

A STUDY ON TEACHERS PERCEIVED ORGANIZATIONAL CULTURE AT XINXIANG COLLEGE IN HENAN PROVINCE, CHINA

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Abstract: This study aimed to understand the current teachers perceived organizational culture at Xinxiang College, and the differences in demographic backgrounds. A questionnaire survey method was used to distribute 306 questionnaires to in-service teachers in the school in 2023, and 306 valid questionnaires were collected. Descriptive analysis, independent t-test, and one-way ANOVA were used to compare teachers perceived organizational culture of different genders, ages, educational backgrounds, and professional titles. The survey results showed significant differences in all variables except for gender, with teachers aged 40-50 and above having a higher level of perceived organizational culture than those aged 26-39. Teachers with master's degrees and doctor's degrees also had a higher level of organizational culture perception than bachelor's degree teachers. There was a significant difference in teachers perceived organizational culture between professors and associate professors in terms of professional titles. Based on the research findings, it was recommended to maintain a balanced teaching staff, promote teachers perceived organizational culture, pay attention to teacher needs under different demographic backgrounds, and create a highly inclusive work environment.

Keywords: College Teachers, Organizational Culture, Xinxiang College

Introduction

With the rapid development of society, the education sector was also undergoing changes that were shaking the earth. To keep up with the times, school management had to keep up with trends, embrace new development environments, and face new challenges. In the early 1980s, modern organizational culture gradually formed, which originated from an in-depth exploration of fields such as management, behavioral science, and cultural studies. It was crucial in promoting organizations' production and operation activities and improving organizational quality and management level. Whether people perceived it or not, organizational culture was an objective phenomenon, whether the organization consciously shaped it. This culture influenced the values and behaviors of employees,

shaped their interrelationships, and thus profoundly impacted the organization's efficiency, survival, and development. The publication of William University's "Z Theory" marked the beginning of organizational culture research in 1981.

Almost simultaneously, Peters & Waterman (1982) launched "Pursuing Excellence," Deal & Kennedy launched "Corporate Culture," sparking a wave of research on organizational culture. In the late 1970s, with Japanese enterprises' rapid development, the West showed strong interest in their management models. The monographs of scholars such as Ouchi (1981) further fueled the enthusiasm for studying organizational culture. Although the research on organizational culture has been less than 30 years, many definitions have emerged, such as Barney's (1986) diverse definition and interpretation of organizational culture. Chinese scholars have further elaborated on the meaning and function of organizational culture based on their national conditions,

In China, such as Chen (1999) and Chen & Zhang (2005). In organizational culture research, I have witnessed the gradual discovery and continuous attention to organizational culture phenomena and conducted in-depth discussions on the concepts and structures of organizational culture. And in-depth research on theory. After entering the 21st century, in-depth research on organizational culture has become more comprehensive, profound, and nuanced. In short, research on organizational culture exhibited diverse core concepts, broad content coverage, and diverse research objectives. This characteristic posed more complex and high-level requirements for the paradigm, perspective, structure, methods, and tools of organizational culture research. The research methods of organizational culture have become an indispensable key field and content in studying organizational culture dimensions. They had significant theoretical and practical value for exploring organizational culture dimensions. In organizational culture research, Chinese scholars Han & Zhang (2003) conducted a comprehensive review of research methods. Meanwhile, Zhang & Zhang (2004) summarized organizational culture's measurement level and scale with the premise of a quantitative measurement paradigm. In addition, Zeng et al. (2009) delved into the content, methods, and applications of organizational culture research from the theoretical foundations of anthropology, sociology, and psychology, making significant theoretical contributions to the research methods of organizational culture dimensions.

Henan Xinxiang College is a university that cultivates multifaceted and applied talents. Establishing academic organizations composed of academic elites, the long-term development of universities, and social practice required attention to the dimensions of organizational culture. This type of research helped teachers clarify their goals and envision the future, while the uniqueness of organizational culture had multiple impacts on the development of members. This study aimed to investigate the perceived organizational culture status, level, and development space of in-service teachers at Xinxiang College who were adults in the employment stage. Conducting organizational culture research on these in-service teachers based on their educational background, work status, and

level of organizational culture. It was even more true for working adults, who needed to balance multiple factors such as work, study, life, and even family in their employment status. Therefore, studying the perceived organizational culture of in-service teachers provided more targeted research content for understanding and observing the current organizational culture among in-service teachers' and various dimensions of organizational culture, which had certain reference significance and value.

Research Objectives

(1) To understand the demographic backgrounds differences in teachers in Xinxiang College, including gender, age, educational background, and professional title.

(2) To identify the current teachers perceived organizational culture at Xinxiang College.

(3) To determine the differences in teachers perceived organizational culture at Xinxiang College under different demographic backgrounds, such as gender, age, educational background, and professional title.

Literature Review

Research on the Concept of Organizational Culture Dimensions

Organizational culture referred to the recognized values, basic assumptions, and expectations that exist within an organization (Cameron & Quinn, 1999; Louis, 1985; Schein, 2004). When studying the dimensions of organizational culture helped to coordinate internal cultural elements. Burton pointed out that for complex organizational cultures, internal integration could be manifested in two core dimensions: structural integration and normative integration.

Structural integration refers to promoting integration by strengthening the interactions and connections between personnel or teams within an organization. This integration emphasized collaboration and communication at the structural level. Normative integration was based on a series of beliefs, attitudes, and values that were jointly recognized and followed by organizational members, emphasizing the role of shared culture and moral standards in integration. The application of structural and cultural integration in school organization: From this perspective, school behavior was viewed as a product of interaction between individuals and the environment, with a focus on exploring various relationships among school members to promote effective integration at the structural level. In the study of teachers' perceived organizational culture, American scholar Eisenberger et al. (1986) first proposed the concept of "Perceived Organizational Support" (POS) and created the "Organizational Support Theory". After that, people conducted in-depth research and exploration on it in various social science fields, including psychology and management. These studies have been published in numerous authoritative journals. They focused on exploring the constructs, influencing factors, and outcome variables related to perceived organizational support (detailed content could be found in the meta-

analysis of Rhodes & Eisenberger (2002).

As teachers perceive an increase in organizational support, the relationship between employees and the organization improves, leading to an increase in emotional commitment and job satisfaction among employees toward the organization, thereby improving work performance. It provided important theoretical significance and practical enlightenment for organizations in human resource management practices. From this, it could be seen that the research on the dimensions of organizational culture perceived by teachers was undoubtedly an important influencing factor in school management, and it was also an unavoidable topic in various studies related to organizational culture.

Research on Teachers' Perceived Organizational Culture

Perceived teacher emotional support referred to the emotional contributions that teachers perceived in interactions, such as respect, care, and help (Yeung & Leadbeater, 2010). The main effect model of social support suggested that the support individuals received or perceived from social relationships had a wide range of positive effects, playing a protective role in maintaining their mental health and promoting their positive development (Chen et al., 2018; Berkman & Syme, 1979). As an important source of social support for students, teachers' educational and teaching behaviors could significantly affect their academic adaptation and personality traits (Rueger, Malecki, Demaray, 2010), as well as their school adaptation status (Reddy, Rhodes, Mulhal1, 2003; Chen et al., 2020).

It could be seen that students' perception of teacher emotional support was closely related to their school adaptation. In addition, perceived emotional support from teachers might be influenced by their emotional labor. According to the social cognitive hypothesis of emotion formation (Pekrun, 2006), the individual's perception of the behavior of interactive partners drives the development of self-related beliefs and emotions. When teachers displayed positive emotions through emotional labor, students also experienced positive emotional experiences (Barcode, 2002), which could lead to a series of positive effects, such as an increase in a sense of belonging and participation (Marchand & Skinner, 2007; Furer & Skinner, 2003), which might also have an impact on teacher perception. Therefore, teachers' perceived support might be an individual factor affecting school adaptation and might play a mediating role in the relationship between teacher emotional labor and student school adaptation.

The teaching management in today's schools was undergoing a transformation from disciplinary rigid management centered on systems regulating the teaching and learning behavior of teachers' and students and focusing on exam results to a supportive, flexible management centered on individuals and stimulating creative teaching and learning among teachers' and students. School managers need to formulate plans for the development of school organizational culture based on development goals, which requires them to maximize the initiative of organizational members, gradually transforming external powers into active adjustments for the school to promote its organizational culture development. Schools mainly rely on two core groups in influencing

organizational culture, namely teachers and students. In order to promote the development of school organizational culture, it must have: first, an organization full of team spirit and cooperation ability. Second, the task should be changed from the implementation stage to the empowerment stage. The team goal should authorize everyone and gradually transition from individual consciousness to collective consciousness. Third, teachers should become the leading force in educational reform. Finally, the organization should have the ability to continuously improve, select, and absorb the valuable social organization culture and combine the school organization culture with the sustainable development of the times through integration with the school.

Research on the Characteristics of Organizational Culture

The organizational culture perceived by teachers had unique characteristics externally, while internally, it shared common beliefs, values, customs, behavioral habits, and common goals. The organizational culture of a school must be personalized and have its characteristics. Teachers perceived organizational culture with a sense of belonging, job satisfaction, and confidence in the development of organizational culture. The organizational culture of schools should make teachers feel satisfied and comfortable, and a sound school organizational culture could enable teachers and students to achieve a sense of satisfaction and achievement in the school. Schools' paid attention to the health and safety of teachers and had a collective awareness of sharing joys and sorrows and caring for each other. The organizational culture of schools should support schools and teachers to become a community, a united and mutual aid group for common goals. Teachers perceived the respect and importance that organizational culture brings, and the team had a strong sense of unity and unity towards the outside world. Culture was the common "language" of organizational content and the internal connection of organizational members. Let teachers perceive the objectivity and subjectivity of organizational culture, common goals and values, and become guidelines for action. Individuals were recognized for their contributions to the team. Only by integrating these values could one be recognized by organizational culture. Organizational culture reflected the concept of encouraging individual development of teachers and the common development of schools, and fully integrated into the team by learning team values and behavioral norms. Participating team policies and behaviors had continuity and consistency, showing the continuity of organizational culture. Organizational culture cannot be cut off and can only be developed through change.

Organizational culture could promote the motivation of teachers', stimulate them to think actively, urge them to examine the ways and means of problems, find out the blind spots of thinking, put down the inherent ideas, and improve the mental model. Only when the common goal truly affected the inner depths of teachers could they perceive the sense of achievement brought by organizational culture, thereby making teachers' more proactive and innovative. By strengthening the dimensions of organizational culture, it gradually becomes sounder. In this process, teachers collaborate to create value

within the organizational culture.

Methodology

The questionnaire used in this study was in the form of an electronic survey. There were over 1500 in-service teachers in Xinxiang College, and 306 questionnaires were distributed according to the requirements of Krejcie & Morgan (1970) scales. The questionnaire was collected through electronic means and distributed through the link of the teacher group. With the help of staff from Xinxiang College, 306 valid questionnaires were successfully collected.

The survey questionnaire for this study mainly used Zhu, Devos & Li (2011, 2012). The questionnaire included eight dimensions: goal orientation, supportive leadership, structured leadership, formal relationships between teachers', informal relationships between teachers', teacher participation in decision-making, innovation orientation, and teacher organizational commitment were. Data were analyzed and summarized across eight dimensions. In addition to the content of the School Organizational Culture Scale, a section on demographic background information was added to form the questionnaire for this study. A questionnaire was formed for this study on the different genders, ages, educational backgrounds, and professional titles of in-service teachers in Xinxiang College.

Results

Demographic Analysis of Questionnaire Participants

In this questionnaire survey, 306 valid questionnaires were collected, 122 were male, accounting for 39.87%. 184 cases were female, accounting for 60.13%. There were more female than male teachers participating in this study. The working population participating in the survey was mainly concentrated between the ages of 40 and 50, with a total of 153 teachers accounting for 50.00%. There were 138 individuals aged 26-39, accounting for 45.10%, while others account for 4.9%. It could be seen that the majority of teachers were aged 40 and below, and the age structure of teachers group in Xinxiang College was relatively young.

From teachers' perspective of educational background, 245 were master's degree holders, accounting for 80.07%, bachelor's degree holders accounted for 10.13%, and doctor's degree holders accounted for 9.8%. It indicated that in recent years, Xinxiang College has steadily increased its recruitment of highly educated talents and doctor's degree holders.

From the perspective of professional titles, the proportion of teaching assistants was 10.46%, lecturers were 59.48%, associate professors were 19.93%, and professors were 10.13%. It could be seen that in Xinxiang College, most teachers only had the title of lecturer, and there were still relatively few teachers with associate professor and professor titles.

Descriptive Statistics of Teachers' Perceived Organizational Culture Dimension

1) The educational background of teachers perceived organizational culture is higher in Xinxiang College. Among the eight dimensions of teachers perceived organizational culture, according to the analysis of the mean, the highest score item appeared in the informal relationship dimension between teachers, followed by the dimensions of teacher participation in decision-making, structured leadership, and innovation orientation, with relatively high means. The dimensions of supportive leadership, teacher organizational commitment, and goal orientation were moderate, while the formal relationship dimension between teachers was at a relatively low level. The educational background of teachers perceived organizational culture in Xinxiang College was good, and the SD of informal relationships among teachers was relatively high, indicating significant differences in viewpoints. It was necessary to have a deep understanding of the internal dynamics of the school and the relationships between teachers in order to develop targeted measures to improve the interaction and working atmosphere among teachers.

Table 1: Descriptive Statistics of Teachers' Perceived Organizational Culture Dimension

Dimension	N	M	SD	Analysis
Goal orientation	306	3.641	0.858	High
Supportive leadership	306	3.764	1.256	High
Structured leadership	306	3.791	1.193	High
Formal relationships between teachers	306	3.621	0.878	High
Informal relationships between teachers	306	3.810	1.271	High
Teacher participation in decision-making	306	3.801	1.264	High
Innovation orientation	306	3.780	1.252	High
Teachers' organizational commitment	306	3.655	0.889	High

Differential Analysis on the Levels of Teachers' Organizational Culture Dimensions Perceived

Regarding teachers' gender, it could be seen that different genders didn't show significant differences in goal orientation, supportive leadership, structured leadership, formal relationships between teachers, informal relationships between teachers, teacher participation in decision-making, innovation orientation, and teacher organizational commitment. The samples with respect to age were significantly different on all eight dimensions, indicating that significant differences existed across age. In terms of academic qualifications. There were no significant differences in the three dimensions of supportive leadership, formal relationships among teachers, and informal relationships among teachers, indicating that all three dimensions showed no differences in consistency. The five dimensions of Goal Orientation, Structured Leadership, Teacher Participation in Decision Making, Innovation Orientation, and Teacher Organizational Commitment showed significant differences. Regarding teachers' titles,

different professional title samples didn't show significant differences in the informal relationship between teachers, innovation orientation, and teacher organizational commitment, In addition, the sample of professional titles showed significant differences in five aspects: goal orientation, supportive leadership, structured leadership, formal relationships between teachers, and teacher participation in decision-making.

Discussion

The Literacy level of higher education faculty organizations

The results of this study provided important data analysis and understanding of the differences in teachers perceived organizational culture levels at Xinxiang College. Among which the means of informal relationships between teachers, teacher participation in decision-making, structured leadership, innovation orientation, and goal orientation were relatively high, indicating a positive perception of organizational culture. However, the formal relationship dimensions between teachers were relatively low, which might reflect a lack of innovation and flexibility.

Differences in the level of organizational culture dimensions perceived by teachers in the case of different contextual variables

Firstly, this study conducted a validation study on the definitions and relevant literature of eight dimensions of teachers perceived organizational culture. Rousseau (1990) and Maslowski (2006) pointed out that school validated cultural questionnaires were necessary for a wider range of applications. This study tested and validated that it was an important factor in determining school culture. The proposal of this concept demonstrated the importance, purpose, and values of shared consciousness (Fullan, 2001). The survey showed that the number of female teachers was much higher than that of male teachers, which might be related to the professional setting and enrollment direction of Xinxiang College. The age of in-service personnel was mainly concentrated between 40 and 50 years old, indicating that college teachers were relatively young. Most teachers had a master's degree, while there were relatively few teachers with a doctor's degree, Most teachers only had the title of lecturer, and there were fewer teachers with associate professor and professor titles.

Secondly, there are some difficulties in studying the differences in the level of teachers' perceptions of organizational culture in Xinxiang College, and a large amount of data needs to be collected to accurately assess teachers' perceptions of organizational culture. Designing questionnaires, organizing research, data collation and analysis are all complex and time-consuming processes. Ensuring that the research sample is representative is a major challenge. The sample needs to cover teachers of different genders, ages, qualifications and job titles, otherwise the results may be biased. The diversity of teachers' backgrounds may lead to different understandings and perceptions of organizational culture. Interpreting these differences and translating them into effective management

strategies is a challenge.

The research results showed that there were differences in teachers perceived organizational culture among teachers in Xinxiang College. The means of informal relationships between teachers, teacher participation in decision-making, structured leadership, innovation orientation, and goal orientation were relatively high, indicating a positive perception of organizational culture. However, the formal relationship dimensions between teachers were relatively low, which might reflect a lack of innovation and flexibility. In addition, teachers of different genders, ages, educational backgrounds, and professional titles also had differences in their perception of organizational culture. By analyzing the differences in teachers perceived organizational culture, schools could take corresponding measures to promote further development of organizational culture and school management. This study highlights the importance and challenges in this area. Future research could further explore the differences in teachers' perceptions of organizational culture from different backgrounds and make management recommendations accordingly.

Conclusions

1) The degree of the level of the dimension of perceived organizational culture of teachers in Xinxiang College is at a high level. Among the eight dimensions of organizational culture perceived by teachers, the mean of the informal relationship dimension between teachers was relatively high, followed by the means of teacher participation decision-making dimension, structured leadership dimension, and innovation orientation dimension. The supportive leadership dimension, teacher organizational commitment dimension, and goal orientation dimension were in the middle, while the formal relationship dimension between teachers was at a relatively low level. The educational background of perceived organizational culture among teachers in Xinxiang College was good.

2) None of the differences in the levels of perceived organizational culture dimensions across genders of teachers in Xinxiang College, Henan Province show significance, which means that there is no difference. The participation of female teachers is much higher than that of male teachers.

3) Teachers at Xinxiang College in Henan Province showed significance in organizational culture dimensions at different ages, with the largest number of teachers aged 40-50 years old, accounting for about 50% of the total, and the teacher group is relatively well structured in terms of age structure, and it is recommended that differentiated management and training strategies be adopted to meet the needs of teachers in different age groups.

4) Teachers at Xinxiang College in Henan Province showed significant differences in the organizational culture dimensions across different academic degrees, and the percentage of teachers with doctoral degrees was significantly lower than that of teachers with graduate degrees.

5) Teachers in Xinxiang College of Henan Province showed significant differences in

organizational culture dimensions in different titles, and teachers with the title of lecturer were significantly higher than those with the titles of associate professor and professor. It can be seen that most of the teachers concentrate on the lecturer title, and there are still fewer teachers with the titles of associate professor and professor.

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