Perceptions of Male and Female Teachers About Organizational Culture of Paragon City Schools System Lahore

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ARTICLE DETAILS	ABSTRACT
History *Revised format: November 2019* *Available Online: December 2019* **Keywords** *Teachers, School Culture, Higher Secondary Level* **JEL Classification:** *P36. P39*	The study was aimed to investigate the perceptions of male and female teachers about organizational culture of Paragon City School System Lahore. Teachers who were taught students of grade 4-12 were the population of this study. Sample was comprised of 171 teachers selected through census sampling technique. 43 teachers were male and 128 teachers were female in the sample. A Likert type instrument was developed in which 13 statements were related to tacit assumption, 10 statements with values and 9 statements were relevant to the norms. Reliability of the instrument items was 0.818 which showed that the questionnaire was accurate. Findings of the study indicated that male and female teachers have differences of opinions regarding human nature, human relationships, openness, intimacy, teamwork, support colleagues, and students' help, is being valued in DHA school system in Lahore. Whereas no significant difference regarding truth and reality, trust, cooperation, criticism on principal, and handling discipline, between male and female teachers. It is recommended that principal would create a school culture where discipline handling, criticism on principal, cooperation and trust between teachers may develop.

1. Introduction

Organizational culture is "the set of shared values, beliefs and norms that effect the mode staffs reason feel and behave in the place of work" (Owoyemi & Ekwoaba, 2014). Nelson and Quick (2011) described that habits, values, norms, system, symbols, languages, assumptions, dreams and beliefs are the main elements of a culture. Teachers, students and persons in any form belongs to culture as an educational factory in teaching and learning process. Students' norms, beliefs and values become strengthen with the help of these educational factories. Casida, and Pinto-Zipp (2008) suggests that

"culture is an continuing sluggish to alteration, essential features of an organization." Maseko (2017) observed organizational culture as "a company's location towards its inner stakeholders, which practices are the simple rubrics that escort employees" behaviors, developed and shared within an organisation" .

According to Xenikou and Simosi (2006) stated that students' academic achievement is depends upon school culture and climate. Boon and Arumugam (2006) stated Parents, teachers, principals, and students often intellect something unusual and undefined about the schools they appear. The "something special and undefined" that they refer to is the culture of the school.

Darbi (2012) argued that many school facets, for example, learning outcomes and grades and many facets which are not the parts of a test are affected by school culture deeply. The staff interaction, teachers' talking style, classroom instructions, students' willingness and dressing may effect by culture. According to Blackwell, (2006) the difference and uniqueness of one group to another group belongs to a culture. Every organization is attached an important element and aspect of its own culture.

Chandrasekar, (2011) described that culture is a basic element which controls the school usefulness in the school territory. Schools are like formal organizations in which students, teachers, parents, and school management interact each other. In a healthy school culture these vital features are assessts of a school where the personnel are involved to share their common goals and they do the things which have actual worth in the society.

Objectives
Following were the objectives of the study:
- To examine the tacit assumptions or abstract premises being valued in DHA School System, Lahore.
- To identify underlying values which are considered desirable in DHA School System, Lahore.
- To identify norms which are emphasised in DHA School System, Lahore.

2. Theoretical Framework
The shared appearance of the tacit assumptions is called culture at its intimate level. Culture occurs in the world when the opinions of the followers segmented about their places and the world. It means that the basic hypothesis which conceive, expose and bring advancement by any organization in order to acknowledge the interiors and outside versions to manage their complexities. This design worked ample healthy for the legal measurements and the new participants are trained through sense, reasoning and observation related to the problems (Biswas, 2009).

Dyer (1985) stated that interpersonal relationships, reality, truth and environment are the elements are the abstract premises around the human nature are called a tacit assumption. For example, "is human nature fundamentally decent, wicked, or unbiased?" "How fact eventually strong minded is—is it exposed or exposed?" "What are the expected relations amongst memberships of the group—chiefly ranked, obliging, or unusual?" A durable culture is formed when any organization develop trustworthy and coherent forms of basic assumptions.
There are two conflicting but solid cultures. The first one is described by Schein (1990) as following:

- The facts are created by teachers themselves.
- For students' welfare a teacher would make choices and motivate to lead themselves for this purpose.
- Through discussion truth becomes strong; it cultivates the challenges and conflicts accepted in open environment.
- Teachers respect each other through esteem and attention because they are domestic.

- Teachers and administration eventually create reality.
- Teachers work with dedication and devotion in schools.
- The fundamental rank is given to interaction with companions.
- Teachers' independence and respect is always admirable.
- Teachers behave like a family by taking care and paying attention to each other.

In order to understand the culture of any organization a complex set of events is progressed (Schein, 1992). Anthropology and scientific methods are syndicated by this methodology where there planned continuous conferences held between joint hunts and investigators who fast the culture and live in the organization. Organizational structure, ceremonies, myths, legends, critical events, history is determined through gathering data comprises on mutual fight. In order to identify the tacit assumptions Schein (1992) avoid questionnaire strategy. He claimed that for the values set for members the best quantitative instrument should develop which measure shared culture values.

3. Culture as Shared Beliefs and Values
Schein (1992) stated that the shared beliefs and values which are desirable called culture. The norms and practices are taught by the leaders of past organizations. The first modern study on corporate culture was written by William Ouchi (1981) on the success of Japan. In Japan and America achieved the operative corporations which are categorized by impartial shared values, cooperation, trust, tenderness and teamwork. They got victory by handling individuals not with much substance of skills. Theory Z culture is captioned with these values in American organizations. These types of organizations have claimed the following:

- An assumed and healthy intellect of the unexpected remarks and lapses.
- Extra essential individuals which are necessary than the formal strategy and procedure. It is the philosophy of general collective organization.
- In order to shape mutual identity ceremonies and rites are organized.
- A confidence that what staffs do is vital to other staff members.

Kenny and Reedy (2007) stated the direction of organizational behaviour, communal extensively and apprehend forcefully in a powerful culture. In order to alluring the decisions in an organization the values and norms are kept in mind, which is not justified. The events did not courage the values in present and future which are pleasant in the past. "In fact, a durable culture can be a responsibility in times of speedy alteration because the establishment's culture may be so deep-seated that it avoids version to original restraints" the relationship between culture and effectiveness and structure and effectiveness is identified by Hon & Leung (2011).

4. Culture as Shared Norms
Schein (1990) described when behavioural norms are used as a cultural identity the superficial point of view take birth in a society. Norms just happened the superficial and underneath involvement which are non-spoken and casual potential. Like tacit assumptions and values they are noticeable, so, they provide a source through which people can understand cultural norms anxiously. The behaviour of teachers are required or not is also showed in the history of an organization.

It will be significant to comprehend the organizational culture if the alternative organizational behaviour is needed to be anxious. Rites and stories relevant t culture are the strong applicants of defining norms. The simple norms in any organization are the stories linked with culture and strengthen to the cultural norms. The norms which are not resistible, a principal of school mounted his teachers in a faithful and cohesive school culture made by himself and newly inducted teachers also face the same situation and the learn norms quickly "don't tell secrets out of school," "support your colleagues and fellows of your work place," and "support the head of your institution or principal." How the people communicate, dressed up,

and keep balance between organizational and self-interest? Following are the instant norms: neckties are necessary to wear for all men, do not rock the boat, handle your own discipline matters, "do not come out from the class before the bell rings", information board would change frequently etc.

Robbins and Judge (2013) defined organizational cultures as the system held by fellows that discriminates organizations from each other. In a teacher organizational behaviour optimistic school culture is an important characteristic. For example the school status is comprehended by principals. Teachers will be devoted and work with dedication if once a respectable school culture established. Schools' community lead by the fellows when a confident culture is established (DuPont, 2009).

The concept of devotion and guarantee is connected with organizational culture strictly (Shoaib, Zainab, Maqsood, & Sana, 2013). A study found significant association between employees' promises and organizational culture (Masouleh & Allahyari, (2017). Employees' job satisfaction, devotion, sense of safety is the factors which leads an employee towards organizational commitment. The negative relationship among job satisfaction, replacement rate, absenteeism and organizational commitment was found in past studies (Hackney, 2012). Therefore, "this learning goals to explore the association tacit assumptions, values and norms about the research question to inspect tacit assumptions, values and norms which are desirable and considered in DHA (Defence Housing Authority) School System of Lahore."

5. Methodology
This study was quantitative in nature and survey method was used. Study was aimed to investigate the perception of male and female teachers about organizational culture of Paragon City School System Lahore. Teachers who were taught students of grade 12 were the selected sample. Sample was comprised of 171 teachers selected through census sampling technique. 43 teachers were male and 128 teachers were female in the sample. A Likert type instrument was developed in which 13 statements were related to tacit assumption, 10 statements with values and 9 statements were relevant to the norms. Other than the sample questionnaire was validated through pilot testing on 5 school teachers in order to check the reliability. Reliability of 33 items was 0.818 which showed that the questionnaire was accurate.

6. Data Analysis
Table 1: "Mean Difference in Male and Female Teachers' Perception about Nature of Human Nature being valued in DHA School System Lahore"

	Gender	N	M	SD.	Df	t-value	Sig.
Human Nature	Male	43	6.20	1.124	163.01	-2.129	.035
	Female	128	6.84	2.756			

It is apparent from the above mean scores of teachers' responses of male (*M* = 6.20, *SD* = 1.124) and female (*M* = 6.84, *SD* = 2.756) are statistically significant with mean difference (*MD* = -.634), *t* (163.01) = -2.129, *p* =.035. It is concluded that male and female teachers working in elementary and secondary schools have same opinions about the nature of human nature is being valued in school culture.

Table 2: "Mean Difference in Male and Female Teachers' Perception about Nature of Human Nature being valued in DHA School System Lahore"

	Gender	*N*	*M*	*SD.*	*df*	*t*-value	*Sig.*
Human Relationship	Male	43	12.69	2.053	109.70	-2.153	.033
	Female	128	13.59	3.100			

It is apparent from mean scores of teachers' responses of male (*M* = 12.69, *SD* = 2.053) and female (*M* = 13.59, *SD* = 3.100) are statistically significant with mean difference (*MD* = -.896), *t* (109.70) = -2.153, *p* =.033. It is concluded that male and female teachers working in DHA Schools System Lahore have same opinions about the effect of nature of human nature of school culture.

Table 3: "Mean Difference in Male and Female Teachers' Perception about the Nature of Truth and Reality is Considered Important in DHA School System Lahore"

	Gender	*N*	*M*	*SD.*	*df*	*t*-value	*Sig.*
Truth and Reality	Male	43	9.81	1.313	79.870	.955	.342
	Female	128	9.58	1.466			

It is apparent from the mean scores of teachers' responses of male (*M* = 9.81, *SD* = 1.313) and female (*M* = 9.58, *SD* = 1.466) are not statistically significant with mean difference (*MD* = .228), *t* (79.870) = .955, *p* =.342. It is concluded that male and female teachers working in DHA schools have same opinions about the effect of truth and reality on school culture.

Table 4**:** "Mean Difference in Male and Female Teachers' Perspective about the Relationship to the Environment is Considered Important in DHA School System Lahore"

	Gender	*N*	*M*	*SD.*	*df*	*t*-value	*Sig.*
Relationship to the Environment	Male	43	13.04	2.011	169	-1.879	.062
	Female	128	13.67	1.877			

It is apparent that mean scores of teachers' responses of male (*M* = 13.04, *SD* = 2.011) and female (*M* = 13.67, *SD* = 1.877) are not statistically significant with mean difference (*MD* = -.633), *t* (169) = -1.879, *p* =.062. It is concluded that male and female teachers working in DHA Schools have same opinions about the relationship to the environment on their performance.

Table 5: "Mean Difference in Male and Female Teachers' Responses about the Types of Openness is Considered Desirable in DHA School System Lahore"

	Gender	*N*	*M*	*SD.*	*df*	*t-*	*Sig.*
Openness	Male	*43*	*3.21*	*.411*	*169*	*-3.521*	*.001*
	Female	*128*	*3.51*	*.501*			

It is apparent that mean scores of teachers' responses of male (M = 3.21, SD = .411) and female (M = 3.51, SD = .501) are not statistically significant with mean difference (MD = -.298), t (169) = -3.521, p = .001. It is concluded that male and female teachers working in elementary and secondary schools have same opinion about the types of openness is considered desirable in school culture.

Table 6: "Mean Difference in Male and Female Teachers' Perception about Trust is Considered Desirable in DHA School System Lahore"

	Gender	*N*	*M*	*SD.*	*df*	*t-value*	*Sig.*
Trust	Male	*43*	*5.51*	*1.420*	*169*	*-.850*	*.396*
	Female	*128*	*5.71*	*1.368*			

It is apparent that mean scores of teachers' responses of male (M = 5.51, SD = 1.420) and female (M = 5.71, SD = 1.368) are not statistically significant with mean difference (MD = -.207), t (169) = -.850, p = .396. It is concluded that male and female teachers working in DHA Schools have same opinions about trust is considered desirable in school culture.

Table 7: "Mean Difference in Male and Female Teachers' Perception about Cooperation is Considered Desirable in DHA School System Lahore"

	Gender	*N*	*M*	*SD.*	*df*	*t*-value	*Sig.*
Cooperation	Male	43	16.44	2.062	81.033	-.861	.392
	Female	128	16.76	2.335			

It is apparent that mean scores of teachers' responses of male (M = 16.44, SD = 2.062) and female (M = 16.76, SD = 2.335) are not statistically significant with mean difference (MD = -.323), t (81.033) = -.861, p =.392. It is concluded that male and female teachers working in elementary and secondary schools have same opinions about the cooperation which is desirable.

Table 8; "Mean Difference in Male and Female Teachers' perception about the Intimacy is Considered Desirable in DHA School System Lahore"

	Gender	*N*	*M*	*SD.*	*Df*	*t*-value	*Sig.*
Intimacy	Male	43	3.23	.427	169	-2.860	.005
	Female	128	3.47	.501			

It is apparent that mean scores of teachers' responses of male (*M* = 3.23, *SD* = .427) and female (*M* = 3.47, *SD* = .501) are not statistically significant with mean difference (*MD* = -.244), *t* (169) = -2.860, *p* =.005. It is concluded that male and female teachers working in DHA elementary and secondary schools have same opinions about the intimacy is considered desirable in school culture.

Table 9: Mean Difference in Male and Female Teachers' Perception about Teamwork is Considered Desirable in DHA School System Lahore

	Gender	N	M	SD.	df	t-value	Sig.
Teamwork	Male	43	6.34	1.152	169	-2.074	.040
	Female	128	6.78	1.220			

It is apparent that mean scores of teachers' responses of male (*M* = 6.34, *SD* = 1.152) and female (*M* = 6.78, *SD* = 1.220) are statistically significant with mean difference (*MD* = -.440), *t* (169) = -2.074, *p* =.040. It is concluded that male and female teachers working in elementary and secondary schools have same opinions about the teamwork among teachers' is desirable in school culture.

Table 10: Mean Difference in Male and Female Teachers' Responses about Supporting Colleagues is Emphasized in DHA School System Lahore

	Gender	*N*	*M*	*SD.*	*df*	*t*-value	*Sig.*
Supports Colleagues	Male	43	6.60	.760	89.842	-2.977	.004
	Female	127	7.03	.950			

It is apparent that mean scores of teachers' responses of male (*M* = 6.60, *SD* = .760) and female (*M* = 7.03, *SD* = .950) are not statistically significant with mean difference (*MD* = -.426), *t* (89.842) = -2.977, *p* =.004. It is concluded that male and female teachers working in DHA elementary and secondary schools have same opinions about the effect of supporting colleagues is emphasized in school culture.

Table 11: Mean Difference in Male and Female Teachers' Perception about Don't Criticize Principal is Emphasized in DHA School System Lahore

	Gender	N	M	SD.	df	t-value	Sig.
Don't Criticize your Principal	Male	43	6.32	.808	165.709	-1.793	.075
	Female	128	6.83	2.902			

It is apparent that mean scores of teachers' responses of male ($M = 6.32$, $SD = .808$) and female ($M = 6.83$, $SD = 2.902$) are not statistically significant with mean difference ($MD = -.510$), $t (165.709) = -1.793$, $p = .075$. It is concluded that male and female teachers working in DHA elementary and secondary schools have same opinions about not to criticize principal is emphasized in school culture.

Table 12: Mean Difference in Male and Female Teachers' Perception about Handling Discipline Problems by own are Emphasized in DHA School System Lahore

	Gender	N	M	SD.	df	t-value	Sig.
Handling discipline	Male	43	12.93	1.579	91.375	-.259	.796
	Female	128	13.007	2.013			

It is apparent that mean scores of teachers' responses of male ($M = 12.93$, $SD = 1.579$) and female ($M = 13.007$, $SD = 2.013$) are not statistically significant with mean difference ($MD = -.077$), $t (91.375) = -.259$, $p = .796$. It is concluded that male and female teachers working in DHA elementary and secondary schools have same opinions about handling discipline problems by own are emphasized in school culture.

Table 13: Mean Difference in Male and Female Teachers' Perception about Giving Students Extra Help is Emphasized in DHA School System Lahore

	Gender	N	M	SD.	df	t-value	Sig.
Students help	Male	43	3.20	.411	169	-2.414	.01
	Female	128	3.44	.571			

It is apparent that mean scores of teachers' responses of male ($M = 3.20$, $SD = .411$) and female ($M = 3.44$, $SD = .571$) are statistically significant with mean difference ($MD = -.228$), $t (169) = -2.414$, $p = .01$. It is concluded that male and female teachers working in DHA elementary and secondary schools have same opinions about to be available to give extra help to students in the school culture.

7. Conclusion

Findings of the study indicated that male and female teachers have differences of opinions regarding human nature, human relationships, openness, intimacy, teamwork, support colleagues, and students' help, is being valued in DHA school system in Lahore. Deal and Peterson (1998) described that the staff interaction, teachers' talking style, classroom instructions, students' willingness and dressing may effect by culture. Whereas no significant difference regarding truth and reality, trust, cooperation, criticism on principal, and handling discipline, between male and female teachers. It is recommended that principal would create a school culture where discipline handling, criticism on principal, cooperation and trust

between teachers may develop. In this way employees' job satisfaction, devotion, sense of safety is the factors which leads an employee towards organizational commitment. The negative relationship among job satisfaction, replacement rate, absenteeism and organizational commitment was found in past studies (Hackney, 2012).

8. Recommendation

The teachers are the founder of the nation. The teachers are always the role model for the students. During this research the results which come into the light. In that light, it is recommended. As they are role model for their students, so they would be regular and punctual in the class. They would be well dressed, loving and caring for each student. They should treat each student equally, but who are week in the study would be given special attention. It is also recommended that principal would create a school culture where discipline handling, criticism on principal, cooperation and trust between teachers may develop.

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