# The relationship between school culture and learning of female highschool students in Saveh Province

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***Abstract:*** *This study is aimed to study the relationship between school culture and learning among female high school students in the schools of Saveh Province. In order to achieve the goal of study, the sample size based on scientific principles and sample size formula was 125 persons who were selected among 3710 female high school students by using relative stratifiedrandom sampling method. The toolsused in the research include Neefe's learning questionnaire and school culture questionnaire and descriptive, analytical statistics, Pearson correlation test, Spearman correlation test and t test were done and the following results were achieved: Findingssuggest that there is a significant positive relationship between school culture and students' learning and there is no significant difference between students of public and private schools in terms of school culture and learning.*

***Keywords:*** *school culture, learning, Teamwork*

## I.    Introduction

Every organization has some patterns of beliefs, symbols, slogans, stories and customs that cause members to find a common knowledge to each other.  These patterns cause a common and uniform understanding to be created regarding what the organization is and how members should display their behavior. Due to the nature of the era in which we exist, there is a lot of difference between the current and past organizations. One of the main features of new organizations is their formation based on learning. Therefore, managers and employees are constantly learning and gaining new skills, because the power of each organization fits with the amount of managers and employees' permanent training.

Miller (1991) worked on organizational assessment and says organizational learning is to learn knowledge by people and groups that are interested in using them in their job and influence others to properly do their tasks which are important for organization. In Neefe's idea, dimensions of learning are: shared perspective, organizational culture, team work and learning, knowledge sharing, system thinking, participatory leadership and development of staff competencies .

Jacques et al. (2007) in a research entitled "Organizational Learning among Senior Managers of Public Services" identified three factors for organizational learning: 1- Culture of organizational learning as the main factor, 2- Authority in decision-making 3- The effect of managers and supervisors'support. Results showed that organizational culture and authority in decision-making have an important role in individuals' organizational learning. Managers and supervisors' support has no significant role in organizational learning .

 So according to what was said, we dare to say that schools are the most sensitive and most influential educational organizations that play a very important role in educating the next generation of countries. Schools are the most sensitive and most influential educational places that play a very important role in educating the next generation of countries. Now the reason of success in some schools in compared to many other schools that can't have a lasting impact on students is addressed, means the same school culture.

School culture can be rooted in Waller's Sociology book. In 1932 Waller says that schools have their own culture. There are complex rituals of personal relationships in school, a collection of slangy methods, customs, irrational confirmations, ethical regulations based on them (Maslowski,*, 2001, p. 81).*
Anderson (1982) knows the culture as thesocial dimensionof schoolatmospherethat relates withthe value economic systemand cognitive and semanticstructures,betweenresearch procedure that has investigated and studied the school culture in theframeworkof psychosocial atmosphereof school,has remained onits positioninrecentdecadesand considered theschool cultureasa major factorinprograms related to schools' improvement

FurtWengler(1986) considers the school culture consisting of the attitudes, perceptions and beliefs of the members of the school including teacher and student in differentareas such as discipline, school integration,

clarity of roles, sense of belonging to the school, respect to success, protectionist relationships between members, multilateral cooperation in solving school problems and others.

Dell and *Peterson*have stated the school culture as the character of a school, as reflects the deep patterns , traditions , beliefs and values and have been formed during the history of the school

PDK (1980) good relationships between students and teachers cause students to work harder and be more interested in school. Also schools in wherestaff respects each other and where they are preparing a joint programhave had a relationship with a higher degree of progress.

Goldberg states the features of school culture as follows:

1. Teamwork: School authorities and teachers value to students' ideas.
2. Cooperation: Students involve and participate in constructive talks that promote the vision of school education.
3. Scientific growth (development): School officials and teachers do not consider a specific method as the best way and give importance to the science promotion and children's' progress.
4. Unity of purpose: in these schools are all looking for a common goal, the goals of school can be seen in the speech and behavior of staff and students.
5. Cooperative learning: Parents, teachers and students are all involved in the process .

Butler also expresses the characteristics of schools with strong cultural such that all people emphasize on the importance of learning, a strong leadership conducts training programs, rewards and incentives are used to strongly motivate, parents are encouraged to be involved in school affairs, teachers and administrators are constantly trying to improve the effectiveness of teaching (Butler et al. 2008, p. 2).

Undoubtedly, identification of cultural norms that will improve schools status such as team and collective work-cooperation - unity of purpose - cooperative learning –scientific growth can have a large impact on increasing student learning and we can try to improve students' and as a result, society's learning through educating components of school culture.

The importance of organizational culture and its impact on organizational performance is not covered for the people of thought and research and science and through this subject, dynamic and global organizations have reached unique opportunities. Schools or organizations can try in order to create an effective culture that is responsibly followed by the members, so the goal is not to comply the culture, but to lay down a good cultural values and since the schoolculture is its identity and personality and people unconsciously act in accordance with it, studying and understanding the school culture and its relationship to learning can provide a proper area for the successful implementation of growth areas and creation of a better quality of learning at the school .

The overall objective of this study was to determine the relationship between school culture and students' learning, accordingly, the research hypotheses are:

There is a relationship between teamwork and students' learning in Saveh city schools.

There is a relationship between cooperation and students' learning in Saveh city schools.

There is a relationship between scientific growth and development and students' learning in Saveh city schools

There is a relationship between unity of purpose and students' learning in Saveh city schools.

There is a relationship between cooperative learning and students' learning in Saveh city schools.

There is a difference between public and private school students in terms of school culture.

There is a difference between public and private school students in terms of learning.

## II. Method:

The statistical society of present study consisted of all femalehigh school students in Saveh city in academic year of 2012-2013 that 152 persons were randomly selected as a sample. Characteristics of the sample members are provided in Table 1 as field of study separation.

Table 1 Distribution of Frequency of Distribution of Frequency of Field of Study

| Percent | Frequency | Field of Study |
|---------|-----------|----------------|
| 44.7 | 68 | Human Sciences |
| 34.2 | 52 | Experimental Sciences |
| 21.1 | 32 | Mathematical Physics |
| 100 | 152 | Total |

Learning standard questionnaire developed based on Neefe's idea (2001) and with 21 answer package questions was used and its measurement scale is 5-point Likert (from very low to very high). Questionnaire validation has been obtained 89% by Khan Ali -Zadeh(2010) and the validity of mentioned questionnaire in this study has been obtained 88% by Cronbach alpha validation method.

School culture questionnaire is also a researcher-made questionnaire which consists of 84 items and 5-choice answer and as Likertmethod from (too low) to (so much).

The validity of questionnaire has been obtained 78% by Ketabdar (2009) and 88% by SamariKhalaj (2009) that is a desirable validity. The validity of questionnaire in the present study has been obtained 90% by using Cronbach's alpha and the amount of calculated alpha is 89%. Therefore, reliability is confirmed. In this research, given that criteria employed in questionnaire questions are taken from research literature and also adjusted with confirmation of respected teachers, so we can say that its validity is confirmed. But content analysis was used to ensure that items are understandable for subjects. So that the questionnaire was distributed among the subjects and they were asked to give their views on all aspects of the subject of the strength of their questions and the logical relationship between them as well as suitability of question design.

## III.    Results:

Descriptive and inferential statistics, including Pearson and Spearman correlation coefficients and multivariate regression and t test were used for data analysis.

Table 2: Meanandstandard deviationof school culturebased onfield of study

| Total | | Mathematical    Physics n=32 | | Experimental Sciences n=52 | | Human Sciences n=68 | | Education level |
|------|------|------|------|------|------|------|------|------|
| SD | M | SD | M | SD | M | SD | M | School culture |
| .89 | 2.96 | .71 | 3.43 | .95 | 2.87 | .83 | 2.82 | Teamwork |
| .67 | 3.49 | .6 | 3.77 | .7 | 3.48 | .64 | 3.36 | Cooperative learning |
| .64 | 3.61 | .46 | 3.96 | .64 | 3.53 | .66 | 3.51 | Unity of purpose |
| 1.2 | 2.83 | .94 | 3.64 | 1.08 | 2.63 | 1.1 | 2.61 | Cooperation |
| .87 | 2.44 | .91 | 2.85 | .84 | 2.34 | .8 | 2.32 | Scientific growth |
| .7 | 3.12 | .55 | 3.57 | .71 | 3.03 | .67 | 2.98 | Total (school culture) |

As shown in Table above, the highest mean belongs to the unity of purpose (3.61). In other words, students participating in this study believe that the culture of "unity of purpose" governs in their school more than other components of "school culture".And it is while the lowest mean relates to the component of "scientific growth"; and the highest mean is formathematical physics students.

Also,according to Table3 it is determined that the mean oflearning in math students ishigherthan students of human sciences and experimental sciences and the comparison ofstandard deviationshowsthat the dispersion ofthe distribution of human sciencesstudents' scores is less thantwoothers.

Table3: Meanandstandard deviationof learning based on the field of study

| Mathematical Physics n=32 | | Experimental Sciences n=52 | | Human Sciences n=68 | | Field of study |
|------|------|------|------|------|------|------|
| SD | M | SD | M | SD | M | Variable |
| 13.2 | 83.03 | 13.8 | 74.3 | 11.3 | 73.29 | Learning |

**Main hypothesis:** There is a relationship between school culture and learning in female high school students.

Table 4: Summary ofmultivariate regression bystep by step method

| Sig. level | □ R2 | Adjusted Correlation | Square ofcorrelation coefficient | correlation coefficient | Predictorvariablesentered    in themodel | Model |
|------|------|------|------|------|------|------|
| .01 | .275 | .27 | .275 | .525 | Cooperation | 1 |
| .01 | .06 | .327 | .336 | .579 | Cooperation Scientific Growth | 2 |
| .05 | .028 | .351 | .364 | .603 | Cooperation Scientific Growth Unity of purpose | 3 |

As can be seen in the table above, among five predictor variables (teamwork, cooperative learning, unity of purpose, scientific growth and cooperation) the three variables, namely, "cooperation", "scientific growth" and "unity of purpose" have entered the equation. So that in model 1, correlation between "cooperation" and "learning" is equal to 0.525. In more accurate word, the variable of "cooperation" can explain approximately 27.5% of changes related to the "learning" of female high school students in Saveh city (R2=.275). In model 2, when "scientific growth" is added to the model, the amount of R2 is added to 0.336. In the other word, about 33.6% of the variance the variable of "learning" is explained by the linear relationship with variables of "cooperation"and " scientific growth", that the share of "scientific growth" is nearly equal to 6%. Accordingly,about 2.8% of changes in "learning" of students depend on the variance of "unity of purpose". As we can see, "teamwork" and "cooperative learning" have been deleted from the model.

Calculations related to statistic F also shows that the square of multiple correlation is significant in the level of 0.01 (F=28.2, df=2 and 148, p=0.01).
The results from subsidiary hypotheses are shown in the following tables.

**Sub-hypothesis I**: There is a relationship between teamwork and students' learning.

| Learning | Teamwork | |
|---|---|---|
| r=0.507 p=0.01 | 1 | Teamwork |
| 1 | r=0.507 p=0.01 | Learning |

As the table above shows, the relationship between two variables is significant in the level of 0.01, (r=0.507, p=0.01). Therefore, we can rejectthe null hypothesis in the level of 0.01 and conclude with 99% confidence that there is a significant positive relationship between "teamwork" and "learning"of female high school studentsinSaveh Province. H0 is rejected and H1 is confirmed. So there is a significant relationship between teamwork and learning.

**Sub-hypothesis II:** There is a relationship between cooperation and students' learning.

| Learning | cooperation | |
|---|---|---|
| r=0.509 p=0.01 | 1 | cooperation |
| 1 | r=0.509 p=0.01 | Learning |

According to the data in table above, the relationship between two variables is large enough so that the null hypothesis can be rejected in the level of 0.01 (r=0.507, p=0.01). Therefore, we can conclude that there is a significant positive relationship between "cooperation" and "learning" of female high school students in Saveh Province. H0 is rejected and H1 is confirmed. So there is a significant relationship between cooperation and learning.

**Sub-hypothesis III:** There is a relationship between unity of purpose and students' learning.

| Learning | Unity of purpose | |
|---|---|---|
| r=0.518 p=0.01 | 1 | Unity of purpose |
| 1 | r=0.518 p=0.01 | Learning |

As the table above shows, the relationship between two variables is positive and significant in the level of 0.01, (r=0.518, p=0.01). Therefore, we can reject the null hypothesis in the level of 0.01 based on lack of relationship between two variables and declare with 99% confidence that there is a significant positive relationship between "unity of purpose" and "learning" of female high school students in Saveh Province. H0 is rejected and H1 is confirmed. So there is a significant relationship between unity of purpose and learning.

**Sub-hypothesis IV:**There is a relationship between scientific growth and students' learning.

| Learning | scientific growth | |
|---|---|---|
| r=0.518 p=0.01 | 1 | scientific growth |
| 1 | r=0.518 p=0.01 | Learning |

Data in above table implies that the relationship between two variables is significant in the level of 0.01, (r=0.518, p=0.01). Therefore, we can reject the null hypothesis in the level of 0.01 in favor of research assumption and declare with 99% confidence that there is a significant positive relationship between "scientific growth" and "learning" of female high school students in Saveh Province. H0 is rejected and H1 is confirmed. So there is a significant relationship between scientific growthand learning.

**Sub-hypothesis V:** There is a relationship between cooperative learning and students' learning.

| Learning | cooperative learning | |
|---|---|---|
| r=0.433 p=0.01 | 1 | cooperative learning |
| 1 | r=0.433 p=0.01 | Learning |

According to the above table, the significance level of hypothesis testing is equal to 0.01 (r=0.433, p=0.01). Therefore, we can conclude that there is a significant positive relationship between "cooperative learning" and "learning" of female high school students in Saveh Province. H0 is rejected and H1 is confirmed. So there is a significant relationship between cooperative learningand learning.

**Hypothesis VI**: There is a difference between public and private school students in terms of school culture.
Summary of dependent t test for comparing the school culture in public and private schools (n=152)

| Sig. Level | Observed t | Freedom degree | SD | Mean | Number | Groups |
|---|---|---|---|---|---|---|
| .12 | 1.6 | 150 | 10.9 | 52.03 | 101 | Students of public schools |
|  |  |  | 13.4 | 55.2 | 51 | Students of private schools |

As the table above shows, the significance level of obtained t is larger than 0.05. Therefore, there is no enough evidence to reject the null hypothesis in the level of 0.05. Hence, it can be said that there is no significance difference between public and private school students in terms of organizational culture

**Hypothesis VII:**There is a difference between public and private school students in terms of learning.
Summary of dependent t test for comparing the learning in public and private schools (n=152)

| Sig. Level | Observed t | Freedom degree | SD | Mean | Number | Groups |
|---|---|---|---|---|---|---|
| .5 | .74 | 150 | 13.4 | 76.24 | 101 | Students of public schools |
|  |  |  | 12.4 | 74.6 | 51 | Students of private schools |

The significance level of obtained t is larger than 0.05. Therefore, there is no enough evidence to reject the null hypothesis in the level of 0.05. As a result, there is no significance difference between public and private school students in terms of learning.

## IV.     Conclusion

In the present era that is the era of globalization and competition between organizations is very compact, using advanced and modern technology and management tools is the essential condition for the success of an organization, including educational institutions. Nowadays organizations which are able to improve and develop their intangible and spiritual assets are successful against changes and developments, but the remarkable thing is that the product of knowledge and achieving the organization's knowledge resources is not possible without learning. Learning is the key forachieving knowledge assets and as a result increasing intangible assets. Nowadays, the need for fundamental changes and innovations is always felt in educational organizations; educational organizations have been forced to turn towards modern theories including knowledge management, organizational learning and learner organizations of management in order to deal with such situations and circumstances. Knowledge-based activities, research and development, smart-making of schools and technology for the development of knowledge are among items that has attracted particular attention in education.

The findings of the study are useful tools for appropriate cultural norms in schools and realization of those involved in the education system to the importance of these norms in schools so that students be able to continue studyingin a safe and secure environment while having mental and behavioral health.

The mean of math students' learning is 83.03, means higher than students in experimental sciences and human sciences. There is a significant positive relationship between components of school culture (teamwork, cooperation, unity of purpose, scientific growth, cooperative learning). The creation of working groups, and trust and believe in students causes a relaxed and desire atmosphere to be created for growth and learning and when students and their parents participate in decision-makings, the probability of implementing the decisions increase and students work with more confidence. When students are more connected with the school and the school gives importance to their views and ideas, the probability of appropriate social behaviors and position and academic achievement of students increases.

If there is a sense of common purpose among students and they understand that the demands of school, family and community are in a direction or schools' wishes become perfectly clear to them, this issue increases the incentive and provides better learning context for them and attention to thescientific activities and academic achievement, attendance in the shows and Olympiads and the use of modern teaching methods will cause flexibility, mutual respect, interest in study and school in them. Therefore, according to the findings the following items are recommended:
- School administrators' familiarity with norms that improve school culture through seminars and conferences.
- Encouragement ofstudents to participate in group activities

- Appreciation from creative and innovative teachers to strengthen and institutionalize the research and learning culture in schools.
- Given the importance of school culture dimensions in the amount of students' success, school culture can be considered as one of the major factors influencing the selection of managers.

    - Giving importance to knowledge creation, knowledge sharing and use of knowledge in outlook and plans ofthe Ministry of Education to improve and increase the knowledge-based activities in schools, and some procedures should be developed to create this culture.

    -Creation of quiet, open and stressless environment (school) withthe active participationof studentsin order to growand improvelearning.

    -Holding conferenceand seminartofamiliarizeteacherswith the concepts ofknowledge managementand to improve scientificapproach and organizational earning in them.

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