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The Impact of Organizational Culture on Teacher Learning

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Abstract

Learning society should be encouraged in order to fulfil the rapid change of the world. Since teachers play a great role in the students' learning, a study has to carry out to investigate the impact of organizational culture on teacher learning in municipality school. A total sample of 148 respondents consists of 16 principals and 132 teachers were selected from Nongkhai municipality schools in Thailand applying stratified random sampling. This study employed quantitative method survey design to collect data using questionnaire as an instrument. The data was analysed by using computer program to calculate mean value, percentage, standard deviation, correlation Pearson, and Stepwise multiple regression analysis. The results showed that the organizational culture and behaviour of teacher learning are at high level ($\bar{x} = 3.81$, $SD = 0.43$) and ($\bar{x} = 3.81$, $SD = 0.47$) respectively. The relationship between the organizational culture and the behaviour of teacher learning indicated a positive correlation ($r = 0.554-0.726$) with a statistically significant at the level of 0.01. All the four types of organizational culture are significant predictors which contributing 71.30 per cent variance in teachers' learning. In conclusion, the kinship or clan organizational culture should be adopted since it is the most significant predictor in improving teachers' learning and thus encourage teachers to be effective learners.

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1. Introduction

The rapid change of the world and the constant advancement of science cause the modern global community to adjust from the original to become learning society accordingly. Education is not only an important learning process and mechanism that leads to the development of community but also assist to enhance the development of the nation. In learning process, students must pursuit their knowledge eagerly, find answers to various questions by themselves, possess the ability for self-development at all time, and always desire to learn and pursuit their knowledge. As indicated by Office of Education Council (2003), those characteristics that mentioned above known as a 'person of learning'. Thus a person who assists the learners to learn is known as a 'teacher'. Teacher plays a vital role in the process of students' learning in spite of being a role model to the students. According to Chinnaphat (2009), teachers need to have teaching spirit, love their teaching profession, self-discipline, set a good example to their students, and be a person of learning in order to excel in their teaching profession.

Teachers are working in educational institutions which are driven by organizational culture. Kluckhohn and 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 the organizational behaviour 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 learning process definitely would affect the capability of the learners to learn more effectively and to achieve better academic result.

2. Research Objectives

The following are the main objectives of this study:

- a) To study the organizational culture and the behavior of teacher learning in Nongkhai municipality schools, Nongkhai province.
- b) To study the relationship between the organizational culture and the behavior of teacher learning in Nongkhai municipality schools, Nongkhai province.
- c) To study the impact of organizational culture on the behavior of teacher learning in Nongkhai municipality schools, Nongkhai province.

3. Research Methodology

The research population is 234 school administrators and teachers of 2014 academic year from nine Nongkhai municipality schools, in Nongkhai province. A total of 148 respondents consist of school administrators and teachers are selected by utilizing sample size determined by Sirichai Kanjanawasi's (2007) educational study sample size table with 95 per cent of reliability has been taken into account. Meanwhile, stratified random sampling is employed.

The instrument used in this research is a set of questionnaire consists of 105 items including 5 items of demographic information, 50 items related to organizational culture and 50 items regarding teacher learning behavior. Specifically, there are four types of organizational culture namely 12 items of adaptive organizational culture, 12 items of result-based organizational culture, 12 items of clan organizational culture and 14 items of bureaucratic organizational culture. However, teacher learning behavior comprised of five domains. They are creativity, inquiry habit, enthusiasm, persistent to increase effective learning and the application of knowledge, contributing 10 items for each domain.

This questionnaire was then sent to a panel of experts for comments and feedbacks. The panel of experts was selected using the criteria based on their expertise in the area of leadership and holding administrative position as principal for validation purpose. The panelist chosen included 5 professionals from various fields, such as lecturers who are specializing in educational leadership and management, research methodology, statistical analysis, principal, and director of educational service. From the feedbacks returned by the panel, some modifications were made to the original instrument.

Pilot testing of the instrument was carried out from 30 teachers who were not the samples of the actual study. Those teachers were chosen as their structure and population are the same as the actual study. To improve the

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