

Considering Simple and Multiple Relationships of Organizational Culture and its Components with High School Teachers' Effectiveness

Mehdi Omidi^{1*}, Seyed Abbas Seyed Noor²

¹Department of Educational Management, Khuzestan Science and Research Branch, Islamic Azad University, Ahvaz, Iran

²Department of Curriculum Planning Management, Dezfool Branch, Islamic Azad University, Dezfool, Iran

*Email: Mehdi.omidi1360@gmail.com

Abstract

The present study aimed to investigate simple and multiple relationships of organizational culture and its components (creativity and innovation, competitiveness, attention to group, attention to organizational members, attention to details, attention to result and output, and stability and durability) with teachers' effectiveness in high schools of the city of Shavor. For this purpose, samples consisting of 184 female and male teachers of these schools were chosen by using stratified random sampling. To collect data, they were given the two realized questionnaires of organizational culture (using Robins and Denison's pattern) and teachers' effectiveness. Results of this study indicated that there was generally a relationship between organizational culture and teacher effectiveness. Furthermore, there was a significant relationship between components of organizational culture except "attention to details" and "attention to output and results" with teacher effectiveness. In addition, attention to group, creativity and innovation were respectively considered the best predictors of teacher effectiveness.

Keywords

Organizational culture, attention to details, attention to output and results, attention to group, creativity and innovation

Introduction

Efforts of organizations for the purpose of fulfilling goals through recruitment and attracting efficient manpower have always been one of their main concerns. Successful organizations always care about extent and manner of fulfilling their goals. Effectiveness of organizations depends on having motivated and highly proficient manpower. Efficiency of organizational staff is a result of different input, process-related and output factors. For the sake of their functional role, educational organizations need effective teachers. One organizational-procedural factor affecting staff effectiveness is organizational culture. As long as they are established, organizations and educational systems in particular try to magnet effective manpower and try to supply effective human input into the organization. In such conditions the role of procedural factors affecting staff performance gets noticeable. One of the most important procedural factors affecting quantity and quality of staff performance is organization's dominant atmosphere or organizational culture. Organizational culture is defined as a collection of implicit assumptions accepted commonly by a group which specifies perceptions, thoughts, and reactions to various environmental conditions and situations (Ostroff et al, 2003). Since the education system is an organization with human individuals as its outputs, this concept can have a strong connection with teachers' effectiveness, which is considered education system's tip of arrow. Different definitions have been proposed about effectiveness. The dictionary for training sciences reads as follows: effectiveness involves extent of goals realization and successful fulfilment of a mission. In other words, effectiveness involves

desired performance and efficiency in resource allocation. Anderson et al (1988) defined *effective teacher* as follows: "Effective teachers are people who consider achieving particular goals, be it obtained and compiled by themselves or by others (school deans, education ministry, etc.)". One major problem facing the country's education system involves low-quality manpower that directly affects the whole education's quality- in the form of increased study failures among students and wasted national expenditures. Making attempts for identifying factors that affect teachers' effectiveness has a long background. For example, in their study entitled *factors affecting teacher effectiveness in western Nevada, US*, Harper et al (1990) identified 11 factors including *professional teacher training, school support for teachers, social environment of living, career considerations, school environment, atmosphere that dominates teaching, professional development, youth experience, teachers pre-recruitment development, and enrolling in expert programs of the relevant field*. In addition, Weiser (1988) considers five general sets of factors (*teacher trainings, social environment, school environment, student characteristics, and teacher background*) as the factors affecting teacher effectiveness. One effective factor that has been frequently discussed and studied is the atmosphere dominating in an organization or organizational culture. Points of interest in this study involve variables of organizational culture and teacher background (especially gender), both of which have been listed in Weiser's classification as factors affecting teachers' effectiveness. In this regard, Giddens (2010) believes that in recent years, many of female characteristics of leadership like communication, consensus, and collaborative work, responsibility and privilege delegation, sharing information and equipment and resources, and setting goals that are generally attributed to women, have created a new paradigm in management. Men-led organizations are encouraged to, rather than relying upon rigid hierarchical management methods (masculine methods of organization management), accept policies that consider improved career commitment and conscience, and collective enthusiasm for achieving organizational goals, sharing responsibilities, and attention to people. On the other hand, in addition to difference in type of culture and management of women-led and men-led organizations, studies (e.g. Wong and Lei, 2006) suggest ambiguous results as regards men's and women's performance. Results of Scheerens (2005), Teddlie and Reynolds (2000b), Mahmoudi (2003), Bohairaei (2009) suggest that organizational culture and its dimensions can, to a great extent, predict teacher effectiveness in an organization. On the other hand, findings of several studies e.g. Ataei (1994), Seydi (1999), and Hassani and Sameri (2009) indicate low effect of organizational culture on teacher effectiveness.

Disturbing condition of education, as the most ubiquitous social organization of Iran, and of its manpower in particular, has raised the necessity of considering factors that contribute to teachers' efficiency. In a situation that the main body of education's manpower has a low average of academic studies, it is extremely important to identify factors that help elevate teachers' efficiency. In addition, very few studies have been performed regarding effects of organizational culture on teacher effectiveness in learning organizations particularly education. Although quantity of researches on this topic is quite proportionate in other organizations, they have not been carried out regarding effects of the atmosphere dominant in schools and regarding teachers' effectiveness which is of greater importance in educational organizations. Identifying organizational culture's method of effectiveness on staff effectiveness can lead to better utilization of organizational culture as a factor for greater efficiency of staff and thereby that of organization. Thus, the main question in the current study is what kind of relationship exists between schools' organizational culture and its dimensions (including creativity and innovation, competitiveness, attention to details, attention to efficiency and results, attention to group members, durability and stability) and teacher effectiveness.

The hypotheses of the study

- 1- There is a significant relationship between schools' organizational culture and teachers' effectiveness.
- 2- There is a significant relationship between *creativity and innovation* and teachers' effectiveness.
- 3- There is a significant relationship between *competitiveness* and teachers' effectiveness.
- 4- There is a significant relationship between *attention to details* and teachers' effectiveness.
- 5- There is a significant relationship between *attention to efficiency and results* and teachers' effectiveness.
- 6- There is a significant relationship between *attention to members* and teachers' effectiveness.
- 7- There is a significant relationship between *attention to group* and teachers' effectiveness.
- 8- There is a significant relationship between *durability and stability* and teachers' effectiveness.
- 9- There is a significant relationship between organizational culture and teachers' effectiveness.

Materials and methods

Statistical community of the present study consisted of all high schools of Shavor, which consisted of 27 girls' schools and 28 boys' schools and teachers working in them consisting of 182 women and 173 men in the study year of 2011. Using Cochran's formula, 184 high school teachers including 94 females and 90 males in 26 schools, i.e. about 7 teachers per school were selected as a sample via stratified sampling.

Methodology

To collect data in this study, two realized questionnaires of *organizational culture* and *teachers' effectiveness* have been used.

Organizational culture questionnaire : It consists of 36 questions, which are provided on 4-choice scale of Likert spectrum. To produce it, Robbins' characteristics of organizational culture (1998) and Denison-Mishra pattern (1995) as well as a variety of organizational cultures were used. Various components and types of organizational culture are as follows: innovation and risk-taking (flexible culture), attention to individual, attention to group (cooperative culture), competitiveness, attention to efficiency (missionary culture), attention to details, stability and durability, and maintaining the current state (bureaucratic culture). Components, variations of organizational culture, and questions pertaining to each component have been shown in table 1.

Table 1. Items of questionnaire according to organizational culture's type and its components

Type of organizational culture	Components	N	numbers of questions
Flexible	Creativity and innovation	8	1-7-10-12-25-29-30-31
Bureaucratic	Attention to details	3	5-11-18
	Stability and durability	6	19-28-26-32-33-34
Cooperative	Attention to organization members	6	13-16-20-23-35-36
	Attention to group	5	21-24-22-17-15
Missionary	Competitiveness	5	4-6-8-9-27
	Attention to results	3	2-3-14

Table 2. Coefficient of Cronbach's alpha for scale components of organizational culture

Organizational Culture Dimensions Statistical Index	Creativity and Innovation	Attention to Details	Stability and Durability	Attention To Organization Members	Attention to Group	Competitiveness	Attention to Results	Total
Cronbach's alpha	0.88	0.73	0.85	0.87	0.92	0.89	0.68	0.87
Number	8	3	6	6	5	5	3	36

Teacher effectiveness questionnaire: It is a realized questionnaire including 6 components (expert knowledge, expression ability, job commitment, ability to establish an appropriate learning environment, on-time feedback) and 24 closed-answer questions. Answers are specified on a 4-Likert scale of *very low* to *very high*. Coefficient of Cronbach's alpha for school effectiveness scale is 0.92, which indicates a desirable stability for the mentioned scale.

Results

In the first section, descriptive findings of sample individuals are presented and in the second part, findings related to hypotheses are provided.

Table 3. Frequency distribution of sample individuals

Education	Frequency	Percentage
Undergraduate	39	21.19
BSc.	136	73.91
PhD	9	4.89
Total	184	100

Data in table 3 show that 39 teachers under study (21.19 % of all) had an undergraduate level of education, 139 people (73.91 % of all) had BScs and 9 (4.89 % of all) had PhDs.

Table 4 shows frequency distribution of teachers' job experience. According to the table, 45 teachers (24.5) had an experience of 1-10 years, 93 people (50.5 %) had 11-20 years of experience, 44 people (23.9 %) had 21-30 years of experience and 2 people (1.1 %) had over 30 years of experience.

Table 4. Frequency distribution for teachers' experience

Experience	Frequency	Percentage
1-10 years	45	24.5
11-20 years	93	50.5
21-30 years	44	23.9
31-40 years	2	1.1
Total	184	100

As observed in table 5, a simple relationship between organizational culture and components of creativity and innovation, competitiveness, attention to organization members, attention to group, and stability and durability with teacher effectiveness in significance level of 0.001 was resulted,

thus confirming hypotheses 1, 2, 3, 6, 7, and 8. However, the relationship between attention to details, attention to results and effectiveness was not found to be significant. Therefore, hypotheses 4 and 5 were not approved.

Table 5. Correlation matrix of organizational culture, its components and teacher effectiveness

Variable	Correlation coefficient	Level of significance
Organizational culture	0.469	0.0001
Creativity and innovation	0.266	0.001
Competitiveness	0.266	0.001
Attention to details	0.048	0.520
Attention to results	-0.007	0.929
Attention to organizational members	0.260	0.001
Attention to group	0.453	0.001
Stability and durability	0.253	0.001

Table 6. Regression analysis via stepwise method

Criteria Criterion variable and predictor	B	Standard deviation	R	Determination coefficient r^2	t	Sig.
Teacher effectiveness	Constant	1.91	0.155	0.456	0.208	12.33
	Attention to group	0.340	0.049			6.91
	Constant	1.326	0.197	0.536	0.287	6.71
	Attention to group	0.257	0.050			5.11
	Creativity and innovation	0.284	0.064			4.46

Results of the table above show that 21 % of regression for teacher effectiveness is determined via attention to group. When creativity and innovation is increased, determination coefficient goes up to 29 % and prediction ability is enhanced to 8 %. In general, findings show that attention to group is considered to be the most powerful predictor of teacher effectiveness, so that it justifies 21 % of the regression for effectiveness of Shavor's high school teachers.

Discussion and conclusions

The goal of current study was to investigate simple and multiple relationship of organizational culture, its dimensions and teachers effectiveness. Findings of the study showed that from 9 hypotheses, 7 were confirmed. Regarding organizational culture and teachers' effectiveness it could be stated that most of studies carried out in this field have considered relationship between organizational culture and manpower' effectiveness and school deans' effectiveness in particular. Thus, this result is in agreement with results of Scheerens (2005), Reynolds and Teddlie (2000b), Scheerens and Bosker (1997), Denison and Mishra (1995), and Harper et al (1990). Individuals' effectiveness is one of the most important topics of interest and discussion for thinkers in the fields

of organization and management. In these topics, many factors have been discussed as determinants of staff effectiveness. Here, culture or atmosphere dominant in an organization, as one of the most effective factors by which other factors are highly affected, has a large weight. Theoretically, according to Herzberg theory, working conditions and values dominant in a working atmosphere can affect individual job satisfaction to a great extent, and job satisfaction, in turn, has high correlation with staff performance in a work environment.

Having a mentality of creativity and innovation in school atmosphere can have positive effects on teacher's job effectiveness. This finding also suggests that high school teachers welcome change and innovation and they have shown their improved performance as the result of this willingness. Today's organizations do activities in a high-reliability environment that is the result of quick changes in needs, processes, and new issues. Activity along with efficiency and effectiveness needs a culture by which that can adapt itself to transitions of the new world, and even go beyond that and form a kind of organizational culture that promotes innovation and creativity in the organization, so that this way, it can respond to increasing and changing environmental challenges.

Increasing demand for higher education quality by parents and students on the one hand and attempts by schools to gain fame and superiority in comparison with other schools (this competition is particularly true among non-profit and governmental schools) on the other hand have resulted in competitive atmosphere becoming dominant in most schools and especially high-schools, due to the determining role they have in leading students to study fields. Typically, first elements within schools that are affected by this competitive atmosphere are organization's human resources, especially teachers. In its best case, this effect emerges as effectiveness of teaching. The current study suggests that teachers have a positive mentality toward competitiveness and they have shown their success-oriented mentality in their high performance. Theoretically, in a school where teachers think about different methods and deeply get involved in their job activities, paying sufficient attention to details of doing their activities, we must witness positive effect of this on effectiveness of teacher's work. In organizations where staff are encouraged to incorporate sufficient accuracy and quality in doing activities or where qualitative values like total management model are recommended and observed as the basis of doing activities, effectiveness and performance of staff are improved. Nonetheless, excess pressure on teachers for involvement in activities and paying excess attention to details can reversely affect staff effectiveness. In the history of management and organizational culture (and the most important factor determining organizational culture i.e. leaders and leadership style), attention to responsibilities and roles or results within organization on the one hand and attention to clerks and manpower's mentalities as well as feelings on the other hand have always been subject to discussion and debate. It is typically attempted, in imperative cultures, to accomplish roles and jobs at any cost in the best form possible, and essentially, no manpower's feelings are incorporated within activities. In cooperative organizational cultures, however, attempts are made to do activities with more flexibility, in line with manpower feelings, and in balance with staff mentalities. Therefore, relying merely upon efficiency cannot guarantee teacher effectiveness. On the other hand, attention to group and formation of activity groups in various organizations e.g. educational ones with goals like creating more unanimity, among staff, learning from colleagues, and therefore improved organizational effectiveness, feeling of union, and consensus of organization's members, and finally ceding organizational affairs to organizational members are encouraged in organizations having a cooperative and flexible culture.

Criterion of stability and durability addresses a condition in an organization where an organization tries to maintain current situation and meanwhile tries, via professional development of staff and creating clear structures for easier agreement among staff, to accomplish jobs better. The goal is stability and durability, efficiency, "doing the job right" and "doing the right job".

Schools might be similar in many ways. However, each school has its own special culture and atmosphere. Without a culture supporting learning through effective teaching, it is impossible to tap potential educational power of educational experience. Therefore, successful schools are those that have established a technical common culture that incorporates common goals, expertise, and methods for analyzing and solving curriculum issues and educational problems. Concentration on learning, research, and mental activities, and boldness to do initiative activities are some aspects of school culture that can affect teacher's effectiveness. Theoretically, organizational culture is a topic connected with social background and affected by national culture, regional culture and economic circumstances, etc. that creates organizational presumptions. Findings of this study suggest that organizational culture and most of its dimensions (creativity and innovation, attention to group as well as organization members, competitiveness, and stability and durability) are connected with teacher effectiveness. The findings also showed that attention to group is the most important predictor of teacher effectiveness among an organization's dimensions. The reason for this view of teachers is probably the fact that the city of Shavor has a tribal context with very strong group links in social context as well as among individuals. In teachers' views, this characteristic of organizational culture has the greatest effect on effectiveness of their job, which can itself be due to effects of national culture on school culture.

Therefore, according to findings of the current study, it seems positive to create work groups and do activities in groups, and create work groups, where appropriate, in educational organizations. Measures should also be taken so that cooperation opportunities of group decisions and decision-makings related to organization members are given [equally] to all of them. From among other topics that can be emphasized, it can be stated that soul of creativity and innovation must find dominance over the most detailed affairs of educational organizations. This can be done by recruiting young, initiative, and interested-in-innovation forces within the organization. In short, these findings can be summarized in such a way that governance of the soul of creativity and innovation and attention to cooperation and participation in school-related affairs can affect teacher effectiveness and finally the success of the whole organization.

References

- Anderson, R., Greene, M., & Loewen, P. (1988). Relationships among teachers' and students' thinking skills, sense of efficacy, and student achievement. Alberta Journal of Educational Research, 34(2), 148-165.
- Ataei, M. (1994). An investigation of organizational culture and its effect on Razi institute efficiency. MA thesis of governmental management, Tarbiat Modarres University. (Persian).
- Bahiraei, A. (2009). An investigation of the relationship between organizational culture and performance of principals of public high schools in Tehran from the view point of teachers. MA thesis, Shahid Beheshti University of Tehran, Iran. (Persian).
- Denison D.R. & Mishra, A.K. (1995). Toward a Theory of Organizational Culture and Effectiveness. Organization Science, 6(2), 204-227.
- Giddens, A. (2010). Sociology. Translated by Chavoshian, Hassan. Tehran, Ney publication. (Persian).
- Harper, Joe G., Weiser, Robert G. Armstrong, & Raymond, F. (1990). Factors associated with Western region agriculture teachers' perceptions of teaching effectiveness. University Of Nevada-Reno. Retrieved May 24,2012 From: <Http://Pubs.Aged.Tamu.Edu/Jae/Pdf/Vol31/31-04-22.Pdf>.

- Hasani, M. & Sameri, M. (2009). An investigation of organizational efficiency of high schools located in region one in Oroomieh by using Parsons' model. *Organizational culture management*, 21, 18-36. (Persian).
- Mahmoodi, M. (2003). The role of organizational culture in predicting of official corruption. *Tadbir*, 160, 29-44. (Persian).
- Ostroff, C., Kinicki, A. J., & Tamkins, M. M. (2003). Organizational culture and climate. In I. B. Weiner (Series Ed.) & W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Vol. Eds.), *Handbook of psychology: Volume 12: Industrial and organizational psychology* pp. 565-594. Hoboken, NJ: John Wiley.
- Robbins, S. P. (1998). Foundations of organizational behavior. Translated by Arabi, S. M. and Parsaeian, A. Tehran, Cultural Research Office. (Persian).
- Scheerens, J., & Bosker, R.J. (1997). *The foundations of educational effectiveness*. Oxford: Pergamon.
- Scheerens, Jaap. (2005). Review and meta-analyses of school and teaching effectiveness. Department of Educational Organization and Management University of Twente, The Netherlands. Retrieved May 24, 2012. From: [Www.Iqb.Hu/Berlin.De/Lehre/Dateien/Rapportscherens.Pdf](http://www.Iqb.Hu/Berlin.De/Lehre/Dateien/Rapportscherens.Pdf)
- Seydi, M. (1999). An investigation of organizational culture of effective and non-effective schools in girlie high schools of Arak. MA thesis, Allameh Tabatabaei University of Tehran, Iran. (Persian).
- Teddlie, Ch., & Reynolds, D. (2000). School Effectiveness Research and the Social and Behavioural Sciences. In Ch. Teddlie & D. Reynolds (Eds.), *The International Handbook of School Effectiveness Research* (pp. 301-321). London: Falmer Press.
- Weiser, R. (1988). Perceptions of the importance of professional teaching competencies and selected rural environment factors to the effectiveness of vocational agriculture programs in Nevada. Unpublished master's thesis, University of Nevada-Reno.