



Vol. 6, Issue 3, 115-120, 2017

Academic Journal of Psychological Studies

ISSN: 2333-0821

ajps.worldofresearches.com

Organizational Culture of Effective schools

Nader Shahamat*, Fatemeh Mahmoudi Sardareh

Department of Educational Management, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran.

A B S T R A C T

Organizational culture refers to values, beliefs, norms, expectations and common assumptions that connect individuals to each other. One of the most important elements of the existence and identity of educational institutions is the particular culture that attracted the attention of many educators. The main goal of the thinkers is to identify the dimensions of these organizations as a key to success and to model the performance of these organizations in emerging educational organizations. School culture is a collaborative factor that teachers, parents and managers need to look at in harmony with their local (regional) practices and practices. Local culture is reflected in different ways in the school culture. Effective schools, which are considered to be high in function at schools, have their own culture, which researchers are trying to do with other school schools by studying and identifying the effective components of effective schools. This paper tries to examine the organizational culture of effective schools in terms of performance.

Keywords: Organizational Culture, Educational Organizations, Effective Schools, Organizational Performance.

INTRODUCTION

The most basic characteristic of successful organizations in the 21st century is the emphasis on culture. Culture is a powerful tool that can make changes in the world and make innovations possible (K. S. Cameron & Quinn, 2005; Daft, 2012). In management, the attitude of organizational culture as much as affecting business organizations affects educational organizations as a social system. Educational locations that form the basis of organizations have their own culture (Clark, 1986; Gould, 2009; Pettigrew, 1979).

In educational organizations where human relationships are important, the concept of organizational culture becomes more important (Schein, 1996). A school principal can distinguish a school from another school with an appropriate organizational culture (Tabibi, Nasiripour, & Zanjani, 2009; Tajali, Safania, & Moosavi, 2013). Thus, a particular school-specific organizational culture can

*. Corresponding Author: Shahamat, N.

DOI: [In pressing](#)

To cite this article: Shahamat, N., Mahmoudi Sardareh, F. (2017). Organizational Culture of Effective schools. *Academic Journal of Psychological Studies*, 6 (3), 115-120.

maintain its originality(Abbasi & Noori, 2016). The mission of management of educational organizations is to exploit the experiences, talents, intellectual capacity of human resources, especially their directors and teachers. And this is important, easily accessible (in the form of a rich organizational culture that meets the wishes, needs and expectations of knowledge, abilities and skills) or harmoniously aligned(Jones & Sallis, 2013; Sallis, 2014).

ORGANIZATIONAL CULTURE

Culture is a way of distinguishing societies from each other and signifying the existence of a particular society. The highest element that identifies the existence of any society is the culture of that society. K. Cameron (2008) views culture as a set of values, norms, patterns, beliefs, customs, and commitments that guides the behavior of individuals in a community. Organizational culture is the source of the ability and disability of the staff, the factor of innovation or barrier, providing an opportunity for success and failure. Therefore, the culture of an organization is not bad or bad in itself(Abedini, 2016; Klein, Masi, & Weidner, 1995).

An organizational culture is a system of shared inference that members have toward one organization, and this same feature divides the two organizations from each other. Adler and Gundersen (2007) calls the organizational culture a living military, and manages it in the form of behavior that people actually reveal in action. The way they really think and feel, and the way they really interact. Almost all researchers refer to organizational culture as a set of values, beliefs, assumptions, and common norms governing the organization(Alvesson, 2012).

EFFECTIVE SCHOOLS

The Association for Effective Schools (2004) considers the need to reach effective schools in the following cases: 1) All students can learn and come to school to be guided in this direction; 2) Schools against academic achievement Students are responsible. (3) School developments should be collaborative, research driven, and based on data and information(Schools, 2008). Research findings have shown that continuous improvement of schools through cultural change and the new attitude of school as the learning institution is achieved at best. These comments have already been developed by writers such as Davis, Ellett, and Annunziata (2002), who emphasized the importance of progress in school development.

The Learning Institute is a concept that is based on this thinking: School is the way forward, meaning a school is a learning system. Research findings show that learning organizations need to have a learning atmosphere that supports and supports the development of cadre and collaboration. Effective schools place the

Organizational Culture of Effective schools

emphasis on individual and organizational learning. Compared to schools, the classes have a distinct learning atmosphere. Inside the effective classes, there is a clear focus on teaching and learning. Teachers are very successful and effective when they are able to activate and manage the learning process in different ways. For example, the emphasis on the separation and teaching styles of learning and the greater availability of the curriculum is provided to students, which clearly provides more opportunities for learning and success(RAJAB, 2013).

ORGANIZATIONAL CULTURE OF EFFECTIVE SCHOOL

Effective schools are one of those types of organizations that have their own corporate culture. What is happening in educational institutions should be interpreted in its specific cultural contexts(Merono-Cerdan, Lopez-Nicolas, & Sabater-Sánchez, 2007). According to David and Fahey (2000), school culture is a collaborative factor that teachers, parents and managers need to look at in harmony with their local (regional) practices and practices. Local culture is reflected in different ways in the school culture. The school culture is a set of values, beliefs, norms, formalities, beliefs and priorities that shape the actions and behaviors of educational educators. School culture has shared beliefs and values within the school that guides the behavior and actions of teachers and trainers within the school(Rossman, 1988).

The school's culture includes common beliefs, priorities, and orientations for the thinking and actions of individuals (teachers and coaches and administrators) within the school. These values and beliefs and norms guide the behavior and actions of educational agents. Values in decision making are a point of reference for managers (Donate & Guadamillas, 2011).

Studying the organizational culture of effective schools is important, because the progress of schools requires the emphasis on this culture and putting it into practice in school as well as outside the school. Because schools also have their own specific organizational culture, One has to see, then, that in order to achieve an effective teaching, which values, norms, and cultural elements should be in the school (Hargreaves, 1995; Leithwood & Riehl, 2003). There are many factors that determine the organizational culture of effective schools. School culture is influenced by all the elements and elements within it. The position and characteristics of the school, its history, its founders, teachers, administrators, graduates, students, school parents, school physical space, school honors, and whatever affects the perceptions of individuals on the institution, Also, the specific organizational culture of each school determines the success of that school(Deal & Peterson, 1990; Tschannen-Moran, 2014).

An effective school is a fundamental approach to collecting and combining existing theories and experiences about the desirable functioning of schools in today's world. According to Scott and Davis (2015), effective schools are considered

to be some kind of organization and therefore have their own specific organizational culture. If we can identify the organizational culture of effective schools that have led them to succeed in their study, then we can use the experiences of this type of school as a model for other schools and improve the level and quality of the students' education. According to Van den Hooff and Huysman (2009), the school is formed as a social group of people from different backgrounds, with different experiences, specific culture, and personality (subculture) and various other dimensions. The interaction between members of a school is largely influenced by the climate that dominates the school. School is not just an educational organization, but primarily a small community. The share of organization and society, the existence of social activities in each friend, but the difference between them is the amount of importance given to the actors. The atmosphere of social interaction at the school level can be seen as the atmosphere of school or culture (Kohler, 2001). In general, the organizational culture of effective schools provides indicators for the study of the optimal school culture.

CONCLUSION

The results of the surveys indicate that the organizational culture of effective schools affects the students' overall inclining, socialization, the role of schools in terms of planning and performance, and the research-driven approach of education. Because these types of schools, by adopting an appropriate science process, are trying to create a progressive atmosphere and culture coupled with quality education and learning. In the case of organizational culture, it should be relied on in a specific and specific element in any age. Because these schools are follow new perspectives and approaches. In the past decades, the educational approaches of successful schools have been consistent with behavioral and cognitive views, but today, constructivist views determine success in these schools.

School culture is affected by all elements within the school. The school's position and attributes, its history, its founders, teachers, managers, graduates, students, school parents, school physical atmosphere, school honors, and whatever affects the perceptions of individuals on the institution, all contribute to the formation of school culture content. On the effectiveness of the school, it should be said that the school works in relation to some set of standards (Jonassen, 2009). At the same time, there are several foundations and different value points for establishing the criteria of effectiveness, which these criteria can provide. For example, may be considered by teachers as important school outcomes may not be in match with the views of parents, statesmen, local communities, government, or the media. In general, recognizing the organizational culture of effective schools seems to be beneficial in this regard which ensures that schools achieve an effective learning through the culture and values of the school that provides the conditions and characteristics needed for this type of school to

Organizational Culture of Effective schools

become the model of other schools. Therefore, recognizing the components of organizational culture and the values of effective schools leads professionals to achieve their goals. Therefore, effective schools are considered to be some kind of organization and therefore have their own specific organizational culture. If we can identify the organizational culture components of effective schools that have succeeded in learning in their curriculum, then we can use the experiences of this type of school as a model for other schools and improve the level and quality of students' education.

REFERENCES

- Abbasi, E., & Noori, S. K. (2016). Study on the relationship between participatory management in schools and teachers' development of social capital from managers and teachers views of secondary school teachers Karaj district 3. *Journal of Fundamental and Applied Sciences*, 8(3), 230-246.
- Abedini, M. (2016). A Study on the Relationship between Entrepreneurial Culture and Creativity as. *Journal of Exploratory Studies in Law and Management*, 2(1).
- Adler, N. J., & Gundersen, A. (2007). *International dimensions of organizational behavior*: Cengage Learning.
- Alvesson, M. (2012). *Understanding organizational culture*: Sage.
- Cameron, K. (2008). A process for changing organization culture. *Handbook of organization development*, 14(5), 2-18.
- Cameron, K. S., & Quinn, R. E. (2005). *Diagnosing and changing organizational culture: Based on the competing values framework*: John Wiley & Sons.
- Clark, B. R. (1986). *The higher education system: Academic organization in cross-national perspective*: Univ of California Press.
- Daft, R. (2012). *Organization theory and design*: Nelson Education.
- David, W., & Fahey, L. (2000). Diagnosing cultural barriers to knowledge management. *The Academy of Management Executive*, 14(4), 113-127.
- Davis, D. R., Ellett, C. D., & Annunziata, J. (2002). Teacher evaluation, leadership and learning organizations. *Journal of Personnel Evaluation in Education*, 16(4), 287-301.
- Deal, T. E., & Peterson, K. D. (1990). The Principal's Role in Shaping School Culture.
- Donate, M. J., & Guadamillas, F. (2011). Organizational factors to support knowledge management and innovation. *Journal of knowledge management*, 15(6), 890-914.
- Gould, J. M. (2009). Understanding organizations as learning systems. *Strategic learning in a knowledge economy*, 119-140.
- Hargreaves, D. H. (1995). School culture, school effectiveness and school improvement. *School effectiveness and school improvement*, 6(1), 23-46.
- Jonassen, D. H. (2009). Learning to Solve Problems: An Instructional Design Guide. *Gifted and Talented International*, 24(2), 153-154.
- Jones, G., & Sallis, E. (2013). *Knowledge management in education: Enhancing learning & education*: Routledge.
- Klein, A. S., Masi, R. J., & Weidner, C. K. (1995). Organization culture, distribution and amount of control, and perceptions of quality: an empirical study of linkages. *Group & Organization Management*, 20(2), 122-148.
- Kohler, H.-P. (2001). *Fertility and social interaction: An economic perspective*: Oxford University Press.
- Leithwood, K. A., & Riehl, C. (2003). *What we know about successful school leadership*:

- National College for School Leadership Nottingham.
- Merono-Cerdan, A. L., Lopez-Nicolas, C., & Sabater-Sánchez, R. (2007). Knowledge management strategy diagnosis from KM instruments use. *Journal of knowledge management, 11*(2), 60-72.
- Pettigrew, A. M. (1979). On studying organizational cultures. *Administrative science quarterly, 24*(4), 570-581.
- RAJAB, M. P. (2013). RELATIONSHIP BETWEEN TOTAL QUALITY MANAGEMENT PRINCIPLES AND CULTURE OF TEACHING AND LEARNING IN IRANIAN SECONDARY SCHOOLS.
- Rossman, G. B. (1988). *Change and effectiveness in schools: A cultural perspective*: SUNY Press.
- Sallis, E. (2014). *Total quality management in education*: Routledge.
- Schein, E. H. (1996). Culture: The missing concept in organization studies. *Administrative science quarterly, 229-240*.
- Schools, S. (2008). *Improving School Leadership, Volume 2 Case Studies on System Leadership: Case Studies on System Leadership* (Vol. 2): OECD Publishing.
- Scott, W. R., & Davis, G. F. (2015). *Organizations and organizing: Rational, natural and open systems perspectives*: Routledge.
- Tabibi, S., Nasiripour, A., & Zanjani, V. (2009). Relation of organizational culture and knowledge management in therapeutic-educational centers in Zanjan province. *Zanjan Sci. Res. J. Med. Sci, 17*(69), 84-91.
- Tajali, S. A., Safania, A. M., & Moosavi, S. J. (2013). The relationship between organizational culture and creativity in physical education experts in university of applied science and technology. *International Journal of Sport Studies, 3*(11), 1237-1245.
- Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools*: John Wiley & Sons.
- Van den Hooff, B., & Huysman, M. (2009). Managing knowledge sharing: Emergent and engineering approaches. *Information & management, 46*(1), 1-8.