



Organizational Culture of High School Teachers in Mysuru City

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Abstract

The study examined Organizational Culture of High School Teachers in Mysuru City. To select samples from 129 High School Teachers, stratified random sampling procedures were used. The study was descriptive survey. The Organizational Culture Scale (OCS), developed and adapted by Reena Gorge and Prof. C. Jayan, was used to collect the data. The results show that, (i) Male and Female High School Teachers have mean scores of 135.19 and 143.43, respectively. At the 0.05 level of significance, the t-value of 1.943 is less than the calculated t-value of 1.96. As a result, the null hypothesis is accepted and the alternative hypothesis is rejected, indicating that there is no statistically significant difference in the mean scores of Male and Female High School Teachers in terms of Organizational Culture. (ii) Government and Private High School Teachers have mean scores of 134.40 and 145.53, respectively. At the 0.05 level of significance, the t-value of 2.99 is greater than the tabulated t-value of 1.96. As a result, the null hypothesis is rejected and the alternative hypothesis is accepted, indicating that there is a substantial difference in the mean scores of Government High School Teachers and Private High School Teachers in terms of Organizational Culture.

Key words: Organizational Culture, High School Teachers, Gender, Type of School.

I. Introduction

The organizational culture of high schools is made up of the same beliefs, ideals, and principles that bring the community together to find the best answers. The study aims to assess the development of organizational culture in a higher learning institution by analyzing the insufficient first-aid knowledge and skills of high school teachers, aiming to determine if it is sufficient for productivity.

Teachers work in educational organizations that are regulated by organizational culture. **Kluckhohn & Kelly (1972)** defined, "Culture in an organization as a model or a way of living that makes the organization unique and different from the others. If organizational behavior can be affected by organizational culture, then the organizational culture would influence the individual learning of the personnel in the organization as well. A good example of a teacher in the learning process would definitely affect the learners' capability to learn more effectively and achieve better academic results".

Organizational culture is a crucial field of research that enhances the performance of organizations by providing energy and proper circulation of blood through all organs, similar to the blood flow in a healthy body.

II. Reviews of Related Literature

Chennatuserry, C. J., Elangovan, N., George, L. & Thomas, K.A. (2022) conducted research on The study aims to understand the current and preferred organizational culture among Indian school teachers, particularly during the implementation of the National Educational Policy (NEP). The Organizational Culture Assessment Instrument (OCAI) was used to measure competing values and teachers' preferences. The survey received 273 responses, revealing clan culture as the preferred organizational culture type. Teachers expect school leaders to facilitate achievement, provide mentoring, and be instrumental in team building. They prefer a culture that fosters human capital development, promotes trust and transparency, and allows teachers to participate in decision-making. This unique study measures schools' organizational culture in the Indian context. **Fitriana, R. & Fitria, H. (2021)** conducted research on The study explores the role of organizational culture in enhancing teacher performance at SMA Negeri 2 OganKomerung Ulu, using a qualitative research method to reveal data symptoms holistically through natural data collection. The principal's instrumental role in implementing organizational culture led to improved teacher performance. **Obinna, W. Okeze. (2021)** conducted research on The study examined the impact of organizational culture on teachers' job performance in

public secondary schools in Abia state. A descriptive survey design was used, with 398 respondents, including 374 teachers and 24 principals, from a target population of 3970. A 4-point rating scale questionnaire was used, with face and content validity confirmed by experts. The Cronbach Alpha method was used to measure internal consistency. The results showed that principals' leadership behavior and school organizational norms had a low influence on sustainable teachers' job performance in Abia state. The study's findings suggest that organizational culture can have a significant impact on teachers' performance. **Somprach, K., Prasertcharoensuk, T. & Ngang, T. K. (2015)** conducted research on The study examined the impact of organizational culture on teacher learning in Nongkhai municipality schools in Thailand. A total of 148 respondents, including 16 principals and 132 teachers, were selected using stratified random sampling. The data was analyzed using computer programs and multiple regression analysis. Results showed high levels of organizational culture and teacher learning behavior, with all four types contributing 71.30% variance in teachers' learning. The study recommends adopting kinship or clan organizational culture as it is the most significant predictor of improving teachers' learning and encouraging effective learning. **Sabri, P. S. U., Ilyas, M & Amjad, Z. (2013)** conducted research on The study examines the impact of organizational culture on commitment among 411 faculty members in Punjab, Pakistan's higher education private institutes. It uses instruments like continuance, affective and normative commitment, and organizational culture. Results show a significant positive impact of these aspects on teaching faculty commitment. However, low normative commitment weakens overall commitment.

III. Need and Importance

- A Culture is crucial in an organization as it creates a we feeling and counters the impact of differentiating processes. It encourages shared meanings, communication, and mutual understanding, which are essential for the organization's efficiency and productivity.
- A culture positively influences an organization by directing behavior in the right direction, while it can negatively impact it by directing behavior in the wrong direction.
- The organizational culture operates successfully due to a positive, powerful force that influences its members' behavior and efficiency.
- Organizational culture has a significant impact on strategy, goals, and standard operating procedures. Teachers should realize the value of culture in increasing productivity and overall performance, since culture serves as a foundation.
- Organizational culture refers to the workplace environment influenced by teachers interactions, life experiences, strengths, weaknesses, education, and upbringing, which shapes their interactions within the organization.

IV. Objectives of the study

1. To assess the level of Organizational Culture of High School Teachers.
2. To compare gender wise Organizational Culture of High School Teachers.
3. To compare the Organizational Culture of Government and Private High School Teachers.

V. Hypotheses of the study

1. There is no significant difference between Organizational Culture of Male and Female High School Teachers.
2. There is no significant difference between Organizational Culture of government and Private High School Teachers.

VI. Design of the study

A descriptive survey approach will be used to examine the Organizational Culture of High School Teachers.

VII. Variables of the study

The following variables were used for the study

Main variables:

- Organizational Culture

Background variables:

- Gender
- Type of Schools

VIII. Sample of the study

The High School Teachers of Mysore City were the population of the study. The sample of the study was selected by using stratified random sampling technique. The sample size of High School Teachers was selected according to Krejcie and D Morgan table. The researcher randomly selected out of one hundred sixty-nine High School Teachers, 129 High School Teachers were selected.

IX. Tool used for the study

The data was collected using the Organizational Culture Scale (OCS) constructed and adapted by Reena Gorge & Prof. C. Jayan. The Organizational Culture Scale measures the quality of individual teachers' work in everyday working life. In this study, the Researcher has constructed and measure the Organizational Culture of High School Teachers.

XI. Data analysis and interpretation**Table 1: Level of Organizational Culture.**

Level	N	%
High Level of Organizational Culture	41	31.78
Average Level of Organizational Culture	75	58.14
Low Level of Organizational Culture	13	10.08
Total	129	100%

It is found from **Table 1**, shows that 31.78% of High School Teachers have a high level of Organizational Culture, 58.14% have an average level of Organizational Culture and 10.08% have a low level of Organizational Culture.

Table 2: Shows the Gender, Mean, S.D and t-value of High School Teachers with respect to Organizational Culture.

Gender	N	Mean	S.D	df	t-value	Significance
Male	32	135.19	22.16	127	1.943	Not Significant
Female	97	143.43	20.36			

From the **Table 2**, it is found that mean scores of Male and Female High School Teachers have mean scores of 135.19 and 143.43, respectively. At the 0.05 level of significance, the t-value of 1.943 is less than the calculated t-value of 1.96. As a result, the null hypothesis is accepted and the alternative hypothesis is rejected, indicating that there is no statistically significant difference in the mean scores of Male and Female High School Teachers in terms of Organizational Culture.

Table 3: Shows the School type, Mean, S.D and t-value of High School Teachers with respect to Organizational Culture.

Type of School	N	Mean	S.D	df	t-value	Significance
Government	48	134.40	24.33	127	2.99	Significant
Private	81	145.53	17.71			

From the **Table 3**, it is found that mean scores of Government and Private High School Teachers have mean scores of 134.40 and 145.53, respectively. At the 0.05 level of significance, the t-value of 2.99 is greater than the tabulated t-value of 1.96. As a result, the null hypothesis is rejected and the alternative hypothesis is accepted, indicating that there is a substantial difference in the mean scores of Government High School Teachers and Private High School Teachers in terms of Organizational Culture.

XII. Discussion of Findings

- ❖ The majority of High School Teachers were found to have an average level of Organizational Culture, while 21.1% had a low level of Organizational Culture. Only 19.3% of teachers found a high level of Organizational Culture.
- ❖ According to the results of the study, the majority of teachers thought their school's organizational culture was positive, while just a few thought it was poor. Yesil and Kaya (2012).
- ❖ The study found that organizational culture significantly influences teacher learning behavior, with kinship culture being the most significant predictor, contributing 71.30% of variance. Therefore, adopting kinship culture is recommended to improve teachers' learning and encourage effective learning. The finding is also related to that of Somprach, K., Prasertcharoensuk, T., & Ngang, T. K. (2015).
- ❖ The study found that organizational cultural norms have a minimal impact on teachers' job performance in Abia state, and there is no significant difference of mean score responses of principals and teachers regarding the extent of these norms' influence. Obinna, W., Okeze. (2021)
- ❖ Teachers have additional resources in teaching administration, including learning tools like lesson plans, annual programs, and critical analysis. They also assess their work through daily tests and end-of-semester exams, which are then entered into the e-rapport. To meet school demands, teachers must work diligently, and their performance is reported to the school head as a report on learning tools and evaluation results. The finding is also related to that of Fitriana, R., & Fitria, H. (2021).

XIII. Educational Implications

- Organizational culture has a tremendous influence on the image and goodwill of an organization. A strong culture values organizational cohesion, leadership, mission, group dynamics, flexibility, and autonomy.
- It is adaptable, dynamic, and open to new ideas, influencing personal effectiveness, creativity, innovation, and well-being.
- This study provides a complete framework and behavioral viewpoint on organizational culture, emphasizing its growth as a result of internal and external environment factors.
- Future study should investigate each source of behavior and the processes that contribute to its emergence.
- According to the findings of this study, teachers should evaluate their organizational culture by examining its influence on work life quality.

XIV. Conclusion

This study identifies Six dimensions of Organizational Culture: Organizational Glue, Organizational Mission, Organizational Group, Organizational Leadership, Organizational Autonomy and Organizational Adaptability. The organizational culture significantly impacts teacher learning behavior, necessitating school administrators to prioritize policy implementation and provide access to advanced information and technology facilities. This will encourage positive learning habits among teachers, resulting in an interesting and high-quality teaching process.

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