# The Relationship Between Teachers' Levels of Fit to the School Environment and Perceptions of School Culture and their Intention to Quit[1]

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**Abstract.** The purpose of this study is to determine the level of fit of public school teachers to the school environment, as well as the level of relationship between their perceptions of school culture and their intention to quit and to reveal teachers' perspectives on their intention to quit, fit the school environment, and school culture. The "exploratory sequential mixed research" method was used in this study. The research population comprises 396 Ankara-based teachers, and the study group comprises 15 teachers. According to the study's findings, teachers' intentions to quit are quite minimal. High levels of job satisfaction, work-family conflict, burnout, and professional growth issues were extremely uncommon. Colleague-fit is the greatest level of fit among teachers, and school-fit is the lowest level of fit. Teachers have a favourable attitude toward school cultures. The person-job fit sub-dimension includes burnout and work-family conflict; the administrator-fit sub-dimension includes the professional development problem of leaving the job and job satisfaction; and the colleague compatibility sub-dimension predicts the job satisfaction dimension of leaving the job significantly. Except for work-family conflict, the success culture sub-dimension of school culture substantially predicts all other sub-dimensions of leaving work. Except for the work-family conflict sub-dimension, the school culture sub-dimensions substantially predict the other sub-dimensions of intention to leave. The school administrator is seen to play an essential part in the teacher's fit to the school environment, perception of school culture, and intention to quit the job. According to the study's findings, it is recommended that the Ministry of National Education establishes national school management standards and that professional development-based training programs based on the professional knowledge and skills required for administrators to achieve these standards be developed and implemented, with their participation ensured.

**Keywords:** Intention to quit, school environment adaptation, school culture, school administrators

# Introduction

Teaching can be considered an important profession because it forms the building blocks of people's future. The teacher works with the student, the student's family, the school, her colleagues, and the school administrator. The fit between these stakeholders and the teacher and their ability to act together can be considered as factors affecting the teacher's performance. In addition, the culture of each school is another important issue that determines the teacher's performance. If the teacher cannot adapt to the school and the culture of the school, he/she may have difficulties in the school he/she is in, even in his/her profession, or he/she may even show the intention to quit his/her job.

In the context of social relations, the fit of the individual to the environment in which he/she lives is important. Muchinsky and Monahan (1987) defineperson–environment congruence as a situation in which the person and the environment cannot meet each other's needs or desires. A group of researchers definedperson–environment congruence as the similarity between a person's attitude and different characteristics such as values or goals and environment (Cable and Edwards, 2004; O'Reilly, Chatman, & Caldwell, 1991). When environment congruence is achieved, positive results such as satisfaction, fit, commitment, performance, less stress and lower turnover intention emerge for individuals (Ostroff and Schulte, 2007; Pervin, 1968). It is thought that if people with similar personality traits work in the same organization and the mutual needs and demands between the individual and the environment are met, individuals' fit into the organization will be easier, and their work performance will be higher.

When the literature is examined, the individual's environment congruence consists of four levels. According to Kristof (1996)**,** the *person-job fit* should be evaluated according to the tasks performed, not according to the institution where the work is performed. Individual job fit is defined as the fit of the individual to any job. The individual's suitability for the job is determined by the help of certain external processes such as determining the individual competencies needed for a job, interviews, physiological tests, and references and measuring the individual's knowledge, skills and abilities against the competencies needed for the job. *Individual organizational* fitis based on Schneider's (1987) idea of attraction-choice-separation. According to the model, people are not found randomly in their location, but because they are attractive to the person. Organizations attract personnel who are similar to them. Employees also maintain the mutual relationship by choosing an organization similar to them (Chatman, 1989). *Person- group fit* requires fit to eliminate these deficiencies by identifying the missing parts of the group's human resource. As the results of positive individual group fit, commitment to the organization, ensuring job satisfaction and staying in the organization can be counted in the individual (Pierro, Sheveland, Livi and Kruglanski, 2015). In organizations, if the person-group fit is ensured, the employee can express himself/herself more easily, participate in organizational activities more willingly, and increase employee cooperation and sharing. Therefore, it is important to ensure group fit. Personnel who cannot achieve this fit may feel alone in the organization. As a result, they may want to leave the organization. *Individual*

*executive fitis* based on mutual relationships between individuals. This alignment is within the scope of leader-member interaction (Kristof-Brown, Zimmerman, & Johnson, 2005).

Organizations have culture as much as societies have culture. Organizational culture is formed together with the organisation's employees under the administrator's leadership. Organizational culture has different classifications made by different authors. In this study, the classification made by Tailor (2005) was used as the dimensions of organizational culture. *The support culture* is based on the mutual relationship and commitment of the organisation's members to each other. *Bureaucratic culture,* administartors purify the practices in the organization from personal relationships. *Success culture supports employees who successfully perform their duties in this culture. The task culture* is based on the realization of organizational goals rather than the realization of individual goals. School culture is the belief, values and rules that guide how a school will behave towards its administrator, teacher and students (Özdemir, 2006). School is a place required by culture, and it is among the organizations that pioneer the change of culture (Bursalıoğlu, 2002).

While Sousa-Poza and Henneberger (2002) define intention to quit as the probability of an employee resigning from his/her current job within a certain period, Cuskelly and Boag (2001) define this concept as the employee's desire to leave the organization or planning to leave the organization. According to Perez (2008), the determinants of turnover intention are lack of management support, lack of work flexibility and work autonomy, lack of participation and insufficient working conditions (Fong & Mahfar, 2013). In the review of the literature conducted in line with the scope of this research, it was seen that the studies aimed at revealing the relationship between turnover intention and fit to the school environment and school culture and teachers' opinions about turnover intention, fit to the school environment and school culture were not at a sufficient level in educational organizations. For this reason, it is thought that it is important to determine the relationship levels between teachers' fit to the school environment and their perceptions of school culture and their intention to quit, and to reveal teachers' opinions on turnover intention, fit to the school environment and school culture. It is important because it is thought that the gap determined in the research literature will be filled, and it will contribute to the field. In line with the general purpose of the research, answers to the following questions were sought. In the central districts of Ankara province;

1) In the context of the fit of teachers working in public schools to the school environment;

    a)School

    b)Business,

    c)Group/colleague

    d)What are the levels of executive fit?

2) In the context of the school culture of teachers working in public schools;

    a) Support culture,

b) Success Culture,

c) Bureaucratic culture,

d) What are the levels of task culture perception?

3) In the context of the intention of teachers working in public schools to quit their jobs;

a)Job Satisfaction

b)Burnout

c)Work-Family Conflict

d)What are the levels of professional development problems?

4) According to the perceptions of the teachers, are the sub-dimensions of fit to the school environment and the sub-dimensions of school culture a significant predictor of the intention to quit?

5) What are the opinions of teachers working in public schools about the school environment, school culture and their intention to quit?

6) How does qualitative data help explain quantitative findings?

## Research Model

Since qualitative and quantitative data will be interpreted as a whole in this study, the mixed research method was used. Mixed research method is a type of research in which qualitative and quantitative research approaches are combined (Creswell and Plato Clark, 2015). The justification for using mixed methods in the research was determined as data diversification because it was used to increase the validity of the research findings, support each other with quantitative and qualitative methods, and explain each other with the qualitative and quantitative data obtained. Mixed Method Research has different designs. In this study, an exploratory sequential design was used, and in this way, integration was realized at the design level.

The purpose of the exploratory sequential design is to use qualitative data to explain the obtained quantitative findings in more detail. The first step in this process involves collecting and analysing quantitative data. In order to collect quantitative data from teachers, in the first stage of the research, fit the school environment, school culture and turnover intentions scales were applied. At this stage, the relational screening (causal comparison) model, which is the screening model, was used.

In the qualitative phase of the research, which is the second stage, interviews were conducted with the participants in the purposeful sample selected from the sample where quantitative data were obtained in order to explain the findings obtained from quantitative data, to increase the

validity of the results and to deepen the opinions. At this stage, a phenomenological design was used. Content analysis technique was used to analyze qualitative data. As a result, quantitative and qualitative findings were interpreted together, and a holistic view was tried to be put forward. In the study, integration at the method level was achieved through linking, integration at the interpretation level was achieved through narrative (adjacent approach), and integration at the reporting level was achieved through combined visuals (Fetters, Curry, & Creswell, 2013).

## Population-Sample-Study Group

The population of this research consists of public school (primary, secondary and high school) teachers working in nine central districts in Ankara province in the 2019-2020 academic year. To determine the sample group of the research, the stratified sampling (Creswell, 2017) method was used to represent each of the characteristics of the subgroups in the universe. It was ensured that each district was represented in the sample at the rate of being represented in the universe. Schools, where scales will be applied in districts, were decided by simple random method. In the study, $\alpha = .05$ it is assumed that 381 teachers from 42881 teachers can be included in the sample at the level of significance and 5% tolerance (Anderson, 1990; Akt. Balcı, 2009). Based on this, more participants were reached by considering any negative situation that may occur during the application process of the research, and as a result, analyzes were carried out on 396 data.

In selecting the study group in the qualitative dimension of the research, the maximum diversity sampling method, which is one of the purposeful sampling methods, was used. In this study, the type of school, gender, professional seniority and educational status of the participants were taken as diversity. A total of 15 teachers, including 5 primary, 5 secondary and 5 high school teachers, voluntarily participated in the study group of this research.

## Data Collection Tools

"Teachers' Fit to Business Environment Scale" was developed by Demirkasımoğlu (2012). The scale consists of four factors: teacher school fit (1,2,3,4), teacher job fit (5,6,7,8,9), teacher administrator fit (10,11,12,13,14,15,16,17) and teacher colleague fit (18,19,20,21,22). Opinions were taken as "(1) strongly disagree, (2) slightly agree, (3) moderately agree, (4) strongly agree, (5) fully agree". Cronbach's Alpha reliability coefficients were determined for the whole scale and its sub-dimensions within the reliability study of the teachers' fit to the work environment scale. Cronbach's Alpha coefficient determined for the whole scale92. Cronbach's Alpha reliability coefficient value of the scale88 and .66. Confirmatory factor analysis (CFA) was performed to check the scale's construct validity. In evaluating the results of the analysis, the t values, error variances, p significance values, chi-square/degree of freedom (X2/df) ratio, GFI,

AGFI, RMR, NNFI, and CFI values were examined. Observations indicate that the calculated values fall within the acceptable range.

The "School Culture Scale" developed by Terzi (2005) was used to determine the cultural perception of the schools where teachers work. The scale consists of four dimensions: support culture (7,10,11,16,18,24,26,27), success culture (9,17,21,22,25,28), bureaucratic culture (8,12,13,14,15,19,20,23,29) and task culture (1,2,3,4,5,6). The scale is a 5-point Likert scale and the opinions were taken as "(1) never, (2) rarely, (3) sometimes, (4) mostly, (5) always". Within the reliability study of the school culture scale, Cronbach's Alpha reliability coefficients were determined for the overall scale and each sub-dimension. Cronbach's Alpha coefficient value determined for the overall scale.87. Cronbach's Alpha reliability coefficients of the scale.87. Confirmatory factor analysis (CFA) was performed to check the scale's construct validity. In the evaluation of the analysis findings, t values, error variances, p significance value, chi-square/degree of freedom (X2/df) ratio, GFI, AGFI, RMR, NNFI, CFI values among the fit indices were examined. It has been observed that the calculated values are among the acceptable values.

The "Turnover Intention Scale" was developed by the researcher and his advisor. In order to develop the scale, firstly, the literature was reviewed, and the existing scales were examined. In order to develop the scale, the situations that may cause quitting were expressed as scale items, and an item pool was created in this way. While preparing the item pool, the situations that are thought to cause teachers' intention to quit were determined by using other scales (Maslach, 1981; Kaner, Yüksel and Şekercioğlu, 2008; Kristensen et al., 2005; Balcı, 1985; Torf, Sessions and Brynes, 2005; Çetin, 2017; Carlson, Kacmar and Williams, 2000; Yıldırım and Demirel, 2015; Smith, Kendall and Hulin, 1969; Çetinkanat, 2000; Yıldırım, 2001; Şahin, 1999; Balay, 2000; Allen and Meyer, 1990; Mowday, Steers and Porter, 1979). The scale draft was submitted to the expert opinion for the examination of the scope and appearance validity, and necessary corrections were made in line with the opinions and suggestions received. A 41-item scale was created for preapplication. The answers given to the scale items were set to "1 never, 2 very rare, 3 sometimes, 4 most often, 5 always". The scale's "9,13, 25, 26, 28, 29, 30, 31, 32, 33, 34, 36, 37, 39, 40 and 41." Items are inversely coded as "(1) always, (2) most of the time, (3) sometimes, (4) very rarely, and (5) never". When the scores on the scale were high, the intention to quit the job was high, and when the scores on the scale were low, the scoring processes were carried out in such a way that the intention to quit the job was low.

For the preliminary application of the scale, data were collected from 308 teachers working in public schools (primary school, secondary school, high school) in Ankara province, removed from 8 incompletely filled scale datasets and analyses were analysed carried out with 300 scales. Exploratory Factor Analysis (EFA) was performed to ensure the scale's construct validity. Kaiser-Meyer-Olkin (KMO) test was used to determine the suitability of the data for factor analysis. KMO Value found as .. Bartlett's Sphericity Test ($x^2$ = 4134.84, sd= 465, $p$ <.01)

(Akt.Tavşancıl, 2006). The values obtained indicate that the data came from a multivariate normal distribution.

To determine the number of factors, the variance ratios explained by the eigenvalues were taken into account. Factors with an eigenvalue greater than 1 and 1 were determined as important factors. It has been stated that the factor load value may be at least 0.32 (Tabachnick and Fidell, 2013). Factor load value in this study. Since it is assumed that there may be a relationship between the factors, it was decided to perform promax rotation from oblique rotation operations. As a result of Promax rotation, items with factor load values below 0.40 and overlapping items were removed from the analysis, respectively, and the analyses were repeated. Cronbach's Alpha coefficient was used to determine the reliability analysis. Item-total score correlations were considered for the scale items' distinctiveness. Item-total correlation in this study.It was preferred to exclude items below 30 from the scale. As a result, a four-dimensional structure was obtained by removing 18 items from the scale. There are a total of 23 items in the scale. Cronbach's Alpha value was determined as 0.88 for the job satisfaction factor, 0.88 for the work-family conflict factor, 0.88 for the burnout factor, 0.66 for the professional development problem factor and 0.90 for the whole scale.

## Interview Form

In order to obtain the data in the qualitative phase of the study, an "Interview Form for Teachers' Fit to the Work Environment, School Culture and Intention to Quit" was developed by the researcher and his/her advisor. The final form of the interview form was given after the expert opinions were received. Due to the pandemic, schools could not be visited because schools were closed. Individual video interviews were conducted with five volunteer teachers from each group among the teachers working in primary, secondary and high schools, and each interview lasted about 45 minutes. Interviews were recorded in line with the permission of the participants.

## Data Analysis

Arithmetic mean and standard deviation values were used to describe the opinions the participating teachers gave to the scales. Reverse coding was performed for items 16, 17, 18, 19, 20, 21, 22 and 23 of the "Turnover Intention Scale". Missing data analysis was performed before starting the analysis of the data. It has been observed that there is no missing data. The distribution's normality assumption was examined to decide the test type to be used in the study. Arithmetic mean, median and mode values, histogram, normal Q-Q graphs and skewness and kurtosis coefficients were used to control the normal distribution of the data. It was observed that the arithmetic mean, mode and median values of the general and sub-dimensions of the three scales were close to each other, and the skewness and kurtosis values were between -1

and +1. Histogram and normal Q-Q graphs showed normal distribution. As a result of these values, it was assumed that the data of the scales showed normal distribution.

Within the scope of the reliability study of the teachers' turnover intention scale, Cronbach's Alpha reliability coefficients were determined for the whole scale and its sub-dimensions. The Cronbach's alpha coefficient was calculated to be .89 for the entire scale. The reliability coefficient Cronbach's alpha of the scale varies between .69 and .89.. The Cronbach's Alpha coefficient of the teachers' fit to the work environment scale was 94. Cronbach's Alpha reliability coefficient for the whole scale67 to 0.91. Cronbach's Alpha coefficient was calculated for the entire school culture scale .90. Cronbach's Alpha reliability coefficient for the whole scale. 89. It can be said that the measurements of the three measurement tools used are reliable.

Multivariate normality, linearity and multicollinearity conditions were examined for multiple linear regression analysis. The histogram, scatter diagram, correlation between independent variables, tolerance and VIF values were checked for this. For all of the variables, it was observed that the histograms showed normal distribution, and in the scatter diagram, the points were mostly collected at the zero line level. Based on these results, it was understood that normality and linearity conditions were obtained. Multiple connectivity control was then performed. It was observed that the correlation, VIF, and CI values between independent variables were at the desired level. For this reason, it was understood that multiple connectivity problems were not seen.

After the qualitative data obtained from the participants were transferred to the Nvivo program, subcategories were created by considering the opinions stated first. Then, the basic categories were obtained by considering the similarities and differences of the sub-categories. To ensure the validity of the research, direct quotations were made from the opinions obtained from the participants. In the direct quotations, the codes of each participant are given in parentheses after the opinions are stated in order to understand the participant to whom the quote belongs. Codes of primary school teachers are İÖ1, İÖ2……OÖ5, secondary school teachers' codes OÖ1, OÖ2………OÖ3, codes of high school teachers LÖ1, LÖ2……. The maximum diversity sampling method, one of the purposeful sampling methods, was used to ensure transferability. In the content analysis process, Miles & Huberman's (1994) reliability formula (Reliability = Consensus (64)/(Consensus (64) + Disagreement (8)), which is frequently used in the analysis of qualitative data, was used to determine the reliability between participant opinions and the themes (categories) created based on them, and the consensus rate between coders1 was determined as 89%.

## Quantitative Findings

In this section, the findings obtained as a result of the analysis of the data obtained from the fit to the school environment, school culture and turnover intention scales applied to teachers

working in public schools are presented. The arithmetic means and standard deviation values of the teachers' views on the sub-dimensions of fit to the school environment are given in Table 1.

Table 1

*Mean and Standard Deviation Values of Teachers' Views on the Sub-Dimensions of the Fit-to-Work Environment Scale*

| Teachers' Fit to Work Environment Scale Sub-Dimensions | X̄ | Ss |
|---|---|---|
| Teachers- School Fit | 3.29 | 0.93 |
| Teacher Job-Fit | 3.65 | 0.82 |
| Teacher Administrator-Fit | 3.32 | 1.03 |
| Teacher Colleague-Fit | 3.83 | 0.61 |

Table 1 shows that the participating teachers are "partially" compatible with their schools and administrators, and "quite" compatible with their jobs and colleagues. When the sub-dimensions are examined, it is understood that teachers' fit with their jobs and colleagues is higher than other sub-dimensions. The arithmetic means and standard deviation values of teachers' views on school culture perception are given in Table 2.

Table 2

*Mean and Standard Deviation Values of Teachers' Perceptions of School Culture Sub-Dimensions*

| School Culture Scale Sub-Dimensions | X̄ | Ss |
|---|---|---|
| Support culture, | 3.60 | 0.75 |
| Success Culture, | 3.53 | 0.77 |
| Bureaucratic culture, | 3.18 | 0.56 |
| Task Culture | 3.88 | 0.66 |

According to Table 2, it is seen that teachers perceive bureaucratic culture as "sometimes" while their perceptions of support, success and task culture are at the "mostly" level in their schools. The arithmetic means and standard deviation values of the turnover intention sub-dimensions for the opinions of the participating teachers are shown in Table 3.

Table 3

*Mean and Standard Deviation Values of Teachers' Views on the Sub-Dimensions of the Intention to Leave Scale*

| Turnover Intention Scale Sub-Dimensions | X̄ | Ss |
|---|---|---|
| Job Satisfaction Dimension | 2.23 | 0.75 |
| Work-Family Conflict Dimension | 2.35 | 0.82 |
| Burnout Dimension | 2.57 | 0.79 |

| The problem of Professional Development | 2.58 | 0.92 |
|---|---|---|

According to Table 3, it is seen that the job satisfaction of the participating teachers is "most of the time", while the problem of work-family conflict, burnout and professional development is "very rarely".

## Findings Regarding the Prediction of Turnover Intention by Fit to the School Environment

The results of the multiple linear regression analysis regarding the prediction of teachers' turnover intention "job satisfaction" sub-dimension by teachers' fit to the work environment sub-dimensions are given in Table 4.

Table 4

*Multiple Linear Regression Analysis Results Regarding the Prediction of the Job Satisfaction Sub-Dimension by Fit to the School Environment*

| Variables | B | SH | β | t | P | Bilateral R | Partial r |
|---|---|---|---|---|---|---|---|
| Constant | 4.84 | 0.16 | | 28.61 | 0.00 | | |
| School Fit | -0.42 | 0.04 | -0.52 | -9.63 | 0. 00* | -0.72 | -0.43 |
| Job Fit | -0.02 | 0.04 | -0.02 | - 0. 60 | 0.54 | -0.51 | -0.03 |
| Administrator-Fit | -0.11 | 0.03 | -0.16 | -3. 16 | 0. 00* | -0.63 | -0.15 |
| Colleague-Fit | -0.18 | 0.04 | -0.15 | -3.96 | 0. 00* | -0.44 | -0.19 |
| *R=0.75* | *R²=0.56* | *F(4.391) =128.38* | *P : 0.00* | | | | |

Job Satisfaction=4.84-0.42School-0.02work-0.11administrator-0.18coleague

According to Table 4, there is a positive and high level of relationship between teachers' job satisfaction and school fit (r=.72) has a relationship. When the other variables are checked, the correlation between these two variables is r=.43. There was a positive and moderate correlation between job satisfaction and job fit in teachers (r=.51) is seen to be a relationship. When the other variables are examined, it is determined that the correlation between these two variables is r=.The correlation between teacher job satisfaction and administrator compatibility was positive and moderate (r=0.63). When the other variables are examined, it is determined that the correlation between these two variables is r=.15. The correlation between teacher job

satisfaction and colleague compatibility was found to be positive and moderate (r=0.44). When all other variables are considered, the correlation between these two variables is found to be r=0.19.There is a significant and high level (R=0.75) relationship between the sub-dimensions of fit to the school environment and the sub-dimension of job satisfaction. It is seen that the job satisfaction level of the four variables explained approximately 56% of the total variance. Based on this relationship, it was seen that the fit to the work environment sub-dimensions significantly predicted the job satisfaction sub-dimension (F (4. 391) = 128.38; p<0.05), and the regression equality in the table emerged. According to the t values related to the significance of the regression coefficients, it is seen that the teacher job fit dimension is not a significant predictor (p>0.05), and the school, administrator, and colleague fit sub-dimensions significantly predict the job satisfaction sub-dimension (p<0.05). These findings show that the level of job satisfaction will increase as the school, administrator and colleague fit of the teacher increases. According to the standardized regression coefficient (β), the order of importance of the predictor variables for teachers' job satisfaction is a school fit (β=-0.52), administrator fit (β=-0.16), colleague fit (β=-0.15) and job fit (β=-0.02). The results of the multiple linear regression analysis regarding the prediction of teachers' turnover intention "work-family conflict" sub-dimension by teachers' fit to the school environment sub-dimensions are given in Table 5.

Table 5

*Multiple Linear Regression Analysis Results Regarding the Prediction of the Work-Family Conflict Sub-Dimension by Fit to the School Environment*

| Variables | B | SH | β | t | P | Bilateral R | Partial r |
|-----------|------|------|-------|-------|-------|-------------|-----------|
| Constant | 3.49 | 0.26 | | 13.03 | 0.00 | | |
| School Fit | -0.18 | 0.07 | -0.21 | -2.67 | 0. 00* | -0.28 | -0.13 |
| Job- Fit | -0.15 | 0.06 | -0.15 | -2.43 | 0.01* | -0.27 | -0.12 |
| Administrator- Fit | 0.03 | 0.05 | 0.04 | -0.59 | 0.55 | -0.20 | 0.03 |
| Colleague-Fit | -0.01 | 0.07 | -0.01 | -0.22 | 0.82 | -0.14 | -0.01 |
| R=0.31 | $R^2$=0.08 | F (4.39) =10.39 | P : 0.00 | | | | |

Work-Family Conflict=3.49-0.18school-0.15job+0.03administrator-0.01 colleague

According to Table 5, the relationship between teachers' work-family conflict and school fit is negative and weak (r= -0.28). The correlation between these two variables is r=-.13 when all other variables are considered. Negative and low levels of work-family conflict and job fit in

teachers (r= -0.27) have a relationship. When all other variables are considered, the correlation between these two variables is r=-.12. Teachers with negative and low levels of work-family conflict and administrator fit (r= -0.20) have a relationship. When all other variables are considered, the correlation between these two variables is r=.03. Teachers with negative and low levels of work-family conflict and colleague fit (r= -.14) have a relationship. When the other variables are considered, the correlation between these two variables is found to be r=-.01.It was observed that there was a significant and moderate relationship (R=0.31) between the sub-dimensions of fit to the school environment and the sub-dimension of work-family conflict. The four predictor variables explained approximately 10% ($R^2$=*0.08*) of the total variance of the level of professional development problems. Based on this relationship, it was determined that the fit to the work environment sub-dimensions significantly affects the work-family conflict sub-dimension ($F_{(4, 391)}$ = 10.39; $p < 0.05$) and the regression equation in the table was revealed.

According to the t values related to the significance of the regression coefficients, it is seen that the dimensions of teacher administrator and teacher colleague fit are not significant predictors ($p > 0.05$), and the sub-dimensions of teacher school and teacher job fit significantly predict the sub-dimension of work-family conflict ($p < 0.05$). These findings show that as the teacher's school fit and fit job increase, the level of work-family conflict will decrease. According to the standardized regression coefficient (β), the order of importance of the predictive variables at the level of work-family conflict of the teacher is a school fit (β = -0.21), job fit (β = -0.15), administrator fit (β=0.04) and colleague fit (β = -0.01).

The results of the multiple linear regression analysis regarding the prediction of teachers' intention to quit by the sub-dimensions of "Burnout" by teachers' fit to the school environment are given in Table 6.

Table 6

*Multiple Linear Regression Analysis Results Regarding the Prediction of the Burnout Sub-Dimension by Fit to the School Environment*

| Variables | B | SH | β | T | P | Bilateral R | Partial r |
|---|---|---|---|---|---|---|---|
| Constant | 4.23 | 0.23 | | 18.21 | 0. 00* | | |
| School Fit | -0.15 | 0.06 | -0.17 | -2.46 | 0.01* | -0.40 | -0.10 |
| Job- Fit | -0.36 | 0.05 | -0.38 | -6.49 | 0. 00* | -0.48 | -0.28 |
| Administrator- Fit | 0.00 | 0.05 | 0.00 | 0.12 | 0.90 | -0.31 | 0.00 |
| Colleague- Fit | 0.03 | 0.06 | 0.02 | 0.58 | 0.55 | -0.19 | 0.02 |
| R=0.49 | $R^2$ =*0.23* | *F (4.391) =32.05* | P : 0.00 | | | | |
| Burnout=4.23-0.15school-0.36job+0.00administrator+0.03 colleague | | | | | | | |

Table 6 shows that there is a negative and moderate association between teachers' burnout level and school fit (r= -.40). When the other variables are taken into account, the correlation between these two variables is r=-.10. Teachers' levels of burnout and work fit were both negative and moderate (r= -.48). When the other variables are taken into account, the correlation between these two variables is r=-.28. There is a negative and moderate (r= -.31) link between teacher burnout and administrator fit. When the other variables are taken into account, the correlation between these two variables is r=.00. There was a negative and low degree of correlation between burnout level and colleague fit in teachers (r= -.19). When the other variables are examined, the correlation between these two variables is determined to be r=.02.A significant and moderate relationship (R=0.49) exists between the fit to the school environment sub-dimensions and the burnout sub-dimension. These four predictive variables explain approximately 24% ($R^2$=0.23) of the total variance of the burnout level. Based on this relationship, it was determined that the fit to the school environment sub-dimensions significantly affects the burnout sub-dimension (F (4. 391) = 32.05; p<0.05) and the regression equation in the table was revealed. According to the t values related to the significance of the regression coefficients, it is seen that the dimensions of teacher administrator and teacher colleague fit are not significant predictors (p>0.05), and the sub-dimensions of teacher school and teacher job fit significantly predict the sub-dimension of burnout  (p<0.05). These findings show that as the teacher's school fit and fit job increase, the level of burnout will decrease. According to the standardized regression coefficient (β), the order of importance of the predictor variables at the level of burnout of the teacher is a job fit (β=-0.38), school fit (β=-0.17), colleague fit (β=0.02) and administrator fit (β=0.00). The results of the multiple linear regression analysis regarding the prediction of teachers' turnover intention "Professional Development Problem"  sub-dimension by teachers' fit to the school environment sub-dimensions are given in Table 7.

Table 7

*Multiple Linear Regression Analysis Results Regarding the Prediction of the Sub-Dimension of Professional Development Problem by Fit to the School Environment*

| Variables | B | SH | β | t | p-value | Bilateral R | Partial r |
|---|---|---|---|---|---|---|---|
| Constant | 4.51 | 0.27 | | 16. 55 | 0.00 | | |
| School Fit | -0.30 | 0.07 | -0.30 | -4.24 | 0. 00* | -0.48 | -0.21 |
| Job- Fit | -0.09 | 0.06 | -0.08 | -1.51 | 0.13 | -0.37 | -0.07 |
| Administrator- Fit | -0.13 | 0.06 | -0.15 | -2.29 | 0.02* | -0.43 | -0.11 |
| Colleague- Fit | -0.02 | 0.07 | -0.01 | -0.37 | 0.71 | -0.24 | -0.01 |
| R=0.50 | $R^2$=0.24 | F (4.391) =21.47 | P : 0.00 | | | | |

Professional Dev.Prob. =4.51-0.30School-0.09job-0.13administrator-0.02colleague

According to Table 7, there is a negative and moderate correlation between teachers' professional development problems and school fit (r= -.48) has a relationship. When other variables are checked, the correlation between these two variables is r= -.21. There is a negative and moderate relationship between the problem of professional development and job fit in teachers (r= -.37) has a relationship. When the other variables are taken into account, the correlation between the two variables in issue is r= -.07. A negative and moderate relationship exists between the issue of professional development and administrator fit in teachers (r= -.43). When the other variables are taken into account, the correlation between the two variables in issue is r= -.11. There is a negative and moderate relationship between the problem of professional growth and teacher colleague fit (r= -.24). When the other variables are taken into account, the correlation between the two variables in issue is r= -.01. It was determined that there was a significant and moderate (R=0.50) relationship between the sub-dimensions of fit to the school environment and the sub-dimension of the professional development problem. The four predictor variables explained approximately 25% ($R^2$=0.24) of the total variance of the level of professional development problems. Based on this relationship, it was determined that the sub-dimensions of fit to the school environment significantly affect the sub-dimension of the problem of professional development (F (4. 391) = 21.47; p<0.05) and the regression equation in the table was revealed. According to the t values related to the significance of the regression coefficients, it is seen that the dimensions of teacher job and teacher colleague fit are not significant predictors (p>0.05), and the sub-dimensions of teacher school and teacher administrator fit significantly predict the sub-dimension of the problem of professional development (p<0.05). These findings show that the level of professional development problems will decrease as the teacher's school fit and administrator fit increase.

### Findings Regarding the Prediction of Turnover Intention by School Culture

Under this heading, the results and interpretations of the multiple linear regression analysis regarding the prediction of teachers' intention to quit by the sub-dimensions of school culture are included. The results of the multiple linear regression analysis regarding the prediction of teachers' turnover intention by the school culture sub-dimensions of the "Job Satisfaction" sub-dimension are given in Table 8.

Table 8

*Multiple Linear Regression Analysis Results Regarding the Prediction of Job Satisfaction* Dimension by School Culture

| Variables | B | SH | β | T | p-value | Bilateral R | Partial r |
|-----------|------|------|-------|-------|---------|-------------|-----------|
| Constant | 4.43 | 0.19 | | 22.25 | 0.00 | | |
| Support | -0.34 | 0.07 | -0.35 | -4.58 | 0.00* | -0.66 | -0.16 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Success | -0.16 | 0.07 | -0.17 | -2.29 | 0.02* | -0.63 | -0.08 |
| Bureaucratic | 0.24 | 0.04 | 0.18 | 4.90 | 0. 00* | 0.09 | 0.17 |
| Task | -0.29 | 0.05 | -0.27 | -5.69 | 0. 00* | -0.53 | -0.20 |

R=0.71    $R^2$=0.50    F (4.391) =10.20    P : 0.00

Job Satisfaction= 4.43-0.34support-0.16success+0.24bureaucratic-0.29task

According to Table 8, teachers' job satisfaction and support culture are positive and moderate (r=.66) relationship. When the other variables are taken into account, the correlation between the two variables in issue is r=.16.There was a moderate and positive correlation found between work satisfaction and success culture in teachers (r=.63). When the other variables are considered, the correlation between the two variables in issue is r=.There is a relationship between negative and low levels of work satisfaction and bureaucratic culture in teachers (r= -.09). When the other variables are taken into account, the correlation between the two variables in issue is r= -.17. A moderate and positive correlation between work satisfaction and task culture in teachers (r=.53) is observed. When the other variables are checked, the correlation of the two stated variables is r=.20.

Support, success, bureaucratic and task culture sub-dimensions together show a high and significant relationship with job satisfaction scores (R=0.71, $R^2$=0.50 p<.05). These four variables together explain about 50% of the total variance of the job satisfaction level. Based on this relationship, the job satisfaction sub-dimension of the school culture sub-dimensions is significantly higher (F (4.391) = 10.20; p<0.05), and the regression equation in the table was revealed. According to the t values related to the significance of the regression coefficients, it is seen that the sub-dimensions of support, success, bureaucratic and task culture significantly predict the job satisfaction sub-dimension (p<0.05). The results of the multiple linear regression analysis regarding the prediction of teachers' turnover intention by the school culture sub-dimensions of the "Work-Family Conflict " sub-dimension are given in Table 9.

Table 9

*Multiple Linear Regression Analysis Results Regarding the Prediction of the Work-Family Conflict Sub-Dimension by Fit to the School Environment*

| Variables | B | SH | β | T | p-value | Bilateral R | Partial r |
|---|---|---|---|---|---|---|---|
| Constant | 3.00 | 0.30 | | 9.99 | 0.00 | | |
| Support | -0.02 | 0.11 | -0.02 | -0.24 | 0.80 | -0.21 | -0.01 |
| Success | -0.17 | 0.10 | -0.16 | -1.59 | 0.11 | -0.23 | -0.08 |
| Bureaucratic | 0.13 | 0.07 | 0.09 | 1.82 | 0.06 | 0.06 | 0.09 |
| Task | -0.09 | 0.07 | -0.08 | -1.25 | 0.21 | -0.16 | -0.06 |

R=0.25    $R^2$=0.05    F (4.391) =6.66    P=0.00

Work Family Conflict=3.00-0.02support-0.17success+0.13bureaucratic-0.09task

According to Table 9, there is a negative and low level of relationship between work-family conflict and support culture in teachers (r= -.21) has a relationship. The correlation between the two variables in question is r= -.01 when all other variables are considered. There is a negative and weak relationship between work-family conflict and success culture in teachers (r= -.23). The correlation between the two variables in question is r= -.08 when all other variables are considered. There is a positive and weak relationship between work-family conflict and bureaucratic culture in teachers (r=.06). When the other variables are examined, it is determined that the correlation between the two variables in question is r=.09. There is a negative and low level of relationship between work-family conflict and task culture in teachers (r= -.16) has a relationship. When the other variables are examined, the correlation between the two variables in question is r= -.and .06. The variables "support," "success," "bureaucracy," and "task culture" together have a low and significant relationship with work-family conflict scores (R=0.25, R2=0.05, p<.05).These four variables together explain about 05% of the total variance of work-family conflict. It is seen that the level of relationship between the sub-dimensions of the school culture scale and the sub-dimension of work-family conflict is low.

According to the t values related to the significance of the regression coefficients, it is seen that the sub-dimensions of the school culture scale do not have any predictive effect on the sub-dimension of work-family conflict (p>0.05).

The results of the multiple linear regression analysis regarding the prediction of teachers' turnover intention by the school culture sub-dimensions of the " Burnout " sub-dimension are given in Table 10.

Table 10

*Multiple Linear Regression Analysis Results Regarding the Prediction of the Burnout Sub-Dimension by Fit to the School Environment*

| Variables | B | SH | β | t | P | Bilateral R | Partial r |
|---|---|---|---|---|---|---|---|
| Constant | 3.60 | 0.27 | | 12.95 | 0.00 | | |
| Support | -0.13 | 0.10 | -0.12 | -1.24 | 0.21 | -0.31 | -0.06 |
| Success | -0.20 | 0.09 | -0.20 | -2.02 | 0.04* | -0.32 | -0.10 |
| Bureaucratic | 0.06 | 0.06 | 0.04 | 0.97 | 0.32 | 0.03 | 0.04 |
| Task | -0.01 | 0.07 | -0.01 | -0.21 | 0.83 | -0.19 | -0.01 |
| R=0.33 | $R^2 =0.10$ | F (4,391) =12.21 | P : 0.00 | | | | |

Burnout=3.60-0.13support-0.20success+0.06bureaucratic-0.01task

According to Table 10, there is a negative and moderate relationship (r= -.31) between teachers' burnout level and support culture. When the other variables were examined, a correlation of r= -.06 was found between the two variables in question .There was a significant difference between teachers' burnout levels and success culture at negative and moderate levels (r= -.32) has a relationship. When the other variables are examined, the correlation between the two variables in issue is r= -10. There is a positive and negative link between burnout levels and bureaucratic culture in teachers (r=.03). When the other variables are taken into account, the correlation between the two variables in issue is r=.04. There is a significant link between teachers' burnout levels and task culture at negative and low levels (r= -.19). When the other variables are taken into account, the correlation between the two variables in issue is r= -.01.There is a moderate and significant relationship between support, bureaucratic, success and task culture variables and burnout scores (R=0.33, $R^2$=0.10, p<.05). These four variables together explain about 10% of the total variance of the burnout level. Based on this relationship, the burnout sub-dimension of the school culture sub-dimensions is significantly higher (F (4. 391) = (12.21); p<0.05), and the regression equation in the table was revealed. According to the t values regarding the significance of the regression coefficients, it is seen that the dimensions of support, bureaucratic and task cultures are not significant predictors (p>0.05), and the success culture sub-dimension significantly predicts the burnout sub-dimension (p<0.05). These findings show that as the teacher's perception of success culture increases, the level of burnout will decrease. According to the standardized regression coefficient (β), the order of importance of the predictive variables according to the level of burnout is a success (β=-0.20), support (β=-0.12), bureaucratic (β=0.04) and task cultures (β=-0.01).

The results of the multiple linear regression analysis on the prediction of teachers' turnover intention by the subdimensions of school culture and the subdimension "professional development problem" are presented in Table 11.

Table 11

*Multiple Linear Regression Analysis Results Regarding the Prediction of the Sub-Dimension of Professional Development Problem by Fit to the School Environment*

| Variables | B | SH | β | t | p-value | Bilateral R | Partial r |
|---|---|---|---|---|---|---|---|
| Constant | 4.73 | 0.30 | | 15.63 | 0.00 | | |
| Support | -0.23 | 0.11 | -0.19 | -2.01 | 0.04* | -0.46 | -0.10 |
| Success | -0.22 | 0.10 | -0.19 | -2.11 | 0.03* | -0.45 | -0.10 |
| Bureaucratic | 0.10 | 0.07 | 0.06 | 1.41 | 0.15 | 0.01 | 0.07 |
| Task | -0.21 | 0.07 | -0.16 | -2.78 | 0. 00* | -0.38 | -0.13 |
| R=0.49 | $R^2$ =0.23 | F (4.31) =31.38 | P : 0.00 | | | | |

Professional Dev. Prob. =4.73-0.23support-0.22success+0.10bureaucratic-0.21task

According to Table 11, there is a negative and moderate relationship between teachers' professional development problem and support culture (r= -.46) has a relationship. When the other variables are taken into account, the correlation between the two variables in issue is r=-.10. The problem of professional growth and the success culture in teachers have a negative and moderate relationship (r= -.45). When the other variables are examined, the correlation between the two variables under consideration, r = -, is determined to be 10. The problem of professional development and bureaucratic culture in teachers have a positive and negative degree of relationship (r =.01). The correlation between the two variables in issue is r=.07 when the other variables are checked. There was a significant negative and moderate difference in a relationship between teachers' professional development issue and task culture (r= -.38). When the other factors are taken into account, the correlation between the two variables under consideration is r = -.13.Support, success, bureaucratic and task culture variables together have a moderate and significant relationship with professional development problem scores (R=0.49, R2=0.23, p<.05). These four variables explain approximately 23% of the total variance of the level of professional development. Based on this relationship, the professional development problem sub-dimension of the school culture sub-dimensions is significantly higher (F (4.391) = (31.38 ); p<0.05), and the regression equation in the table was revealed. According to the t values related to the significance of the regression coefficients, it is seen that the bureaucratic culture dimension is not a significant predictor (p>0.05), and the support, success and task culture sub-dimensions significantly predict the sub-dimension of professional development problem (p<0.05). These findings show that as the teacher's perception of support, success and task culture increases, the level of professional development problems will decrease. According to the standardized regression coefficient (β), the order of importance of predictive variables according to the problem of professional development is a success (β=-0.19), support (β=-0.19), task (β=-0.16) and bureaucratic cultures (β=0.06).

### Findings Regarding Qualitative Data

To determine the factors affecting the fit of teachers working in public schools to the school environment, questions were asked to teachers on issues such as school management understanding, stakeholder relations in the school, participation in the decision, and rewarding and professional development opportunities. Based on teachers' opinions in this context, factors that facilitate and complicate school environment congruence have been determined. Teachers' views on the factors that facilitate fit into the school environment are shown in Table 12.

Table 12

*Teachers' Views on Factors Facilitating Fit to the School Environment*

| Categories/Subcategories | | Examples of Quotes | Opinion (f) |
|---|---|---|---|
| Approach of School Management | - Being accessible | Administrators are open to communication. When there is the slightest problem, it is possible to go to the administrators without any problems. Communication can be established. (LÖ5) | 15 |
| | - Participating in decisions on relevant issues | - If a situation concerns the teacher and the teacher will contribute, opinions are taken. (OÖ3) | 15 |
| | -Problem-solving approach | -Administrators intervene when necessary. Acting as a problem solver (OÖ1) | 9 |
| | -Supportive approach | Sometimes he thinks more of my personal rights than I do. He reminds me to get that right. In this sense, I think that they are supportive and helpful (OÖ1) | 4 |
| | -Thoughtful management | - Attention is paid to the enjoyable work of the teacher; we have a pleasant, understanding, devoted, supportive, cooperative and beautiful management. (İÖ4) | 3 |
| Relations with colleagues Relations with colleagues | - Socializing with colleagues | - We'll definitely go to dinner on Teacher's Day. (İÖ3) | 14 |
| | - Expressing yourself comfortably/sharing feelings and thoughts | Everyone is comfortable expressing their opinion on everything. (İÖ1) | 13 |
| | -Cooperating (school activities-student status-teaching content) | I work closely with my team constantly. (İÖ2) | 13 |

| | | | |
|---|---|---|---|
| | -Colleague solidarity | - There is no grouping in our school. We're usually together. (İÖ3) | 12 |
| | - Meeting at the common point | - Everyone expresses their opinion in cases where decisions need to be made, such as students, schools, ceremonies, etc. A joint decision must be made. (LÖ2) | 9 |
| | -Professional development opportunities | -I think I improve myself with every education I receive. (İÖ3) | 8 |
| | Unconditional love/interest towards students | -Every teacher takes care of the child's problem and tries to increase his/her academic success. They strive for social development. (İÖ4) | 12 |
| The nature of the teaching profession | -Teaching | - It is quite enjoyable to teach and support students in every way. (LÖ2) | 6 |
| | -Good deal with students | - I feel close to the children and am confident in teaching them something. (İÖ3) | 5 |
| | -Special day celebration/remembrance | -Teachers celebrate our day. We can eat there. They don't forget special days. (İÖ4) | 6 |
| | - Receiving positive feedback from stakeholders | -The important thing is that if there is a smiling face and good intentions from parents and colleagues, this is our biggest reward. (İÖ1) | 4 |
| Accepting \ respect | Valuing | - He's very interested in problems. It also feels valuable. (LÖ3) | 4 |
| | -Respecting differences | - There are individuals with different personalities in the school, but everyone accepts each other as they are. Individual differences are respected. (OÖ1) | 2 |
| | - Sharing joy/sadness | - When they hear the joys and sorrows we experience as a family, they | 1 |

| Relations with Parents | -Relevant parents | immediately ask and take care of us. (İÖ5) | |
|---|---|---|---|
| | | -Parents and I try to understand each other. Our focus is on the future of the student and the student. (LÖ4) | 9 |
| | -Parent-teacher cooperation | - Since the goal is the development of the student, we cooperate on this issue. (İÖ2) | 1 |

As seen in Table 12*, teachers' views on the factors that facilitate their fit to school are grouped into five categories as "approach of school management, relationships with colleagues, nature of the teaching profession, acceptance/respect and relationships with parents"*. All participating teachers stated that the administrator was accessible and included the teacher in the decisions on the relevant issues. 14 of them noted the most opinions in the sub-categories of socializing with colleagues, 12 of them unconditional love/interest towards students, 6 celebrated special days, and 9 of them related parents. Teachers' views on the factors that make fit to the school environment difficult are shown in Table 13.

Table 13

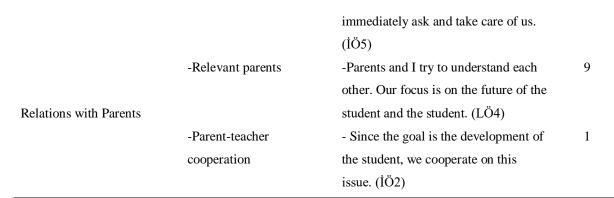*Teachers' Views on Factors Facilitating Fit to the School Environment*

| Categories/Subcategories | | Examples of Quotes | Opinion (f) |
|---|---|---|---|
| The approach of School Administrators | - Subjective management | The relationship between teachers can be very inconsistent. In other words, it progresses a little emotionally (OÖ2) | 9 |
| | - Failure to implement teacher opinions | -Ideas are pretended to be asked and made known again. (LÖ4) | 7 |
| | -Only monitoring the work done | - He/she checks how much he/she has done the assigned tasks, whether he/she has entered his/her class on time, and whether he/she has kept his/her watch. (OÖ1) | 3 |
| Relations with Colleagues | -Grouping | - While administrators communicate more sincerely with the teachers they feel close to, they communicate more formally with the other group. (LÖ2) | 2 |

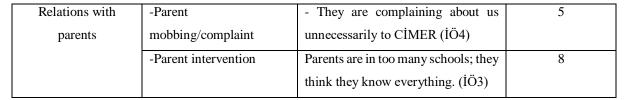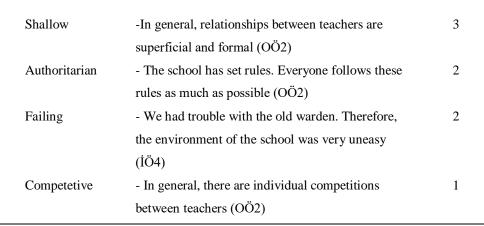| Relations with parents | -Parent mobbing/complaint | - They are complaining about us unnecessarily to CİMER (İÖ4) | 5 |
|---|---|---|---|
| | -Parent intervention | Parents are in too many schools; they think they know everything. (İÖ3) | 8 |

Table 13 shows teachers' views on the factors that make it difficult to adapt to the school environment are collected in the categories of "*school management's approach, relationships with colleagues and relationships with parents*". Nine of the participating teachers expressed the most opinions in the sub-categories of management being subjective, 2 in the grouping, and 8 in parental intervention. To determine the opinions of teachers working in public schools about school culture, questions were asked about organizational culture. Teachers' views on the culture in their schools are presented in Table 14.

Table 14

*Teachers' Views on Positive and Negative School Culture Characteristics*

| Categories/Subcategories | | Examples of Quotes | Opinion (f) |
|---|---|---|---|
| Positive Culture Characteristics | Unity and solidarity | -One of us is like the rest of us. In a negative situation, everyone comes together, and we can be united (İÖ5) | 10 |
| | Supporter | -School administration supports what we want to do, whether it is a project we want to do or a variety of activities (İÖ3) | 15 |
| | Compatible | Communication is good at school. Everyone expresses their opinion comfortably in meetings. Problems must be solved (LÖ5) | 3 |
| | Solidarity | - Something happens to someone, something happens to someone in someone's family, everyone supports him/her (OÖ1) | 3 |
| | Confidence | It builds trust between teachers. He took possession of the school (İÖ4) | 1 |
| | Openness to Innovation | -Our school is a school that wants to have a say in every field. A school that wants to improve itself in every field (İÖ5) | 1 |
| Negative Culture Characteristics | -Grouping | - There are groupings. I only say hello to the other group, I ask for remembrance, and they ask me for remembrance (LÖ1) | 4 |

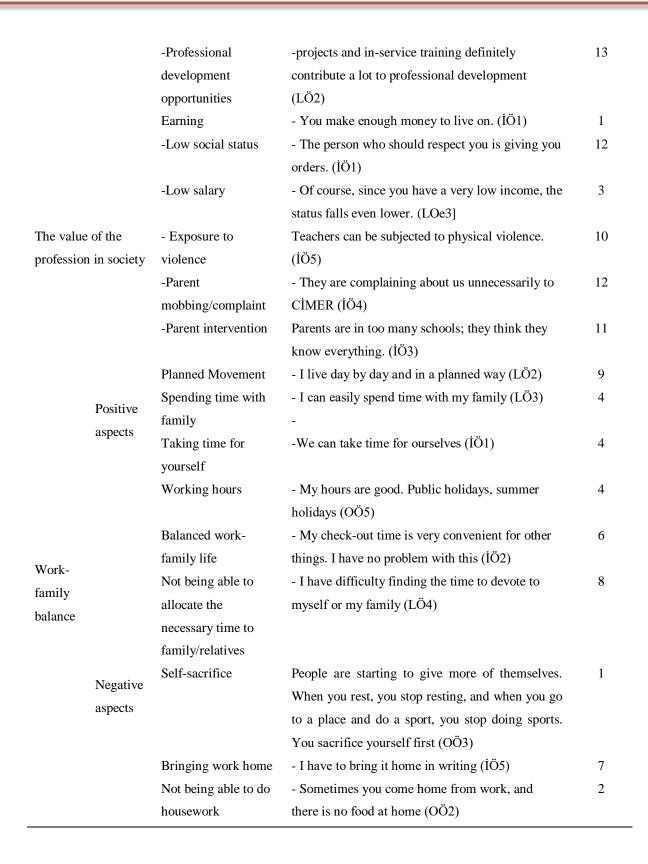| | | |
|---|---|---|
| Shallow | -In general, relationships between teachers are superficial and formal (OÖ2) | 3 |
| Authoritarian | - The school has set rules. Everyone follows these rules as much as possible (OÖ2) | 2 |
| Failing | - We had trouble with the old warden. Therefore, the environment of the school was very uneasy (İÖ4) | 2 |
| Competetive | - In general, there are individual competitions between teachers (OÖ2) | 1 |

As seen in Table 14, teachers' views on the culture of the school they work in have positive and negative culture characteristics. According to the opinions of the teachers, positive culture characteristics are listed in the categories of "*unity/solidarity, supportive, harmonious, cooperation, trust and openness to innovation*"; *negative culture characteristics are listed in the categories of "grouping, superficial, prescriptive, problematic and competitive*". While all participants gave a supportive answer as a positive culture feature, the fewest participants answered trust and openness to innovation. The most grouping and the least competitiveness were expressed as negative culture characteristics. Teachers' opinions on the intention to quit are shown in Table 15.

Table 15

*Teachers' Views on Factors Affecting Their Intention to Quit*

| Categories/Subcategories | | Examples of Quotes | Opinion (f) |
|---|---|---|---|
| Occupation Preference | Intentional/ conscious preference | -It was a profession I wanted to be. Mine is a conscious choice. (İÖ3) | 9 |
| | Accidental preference/based on points received | Well, it wasn't a conscious choice. Circumstances made me a teacher. (LÖ4) | 6 |
| Professional Satisfaction | Spiritual satisfaction | It makes me happy to tell them the right things we know. (LÖ3) | 12 |
| | Loving the profession | I love my job; I love kids, I love spending time with them. I wouldn't consider quitting. (İÖ2) I enjoy my job. I love kids. I'm happy to be with them. I am very happy to teach, to teach something. (İÖ5) | 13 |

| | | | |
|---|---|---|---|
| | -Professional development opportunities | -projects and in-service training definitely contribute a lot to professional development (LÖ2) | 13 |
| | Earning | - You make enough money to live on. (İÖ1) | 1 |
| | -Low social status | - The person who should respect you is giving you orders. (İÖ1) | 12 |
| | -Low salary | - Of course, since you have a very low income, the status falls even lower. (LOe3] | 3 |
| The value of the profession in society | - Exposure to violence | Teachers can be subjected to physical violence. (İÖ5) | 10 |
| | -Parent mobbing/complaint | - They are complaining about us unnecessarily to CİMER (İÖ4) | 12 |
| | -Parent intervention | Parents are in too many schools; they think they know everything. (İÖ3) | 11 |
| | Positive aspects | Planned Movement | - I live day by day and in a planned way (LÖ2) | 9 |
| | | Spending time with family | - I can easily spend time with my family (LÖ3) - | 4 |
| | | Taking time for yourself | -We can take time for ourselves (İÖ1) | 4 |
| | | Working hours | - My hours are good. Public holidays, summer holidays (OÖ5) | 4 |
| Work-family balance | | Balanced work-family life | - My check-out time is very convenient for other things. I have no problem with this (İÖ2) | 6 |
| | | Not being able to allocate the necessary time to family/relatives | - I have difficulty finding the time to devote to myself or my family (LÖ4) | 8 |
| | Negative aspects | Self-sacrifice | People are starting to give more of themselves. When you rest, you stop resting, and when you go to a place and do a sport, you stop doing sports. You sacrifice yourself first (OÖ3) | 1 |
| | | Bringing work home | - I have to bring it home in writing (İÖ5) | 7 |
| | | Not being able to do housework | - Sometimes you come home from work, and there is no food at home (OÖ2) | 2 |

As seen in Table 15, the factors affecting teachers' intention to quit the *job were collected in the categories of occupational preference, occupational satisfaction, the value of the profession in society and work-family balance*. 9 participants stated that they preferred the profession willingly/ consciously, and 13 stated that they liked the profession and had professional development opportunities. 12 of them stated that the social status of the profession is low, the parent mobbing/complaint is disturbing, and 8 of them stated that they could not spare the necessary time for family/relatives, negatively affecting their view of teaching.

## Integration of Quantitative and Qualitative Findings

In exploratory sequential mixed methods research, the aim was to integrate quantitative and qualitative findings, explain the quantitative findings of qualitative findings, increase the validity of the results, and help deepen the opinions.

### Adapting to the School Environment

According to the quantitative findings, it is seen that teachers are quite compatible with the school environment. According to the qualitative findings, it was determined that there were facilitating and complicating factors affecting teachers' fit to the school environment. Facilitating factors are the approach of school management, relationships with colleagues, the nature of the teaching profession, acceptance/respect, relationships with parents, and the factors that make it difficult are the approach of school management, the value of the profession in society, and relationships with parents and colleagues.

According to school fit *and quantitative findings,* it is seen that teachers' school fit is at a moderate level. When the qualitative findings were examined, it was determined that the teachers' attitudes of administrator, teacher and colleague and their sense of commitment to the school they work in were high. It is thought that this situation increases teachers' school fit. It is understood that the policies applied in the school differ according to the personality of the administrators. Therefore, the school fits of the teachers vary according to the school's administrator. Some teachers communicate positively with the parents, as well as teachers who state that they are uncomfortable with the parents on some issues. It is seen that the teachers who cooperate with the parents for the development of the student have a high level of school fit. Teachers stated that they were uncomfortable with some parents talking to themselves in an obligatory manner, everyone in the society constantly expressing negative opinions without knowing and seeing what teachers do, not paying attention to what teachers say in any way, teachers being exposed to physical and verbal violence, and everyone taking care of their slightest deficits to complain about teachers. The quality of the cooperation with the parent can be seen as another important indicator of the teacher's fit to school.

According to quantitative findings, it is seen that teachers' job fit is at a high level. In qualitative findings, job fit was tried to be explained by the nature of the teaching profession, acceptance/respect and cooperation factors with parents. It is seen that these factors are among the factors that facilitate teachers' fit to the school environment. Teachers stated that they love students, that they are interested in them, that they support them academically, that they help them to love their branches, that they love to teach, that they get along well with students, and that they are happy to teach students something. It is thought that the fact that teachers are supported and appreciated by the school administration in the activities they carry out at school, the positive feedback they receive from parents about students, that everyone treats each other with respect and love at school, and that everyone accepts each other as they are, and that sharing together increases teachers' job fit. Negative attitudes and behaviors towards teachers and constant attempts to complain can be seen as reasons that prevent teachers from adapting to their work.

According to the quantitative findings, it is seen that the teachers are moderately compatible with the administrator. When the qualitative findings are examined, it is seen that school management is included in the factors that both facilitate and make it difficult for teachers to adapt to the school environment. According to teachers, administrators are colleagues who are open to communication, easily accessible, problem-solvers, who involve the teacher in the decision-making processes as much as possible in situations that concern the functioning of the school and the teacher, motivate the teacher for better, and who are not indifferent to their problems and demands. Teachers who work with administrators with these characteristics are thought to have more administrator fit. Some teachers complain that administrators do not treat all teachers equally and do not include the teacher in their decision-making processes. It is understood that the fit of the administrator teacher varies according to the personality traits of the administrators, and the administrator fit of the teachers working with the administrators who value the teacher is higher.

According to quantitative findings, it is seen that teachers' colleague fit is quite good. When the qualitative findings are examined, it is seen that school management is included in the factors that both facilitate and make it difficult for teachers to adapt to the school environment. According to qualitative findings, teachers spend time with their colleagues in social environments, cooperate and cooperate professionally, try to make joint decisions as much as possible, spend time together after school, on special days or on weekends, and thus state that they get to know each other and students better. It is seen that these situations increase the fit of teachers to their colleagues. On the other hand, some teachers state that there are groupings between colleagues. This situation is considered as a factor that makes it difficult to adapt to colleagues.

**School Culture**

According to quantitative findings, it is seen that teachers' perceptions of support, success and task culture are high, and their perception of bureaucratic tasks is partially at a level. According

to qualitative findings, teachers' views on school culture were divided into positive and negative school cultures. While it is seen that positive school culture characteristics are unity/solidarity, supportive, harmonious, cooperation, trust, and openness to innovation, it is seen that negative school culture characteristics are grouping, superficial, prescriptive, problematic and competitive.

According to the support *culture and quantitative findings,* it is seen that teachers' perceptions of support culture are at a high level in the school where they work. When the qualitative findings were examined, the teachers stated that there were no groupings in the school where they worked, teachers and administrators were with each other on good days and bad days, there was unity between them, that school administrators supported themselves in the work they would do, that everyone expressed their opinions freely in the school, that everyone respected each other's opinions and suggestions, that they cooperated with each other on educational activities, and that they trusted each other. These are thought to increase teachers' perceptions of support culture in their schools. Some participants stated that there are groupings and competition between teachers and that the relationships are superficial. This situation can be seen as a factor negatively affecting the teacher's perception of support culture.

According to the support *culture and quantitative findings,* it is seen that teachers' perceptions of support culture are at a high level in the school where they work. When the qualitative findings were examined, some teachers stated that they were rewarded for participating in activities at the school where they work, etc. Some teachers also said that teachers who have good relationships with administrators are more rewarded. Teachers stated that they could clearly express their opinions about the activities in the school. Some teachers think that they are paid for their work in school, and some teachers do not think this way. The stated situations are thought to change teachers' perceptions of success culture in their schools.

According to the quantitative findings of bureaucratic *culture,* it is seen that teachers' perceptions of bureaucratic culture are moderate in the school where they work. When the qualitative findings are examined, it is clear that the human relations in the school where the teachers work are united, supportive, harmonious, and cooperative, and the relationships do not have much formality, they work in harmony with the administrators, and the administrators support themselves. This shows that the management approach in schools is more people-oriented. Some participants stated that they had strict rules in their schools and experienced administrative difficulties. These are considered factors that negatively affect teachers' perceptions of bureaucratic culture.According to the support *culture and quantitative findings,* it is seen that teachers' perceptions of support culture are at a high level in the school where they work. When the qualitative findings were examined, the teachers stated that they did their best psychologically, artistically and academically for the students at the school where they worked and that the teachers cooperated in this regard. Teachers stated that they worked in a fit with each other and that the administrators supported them. This shows that the teacher is supported in doing his/her duty at school. These are considered factors that positively affect the

teacher's perception of support culture. Furthermore, there are teachers who claim that there are problems with the managers in the schools where they work, that there are teacher cliques, and that there is individual rivalry that prevents cooperation. These are factors that are thought to have a negative impact on the teacher's view of task culture.

When evaluated in general, teachers stated that they have a positive perception of school culture when they work with a sense of unity at school, cooperate, work with administrators who support them, and work in an environment where they trust each other. They stated that when they work in an environment with problems with the administrator, grouping among teachers, and a strict competition environment, they have a negative view of culture.

### Intention to Quit

According to quantitative findings, it is seen that teachers' intention to quit is low. According to the qualitative findings, the factors affecting teachers' intention to quit were collected in the categories of career choice, professional satisfaction, the value of the profession in society and work-family life balance. Occupational preference is grouped into two sub-categories: voluntary/conscious preference and random preference, according to the score obtained. The profession's value in society was grouped into five sub-categories: low social status, low salary, exposure to violence, parental mobing/complaint and parental intervention. Occupational satisfaction is grouped into three categories: spiritual satisfaction, love of the profession, and earning. Work-life balance is divided into planned action, spending time with the family, allocating time for oneself, working hours, positive aspects as balanced work-family life, not being able to allocate the necessary time to the family/relatives, self-sacrifice, bringing home work, and not being able to do housework.According to the quantitative findings, it is seen that teachers' perception of job satisfaction is at a high level. When the qualitative findings are examined, it is understood that most of the participants prefer their professions willingly. It has been stated that teachers experience spiritual satisfaction by teaching and guiding students. Participants who stated that they liked their profession stated that they consciously preferred it and thought they were suitable for it. Teachers stated that they highly perceive positive culture in their schools and work in fit and cooperation with their colleagues and administrators. These situations are considered factors that increase the participants' job satisfaction.

According to quantitative findings, it is seen that teachers' work-family conflict is at a low level. When the qualitative findings were examined, most of the participants stated that they did not experience any work-family conflict when they acted in a planned manner. They stated that they could spare time for themselves and their families thanks to the appropriate working hours of the profession. A group of participants stated that they encountered situations such as reading the written paper outside of school hours, dealing with student problems, and preparing for the lesson. For these reasons, they stated that they could not devote the necessary time to their families and loved ones, that they sacrificed themselves, that they could not do the housework, and that they were very tired because of this. It is believed that the participants who had to meet their professional obligations outside of school hours experienced a conflict between workand

family.According to the quantitative findings of burnout, it is seen that teachers experience low levels of burnout. When the qualitative findings were examined, the participants stated that they liked their profession and received spiritual satisfaction from the profession. In addition, teachers stated that the status of their professions in society was low. Teachers stated that they were uncomfortable because some parents talked to them in an orderly manner, everyone in the society expressed an opinion about how the teacher should do his/her job, no attention was paid to what he/she said, teachers were exposed to physical and verbal violence, and they complained to CIMER about the slightest problem. It is thought that having negative attitudes and behaviors towards teachers and constantly trying to complain may cause teachers to experience burnout.

According to quantitative findings, it is seen that teachers experience low levels of professional development problems. When the qualitative findings are examined, it is seen that the administrators support the participants in participating in the studies such as vocational training, projects, activities, etc. The participants stated that these studies were beneficial for them in terms of getting to know new people and seeing different perspectives.

In order to facilitate the comparison, the quantitative and qualitative results of one sub-dimension from each scale are presented in Table 16 as an integrated visual display.

Table 16

*Integrated visual display*

| Dimension | Scale Question Sample | Interview Question Example | Sample quote |
|---|---|---|---|
| **Teacher School-Fit** | My school meets all the requirements I expect a school to meet. | How do you find relationships in your school? | *In my school, everyone respects each other. In meetings, everyone can express his or her opinion clearly. We try to find common solutions to problems.* |
| **Teacher Job-Fit** | The training I receive is in good fit with the requirements of my job. | Do you think you fit into the teaching profession? | *We get along very well with the children, and our dialogue with them is very good. I am confident in teaching them something. I think I fit in for these reasons.* |
| **Teacher Administrator-Fit** | My goals are aligned with my administrator's goals. | How are the administrator-teacher relationships in your school? | *We have a good relationship with our administrator. We can easily share any problems we have at school with him. He tries to find a solution as much as he can.* |
| **Teacher Colleague-Fit** | Our professional relationships with | Do you collaborate professionally with | *We are doing it. First of all, we have group meetings. Teachers from different branches are* |

| | my colleagues are good. | colleagues in your school? | *able to do joint projects for an activity of the school.* |
|---|---|---|---|
| **a) Support culture,** | People are valued. | Does the school administration make an effort to make you feel valued? | *Usually, yes. For example, on Teacher's Day, the principal gives small gifts in a way we never imagined. Or our patient, our funeral, etc. is with us.* |
| **b) Success Culture,** | Successful teachers and students are rewarded. | Do you give prizes to successful teachers and students in your school? | *Yes. But sometimes I hear it after the award. I don't think there's any objectivity to the award. For example, there are times when I don't know who won the award for what.* |
| **c) Bureaucratic culture,** | He has an authoritarian sense of leadership. | What kind of management approach does your school have? | *Of course, there are rules set by the headmaster of our school. It happens when he makes decisions alone, and it happens when he gets our opinion. He usually takes our opinion in a drum about education at school. We can also make joint decisions.* |
| **Task Culture** | Enough effort is put into achieving the school's goals. | Can you describe the culture in your school? | *We're like family at school. Of course, teachers who get along well are more communicative. But as a school, we act together on special days. The sense of unity is dominant.* |
| **Job Satisfaction** | I enjoy working at my school. | Do you share your personal feelings and thoughts with colleagues at your school? | *We share with my close friends if not everyone. We try to talk about anything that can be talked about.* |
| **Work-Family Conflict** | My job does not allow me to spend enough time with my family. | Does your job affect your responsibilities to your family? | *I have to be planned and programmed. Since my working hours are suitable, I can spare enough time for both myself and my family.* |
| **Burnout** | I think the status of the teaching profession in society has decreased. | How do you assess society's view of the status of the teaching profession today? | *Everyone is involved in the teacher's work. Everyone knows education. Everyone is trying to come and tell us how their child should be educated. They complain about us to CIMER in the slightest negative situation. There is a perception that we take too many holidays* |

| | | | *throughout society. Such negative attitudes reduce the status of the teaching profession.* |
|---|---|---|---|
| **The Dimension of the Problem of Professional Development** | I think that the school administration does not give our professional development enough importance. | Are opportunities provided for your professional development in your school? | *Our school principal supports us in this endeavor. The initiative, event, etc. that is coming to our school informs us and encourages our participation. Encourages in-service training participation.* |

## Conclusion and Discussion

This research was carried out to determine the relationship between the fit levels of teachers working in public schools to the school environment and their perceptions of school culture, and their intention to quit, and to reveal the opinions of teachers about the intention to quit, fit the school environment and school culture. The research was conducted using an exploratory sequential design. In the first stage of the research consisting of two stages, fit to the school environment, school, culture and intention to quit scales were used, and in the second stage, an interview form consisting of questions parallel to the scale items was used. The results of the research are given below.

The teachers participating in the study are partially compatible with their schools. Although teachers' own goals and values and the school's goals and values mostly coincide, it is seen that the policies implemented do not meet the expectations of the teacher. When the studies were examined, the school fit of teachers was found to be moderate in the studies of Demirkasımoğlu (2012) and Sarıboğa, Kılıç and Serin (2019), and it is parallel to the results of the study. In the study conducted by Karabacak (2019) and Dağlı and Han (2016), it was stated that teachers' school fit was high. Positive relationships with colleagues are also important in individual organizational fit (Alparslan, Çiçek, & Soydemir, 2015). Qualitative findings revealed that teachers' school fits varied according to the administrator. For this reason, the administrator has a great responsibility for the teacher's fit to school. Administrators should carry out various activities to ensure employee and institution fit.

Teachers who participate are highly compatible with their duties. Demirkasmolu (2012) and Karabacak (2019) support the findings of this study with their research on the high level of compatibility between teachers and their professions.In the study of Argon, Yıldırım and Kurt (2014), it was stated that teachers are sometimes compatible with their work. Edwards (1991) defines person-job fit as the fit between the person's demands and the job's qualities. Qualitative findings reveal that teachers willingly prefer their professions and love this profession because

they love students and think of teaching as a profession suitable for them. It can be said that teachers use their knowledge, skills and abilities in their jobs and think that their skills and abilities are suitable for their work.

Participating teachers are partially compatible with their administrators. Although teachers express that they love school principals, it is understood that their work with their administrators partially satisfies teachers. Considering that the criteria for appointing administrators are constantly changing, it can be said that the management skills of school principals are not considered sufficient by teachers. In the study conducted by Dağlı and Han (2016), teacher-administrator fit was found to be moderate and parallel to the research result. In the study conducted by Karabacak (2019), it was stated that teacher-administrator fit was high. It is seen that the results of the research differ from each other. For teachers to be compatible with their administrators at a higher level, qualitative findings indicate that administrators must have cooperative, fair, solution-oriented, student-centered, etc. teachers and students. The aforementioned circumstances may be regarded the reason for the disparities between the studies.

Participating teachers are highly compatible with their colleagues. This finding is supported by the studies of Demirkasımoğlu (2012) and Dağlı and Han (2016). In both studies, it was stated that teachers had a high level of fit with their colleagues. Qualitative findings revealed that teachers cooperate professionally and socially with their colleagues and that they are in solidarity. It is understood that this situation increases the fit of teachers to their colleagues. According to Mullen and Cooper (1994) and Stanley (2001), socialization in school will be easier and synergy and performance will increase due to the cooperation of employees with each other. The development of cooperation among employees leads to an increase in group's success (Çiçek and Biçer, 2013). Teachers' relationships with their colleagues are mostly good, and they are happy to work with them.

It is seen that the participant teachers have a high perception of support culture in their schools. Most of the teachers stated that they loved their colleagues. While a similar result was obtained in the research conducted by Işık (2017), the level of teachers' perception of the support culture was sometimes determined in Yıldırım's (2019) research. The results of the research differ from each other. It is thought that this difference varies according to teachers' communication with each other in schools. Qualitative findings reveal that teachers get along well with their colleagues and that the school has an open communication and respect environment. It is seen that these situations increase the perceived support culture in the school.

It is seen that the perception of success culture is high in the schools where the participating teachers work. It has been stated that it is important to successfully complete the work in the school, but students and teachers who do successful work are less rewarded. The studies of Işık (2017), Sezgin (2010) and Yıldırım (2019) are in parallel with the research results. Employees who successfully perform their duties in the success culture are supported (Terzi, 2005). Qualitative findings show that there are teachers who state that they are rewarded as a result of

their successful work, as well as teachers who state that the criteria are not clear in the reward system. It is seen that this situation affects the perception of success culture.

It is seen that the perception of bureaucratic culture is sometimes at the level of the participating teachers in their schools. It is stated that no one in the school wants to disagree with the administrators. Qualitative findings show that human relations in schools do not have very strict formality, that they work in fit with administrators, and that administrators support teachers. In Yıldırım's (2019) study, it was concluded that teachers sometimes perceive bureaucratic culture in the schools where they work. While this finding is consistent with the research result, the study conducted by Akan (2014) found that the level of teachers' perceptions of bureaucracy in their schools is high. Since schools are public institutions, they must also include bureaucracy. It is understood that schools do not have a very strict bureaucracy. On the other hand, it is considered as a normal result that teachers perceive bureaucratic culture at a moderate level in their schools.

It is seen that the participant teachers mostly have a perception of task culture in their schools. It is aimed that those who do the work in the culture of duty are brought to those tasks, and the work is done in the best way. Achieving the organization's goals is the primary focus, not the personal goals of the organization's personnel (Şişman, 2007). Most teachers see getting the job done as a priority.In the study of Işık (2017), Akan (2014) and Çevik and Köse (2017), teachers' perception of task culture was found to be high and it is in line with the research findings. Qualitative findings reveal that teachers strive for students' holistic development and cooperate with administrators and colleagues for this purpose. It is seen that doing things well and positive communication between administrators and teachers are important in the perception of task culture.

It is seen that the participating teachers often have job satisfaction. Most of the teachers stated that they had a good relationship with their school colleagues. In the study of Başaran and Güçlü (2018), the high job satisfaction of teachers supports the research result. On the other hand, in the study of Şahin (2013) and Demirtaş and Alanoğlu (2015), it was determined that teachers' job satisfaction was moderate. It is seen that the results of the research differ from each other. Qualitative findings revealed that teachers consciously prefer their professions; they love their professions, students and teaching, and their communication with their colleagues is good. It is understood that the stated situations are important in teacher's job satisfaction. It was understood that the sub-dimensions of school, administrator and colleague fit the school environment scale, and the sub-dimensions of support, success, bureaucratic and task culture of the school culture scale significantly predicted the job satisfaction sub-dimension.

It is seen that the participating teachers experience very little work-family conflict. Teachers mostly expressed the opinion that they did not want to have to deal with the problems of students outside of school hours. The study by Ozkul and Comert (2019) rarely mentions the work-family conflict levels of secondary school instructors, which supports the research result.In the study of Uslu (2020), it is stated that classroom teachers experience work-family conflict.

Qualitative findings indicate that teachers who act within a certain program do not experience work-family conflict. It was understood that the school environment scale's sub-dimensions of school and job fit predicted work-family conflict, and the sub-dimensions of the school culture scale did not have any predictive effect on the work-family conflict sub-dimension.

It is seen that the participating teachers experienced very little burnout. Most teachers stated that their professions' status decreased in society. Although qualitative findings support this result, they state that teachers love their professions and parent communication varies. In the study conducted by Acar and Çoğaltay (2021), classroom teachers' burnout levels were low. In the study of Şanlı and Tan (2017), it is stated that teachers' perception levels of burnout are moderate. It is understood that the burnout levels of teachers vary. It was understood that the school and job fit sub-dimensions of the school environment scale significantly predicted the burnout sub-dimension of the success sub-dimension of the school culture scale.

It is seen that the participating teachers have very few professional development problems. Teachers stated that school administrators often do not give sufficient importance to their professional development. In the studies of Altun and Yengin Sarpkaya (2021) and Can (2019), it is stated that some administrative problems prevent the professional development of teachers. In the study by Eroğlu and Özbek (2020), teachers indicated that they do not receive sufficient support for professional development. Qualitative findings revealed that the administrators supported themselves in terms of teachers' participation in activities at school. It is understood from the studies that there are different opinions about supporting teachers' professional development. It was understood that the sub-dimensions of school and administrator fit of the school environment scale and the school culture scale's support, success and task culture significantly predicted the sub-dimension of the professional development problem.
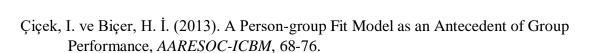
As a result, the administrator has an important place in creating the school culture and ensuring the fit of the teacher to the school environment. For this reason, it is seen that the choice of administrator is important. It is important that the people to be appointed as administrators are selected from people who are flexible, entrepreneurial, can take responsibility, are open to competition, have an innovative perspective, and can use rational decision-making processes. It is recommended to provide training such as communication, problem-solving, stress management, project cycle management, etc., to existing administrators and new recruits. It is recommended to determine the executive standards at the national level and to make the executive selection in line with these standards. To increase teachers' school fit, it should be ensured that administrators' work and transactions in the school are carried out according to more clear and objective criteria. School administrators should ensure that teachers are more involved in decision-making processes in the management process. To increase the social status of teaching, it is recommended to allow rising in the position, increase the salary, and provide more good examples about education, training and teachers in press organs. The Ministry should ensure that teachers participate in mandatory face-to-face or remote trainings with different content and methods and techniques periodically.

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