

Perspectives of Organizational Culture in Effective Teacher Socialization: A Study of Beginning English Teachers in Pakistan

By Adnan Tahir and Samina Amin Qadir

English language teaching in Pakistan is one of the major areas in current educational reforms with a special focus on the professional socialization of English teachers. This study aims at discovering and quantifying the relationship between organizational culture and effective socialization of beginning English teachers. Organizational culture has been identified with the considerations of equal & fair treatment with beginning teachers, well-defined policies, self-recognition, academic facilities, teachers' interaction and individual and organizational expectations. The required data was collected through survey method techniques, selecting a sample from the colleges located in Punjab province and Islamabad and completing questionnaires. The data, collected from 295 respondents, was analyzed and testified with statistical description. The results rejected the null hypothesis that no relationship existed between effective socialization and organizational culture. The results identified many socialization challenges to beginning teachers related to organizational culture including within weak relationship among teachers, concerns for equal treatment, unsupported administrative milieu, shaky self-perception, insufficient academic resources and ineffective role of the staffroom. Finally it is suggested that organizational culture of Pakistani colleges may be made more conducive to teachers' effective socialization by training beginning teachers in conformity with the organizational objectives and professional requirements, bringing down the rate of conflicts and errors and above all enhancing the positive role of the principals who should create a productive environment with the help of a young team of enthusiastic beginning teachers.

INTRODUCTION

Perspective

In the sector of English language teaching in Pakistan, a great deal of multifunctional reforms are imminent, both in private and public institutions. Commonly, all these multiple reforms have mainly focused on the professional and organizational development of English teachers to facilitate their effective socialization in the teaching profession and their respective institutions.

Progressively, a mind-shift is eminent that tends to change the focus from the traditional off-the-job training programs and workshops to the professional socialization which promises such workplace learning as can be linked with teachers' self-perceptions, their tutorial concerns and the projected teaching reforms simultaneously. In the specific context of beginning English teachers, it is generally believed that the existing teacher training programs contribute very little to their early year socialization in their organizations, which in turn do not fulfill the expectations of these newly inducted teachers up to the required level of satisfaction. This study investigates the self-perception made by beginning English teachers as regards the role of organizational culture in their effective socialization into their newly adopted careers. It also studies socialization challenges which beginning teachers have to face in relation to the organizational culture, which ultimately influence their choices and the rationale underlying the socialization behaviors they exhibit during the initial years of their service.

The significance of the issue of organizational culture and effective socialization lies in its relationship with other organizational variables such as job satisfaction, work performance and teachers' self-perception. This study is not only *on* beginning English teachers; rather it is a study *for* English teachers as it will increase the awareness among teachers about the nature of their socialization into teaching community and this way they would have a better understanding of and control over their organizational culture. An improved and favorable organizational culture would ultimately contribute to the effectiveness of their professional socialization into a teaching career.

Teacher Socialization in the Early Years

Danziger (1971) defines teacher socialization as a branch of knowledge which primarily studies the ways and methods whereby the individuals become participative members of teachers' community. Further, effective socialization has been defined as the criterion through which the success of the organization's socialization programs and the newcomer's adjustment through the entire socialization process is evaluated (Anakwe & Greenhaus, 1999). Effectiveness of the socialization process may be interpreted in terms of the chief output of organizational development which ultimately influence the inner commitment and job performance of the individuals and thus contributes to overall organizational success. Smith (1989) concludes that if the newcomers are socialized effectively, the organizations and the individuals may get at least three

benefits: employees' job satisfaction level rises, employees' organizational commitment increases and overall turnover rate decreases. For the effective and successful socialization the individuals need to mold their professional skills, practices and behaviors according to the organizational knowledge and skills to achieve the organizational objectives successfully (Feldman, 1976). In response, the organization watches out for the individuals' needs and priorities and helps them to adapt to the new work settings smoothly and effectively. Many studies have found that effective socialization develops a psychological and emotional association between the organization and the individual, in the form of an implicit contract of agreement between the parties on fulfillment of expectations and needs of both the sides (Hunsaker & Cook, 1986; Kotter, 1973; Schein, 1982). Therefore, a successfully socialized teacher is an independent participant in the organizational development, who understands the organizational and educational objectives and the ways to achieve them. Successfully socialized individuals show various behaviors which reflect their effective socialization in organizational culture e.g. internal motivation, organizational commitment and job satisfaction in general (Kotter, 1973). Similarly some studies (e.g., Breugh, 1983; Feldman, 1981) have found that effective socialization significantly reduces the job turnover rates in organizations.

Personal and Structural Challenges to Pakistani Beginning English Teachers

The Pakistani academic class is involved in many socio-politico-lingual controversies pertaining to English language and its teaching. National educational policies waver with regard to the implementation of English teaching in Pakistani institutions where a lot of resistance already exists against the non-regional (or non-provincial) languages. Along with a series of education problems, this partial attitude affects the professional socialization of English teachers who are faced with many organizational and professional challenges, largely noticeable in the early years of their careers. Many socialization challenges have been identified related to on-the-job professional development of beginning teachers through formal training programs and job experiences, relationship of beginning teachers with experienced colleagues for advice and support, administrative inconsistencies which influence the effective socialization and successful adaptation to organizational culture and organizational practices. Many studies in the local context have discussed in detail the issue of English language teaching in Pakistan and presented the list of professional challenges the teachers confront: e.g., obsolete teaching practices, inappropriate teaching stuff with little focus on skill development, the old or perhaps the long forgotten ways of students' evaluation, vacillating national policies and above all the lack of resources (Mansoor, 2009; Mirza, 2009; Rehman, 2009; Siddiqui, 2002; Warsi, 2004). The studies of Sarwar

(2001), Siddiqui (2002) and Warsi (2004) also have concluded that conditions under which English language is taught in Pakistan are not favorable to learners as well as English teachers. This situation has offered many challenges to beginning teachers to adjust to the teaching profession and organizations effectively. In addition, the teachers are not equipped with latest audio-visual aids, modern teaching equipment and an effective feedback mechanism. In rural areas the intensity of problems increases as the teachers and students have to survive even without proper furniture and drinking water. Commencing the professional career in this context, the beginning English teacher finds no bright future and appropriate direction to move to and thus in this stage of wonder he/ she remains busy to unite back the broken hopes and expectations they have brought to the teaching profession.

Organizational Culture: A Vital Content for Teacher Socialization at Workplace

Organizational culture is understood as a multidimensional subject with the scope of organizational values (Deal & Kennedy, 1982), an organization's generally established system of meaning (Pettigrew, 1979) or an organization's working philosophy (Ouchi, 1981). According to Schein's (1992) theory, organizational culture is described as a mechanism of common assumptions that a group with the common objectives learns and then it externally adapts to and internally integrates with.

Knowledge reflects the degree of how much an employee understands the organizational culture. Acceptance of culture refers to the degree of how much an employee has internalized the norms of organization. According to Schein (1988), the socialization or enculturation of the novice employees is successful in contributing to effectiveness when the employees *internalize* the organizational norms and develop a new self-identity in conformity with the new culture. With cultural acceptance, the new employees find it convenient to interpret everyday situations without falling victim to ambiguities.

The studies on beginning teachers have focused on the impacts of organization's professional culture on the performance and overall socialization of beginning teachers. Newmann and Wehlage (1983), for instance, suggest in their work that the organizational cultures are very significant for the teachers who are newly appointed because in the early years, beginning teachers decided on their occupational choices and laid the foundation of their future professional career. The literature discusses the tensions between the beginning teachers' endeavors to adapt and the detriments to their effective socialization into organizational culture, which is

not a positive indicator for beginning teachers' career. This tension, if intensified, may develop a negative self-perception in beginning teachers.

Many works discuss the socialization research mainly in the perspective of administrators and authorities of the organizations. Robinsons (1998) concludes that it is the principal's responsibility to smooth the progress of the successful socialization of beginning teachers in organizations. Stombus and Chodzinski (1998) also support the viewpoint that the administrators should contribute to effective mentoring and socialization of beginning teachers. This study focuses the role of organizational culture with the considerations of equal & fair treatment with the beginning teachers, well-defined policies, fair execution of rules, self-recognition, academic facilities, organizational exposure, role of staffroom and the expectations, beliefs and values with which the beginning teachers enter the teaching career.

Organizational Needs and Interests of Beginning Teachers

According to Odell and Ferraro (1992) beginning teachers have some special needs during the initial years of their career for the successful adjustment into the culture of the organization. Doerger (2003), from the literature on teacher socialization, has summarized a long list of specific needs of beginning teachers which he thinks may vary from organization to organization in relation to the type of the school. Similarly Kelchtermans & Ballet (2002) have identified some major interests of beginning teachers which they continually secure by adopting different techniques consciously or unconsciously: (1) organizational interests – related to role clarity, duties and assignments; (2) material interests – accessibility to study materials, supportive infrastructure and organizational time flexibilities; (3) self-interests – related to professional recognition and social acceptability; (4) social-professional interests – issues related to relationships with colleagues and personal problems; (5) cultural-ideological interests – related to organizational norms, practices and working rules.

Learning in Workplace Culture: An Ignored Subject in Local Community

The organizational culture and job settings at workplace influence, to a great extent, the professional learning and organizational behaviors of beginning teachers. Unfavorably, educational institutions in Pakistan do not pay necessary attention to workplace mentoring and learning of beginning English teachers. Correspondingly, the day to day classroom management and ability to learn problem solving in the actual organizational culture do not occupy much space in planning the professional development programs (Mirza, 2009). Instead of strengthening the workplace culture, the focus remains on traditional faculty development programs which include only obsolete and off-the-job academic workshops which have been proven

ineffective for producing any significant and effective change among (English) teachers and bringing about any notable reformative changes in English language teaching. Contrarily, the studies in the area of teacher socialization reveal that workplace culture and teachers' socialization experiences within the specific organizational settings mainly including classroom ecology, occupational trainings, the colleagues and the institutional characteristics influence and even determine the effectiveness of the socialization process of (beginning) teachers (Zeichner& Gore, 1990).

Development of Hypothesis

With the above discussed considerations, this study has been conducted to find if there is no relationship between organizational culture and effectiveness of socialization process of beginning English teachers in Pakistan.

From the extensive study of literature pertaining to beginning teacher socialization, the following relationship was hypothesized for conducting this investigation.

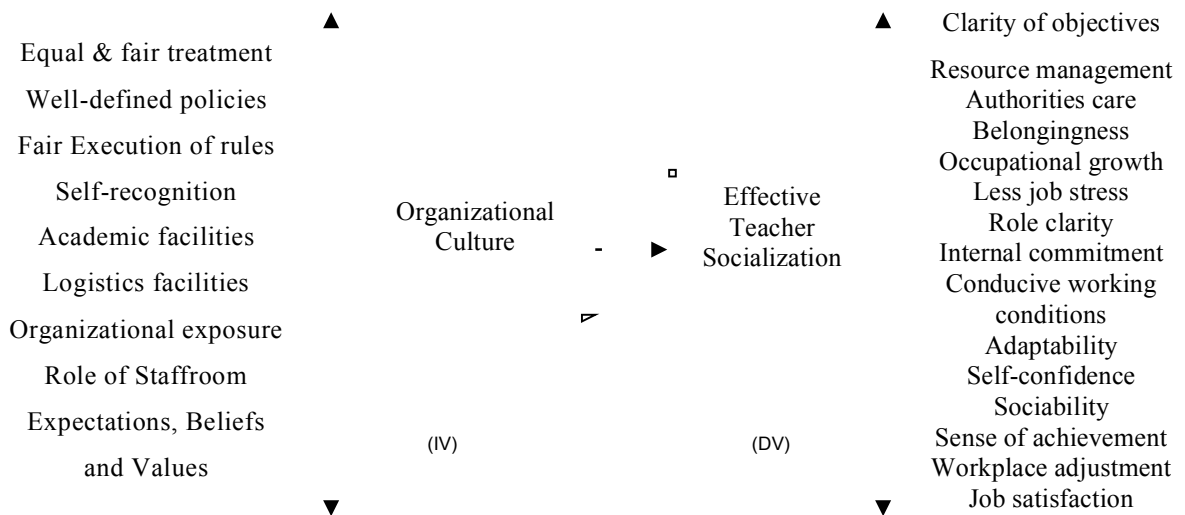


Figure 1. Effective teacher socialization process: Organizational culture perspective

The study hypothesis states: there is no significant relationship between *organizational culture* and *effective socialization* of beginning English teachers in Pakistan.

The study attempted to understand the role of organizational culture and related problems of beginning English teachers along with workplace challenges of beginning teachers linked with their job experiences. The study has attempted to quantify these influences which contribute to the effective socialization.

METHODOLOGY

This study is a blend of quantitative research techniques together with qualitative insights. Mainly, the survey method was employed to investigate the organizational and cultural influences on the effective socialization of beginning English teachers.

Sample

Beginning English teachers were the population of this investigation. Since the literature on teacher socialization discusses the work experiences of beginning teachers from one to five years of their organizational life (e.g., Cheng & Pang, 1997; McArthur, 1979; McCann et al., 2005; Quaglia, 1989; Zeichner & Gore, 1990), so this study is limited to only those teachers who have less than or equal to four year experiences. Data was collected from 55 institutions (colleges and higher secondary schools) located in federal capital Islamabad and Punjab province. As the stratified random sampling method was used, the following strata were formed to maximise the true representation of population in the sample:

- a. *Gender*
 - i. Male
 - ii. Female
- b. *Type of the Institution*
 - i. Government & Private
 - ii. Urban & Rural
 - iii. Provincial Board & Federal Board affiliated
 - iv. Co-education & Single-gender education
 - v. Co-gender staff & Single-gender staff

The sample truly reflected the equal participation of both male and female beginning teachers, denoting the ration of almost 1:1 as 145 (49.2%) were male beginning teachers and 150 (50.8%) were female. Similarly, keeping in view the experience limit of beginning teachers, the sample included only those having less

than or equal to four years teaching experience as regular faculty members in affiliated institution with Federal board or Provincial boards (both public and private). Among the participants of this investigation, 41 (13.9%) had one year teaching experience, 72 (24.4%) two years, 107 (36.3%) three years and 75 (25.4%) four years. It was ensured that the sample must be a true representation of the population and hence the sample was collected from different types of institution ranging from: government, private or other sector (e.g., run by NGO's), urban and rural areas, affiliated with provincial boards and federal board, having co-education and single-gender education system, and co-gender staff and single-gender staff.

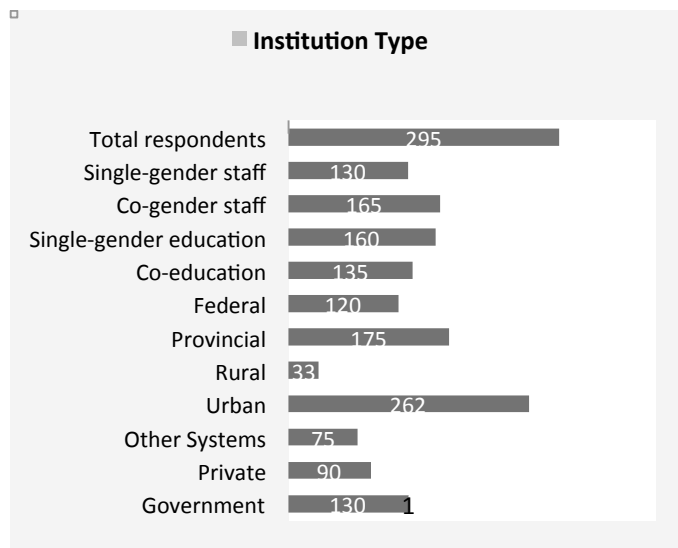


Figure 2.Representation of beginning teachers from different types of institutions

Research Instrument: Questionnaire

For collecting the data for this investigation the questionnaire was used as a data-gathering instrument. The background profile contained socio-demographic characteristics of the respondents including age, gender, education, the number of years they had served the organizations as well as their assigned job position, level of teaching and the institution type they belonged to. The questionnaire focused on exploring beginning teachers' perceptions about organizational culture and their socialization in workplace environment. Likert format was used for structuring the questions. In this

survey type, five choices were provided for every question or statement. The choices represented the degree of agreement or satisfaction each respondent had for the given question. The scale given below was used to interpret the total responses of all the respondents for every survey question by computing the weighted mean:

<u>Range</u>	<u>Interpretation</u>
4.01 – 5.00	Strongly Disagree/ Great Problem
3.01 – 4.00	Disagree/ Small Problem
2.01 – 3.00	Neutral
1.01 – 2.00	Agree/ Pleasing
0.00 – 1.00	Strongly Agree/ Very Pleasing

The questionnaire was divided into three sections: *Section One* included the background and demographic information related to the respondent, *Section Two* included measurement scale for *effectiveness of socialization process*, the dependent variable (DV), *Section Three* included measurement scale for *organizational culture*, an independent variable (IV).

Measurement scales.

Different scales were used to measure the constructs used in this investigation. The term *beginning teacher* refers to one who keeps a master's degree in English language and/ or literature, ELT/ TEFL, or Linguistics with equal to or less than four year teaching experience; that is, a teacher presently in the first, second, third or fourth year of their teaching career. For obtaining such information, the declaration of the respondents was considered enough and reliable. Similarly, *experience* refers to the teaching as a part of permanent (regular or contract) faculty/ staff in some affiliated institution at higher secondary / intermediate level. For obtaining such information the declaration of the respondents was considered enough and reliable. Another term of *institution* or *organization* refers to government and private colleges and higher secondary schools which are affiliated with Federal Board of Intermediate and Secondary Education (FBISE) or any of the eight Boards of Intermediate and Secondary Education in Punjab province (e.g., MBISE) for higher secondary/ intermediate classes. For obtaining such information the available data on the official websites of educational boards was accessed.

Effective socialization and organizational culture scale.

Based on the concept of organizational socialization of beginning teachers in school cultures measurement scales were devised after adapting from different valid scales being used for the purpose. Some questions were rephrased keeping the main content intact so that the scale might be adjusted to the local situations of Pakistani institutions where the study was conducted. A five-point Likert scale was used for measuring effective socialization and organizational culture, ranging from strongly agree/ very pleasing to strongly disagree/ great problem. The 15 items (total 27 including sub-questions) were used for making composite effective socialization scale and 23 items for organizational culture scale. Responses to the questions reflected the degree of effectiveness of socialization process and degree of satisfaction with the organizational culture and occupational adjustment within it. Participants rated their scores by choosing the options from (1) strongly agree/ very pleasing, (2) to agree/ pleasing, (3) neutral, (4) disagree/ small problem, (5) and strongly disagree/ great problem. The lower their mean rated, the higher their effective socialization and cultural satisfaction level rose and vice versa.

Cornbach's alpha.

For the questionnaire, the most popular method of estimating reliability was chosen i.e., measures of internal consistency through Cornbach's alpha. The alpha for the 27 items, summed to create the composite effective socialization score, was .85, which indicated that the items formed a scale that had reasonable internal consistency. Similarly, the alpha for the 23 items, summed to create the composite variable of *organizational culture* score, was .89, which indicated that the items formed a scale that had reasonable internal consistency.

Response.

The distribution and the task of getting the questionnaires filled accurately appeared as a great challenge. The questionnaires were distributed to the selected respondents in the following ways: (1) personal visits to the institutions, (2) personal visits to the teachers' homes, (3) direct mails to the respondents, (4) using network of friends and colleagues. Overall the response rate of 74% remained encouraging. Out of 430 questionnaires distributed, 319 were returned from which 24 were rejected due to errors and thus 295 questionnaires were used for further analysis and study results. The role of personal relationship (PR) and mobile (cell) phone were very significant in producing such good responses. Cell phone remained a very cost-effective tool

for follow up on non-respondents. Even some queries were entertained on mobile short messaging service (SMS) which was as affordable or free.

RESULTS

Descriptive Analysis

The following are the results and descriptive analysis of the data related to effective socialization scale.

Table 1

Description of Data on Effective Socialization Scale

Domain/ Item	Strongly agree/ Very Pleased	Agree/ Pleased (Freq. Percent, Cum.	Neutral (Freq. Percent, Cum.	Disagree/ Small Problem (Freq.	Strongly disagree/ Great Problem
Clear objectives	79	170	38	8	0
You understand well what your organization's objectives are.	26.8	84.4	12.9	2.7	0
	26.8	57.6	97.3	100.0	100.0
Resource management	63	136	59	32	5
You have good resources to successfully complete your job responsibilities.	21.4	46.1	20.0	10.8	1.7
	21.4	67.5	87.5	98.3	100.0
Authorities care	73	119	67	33	3
Authorities (e.g., principal, HoD, Administrator) care about you as a person.	24.7	40.3	22.7	11.2	1.0
	24.7	65.1	87.8	99.0	100.0
Belongingness	42	161	81	11	0
Your colleagues and seniors listen to your opinion.	14.2	54.6	27.5	3.7	0
	14.2	68.8	96.3	100.0	100.0
Growth	63	137	58	26	11
You have the opportunity to learn and grow in this job.	21.4	46.4	19.7	8.8	3.7
	21.4	67.8	87.5	96.3	100.0
Job stress	23	106	88	61	17
Your workload, in general.	7.8	35.9	29.8	20.7	5.8
	7.8	43.7	73.6	94.2	100.0

Role clarity & adjustment	100	144	37	11	3
The types of duties assigned to you (e.g., Teaching).	33.9	48.8	12.5	3.7	1.0
	33.9	82.7	95.3	99.0	100.0
Internal commitment	21	229	27	11	7
Extra or Co-curricular duties (e.g., arranging debates)	7.1	77.6	9.2	3.7	2.4
	7.1	84.7	93.9	97.6	100.0
Conducive working conditions	36	92	87	63	17
Your working conditions, in general (class size, classroom conditions, duties load etc.)	12.2	31.2	29.5	21.4	5.8
	12.2	43.4	72.9	94.2	100.0
Adaptation	30	100	117	34	14
Participation in new roles other than teaching (e.g., organization, management, monitoring)	10.2	33.9	39.7	11.5	4.7
	10.2	44.1	83.7	95.3	100.0
Confidence	55	168	38	33	1
You feel your classroom control/ management in general.	18.6	56.9	12.9	11.2	.3
	18.6	75.6	88.5	99.7	100.0
Sociability	48	141	85	20	1
You are in good relationship with your principal.	16.3	47.8	28.8	6.8	.3
	16.3	64.1	92.9	99.7	100.0
Sense of Achievement	66	144	75	10	0
You feel yourself a successful teacher.	22.4	48.8	25.4	3.4	0
	22.4	71.2	96.6	100.0	100.0
Cultural adjustment	47	168	74	3	3
You feel yourself adjusted in the culture of your institution, in general.	15.9	56.9	25.1	1.0	1.0
	15.9	72.9	98.0	99.0	100.0
Job satisfaction	45	171	63	16	0
Overall, you are satisfied with your job.	15.3	58.0	21.4	5.4	0
	15.3	73.2	94.6	100.0	100.0

Afterwards, the results and descriptive analysis of the data related to organizational culture are as followed:

Table 2

Response Frequency of Respondents for Questions Related to Organizational Culture

Domain/ Item	Strongly agree (Freq. Percent, Cum.	Agree (Freq. Percent, Cum.	Neutral (Freq. Percent, Cum.	Disagree (Freq. Percent, Cum.	Strongly disagree (Freq. Percent, Cum.
Equal Treatment	42	102	96	47	8
You feel equal treatment and behavior for males and females.	14.2	34.6	32.5	15.9	2.7
	14.2	48.8	81.4	97.3	100.0
Equal Treatment	33	82	78	81	21
You feel equal treatment and behavior for contract and permanent employees.	11.2	27.8	26.4	27.5	7.1
	11.2	39.0	65.4	92.9	100.0
Equal Treatment	30	53	83	98	31
You feel equal treatment and behavior for beginning teachers and experienced teachers.	10.2	18.0	28.1	33.2	10.5
	10.2	28.1	56.3	89.5	100.0
Equal Treatment	21	130	58	74	12
You feel equal treatment and behavior with English language teachers and teachers of other subjects.	7.1	44.1	19.7	25.1	4.1
	7.1	51.2	70.8	95.9	100.0
Well-defined Policies	33	107	67	72	16
You feel administrative rules and policies are well defined.	11.2	36.3	22.7	24.4	5.4
	11.2	47.5	70.2	94.6	100.0
Fair Execution of Rules	19	86	79	99	12
You feel administrative rules and policies are executed fairly.	6.4	29.2	26.8	33.6	4.1
	6.4	35.6	62.4	95.9	100.0
Self-recognition	33	149	104	8	1
You feel yourself a significant part of English department.	11.2	50.5	35.3	2.7	.3
	11.2	61.7	96.9	99.7	100.0
Self-recognition	40	128	108	16	3
You feel yourself a significant part of staffroom.	13.6	43.4	36.6	5.4	1.0
	13.6	56.9	93.6	99.0	100.0
Self-recognition	55	104	115	17	4
You feel yourself a significant part of the institution.	18.6	35.3	39.0	5.8	1.4
	18.6	53.9	92.9	98.6	100.0
Academic facilities	62	97	64	59	13
You feel the institution is well equipped with regard to teaching material, library facility, copying facility etc.	21.0	32.9	21.7	20.0	4.4
	21.0	53.9	75.6	95.6	100.0

Logistics Facilities	38	112	66	61	18
You feel the institution is good with regard to canteen, shops & service facilities.	12.9	38.0	22.4	20.7	6.1
	12.9	50.8	73.2	93.9	100.0
Cultural Exposure	43	127	71	42	12
You feel the institution is good with regard to cultural & extra-curricular activities.	14.6	43.1	24.1	14.2	4.1
	14.6	57.6	81.7	95.9	100.0
Role of Staffroom	44	132	96	16	7
You feel staffroom/ common room (or any place where teachers gather) is the best place for:	14.9	44.7	32.5	5.4	2.4
Informal discussions	14.9	59.7	92.2	97.6	100.0
Role of Staffroom	35	168	66	22	4
Academic issues	11.9	56.9	22.4	7.5	1.4
	11.9	68.8	91.2	98.6	100.0
Role of Staffroom	54	110	95	25	11
...	18.3	37.3	32.2	8.5	3.7
Relaxation/ Passing time	18.3	55.6	87.8	96.3	100.0
Role of Staffroom	38	104	111	36	6
...	12.9	35.3	37.6	12.2	2.0
Professional learning	12.9	48.1	85.8	98.0	100.0
Role of Staffroom	32	135	108	18	2
...	10.8	45.8	36.6	6.1	.7
Building relations	10.8	56.6	93.2	99.3	100.0
Role of Staffroom	28	110	96	44	17
...	9.5	37.3	32.5	14.9	5.8
Lecture preparation	9.5	46.8	79.3	94.2	100.0
Expectation of Beliefs and Values	73	162	48	12	
You feel the fulfillment of your beliefs and values about :	24.7	54.9	16.3	4.1	0.00
Duty/ responsibility	24.7	79.7	95.9	100.0	
Expectation of Beliefs and Values	67	190	23	15	
...	22.7	64.4	7.8	5.1	0.00
Professional honesty	22.7	87.1	94.9	100.0	
Expectation of Beliefs and Values	75	159	48	11	2
...	25.4	53.9	16.3	3.7	.7
Self-respect	25.4	79.3	95.6	99.3	100.0
Expectation of Beliefs and Values	61	152	65	17	0.00

...	20.7	51.5	22.0	5.8	
Behavior and attitudes	20.7	72.2	94.2	100.0	
Expectation of Beliefs and Values	51	175	61	7	1
...	17.3	59.3	20.7	2.4	.3
Friendship and well wishing	17.3	76.6	97.3	99.7	100.0

It was found that most of the variables were approximately normally distributed; that is, they had skewness values between -1 and 1 and so could be used for inferential statistics of regression analysis. However, from the output (Table 1&2a&b: appendix), it was also found that three variables were skewed; *role clarity & adjustment* with the mild skewness value of 1.02 and *extra-curricular involvement* with large skewness value of 1.70 and *expectation of beliefs and values* regarding professional honesty with the skewness value of 1.92. However, the researchers did not pay much attention to the skewness of these items because they were not used as individual variable but combined to create composite variable of effective socialization and organizational culture before using inferential statistics.

Test of Hypothesis

Hypothesis states:

There is no relationship between *organizational culture (OC)* and *effective socialization (ES)* process of beginning English teachers in Pakistan.

To test the hypothesis, linear regression analysis was conducted to predict the effects of predictor variable of organizational culture on the criterion variable of effectiveness of socialization process. The predictor variable of organizational culture and the criterion variable of effective socialization were entered into the analysis which came up with following outputs:

Table 3

<i>Model Summary</i>			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.654(a)	.428	.426	.25951

a Predictors: *OC*

The model summary table shows that the correlation coefficient is .65 ($R^2 = .42$) and the adjusted R^2 is .42, meaning that 42 % of the variance in effective socialization can be predicted from organizational culture.

Table 4

Overall Statistical Significance Hypothesis

	Sum of Squares	Mean Square	F	Sig.
Regression	14.763	14.763	219.211	.000(a)
Residual	19.733	.067		
Total	34.496			

a Predictors: *OC*

b Dependent Variable: *ES*

The table 4 shows that the overall model is significant, $p = .000$ and that $F = 219.21$. This suggests that the predictor variable of organizational culture significantly predicts the criterion variable of effective socialization.

Table 5

Beta Coefficient

	Standardized Coefficients	t	Sig.
	Beta		
(Constant)		19.171	.000
<i>OC</i>	.654	14.806	.000

a Dependent Variable: *ES*

The table 5 indicates the standardized beta coefficient, which is interpreted similarly to correlation coefficients or factor weights. In the table, it is shown that organizational culture is significantly contributing to the prediction of effective socialization, as $p = .000$ and $\beta = .65$.

FINDINGS AND DISCUSSION

Significance

The results regarding the study hypothesis did not approve the hypothesis of no significant relationship between *organizational culture* and *effective socialization* of beginning English teachers in Pakistan. Conversely, the results may be interpreted as, first, the variance in *effective socialization* can be predicted from *organizational culture* and that the overall model is significant. Second, the results show the positive direction of the effect which indicates that the association or relationship between the dependent variable of effective socialization and independent variables of professional learning are positive, i.e., both will move in the same direction either moving in positive direction (\rightarrow) or moving in negative direction (\leftarrow). Third, the effect size defines the strength of relationship between the independent variable and the dependent variable, i.e., .42 which indicates a medium effect size of independent variables (OC) on the dependent variable (ES).

Effective Socialization

From the results it becomes obvious that the beginning English teachers' socialization in Pakistan substantiates several assumptions associated with the process of organizational socialization of teachers in general that: effective socialization is strongly influenced by beginning teachers' working conditions, their performance and professional task mastery; beginning teachers have so many concerns related to ecological and cultural settings of organization; socialization does not occur in a vacuum; and individuals accept and adjust to new cultural situations in remarkably similar ways. The investigation underpins Zeichner and Gore's (1990) findings in reference of teacher socialization in the workplace and school culture that workplace influences on teacher socialization relate to classroom conditions, pupil conversation and above all cultural features of schools.

Challenges of Organizational Culture to Effective Socialization

The study has rejected that there is no relationship between the organizational culture and effective socialization process of beginning English teachers in Pakistan. However, it has been found that organizational culture needs great attention for the effective socialization of beginning English teachers in Pakistani institutions. At many places, the results are marginal, even where they are showing a general acceptance of organizational culture. Many areas have been identified which need to be considered as potentially problematic areas, if not the current problems.

Weak relationship among teachers and concerns for equal treatment.

The study has found that a great number of beginning teachers feel that they do not receive equal treatment by the authorities and senior colleagues in the colleges. It is found that the beginning teachers experience discrimination on the grounds of gender, nature of job, teaching experience and subject. During the informal talks with beginning teachers, it also revealed that both the genders had different kinds of complaints regarding gender discrimination. Job security appeared as a great problem for the beginning teachers. The results show the cumulative percent of only 39% for the option of *agree* for domain/item of equal treatment with regard to contract and permanent employees (Table 2). During the informal sessions, the beginning teachers expressed their fears of being insecure and unsafe in the jobs. Most of them feared being terminated at any time. The results pertaining to equal treatment with reference to the experienced and beginning teachers reflect a great deal of dissatisfaction of beginning teachers. Only 28% of the cumulative percent for the option of *agree* was viewed and the rest of 78% remained neutral or disagreed (Table 2). These findings may be interpreted in context of critical approach to socialization as summarized by Zeichner and Gore (1990): “A vital concern of those operating within the critical paradigm is social transformation aimed at increasing justice, equality, freedom, and human dignity” and “reality is viewed as socially created and sustained” (p.5). These can be explained further in the conformity with the findings of Feiman-Nemser and Floden (1986) which were concluded by Zeichner and Gore (1990) as, “such factors in a society such as the bureaucratization of work, the de-skilling of labor, the social division of labor, and stereotypes and discrimination against women have affected the circumstances of teachers’ work” (p.24).

In Pakistani institutions there is a need to pay more attention toward establishing a cozy relationship between senior teachers and beginning teachers. This purpose can be achieved by introducing various socialization programs, for instance, informal mentoring programs, arranging informal gatherings where teachers may interact with one another and assigning various joint ventures to the teams of teachers. The senior colleagues can play their crucial role welcoming the new teachers and helping them in their professional adjustments. Mentoring should be adopted as a (cost) effective workplace learning strategy, contributing to the effective socialization of beginning teachers. The senior colleagues must be persuaded to play their role in 1)

helping beginning teachers for classroom management, material preparation and administrative problem solving; 2) advising beginning teacher how they should respond to different challenging or new situations, which otherwise could create a problem for them; 3) mentoring beginning teachers for coping with different academic and teaching challenges through informal academic guidance; 4) interacting with them on the personal level so that beginning teachers may express their complaints and concerns openly before them. This interaction would help in smoothing the socialization process of beginning teachers.

Unsupportive administrative milieu and vague policies.

A great number of beginning teachers were of the opinion that administrative rules and policies were not well-defined to them. While it is generally believed that for the effective enculturation the employees of any organization need to be aware of the job rules and regulations. However the study results reveal that only 47.5% of the teachers were of the view that they were clear about the policies and procedures of their institutions (Table 2). Similarly, only 35.6% percent of the teachers thought that the administrative rules and policies were executed fairly in their institutions. Why the teachers usually have negative impressions about administration and authority, specifically in Pakistani colleges is a difficult issue to analyze. Even in the informal sessions, the teachers could not elaborate clearly why they felt uncomfortable about administrative rules and policies. However, the literature on teacher socialization suggests that it is more through the structural imperatives of the job than through the influence of individual administrators that teaching perspectives are developed and maintained over time. According to Tabachnick and Zeichner (1985) such feeling may signal potential problems as the socialization process unfolds.

In Pakistani colleges, principals and administrators may augment their role by making their policies more helpful and their treatment more considerate for beginning teachers. The literature in this area has also identified multiple processes by which highly effective administrators create and maintain an environment that assists novice teachers in discovering their place in the teaching community while cultivating the talents and skills necessary to become a master teacher. Principals in Pakistani colleges can be very effective in helping the young teachers in their socialization process. They must be held responsible for promoting and maintaining a positive organizational culture and assisting novice teachers to adapt to, and become active participants in, the institution's culture. Principals must assist novice English teachers in the understanding of and integration into the environment

in which they work. By doing so, the beginning teachers may become aware of the dynamics of the institutional culture and identify their ability to function as members of a community.

Crisis of self-recognition.

Another challenge to beginning English teachers is related with the crisis of self-recognition, a very significant element contributing to the effectiveness of socialization process of neophytes in any organization. The results show a marginal percentage of 56.9% and 53.9% for the domain/item of *self-recognition* they enjoy in staffroom and their institutions (Table 2). However, the majority of teachers feel they are a significant part of their (English) department; so this departmental recognition is really a contributing factor towards the effective socialization into their organizations. The literature on teacher socialization asserts that organizational culture is a determining factor in building the self-concept of beginning teachers. Nias (1998) interprets Blumer's (1969) viewpoint that human beings are composed of "multiple selves" which are caused by the variation of situational contexts but "relatively inflexible substantial self into which we incorporate the most highly prized aspects of our self-concept and the attitudes and values that are most salient to it" (p.26). According to Van Maanen and Schein (1979) and Schein (1988), the adjustment to organizational norms and values is beneficial when it leads to the internalization of pivotal norms and development of a new self-identity. In fact, beginning teacher's self-concept indicates the progression of effective socialization process. It is a domain which also calls for attention so that the beginning English teachers in Pakistani colleges may improve their self-concept and self-recognition.

Beginning English teachers in Pakistani colleges have also been found with an improvised self-perception of their being ideal teachers. Teachers' self-perception may be improved by recurrent encouragement and support from all the participants of college organization including, principal, administrator, colleagues and students. Empowering beginning teachers in their classrooms may have a positive effect on teacher self-perception. Related to this, the transformational approach of mentoring may be associated with the change of self-perception, professional values and beliefs and the way teachers evaluate, judge, interpret and question. The reflective approach should be a part of teacher socialization program which brings illumination to teaching and teacher's self-perceptions.

Insufficient academic resources and facilities.

Beginning teachers are not found satisfied with the availability of academic facilities in the colleges. From the total respondents, 47% feel that their institutions are not well equipped with academic facilities, e.g., availability of teaching material, teaching aids and resourceful library (Table 2). Better academic and logistic arrangements contribute to the improvement of infra-structure and organizational culture where the newcomers can easily adjust themselves successfully. Warsi's (2004) work underpins the findings of this investigation when concludes that in rural areas the conditions of English language teaching are worse as the institutions are not equipped with the audio-visual aids which have proven to be very effective for language classrooms. However, in some metropolitan cities the conditions are relatively better but not on par with international standards.

There is a short of the required standard of academic and recreational facilities which can enhance the effective socialization of beginning teachers. The findings of Schneider (2002) may be revisited in Pakistani context to improve facilities in colleges. Spatial configurations, noise, heat, cold, light, and air quality obviously bear on students' and teachers' ability to perform. The libraries, computer and research laboratories, canteens and tuck shops, photocopy machines, comfortable staffroom chairs, air-conditioning, transportation, and many other similar facilities increase the adjustability of newcomer into their organizations. In fact, it simply requires adequate funding and competent design, construction, and maintenance.

Ineffective role of staffroom.

It has been found that in the socialization of beginning teachers, staffroom (common room) is not playing an effective role which, at least in Pakistani colleges, is a very important forum for teacher workplace socialization. It is usually the only place where the teachers interact with each other. The staffroom is an important factor which can affect the socialization of beginning teachers to a great extent. The role of staffroom in Pakistani colleges is multidimensional as it serves many purposes: e.g., informal socialization and collegiality, informal professional learning, relaxation and passing time, building relationship with other colleagues, lesson planning and lecture preparation etc. However, this study has found that the beginning teachers consider the staffroom as a good place for informal discussion and academic problem solving but not an appropriate place for their professional learning, mental relaxation, establishing personal relations and preparing the

class lessons (Table 2). So the results call for the attention that Pakistani staffroom should be given special consideration and its role needs to be increased in the effective socialization of beginning teachers.

Staffroom has a very significant role in beginning teachers' socialization; it needs to be improved. Seating arrangements and other facilities should be made in a way that it becomes a place where colleagues meet to share ideas and information, discuss different aspects of professional practice and celebrate success. The principals, mentors and heads may introduce different informal activities to create a positive social environment where beginning teachers can become friends, providing and seeking mutual support and advice. One of the few opportunities for beginning teachers to share their ideas, thoughts and concerns is when they meet in the staffroom; so this opportunity should be used. They can build personal and professional relationships with their colleague with mutual trust, respect, affective communication and teamwork which are the essential features of a well-socialized staffroom.

CONCLUSION

This investigation has been successful in attaining the objectives of the study. It has identified many socialization challenges of beginning teachers which are helpful in understanding the socialization process of beginning English teachers and knowing their influences on effectiveness of socialization process. It is known that effective socialization is strongly influenced by beginning teachers' job satisfaction, their self-perception and their performance and organizational practices. The study has presented an optimistic picture for the beginning teachers to understand their socialization process and the effective role of organizational culture. This understanding would contribute to an easy and flexible adjustment to their beginning careers. Nevertheless, organizational culture of Pakistani colleges may be made more conducive by training beginning teachers in conformity with the organizational objectives. When the beginning teachers know how to do things the right way and what the organization and their profession expect from them, the rate of conflicts and errors can be brought down significantly. Another need is to bring about positive changes in the culture of the organization by analyzing the existing culture and comparing it with the expectations and perceptions of young teachers. The principal can play his or her role by creating a productive

environment with the help of a young team of enthusiastic teachers who are interested in working as a team for improving the working conditions, as a whole.

Obviously, unhealthy organizational culture develops restlessness and stress among beginning teachers; nevertheless, the problems and challenges of Pakistani teachers may not be equalized with what Terry (1997) feels that the “frustrations” experienced by beginning teachers ultimately end up with what is termed as “teacher burnout”. Anyhow, the study results can be identified with the findings of Berliner (1987) who suggests that the socialization process for novice teachers lacks organizing frameworks to understand classroom information, and hence leaving teachers isolated in their efforts. The administrators may improve the organizational culture by maintaining a healthy communication with the new teachers and influencing them with their leadership qualities. The principals should be very keen regarding conflicts which are an inevitable part of organizations. Therefore, when conflicts do arise, the administrators must settle them quickly and amicably, lest they should fester and tensions worsen over time. It would be very significant for improving organizational culture that the organization should create an unbiased, transparent and impartial conflict resolution mechanism. If beginning teachers feel they are all being treated equally, they are more likely to accept their mistakes and the judgment of the management. The rules of the business should be clear so that the newcomers may know what is expected from them and how they will be rewarded. The role of staffroom can be enhanced in creating an amicable organizational culture where the teachers may have strong interaction with other colleagues, particularly the senior ones.

The results found in this study cannot necessarily be generalized to the population in general. The forthcoming researchers are suggested to take a relatively large sample size from the entire population of the country. This study has focused on the self-perception of beginning teachers about organizational culture in socialization process. The future researchers must use new directions and instruments for understanding the role of organizational culture in the process of effective socialization. Nonetheless, it is understandable that the results of this study bear great practical significance. It is hoped that findings of this research would help in developing strategies for the future researchers investigating the socialization and professional challenges to English teachers in the perspective of English teaching reforms in Pakistan.

References

- Anakwe, U. P., & Greenhaus, J. H. (1999). Effective socialization of employees: A socialization content perspective. *Journal of Managerial Issues*, 11, 315-329.
- Berliner, D. C. (1987). *Implications of studies of expertise in pedagogy for teacher education and evaluation*. Paper presented at the 1988 Educational Testing Service Invitational Conference on New Directions for Teacher Assessment, New York. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED314432>
- Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Englewood Cliffs, NJ: Prentice-Hall.
- Breaugh, T.A. (1983). Realistic job previews: A critical appraisal and future research directions. *Academy of Management Review*, 8, 612-619.
- Cheng, M. H., & Pang, K. C. (1997). Teacher socialization: Implications for the design and management of initial teacher education programmes. *Education & Training*, 39(4/5), 195-204.
- Danziger, K. (1971). *Socialization*. London: Penguin.
- Deal, T. & Kennedy, A. (1982). *Corporate cultures*. Harmondsworth: Penguin Books.
- Doerger, D.W. (2003). The importance of beginning teacher induction in your school. *International Electronic Journal For Leadership in Learning*, 7(21). Retrieved from <http://www.ucalgary.ca/~iejll/volume7/doerger.htm>
- Feiman-Nemser, S., & Floden, R. E. (1986). The cultures of teaching. In M. C. Wittrock(Ed.), *Handbook of research on teaching* (3rd ed., pp. 505-526). New York: Macmillan.
- Feldman, D.C. (1976). A contingency theory of socialization. *Administrative Science Quarterly*, 21, 433-452.

Feldman, D.C. (1981). The multiple socialization of organization members. *Academy of Management Review*, 6, 309-318.

Hunsaker, P.L., & Cook, C.W. (1986). *Managing organizational behavior*. Reading, PA: Addison-Wesley Publishing Co Inc.

Kelchtermans, G., & Ballet, K. (2002). The micropolitics of teacher induction: A narrative biographical study on teacher socialization. *Teaching and Teacher Education*, 18, 105-120.

Kotter, J.P. (1973). The psychological contract: Managing the joining-up process. *California Management Review*, 15(3), 91-99.

Mansoor, S. (2009). Regional languages of Pakistan: Issues and concerns for language planning in Higher Education. In S. Mansoor, A. Skiandar, N. Hussain, & N.M. Ahsan (Eds.), *Emerging issues in TEFL: Challenges for Asia* (pp. 31- 58). Karachi: Oxford University Press.

McArthur, J.T. (1979). Teacher socialization: The first five years. *Alberta Journal of Educational Research*, 25, 264-74.

McCann, T., Johannessen, L., & Ricca, B. (2005). Responding to new teachers' concerns. *Educational Leadership*, 62(8), 30-34.

Melton, A. A. (2007). *An exploratory study of the dyadic relationship of the beginning teacher and the administrator*. Unpublished doctoral dissertation, Michigan State University, Lansing, MI.

Mirza, N. (2009). Mentoring: A concept for teacher development. In S. Mansoor, A. Skiandar, N. Hussain, & N.M. Ahsan (Eds.), *Emerging issues in TEFL: Challenges for Asia* (pp. 207-230). Karachi: Oxford University Press.

Newmann, F.M., & Wehlage, G.G. (1983). *Successful school restructuring: A report to the public and educators by the Center on Organization and Restructuring of Schools*. Madison: Board of Regents of the University of Wisconsin System.

Nias, J. (1998). Why teachers need their colleagues: A developmental

- perspective. In A. Hargreaves, A. Lieberman, M. Fullan and D. Hopkins (Eds.) *International Handbook of Educational Change* (pp.1257-1271). Dordrecht: Kluwer.
- Odell, S. J. & Ferraro, D. P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education*, 43(3), 200-204.
- Ouchi, W.G. (1981). *Theory Z: How American business can meet the Japanese challenge*. Reading, MA: Addison-Wesley.
- Pettigrew, A. (1979). On studying organisational cultures. *Administrative Science Quarterly*, 24(4), 570-581.
- Quaglia, R. (1989). Socialization of beginning teachers: A theoretical model from the empirical literature. *Research in Rural Education*, 5, 1-7.
- Rehman, T. (2009). Language policy, language death and vitality in Pakistan. In S. Mansoor, A. Skiandar, N. Hussain, & N.M. Ahsan (Eds.), *Emerging issues in TEFL :Challenges for Asia* (pp. 3-30). Karachi: Oxford University Press.
- Robinson, G. (1998). *New teacher induction: A study of selected new teacher induction models and common practices*. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED424219>
- Sarwar, Z. (2001). Innovations in large classes in Pakistan. *TESOL Quarterly*, 35(3), 497-500.
- Schein, E.H. (1982). The psychological contract. In H.L. Tosi, & W.C. Hamner (Eds), *Organizational behavior and management: A contingency approach* (pp 96-98). New York, NY: John Wiley & Sons Inc.
- Schein, E.H. (1988). Organizational socialization and the profession of management. *Sloan Management Review*, Fall, 53-64.
- Schein, E.H. (1992). *Organizational culture and leadership (2nd ed.)*. San Francisco: Jossey-Bass.

- Schneider, M. (2002). *Do school facilities affect academic outcomes?* Washington, D.C.: National Clearinghouse for Educational Facilities. Retrieved from <http://www.edfacilities.org/pubs/outcomes.pdf>
- Siddiqui, S. (2002, August 19). English and our colonial past. *Pakistan Observer*.
- Smith, D.M. (1989). Organizational socialization of physical therapists. *Physical Therapy*, 69 (4), 40-44.
- Stombus, G., & Chodzinski, R.T. (1998). *Alternative induction and internship models for teacher preparation*. Paper presented at ISTE, Canterbury, England.
- Tabachnick, B. R., & Zeichner, K. (1985). *The development of teacher perspectives: Final report*. Madison: University of Wisconsin, Wisconsin Center for Education Research.
- Terry, P. (1997). *Teacher burnout: Is it real? Can we prevent it?* Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (Chicago). Retrieved from <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED408258>
- Van Maanen, J., & Schein, E.H.. (1979). Toward a theory of organizational socialization. In B.M. Staw (Ed.), *Research in organizational behavior* (pp. 209- 264). Greenwich, CT: JAI Press.
- Warsi, J. (2004). Conditions under which English is taught in Pakistan: An Applied Linguistic perspective. *SARID Journal*, 1(1), 1-9.
- Zeichner, K., & Gore, J. (1990). Teacher Socialization. In W. R. Houston (Ed.), *Handbook of research on teacher education* (pp.329-348). New York: Macmillan.

APPENDIX

Table 1
Univariate Analysis for Effective Socialization

		Clear objectives	Resource	Authorities care	Belongingness	Occupational growth	Job stress	Role clarity & adjustment	Participation involvement	roles	Conducive working	Effective classroom	Good working	Sense of	Cultural adjustment	Job satisfaction
N	Valid	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		1.92	2.25	2.23	2.21	2.27	2.81	1.89	2.26	2.67	2.77	2.18	2.27	2.10	2.14	2.11
Median		2.00	2.00	2.00	2.00	2.00	3.00	2.00	2.26	3.00	3.00	2.00	2.00	2.00	2.00	2.00
Mode		2	2	2	2	2	2	2	2	3	2	2	2	2	2	2
Std. Deviation		.707	.969	.968	.715	1.014	1.037	.834	.695	.911	1.094	.874	.825	.718	.724	.746
Skewness		.587	.644	.499	.258	.815	.284	1.021	1.170	.349	.163	.786	.336	.263	.590	.507
Std. Error of Skewness		.142	.144	.144	.144	.142	.142	.142	.142	.141	.142	.142	.142	.141	.144	.144
Minimum		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maximum		4	5	5	4	5	5	5	5	5	5	5	5	4	5	4
Percentiles	25	1.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

Pakistaniaat: A Journal of Pakistan Studies Vol. 4, No. 2 (2012)

	0	0	0	0					0				0	0	0
50	2.	2.	2.	2.	2.	3.	2.	2.	2.	2.	2.	2.	2.	3.	3.
	0	0	0	0	00	00	00	26	0	00	00	00	0	0	0
	0	0	0	0					0				0	0	0
75	2.	3.	3.	3.	3.	4.	2.	2.	2.	3.	3.	3.	3.	3.	4.
	0	0	0	0	00	00	00	26	0	00	00	00	0	0	0
	0	0	0	0					0				0	0	0

Table 2a
Univariate Analysis for Organizational Culture

		Equal Treatment	Equal Treatment	Equal Treatment	Equal Treatment	Well-defined Policies	Fair Execution of Rules	Self-recognition	Self-recognition	Self-recognition
N	Valid	295	295	295	295	295	295	295	295	295
	Missing	0	0	0	0	0	0	0	0	0
Mean		2.58	2.92	3.16	2.75	2.77	3.00	2.31	2.37	2.36
Median		3.00	3.00	3.00	2.00	3.00	3.00	2.00	2.00	2.00
Mode		2	2	4	2	2	4	2	2	3
Std. Deviation		1.006	1.132	1.148	1.039	1.105	1.025	.716	.822	.896
Skewness		.224	-.002	-.302	.353	.215	-.127	.148	.258	.172
Std. Error of Skewness		.142	.142	.142	.142	.142	.142	.142	.142	.142
Minimum		1	1	1	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	5	5	5
Percentiles	25	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
	50	3.00	3.00	3.00	2.00	3.00	3.00	2.00	2.00	2.00
	75	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00

Table 2b
Univariate Analysis for Organizational Culture

		Academic facilities	Logistics Facilities	Cultural Exposure	Role of Staffroom	Role of Staffroom	Role of Staffroom	Role of Staffroom	Role of Staffroom	Role of Staffroom	Expectation of Beliefs and Values	Expectation of Beliefs and Values	Expectation of Beliefs and Values	Expectation of Beliefs and Values	Expectation of Beliefs and Values
N	Valid	295	295	295	295	295	295	295	295	295	295	295	295	295	295
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mean	2.54	2.69	2.50	2.36	2.29	2.42	2.55	2.40	2.70	2.00	1.95	2.00	2.13	2.09
	Median	2.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00
	Mode	2	2	2	2	2	2	3	2	2	2	2	2	2	2
	Std. Deviation	1.157	1.120	1.036	.884	.823	1.003	.935	.789	1.023	.758	.713	.793	.802	.706
	Skewness	.316	.339	.540	.548	.804	.485	.198	.250	.413	.571	1.920	.776	.440	.511
	Std. Error of Skewness	.142	.142	.142	.142	.142	.142	.142	.142	.142	.142	.142	.142	.142	.142
	Minimum	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Maximum	5	5	5	5	5	5	5	5	5	4	4	5	4	5
Percent	25	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
	50	2.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00
	75	3.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00	2.00	2.00	3.00	2.00