

EXPLORING THE RELATIONSHIPS BETWEEN OUTCOMES OF ORGANIZATIONAL CULTURE FOR TEACHER EDUCATORS

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Abstract

This study investigates how outcomes of organizational culture on teacher educators (organizational commitment, job stress, self efficacy and job satisfaction) are related. A model is proposed, tested with structural equation modeling (SEM) and refined using data from 214 teacher educators working in B.Ed. colleges in Mumbai. The causal relationships among the variables considered for this study, that is, organizational culture, organizational commitment, job satisfaction, job stress and self efficacy of teacher educators, are ascertained using Path Analysis. Regression analysis proved that job satisfaction of teacher educators is directly and indirectly influenced by their organizational culture, organizational commitment, job stress and self efficacy. The direct, indirect and total effect of organizational culture on job satisfaction is more than rest of the variables. This implies that if organizational culture is more conducive, job satisfaction will be higher. However, the effect of job stress is negative which implies that higher the job stress, lesser will be the job satisfaction. The present study contributes to the development of a theory on organizational culture and its outcomes.

Key Words: *Organizational culture, Organizational Commitment, Job Stress, Self Efficacy, Job Satisfaction, Path Analysis.*



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Introduction

Teacher educators are one of the most significant components of teacher training institutions in this global and competitive world. The culture of these B.Ed. colleges decides the way teacher educators develop themselves in every context. It helps the teacher educators to have particular dynamics, the relationship between their other colleagues and the common vision, mission and values that emerge naturally as soon as they come together in pursuit of the common objective of training teachers. Their culture also includes the idea of common

ways of thinking shared by them, norms to which they gradually adhere and which make mutual understanding and daily tasks easier. They interact amongst themselves and with the student teachers in their college campus. A healthy culture encourages them to stay motivated. The culture also goes a long way in promoting healthy competition. Teacher educators try their level best to perform better than their colleagues and earn recognition and appreciation of the students.

In the B.Ed. colleges, teacher educators work in organization specific culture, where various factors dominate their behavior. Related studies have indicated positive or negative relationship between organizational culture and the employee-related variables. The topic of stress and its relationship with job satisfaction is important because of its job related implications for job related behaviors such as productivity, absenteeism or turnover. In a similar manner, self efficacy relates to the satisfaction as well as commitment of the teacher educator. The mentioned variables will definitely have a positive or negative relation with the culture of an organization.

The researcher wanted to find out whether there is any difference in the perception of teacher educators related to their organizational culture and also develop a model showing the relationship between the outcomes of organizational culture.

Rationale of the Study

The role of organizational culture is crucial to understand organizational behaviour. Organizational culture has a strong influence on employees' behaviour and attitudes (Gregory et al., 2009). Employees have always been expected to be effective and efficient. However, the researcher felt that if employees are to be more effective, the employee related variables should be studied for their role in contributing to the effectiveness of the organization as well as the employees.

Putting pressure on the employees will make them more effective temporarily. Their effectiveness may be short term and at the cost of their own health and the organization.

The importance, need and relevance of having a suitable organizational culture that ensures a good environment are overlooked in India. It is perhaps for this reason that little has been done so far to study and explore employee related variables like organizational commitment, job satisfaction, job stress and self efficacy in relation to organizational culture, in the field of education, especially in teacher education context.

Committed, satisfied, stress free and effective employees will always be an asset to an organization and would definitely contribute to its success. Talking the other way round, in
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order to meet the changing needs and demands of any organization in a global competitive world, it is important to develop a culture that satisfies the employees and makes them more effective.

The researcher considers organizational commitment, job satisfaction, job stress and self efficacy as outcomes of organizational culture as suggested by literature review. These outcomes are affected by the organizational culture, whether positive or negative. Positive organizational culture is the key to high commitment, satisfaction, efficacy and it also lowers stress.

The rationale for this research study is therefore to contribute to the broader research community by studying the organizational culture of B.Ed. colleges and its outcomes for teacher educators. The research will generate new knowledge and enhance existing knowledge within the field of education.

Definition of the Terms

Organizational Culture: The organizational culture of an organization is that perspective which differentiates it from other organizations. It determines the important issues within an organization and hence its effectiveness.

Organizational Commitment: Organizational commitment refers to the attachment of an individual to an organization and concerns the extent to which an organizational member is loyal and willing to contribute to the organization.

Job Satisfaction: Job satisfaction is a term used to describe how content an individual is with his/her job. It is a pleasurable or positive emotional state and a general attitude that employees have towards their jobs resulting from the appraisal of one's job or job experiences.

Job Stress: Job stress is a state, manifested by a nonspecific response of the body to any demand on it for readjustment or adaptation. It can be defined as the harmful physical and emotional response that occurs when the requirements of the job do not match the capabilities, resources, or needs of the worker.

Self Efficacy: It refers to the confidence in one's ability to behave in such a way so as to produce a desirable outcome. Self efficacy is the faith in one's abilities to arrange and perform the traditions of acts requisite to direct forthcoming circumstances.

Aim of the study: Exploring the Relationships between outcomes of Organizational Culture for Teacher Educators

Objective of the Study: To develop a model of organizational culture and test it for data-fit.
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Null Hypothesis of the Study: The data do not fit the model of organizational culture.

Methodology of the Study: The present hypothesis was tested using path analysis.

Sample Size and Sampling Techniques: The statistical population in this research included teacher educators working in B.Ed. colleges affiliated to University of Mumbai. The sample size selected from the population based on a formula of limited population was 214 and sampling method was random. In this method, all samples have equal probability of selection.

The study has adopted a three-stage sampling technique for selecting the sample. At the first stage, B.Ed. colleges situated in South, North and central Mumbai were selected using stratified sampling technique. At the second stage, B.Ed. colleges were selected as per their type of management, namely, private-aided and private-unaided colleges using stratified sampling technique. At the third stage, teacher educators were selected from these colleges using simple random sampling technique.

Data Collection Tools: The tools used for the research were standardized readymade tools.

1. Organizational Culture Survey (Denison, 1990): It comprised of a total of 60 items. It has 4 dimensions and 3 sub-dimensions in each category which makes it a total of 12 areas. The tool had to be responded on a 5-point Likert scale from "strongly disagree" to "strongly agree". Its dimensions include (a) Involvement (Empowerment, Team Orientation and Capability Development), (b) Adaptability (Creating Change, Customer Focus and Organizational Learning), (c) Consistency (Core Values, Agreement, Co-ordination/Integration) and (d) Mission (Strategic Direction and Intent, Goals and Objectives and Vision).

2. Organizational Commitment Questionnaire (Allen and Meyer, 1990): It has a total of 24 items. It has three dimensions, viz., Affective, Continuance and Normative commitment. Each dimension has 8 items each. The tool had to be responded on a 5-point Likert scale from "strongly disagree" to "strongly agree".

3. Job Satisfaction Survey (Paul Spector, 1985): The Job Satisfaction Survey, JSS is a 36 item, nine facet scale to assess employee satisfaction with the job. Each facet is assessed with four items, and a total score is computed from all items. A rating scale format is used, with six choices per item ranging from "strongly disagree" to "strongly agree". Items are written in both directions, so about half are reverse scored. The nine facets are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication.

4. Job Stress Inventory (Arbor Employee Assistance): The job stress inventory has a total of 20 items taken from “The Relaxation and Stress Reduction Workbook” prepared by Arbor Employee Assistance. The items had to be responded on a five- point scale ranging from “never” to “always”.

5. Teacher Self-Efficacy Scale (Bandura, 1977): Bandura’s instrument for measuring teacher’s self efficacy was used by the researcher. It has a total of 30 items under 7 dimensions, viz, (a) Efficacy to influence decision making, (b) Efficacy to influence institutional resources, (c) Instructional self-efficacy, (d) Disciplinary self-efficacy, (e) Efficacy to enlist parental involvement, (f) Efficacy to enlist community involvement, (g) Efficacy to create a positive institutional climate. The scale had to be responded on a five-point rating scale ranging from “a great deal” to “not at all”.

Findings of the Study: Path analysis allows the researcher to specify a model and relationships between variables. According to Dillon and Goldstein (1998), “Variables that cause other variables and whose variability is assumed to be determined by other causes outside the causal model are called exogenous. On the other hand, variables whose variation is explained by exogenous variables or other variables in the system are called endogenous.

In the present study, organizational culture has been identified to cause the other variables, hence, is the exogenous variable. On the other hand, the variance in self efficacy, organizational commitment, job stress and job satisfaction of teacher educators is caused by organizational culture, hence they are endogenous variables.

- Exogenous Variable: Organizational Culture
- Endogenous Variables: Self Efficacy, Organizational Commitment, Job Stress and Job Satisfaction.

Path analysis requires many multiple linear regression equations with the endogenous variables. For the model in the present study, many ‘layers’ of multiple regressions were included:

- OCOM as the criterion with OC and SEFF as the predictors
- JST as the criterion with OC, SEFF and OCOM as the predictors
- JS as the criterion with OC, SEFF, OCOM and JST as the predictors

For easy identification of variables, numbers have been used. The variables have been denoted by the following numbers:

- Organizational Culture (OC): 1

- Self Efficacy (SEFF): 2
- Organizational Commitment (OCOM): 3
- Job Stress (JST): 4
- Job Satisfaction (JS): 5

The following table shows the regression coefficients of job satisfaction with organizational culture, self efficacy, organizational commitment and job stress.

TABLE 1: REGRESSION COEFFICIENTS OF JS WITH OC, SEFF, OCOM AND JST

	b	β	$\beta \times r_{xy}$	Variance
OC	0.4114	0.4942	0.3399	33.99
SEFF	0.1489	0.149	0.0705	7.05
OCOM	0.4061	0.1614	0.069	6.9
JST	-0.24	-0.1796	0.0715	7.15
Multiple R² = 0.551 (p<0.0001)				
Multiple R = 0.7423				
Total Variance Explained = 55.09%				

The values listed as β are the standardized regression weights calculated through VassarStats statistical computation website. From the preceding table, it is seen that the multiple R² of job satisfaction with organizational culture, self efficacy, organizational commitment and job stress is 0.551 which is significant at 0.0001 level. The multiple R is 0.7423. This correlation is high in magnitude. This also implies that more than half or 55.09% of the variance in JS is due to the combined effect of OC, SEFF, OCOM and JST, of which 33.99%, 7.05%, 6.9% and 7.15% is associated with OC, SEFF, OCOM and JST respectively.

The following table shows the multiple regression coefficients between the endogenous and exogenous variables along with their residual effects on the exogenous variables. The residual effects are the unexplained differences. In other words, the residual is the error that isn't explained by regression.

TABLE 2: REGRESSION COEFFICIENTS AND RESIDUAL EFFECTS OF THE VARIABLES UNDER STUDY

Multiple Regression between Variables	R ²	R	Residual Effect $\sqrt{1-R^2}$
R ² _{3,12}	0.1948	0.441	0.8052 (e ₃)
R ² _{4,123}	0.1589	0.3986	0.8411 (e ₄)
R ² _{5,1234}	0.551	0.7423	0.449 (e ₅)

Figure 1 displays the proposed path diagrams showing the pattern of causal relationships among the set of exogenous and endogenous variables.

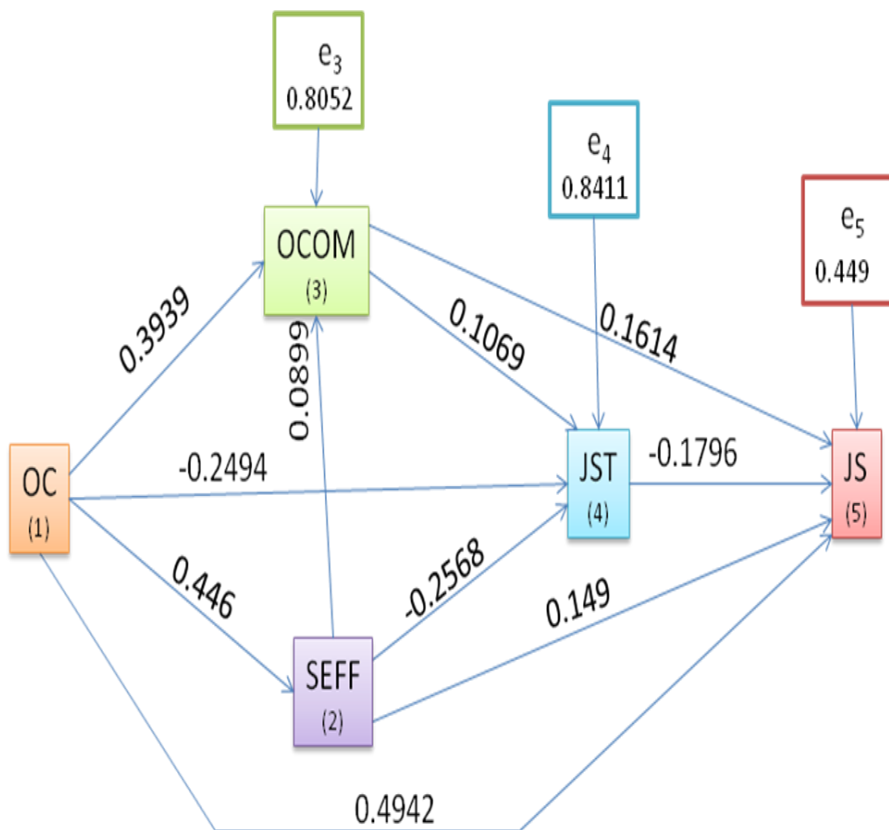


Fig. 1

The following table shows the path coefficients of the variables under study obtained through multiple regressions and derived by substituting the same in the above equations:

**TABLE 3: VALUES OF ‘r’ DERIVED USING PATH COEFFICIENTS
OF THE VARIABLES**

Correlations	Obtained/ Actual	Derived/ Predicted
r_{12}	0.446	0.446
r_{13}	0.434	0.3704
r_{23}	0.265	0.248
r_{14}	-0.317	-0.3457
r_{24}	-0.34	-0.3522
r_{34}	-0.07	0.0264
r_{15}	0.688	0.650
r_{25}	0.473	0.4566
r_{35}	0.428	0.3629
r_{45}	-0.398	-0.3987
RMSR	0.04533	

In path analysis, the values of correlations can be generated based on a theory and then compared to actual values. Table 3 shows that the obtained values and the values of r’s derived using path coefficients are similar or have a very slight difference. According to Dillon and Goldstein (1978), “in general, we will be unable to reproduce the observed correlations exactly. However ...a close approximation between reproduced and original correlations can serve as evidence attesting to the validity of the proposed model.”

According to Kenny (2015), fit of a model in research refers to the ability of the model to reproduce the data (i.e., usually the variance-covariance matrix). A good-fitting model is one that is reasonably consistent with the data and so does not necessarily require respecification. A good-fitting measurement model is required in order to interpret the causal paths of the structural model. The RMSR (Root Mean Square Residual) is an absolute measure of fit and is defined as the standardized difference between the observed correlation and the predicted correlation. Since the RMSR is an absolute measure of fit, a value of zero indicates perfect fit. A value less than .08 is generally considered a good fit (Hu & Bentler, 1999).

The root-mean-square-residual (RMSR) was computed by subtracting the predicted from the actual, squaring the result, taking the average over the correlations, and taking the square root.

RMSR (Root Mean Square Residual) = $\sqrt{0.0020551} = 0.04533$

If the value of standardized RMSR is <0.10 , the model fit is considered as adequate. Since the RMSR is 0.04533 which is less than 0.10, the model is found to be valid.

Conclusion

The proposed model is found to be valid as it fits the data adequately. Hence the null hypothesis is rejected. It may be concluded that there is a direct as well as indirect effect of organizational culture, self efficacy, organizational commitment and job stress on job satisfaction of teacher educators.

As the model has been found to fit the data and is a good fit, it can be used to discuss the various manipulations of the independent or exogenous variable organizational culture, which are of policy or theoretical interest, so as to bring about desirable changes in the self-efficacy, organizational commitment, job stress and job satisfaction of teacher educators. The findings may also be helpful to work out adequate changes in the organizational culture of B.Ed. colleges in order to positively affect the job satisfaction of teacher educators.

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