DOMINANT ORGANIZATIONAL CULTURE IN FACULTIES OF PHYSICAL EDUCATION: APPLIED STUDY OF FACULTY OF PHYSICAL EDUCATION – UNIVERSITY OF JORDAN

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ABSTRACT

The current research aims to measure the dominant organizational culture inside Faculties of physical education with specific application on the faculty of physical education – Jordan University. The researcher used the descriptive approach. Research community included all workers and faculty members of faculty of physical education for men – Jordan University (n=556). Main sample (n=176) was chosen purposefully in addition to another (30) persons chosen as a pilot sample. The researcher designed and validated - The Type of Dominant Organizational Culture Questionnaire designed (TDOC-Q). Results indicated that:

-For axis one (Types of Leadership and Administration): results of perceived administration indicated that (44) participants agreed on the supportive type of organizational culture while (49) agreed on procedural type for types and styles of administration, (46) agreed on supportive type for quality responsibility, (48) agreed on supportive type for inclusive change and improvement, (44) agreed on supportive type for motivation, (47) agreed on creative type for leadership type and finally (45) agreed on supportive type for workers' participation.

-For axis two (Administrative Structure): (45) agreed on supportive type for administrative communication, (51) agreed on supportive type for work groups, (58) agreed on supportive type for clarity of objectives and tasks and (47) agreed on supportive type for education, training and qualification.

-For axis three (Human Resources): (42) agreed on bureaucratic type for external agents, (48) agreed on procedural type for internal agents and (47) agreed on supportive type for problem solving.

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-For axis four (Academic and Educational Processes): (38) agreed on both creative and supportive types
-For axis five (Continuous Improvement and Development): (45) agreed on creative type

-For axis six (Policies, Procedures and Principles): (62) agreed on creative type
-For axis seven (Laws, Rules and Regulations): (48) agreed on supportive type
-For axis eight (Performance Evaluation): (40) agreed on supportive type

Key words: Organizational Culture - Higher Education – Jordan

Introduction:

Organizational culture is the core of organizational atmosphere as it forms all negative and positive aspects of individuals' general framework. It reflects individuals' trends, motives and types of performance inside different departments and branches of the organization. Quality of organizational atmosphere is a good indicator for quality of organizational culture and vice versa.

Al-Taweel, H. (1999) indicated that dominant culture in any educational system is affected by the mutual interaction among major axes of the system: administrative sector - academic sector - service sector. Environment and culture of the educational system are affected – to a great extent – with how human elements and their leaders behave, the philosophy that guides their behaviors, the policies applied and the administrative styles they use.

Al-Osaimy, A. (2007) indicated that universities are the most important organizations of the higher education services industry to fulfill the society's needs and to prepare and qualify human resources. This is due to its role, functions and knowledge infrastructure, human and technical resources, scientific and theoretical specialties, research centers and information systems as all these factors together lead to major advances in the society.

According to Al-Naggar, F. (2006), there are six criteria of organizational culture that affect the size and level of change in any organization as applied to faculty of physical education:

1. History and Property: History of faculty evolution and types of successive leaderships reflects a part of its culture in addition to type of property (public property).

2. Size: This reflects types of administration and communication in addition to models of behavior while facing different situations. These factors are affected by the size of an organization. Faculty of physical education is deep-rooted according to the number of faculty members, employees and subordinates. Its programs reflect variety according to graduate and post-graduate students.

3. Technology: while using technology, specialized organizations concentrate of values of technical skills. Service organizations, like educational organizations, concentrate of customer service and personal skills culture.

4. Individuals: Preferred methods of higher administration and workers' preferences of means of management affect the formation of organizational dominant work values and distinct culture. Higher administration can never impose a culture that workers do not believe in and vice versa. This is clear after embracing the electoral system for all leadership positions in universities and faculties. Taleb, M. (2011) indicated that organizational culture fosters loyalty inside the organization.

5. Environment: The way an organization chooses to deal with internal and external environment (clients, competitors, suppliers, workers …etc.) affects the way the organization organizes its resources and activities and forms its culture. Faculty of physical education is one of the most active educational organizations in interacting with external environment in addition to its internal bonds that form a unified educational code of ethics.

6. Purposes and Objectives: Organizational culture is affected by the organization's purposes and objectives. All organizations seeking high level of customer service may concentrate on specific values of public relations. The faculty is seeking more interaction with external and internal clients in addition to supporting profit-seeking culture in the light of shifting towards self-finance. (Farhan, A. 2007).

Components of organizational culture are organizational values that direct workers' behaviors towards achieving goals. Organizational beliefs are the shared perspectives among workers about the nature of work and social life inside work environment. Organizational traditions are committing non-written standards that should be followed

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by workers. Organizational expectations are the organizations' expectations from individuals and vice versa, in addition to personal qualities, values, interests and motives individuals. It also includes standards, criteria and indicators of performance, policies, procedures, rules, regulations and laws and organizational trends as all these factors affect the characteristics of organizational structure, authority lines, communication styles and decision-making styles (Al-Naggar, F. 2006).

There are six types of organizational culture as seen the following figure.
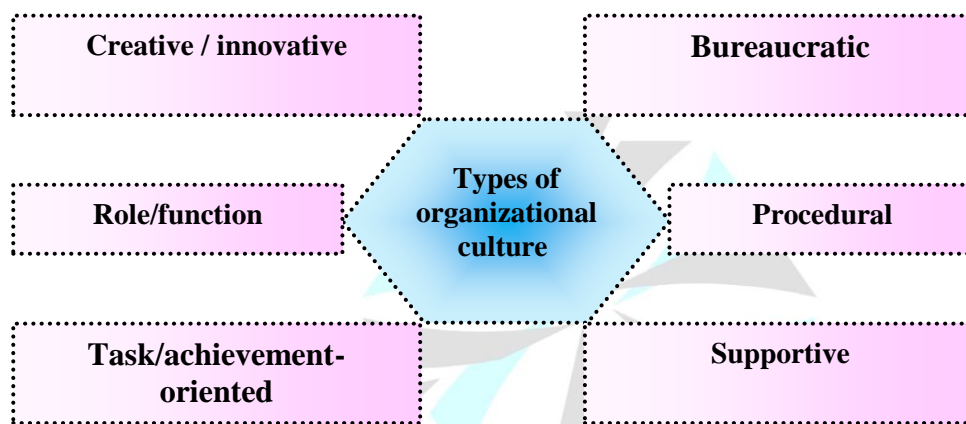
Fig. 1: Types of organizational culture

Research Problem:

Faculty of Physical Education – Jordan University is one of the oldest faculties that work in preparing and qualifying human resources in the competitive, educational and recreational sectors of sport. During the past few decades it went through several changes that supported its work system and improved the skills of graduates. Continuous development of academic programs according to labor market needs require revising such programs. The Quality Unit in the faculty made effective contributions in continuous development projects. This resulted in major changes in organizational culture of the faculty in addition to adopting major revisions. Despite barriers related to

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change, these initiatives, projects and processes, starting at a micro level and passing through mobilizing all academic leaderships and workers to support them, contributed in one way or another in changing the level, type and style of dominant organizational culture among workers.

Al-Meligy, R. (2013) indicated that universities are the community organizations responsible for progress and development of the society through playing several roles. The real challenge that faces higher education is its continuous role in serving the society and leading its change. All nations hope that their universities may play its desired role in progress and prosperity. To achieve that goal, universities should have sufficient independence and academic freedom for students and faculty members as well as these are basic conditions for universities to fulfill their responsibilities as think tanks and research centers.

Due to changes at the internal and external environments, it is important to identify the dominant culture at universities so as to provide decision makers with real facts about that and to develop a framework for continuous development. Organizational loyalty, belonging and citizenship are major criteria of the organizational behavior related to the dominant organizational culture.

Al-Shelwy, H. (2005) identified a direct proportionate relation between organizational culture and loyalty on one hand and values of the dominant organizational culture on the other.

Al-Shehry, A. (2007) indicated that when changing organizational culture, leaders should concentrate on workers' behaviors. To change workers' behaviors, it is important to show workers the value related to their behavioral modification in the form of rewards for example in cases of good modification and punishment in cases of failure. It is also important to recruit new workers that their culture is compatible with the dominant organizational culture.

Each organization has a culture and universities are very interested in organizational culture that form workers' trends, values, ideas and principles. Battah, A. (2006) indicated that awareness of organizational culture by administrators in universities gives a clear image of types of administrative educational interactions in these universities.

The current research is trying to identify the types of dominant organizational cultures in faculties with a specific reference to faculty of physical education – Jordan University.

Research significance:

- Understanding and analyzing dominant organizational culture of faculty of physical education for men – Jordan University and its role in improving performance and supporting organizational behavior of human resources in the faculty.

- Organizational culture is a source of pride for all workers if it dedicates for specific values like innovation, excellence, distinct features and competitiveness.

- Strong organizational culture helps administration to face and solve problems without strict formal procedures to assert the required behavior.

- Organizational culture is very important in attracting man power as pioneer faculties attract ambitious workers. Organizations that build upon innovation, excellence, distinction rewards of improvements and creativeness are preferred by hard-workers with high self-actualization motives.

- Organizational culture is crucial factor in the organization's ability to change and keep up with developments. More flexible and ambitious organizations are more capable of change and vice versa.

- Organizational culture sets the ideological framework of the organization through guiding workers towards objectives, organizing and coordinating their effort, relations and achievements and identifying their desired behaviors and types of relations between them and other bodies.

- Creative behaviors like serving external community and fulfilling workers' and students' needs create a competitive advantage for the faculty as these behaviors are the standard for success away from routine behaviors.

Aims:

The current research aims to measure the dominant organizational culture inside faculties of physical education with specific application on the faculty of physical education – Jordan University through identifying the following:

- Types of leadership and administration
- The administrative structure
- The level of concentration on human resources
- Academic and educational processes

-Continuous development and improvement
-Policies, procedures and principles
-Laws, rules and regulations
-Performance evaluation
-Statistical differences in types of dominant culture among workers and faculty members

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Research questions:

The main research question is: what is the dominant organizational culture inside faculties of physical education with specific application on the faculty of physical education – Jordan University. this question can be divided into the following sub-questions:

- -What are the types of leadership and administration?
- -What are the charactristics of administrative structure?
- -What is the level of concentration on human resources?
- -What are the academic and educational processes?
- -What are the procedures of continuous development and improvement?
- -How far are policies, procedures and principles applied?
- -How far are laws, rules and regulations applied?
- -What are the mechanisms of performance evaluation?
- -Are there statistical differences in types of dominant culture among workers and faculty members?

Methods:

Approach:

The researcher used the descriptive approach

Participants:

Research community included all workers and faculty members of faculty of physical education for men – Jordan University (n=556). Main sample (n=176) was chosen purposefully in addition to another (30) persons chosen as a pilot sample as seen in table (1). All participants were at least with high school certificate.

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Table (1): distribution of research community and participants

	Sample / Sector	Community	Pilot	Main
1	Faculty members	419	22	124
2	Workers	137	8	52
	Sum	556	30	176

Instruments:
- -Review of related literature
- -The Type of Dominant Organizational Culture Questionnaire designed (TDOC-Q) by the researcher

The Type of Dominant Organizational Culture Questionnaire (TDOC-Q):
According to review of literature, the researcher designed this questionnaire as a measuring tool for dominant organizational culture in the faculty of physical education.
The questionnaire includes two parts:
Part one: personal data of respondents
Part two: includes (118) items distributed on (9) axis as follows:
- -Axis one: Type of leadership and administration: (44) items distributed on the following sub-axes:
  - ▪Perceived administration (7 items)
  - ▪Type and style of administration (6 items)
  - ▪Quality responsibility (6 items)
  - ▪Inclusive change and development (6 items)
  - ▪Motivation (6 items)
  - ▪Type of leadership (6 items)
  - ▪Workers' participation (6 items)
- -Axis two Administrative structure: (25) items distributed on the following sub-axes:
  - ▪Administrative communication (6 items)
  - ▪Work groups (6 items)

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▪Clarity of objectives and tasks (6 items)
▪Education, training and qualification (7 items)
-Axis three Human resources: (18) items distributed on the following sub-axes:
▪External agents (beneficiaries) (6 items)
▪Internal agents (students – workers – faculty members) (6 items)
▪Problem solving (6 items)
-Axis four: Educational and academic processes: (7) items
-Axis five: Continuous improvement and development: (6) items
-Axis six: Policies, procedures and principles: (6) items
-Axis seven: Laws, rules and regulations: (6) items
-Axis eight: Performance Evaluation: (6) items.

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Validation of the questionnaire:

Judges' Validity:

The researcher presented the questionnaire (axes and items) to (5) experts from 12-1-2015 to 25-1-2015 to identify its content validity. Table (2) presents judges' opinions about axes and items.

Table (2): Judges Opinions about axes and items of the questionnaire (n=5)

Axes	Preliminary number of items	Modification	Elimination	*Final number of items*
Axis one: Type of leadership and administration	44	-	(2) items from perceived administration and motivation sub-zes	42
Axis two Administrative structure	25	-	Item number (7) from education, training and qualification	24
Axis three Human resources	18	-	-	18
Axis four: Educational and academic processes	7	-	Item number (7)	6
Axis five: Continuous improvement and development	6	-	-	6
Axis six: Policies, procedures and principles	6	-	-	6
Axis seven: Laws, rules and regulations	6		-	6
Axis eight: Performance Evaluation	6		-	6

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Sum of items	118	4	114

Internal consistency:

The researcher applied the questionnaire to the pilot sample (n=30) from 1-2-2015 to 10-2-2015 and results indicated statistically significant correlations ranging from 0.444 to 0.599 as seen in table (3).

Table (3): correlations between each axis and the total score of the questionnaire (n=30)

Axes	R
Axis one: Type of leadership and administration	0.543*
Axis two Administrative structure	0.444*
Axis three Human resources	0.362*
Axis four: Educational and academic processes	0.665*
Axis five: Continuous improvement and development	0.599*
Axis six: Policies, procedures and principles	0.454*
Axis seven: Laws, rules and regulations	0.498*
Axis eight: Performance Evaluation	0.569*

R table value on P≤0.05 = 0.349

Reliability:

Reliability was calculated using Cronbach's Alpha. Results indicated that correlations ranged from 0.427 to 0.569 which indicate reliability of the questionnaire.

Table (4): Reliability of the questionnaire (n=30)

Axes	R
Axis one: Type of leadership and administration	0.427*
Axis two Administrative structure	0.471*
Axis three Human resources	0.431*
Axis four: Educational and academic processes	0.545*
Axis five: Continuous improvement and development	0.569*
Axis six: Policies, procedures and principles	0.499*
Axis seven: Laws, rules and regulations	0.545*
Axis eight: Performance Evaluation	0.523*

R table value on P≤0.05 = 0.349

Main study:

The researcher applied the questionnaire to the main sample (n=176) from 10-3-2015 to 30-3-2015. Data was tabulated for treatment.

Statistical treatment:

The researcher used SPSS software to calculate the following: mean – SD – frequency – percentage – Person's correlation coefficient – difference significance.

Results and Discussion:

Table (5): frequencies, percentages and CHI^2 values for items of the first axis "Types of Leadership and Administration" (n=176)

Sub-axes	Bureaucratic		Creative		Supportive		Procedural		Task-oriented		Role		CHI^2
	F	%	F	%	F	%	F	%	F	%	F	%	
Perceived administration	32	18.2	15	8.5	44	25.0	46	26.1	33	18.8	6	3.4	43.06*
Type and style of administration	20	11.4	30	17.0	38	21.6	49	27.8	25	14.2	14	8.0	27.38*
Quality responsibility	42	23.9	25	14.2	46	26.1	24	13.6	24	13.6	15	8.5	24.52*

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Inclusive change and development	33	18.8	27	15.3	48	27.3	38	21.6	26	14.8	4	2.3	37.34*
Motivation	29	16.5	14	8.0	44	25.0	40	22.7	38	21.6	11	6.3	33.25*
Leadership type	20	11.4	47	26.7	37	21.0	33	18.8	24	13.6	15	8.5	24.04*
Workers' participation	18	10.2	30	17.0	45	25.6	38	21.6	33	18.8	12	6.8	26.02*

CHI^2 table value on $P \leq 0.05 = 11.070$

Concerning the sub-axes of axis one "Types of Leadership and Administration", table (5) showed that for "Perceived Administration", types of organizational culture came in the following order:

-Procedural (26.1%)
-Supportive (25%)
-Task-oriented (18.8%)
-Bureaucratic (18.2%)
-Creative (8.5%)
-Role (3.4%)

As for "Type and Style of Administration", types of organizational culture came in the following order:

-Procedural (27.8%)
-Supportive (21.6)
-Creative (17%)
-Task-oriented (14.2%)
-Bureaucratic (11.4%)
-Role (8%)

For "Quality Responsibility", types of organizational culture came as follows:

-Supportive (26.1%)
-Bureaucratic (23.9%)
-Creative (14.2%)
-Procedural (13.6%)

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-Task-oriented (13.6%)
-Role (8.5%)

For "Inclusive Change and Development", types of organizational culture came as follows:
-Supportive (27.3%)
-Bureaucratic (18.8%)
-Procedural (21.6%)
-Creative (15.3%)
-Task-oriented (14.8%
-Role (2.3%)

For "Motivation", types of organizational culture came as follows:
-Supportive (25%)
-Procedural (22.7%)
-Task-oriented (21.6%)
-Bureaucratic (16.5%)
-Creative (8%)
-Role (6.3%)

For "Type of Leadership", types of organizational culture came as follows:
-Creative (26.7%)
-Supportive (21%)
-Procedural (18.8%)
-Task-oriented (13.6%)
-Bureaucratic (11.4%)
-Role (8.5%)

For "Workers' Participation", types of organizational culture came as follows:
-Supportive (25.6%)
-Procedural (21.6%)
-Task-oriented (18.8%)
-Creative (17%)
-Bureaucratic (10.2%)

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-Role (6.8%)

The researcher thinks that type of organizational culture can be generated by leadership represented in administration. Administration plays a major role in identifying the dominant cultural pattern as leadership imposes its administrative style by which it affects the organizational culture through leaders' delegation of authority and task distribution. Organizational culture stems from the organization's values.

This is consistent with Taleb, M. (2011) who indicated that higher administrative levels shape the organizational culture and level of loyalty in universities.

It is also consistent with Al-Shareef, A. (2007) who indicated that the dominant organizational culture in universities is positive and strong. In addition, dimensions of dominant organizational culture affect administrative creativity.

This represents the answer the first sub-question stating: "What are the types of leadership and administration?"

Table (6): frequencies, percentages and CHI^2 values for the items of second axis "Administrative Structure" (n=176)

Sub-axes	Bureaucratic		Creative		Supportive		Procedural		Task-oriented		Role		CHI^2
	F	%	F	%	F	%	F	%	F	%	F	%	
Administrative communication	28	15.9	29	16.5	45	25.6	41	23.3	19	10.8	14	8.0	24.72*
Work groups	32	18.2	23	13.1	51	29.0	34	19.3	25	14.2	11	6.3	30.45*
Clarity of objectives and tasks	24	13.6	21	11.9	58	33.0	37	21.0	36	20.5	-	-	24.17*
Education, training and qualification	34	19.3	16	9.1	47	26.7	29	16.5	35	19.9	15	8.5	25.54*

CHI^2 table value on P≤0.05 = 11.070

Concerning the sub-axes of axis two "Administrative Structure", table (6) shows that:

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For "Administrative Communication", types of organizational culture came as follows:
-Supportive (25.6%)
-Procedural (23.3%)
-Creative (16.5%)
-Bureaucratic (15.9%)
-Task-oriented (10.8%)
-Role (8%)

For "work Groups", types of organizational culture came as follows:
-Supportive (29%)
-Procedural (19.3%)
-Bureaucratic (18.2%)
-Task-oriented (14.2%)
-Creative (13.1%)
-Role (6.3%)

For "Clarity of Objectives and Tasks", types of organizational culture came as follows:
-Supportive (33%)
-Procedural (21%)
-Task-oriented (20.5%)
-Bureaucratic (13.6%)
-Creative (11.9%)
-Role (0%)

For "Education, Training and Qualification", types of organizational culture came as follows:
-Supportive (26.7%)
-Task-oriented (19.9%)
-Bureaucratic (19.3%)
-Procedural (16.5%)
-Creative (9.1%)
-Role (8.5%)

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The researcher thinks that type of organizational culture affects the type of organizational structure and administrative processes and practices (leadership – decision-making – communication). Compatibility of structure and processes with organizational culture helps achieving more excellence. Type of organizational culture affects administrative work as it leads leadership to find out codes, values, legends, language, beliefs and tangible aspects of organization. In addition, it provides workers with independence that enables them to innovate and create which in turn improves their performance.

This is consistent with Kundu & Kaushik (2009) who indicated that organizational establishment depends greatly on organizational culture as this culture encourages innovation and creativity through values, beliefs, thoughts and suppositions adopted by the organization.

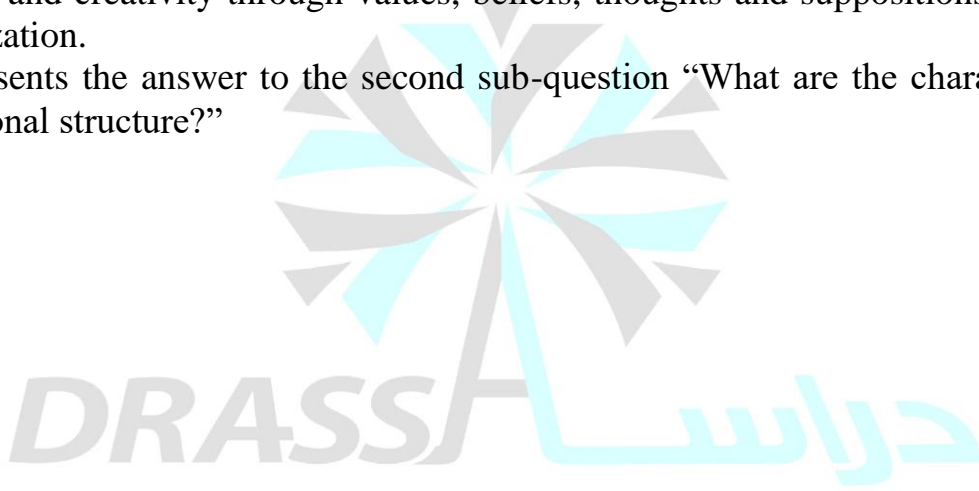This represents the answer to the second sub-question "What are the characteristics of organizational structure?"

Table (7): frequencies, percentages and CHI^2 values for the third axis "Human Resources" (n=176)

Sub-axes	Bureaucratic		Creative		Supportive		Procedural		Task-oriented		Role		CHI^2
	F	%	F	%	F	%	F	%	F	%	F	%	
External agents (beneficiaries)	42	23.9	32	18.2	39	22.2	20	11.4	28	15.9	15	8.5	18.93
Internal agents (students – workers – faculty members)	14	8.0	19	10.8	40	22.7	48	27.3	38	21.6	17	9.7	35.15
Problem solving	29	16.5	13	7.4	47	26.7	39	22.2	32	18.2	16	9.1	29.22

CHI^2 value on P≤0.05 = 11.070

For the sub-axes of axis three "Human Resources", table (7) shows that:

For "External Agents (beneficiaries)", types of organizational culture came as follows:
 -Bureaucratic (23.9%)
 -Supportive (22.2%)
 -Creative (18.2%)
 -Task-oriented (15.9%)
 -Procedural (11.4%)
 -Role (8.5%)

For "Internal Agents (Students – Workers – Faulty Members)", types of organization culture came as follows:
 -Procedural (27.3%)
 -Supportive (22.7%)
 -Task-oriented (21.6%)
 -Creative (10.8%)
 -Role (9.7%)
 -Bureaucratic (8%)

For "Problem Solving", types of organizational culture came as follows:
 -Supportive (26.7%)
 -Procedural (22.2%)

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-Task-oriented (18.2%)
-Bureaucratic (16.5%)
-Role (9.1%)
-Creative (7.4%)

Al-Sarhany, H. (2011) indicated that respondents' scores came high according to the degree of practicing organizational culture.

This represents the answer to the third sub-question "What is the level of concentration on human resources?"

Table (8): Frequencies, percentages, and CHI2 values for items of axes (4, 5, 6, 7 and 8) (n=176)

Sub-axes	Bureaucratic		Creative		Supportive		Procedural		Task-oriented		Role		CHI^2
	F	%	F	%	F	%	F	%	F	%	F	%	
Axis four: Academic and Educational processes	31	17.6	38	21.6	38	21.6	31	17.6	23	13.1	15	8.5	13.68
Axis five: Continuous improvement and development	31	17.6	45	25.6	43	24.4	37	21.0	16	9.1	4	2.3	44.77
Axis six: Policies, procedures and principles	22	12.5	62	35.2	34	19.3	24	13.6	16	9.1	18	10.2	50.36
Axis seven: Laws, rules and regulations	28	15.9	30	17.0	48	27.3	32	18.2	26	14.8	12	6.8	22.81
Axis eight: Performance evaluation	24	13.6	34	19.3	40	22.7	32	18.2	35	19.9	11	6.3	18.38

CHI2 table value on P≤0.05 = 11.070

Table (8) indicated that percentages of responses to axis four "Academic and Educational Processes" show that types of organizational culture came as follows:

-Creative (21.6%)

-Supportive (21.6)

-Procedural (17.6%)

-Bureaucratic (17.6%)

-Task-oriented (13.1%)

-Role (8.5%)

This represents the answer to the fourth sub-question "What are the academic and educational processes?"

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Also, table (8) indicated that percentages of responses to axis five "Continuous Improvement and Development" show that types of organizational culture came as follows:

- Creative (25.6%)
- Supportive (24.4%)
- Procedural (21%)
- Bureaucratic (17.6%)
- Task-oriented (9.1%)
- Role (2.3%)

This is consistent with Kundu & Kaushik (2009) who indicated that organizational establishment depends greatly on organizational culture as this culture encourages innovation and creativity through values, beliefs, thoughts and suppositions adopted by the organization.

This represents the answer to the fifth sub-question "What are the procedures of continuous improvement and development?"

In addition, table (8) indicated that percentages of responses to axis six "Policies, Procedures and Principles" show that types of organizational culture came as follows:

- Creative (35.2%)
- Supportive (19.3%)
- Procedural (13.6%)
- Bureaucratic (12.5%)
- Role (10.2%)
- Task-oriented (9.1%)

This represents the answer to the sixth sub-question "What are the policies, procedures and principles followed to organize work?"

Furthermore, table (8) indicated that percentages of responses to axis seven "Laws, Rules and Regulations" show that types of organizational culture came as follows:

- Supportive (27.3%)
- Procedural (18.2%)
- Creative (17%)
- Bureaucratic (15.9%)

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-Task-oriented (14.8%)
-Role (6.8%)

This represents the answer to the seventh sub-question "What are the laws, rule and regulations applied in the organization?"

Finally, table (8) indicated that percentages of responses to axis eight "Performance Evaluation" show that types of organizational culture came as follows:

-Supportive (22.7%)
-Task-oriented (19.9%)
-Creative (19.3%)
-Procedural (18.2%)
-Bureaucratic (13.6%)
-Role (6.3%)

This represents the answer to the eighth sub-question "What are the initiatives and mechanisms of performance evaluation?"

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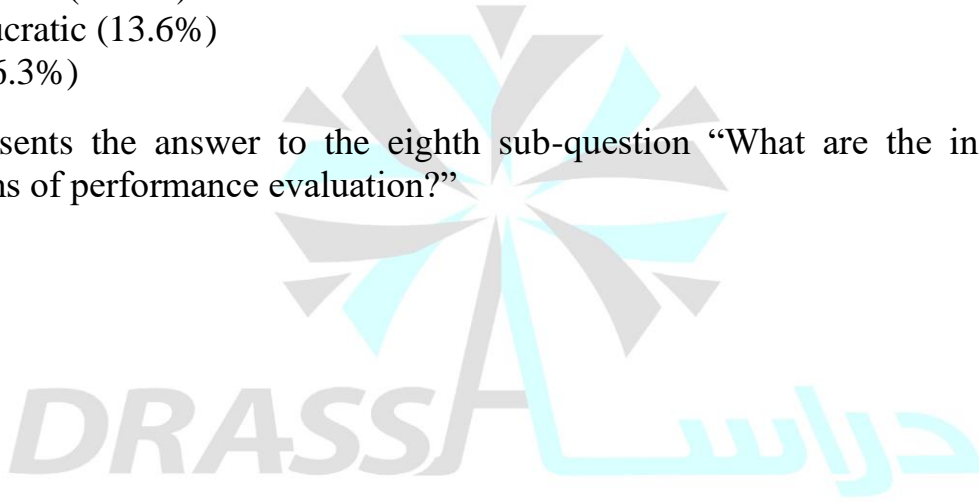F. +971 4 251 7269

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Table (9): Difference significance between workers and faculty members on the axes of the Types of Dominant Organizational Culture Questionnaire (TDOC-Q) (n=176)

Axes	Group	Mean	SD	Means difference	(t)	P
Axis one	Faculty Members	23.122	4.176	0.473	0.736	0.63
	Workers	22.648	4.314			
Axis two	Faculty Members	13.061	2.284	0.220	0.649	0.98
	Workers	12.840	2.220			
Axis three	Faculty Members	10.207	1.653	0.005	0.020	0.41
	Workers	10.212	1.801			
Axis four	Faculty Members	3.073	1.537	0.090	0.415	0.71
	Worker	3.170	1.556			
Axis five	Faculty Members	2.829	1.274	0.04	0.216	0.50
	Workers	2.872	1.353			
Axis six	Faculty Members	3.097	1.495	0.140	0.612	0.82
	Workers	2.957	1.530			
Axis seven	Faculty Members	3.280	1.425	0.163	0.734	0.65
	Workers	3.117	1.515			
Axis eight	Faculty Members	3.317	1.456	0.029	0.133	0.58
	Workers	3.287	1.514			
Sum	Faculty Members	61.987	5.988	0.881	0.950	0.47
	Workers	61.106	6.270			

(t) Table value on P≤0.05 = 1.645

Table (9) indicated no statistically significant differences between faculty members and workers of faculty of physical education concerning types of organizational culture.

The researcher thinks that this is due to fact that all individuals follow the same type of organizational culture and this proves that it is a strong dominant type.

This is consistent with Edrees, F. (2003) who indicated that strong organizational culture prevails and dominates behaviors of all workers of the organization.

This represents the answer to the ninth sub-question "Are there statistically significant differences between workers and faculty members on axes of the organizational culture?"

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Conclusions:

According to this research aims, questions, methods and results, the researcher concluded the following: n

- -For axis one (Types of Leadership and Administration)**:** results of perceived administration indicated that (44) participants agreed on the supportive type of organizational culture while (49) agreed on procedural type for types and styles of administration, (46) agreed on supportive type for quality responsibility, (48) agreed on supportive type for inclusive change and improvement, (44) agreed on supportive type for motivation, (47) agreed on creative type for leadership type and finally (45) agreed on supportive type for workers' participation.
- -For axis two (**Administrative Structure**): (45) agreed on supportive type for administrative communication, (51) agreed on supportive type for work groups, (58) agreed on supportive type for clarity of objectives and tasks and (47) agreed on supportive type for education, training and qualification.
- -For axis three (**Human Resources**): (42) agreed on bureaucratic type for external agents, (48) agreed on procedural type for internal agents and (47) agreed on supportive type for problem solving.
- -For axis four (**Academic and Educational Processes**): (38) agreed on both creative and supportive types
- -For axis five (**Continuous Improvement and Development**): (45) agreed on creative type
- -For axis six (**Policies, Procedures and Principles**): (62) agreed on creative type
- -For axis seven (**Laws, Rules and Regulations**): (48) agreed on supportive type
- -For axis eight (**Performance Evaluation**): (40) agreed on supportive type

Recommendations:

According to these results and conclusions, the researcher recommends the following:

- -It is important to clarify roles and responsibilities of individuals according to professional evaluation based on balance between authorities and responsibilities
- -It is important to consider tangible and non-tangible rewards equally according to administrative hierarchy
- -It is important to coordinate different jobs and put clear job descriptions

- The faculty should face challenges and encourage initiatives
- Innovators should be rewarded individually
- Modern innovative and non-traditional methods should be adopted to achieve objectives
- Obligatory values for all workers (ex: efficiency and effectiveness) should be adopted and used for evaluating results and task fulfillment
- Encouraging initiatives and innovative solutions for generating new methods for quality work
- Workers' participation in improving mechanisms and processes of educational, research and community service activities should be considered
- Workers should be encouraged to make initiatives leading to providing quality service
- Effective communication channels in a cooperative atmosphere should be adopted for achieving goals quickly and effectively in terms of cost
- Policies should consider individual differences and human relations
- Rules and regulations of the faculty should be activated to assure workers' rights
- The faculty should adopt innovative and non-traditional ideas for improvement and effective contribution of workers.
- The sole of law should be considered when applying rules and regulation
- Work environment and dominant culture should be enhanced according to change and development requirements
- Democratic atmosphere and individuals' involvement in decision making should be supported
- Transparency should be adopted as a grass-root principle for all workers and faculty members
- Quality circles and teamwork should be supported to decrease conflicts
- Individual and group initiative should be supported and declared
- Weekly discussion forums should be held to identify all opinions
- Seminars about emergency problems should be held
- Focal work groups should be formed to improve the faculty reputation among workers and to measure public opinion among them

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-Training courses about organizational culture should be held to keep improvement projects on track with political, social and cultural changes.

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