Relationship of Organizational Culture and Personality Traits of Students of Public and Private Schools of Lahore

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KEY WORDS

Culture, personality traits, self-esteem, creativity

ABSTRACT

The influence of organizational culture on personality traits has paramount importance in adolescent phase. Main purpose of the study was to explore the role of culture in arousing personality traits of students. The sample of the study consisted of 288 teachers and 720 students of 10th class. Three instruments were administered on the sample for data collection. The collected data was analyzed through quantitative approaches. Main findings of the study revealed that different types of organizational culture have different impact on personality traits. The findings of the study indicated that positive relationship between culture and personality traits. Therefore, female students have higher levels of personality traits than male students. It was recommended that school culture should be improved for better results of students.

Introduction

Organizational cultures do not occur in a sterile atmosphere. Culture is the form of organization's personality that comprised of norms, assumptions, beliefs, and ethics. It shapes emotions, thought, behavior, norms and values (Sorensen, 2002). It is linked with the performance and success of individual (Smith & Mackie, 2007). Every organization has its own culture, either positive or negative aspects (Lindahl, 2006). The focused on culture's study increased in the late 1970s and early 1980s. More than 4,700 studies concerning culture have been found in literature (Hartnell, Ouin, & Kinicki, 2011). Culture is important aspect of working, innovation and organizational change (Trice & Beyer, 1984). Person performs well in strong and positive culture (Streimikiene, 2012). Culture and personality studies were known as psychological anthropology in the first half of 20th century (Asmawi, Zakersalehi, & Maroofiyan, 2011). Authors extended the awareness about school's culture and personality and described the

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relationship between culture and human nature in 20th century (Cameron, & Quinn, 2006). Traits are shaped by the culture (Goncalo, & Staw, 2006). The link between culture and personality has been determined by the Sapir, Mead, Hallowell and Benedict in America. All their studies provided foundation for culture and personality's studies (Ahmad, 2012). According to Ralph Linton uniqueness of personality is formed by distinctive organization's culture (Levine, 2001).

Cultural psychologists and social anthropologists believe on culture's affects on personality and personality traits formulate human's behavior (Adler & Gundersen, 2008). Robbin and Judge (2007) described traits as the relatively enduring patterns of thoughts, actions and feelings that categorize persons. There were 18,000 words that have been used to describe personality of individual (Derlega, Winstead, & Jones, 2005). Researchers described 171 personality traits. Traits are divided in five groups for study according to Five-factor traits theory (Mobarakeha, 2011). The groups were agreeableness, extraversion, neuroticism, openness to experience and conscientiousness (McCrae & Costa, 1986).

Self esteem and creativity are considered most significance personality traits. Psychologists described that self-esteem as a personality trait. Self-esteem means person's overall sense of self-respect or personal value (Robins & Judge, 2001). It is consisted of beliefs about the self, emotions, beliefs and behaviors (Cherry, 2013). The people who have enormous self-worth tend to be agreeable, careful, extraverted, emotionally strong, and open to experience (Henckel, 2009).It is necessary to understand relationship between self-esteem and creativity. Both traits are beneficial in all phase of life (Kui, 2011). Creativity is connected to openness to experience. It defines as new ideas to of solving problems and uniqueness (Greenwald & Farnham, 2000). It is reflected by performance and achievement of individual (Sapranaviciute, 2010). Creativity is the strength to produce new ideas by linking, changing or reapplying current ideas (Kemple, David, & Wang, 2010).Torrance (1962) said that progress of nation rely upon not only on its real achievements but also upon its thinkers, artists, philosopher that are considered as creative expert (Siddiqi, 2011). Creative person may be independent, confident, sensitive, knowledgeable, competitor and challenger in all situations (Kim, 2006).Relationship between culture and personality has been examined solely in few researches (Stephens, 2001). Hana and Nahyun (2011) explained that diversity in culture has been important factor in studying the personality traits. The purpose of this study was to investigate the correlation among organizational culture, self-esteem and creativity.

Statement of the Problem

The study was aimed to find out the relationship between organizational culture and personality traits of students of public and private

schools. Culture has a strong influence on the personality traits. It plays a major role in developing better traits in children.

Significance of the Study

The study will throw a light on link of organizational culture, self-worth and creativity. This study may provide information about different types of cultures and their role. The findings may help administrators and head teachers to develop positive culture in schools. The results may be useful for teachers to develop better learning environment in classrooms. The findings may be helpful for parents and teachers to find out the self - worth of children and appreciate their creative thinking. The findings of the study may be important for researchers to find out other factors which are influenced on individual's personality traits.

Objectives of the Study

The objectives of the study are:
1. To identify the types of culture in public and private secondary schools.
2. To find out the relationship of organizational culture and self esteem of students of public and private secondary schools.
3. To find out the relationship of organizational culture and creativity of students of public and private secondary schools.

Research Questions

The study was based on the following research questions which were posed relating to study objectives:
1. What type of culture exists in public/private secondary schools?
2. What is the relationship of organizational culture and self- esteem of students of public/ private secondary schools?
3. What is relationship of organizational culture and creativity of students of public/private secondary schools?
4. Is there any significant difference in the self-esteem of boys and girls of 10th class?
5. Is there any significant difference in the creativity of boys and girls of 10th class?

Research Methodology

The quantitative approach was adopted to determine the association of organizational culture and self-esteem and creativity of 10th grade students. The research was correlational in nature.

Population and Sample

The population of the study was consisted of the students (boys and girls) who were enrolled in class 10 in session (2013-14) and male and female teachers of district Lahore. The sample was comprised of 288

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teachers and 720 students of public and private schools, was taken through random sampling technique.

Instrumentation

Organizational culture assessment instrument (OCAI) developed by Kim Cameron and Robert Quinn, Self-esteem scale developed by Morris Rosenberg and Torrance Test of Creative Thinking (TTCT) developed by Dr. E. Paul Torrance were used in this study.

Data Analysis and Findings

The data were analyzed in the form of tables. Relationship among culture, self-esteem and creativity, comparison of self-esteem and creativity scores of students of public and private schools, comparison of self-esteem and creativity between genders were calculated and analyzed.

Table 1

Comparison between Overall Public and Private Students with Respect Self-Esteem and Creativity

	Public School Mean	SD	Private School Mean	SD	*t*	*P*
Self-esteem and	14.31	5.29	19.15	4.75	-2.93	.000
Creativity	19.41	6.42	21.84	4.07	-6.06	.000
Fluency	4.64	1.41	5.13	0.96	-5.48	.000
Originality	2.07	0.81	2.36	0.66	-5.40	.000
Abstractness of title	4.44	2.00	5.07	1.41	-4.95	.000
Elaboration	6.46	2.37	7.29	1.62	-5.50	.000
Resistance to premature closure	1.81	0.54	1.99	0.38	5.03	.000

Table 1 reveals that Independent t-test was conducted to compare self-esteem of public and private secondary school students. Private students were found to have a higher level of self-esteem than public. The test was significant, t(718)= -12.93, p=.000, private (M=19.15,SD4.75) public(M=14.31,SD=5.29). An independent samples t- test was conducted to compare creativity of public and private secondary school students. Private secondary school students were more creative than public school students.

The results were significant against all the factors pertaining to self-esteem and creativity, t(718)=6.06,p=.000,private(M=21.84,SD=4.07)public(M=19.41,SD=6.42).Comparison of fluency found significant difference in mean score t(718)=-5.48, p=.000, private (M=5.13,SD=0.96) public (M=4.64,SD=1.41), originality factor found significant, t(718)=-5.40. p=.000, private (M=2.36, SD=0.66) public (M=2.07, SD=0.81),abstractness of title was significant, t(718)=-4.95,p=.000,private(M=5.07,SD=1.41)public (M=4.44,SD=2.00),elaboration was significant, t(718)=-5.50, p=.000, private (M=7.29,SD=1.62) public(M=6.46,SD=2.37), resistance to

premature closure factor was significant, t(718)=5.03, p=.000, private (M=1.99,SD=0.38) public (M=1.81,SD=0.54).

Table 2

Comparison of Male and Female Students Regarding Self-esteem and Creativity Scores

	Male		Female			
	Mean	SD	Mean	SD	*t*	*P*
Self-esteem and	16.99	5.75	16.48	5.40	-1.23	.216
Creativity	20.70	5.50	20.55	5.53	.36	.715
Fluency	4.91	1.25	4.86	1.22	.51	.606
Originality	2.20	.75	2.24	.76	-.69	.485
Abstractness of title	4.75	1.77	4.76	1.74	-.10	.915
Elaboration	6.94	2.04	6.80	2.11	.95	.340
Resistance to premature closure	1.91	.49	1.90	.47	.23	.814

Table 2 reveals that an Independent samples t-test was conducted to compare self-esteem of male and female students. The t-test indicated that there was no significant difference in gender t(718)=-1.23, p=.216. An independent sample t- test was conducted to compare creativity and its factors such as fluency, originality, abstractness of title, elaboration, resistance to premature closure of male and female students. The t- test indicated that boys and girls were not differed significantly in all the variables of figural creativity (p>.05).

Table 3

Comparison of Public Male and Female Students Regarding Self-esteem and Creativity scores

	Male Public		Female public			
	Mean	SD	Mean	SD	*t*	*P*
Self-esteem	14.49	5.35	14.14	5.23	.62	.538
Creativity	19.68	6.33	19.15	6.50	.78	.439
Fluency	4.69	1.41	4.58	1.41	.71	.482
Originality	2.08	.782	2.05	.82	.36	.723
Abstractness of title	4.48	1.99	4.39	1.99	.41	.680
Elaboration	6.61	2.33	6.31	2.40	1.22	.223
Resistance to premature closure	1.81	.527	1.81	.553	-.01	.991

Table 3 illustrates that there was no significant difference between self-esteem of male and female students of public and private schools t(718)=-.62, p= .538.An independent sample t- test was conducted to compare creativity and its factors such as fluency, originality, abstractness of title, elaboration, resistance to premature closure of male and female students of public schools. The t- test showed that there was no significant difference between creativity and its components of public and private school students (p>.05).

Table 4
Comparison of Private Male and Female Students Regarding Self-esteem and Creativity Scores

	Male Private		Female Private			
	Mean	SD	Mean	SD	*t*	*P*
Self-esteem	18.40	4.71	19.93	4.68	-7.38	.000***
Creativity	21.69	4.33	21.99	3.79	-3.53	.000***
Fluency	5.11	1.02	5.14	.89	-3.30	.001**
Originality	2.31	.683	2.42	.618	-2.86	.004***
Abstractness of title	5.01	1.47	5.14	1.34	-2.85	.005***
Elaboration	7.27	1.64	7.31	1.60	-3.10	.002**
Resistance to premature closure	1.99	.42	1.98	.328	-3.59	.000***

*P<0.05, **p<0.01, ***P<0.001

The above table reveals about an independent samples t- test. Independent t-test was conducted to compare self-esteem of private secondary school male and female students. Private female students were found to have a high level of self-esteem than male students. The test was significant, t(718)=-7.38 p=.000, female (M=19.93,SD=4.68) male (M=18.40,SD=4.71).

An independent samples t- test was conducted to compare creativity of male and female students of private schools. Results of t-test showed that in figural creativity the private school female student's performance was more appropriate than male students. The test was significant, t(718)= -3.53 ,p=.000, female (M=21.99,SD=3.79) male (M=21.69,SD=4.33). Female students were sharpened than male students in fluency t (718) =-3.30, p=.001, female (M=5.14, SD=.89) male (M=5.11 ,SD=1.02), female students of private schools showed more understanding in originality factor than male students. t(718) =-2.86 , p= .004, female(M=2.42,SD=.618) male(M=2.31, SD= .683), female students were having greater ability in abstractness of titles than male students. The test was significant, t(718)= -2.85, p=.005, female (M=5.14, SD=1.34) male(M=5.01, SD= 1.47), female students were more excellent in elaboration than male students t(718)= -3.10, p=.002, female (M=7.31, SD=1.60) male(M=7.27 ,SD= 1.64), female students were better in all the variables of figural creativity except the resistance to premature closure than male students. The test was significant, t(718)= -3.59, p=.000, male (M=1.99 ,SD= .42) female (M= 1.98,SD= .328).

Table 5
Relationship between Self-esteem, Creativity and Organizational Culture

Variables	1	2	3	4	5	6
1.Self-esteem	-					
2.Creativity	.641**	-				
3.Clan	.726**	.364**	-			
4.Adhocracy	.112**	.145**	.115**	-		
5.Market	-.206**	-.165**	-.189**	-.303**	-	
6.Hierarchy	-.102**	.003	-.168**	-.027	.092*	-

*P<0.05, **p<0.01

Results of table 5 indicates that there was significant positive correlation between self-esteem and creativity (r=.641, p<.01).A significant positive correlation (r=.726, p<.01) between clan culture and self-esteem was revealed in results. A significant positive but weak relationship(r=.112, p<.01) between adhocracy culture and self-esteem was revealed. There was significant but negative correlation was found (r=-.206, p<.01) between market culture and self-esteem. There was significant but negative and weak correlation (r=-.102, p<.01) between hierarchy culture and self-esteem disclosed in analysis. Relationship was found between clan culture and creativity. There was significant correlation (r=.364, p<.01) between clan culture and creativity. There was significant positive but weak correlation (r=.145, p<.01) between adhocracy culture and creativity. There was significant but negative and weak correlation (r=-.165, p<.01) between market culture and creativity. There was not a significant correlation (r=.003, p>05) between hierarchy culture and creativity.

Findings /Results

The significant findings are made on the basis of data analysis; Clan culture has been dominant in private schools according to teacher's opinion. Clan culture was significantly better than the scores of other three cultures at (p=.004) levels. Correlation between self esteem and creativity (r=.641) was statistically significant at (p=.01) level. Correlation between clan and self-esteem (r=.726) was statistically significant at (p= .01) level. Relationship between clan culture and creativity (r=.364) was significant at (p= .01) level. There was no significant difference in self-esteem of boys and girls. There was no significant difference in creativity and its factors between boys and girls. Private school's students scored comparatively better in self-esteem than students of public schools. Private school students scored in creativity

better than public school students due to clan culture. Private school girls scored better than boys in self-esteem. There was significant difference was found(p=.000)level girls (M=19.93, SD=4.68) boys (M=18.40, SD=4.71).Private school girls scored better than boys in fluency, originality, abstractness of title, elaboration and resistance to pre-mature closure. A significance difference was found in mean scores between creativity of boys and girls.

Conclusion and Recommendation

Findings showed that teachers in both types of schools would like to have the clan culture practiced in their schools**.** Clan was the most common culture in private schools. It has greater impact on self-esteem and creativity. Private school's students had high level of self-esteem and more creative than students of public schools. The study revealed that there was no significant difference among male and female regarding levels of self-esteem and creativity. Therefore, it can be said that the self-esteem and creativity can be enhanced in friendly environment.

In the light of the findings, following recommendations were made:

1. The administration, head teachers and teachers may be emphasized on developing friendly environment in the educational organizations.

2. Students may always be encouraged to enhance their self-worth through good remarks.

4. Students' creativity may be focused through different activities by the teachers.

5. More researches might be conducted to investigate other variables such as parents education and socio economic status and diagnose the correlation of culture and other personality traits.

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