

ANTICIPATING STAFF'S JOB PERFORMANCE DUE TO THE COMPONENTS OF ORGANIZATIONAL CULTURE IN DEPARTMENT OF EDUCATION OF ALBORZ PROVINCE, IRAN

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ABSTRACT

The study aimed to determine the relationship between creativity and innovation in organizations with job performance and education departments have been Alborz Province. In this regard, nine components elements of creativity and innovation, risk taking, attention to detail, attention to outcomes, according to members of the organization, the impact of decisions on staff, according to the ambitions and Impetuosity stability and job performance review is. This research was performed by correlation. The population for the study of male and female employees Office of Education Alborz province was 1,200. By using simple random sampling and random selection Cochran, formula of 270 patients (261 patients, according to the formula) was selected. To collect data from a questionnaire of 56 questions of corporate culture and job performance questionnaire with 37 questions was used. The main results of the study are positive and significant relationship between organizational culture and employee job performance, and the relationship between the two components of creativity and innovation, risk, according to the team, Impetuosity, job performance is significant and positive. But considering the outcomes associated with job performance is negative and significant. Meanwhile, with attention to detail component members, the results of decisions on personnel, lasting no significant relationship with job performance.

KEYWORDS: Organizational Culture, And Stable Performance

INTRODUCTION

Today, the importance and the critical role of work in different aspects of human life are obvious. In addition to providing living expenses, occupation is directly related to mental and physical health. It is also providing the satisfaction of many unusual needs of human. Occupation is not just a decent lifestyle, but it is the critical element of social status and the significant origin of others' lives. The nature of many jobs is as they put a lot of pressure on individuals, so that a significant number of physical diseases and mental turmoil are caused by the pressure of repetitive work and the consistency of this pressure (Mcelwain, 2005). In the meantime, human resources play a significant role as the most important and most valuable resource in the success of the organization; and that's because human resources have the ability to be taught and to be changed; and the efficient human resources can achieve the organization goals and bring it to the perfection through fulfilling duties correctly and it is hard for the organization to maintain and survive by continuing wrong methods, inefficiency of managers and the lack of motivation in staff. Today, organizational culture like other management subjects has been the common subject being studied in every study related to management. Organizational culture analysis has allocated one of the most important research areas of organizational behavior to itself (Kheradmand and Nazem, 2010).

Robbins has interpreted the organizational culture in his book as follows: The organizational culture defines the way of fulfilling duties in the organization for the employees. It is a same perception of the organization in which all the members are being observed and represents a common and permanent characteristics that distinguishes the organization from other organizations. In other words, the organizational culture defines the social identity of each organization (Robbins, 1991). Denison believes that organizational culture is a powerful force that determines how to act and how to perform operations. Stephen P. Robbins wrote about organizational culture in his organizational behavior that is: organizational culture refers to a system of basic issues and characteristics (innovation and risk-taking, considering the results, considering the individual, team-orientation, ambition and stability) that have value for the organization. Each of these features is put on a range of more or less. If the organization being assessed in terms of these seven characteristics, a full picture of feelings and common perceptions that members have about the organization can be achieved (Najaf zadeh, 2014). Organizational culture affects all aspects of the organization. Studies have shown that organizational culture affects objectives, individual behavior, organizational performance, motivation and job satisfaction, innovation, and employee participation in affairs, decision-making process, the level of dedication and commitment, hardworking, etc.

Studies also have shown that successful organizations have a strong and effective organizational culture. In general, there is no phenomenon without being affected by the organizational culture and particularly, managers' culture is very effective on determining objectives, strategies and organizational designing. For this reason, the role and the way we determine strategies and organizational designing are very effective on the organizational culture. Hordon Estein and Berck, about the importance of organizational culture, suggested that organizational development as a planned process is equal to the transformation of organizational culture. In fact, any transformation in the organization without considering the organizational culture will not be effective. Also, if managers intend to change organizational performance, they should consider the component elements of the organizational culture and its change.

Educational sites that form the basis of an organization have their own culture. The importance of organizational culture of educational sites is to the extent that has led educational management's researchers in recent years in this scene to do some research. The output and efficiency of educational organizations are humans. In educational organizations that human relations are important, the concept of organizational culture is of greater important. Director and teachers of school can distinguish their school from the others using an appropriate organizational culture. Thus, the special organizational culture of school can maintain its originality (Ghanbari, 2013).

Although teaching organizational culture and its effect on department of Education of Karaj province has led into some changes in order to improve the process of teaching in many departments of education, it caused global changes, global competition, cultural growth, changes of particular needs and people demands and demands of organizations' member, new demands, and changes in norms and types of environmental pressures, etc. brought problems and difficulties into organizations which requires organizations to move on and change. Therefore, this study has done to anticipate the relation of organizational culture and job performance of employees in departments of education of Alborz province and in other words, this study intended to know exactly what relation is available between organizational culture and job performance of employee in departments of education of Alborz province.

Based on this, the following hypothesis should be considered:

- There is a relation between the perceived organizational culture and job performance of employees of departments of education of Alborz province.
- Anticipating job performance of employees considering organizational culture and its components in departments of education of Alborz province is possible.

MATERIALS AND METHODS

The method of the current study is applicable in terms of objectives, and it is quantitative in terms of data and in terms of the nature and type of study is of correlation type.

The statistical population in this study was 1200 people (820 men and 380 women) included all staff of departments of education of Alborz province owning a diploma up to a master's degree and higher. To select sample group and increasing the accuracy, the measurement has been selected on the basis of random sampling. After the statistical calculation based on Cochran sampling formula, the number of samples have been determined as 261 people. Thus, a number of 300 questionnaires have been distributed among the staff of departments of education of Alborz province that eventually 270 were used.

For this study the following questionnaires were used:

1. Organizational Culture Questionnaire:

In order to measure organizational culture, the organizational culture of Stephen Robbins (1991) consists of 56 items was used. The components of this questionnaire are: creativity and innovation, risk taking, considering details, considering outcomes, considering the members of the organization, the impact of decisions' results on staff, considering the team, ambition and adventure seeking, sustainability. Robbins' organizational culture questionnaire has been used in numerous researches and its validity and reliability have been reported. Saboonchi (2007) calculated 0.84 for the reliability of organizational culture and reported 0.93 as the internal consistency of the questionnaire.

In Dargahi *et al.*'s research (2010), to determine the reliability of test using the test method, retest's results were investigated with the results of the main test and the correlation coefficient was calculated 88%. The validity test was also carried out by some qualified expert in order to validate test and it has found that the questions of the questionnaire were similar to the issue being measured in terms of appearance.

The validity and reliability of the questionnaire were examined in this study and the obtained value for Cronbach's alpha was 0.79 which is an acceptable rate. While the obtained values for Cronbach's alpha for any of the components are as follows:

Creativity and innovation, 0.79; risk taking, 0.81; considering details, 0.73; considering outcomes, 0.71; considering the members of the organization, 0.69; the impact of decisions' results on staff, 0.77; considering the team, 0.72; ambition and adventure seeking, 0.77; sustainability, 0.79.

In addition, in order to assess the validity of the test, the correlation matrix of each of the components was evaluated with the whole test. The correlation matrix shows that the obtained correlation for all the components that have been evaluated separately as follows is significant at $P \leq 0.01$. This means high and acceptable reliability for the entire test.

Table 1. Correlation coefficient of organizational culture's components with a total score

Variables	Correlation coefficient	Level of Significance
Creativity	0.86	0.001
Risk taking	0.84	0.001
Considering details	0.78	0.001
Outcomes	0.84	0.001
Members of the organization	0.76	0.001
The impact of decisions' results on staff	0.76	0.001
Considering the team	0.67	0.001
Adventure seeking	0.69	0.001
Sustainability	0.79	0.001

2. Job performance Questionnaire:

To evaluate job performance of the employees, the employees' job performance questionnaire of Seyed Mohammad Moqimi (2012-2013) was used. The questionnaire is a translation of a foreign standard questionnaire that has been translated into Persian. Thus the reliability and validity of the questionnaire has not been studied in Iran and, if necessary, researchers have to evaluate the reliability and validity of the questionnaire. The obtained value for Cronbach's alpha was 0.81 in the employees' job performance questionnaire which is an acceptable rate.

To investigate the hypotheses of this study, Pearson's correlation and multiple regression tests were used.

RESULTS

Gender: 66.2% of the participants were male and 37.8% were female staffs of department of Education of Alborz province.

Work experience: 25.5% of participants (5.1 + 20.4%) have less than ten years' experience, 31.1% have a work experience of 11 to 15 years and the remaining (about 43.3%) have a work experience more than 16 years.

Education: 27.7% of participants have associated degree and lower, 34.4% had undergraduate degrees and 37.8% had Masters and PhD's degrees.

The possible range of scores for the job performance variable is between 37 and 185. The obtained mean value in this variable is 132.38 which lies at a high level in different levels related to this variable. The least obtained score in this variable in the sample was 60 and the highest score was 185.

The possible range of scores for the perceived organizational culture variable is between 56 and 280. The obtained mean value in this variable is 187.26 which lies at a very high level in different levels related to this variable. The least obtained score in this variable in the sample was 93 and the highest score was 247.

Table 2. Descriptive indicators of perceived organizational culture components

Components	Average	Standard deviation	Tilt	Skewness	Lowest score	Highest score
Job performance	132.38	33.38	-0.28	-0.64	60	185
Perceived Organizational Culture	187.26	31.53	-0.86	1.15	93	247
Creativity and Innovation	28.05	6.70	-0.47	1.16	9	42
Risk taking	23.05	4.21	-0.14	-0.51	15	32
Considering details	13.88	2.33	-0.45	-0.51	9	18
Considering outcomes	14.97	2.84	-0.39	0.09	8	20
Considering members of the organization	19.97	4.54	-0.42	0.14	8	27
The impact of decisions' results on staff	15.67	4.38	-0.69	0.76	5	25
Considering the team	37.91	8.58	-1.28	2.08	11	51
Adventure seeking	20.58	4.97	-0.74	1.36	6	30
Sustainability	13.14	3.48	-0.20	0.43	5	20

- **There is a relation between the perceived organizational culture and job performance of employees of departments of education of Alborz province.**

To investigate the above hypothesis, the Pearson correlation test was used. The results of this study are reported in Table 3. According to table 3, the relationship between the perceived organizational culture and job performance of employees is 0.36 that this relation is significant at $P \leq 0.01$. Thus, there is a significant and positive relation between organizational culture and employees' job performance, and the more the staffs improve their organizational culture, the more desirable job performance they would have.

Table 3: Correlation of perceived organizational culture and job performance

Correlation coefficient (R)	Level of significance (Sig)
0.36	0.003

- **Anticipating the job performance of employees according to the organizational culture and its components in the departments of education of Alborz Province is possible.**

Since the organizational culture variable consists of nine components, the scores of job performance of employees will be anticipated in this section according to the interactive relation of organizational culture components. Therefore, multiple regressions were used. To implement multiple regressions in the first step, evaluating the significance of relations between two variables is necessary. The results of evaluating this relation are reported in Table 2.

Table 4. The correlation of organizational culture and job performance

Correlation coefficient (R)	Correlation coefficient	Level of Significance
Organizational Creativity	0.26	0.04
Risk taking	0.41	0.0001
Considering details	0.17	0.46
Considering outcomes	-0.38	0.01
Considering members of the organization	0.15	0.52
Considering the impact of decisions' results on staff	0.17	0.46
Considering the team	0.29	0.02
Adventure seeking	0.36	0.02
Sustainability	0.12	0.74

The relation of considering details, considering the members, considering the impact of decisions' results on staff and the sustainability in the organization and the job performance of employees is not significant at $P \leq 0.05$. But the

relationship between creativity, risk taking, considering the outcomes, considering the team and adventure seeking and job performance is significant.

Thus, the five components of creativity, risk taking, considering the outcomes, considering the team and adventure seeking will be used as predictors of job performance in the regression equation.

Table 5. predictors’ regression coefficients of job performance

The independent variable	B Value	Beta	T value	The level of significance
Creativity	0.47	0.12	0.97	0.23
Risk taking	1.28	0.49	2.73	0.0001
Considering outcomes	-0.98	-0.33	-2.18	0.007
Considering the team	0.64	0.10	0.73	0.39
Adventure seeking	1.52	0.44	2.44	0.001
R² = 0.26	R= 0.51	F=71.90		F Level of Significant = 0.0001

The reported correlation coefficient (R) is 0.51, which means that the components of creativity, risk taking, considering outcomes, considering the team and adventure seeking in relation to job performance has a relation equal to 0.51. F-value of this relationship is significant at the $P \leq 0.01$, which means that predictor variables, interacting with each other, can anticipate the score changes in the criterion variable. The coefficient of determination (R^2) is equal to 0.26, meaning that 26% of the change in score, is predictable in the job performance of employees’ score using the interaction between the five variables (creativity, risk taking, considering outcomes, considering the team and adventure seeking with job performance). Separately studying beta values showed that the impact of considering team and creativity components on job performance is not significant. Risk taking component has the most impact on job performance and paying attention to outcomes come next. Thus, the relationships between predictor variables and criterion variable are presented in the model below.

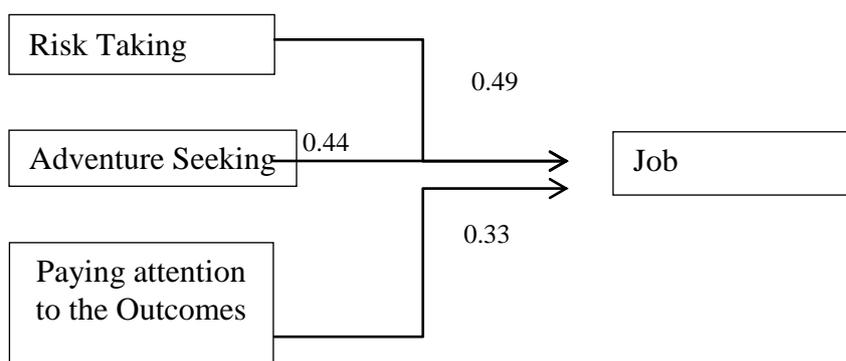


Figure 1. The prediction model of affecting factors on job performance

CONCLUSION

According to the results, the relationship between the perceived organizational culture and job performance of employees is 0.36 which is significant at $P \leq 0.01$. The more the staffs improve their organizational culture the more desirable job performance they would have. The results of this study were consistent with the results of studies of Sidiqhi (2009), Kheradmand and Fattah (2010), Hassanpour (2011), Bohloulzadeh (2011), Azizi (2011), Azimian Zavarreh (2011), Ogbonna and Harris (2000), Aluko (2003), Ojo (2009), Lunenburg (2011), James and Nyngesa (2012), Shahzad *et al.* (2013); And among the previous studies investigated by the author, it was not consistent with the results of Bahramian’s Study (2009). It is noteworthy that Bahramian had carried out his research in the context of Health Network and treatment while the organizational environment, its objective, the nature of performance of other organizational elements were different in education and health organizations.

In other words, organizational culture is a set of important assumptions of values which are current in organizations (Azhar, 2003). If the common values of members of organization are not compatible with values which lead to the increase in effectiveness, the culture will become as a debt (barrier). Most likely, such situation arises at the time when the organization is in a dynamic environment (Najaf zadeh, 2014).

On the one hand, in recent decades, organizations with the least capital and facilities and on the other hand organizations with the highest capability represent the major role of immaterial and spiritual factors in their success which in this regard, the organizational culture is considered as the most effective factor on the performance of organizations (Sawhney, 2012). In short, organizational culture affects all aspects of the organization. Culture has effects on determining goals, strategies, individual behavior, organizational performance, motivation and job satisfaction, creativity and innovation, decision making and employees' participation in affairs, the dedication and commitment, hardworking and so on. In other words, the development of organization as a planned process is equal to the transformation of the organizational culture; in fact, any changes in the organization, regardless of organizational culture, are not effective.

James and Nyngesa (2012), Sokro (2012) believed that the effects of organizational culture on the job performance of staffs of departments of education was extraordinary, while a positive organizational culture has effect on increasing the motivation of staffs and this is effective on their job performance. Considering motivating aspects of job after recruiting human forces is important, because it has known as one of the most important effective factors on performance (Alvani and Danaei fard, 2008). Another part of the results shows that the correlation coefficient of creativity, risk taking, considering the outcomes, considering the team and adventure seeking and job performance is 0.51 which is significant at $P \leq 0.01$; and 26% of changes in scores of employees' job performance using the interaction between the five predictive variables (creativity, risk taking, considering the outcomes, considering the team and adventure seeking and job performance) is predictable. Separately studying beta values showed that the impact of components of considering team and creativity is not significant on the job performance. Risk taking factor has the most impact on predicting job performance and components of adventure seeking and considering outcomes come next in rankings. It is noteworthy that with the increase in components of risk taking and adventure seeking, the performance will increase, while with the increase in the score of considering outcomes, the performance level will be reduced.

The results of this study were consistent with the results of studies of Sidiqhi (2009), Kheradmand and Fattah (2010), Hassanpour (2011), Bohloulzadeh (2011), Azizi (2011), Azimian Zavarreh (2011), Ogbonna and Harris (2000), Aluko (2003), Ojo (2009), Lunenburg (2011), James and Nyngesa (2012), Shahzad *et al.* (2013). The necessity to anticipate approaches to meet the needs that may emerge following the possible changes in the future is what today has been cleared to organization more than ever, that each organization should either prepare itself for such changes or accept the risk of facing the real crisis situation (Rezaeian, 2012).

Despite such circumstances, anticipating any solution can have risks for the organization. However, the researches' results show that the higher risk power the organization induce in its environment, the more likely it will increase the success of individual and organization's performance (Asgarian, 2009). According to the Z theory, the best management practice is the response to the tangible and concrete needs of the organization in a critical and concrete situations and this would involve some extent of risk-taking, and the more risk taking increase in organizations, the more likely the organization will achieve the desirable performance (Khorshidi, 2013). On the other hand, we cannot be unaware of the role of processes and the necessity to pay attention and evaluate them, because risk taking without considering the evaluation of new processes is not acceptable. Turani (2008) emphasized on the process oriented management and believed that only considering the results is an obstacle for the quality management in educational institutions. He stated that achieving acceptable results and reasonable outcomes in processes design is appropriate. By focusing on the process of educational system and continuously improve and promote the processes with determining relevant approaches and strategies, we can improve many overt and covert holes even in the entries of school system and this, in the long term, can remove barriers to the efficient management of organizations and improve job performance of managers (Turani, 2008). Thus, considering only the outcomes can be a serious impediment to improving the performance of individuals and organizations.

Implementing process oriented management includes a series of actions that overlap with the desirable job performance of managers. Issues such as considering the processes and efforts in order to improve it, considering a comprehensive quality and the ways to develop it, taking advantage of opportunities to improve the quality of the organization are those that were being emphasized in the process oriented management and are considered as skills and competencies of managers in job performance. Process oriented management methods are used to enhance the relationship between short term and long term activities leading to the prosperity of an organization based on the process oriented ideas. In addition, the continuous use of process oriented management methods lead to increase productivity in the organization (Stevens *et al.*, 2008).

On the other hand, authoritarianism and totalitarianism include a blind acceptance of authority. The people, who seek power, believe in obedience to the authority (Haghighi, 2010). Generally, according to the organizational behavior, it can be said that most employees who have a high tendency of authoritarianism, work often well under the high control circumstances of manager or the rigid circumstances of management. While the people who don't have the mentioned characteristic, work well and more desirable under the participatory management circumstances (Soltani and Rouhani, 2002). Right, real and accessible targeting, can be helpful in this process. Recognizing needs of the organization, the correct targeting, setting the consecutive steps for big goals, planning short term plans based on the objectives and long term plans, being flexible and creating conditions for individual creativity of staffs are considered as the main tasks of managers in any kind of organizations. Fekr azad (2008) stated that the correct and comprehensive understanding of the organization's objectives and creating cohesion in each of the elements of organization in order to achieve, assist managers for the most desirable job performance. Excellent organizations have leaders, who lead the organization by appreciating stakeholders and cooperating with them to implement enhancing joint activities, and gain their confidence in the organizational changes by being consistent against the objectives of the organization (Najmi, 2004).

According to the results, it is recommended:

- Regarding the relationship between organizational culture and employees' performance, managers need to improve and excel the culture using training courses, effective communication with employees and so on.
- Enhancing an appropriate environment for the creativity of employees and using the effective ways to encourage creative employees, may lead to the organizational creativity and the improvement in the performance of the members and the organization.
- Reviewing the present details in the organization and modification and reviewing them according to the achieved results, in order to make the details of the organization consistent with the duties of staffs and the objectives of the organization.
- Considering the processes and their ongoing assessment to achieve optimal results from each process and enhancing the relationship between short term and long term activities which lead to the flourishing of an organization according to the process oriented thoughts.
- Considering the increase in the work quality of members of the organization by evaluating their performance using different methods and findings the strengths and weaknesses of each individual and also providing each individual the training tailored to their needs.
- Improving the communication channels between managers and staffs to understand the objectives of organization and the processes to achieve them better.
- Increasing employees' involvement in decision making in order to build trust and increase a sense of individual responsibility and group unity.

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