

Study of Relationship Between Organizational Culture and Managers Power Resources in Educational Institutes

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Abstract: The purpose of this study is to determine the relationship between organizational culture and managers power resources in educational institutes of seven areas of Mashhad. Furthermore, the minor objectives of this paper are to determine the relationship between organizational rational culture and managers power resources, relationship between organizational ideological culture and managers power resources, relationship between organizational cooperation culture and managers power resources, relationship between organizational hierarchic culture and managers power resources and to determine if in hierarchic organizations the managers power resources are depended on power of low and also to determine if in organizations which have logical culture, the managers power resources are depended encouragements. This research carried out among 3340 teachers of educational institutes of seven areas of Mashhad and 420 questionnaires were given to 420 teachers according to "Jersy and Morgan" table. Finally, 352 reliable questionnaires were collected and analyzed. Data collection tool in this study were library studies and two kinds of questionnaire. We used organizational culture questionnaire based on Queen and Gart model as one of our data collection tools and also power resources questionnaire based on Svsman Deep as our another data collection tool. After gathering, processing and analyzing data, a meaningful relation was found between organizational culture and managers power resources, organizational logical culture and managers power resources, organizational ideological culture and managers power resources and organizational hierarchic culture and managers power resources but the existence of any relation between organizational cooperation culture and managers power resources was not confirmed. In addition and based on research findings, it is clear that in hierarchic organizations the managers power resources are not depended on power of low and in logical culture organizations the managers power resources are not depended encouragements.

Key words: Cooperation culture • Rational culture • Ideological culture • Hierarchic culture • Managers power resources

INTRODUCTION

Educational organization as the most effective organization in cultural, social and economical development of each country must match itself with new standards of the world and effective indicators for organizational improvement to reach long term goals of a country. Organizational knowledge, as the most important improvement source and organizational expansion, as a valuable and invisible wealth, provide a valuable opportunity to promote quantity and quality indicators of all organizations [1]. Interests in organizational culture began at end of 1970s and at the beginning of 1980s.

This interest was firstly observed in Japan [2]. Organizational culture is a relatively new concept of organizations that was propounded in recent decades. Studies have shown that the term organizational culture was first used in an article titled "Organizational Culture" which was published at Administrative Sciences Journal in 1979 in the United States of America and was propounded after publication of Deal and Kennedy's book in 1982. In 1988, Macmillan showed the differences between organizational culture in public and private schools in his research. His study findings clearly showed the connections between organizational culture and operations [2]. Also, Gordon studies showed that

organizational culture without a strong, integrated and adapted with the operation can have positive effects on organization but a combination of all these factors can affect organization more positively [3]. Another important theory about the relationship between organizational culture and effectiveness is that the organizational culture should be powerful and major concepts of it should be acceptable for majority of organization members. In addition, its key features should be matched with environmental conditions [4-8]. Saffold's studies (1988) showed that not only the relationship between organizational culture and organizational performance is not necessarily linear, but also organization's cultural values are appropriate, complex and they control wide range of organizational behaviors [9, 10]. At first, strong cultural values may increase productivity, but if cultural controllers have strong effect on them, cultural patterns may create some limitations and these limitations will decrease productivity. Schneider believes that organizations will become more effective if the organizational culture emphasize on business priorities and maintain or change organization to reach these priorities and multi objective goals [11]. This will create a suitable environment which will allow personnel to adapt their daily events to the organizations priorities and goals [12-17]. Nate Meyer carried out many researches about the relation between the usage ratio of group power resources and effectiveness of the group. A summary of his studies show that while power resources (expertise and legitimacy) are apparently the most important reasons of obedience and power (expertise and operative power), they strongly influence satisfaction level the personnel but the research findings were not enough clear to be used as a general rule. In fact, these results indicate that the appropriate power resources are mainly influenced by internal variables. In other words, leaders need different power resources in different conditions [18-24]. Burk and Wilcox studied the power resources of a leader and their relations with satisfaction level of the personnel in six organizational layers of a large home services company. They understood that the power of expertise is the most important power resource, based on a five level scale and the importance of other resources on a most important to less important sequence are legitimacy, coercion and referral. Power of encouragement, operative power and expertise cause highest satisfaction and power of coercion causes lowest satisfaction [25]. In a glance, organizational culture can affect motivation, performance and satisfaction level of employees and it has the following features:

Risk Disclosure: The rate of people who are encouraged to do inventive works in their work environment and expose themselves to risky works.

Compromise with Conflict: The rate of personnel who are encouraged to deal with conflicts and hear hidden or visible criticism.

Encouraging System: The method, amount or degree of encouragement assignments in organization which is based on performance excellence and do not follow regular rules like work experience and so on.

Relationship Model: The amount or degree of limitation in organizational communication which are made by organizational hierarchy.

Control: The number of laws, regulations and direct supervision of managers on personnel and their behavior.

Management Support: The rate or degree of managers' communications, help or support with their staff.

Leadership: Determination of the rate of goals that are expected to be reached.

Individual Creativity: The amount of responsibility, freedom and independence of staff [26, 27].

In addition, managers usually use other power sources such as power of encouragement, expertise and legal punishment to affect their personnel and facilitate their way to reach organizational goals. So if we want improve the quality of educational activities in educational organizations, we have to study organizational culture and managers power resources in educational organizations.

Research Methodology: In this study, the correlation type survey was used which is a descriptive study method. Also, the statistical community was managers and personnel of educational institutes of seven areas of Mashhad who were working in these institutes between academic year 20079 and 2010. The reason of this selection is the wide cultural, social and economic variety among all these seven areas which include 3340 personnel in their educational institutes.

Method of sampling is stratified cluster and at the first step seven areas was divided into two groups. In the second step, five institute were selected

from each area and at the last step twelve individuals were selected randomly from each institute according to “Krejcie and Morgan” Table. The number of distributed questionnaires was 420 and after gathering questionnaires, the number of acceptable questionnaires was 350.

Data gathering tool was library studies and two types of questionnaires (Organizational culture based on Quinn and Gareth model and Lyle Sussman and Sam Deep power resources questionnaire).

Data Description: In this study, analysis of descriptive and inferential statistical tables was used.

According to the above table can be understood that among all acceptable questionnaires 69 individuals had work experience between 0-15 years, 246 individuals had more than 15 years work experience and 37 individuals did not mentioned their work experience. The valid percentage of abovementioned information was shown in the following table 1:

- 21.9% had under 15 years experience
- 78.1% had more than 15 years experience

Based on the Table 2, all sample members can be divided into three groups which have the following academic degrees:

- 6.5% less than B.A
- 83.6% B.Sc. and B.A
- 9.9% of M.S and faster

The above-mentioned categories are shown in the graph Figure 2.

Table 3 clearly shows the categories of managers power resources. Based on the above table can easily be understood: among all 35 educational institutes in which questionnaires was distributed, following types of power resources were used by managers:

- About 45.7% of managers use the power of obligation.
- About 25.7% of managers use the power of law.
- About 2.9% of managers use the power of encouragement.
- About 20% of managers use the power of specialty.
- About 5.7% of managers use the power of reference.

Table 1: Work experience of statistical community members

Work experience (Years)	Frequency	Percent	Valid percent	Cumulative percent
0-15	69	19.6%	21.9%	21.9%
More than 15	246	69.9%	78.1%	100%
Number of All Answered Questionnaires	315	89.5%	100%	
Number of Questionnaires with No Answer	37	10.5%		
Total Number of Questionnaires	352	100%		

Table 2: Academic degree level of the Statistical community Members

Academic Degree Level	Frequency	Percent	Valid percent	Cumulative percent
Less than B.Sc. / B.A	21	6%	6.5%	6.5%
B.Sc. /B.A	270	76.6%	83.6%	90.1%
M.Sc./ M.A and above	32	9.1%	9.9%	100%
Number of All Answered Questionnaires	323	91.8%	100%	
Number of Questionnaires with No Answer	29	8.2%		
Total Number of Questionnaires	352	100%		

Table 3: Managers Power Resources

Types of power	Frequency	Percent	Valid percent	Cumulative percent
Obligation	16	45.7%	45.7%	45.7%
Law	9	25.7%	25.7%	71.4%
Encouragement	1	2.9%	2.9%	74.3%
Specialty	7	20%	20%	94.3%
Reference	2	5.7%	5.7%	100
Total	35	100	100	

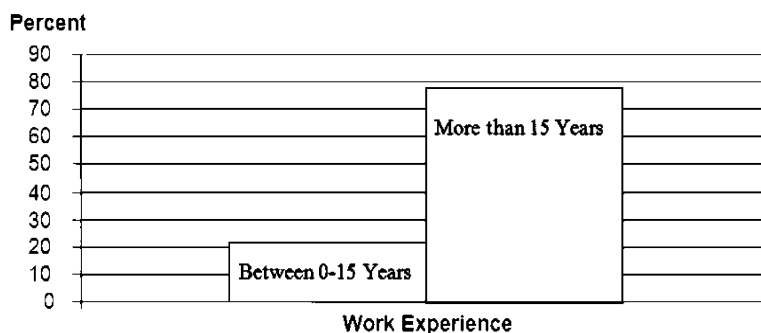


Fig. 1: Work experience of statistical community members

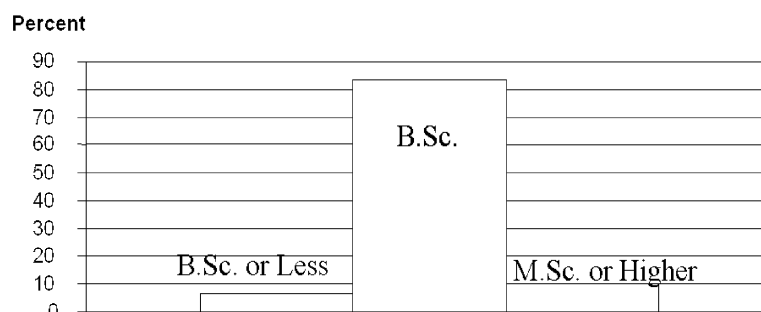


Fig. 2: Academic degree level of statistical community members

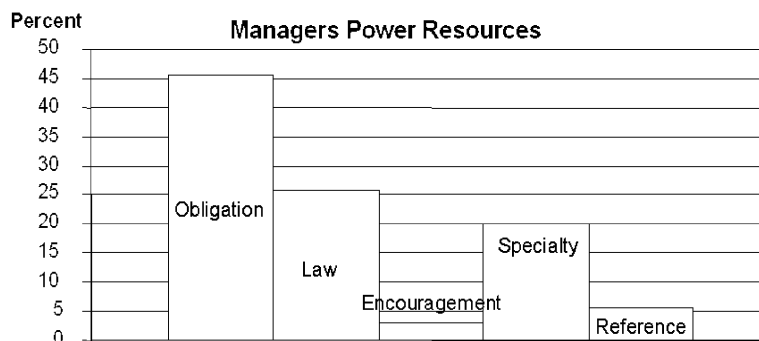


Fig. 3: Work experience of statistical community members

All categories of managers power resources are shown in Figure 3.

Based on the above table can be understood: Among 35 educational institutes in which the questionnaire was distributed, the following results distinguished:

- About 2.9% of the educational institutes have rational organizational culture.
- About 31.4% of the educational institutes have ideological organizational culture.
- About 40% of the educational institutes have adaptive organizational culture.
- About 25.7% of the educational institutes have hierarchical organizational culture.

The following diagram shows different types of organizational culture in educational institutes took part in this research.

Inferential Statistics: First of all, the scale of variables has to be identified. The type of variables is distance-proportional and Kolmogorov - Smirnov test show us that they are normal. We have H_0 and H_1 assumption as below:

$$\begin{cases} H_0: \text{Variables are Normal} \\ H_1: \text{Variables are not Normal} \end{cases}$$

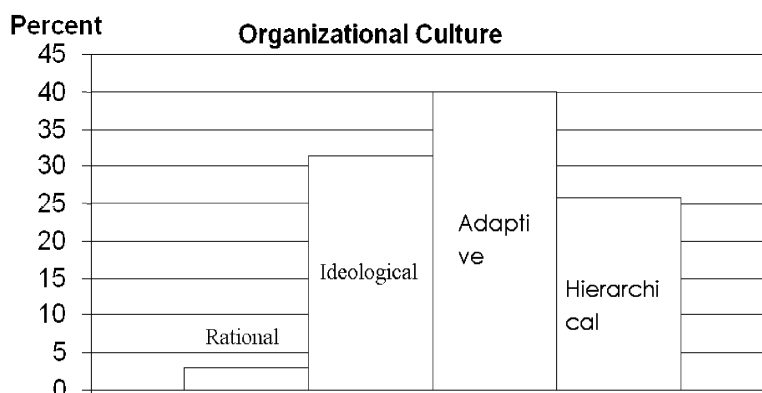


Fig. 4: Organizational culture of statistical community members

Table 4: Organizational culture of Educational Institutes

Types of culture	Frequency	Percent	Valid percent	Cumulative percent
Rational	1	2.9%	2.9%	9.2%
Ideological	11	31.4%	31.4%	43.3%
Adaptive	14	40%	40%	74.3%
Hierarchical	9	25.7%	25.7%	100
Total	35	100	100	

Table 5: Sampling results according to Kolmogorov - Smirnov test

Types of culture	Power of Specialty	Power of Encouragement	Power of Law	Power of Obligation
Total Number	35	35	35	35
Average of Normal ratios	44.6571	43.4000	30.1714	38.6286
Standard deviation	8.01815	3.81329	6.54166	38.09766
Maximum Deference	0.090	0.105	0.135	0.088
Positive	0.074	-0.105	0.135	0.068
Negative	-0.090	0.105	-0.084	-0.088
Kolmogorov factor	0.534	0.623	0.801	0.518
Significance level	0.938	0.832	0.543	0.951

Table 6: Rest of Table 5

Types of culture	Power of reference	Rational organizational culture	Ideological organizational culture	Adaptive organizational culture	Hierarchical organizational culture
Total Number	35	35	35	35	35
Average of Normal ratios	30.3429	26.1457	28.7143	28.8475	28.5143
Standard deviation	8.58844	2.35451	1.80557	1.96833	1.98630
Maximum Deference	0.107	0.107	0.110	0.121	0.099
Positive	0.050	0.102	0.100	0.086	0.099
Negative	-0.107	-0.107	-0.110	-0.121	-0.093
Kolmogorov factor	0.643	0.632	0.650	0.717	0.587
Significance level	0.816	0.820	0.792	0.683	0.881

Because $\text{sig} > 0.05$ the H_0 assumption is not rejected so it can be concluded that all data is normal

Table 7: Cross-tabulation of managers power resources and organizational cultures

		Organizational culture			
Power supply	Total	Hierarchical	Adaptive	Ideological	Rational
Obligation	16	1	11	4	0
Law	9	2	2	5	0
Encouragement	1	0	0	1	0
Specialty	7	5	1	1	0
Reference	2	1	0	0	1
Total	35	9	14	11	1

Because the variables are normal, χ^2 test and coefficient agreement test are appropriate for this hypothesis

Table 8: χ^2 test

	Value	Degree of freedom	Mutual significance level	Exact mutual significance level	Exact unilateral significance level	Probability
χ^2 factor	36.336	12	0.000	0.028		
Probability proportion	25.967	12	0.011	0.003		
Exact fisher test	24.915			0.001		
Linear concrescence	1.329	1	0.249	0.260	0.143	0.032
Total	35					

Table 9: Proportional sizes

	Value	Significance level
Coefficient of agreement nominal - nominal	0.711	0.000
Total	35	

Table 10: Rational Culture

ANOVA Model	Total of Squares	Freedom Degree	Mean Squares	Fisher Factor	Significance Level of sig
Between Groups	103.861	4	25.965	9.205	0
Inside Groups	84.626	30	2.821		
Total	188.478	34			

Table 11: Ideological Culture

ANOVA Model	Total of Squares	Freedom Degree	Mean Squares	Fisher Factor	Significance Level of sig
Between Groups	35.455	4	8.864	3.527	0.018
Inside Groups	75.388	30	2.513		
Total	110.843	34			

Testing Hypothesizes

Main Hypothesis: There is a relation between organizational culture and manager power resources.

According to the Table 8, Fisher's exact factor is equivalent to ($F = 24.915$).

In addition, the significance level is less than 5% and this means the hypothesis is confirmed ($\text{sig} = 0.001$) and because this number is close to 1, it can be distinguished that a strong relation exists between these two variables.

In addition, strength of the abovementioned relation can be determined according to the coefficient of agreement. This factor usually is used for nominal-nominal variables and the distance of this value from 1 shows the strength of relation between two variables. In Table 9, the coefficient of agreement value is $C=0.714$ and it is clear that C is close to 1. Also the value of significance level is less than $\text{Sig}<0.05$ which shows the meaningful relation between variables with over 95% certainty.

Sub-Hypothesis One: There is a relation between rational culture and managers power resources.

Based on Table 10, it is obvious that type of variables is distance-nominal and one way variance method should be used for these variables. Moreover, Fisher factor is $F=9.205$ and significance level is $\text{Sig}=0.000$ which is less than $\text{Sig}=0.005$, so the relation between variables is confirmed with over 95% certainty. Also the value of fisher factor which is more than fisher factor of the table, confirms the relation ($F_0=9.205>F_{30,4}=2.69$).

Sub-Hypothesis Two: There is a relation between ideological culture and managers power resources.

Based on Table 11, it is obvious that type of variables is distance-nominal and one way variance method should be used for these variables. Moreover, Fisher factor is $F=3.527$ and significance level is $\text{Sig}=0.018$ which is less than $\text{Sig}=0.005$, so the relation between variables is confirmed with over 95% certainty. Also the value of fisher factor which is more than fisher factor of the table, confirms the relation. ($F_0=3.527>F_{30,4}=2.69$)

Sub-Hypothesis Three: There is a relation between adaptive culture and managers power resources.

Table 12: Adaptive Culture

ANOVA Model	Total of Squares	Freedom Degree	Mean Squares	Fisher Factor	Significance Level of sig
Between Groups	30.575	4	7.644	2.267	0.085
Inside Groups	101.152	30	3.372		
Total	131.727	34			

Table 13: Hierarchical Culture

ANOVA Model	Total of Squares	Freedom Degree	Mean Squares	Fisher Factor	Significance Level of sig
Between Groups	46.604	4	11.651	3.993	0.01
Inside Groups	87.539	30	2.918		
Total	134.143	34			

Table 14:

		Law Power	Hierarchical Power
Law Power	Pearson Correlation	1	0.118
	Significance Level		0.498
	Total	35	35
Hierarchical Power	Pearson Correlation	0.118	1
	Significance Level	0.498	
	Total	35	35

Table 15:

		Encouragement Power	Rational Power
Encouragement Power	Pearson Correlation	1	-0.193
	Significance Level		0.266
	Total	35	35
Rational Culture	Pearson Correlation	-0.193	1
	Significance Level	0.266	
	Total	35	35

Based on Table 12, these variables are also distance-nominal and one way variance method should be used for these variables. Moreover, Fisher factor is $F=2.267$ and significance level is $Sig=0.085$ which is more than $Sig=0.005$, so we can say there is no relation between variables with over 95% certainty. Also the value of fisher factor which is more than fisher factor of the table, does not confirm the relation ($F_0=2.267 < F_{30,4}=2.69$).

Sub-Hypothesis Four: There is a relation between hierarchical culture and managers power resources.

Based on Table 13, it is obvious that type of variables is distance-nominal and one way variance method should be used for these variables. Moreover, Fisher factor is $F=3.993$ and significance level is $Sig=0.010$ which is less than $Sig=0.005$, so the relation between variables is confirmed with over 95% certainty. Also the value of fisher factor which is more than fisher factor of the table, confirms the relation ($F_0=3.993 > F_{30,4}=2.69$).

Sub-Hypothesis Five: In educational institutes which have hierarchical culture, managers power resources are based on law.

At first, regression method was used to analyze the relation of variables but it was recognized that this method could not be used because remainders were not normalized. Also after applying regression method it was realized that the determination is very low which indicates that independent variable of hierarchical culture cannot express the independent variable of power of law. Consequently, Pearson correlation was selected for analysis and the results of analysis showed that there is no relation between these two variables because significance level is more than 0.05 ($Sig=0.498 > 0.05$).

Sub-Hypothesis Six: In educational institutes which have rational culture, managers power resources are based on encouragement.

At first, regression method was used to analyze the relation of variables but we recognized that this method could not be used because remainders were not normalized. Also after applying regression method we realized that the determination is very low which indicates that independent variable of hierarchical culture cannot express the independent variable of power of law. Consequently, Pearson correlation was selected for analysis and the results of analysis showed that there is no relation between these two variables because significance level is more than 0.05 ($\text{Sig}=0.266>0.05$).

CONCLUSION

The main purpose of this study was to identify the relation between organizational culture and managers power resources in educational institutes of seven areas of Mashhad.

Based on the tables mentioned in the article, there is a strong and meaningful relation between organizational culture and managers power resources.

Reading previous researches and scientific papers shows that organizational culture is an important factor in all organizations including educational organizations. Macmillan works in 1988 compared the differences of organizational culture in private and public educational institutes and his findings indicate that there is a relation between organizational culture and organizational performance. Gordon Studies (1992) about the relation between organizational culture and effectiveness showed that the fundamental aspects of culture should seriously be accepted by the majority of organization members and also its key features should be in accordance with environmental conditions [28-35]. Safold Studies (1988) showed that the relation between organizational culture and organizational performance is not necessarily uniform and cultural variables are legitimate, complex and they influence wide range of organizational behaviors [36-42]. In one hand, Strong cultural variables may increase productivity but in the other hand, controlling cultural variables more than usual may build cultural barriers which decrease productivity [43-45]. According to the current research finding, the following results were reached:

According to the Table 10 it is distinguished that there is a relation between rational organizational culture and managers power resources.

According to the Table 11 it is distinguished that there is a relation between ideological organizational culture and managers power resources.

According to the Table 12 it is distinguished that there is a relation between cooperative organizational culture and managers power resources.

According to the Table 13 it is distinguished that there is a relation between hierarchical organizational culture and managers power resources.

According to the Table 14 it is distinguished that in educational institutes which have hierarchical culture, managers power resources are not based on law.

According to the Table 15 it is distinguished that in educational institutes which have rational culture, managers power resources are not based on encouragement.

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