

Investigating the Relationship between Elementary Schools Teachers' Perceptions of Organizational Culture and Level of Effectiveness

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ABSTRACT

The aim of this study was to investigate the correlation between the type of organizational culture and effectiveness of elementary schools teachers in Kerman City. The statistical population of this study consists of all elementary school teachers in Kerman city and 318 participants were selected through simple random sampling. The research tools include Cameron and Quinn's organizational culture questionnaire and Balbontin Alvarado's school effectiveness scale in 2012 and they are distributed among the samples after measuring the validity and reliability. The results of statistical analysis indicate that the mean of effectiveness level is higher than the acceptable level of adequacy, but lower than the desired level, and difference are significant, the clan culture type has the maximum mean, but the market culture type has the minimum mean. There is a significant positive correlation between the types of organizational culture and effectiveness. Furthermore, the clan, adhocracy, and hierarchical culture are the significant effective predictors, but the market culture is not.

KEY WORDS: School Effectiveness, Types of Organizational Culture, Elementary School Teacher

1. INTRODUCTION

The educational system is one of the most influential and important educational, social and cultural institutions which is responsible for growth and development of natural talents and providing the field for training the children, adolescents and youth, and selecting and transferring the cultural elements to new generation. The educational system is the most important institution for training the human resources and the generator of social capital as a social and cultural institution. The school is not only involved in transferring the formal education and knowledge, but also in transferring the behavioral norms and models, and growth of individual attitudes as well as the implicit training [1]. Since the schools seek to achieve the goals of educational system in the community and are responsible for different educational, research, cultural and social service missions and take steps in line with them for training the specialists and scholars in order to develop the community, this provides the infrastructures for investigating the achievement of objectives and their effectiveness. Obviously, like any other organization, the school should make the employees' beliefs consistent to their organizational culture for survive and moving towards their basic goals because the organizational culture can play a significant role in the level of staff cooperation, partnership, etc., and thus be effective on the organizational effectiveness. Therefore, we should evaluate the organizational culture of schools and its role in the rate of effectiveness. This study investigates the organizational culture of schools and the impact of these variables on the effectiveness of schools.

2. Field of Research Problems

The organizational researchers began to pay serious attention to the concept of culture from the beginning of the 1980s. At this time, the organizational researchers found an important influence on the organization performance [2]. The culture is a set of key values, common beliefs and understanding by members and employees in the organization [3]. The organizational culture is a model of basic hypotheses which are discovered or developed by a certain group, so that it teaches them the compatibility with external environment and internal cohesion. If this model has good performance over time, it will gain the reliability. Therefore, the correct way of thinking, understanding and feeling is created in new people for their problems [4]. The organizational culture is the camouflaged foundation and unspecified structure of organization and is manifested in objectives, technology, structure, policies, practices, and products, etc. and it is most obvious in staff behavior [5]. Dennison believes that the organizational culture refers to the fundamental values, beliefs and principles which serve the management system as a solid foundation. Furthermore, the values and beliefs and also the management system reinforce those basic principles. These principles and values are persistent as they have certain concepts for members in the organization [6]. Moreover, Monavarian et al., [6] have considered the organizational culture as a set of systems for sharing the organizational concepts and values which form the members' behavior and attitudes as well as controlling the output of organizational technology and the overall performance of organization. The organizational culture term refers to the certain values, basic assumptions, expectations, shared memories and common definitions in the organization. This term refers to the common ideology in the public minds. It expresses a feeling of staff similarities, preparation of unwritten rules, and the way of obtaining the mental guidance in the organization, and

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increases the stability of obvious social system [7]. In general, the organizational culture is a perception which people have in an organization. The organizational culture is something existed in the organization, not in people. It refers to the special characteristics allocated for organization and represents the common and permanent characteristics which distinguish an organization from others [8].

The culture refers to the philosophy of dimensions or characteristics which are closely correlated and interdependent to each other. Robbins [9] considers ten characteristics which create the existence philosophy of an organizational culture when combined and integrated to each other. These ten features include both structural and behavioral aspects: Individual innovation, risk tolerance, direction, unity, management relationships, control, identity, system, conflict tolerance, and communicational models. Cameron and Quinn [2] have introduced four types of organizational culture based on 39 key indices of effectiveness by Campbell et al according to two fundamental aspects (introversion versus extroversion, and control and stability versus flexibility). According to Cameron and Quinn, this group of organizational effectiveness criteria is important since it indicates the characteristics which are valuable by people for performance of an organization. Cameron and Quinn suggest that the competing values framework can be utilized to study the deep structure of organizational culture, basic beliefs, motivation, leadership, decision making, effectiveness, values and other organizational items. This framework of competing values consists of four types of culture as follows: Clan, adhocracy, market, and hierarchical culture [7].

- **Clan Culture:** The clan culture is in the quadrant of a circle which has emphasis on the flexibility and internal focus. The employee teamwork, openness, participation and development are the core values of this culture. The organization focuses on the development of employee workplace. The things have become easier when the employees have participation, commitment and loyalty.
- **Adhocracy culture:** The adhocracy culture is in the quadrant of a circle which has emphasis on the external focus and flexibility. The adaptability, flexibility and innovation are the core values of this culture. This kind of culture exists where there is a need for temporary or special teams and for tasks with developed techniques with high levels of uncertainty. This culture has high emphasis on the personality characteristics, risk taking and surpassing in the future.
- **Hierarchical culture:** the hierarchical culture is in the quadrant of a circle which has emphasis on the internal focus and stability. The stability, predictability and performance are the core values of this culture. The hierarchical culture can be seen in the formal organizations and structured workplaces where the organizations are governed by the laws of formal policies.
- **Market culture:** The market culture is in the quadrant of a circle which has emphasis on the external focus and stability. The competition, goal achievement and production are the core values of this culture. The organizations which accept this culture become ready to compete with their rivals [7].

Historically, the scholars have been faced with numerous problems for agreement on the meaning of effectiveness. However, all of them have agreed on the fact that the effectiveness is an important subject in theory of organization and expressly approved it. In fact, it is difficult to imagine the theory of organization without the concept of effectiveness. According to the first very simple view on the effectiveness (presumably applied up to the 1950s), the effectiveness was defined as the degree or extent to which an organization has achieved its objectives. The numerous studies were conducted on organizational effectiveness in the 1960s and early 1970s. According to an overview of these studies, we research different criteria as follows: Overall effectiveness, productivity, efficiency, profitability, quality, events, growth, rate of absenteeism at work, turnover, job satisfaction, motivation, spirit, control, consistency/conflict, flexibility/adaptation, planning and goal setting, goal consensus, institutionalization of organizational goals, compatibility of role and norm, communicational management skills, skills of doing the management tasks, information and communication management, preparation, utilization of environment, the evaluation by external phenomena, stability, value of human resources, participation, and joint penetration, emphasis on training and development, and emphasis on the success. Nowadays, the researchers have agreed that measuring the effectiveness requires different criteria which evaluate different organizational tasks based on the multiple features [9]. Four different approaches are provided for evaluating the organizational effectiveness and each of them can solely be useful models: The Goal-Attainment Approach, system approach, strategic constituencies approach, and Competing-Values Approach [9].

Toto in 1986 defines effectiveness as following: the organizational effectiveness is a continuous and turning process which starts from program design and includes all the activities which are toward achieving organization's goals and also it determines that to the what extent those have been done nice and desirable. Seashore in 1967 believes that in most organizations, there are balance-oriented natural system, purposes and decision makings and considers the organizations' effectiveness depended upon the three following fields: surviving and developing, realizing the purposes, controlling and keeping the organization's direction. In comparison, Argyris believes that the organizational effectiveness is depended upon the organization's ability in realizing three following necessary performances: achieving goals, internal keeping and integration, the capability of compatibleness with the environment. However the main indices of effectiveness are independent from the type of organizations, but the emphasized cases are different in terms of the difference between performances and purposes of for example industrial or educational organizations [10].

The organizational effectiveness is the degree or extent to which the organization reaches its desired goals; and the organizational efficiency is the amount of resources spent to produce a unit of product [3]. Robbins has considered both equipment and facilities (process) and obtained results (objectives) in defining the organizational effectiveness [9]. Alagheband [11] has also considered another type of effectiveness as the amount of organizational behavior compatibility with organizational expectations.

Considering the main areas of school activity, Sergiovanni et al., in 1992 have provided the clear and comprehensive model for school effectiveness which can be considered as a guide and map to achieve the effectiveness and also as the base and criterion for evaluating the effectiveness of schools and managers. This model considers four essential activities for schools as follows: organizational goal-attainment (productivity, quality, growth, planning and goal setting, leadership and management skills, emphasis on re-education and development, focus on the success), preserving the cultural model (spirit, cohesion, compatibility of purpose, internalization of organizational goals, finalization), maintaining the internal integrity of organizational system (efficiency, absenteeism, transfer, teachers' job satisfaction, students' job satisfaction, motivation, information and communication management, joint influence) and compliance with existing forces in external environment (flexibility and adaptation, preparation, utilization of environment, evaluation by external units) [12]. Furthermore, Baldwin in 1993 considers eleven factors which affect the effectiveness of schools as follows: Emphasis on the basic skills, effective educational leadership, maximization of learning opportunities, clear emphases, commitment in the relationship between school and house, safe and regular environment, professional growth, positive school climate, students' high scientific expectations, participation in teachers' decision-making, frequency of assessment, and controlling the student achievement [13, 14]. With the aim of achieving a greater understanding of specific characteristics of effective schools in areas with social deprivation and investigated effect of these special features in students' social and academic results, Balbontin Alvarado [15] investigated the effective schools in two regions of Chile. In this regard, he introduced a questionnaire with twelve dimensions and fifty items for effective schools with following components: School leadership, vision and goals, school climate, teaching and learning, expectations of student achievement, professional feedback, assessment of student learning, cooperation between house and school, school discipline, school curriculum and planning, teacher competence, motivation and responsibility in students.

3. METHODOLOGY

Considering that the aim of this study is to investigate the correlation between the type of organizational culture and effectiveness of elementary schools in Kerman City during the scholastic year of 2014-15, this research is applied in terms of objective and also correlative-descriptive in terms of method. The organizational culture variable is considered as the predictor variable in this research, and the school effectiveness variable as the criterion variable. Since the research is conducted in natural and untouched environment, none of the variables are controlled. The statistical population of this research consists of all elementary school teachers in Kerman City during the scholastic year of 2014-15. 318 elementary school teachers are selected in Kerman City by simple stratified random sampling method and Cochran formula.

- The existing organizational culture at elementary schools was measured based on the organizational culture questionnaire [2]. This questionnaire has 24 items with the point type. It is converted into five-point Likert scale and applied in this study. This questionnaire consists of 6 sub scales of impressive features (4 items), organizational leadership (4 items), personnel management (4 items), organizational bond (4 items), strategic emphasis (4 items) and success criteria (4 items) which can investigate 4 types of culture, clan (6 items), adhocracy (6 items), market (6 items) and hierarchical (6 items). This study measures the validity of each type of organizational culture by item analysis method. The correlation of each item with the total score of relevant scale indicates that each questionnaire has relatively high validity. Furthermore, the Cronbach's alpha is utilized to measure the reliability and it indicates the high reliability for each type of organizational culture.

- The effectiveness scale is utilized to measure the effectiveness of elementary schools [15]. This scale has 50 five-point Likert items from 1 = Strongly disagree to 5= Strongly agree, and also has an option as "I do not know" which includes 12 sub-scales of school management (6 items), vision and goals (5 items), school climate (7 items), teaching and learning (5 items), expectations of student achievement (4 items), professional feedback (3 items), assessment of student learning (3 items), house and school partnership (3 items), school discipline (4 items), school curriculum and planning (3 items), teachers' competence (4 items), and creating the motivation and responsibility in students (3 items). The validity of each dimension of effectiveness scale is calculated by item analysis method. The correlation of each item with the total score of relevant scale indicates that each dimension of this scale has relatively good validity. Furthermore, the Cronbach's alpha is utilized to measure the reliability and the results indicate that each dimension has high reliability (0.95).

4. FINDINGS

- What is the dominant type of organizational culture at elementary schools of Kerman City?

According to the following table, the result of analysis of variance for repeated measures to determine the dominant type of organizational culture indicates that the clan culture has the maximum mean prevalence (3.86) and the market culture has the minimum mean prevalence (3.48). Based on the obtained F value equal to 56.59 in degrees of freedom equal to 1 and 318, there is a significant difference between the prevalence of different types of organizational culture.

Table 1: Comparison of different types of organizational culture

Variable	No.	Mean	Standard deviation	F	df	Sig
Clan culture		3.86	0.60			
Adhocracy culture	319	3.60	0.58	56.59	1 and 318	0.0001
Market culture		3.48	0.60			
Hierarchical culture		3.69	0.54			

Bonferroni post hoc test is utilized to determine and identify the difference between the calculated means and the results indicate that there is a significant difference between different types of organizational culture according to the Table 2. According to this result, it can be argued that the clan culture is the dominant organizational culture at elementary schools of Kerman City.

Table 2: Bonferroni post hoc test for comparing the prevalence of organizational culture types

Variable	Clan culture	Adhocracy culture	market Culture	Hierarchical culture
Clan culture				
Adhocracy culture	P<0.0001			
Market culture	P<0.0001	P<0.0001		
Hierarchical culture	P<0.0001	P<0.0001	P<0.0001	

- To what extent is the effectiveness of schools in Kerman City?

Based on the obtained results, the effectiveness at elementary schools with mean (3.81) is higher than the acceptable level of adequacy. Based on the obtained t value in degree of freedom equal to 318, there is a significant difference between the obtained mean and the mean criterion at the level of 0.0001, but it is lower than the desired level of adequacy and thus the difference is significant.

Table 3: Results of one-sample t-test for comparing the school effectiveness with desired (Q3) and acceptable (Q2) levels of adequacy at schools of Kerman city

Variable	Mean	Standard deviation	Acceptable level of adequacy (Q ₂)	T value	Degree of freedom	Significance level	Desired level of adequacy (Q ₃)	T value	Significance level
Effectiveness	3.81	0.44	3	32.95	318	0.0001	4	7.59	0.0001

- Is there a significant correlation between different types of organizational culture and effectiveness at elementary schools of Kerman City?

The results of Table 4 indicate that there is a significant positive correlation between the clan organizational culture with hierarchical, market and adhocracy organizational culture. Furthermore, there is a significant positive correlation between this clan organizational culture and school effectiveness. The adhocracy organizational culture has a significant positive correlation with market and hierarchical organizational culture. Moreover, there is a significant positive correlation between the adhocracy organizational culture and school effectiveness. The market organizational culture has a significant positive correlation with hierarchical organizational culture and there is a positive and significant correlation between the market organizational culture and school effectiveness. There is a positive and significant correlation between the hierarchical organizational culture and school effectiveness.

Table 4: Correlation coefficient between the type of organizational culture and effectiveness of elementary schools in Kerman City

Variable	Clan culture	Adhocracy culture	Market culture	Hierarchical culture	Effectiveness
Clan culture					
Adhocracy culture	0.67 0.0001				
Market culture	0.46 0.0001	0.72 0.0001			
Hierarchical culture	0.69 0.0001	0.69 0.0001	0.59 0.0001		
Effectiveness	0.45 0.0001	0.47 0.0001	0.41 0.0001	0.49 0.0001	

P< 0.01; P<0.05

- Are the types of organizational culture the significant predictors of school effectiveness?

According to the obtained data and from the perspective of teachers, the set of different types of organizational culture predict 28% of school effectiveness and the maximum prediction coefficient belongs to the hierarchical organizational culture, but the minimum coefficient belongs to the market culture. Furthermore, from their perspective, the clan, adhocracy, and hierarchical organizational culture are the significant predictors of organizational effectiveness, but the market culture is not a significant predictor of organizational effectiveness.

Table 5: Determining the types of organizational culture in effectiveness from the perspective of teachers

Types of Organizational Culture	R	R ²	B	t	Significance level
Clan culture			0.15	2.13	0.0001
Adhocracy culture	0.54	0.28	0.14	1.68	0.03
Market culture			0.10	1.55	0.12
Hierarchical culture			0.22	3.03	0.03

5. CONCLUSIONS

Findings indicated that the mean school effectiveness is higher than the acceptable level of adequacy, but lower than the desired level of adequacy. Therefore, the managers should increase the school effectiveness until the desired level by measures and programs. The suggestions are offered for them at the end of this research, The clan culture has the maximum mean prevalence at elementary schools of Kerman City, but the market culture has the minimum mean prevalence indicating that the leadership of schools has more had the counseling model and the leadership style of schools has the teamwork and participative type, not the severe competition. Furthermore, the factors such as the mutual loyalty and trust will connect the members more than the goal attainment, rules and policies. Moreover, the emphasis is more on the trust and participation than the efficiency, success and competition. In other words, these schools define the success more based on the employee teamwork, commitment and interest, not based on the new achievements and providing the appropriate service. This finding is in line with the result of research by Fralinger and Olson [16] who introduced the clan culture as the prevailing organizational culture at Rawan University from the perspective of medical education students. Also findings indicated that there is a significant positive correlation between the types of organizational culture (clan, adhocracy, market and hierarchical) and effectiveness. Furthermore, from the teachers' perspective, the clan, adhocracy, and hierarchical culture are the significant predictors of effectiveness, but the market culture is not a significant predictor, and the maximum coefficient of prediction belongs to the hierarchical culture. The positive correlation between these variables suggests that the more the organizational culture is strong at schools, the more the schools achieve the increased effectiveness. Therefore, strengthening the organizational culture of school especially the improvement of hierarchical culture can promote the effectiveness components and enhance the effectiveness of school. Given the approval of these relationships, the special important should be considered for organizational culture. Furthermore, according to the conducted studies, the strengthened organizational culture can create the positive characteristics not only at schools but also in other organizations. Ignoring this variable can create big problems for organizations. It should be noted that these findings are in line with the results of following studies:

Investigating the correlation between the organizational culture and school effectiveness from the perspective of principals and teachers at high schools of Shiraz, Amerifar and Jahani [17] found the significant correlation between the organizational culture and school effectiveness. Omidi et al., [18] have pointed out in their study that there is a significant positive correlation between the organizational culture and organizational effectiveness. According to the study by Arasteh and Salimi [19], the organizational culture is directly correlated with effectiveness of leadership. Furthermore, Kwantes and Boglarsky [20] indicated in six different countries that the components of organizational culture are strongly correlated with leadership effectiveness and employees' individual efficiency. Tavanaei and Mahram [21] also found a positive significant correlation between the components of organizational culture and the scores of teachers' abilities; and Yousefi [22] found a significant correlation between the organizational culture of schools and students' educational achievement Besides from the theoretical and statistical findings and according to the research results, the educational administrators and managers ate suggested improving and strengthening the organizational culture of schools more than ever according to its determining role on school effectiveness. Furthermore, the managers can be determinants in effectiveness of their educational centers by increasing a regular and safe space at school, staff union to achieve the school objectives, encouraging the teachers to participate in school decision-making, reward system for teachers who are successful in achieving the goals of school, paying attention and appreciation of teachers' effort and innovation, changing the teachers' attitudes for their agreement to investigate their work practices, and changing and adapting to new teaching methods. Similarly, the researchers are suggested investigating the influence of organizational culture on other organizational variables and employee performance by other theoretical models and then comparing the results of studies with each other.

Finally, the following limitations of this research can be considered: Dispersed schools in different regions and expansion of statistical population and spending more time to distribute and collect the questionnaire, the lack of cooperation by some of the elementary school teachers in Kerman city in completing the research tools and prolonged data collection process, the existence of a conservative climate in school environment in the field of responding to questionnaires, the conceptual diversity of organizational culture and the concept of school effectiveness.

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