during dialogue with my friends I do not use slang language.	0
a.2. I think that my friends take something that they want to borrow by kindly asking	6
b. Opinions of students about justice prevailing in the school	
b.1. I think that my peers respect my rights.	8
Sum of opinions	14

only 6 students are interested in social and societal problems. In the interview it was concluded that these 6 students have been interested in social and societal problems only on one or two occasions so far. 9 students pay home visits to their school peers. Students B and D said that they went to the homes of their friends only to do homework. According to Table 9, students (N=4) stated that cultural events were being held at the school. Schools are responsible for ensuring the continuation of culture, and this can be done through the incorporation of a variety of cultural activities. These results indicate that schools lack the inclusion of cultural events and therefore are not fulfilling their responsibility. The table shows that all students state that they are members of social networking sites, whereas only one student complained that he/she could not communicate with friends due to malfunctions with his/her phone. The results from the interviews indicate that social interaction between tutors and students enriches the school climate. Three teachers agreed that there is sufficient interaction among colleagues and five teachers responded that, when in school, they are available when someone needs help. Furthermore, six teachers highlighted the fact that teachers have an active role in the decision-making process. In the student perspective and responses, only three students responded that school activities are in collaboration between students and teachers. Within the frame of social capital, trust, change and social interaction

three of the students believe that they can share their secrets with others, three students think that they are intimate in their relationships, and five students think that they can easily get help from their friends when experiencing personal problems.

DISCUSSION

This paper discussed the findings of social capital and organizational climate interrelations and their effect on students' potential within the school environment. Social capital affects and predicts student adaptation to school. This is reported in Yeong and Suk's (2016) study where children's levels of adaptation to school are directly related to school climate and that social capital (on micro, meso and macro levels) can predict the adaptation of children. School climate should not be left to chance, rather it should be foreseen.

Engaging and communicating networks between students and teachers increase students' social capital within the school climate. This research within itself is an important piece of the greater puzzle, which adds to the ongoing arguments relative to anthropological developments and its impacts. This research showed that the theory and model of Morrison and McIntyre (1972) is practical for this case study in which awareness of networking, reflection and negotiation are crucial for social capital. Engaging students in social and learning environments

Table 9: Frequency distribution of social capital in regards to connections, networks and groups

<i>Relation of social capital with existing rules and norms</i>	<i>f</i>
a. Opinions about social and societal relations	
a.1. I think that I am interested in social and societal problems	6
a.2. I visit my school peers in their homes	9
b. Opinions about cultural events	
b.1. Cultural events are being organized in our school	4
c. Opinions about social networking sites	
c.1. I am member of one of the social networking sites	15
c.2. I connect with my school peers via social networking sites	14
Sum of opinions	48

encourages their communication and collaboration skills and their personal and social development with the support of their peers. This paper also emphasizes that teacher supervision is significant for their development. Social learning within the frame of social capital may foster the personal and professional development of students. Furthermore, collaborative discourse and sharing between their peers and teachers provides the means for professional development.

An important component of Social Capital is social harmony and positive behavior. Recent research studies (Bugay et al. 2015) have shown that a positive school climate has positive effects on the students' social harmony and their behavior. When the organizational climate of the school is positive substance abuse is less. What is more, students' psychology is better. Organizational Climate is seen as an important window in anthropological development.

CONCLUSION

In this research paper, school culture and school climate have a significant impact on the social capital of students, which in return impacts social anthropological developments. Collaboration between teachers, which is one of the important factors in organizational climate, was evaluated in this paper. According to this research, cooperation between teachers was insufficient and the active involvement of teachers in school decisions needs to be developed. Students who are intensely affected by the climate in school are negatively affected in terms of confidence, change and reward, connection, networks and groups, which are dimensions of social capital. In this research it was observed that none of the students experienced problems related to self-confidence, relations with peers and ease in solving their personal problems. When the dimension of social capital on opinions about cooperation and working together was examined, it can be seen that students also have problems in this regard.

Even though numerous literature findings have researched and examined organizational climate and its relations between academic achievements, bullying and violence, substance abuse, school dropouts and social harmony, no literature could be found specifically relative to organizational climate in respect to social capital. This paper shows that there is a significant relation between social capital and organizational climate.

RECOMMENDATIONS

It is recommended that more attention be paid to organizational climate so that students can reinforce their social capital and healthier and wealthier societies can be formed. Although the research yielded significant results as regards to social capital and organizational climate, longitudinal studies need to be conducted to observe student success and development. In further studies, additional research studies could be conducted with private and technical secondary schools to compare the results of this paper. Likewise, the model of social capital can be developed and quantitative research can support the further research process.

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