

Prevailing Teachers' Organizational Cultural Awareness at Royal Commission Schools in Jubail

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Abstract

The research aims to identify the level of organizational cultural awareness of teachers in the schools of the Royal Commission in Jubail. Organizational culture was measured through the sub-variables (values and beliefs, school norms and laws, future expectations). Statistical differences between responses were examined due to demographic variables (Educational Qualification, Experience, Teaching Stage). The descriptive associative method was applied. The study population consisted of 1397 teachers, while the sample consisted of 303 teachers who were chosen randomly. Results showed that the level of organizational cultural awareness in the schools of the Royal Commission in Jubail Industrial City is high. In addition, variables are arranged in descending order as follows, (rules and laws, beliefs and values, future expectations). There are no statistically significant differences between teachers regarding the level of organizational cultural awareness. We recommend the Board of Directors work under the future vision. As well as meeting the teachers' expectations of training needs to enhance their motivation and teachers should be involved in the decision-making process.

Keywords: Organizational Culture, Teachers' Motivation, Royal Commission Schools.

Introduction

Today, the world is witnessing development in various political, economic, knowledge, social, educational, and other fields. Certainly, these areas affect each other, and the greatest influence on them is the educational field, which affects most members of society. Giving attention to human resources since childhood and its development has become a necessity, not a luxury. The school is considered the most important institution that works to preserve the entity of society and preserve its heritage and civilization, where they participate in interaction and achieve goals. (Ibrahim, 2019) (Kamal, 2014) Indicates that organizational culture has an impact on the activities of organizations, including the commitment to

perform tasks and jobs, while ensuring the highest possible quality of performance, and all this can only be achieved through achieving job satisfaction. Job satisfaction is one of the important ways that help improve efficiency and effectiveness in organizations. As the organizational culture has an impact on the individuals in the organization and their performance, which controls the behavior of individuals and directs them towards the desired behavior within the organization. (Markamal, 2014) mentions that organizational culture is the framework that governs, directs, and explains the behavior of individuals in the organization, through a set of values, beliefs, basic assumptions, and organizational norms and standards shared by members of the

organization. Which directly or indirectly affects the behavior and performance of employees and thus determines the organization's trends and values.

Focusing on organizational culture has become a necessity to know its impact on motivating teachers, which is an essential aspect of professional performance, because of its great importance and great impact on the educational process. It is also a necessity to achieve quality in educational institutions. Organizational culture is a method for resisting challenges and providing teachers with the necessary skills to meet modern requirements. (Nyakunde, 2012) Stated that teacher motivation had great importance for acquiring and enriching his behavior. The teacher, according to his position at school, occupies a social position that has its character in society. His profession requires professional competencies, these competencies require continuous development, which keeps pace and requires continuous professional motivation. Motivation is influential in achieving educational goals (Al-Salihi, 2013). (Abu Hussein, 2017) Mentions that the organizational culture, with its material and moral components, leaves its mark on administrative organizations in general and educational institutions, and gives each of them personal characteristics that distinguish it from others. It motivates them to perform their work perfectly and raises their commitment. The administration school's role appears in providing a strong organizational culture based on improving the educational process, and maintaining the stability of the school, which leads to achieving the goals of the educational process and achieving job satisfaction. In addition to developing educational institutions to keep pace with the rapid developments, that we are witnessing in the world today.

Increasing contemporary organizational problems need explanations, to achieve their objectives with appropriate efficiency and

effectiveness. These problems face educational institutions concerned with decision-making, directing the behavior of employees, and improving their commitment level. This requires realizing the importance of organizational culture in positively and negatively affecting many variables. It is important to highlight the impact of organizational culture on the nature of the educational and administrative roles of teachers, as one of the main elements in educational institutions (Abu Hussein, 2017). (Al-Hajri, 2013), (Al-Mutairi, 2014), (Yilmaz, 2018) Stressed the need to conduct studies on the organizational culture of educational institutions, and its relationship with other administrative concepts, so the variables related to the educational field can be addressed, and attention must be paid to organizational culture in schools. As well as understanding the concept of organizational culture as a modern administrative concept, which is relied upon as a basis for the success or failure of educational institutions. Managerial leaders should benefit from the experiences of others in how to manage organizational culture in scientific ways (Khalaf, 2013). As well as conducting more studies and research to investigate the factors influencing teacher motivation. (Viseu, et al. 2016) Analyzed the literature published between 1990 and 2014, which addressed the issue of organizational changes affecting teacher motivation. The literature indicates that organizational culture is the most studied variable associated with teacher motivation. It became important to know the factors that hinder the realization of a vision. The research's importance stems from the increasing demand for the concept that the culture of the organization is an important factor, in determining the proportionality or compatibility between the individual and the organization. An organization's culture affects

its organizational structure and the performance of its employees. The research was limited to the relationship of the prevailing organizational culture in the school, according to the following areas (beliefs and values, school norms and laws, future expectations). The research was applied in the second semester of the year 1443 AH. And limited to teachers of general education schools in Jubail Industrial City affiliated with the Royal Commission.

Literature review

(Al-Balawi,2017) Aims to identify the relationship between the level of organizational culture and the degree to which managers practice the ethical decision-making process from the teachers' point of view. The study sample consisted of (269) male and female teachers. The researcher used the descriptive correlative approach. The organizational culture focused on the following areas (school management values, school management beliefs, school management rules, laws, future expectations), and a questionnaire was relied on to measure the decision-making variable. Positive significant correlation between the total degree of organizational culture and the total degree of the ethical decision-making process, in addition to the presence of statistically significant differences for the level of organizational culture according to the teacher's experience variable, and according to the educational qualification variable in favor of bachelor's holders. While (Al-Tarhouni,2014) aimed to determine the level of organizational culture prevailing in basic education schools in the city of Benghazi, and to test its impact on organizational loyalty and organizational citizenship behavior for teachers. The results showed that the prevailing organizational culture in basic education schools in Benghazi is within the average level,

and the field of organizational values ranked first, albeit at an average level.

These results agree with (Al-Hajri, 2013), which aims to determine the organizational culture in secondary schools, in Kuwait, and its relationship to the teacher control center. The study sample consisted of (400) of them (177) male teachers and (223) female teachers, who were selected by the stratified random proportional method, the researcher used the descriptive scientific approach. The results showed that the level of organizational culture is high in all areas. The results also showed a positive relationship between the degree of organizational culture in secondary schools and the type of internal control center. While there are statistically significant differences in the degree of organizational culture according to the educational qualification variable and in favor of graduate studies, and the presence of statistically significant differences in the degree of organizational culture according to the experience variable in favor of the category (5 to 9 years). While (Abdeen, 2013) aims to determine the level of organizational culture in Arab secondary schools in Jerusalem from the point of view of officials and teachers, the study sample consists of (42) officials and (294) teachers who were selected from 21 schools. The researcher used the descriptive approach and relied on the questionnaire as a tool for collecting study data. The results showed that the level of organizational culture in the areas of serious expectations, beliefs and values reached a high degree, while the standards area reached a medium degree. The results indicated that there were no statistical differences between the responses according to educational qualification and experience.

(Al-Hamoud, 2010) aims to find out the availability of organizational cultural characteristics in public and private secondary schools in the Kingdom of Saudi Arabia. The

study sample consisted of (340) male and female teachers, standards and expectations. The results showed that the degree of availability of organizational culture characteristics was moderate and tended to decline. The availability of these characteristics was medium in the domains (expectations, standards, values) while the two domains (philosophy and beliefs) were low. While (Buhamad, 2008) aimed to know the perceptions of secondary school principals and teachers of organizational culture in the Ministry of Education in Kuwait, the study population consisted of all secondary school principals and teachers, the study sample consisted of (110) administrators and (328) teachers, the descriptive approach was used. . The questionnaire was a data collection tool, and the areas of study were values, standards, expectations, philosophy and beliefs.

The results indicated that the organizational culture of secondary school administrators was high. While for teachers it was average. There are statistically significant differences between administrators and teachers towards organizational culture in favor of administrators. (Locke, 2004) aims to determine the impact of organizational culture and patterns of job satisfaction and organizational commitment among a sample of administrators in Hong Kong and Australia. The sample size was 317 managers, 219 from Hong Kong, and 118 from Australia. The results showed that there were statistically significant differences between the two countries, the study showed that job satisfaction and organizational commitment in Australian organizations are higher than in Hong Kong institutions and that organizational culture and leadership style have positive effects on job satisfaction and commitment.

(Viseu, et al. 2016) investigates the relationship between teacher motivation and

organizational variables through the literature published between (1990, 2014), and to understand the impact of organizational variables on teacher motivation to shed light On the context in which the teacher is a part, the study was conducted in Portugal and used the analytical method, where the study population consisted of all studies related to teacher motivation that were published between (1990, 2014) and numbered (94) studies, while the study sample consisted of (51) studies that was analyzed using the systematic review, the results showed that teacher motivation is not only affected by the variables related to the teacher, but also by the organizational variables that refer to the relationship between the teacher and the school, and the results indicate that the organizational culture was the most studied variable associated with teacher motivation. According to these studies, it is precise that the current study is distinguished as it is considered more comprehensive. It focuses on the areas (values and beliefs, school norms and laws, and future expectations) that are directly related to the teachers in the study sample, and that affect their performance. In addition, it is the first study to deal with organizational culture at schools, which could be applied to all stages of public education later.

Data and Methodology

The study population consisted of all teachers of public education schools in the Royal Commission in Jubail Industrial, primary, intermediate, and secondary, the number of teachers reached 1,397, according to the statistics of the Education Department of the Royal Commission in Jubail. A simple random sample of 303 teachers was drawn from the three school stages, which represents 21.6% of the study population. The period of conducting the study is the second semester of the academic year 1443 AH. The sample

calculation is subject to the Kerrjcie & Morgan random sampling table (Al Khalili, 2012). A questionnaire was designed to measure the level of organizational culture at the Royal Commission schools in Jubail Industrial City. 303 teachers responded to the questionnaire at all levels of study. The questionnaire included both demographic data (Qualification, Experience, Educational Stage), and basic variables, which included organizational culture (values and beliefs - norms and laws - future expectations).

The Questionnaire Validity & Reliability

The questionnaire was presented to a group of arbitrators specialized in the field of education and educational administration, and after the

arbitrators expressed their opinions, some questions were modified, in addition to the deletion of the field of philosophy in organizational culture, so that the questionnaire reached its semi-final form. To check the internal consistency, the questionnaire was applied to an exploratory sample of 30 teachers from the study population. The Pearson correlation coefficient was used to measure the relationship between each question and the total score of the domain it belongs to, and each domain with the total score of the axis it belongs to. Table No. 1 shows that all correlation coefficients between each question and the domain are positive and statistically significant at a 1% significance level.

Table No. (1) Questions correlation coefficients, with their domain and total score

Axis	Domain	Item	Correlation coefficient	Item	Correlation coefficient
organizational culture	Values and beliefs	1	**0.777	5	**0.669
		2	**0.745	6	**0.779
		3	**0.868	7	**0.719
		4	**0.796	8	**0.779
	Norms and laws	1	**0.790	4	**0.534
		2	**0.761	5	**0.824
		3	**0.794	6	**0.776
	Future expectations	1	**0.835	4	**0.864
		2	**0.830	5	**0.868
		3	**0.829		

** significant at 0.01

Table No. 2 shows the correlation coefficients for each domain and the total score for the main axis to which it belongs, all of which were positive and statistically significant at a 1%

significant level. This result provides us with an indication that all questionnaire questions are valid, and measure the objectives for which they were set.

Table No. 2 Correlation Coefficients (Domain - Total Axis Score)

Axis	Domain	Correlation coefficient
organizational culture	Values and beliefs	**0.959
	Norms and laws	**0.958

	Future expectations	**0.877
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** significant at 0.01

The reliability of the questionnaire was checked based on the value of the reliability coefficient Alpha Cronbach for the domains and axes of the questionnaire. Table No. 3

shows that the values of Cronbach's alpha coefficients for the domains and axes of the questionnaire are high, which indicates that the questionnaire has a high degree of reliability.

Table No. (3) questionnaire dimensions reliability coefficients

Axis	domain	Cronbach's alpha coefficients
organizational culture	Values and beliefs	0.898
	Norms and laws	0.839
	Future expectations	0.899
	Total	0.950

Organizational Culture

Table No. 4 shows the level of organizational culture in the schools of the Royal Commission in Jubail Industrial City from the teachers' point of view. The arithmetic averages and standard deviations of the responses were calculated. All domains of the organizational culture axis have a high degree, where the domain of school

norms and laws got the highest weighted arithmetic mean 3.98, the domain of beliefs 3.70, and the domain of future expectations 3.41. The total value of the domains is 3.71, which reflects that the level of organizational culture in the schools of the Royal Commission in Jubail Industrial City from the teachers' point of view was a high degree.

Table No. (4) The arithmetic averages and standard deviations of the organizational culture axis

Domain	Arithmetic average	Standard deviation	Degree	Rank
Values and beliefs	3.70	0.785	High	2
Norms and laws	3.98	0.690	High	1
Future expectations	3.41	0.949	High	3
Total	3.71	0.745	High	

The high axis averages for the organizational culture are due to the efforts of the General Education Department to disseminate organizational culture, in its various fields and elements of values, beliefs, norms, and future expectations. Where the educational administration uses several methods, whether

direct, such as writing the vision, values, and message of the education department in the school halls. Or indirect, such as applying all the values you proclaim, and trying to be a valid role model for others.

The educational administration has realized the importance of organizational

culture in maintaining good behaviors and predicting the behavior of teachers, which helps in the educational decision-making process, which seeks to keep pace with rapid developments. The results agree with (Al-Sakarna, 2017), as the organizational culture helps to predict the behavior of individuals and groups, as the individual when faced with a specific situation or problem acts according to his culture. The results also agree with (Bu Hamad, 2008), (Al Sarhani, 2011), and (Al Hajri, 2013), which showed that the level of organizational culture from the teachers' point of view was high in all dimensions. While the results differ from those (Al-Hamoud, 2010) (Al-Tarhouni, 2014), which found that there are moderate trends in organizational culture.

Demographic differences in the organizational culture level among teachers in Jubail Industrial Schools

Experience: Arithmetic averages and standard deviations of the degrees of organizational culture level of teachers in Jubail Industrial Schools were calculated according to the years of teaching service. Table 5 shows the results of the ANOVA test. Significance levels were greater than 5% in all dimensions of organizational culture (values and beliefs, norms and laws, future expectations). It indicates that there are no statistically significant differences in the level of organizational culture among teachers in Jubail Industrial Schools due to experience. These results indicate the similarity of teachers' perspectives on the level of organizational culture among general education teachers in the Royal Commission schools in Jubail Industrial, regardless of their experience.

Table No. (5) ANOVA test (organizational culture and motivation - Experience)

Domain	Source of variance	Sum of squares	Degrees of freedom	Mean of squares	(P) Value	Significance level
Beliefs and values	between groups	0.547	2	0.273	0.441	0.644
	within groups	185.744	300	0.619		
	total	186.291	302			
School norms and laws	between groups	0.853	2	0.426	0.895	0.410
	within groups	142.954	300	0.477		
	total	143.806	302			
future expectations	between groups	0.686	2	0.343	0.379	0.685
	within groups	271.571	300	0.905		
	total	272.258	302			
organizational culture as a whole	between groups	0.386	2	0.193	0.347	0.707
	within groups	167.026	300	0.557		
	total	167.412	302			
incentives	between groups	0.027	2	0.013	0.017	0.983
	within groups	234.289	300	0.781		
	total	234.316	302			
work environment	between groups	0.276	2	0.138	0.176	0.839
	within groups	235.067	300	0.784		

	total	235.343	302			
school load	between groups	1.563	2	0.781	0.950	0.388
	within groups	246.706	300	0.822		
	total	248.269	302			
improvement opportunities	between groups	0.500	2	0.250	0.306	0.737
	within groups	245.248	300	0.817		
	total	245.748	302			
motivation as a whole	between groups	0.196	2	0.098	0.141	0.869
	within groups	143.989	496	0.290		
	total	144.012	498			

Results indicate the strength and intensity of organizational culture in public education schools in the Royal Commission, which helps in the rapid integration of teachers, especially those with less than five years of experience. In addition, the schools of the Royal Commission have been stable over the years, despite the rapid developments they are going through, as the largest proportion of the responses were to teachers who had more than 10 years of experience, and who were contemporary with traditional and modern administrations.

The results also indicate that the management of the authority, specifically public education, was able to face challenges and be able to deal with them, through comprehensive reforms, which shows the flexibility of plans in the education management of the Royal Commission in Jubail, and anticipating the future. These results are consistent with (Al-Shahrani, 2019), who explained that educational institutions are one of the institutions that face many challenges over time and that they can only withstand a qualitative shift and comprehensive reforms in the educational system.

The Royal Commission is keen to attract competencies that intersect with its organizational culture, which in turn leads to the adoption of the values and beliefs of the Royal Commission. This was confirmed by (Masa'ida, 2013) every organization tries to develop its own culture, because each

organization has many aspects that distinguish it from other organizations, such as the age of the organization, its communication patterns, work systems and procedures, the process of exercising authority, leadership style, values, and beliefs, and for the organization to maintain On a culture, it attracts human forces that are compatible with its values and philosophy. (Al-ajez, 2011) explained that what helps in building the organizational culture is the compatibility of administrative practices with the values of the organization. Where values may not have one direction and practices have another direction, the values of the workers must also be compatible with the values of the organization. The results agree in terms of the absence of statistically significant differences due to the variable experience (Hussain, 2016) (Abu Eisha, 2019). The results differ from those (Al-Hajri, 2013), which indicates that there are statistically significant differences in the degree of organizational culture in secondary schools. In Kuwait, according to experience, these differences were in the direction of the category (5-9) years.

Educational Stage

Arithmetic means and standard deviations of organizational culture among teachers in Jubail Industrial Schools were calculated according to the Academic Stage. Table No. 6: ANOVA results for the differences between the average groups. The results indicate that the

significance levels are greater than 5% in all the axes and fields of the questionnaire (values and beliefs, norms and laws, future expectations). This indicates that there are no statistically significant differences in the degrees of the level of organizational culture among teachers in Jubail Industrial Schools due to the variable

of the teaching level. This indicates the similarity of teachers' perspectives on the level of organizational culture among general education teachers in the schools of the Royal Commission in Jubail Industrial, regardless of the educational Stage.

Table No. (6) One-way Analysis of Variance Test (Organizational Culture and Motivation - Educational Stage)

Domain	Source of variance	Sum of squares	Degrees of freedom	Mean of squares	(P) Value	Significance level
Beliefs and values	between groups	1.705	2	0.852	1.385	0.252
	within groups	184.586	300	0.615		
	total	186.291	302			
School norms and laws	between groups	1.493	2	0.747	1.574	0.209
	within groups	142.313	300	0.474		
	total	143.806	302			
future expectations	between groups	2.216	2	1.108	1.231	0.293
	within groups	270.041	300	0.900		
	total	272.258	302			
organizational culture as a whole	between groups	1.572	2	0.786	1.422	0.243
	within groups	165.840	300	0.553		
	total	167.412	302			
incentives	between groups	1.580	2	0.790	1.018	0.363
	within groups	232.736	300	0.776		
	total	234.316	302			
work environment	between groups	2.362	2	1.181		

Domain	Source of variance	Sum of squares	Degrees of freedom	Mean of squares	(P) Value	Significance level
	within groups	232.981	300	0.777	1.521	0.220
	total	235.343	302			
school load	between groups	3.010	2	1.505	1.841	0.160
	within groups	245.259	300	0.818		
	total	248.269	302			
improvement opportunities	between groups	1.517	2	0.758	0.931	0.395
	within groups	244.232	300	0.814		
	total	245.748	302			
motivation as a whole	between groups	1.866	2	0.933	1.350	0.261
	within groups	207.371	300	0.691		
	total	209.237	302			

The previous results are in agreement with (Hussain, 2016) due to the movement of teachers between the teaching stages (primary, intermediate, secondary) in the general education administration, which makes the organizational culture and motivation of teachers coherent and similar between them, and there is no significant difference observed. This is also due to the strength and stability of organizational culture considering the rapid developments we are experiencing, and the Department of Education's endeavor to share its vision, ambition, and goals for all education staff. In addition, the teacher plays the same role in all educational stages. (Khalaf, 2013) pointed out that the tasks of the teacher are common to teachers. Planning, evaluating students' performance, teaching, preparing, and correcting tests, remain common tasks for all

teachers, regardless of the different teaching stages.

Qualification: The T-test for independent samples was used to determine the significance of the differences in the organizational culture of teachers in Jubail Industrial Schools according to qualification. Table No. 7 shows that the values of significance levels were greater than 5% in all fields of study, and this indicates that there are no statistically significant differences in the level of organizational culture among teachers in Jubail Industrial Schools due to qualification, and this indicates that there are no differences in teachers' views about the level of The organizational culture of teachers, regardless of their qualifications.

Table No. (7) "T" Test (Organizational Culture Level - Qualification)

Domain	Qualification	Number	Arithmetic mean	Standard deviation	(P) value	Degree of freedom	Significance level
Beliefs and values	Bachelor	260	3.69	0.769	-	301	0.692
	Master and higher	43	3.74	0.883	0.397		
School Norms And Laws	Bachelor	260	3.99	0.673	0.458	301	0.647
	Master and higher	43	3.94	0.791			
Future expectations	Bachelor	260	3.41	0.941	0.271	301	0.787
	Master and higher	43	3.37	1.011			
Organizational Culture As A Whole	Bachelor	260	3.71	0.727	0.049	301	0.961
	Master and higher	43	3.71	0.851			
Incentives	Bachelor	260	3.56	0.869	-0.116	301	0.907
	Master and higher	43	3.57	0.960			
Work environment	Bachelor	260	3.48	0.885	-0.816	301	0.415
	Master and higher	43	3.60	0.873			
School load	Bachelor	260	3.42	0.883	0.035	301	0.972
	Master and higher	43	3.41	1.047			
Improvement opportunities	Bachelor	260	3.34	0.881	-0.162	301	0.871
	Master and higher	43	3.36	1.026			
Motivation as a whole	Bachelor	260	3.44	0.816	-0.292	301	0.771
	Master and higher	43	3.48	0.930			

There are no statistically significant differences for the educational qualification variable because the general education administration and the school administration seek to develop teachers professionally so that everyone has equal opportunities for professional development. These results differ from those (Al-Hajri, 2013) which showed that there are statistically significant differences in organizational culture in favor of graduate students.

Conclusion

We examined the level of organizational culture prevalent among teachers in the Royal Commission schools in Jubail. The results provided an important basis for understanding subordinates' attitudes toward the prevailing organizational culture in the educational environment. The level of practice of organizational culture has achieved a high level of practice. The prevailing methods affect the

motivation and motivation of teachers towards carrying out their educational duties. The General Education Department has sought to spread the organizational culture with its various elements (values - beliefs - norms - future expectations), through the various available methods as it applies all the values it calls because it realizes the importance of the role of organizational culture in maintaining the desired behaviors and predicting the actions of teachers. that assist in the educational decision-making process. From the results of the research, we recommend that the school administration strive to work on a clear and specific future vision. Meet the expected training needs of teachers. Creating a collaborative work environment by implementing a range of social activities. Reducing the administrative burden assigned to teachers. Allow them to develop professionally. Applying the principle of teachers' participation in the school decision-making process enhances their morale and enhances their school affiliation.

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