

Examine the Relationship between Organizational Culture of Schools and Student Achievement in Elementary Schools of Islamshahr City Education (Academic Year 2013-2014)

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ABSTRACT

The overall objective of this study was to investigate the relationship between organizational culture of school and student achievement in elementary school of Islamshahr city education in academic year. The population is all principals and teachers of elementary school (100 principals and 1234 teachers) of Islamshahr city that sample size of the study composed of 80 principals and 291 teachers whom were selected randomly. The research method is practical, quantitative and correlation in terms of the purposes, data and nature, respectively. Measurement tools for organizational culture are 25 questions questionnaire of cultural dimensions. The questionnaire's validity was calculated by Cronbach's alpha with a coefficient of 90%. And to assess educational progress the students' final scores have been used. For statistical analysis, data describing and the statistical tests called the Pearson correlation and independent regression t have used. Based on the results obtained there is a significant relationship between the patriarchal culture in school and student achievement.

KEYWORDS: Organizational Culture, Academic Achievement, Primary School Education

1. INTRODUCTION

Researchers have implicated several factors in student achievement. However, due to cultural differences and rapid changes in risk factors over time cannot be considered the specific reasons as a general rule for the community. Because the rules of cultural context and society ratio, people's attitudes to education, parental income level, etc. all are factors that specifically affect academic success or failure of a community. Available literature indicates that education is influenced generally by five factors of trainer learner, programs, and equipment and training environments that each of the factors have the features that can have different influences in learning and academic achievement [1].

In fact the culture is as the dynamic and shared social realities that are taught by the various institutions of society and affect the basic assumptions and hidden values and norms that influence behavior, [2]. Therefore, it can be said that the training activities and the cultural context of each community have a mutual relationship. Means that the beliefs, values, norms, customs and worldviews and affect the training activities and outcomes of these activities cause also to changing or fixing culture. Thus it can be concluded that each culture forms its own education system. Though education for cultural change can be advanced only as far as allows its social infrastructure, cultural political and society.

Thus the relationship between culture and learning is a mutual and reciprocal relationship. As the culture influences on learning, learning also affects the culture. The culture causes to learning on learner when faced with new problems desist previous inadequate, inefficient and old solutions, and began to change [3]. So, we can say that the best culture (especially organizational culture of education) are those valued for talent, ideas and abilities of team members and allow them to make maximum use of their ability to learn and practice [4].

Since the institution of education is the foundation of the next generation intellectual character and values, and play an important role in determining the future and lifestyle of our children. Organizational culture will has that important role in shaping the character of future generations. Unfortunately, in our educational system there is a low attention to the organizational culture of schools especially organizational culture of principals and teachers, and the statue of the educational system are damaged unwanted. This question has been asked by the researcher throughout the study and tasks, whether there is a relationship between the organizational culture of schools (culture of principals and teachers) and student achievement? To achieve this, the researcher sought to examine the relationship between organizational culture of schools and the academic achievement of elementary school students of Islamshahr. It is hoped that the findings would be to provide management and training activities for teachers in the classroom.

Background:

Several studies have been conducted on the relationship between organizational culture and academic achievement, below has mentioned some of them:

Davoodi *et al.* [5] in an article entitled "The relationship between organizational culture and work motivation and job satisfaction of teachers" showed that there is significant relationship between organizational culture and work motivation. Ahmadi *et al.* [6] in a study entitled "The relationship between students' perceptions of organizational culture and their Academic Achievement at the University Of Islamic Azad University Of Khouresgan Branch" showed that attitude toward the study and laws and transparent communication is the best predictor of academic achievement. Meanwhile, there was no significant difference between the students' perception of organizational culture of university in terms of gender and course of study. Arefi *et al.* [7] in a study entitled "Evaluation of the relationship between the elements and aspects of school culture (attitudes toward education, group learning, student attitudes and behavior, teacher attitudes, attitudes toward parent, equipment and facilities and physical environment) and achievement motivation among guidance school students from first to third grade of Mobarake city "showed: 1- there is a relationship between the elements and aspects of school culture and achievement.2- Dimensions of school culture is the predictive power of achievement motivation and the greatest predictor of achievement students has been attitudes toward school, teacher attitudes and physical environment.3- There is a difference among components of school culture in terms of the male and female students. Ahmadi [8] in a study entitled "Evaluation of the relationship between organizational culture and creativity and organizational effectiveness in perspective of teachers of girl guidance school of Marvdasht" showed that there is significant relationship between organizational culture and organizational effectiveness. Also there is a significant positive relationship between organizational creativity and organizational effectiveness. Ozan and Gounul [9] studied an article entitled "Determining the level of primary school teachers' perceptions and their impact on organizational identity". The findings showed that most teachers have a positive view of their organization's identity. Organizational identity will has high important in motivating and increase efforts of employees to achieve organizational goals through trust and cooperation.

Simy and David [10] in an article entitled "Do the learning styles have cultural differences" studied the impact of culture on individual learning methods and concluded that in people in countries where are collectivism in terms of group and institutional, are future-oriented, believe in gender equality and avoid doubt and have more abstract learning style, but people in countries whereas well collectivism and far from doubt, worth giving to the daring and have thoughtful style of learning. Zheng [11] also in their study entitled "Evaluation of the relationship between organizational culture and the effect of knowledge management strategy on the organization", and revealed that knowledge management has a mediating role between organizational culture, structure, strategy and organizational effectiveness. He analyzed the four dimensions of culture organizational (culture of adaptability, mission, partnership, sustainability) and made it clear that there is a significant relationship between organizational culture and effectiveness. Kristina and Peter [4] in an article entitled "culture of learning and common features" reviewed and developed previous research on the culture of learning. One of the points in the article is the learning culture in academic and applicable environments, as well as the concepts that are on social- cultural and ethnic approaches of explanatory learning guides this research. The final discussion of this article is regard to interpretation of learning culture and the common features of teachers and students and learning content.

Walsh *et al.* [12] in an article entitled "Creating a learning culture with a high performance" conceptual framework, claims that in a learning culture with high-performance, staff and peer support each other and resources and structures are also consistent with the expected behavior and to research and promote this culture, the experience- based approaches are required in school administration that involves five components in the conceptual framework for achieving such a culture: 1-Insight, 2-Task , 3-core beliefs 4 - the strategic structure 5-generalize responsibility. Whitney [2] in an article entitled "Culture and human and social learning," says the man is a completely cultural entity that its understandings is shaped by culture and its transmission and social learning processes (learning from each other) in the first cultural is formed by cultural background. He will discuss that one of the main centers of cognitive issues is dedicated to creating a relationship between social learning and culture.

The purpose of the research

Identification of the relationship between the organizational culture of schools and student achievement in elementary school of education of Islamshahr city.

A) The main hypothesis of the research: There is a direct relationship between organizational culture of school and students' academic achievement in elementary school of education of Islamshahr city.

B) Secondary research hypotheses: 1 - There is a direct relationship between patriarchal dimension of the school and student academic achievement in elementary school of education of Islamshahr city; 2 - There is a direct relationship between dimension of avoidance of uncertainty in school and students' academic achievement in elementary school of education of Islamshahr city; 3 - There is a direct relationship between dimension of a low power distance and students' academic achievement in elementary school of education of Islamshahr city; 4 - There is a direct relationship between dimension of collectivism in school and students' academic achievement in elementary school of education of Islamshahr city.

2. MATERIAL AND METHODS

Population of the study consists of all elementary schools principals and teachers of Islamshahr city education so that they are 100 teachers and 1234 principal in the school year 2013-2014. To select a representative sample group and increasing accuracy of measuring a simple random sampling method has been used, on this basis, according to the sample volume determination formula (HS Pula) 80 principals and 291 teachers have been consisted of the sample size of the study.

Sampling method, sample volume

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Data gathering tools

Assessment tool of the research, Hofstede 25 questions questionnaire [13] has been used to measure organizational culture and refer to students' records has been utilized for the academic achievement of students.

Validity and reliability

Validity of assessment tool is calculated by Cronbach's alpha and the rate obtained is 0.90. And validity of students' scores are calculated by Delphi technique. Tools reliability of measurement was determined by formal validity. The researcher after obtaining a permissions from university and the education of Islamshahr, refers directly to the Islamshahr elementary schools and after description on the importance and benefits of this research, the tools has been implemented, and finally the questionnaires manually calculated and analyzed using the SPSS software package.

Data Analysis Methods

In this research addition to descriptive statistics (frequency distribution tables, statistical parameters tables and charts and graphs associated with them) are plotted and displayed. And at the level of inferential statistical test called the correlation is used. And since many assumptions of statistical tests including Pearson's correlation coefficient test is a normality of observations, Kolmogorov - Smirnov test is investigated for normality of observations. The methods and tests have implemented using SPSS software.

3. RESULTS

The results are presented in the following sections

Statistical characteristics are used to describe data and the results are given in Table 1. As can be seen in Table 1, at the error level 0.05, according to the p-values for factors of risk, and organizational culture is obtained more than 0.05, the null hypothesis is not rejected for these variables.

In other words, the assumption of normality of variables observations of risk and organizational culture will be accepted at significance level of 0.05. About variables of students' grade point average, femininity, individualism, plurality, uncertainty avoidance, high power distance and low power distance according to the p - value for this variable is obtained less than 0.05, the null hypothesis for these variables is rejected. In other words, the assumption of normality of variables observations of GPA students, femininity, individualism, plurality, uncertainty avoidance, high power distance and low power distance at the significance level of 0.05 will not be accepted.

Table 1. Statistical characteristics

Variable Name	Number		Average	Median	Mode	Standard deviation	Variance	Domain	Min.	Max.	Coefficient of skewness	Coefficient of Elongation
	Reply	No reply										
Patriarchy	368	36	2.91	2.89	2.89	0.73	0.55	4	1	5	0.144	0.11
Individualism	378	26	3.74	3.8	4	69	45	4	1	5	-0.64	1.6
Uncertainty Avoidance	371	33	4.15	4.2	4.0	67	45	4	1	5	-1.59	4.35
Power Distance	382	22	2.78	2.83	3.0	66	43	4	1	5	36	54
Organizational Culture	316	88	3.39	3.39	2.95	47	23	3.92	1	4.92	-0.855	3.34
GPA	404	0	18.23	18.50	19.0	1.25	1.56	8	12	20	2.3	21.07

Table 2. Descriptive statistics for respondents' patriarchal culture

368	Reply	Number
36	No reply	
2.91		Average
2.89		Median
2.89		Mode
0.73		Standard deviation
0.55		Variance
4		Domain
1		Least
5		The largest
0.144		Coefficient of skewness
0.11		Coefficient of Elongation

Table 3. Test results of Kolmogorov - Smirnov observations related to the research variables

Variable name	The test statistic	Value P
GPA students	2.88	0.00
Patriarchy	1.80	0.00
Femininity	2.07	0.00
Individualism	1.51	0.02
Plurality	1.94	0.001
Risk	0.63	0.82
Uncertainty Avoidance	2.08	0.00
High power distance	2.43	0.00
Low power distance	2.20	0.00
Organizational Culture	1.25	0.087

4. DISCUSSION AND CONCLUSION

Wisdom schools: usually are the best model students.

Wisdom school: officials expect the kids to try to get the best terms. This is very noticeable in classroom behavior.

Wisdom school: students try to show off in the classroom, and to compete.

Wisdom school: relief of teacher and his scientific validity also performance and their scholarship and performance of students are considered as the important indicators.

A wisdom principal is very aggressive, violent and aggressive and it is considered the only decision maker of actions and more seeks truth and reality.

A wisdom principal present in society less and more tries to be conclusively and decisively and to act intuitive way.

Emotional school: kindness, social attitude and skills of the teachers and principal and social adjustment of students have important roles.

Emotional and wisdom school: evaluation criteria are very different for teacher and principal and for the students.

The aim of this study was to identify the relationship between organizational culture of schools and the academic achievement of the students of Islamshahr city education. Findings of studies of Chari et al. [14], Pintrich and DeGroot, [15] and sometimes Fraser [16] showed that there is a significant direct relationship between the elements and dimensions of culture of school and academic achievement, while the results of this study indicates that there is a significant relationship between democracy in school and academic achievement of student, but the relationship between collectivism in school, avoidance of uncertainty and low power distance in school and academic achievement is not significant. According to results of Simy and David [10], people of the collectivist countries, are future orientated, believe in gender equality and avoid doubt, but given the individualistic culture is prevailing in our country and still gender discriminations to the extent is required, it definitely affect the school culture and thus was not found a relationship between collectivism in school and academic achievement. While the results of Walsh et al. [12] states in a high-performance learning culture, colleagues and peers are supportive of each other. Hence it can be concluded that the team and group culture have not been dominant on schools and still individuals are dominant. Results of this study is consistent with the first part of the study of Bidokhti and Sina [17] that there is a significant relationship between culture of democracy and the effectiveness of the schools, but in regard to the relationship between collectivism and achievement achievement is inconsistent and Perhaps it can be attributed to population and geographical and cultural conditions. But to clarify the issue is needed further research. According to Whitney [2] one of the main foci of cognitive issues is establishment of the relationship between social learning and culture. Therefore due to production rate of knowledge and according to limitations of human beings to keep update their knowledge, it is

proposed to provide the field of forming learning teams and promote culture of collectivism, because in this case, the learning will be out of the classroom domain and individuals learn each other, and this issue definitely will be affected academic achievement of students.

Practical suggestion and advice:

- Changes in the organizational structure of schools and the creation of cultural manager position.
- Objectives determination and developing vision and justification of teachers and principals to accept the change of requirements of cultural management implementation.
- Completion of technological construction and exploiting the latest achievements in the world along with holding training courses for all principals and teachers to upgrade the skills and the use of human resource capacity.
- Create a virtual space for expression of experience, results, questions, suggestions and criticism and ... for use of existing potential and create the synergistic.
- Identification of the ability and talent of individuals and prepare database called human capital.
- Formation of knowledge group to enhance communication of scientific, creation of sharing culture, enhance the spirit of social engagement to improve scientific principals and teachers to achieve improved academic achievement of students.
- Principals and teachers justification about the post-industrial society in the third millennium and an emphasis on culture as the main source of competitive advantage.

Suggestions for future researches

- Reason of the lack of student achievement in the cultural field is examined.
- How to integrate culture in order to better exploit in the schools is investigated.
- Causes of weakness in the transmission of culture to implement cultural management in schools are examined.
- Barriers of success of culture management in school are examined.
- Impact of forming groups of management on the organizational culture dissemination is examined.

Limitations of the study:

- Limiting the sample of the research to elementary schools students and teachers and principals of Islamshahr city and sectional data collecting.
- Organizational, environmental and personal factors such as management style, job satisfaction, motivation, personality of the individual, the degree of compatibility ... were beyond the control of the investigator.
- People tend to respond to the questionnaire, it may there is a biased in their responses.

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