Evaluating Principals' Orientation towards Organizational Culture and Changes and Its Effect on Teachers' Performance

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Abstract The purpose of this paper is to evaluate principals' orientation towards organizational culture and changes and its effect on teachers' performance. This is a descriptive-surveying research whose population study is 145 principals and teachers working in girl secondary school in Asaluye city among which 103 persons were randomly selected as sample based on Morgan table. Data was collected via three questionnaires asking principals' approach towards changeability, organizational culture, and teachers' performance. Validity and reliability of the questionnaires were obtained through using content and face validity, and Chronbach's Alpha (α=0.821). Some appropriate statistical indices such as frequency, mean, SD, Pearson's correlation coefficient, multi-variate regression, and ANOVA were applied to analyze the gathered data. Findings showed that changeability and principals' approach towards organizational culture has had a significant effect on teachers' performance.

Keywords: organizational culture and changes, principals" views, teachers' performance, Asaluye schools

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1. Introduction

Newly organizational challenges have made the former and inactive context into a dynamic and changing one. Progress and development indices has been severely transformed and nowadays, in the twenty first century, a discussion about the transformation of culture and knowledge. Tools, ways and old techniques were substituted with a series of cultural concepts and ideas penetrating into organizational values and cultures [4]. It can be said one of the concepts which should be concerned regarding any change is the view point towards values and ideas. Presently, as in the past, management must deal with malfunctions and changes in the age of knowledge and technology [8]. In the other words, in the age of rapid changes, those can be remained in the competition that is following leaders and pioneers in changes; however, it must be considered that any change and transformation in organization would have some consequences which should be dealt appropriately. Perhaps the deepest effective changes on persons refer to the change in beliefs, values and assumptions whose, in turn, affecting make organizational efficacy and performance [9].

Regarding any change purpose is to optimize organization performance to get desired status [3], so managers of education system must be in the way of desired changes since view point of managers is one of the most significant factors in optimization and improvement of organization performance and achievement into efficacy and effectiveness [6].

Competition in education has caused educational institutes and organizations to react when they are facing with contextual change, new needs, and managerial requirements as well; therefore, understanding and perception change identity for any organization, including education system and consequently the leadership of schools are required. This paper is to survey the principals' view about organizational change and ruling culture in schools to measure teachers' performance.

2. Literature Review

The acceleration of changes in organizations' context has caused individuals pay attention about inter-organizational issues including organizational culture more importantly. Organizations must pay and concern their organizational cultures to get their goals and remain in a competitive and challenging context [1].

To analyze any process of organizational change, individual responsibility of those who make decision about these changes must be accounted for. Usually, managers are responsible and they accept responsibility the evaluation of those forces which are stimulus or

constrain for changes; accordingly, their view about the balance of the forces can be effective to make or not to make any change but it is worthy to be noticed that managers as the other persons are affected by some determined factors which can affect their interpretations of events done in their contexts [7].

Surveying the efficacy and effectiveness of job context, Seyyedi [8] could find out that there would be a positive relationship between creativity and the dimensions of organizational culture and risk-taking, individualism, and male-chauvinism could predict principals' creativity.

Maria [5] could show that existing beliefs and values in organization known as existing culture in organization could be a part of very important criterions in predicting organizational entrepreneurship and desired performance.

Arabi [2] presented a model for increasing staffs' performance through coordinating the strategies of organizational change and showed that if organizational performance is increased, some types of organizational strategies will be changed.

This paper is to survey and find out principals' orientation towards organizational culture and changes and its effect on teachers' performance in Asaluyeh schools.

3. Research Questions

- Is there a significant relationship between principals' view towards organizational changes and ruling culture in schools and their administration?

- Is there a significant relationship between teachers' performance and organizational culture and changes?

4. Research Hypotheses

- Secondary school principals' view towards organizational changes and ruling culture in schools and their administration is desired;

- There would be a significant relationship between organizational changes and organizational culture with teachers' performance according to the secondary schools principals' view;

- Organizational changes and culture affect teachers' performance based on secondary schools principals' view.

5. Research Methodology

This is a descriptive-surveying research trying to evaluate principals' orientation towards organizational culture and changes and its effect on teachers' performance. This is a descriptive-surveying research whose population study is 145 principals and teachers working in girl secondary school in Asaluye city among which 103 persons were randomly selected as sample based on Morgan table. Data was collected via three questionnaires asking principals' approach towards changeability (Mill, 2003) having 18 items, organizational culture (Denison, 2000) having 43 items, and teachers' performance (researcher-structured, 2014) having 20 items. Validity and reliability of the questionnaires were obtained through using face and content-related validity, and Chronbach's Alpha (α=0.821). To analyze the gathered data, descriptive and inferential statistical indices were used such as frequency, mean, SD, and Pearson's correlation coefficient, multi-variate regression, and ANOVA.

6. Findings

Table 1. Values of Alpha related to the questionnaires

Variable	Dimensions	Chronbach's Alpha
Organizational Culture(OC)	Work Involvement(WI)	0.83 %
	Agreeableness(A)	0.82 %
	Mission(M)	0.85 %
	Sustainability(S)	0.81 %
Organizational Change(OCh)	-	0.91 %
Performance(P)	-	0.88 %

Table 2. traits of the sample demography

Variable	Level	Frequency		Percent		Sum of Frequency
		Teacher	Principal	Teacher	Principal	
Gender	Male	26	7	78.79	21.21	33
	Female	53	17	75.71	24.28	70
Age	20-30	49	1	47.57	0.970	50
	31-40	37	2	35.92	1.940	39
	41-50	10	4	9.720	3.880	14
Studies	AD	11	1	11.62	0.970	12
	BA/BS	70	6	67.33	5.820	76
	MA/MS	13	2	12.32	1.940	15

Table 3. Central tendency indices of OC, OCh (first hypothesis)

Descriptive Indices	Organizational Changes(OCh)	Organizational Culture(OC)
No.	30	100
Mean	3.390	3.700
SD	0.313	0.446
Range of Variability	1.410	1.870
Min.	2.940	2.420
Max.	4.170	4.540

Table 4. Matrix of correlation between variables(second hypothesis)

Variable \ Index	Organizational Changes(OCh)			Organizational Culture(OC)		
	N	r	Sig.	N	r	Sig.
Performance(P)	103	0.222	0.027	103	0.382	0.000

Table 5. Sum of Squares and value of F(third hypothesis)

Model		Sum of Squares	df	Mean of Squares	F	Sig.	β	R
Changeability(Ch)	Regression	1.442	1	1.441	5.06	0.027	0.222	0.049
	Remained	27.921	29	0.285				
	Total	29.363	30					
Organizational Culture(OC)	Regression	4.276	1	4.276	16.705	0.000	0.382	0.146
	Remained	25.078	29	0.256				
	Total	29.363	30					

7. Discussion and Conclusion

The aim of this paper is to achieve school principals' approach towards changeability and orientation of organizational culture and its effect on teachers' performance. What is gained through this paper shows a good and desired status of schools principals' approach towards changeability and orientation of organizational culture and its effect on teachers' performance.

The results gained from the first hypothesis showed a higher mean for organizational changeability based on principals' view and organizational culture based on teachers' view. In fact, regarding that schools are increasingly facing a dynamic and changing context, so they must be prepared for any contextual change in order to be remained in a competitive environment.

The results gained from the second hypothesis showed a positive and significant relationship between teachers' performance and organizational changes and organizational culture. It is clear that paying no attention to changes makes individuals' empowerment and ability decrease and finally it will cause individual and organizational productivity decrease.

The results gained from the third hypothesis showed that changeability and principals' view towards organizational changes had no effect on teachers' performance but it had a significant relationship with organizational culture.

Organizational culture of schools is originated from ruling culture in any society and it can be a good tool for finding the best way for any problem in any school whereas it can be misused for decreasing individual performance.

To explain the gained results it can be said that changeability and appropriate view towards organizational culture can be led to more teachers' performance related to their selves and their empowerment.

Organizational culture is known as an important factor which can be explained about all of the organization and schools members and it could have affected teachers' performance as a part of school members; therefore, gaining schools' goals depend upon some factors like organizational culture ruling human resources. Finally, according to the gained results and the other researches, principals are required to understand, define, and encourage organizational culture to make their staffs (teachers and all of those who work in any educational institute) aware of significance of the organizational culture since it follows the achievement of organizational goals and its members' satisfaction as well.

Based on the findings, most of the mean is related to the dimension of principals' organizational culture; therefore, it is recommended that an acceptable attention is paid to the development of culture and its submission and make teachers become familiar with the ruling culture in their schools.

Also, it is recommended that making a common view about goals, approaches in different sections of schools and among teachers and staffs of schools can help the total set to gain the desired purposes and solve the problems as well.

Finally, it is suggested to involve teachers and staffs in planning and decision-making since the decisions made merely by principals can cause the hierarchical culture be increased.

Acknowledgement

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