The effect of school culture on teachers' participation in school decision-making in Tehran, district 2 At Iran Country

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Abstract: *The main objective of the present research is to study the role of school culture on teachers' participation in school decision-making in Tehran, district 2, Iran. The research method is a descriptive survey and the statistical population consists of school teachers and principals of Tehran, district 2 who have more than three years experience in a school that their number is1325 people. The sample size was calculated based on Cochran formula and 310 people were considered for more confidence that were selected by using simple random sampling. A researcher-made questionnaire was used to collect the data containing 32 questions. Its validity by teachers and its reliability by using Cronbach alpha has been confirmed 0.794 for 30 pretest people. Data collected from the chi-square test (chi-square), binomial test and Friedman test was analyzed by using SPSS software. Our findings indicate that school culture is effective on teachers' participation in decision making. The most important factor among its aspects is leadership style.*

Keywords: *school culture, participation, sense of identity, Individual Initiative and Creativity, Tolerance of differences in tastes, Risk, Leadership style, Responsibility and trust.*

I. Introduction

Human social life is governed by rules or social norms that if someone does not follow these rules and norms which separate the appropriate and inappropriate behaviors and define them specifically, his/her activities will be subject to chaos, because the rules and norms give regular and predictable character to human social life. One of the rules is the human's participation in his/her fate and environment. In fact, human's participation in his/her fate is a principle and a natural need which has existed since the creation of human and will always be so.

Problem Statement

Culture, in fact, determines the social identity of each organization and is a specific method that distinguishes one organization from the other. Among many variables affecting the participation of teachers in schools; the culture has a great importance. For this reason, this study seeks whether the school culture is effective on teachers' participation in schools' decision-making or not? If the answer is yes, how will be the prioritization of these variables in considered schools? Also since the culture has wide dimensions and also ,with regard to the researcher understanding of Tehran's schools, leadership style of principals, tolerance of differences in tastes, individual initiative and creativity, responsibility, risk and sense of identity were identified and selected among the dimensions of organizational culture that these six selected dimensions are of Gordon model dimensions and have been diagnosed according to their importance in the establishment of partnership system at Tehran's schools which will be further analyzed. Furthermore in this study, in addition to the six dimensions of organizational culture, two new dimensions, namely the existence of trust between teachers and empowering them are also discussed. These two dimensions were selected based on investigator's discretion because of the close relationship with organizational culture and their importance in participation, particularly because of their importance at Tehran's schools.

II. Research Methodology

Due to the nature of subject and purpose of the study which was to study the role of school culture on teachers' participation in the schools' decision-making, this research is descriptive – survey and researcher-made questionnaire with five-item Likert scale has been used. At this study, the statistical population consists of all school teachers and principals of Tehran, district 2 who have more than three years experience in a school that their number is 1325 people and 298 people were selected as a sample by using Cochran formula. Also the sampling method was randomly and among all school teachers of Tehran, district 2. At present study, data has been obtained by questionnaire. For this reason, one questionnaire with 3 questions has been made for the society. Raised questions for each of the hypotheses are described in Table 1.

Table 1: Raised questions for each of the hypotheses

questions	Sub-hypotheses
24-15-10-1	Sense of identity
30-26-7-3	Individual initiative and creativity
28-23-12-2	Tolerance of differences in tastes
21-18-13-5	risk
22-20-16-4	Leadership style
32-25-17-8	Responsibility
31-27-9-6	trust
29-19-14-11	Empowerment

Likert measurement scale was used to measure the people's attitude toward questions of questionnaire. That in this study, the questionnaire options relating to each question were very low, low, partly, high and very high which are ranked from 1 10 5, respectively.

Data analysis and Hypothesizes Test

In the following, in order to respond to any questions ((hypotheses analyzing) at first, we tested the idea of sample group by univariate Chi-square test and binomial test, we then prioritized factors by using Friedman test. After that we examined each hypothesis.

The first sub-hypothesis:

"The teachers' sense of identity is effective on their participation in decision-making in Tehran schools, (district 2)"

At this hypothesis, degree of freedom has been obtained 4, so according to the χ^2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi^2 = \sum \frac{(F_{oi} - F_{ei})^2}{F_{ei}} = 64/3$$

Since the χ^2 calculated with 5% error and degree of freedom 4 is larger than χ^2 table ($64/3 \geq 9/49$), it can be said that it is located at H1 region, in the other word the obtained amount is located at the critical region. Therefore, the relationship between teachers' sense of identity and their participation in schools' decision-making is confirmed.

The second sub-hypothesis:

"The teachers' individual initiative and creativity is effective on their participation in decision-making in Tehran schools, (district 2)"

Since HO is rejection region and H1 is acceptance region of our hypothesis, and degree of freedom is also 4 at this hypothesis, therefore according to the χ^2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi^2 = \sum \frac{(F_{oi} - F_{ei})^2}{F_{ei}} = 42/8$$

Since the χ^2 calculated with 5% error and degree of freedom 4 is larger than χ^2 table ($42/8 \geq 9/49$),it can be said that it is located at H1 region, in the other word the obtained amount is located at the critical region. Therefore, the relationship between teachers' individual initiative and creativity and their participation in schools' decision-making is confirmed.

The third sub-hypothesis:

"Tolerance of differences in tastes among teachers is effective on their participation in decision-making in Tehran schools, (district 2)"

Since HO is rejection region and H1 is acceptance region of our hypothesis, and degree of freedom is also 4 at this hypothesis, therefore according to the χ^2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi^2 = \sum \frac{(F_{oi} - F_{ei})^2}{F_{ei}} = 11/3$$

Since the χ2 calculated with 5% error and degree of freedom 4 is larger than χ2 table (11/3 ≥ 9/49), it can be said that it is located at H1 region, in the other word the obtained amount is located at the critical region. Therefore, the relationship between tolerance of differences in tastes among teachers and their participation in schools' decision-making is confirmed.

The fourth sub-hypothesis:
"The teachers' risk is effective on their participation in decision-making in Tehran schools, (district 2)"
Since HO is rejection region and H1 is acceptance region of our hypothesis, and degree of freedom is also 4 at this hypothesis, therefore according to the χ2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi2 = \sum \frac{(Foi - Fei)\,2}{Fei} = 4/8$$

Since the χ2 calculated with 5% error and degree of freedom 4 is smaller than χ2 table (9/49 ≥ 4/8), it can be said that it is not located at H1 region, in the other word the obtained amount is not located at the critical region. Therefore, there is no reason to confirm the relationship between teachers' risk and their participation in schools' decision-making.

The fifth sub-hypothesis:
"Leadership style is effective on teachers' participation in decision-making in Tehran schools, (district 2)"
Since HO is rejection region and H1 is acceptance region of our hypothesis, and degree of freedom is also 4 at this hypothesis, therefore according to the χ2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi2 = \sum \frac{(Foi - Fei)\,2}{Fei} = 12/9$$

Since the χ2 calculated with 5% error and degree of freedom 4 is larger than χ2 table (12/9 ≥ 9/49), it can be said that it is located at H1 region, in the other word the obtained amount is located at the critical region. Therefore, the relationship between leadership style and teachers' participation in schools' decision-making is confirmed.

The sixth sub-hypothesis:
"Teachers' responsibility is effective on their participation in decision-making in Tehran schools, (district 2)"
Since HO is rejection region and H1 is acceptance region of our hypothesis, and degree of freedom is also 4 at this hypothesis, therefore according to the χ2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi2 = \sum \frac{(Foi - Fei)\,2}{Fei} = 48/1$$

Since the χ2 calculated with 5% error and degree of freedom 4 is larger than χ2 table (48/1 ≥ 9/49), it can be said that it is located at H1 region, in the other word the obtained amount is located at the critical region. Therefore, the relationship between teachers' responsibility and their participation in schools' decision-making is confirmed.

The seventh sub-hypothesis:
"Trust among teachers is effective on their participation in decision-making in Tehran schools, (district 2)"
Since HO is rejection region and H1 is acceptance region of our hypothesis, and degree of freedom is also 4 at this hypothesis, therefore according to the χ2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi2 = \sum \frac{(Foi - Fei)\,2}{Fei} = 67/4$$

Since the χ2 calculated with 5% error and degree of freedom 4 is larger than χ2 table (67/4 ≥ 9/49), it can be said that it is located at H1 region, in the other word the obtained amount is located at the critical region.

Therefore, the relationship between trust among teachers and their participation in schools' decision-making is confirmed.

The eighth sub-hypothesis:
"Empowerment of teachers is effective on their participation in decision-making in Tehran schools, (district 2)"
Since HO is rejection region and H1 is acceptance region of our hypothesis, and degree of freedom is also 4 at this hypothesis, therefore according to the χ2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi2 = \sum \frac{(Foi - Fei)\ 2}{Fei} = 6/7$$

Since the χ2 calculated with 5% error and degree of freedom 4 is smaller than χ2 table (9/49 ≥ 6/7), it can be said that it is not located at H1 region, in the other word the obtained amount is not located at the critical region. Therefore, there is no reason to confirm the relationship between empowerment of teachers and their participation in schools' decision-making.

Main hypothesis of research is as follows:
"Culture of schools is effective on teachers' participation in decision-making in Tehran schools, (district 2)"
Since HO is rejection region and H1 is acceptance region of our hypothesis, and degree of freedom is also 4 at this hypothesis, therefore according to the χ2 table, table statistic will be equal with 9/49. Also, according to the obtained results, the test statistic is derived as follows:

$$\chi2 = \sum \frac{(Foi - Fei)\ 2}{Fei} = 37/2$$

Since the χ2 calculated with 5% error and degree of freedom 4 is larger than χ2 table (37/2 ≥ 9/49), it can be said that it is located at H1 region, in the other word the obtained amount is located at the critical region. Therefore, the relationship between culture of schools and teachers' participation in schools' decision-making is confirmed. The result of binomial test analysis is given in table 2.

Table 2: The result of binomial test for main hypothesis of research

Significance level (sig)	Observed ratio	Observed number	Hypothesis	
0.000	0.4	132	3 =>	Main Hypothesis
	0.6	178	3 <	
		310		

Since the significance level is less than 0.05, therefore it is located in the critical region. So it can be said that the mean rank is more than 3. It means that the majority of data are willing to the larger amounts than average, so we can conclude that school culture and teachers' participation is effective on school decision-making in Tehran (district 2).

III. Conclusion
In general, the results of the carried out analysis show that the more sense of personal identity among teachers there is, the more participation in school affairs teachers have. They are more responsive and show more compassion towards their duties. In other words, the more they consider themselves part of the school and know the school as their indicator, the more willing to participate in school activities and they consider themselves responsible for the consequences of their actions. The reason of confirming the second sub-hypothesis in this study is the support of leaders from creative ideas and using them in decisions. So it can be noted that initiative and creativity are of issues which we can hopefully increase the involvement of teachers in school affairs by strengthening and encouraging them. The presence of open space for expressing idea, lack of sensing danger in expressing the opposite opinion, avoidance of competition between individuals, tendency toward consensus, feel comfortable in expressing criticism and dissent, refer to a situation in which people tolerate the different tastes. With increasing the work-maturity in people and increasing their understanding of differences between the partners, participation also increases. The study results showed that people don't have necessary conditions to show the confidence and enough courage to do tasks and they do not take the initiative

in hazardous tasks. It should be noted that the leadership style which is used in schools, is very effective on people's participation. The more responsibility teachers have and the more they know themselves responsible toward duties carried out at their organization, the more participation they show in carrying out their duties. Trust is to have a willingness in voluntary cooperative which is based on the shared goals, dreams and beliefs, norms and values of parties, so that the parties believe the competence, openness and honesty of each other. The more credibility teachers have among their colleagues and the stronger cooperative tendencies among people, the higher participation can be expected. The status of schools in studied society in terms of different cultural dimensions is in a situation that encourages the participation among individuals in decision-making. They trust each other and want to work with each other, they are responsible and offer their creative ideas in order to do organizational responsibilities and management tries to take advantage of potential power by implementing the suggestion box. Thus, in general, it can be expressed that participation in decision-making in schools has been adopted in terms of culture.

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