

Relationship between Organization Culture and Sufficiency School Management

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Abstract

The main purpose of this research is investigate organizational culture associate with sufficiency school management of secondary schools in upper northeastern provincial cluster 2, Thailand. In respect to this purpose, researchers study the relationship and effect of organizational culture toward the level of implementation in sufficiency school management. Research samples involved are 100 secondary schools under the Secondary Educational Service Area Office 22 and Office 23, selected by stratified random sampling. A five Likert-scale instrument used to collect data. Data analyzed by using descriptive analysis namely frequency, percentage, mean, standard deviation and inferential analysis like correlation and Stepwise multiple regression. Results reveal that organizational culture as well as sufficiency school management level are at high level. In addition, result shows that there is a positive and significance relationship between organizational culture and the level of sufficiency school management at the significance level as 0.05. Subsequently, contribute a total of 74.30 percent of variance on the level of implementation in sufficiency school management. The 3 significance predictors are quality, decision making and empowerment affecting sufficiency school management.

1. Introduction

According to the rapid changes in globalization period regarding to social, economic, and political aspects. As a result, the organization had to adjust itself in its structure, and management in various forms for survival and developing strength for the organization. Organizational management had to be based on the leaders who had leadership, and collaborative working of organizational staffs. If the organizational staffs had shared expression based on thought, belief, value, team working, the tradition and custom leading to development of Organizational Culture, would be occurred. To enter the standard of Educational Management,

was based on collaboration from both of the administrator, and teacher under School Culture. Patterson (1988) stated that the culture influenced the staffs' behavior in : the objective of organization, empowerment, decision making, sense of belonging, trust, quality of work, recognition, generosity and support, honesty, and diversity of staffs. There were many research findings : Lacharee Dechyotin (2007), Wilaiwan Meyam (2008), Nopamad Prapa (2009), Sombat Sangpon (2009), and Pirach Jmaradnaew (2010) found that the Organizational Culture affected Learning Organization, and Strong School Culture affected the Success, and Educational Quality.

In the present, Ministry of Education specified the strategy driving the Sufficiency Economy Philosophy by applying with Educational Management, Instructional Management, and Student Activity Management. By 2010-2011, the schools should be able to apply the Sufficiency Economy Philosophy in instructional process management, and management appropriate with context of each school, every school throughout the country. (Ministry of Education, 2007) Upper Northern Provincial Cluster 2, consisted of 3 provinces: Sakonnakhon, Nakhonphanom, and Mukdahan (The Government Gazette, 2009) There were important work offices monitored and controlled the Secondary Schools in order to drive according to direction of Ministry of Education, by the Office of Secondary Educational Service Area 23 took care of Secondary Schools in Sakonnakhon Province, and the Office of Secondary Educational Service Area 22 took care of Secondary Schools in Nakhonphanom, and Mukdahan Provinces. Both of work units implemented to serve the policy of Ministry of Education as well as applied the Sufficiency Economy Philosophy into 3 provinces. According to the Ministry of Education specified the objective which the model schools in instructional process management, and management based on the Sufficiency Economy Philosophy in every province. (Ministry of Education, 2010) found that the schools in Nakhonphanom, and Mukdahan Provinces, there were 5 schools out of 81 schools (6.17%) were recruited. Moreover, there were 8 schools out of 45 schools (17.78%) in Sakonnakhon Province, were recruited.

According to the above, could be seen that the Organizational Culture was very important especially the School Culture which would increase the efficiency of management. If it was appropriately applied in work management adequately in Sufficiency School Management, which included small number of schools implemented the policy of Ministry of Education. Therefore, the researcher was aware of the importance , and interested in studying the Organizational Culture Factor affecting Sufficiency School Management of Secondary Schools in of the Upper Northeastern Provincial Cluster 2, in order to conclude as information technology for school management in Secondary Schools of the Eastern Group, and Upper Northeastern Provincial Cluster 2, and to make plan and determine the policy in Secondary School Educational Service Area so that the school work management would be more efficient.

2. Research Questions

- 2.1 What is the situation in Organizational Culture of Secondary Schools in Upper Northeastern Provincial Cluster 2?
- 2.2 What is the Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2 ?
- 2.3 Is there relationship between Organizational Culture, and Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2 ?
- 2.4 Which factor affecting the Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2 ?

3. Research Objectives

- 3.1 To study the Organizational Culture of Secondary Schools in Upper Northeastern Provincial Cluster 2.
- 3.2 To study the Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2 .
- 3.3 To analyze the relationship between the Organizational Culture, and Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2 .

3.4 To construct predictive equation in Organizational Culture factors affecting the Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2.

4. Research Hypothesis

4.1 There is positive relationship between Organizational Culture, and Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2 .

4.2 At least one factor affecting Sufficiency School Management of Secondary Schools in Upper Northeastern P r o v i n c i a l C l u s t e r 2 .

5. Research Methodology

5.1 Population and Samples

Population : included 126 Secondary Schools in Upper Northeastern Provincial Cluster 2. The samples were from sample size determination based on condition of Multiple Regression Analysis, and Krejcie and Morgan' Table (1970). They were selected by Stratified Random Sampling. 100 schools were obtained as samples. There were total of 200 informants including the teachers being responsible in implementation based on Sufficiency Economy Philosophy, and 2 teachers in each school.

5.2 Research variables

Independent variables : the Organizational Culture from synthesis of Theoretical Approach and Related Literature of Organizational Culture, found that the Organizational Culture consisted of 10 factors including: 1) objective of school, 2) empowerment, 3) decision making, 4) sense of belonging, 5) trust, 6) quality, 7) recognition, 8) generosity and support, 9) honesty, and 10) diversity of staffs.

Dependent variable: the Sufficiency School Management based on criterion of Quality Sufficiency School. (Ministry of Education, 2011) in 4 aspects of School Management including: 1) policy, 2) academic, 3) budget, and 4) general work management.

5.3 Research Instruments

The instruments using in this study was 1 set of Questionnaire including 3 parts. Part 1: Checklist of demographic data as gender, age, official work period, Educational Degree, school size, and training in Sufficiency Economy Philosophy during the past 5 years, Part 2: Questionnaire of Organizational Culture of Secondary Schools. It was a 5 Level Rating Scale. Part 3: Questionnaire of Sufficiency School Management. It was a 5 Level Rating Scale.

For instrument validation, the constructed Questionnaire presented to experts for investigating content validity, language use, and others recommended by them to be corrected. The criterion in decision making for selecting only the item with IOC more than 0.50. Then, researchers improved and revised according to the experts' recommendations. The Questionnaire was tried out with 35 Secondary Schools under the Office of Secondary Educational Service Area 24, total of 70 issues. Using Cronbach's Alpha Coefficient to find Reliability, the coefficient value of the Organizational Culture = 0.98, and the Sufficiency School Management Scale = 0.97.

5.4 Data Analysis

Data were analyzed the Frequency, Percentage, Mean, Standard Deviation, Pearson Product Moment Correlation, and Stepwise Multiple Regression.

6. Conclusions and Discussions

6.1 Conclusions

6.1.1 The Organizational Culture of Secondary Schools, in overall and each aspect, were in "High" level every aspect, ranking in order from high to low as follows: the objective of school, quality, diversity of staffs, honesty, empowerment, decision making, generosity and support, recognition, and trust.

6.1.2 The Sufficiency School Management of Secondary Schools, in overall and each aspect, were in “High” level, ranking in order from high to low as follows: the general work management, policy, budget, and academic.

6.1.3 The relationship between Organizational Culture, and Sufficiency School Management, in overall, it was in “Rather High” level. Considering each aspect, there was “High” relationship of the factor of Quality, and Sufficiency School Management. There was “Rather High” relationship of all of 9 factors, and Sufficiency School Management, ranking in order from high to low as follows: the decision making, empowerment, generosity and support, diversity of staffs, sense of belonging, recognition, and honesty.

6.1.4 The Organizational Culture affecting Sufficiency School Management, there were 3 factors could predict Sufficiency School Management, ranking predictive power in order from high to low as follows: quality (X6), decision making (X3), and empowerment (X2). The predictive equation could be constructed as:

6.2 The Discussions of the findings

6.2.1 The Organizational Culture, in overall and each aspect, were in “High,” level every aspect, the highest level of average value was the objective of school. The second order included quality, and diversity of staffs. Since the Secondary Schools in the Upper Northeastern Provincial Cluster 2, developed their quality and Educational Standard into higher level in order to be relevant to National Education Act 1999, and the Revised Issue (the Second Issue) 2002. It was supported by Lacharee Dechyothin’s (2007) findings found that Organizational Culture, and Learning Organization as perceived by staffs in schools under jurisdiction of the Office of Khon Kaen Educational Service Area 4, in overall, the average value was in “High” level. It was also supported by Thanomwan Prasertcharoensuk’s (2010) findings found that the Organizational Culture for Learning Reform, in overall, was practiced in “High,” level. It was supported by Nopamad Prapa’s (2009) findings found that the Organizational Culture affected Learning Organization of schools, under jurisdiction of the Office of Khon Kaen Educational Service Area 1, in overall and each aspect, were in “High” level.

6.2.2 The relationship of Sufficiency School Management, in overall, was in “High” level in every aspect, ranking the first 3 orders from high to low as follows: the general work management, policy, budget, and academic. Since the Ministry of Education specified to drive Sufficiency Economy Philosophy into school, and evaluated the model schools by instructional process management, and school management based on Sufficiency Economy Philosophy “Sufficiency School,” started from 2007 school year until now. As a result, the schools especially Secondary Schools applied Sufficiency Economy Philosophy in their schools. It was also supported by Sanya Jarujinda’s (2008) findings found that the guidelines for management by applying the Sufficiency Economy Philosophy into practice in Primary Schools in all of 4 aspects including, the success level was in “High,” level. In addition, it was supported by Ponsakoon Kedjamnan’s (2010) findings found that the school management based on Sufficiency Economy Philosophy, under the Office of Khon Kaen Educational Service Area 4, in overall, the practice was in “High” level.

6.2.3 The relationship between Organizational Culture, and Sufficiency School Management, in overall, it was in “Rather High” level. Considering direction of relationship from calculated correlation coefficient, it was positive relationship in every aspect. It was found that there was relationship between the variable of Organizational Culture, and the Sufficiency of Secondary School in “High” level, and “Rather High” for the first 3 orders as: 1) quality and Sufficiency School Management, correlation coefficient = 0.812, relationship was in “High” level, 2) decision making, and Sufficiency School Management, correlation coefficient = 0.799, relationship was in “Rather High” level, and 3) empowerment, and Sufficiency School Management, correlation coefficient = 0.788, relationship was in “High” level. It was supported by Manit Metanupap’s (2008) findings found that there was positive significant relationship between the School Culture, and Work practice in Educational Quality assurance, in overall and each aspect, at 0.01 level. It was also supported by Kannara Konkan’s (2011) findings found that there was relationship between the Organizational

Culture, and Learning Organization of schools under jurisdiction of Lamchabung Municipality, Sriracha District, Chonburi Province, in overall, relationship was in "High" level.

6.2.4 The Organizational Culture affecting Sufficiency School Management, consisted of 3 variable. The Organizational Culture variable could significantly predict the Sufficiency School Management at 0.05 level, included the quality (X6), decision making (X3), and empowerment (X2). In Regression Equation, the Multiple Correlation Coefficient ($R = 0.862$) with predictive value ($R^2 = 0.743$) or could predict for 74.30%. Therefore, could be concluded that all of 3 factors played an important role in Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2. The variable as quality was needed to be constructed and elevated by the schools. The decision making was an important part to be based on the Organizational Leaders to led their team to accomplish specified goal. The last variable, was the empowerment was the thing which Secondary Schools with management under management of various groups. It was necessary to decentralize for driving the organization. Besides, the research findings of Lacharee Dechyotin (2007) in the study of Organizational Culture affecting Learning Organization as perceived by staffs in schools, under jurisdiction of the Office of Khon Kaen Educational Service Area 4, found that the Organizational Culture Factor as predictor of Learning Organization, included: 1) diversity of staff, 2) generosity and support, 3) empowerment, 4) justice, and 5) sense of belonging. The predictive power was 69.70 at .05 significant level. It was supported by Wilaiwan Meyam's (2008) findings, found that the Cultures such as : shared decision making, development of sense of belonging, development of trust could affect the efficiency, effectiveness, and success of school. It was supported by Pirach Jamrasnaew's (2010) findings, found that School-Based Management by providing opportunity for stakeholders express their opinion, and participate in determining school goal in the same direction, and have appropriate and strong working culture, could affect the school to implement Educational Activity efficiently and effectively.

7. Recommendations from Research

7.1 Recommendations from research findings.

7.1.1 Organizational Culture should be emergently developed the aspect with high average value in the last 3 orders: sense of belonging of school, recognition, and trust in order to develop the organization to be stronger.

7.1.2 Guidelines should be determined for practicing the factors in Quality, Decision Making, and Empowerment which affected the Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2, in Secondary Schools under jurisdiction of the Office of Secondary School Educational Service Area 22, and 23.

7.1.3 School Administrators should encourage the school staffs to have affiliation with each other, provide opportunity for staffs to express their potentiality fully, organize activity for the staffs to have sense of belonging as a member of organization. In addition, the administrators had to be role model, had competency in good management.

7.1.4 The Sufficiency Schools Management should be improved by sending staffs for field trip study as well as training in integration of Sufficiency Economy Philosophy in knowledge management more.

7.2 Recommendations for future research.

7.2.1 Qualitative Data regarding to factors affecting the Sufficiency School Management of Secondary Schools in Upper Northeastern Provincial Cluster 2, should be conducted in order to obtain intensive information for efficient school management.

7.2.2 The samples of different sized schools, should be separated in order to use the findings based on context of each school.

7.2.3 The Case Study in successful schools in Sufficiency School Management based on Sufficiency Economy Philosophy in order to obtain information technology for Sufficiency School Management.