

Investigating the Effect of Organizational Culture and Team Work on Teachers' job Performance Emphasizing the Mediating Role of Professional Ethics

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Abstract

Background: Teachers are the most influential factor known in school, and their job performance is one of the primary indicators of success and continuity of goals of educational organizations. This study investigates the effect of organizational culture and teamwork on job performance, emphasizing the mediating role of professional ethics among teachers.

Material and Methods: This research is correlated using descriptive methods for applied goals. Structural equation modeling was used for data collection. The study's statistical population included all teachers working in schools in the city of Galehdar with 600 people. According to the statistical population, the sample size was 234 and used the stratified random sampling method and Morgan table. Data were collected by the questionnaires on organizational culture (Denison), teamwork (Lanchioni), job performance (Patterson), and professional ethics (Gregory & Petty). Data were analyzed by Pearson correlation and structural equation modeling in SPSS 25 and LISREL 8.8 software.

Results: There is a positive and significant relationship between the variables organizational culture and job performance ($\beta=.40$), teamwork and job performance ($\beta=1.04$), organizational culture and professional ethics ($\beta=.41$), teamwork and professional ethics ($\beta=.33$), and job performance and professional ethics ($\beta=.64$). At the same time, through the mediation of professional ethics, the variables of organizational culture and teamwork can anticipate job performance.

Conclusions: This study showed that organizational culture, teamwork, and professional ethics have an influential role in teachers' job performance, and to improve and improve teachers' job performance, these factors should also be considered.

Keywords: Organizational Culture, Team Work, Job Performance, Professional Ethics

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INTRODUCTION

Since the organization's human resources can change its performance and are the main tool to achieve organizational goals, human resources are considered the most essential and valuable resource that plays a vital role in the organization's success [1]. The most critical and fundamental issue of any organization is the job performance of the human resources of that organization [2]. This issue depends on how the employees perform and how much investment is made in different organizations to improve the performance of the employees. The survival and continuity of the activities of organizations depend on how the employees perform, and a lot of investment is made to increase the

performance of employees in different organizations. This is why successful organizations work hard to identify and manage the factors that affect the performance and behavior of employees and achieve the success of providing these factors to increase the performance of their employees [3]. In job performance, numerous definitions have been provided by various researchers and experts [4]. In a simple explanation, job performance is the expected value for an organization obtained from individuals' activities and job actions in a given period. Therefore, improving job performance is one of the most important goals that managers of organizations pursue; because it will provide

productivity promotion in society and promote the national economy and the quality of services and products of organizations [5].

Teachers are the most important and influential factor in schools. Among these, teachers' performance in schools is critical; because it affects many school outputs, including the effectiveness and efficiency of schools and the growth of students' personalities and students' academic progress [6]. Studies show that many variables can improve teachers' job performance.

One of the basic strategies of educational organizations for greater effectiveness is organizational culture, and perhaps the most critical mission of managers is to create an ethical corporate culture [7]. One of the influential and essential variables in educational organizations is the organization's culture. In general, organizational culture affects all aspects of the organization and management tasks, and how-to guide and train employees [8]. Organizational culture refers to a set of common beliefs, values, assumptions, and practices that shape and guide the attitudes and behaviors of members of the organization [9]. To lead an organization and ultimately enable it to change and progress, it is necessary to know and acknowledge the organizational culture; Because any action without awareness of the cultural forces that are always at work may have unintended and unintended consequences [10]. Therefore, organizational culture as a practical resource determines the extent and direction of employee effectiveness. Due to the impact of organizational culture on job performance, organizations should identify and review their organizational culture before any change. Recognizing and evaluating the potential effects of elements of organizational culture leads to a better understanding of the tangible and intangible effects of culture on employee performance [11]. Generally, not paying attention to the organizational culture, beliefs, and values of individuals, if it does not lead to the absolute failure of the organization and inability to achieve goals and visions, will create at least many problems in the organization and move a lot of energy to solve problems caused by confrontation. Predicts destinations with the current culture of the organization. As can be seen from the existing evidence, organizational culture is a complex phenomenon that also plays a vital role in accelerating the process of progress and transformation of the organization [12].

One of the essential characteristics of successful organizations is the tendency to team activities and revive the spirit of participation and constructive cooperation [13]. Therefore, managers are looking for positive synergy and want to improve the organization's

performance and turn to teamwork. Organizations need to support their employees' activities and teamwork [14]. However, today it is not easy to find jobs that are excellent examples of exemplary teamwork [15]. This unhealthy situation in the dimension of teamwork is the lack of factors that lead to cooperation and teamwork. In the definition of teamwork, it should be said that a set of two or more people are socially, structurally, and technically interdependent and have intensive communication, dynamic and coordinated interaction with each other, and adaptive strategies to respond to changes in line with common goals and organizational approach. Defined values are linked and work together [16]. Many experts and researchers agree on the impact of underlying factors such as corporate culture on teamwork in the organization. Some of the findings of researchers such as [17, 18] emphasize the relationship between organizational culture and teamwork.

In the present study, according to the existing research principles, our hypothesis has been formulated so that professional ethics plays a mediating role in the relationship between organizational culture and teamwork with job performance. Research to date has provided evidence that encouraging professional ethics and spirituality in the workplace has many benefits for the organization that the organization can use to increase its performance [19]. Various factors can affect the job performance of employees and the success of the organization. Professional ethics is one of the fundamental issues of all human societies. Manpower commitment to work ethic and organizational values is not only a factor in the superiority of one organization over another but also a sustainable competitive advantage for many organizations. Today, successful organizations have capable, committed, and ethical employees [20].

Work ethic, in general, can be defined as people's attitudes and beliefs about the value of work, work commitment, and the degree of adherence to the principles of the work profession [21].

According to the authors of this study, no study was found that examined the relationship between all these variables. Although research has been done in this field, this research has been mainly in other sectors, and little research has been done in education. If the research has been done, it is very little and superficial and does not include all the variables of the present study. At the same time, organizational culture, teamwork, and professional ethics affect the professional performance of teachers. Therefore, attention and familiarity and teachers' use of these variables seem necessary. The education sector is facing a shortage of research in this area. However,

concerning these issues, the following points are mentioned: In a study entitled "The relationship between organizational culture and teamwork," they concluded that individualism, power distance, uncertainty, and masculinity are negatively related to teamwork [22, 23]. A study entitled "The effect of organizational culture on job performance" showed a positive and significant relationship between organizational culture and job performance. There is also a close relationship between the components of corporate culture and job performance [24]. A study entitled "Analysis of the effect of professional ethics on job performance and organizational trust mediated by ethical climate" found a positive and significant relationship between professional ethics and job performance [18]. A study entitled "The relationship between organizational cultures, teamwork and job satisfaction within the organization" found a positive and significant relationship between research variables. He also concluded that creating organizational growth through improving the level of organizational culture leads to increasing team productivity and job satisfaction and ultimately the society growth [25]. A study entitled "The relationship between organizational culture and job performance" found a positive and significant relationship between organizational culture and job performance. As mentioned above, culture, teamwork, and professional ethics as variables that affect other organizational variables, the type of employee performance, and the type of corporate performance, were studied as essential variables in education. The importance of the present study lies in the fact that the two groups can benefit from the findings of the present study. First, there are designers and planners of the education system who can better understand the subject of research and in their future planning, consider these results, or correct previous plans. The second group are school teachers who can gain more knowledge about their current situation in this area and realize their strengths and weaknesses in order to strengthen their strengths and take action to eliminate their weaknesses. In general, the set of these measures can provide the ground for further prosperity of this vital institution and improve teachers' performance. In the present age, the losses and damages that have been inflicted on job performance due to the neglect of employees' ethics require that the performance of employees be related to their temperaments. Ethics is constantly associated with individuals' professional and organizational activities and is essential in organizational decisions and policies. In other words, professional ethics are related to organizational and individual consequences and are

intertwined with organizational decisions. Because professional ethics affect the quality of organizational outcomes, this study has been studied as a mediating variable. Therefore, to succeed in any organization, it is obvious to pay attention to the concept of performance. Employees' job performance is affected by various factors, including organizational culture, teamwork, and professional ethics. Therefore, the present study investigates the effect of corporate culture and teamwork on job performance, emphasizing the mediating role of professional ethics among teachers working in schools in the city of the Galehdar.

MATERIALS AND METHODS

The present study is applied in terms of purpose and how to collect descriptive and correlational information based on structural equation modeling. The statistical population included all the teachers of the city of Galehdar, with 600 people in the academic year 2020-2021 who were teaching in the schools of this city. The sample size was 234 people using the Morgan table, according to the statistical population and a stratified random sampling method. Descriptive results related to the sample's demographic characteristics showed that 152 (equal to 65%) participants in the study were men and 82 (equivalent to 35%) were women. One hundred five people (equivalent to 45%) had a master's degree, 115 people (equal to 50%) had a bachelor's degree, and finally, 12 people (equivalent to 5%) had a master's degree. Four standard questionnaires were used to collect data as follows:

Organizational Culture Questionnaire: The standard organizational culture questionnaire designed by Denison (2000) was used to measure corporate culture. This questionnaire has 36 items and has participatory components (empowerment (3 items), team focus (3 items), scalability (3 items), stability and integrity (core values (3 items), Agreement (3 items), Integrity (3 items), Flexibility (making a difference (3 items), Customer focus (3 items), Organizational learning (3 items), Mission (Strategic guidance (3 items)), Goals and objectives (3 items), meta-items (3 items). This questionnaire is based on a 5-point Likert scale (from very high, high, medium, low, and very low). In this study, Confirmatory factor validity was used to determine its validity. The reliability of this questionnaire was calculated to be 0.94 using Cronbach's alpha coefficient in this study.

Teamwork Questionnaire: A standard questionnaire designed by Lanchioni (2004) was used to assess teamwork. The questionnaire has 19 items which include five subscales of commitment (4 items), trust (4 items), responsibility (4 items), constructive approach (4 items),

and purposefulness (3 items). This questionnaire is based on a 5-point Likert scale (from very high, high, medium, low, and very low). In this study, Confirmatory factor validity was used to determine its validity. The reliability of this questionnaire was calculated to be 0.82 using Cronbach's alpha coefficient in this study.

Job Performance Questionnaire: A standard questionnaire designed by Patterson (2008) was used to assess job performance. This questionnaire has 15 items. This questionnaire is based on a 5-point Likert scale (from very high, high, medium, low, and very low). In this study, Confirmatory factor validity was used to determine its validity. The reliability of this questionnaire was calculated to be 0.80 using Cronbach's alpha coefficient in this study.

Professional Ethics Questionnaire: To measure professional ethics, a standard questionnaire of professional ethics designed by Gregory and Petty (1990) was used, with 23 items. It uses a 5-point Likert scale and measures work ethic in four dimensions: attachment and interest in work, perseverance and seriousness at work, healthy and humane relationships in the workplace, and collective spirit and participation in work. In this study, Confirmatory factor validity was used to determine its

validity—the reliability of this questionnaire in the present study using Cronbach's alpha test.

To analyze the research data, Pearson correlation coefficient and SPSS 25 software were used. The analysis and evaluation of the proposed research model were performed by structural equation modeling (SEM) using LISREL 8.8 software.

RESULTS

Before discussing the analysis of hypotheses using the structural equation model, the normality of the distribution of variables is first examined using the Kolmogorov-Smirnov test; because the normality of the distribution of variables is one of the presuppositions of the structural equation modeling method. According to the information obtained from the results of preliminary data analysis, it was found that there was no significant difference between employees concerning the research variables. The p-value was obtained for organizational culture (0.15), teamwork (0.15), professional ethics (0.80), and job performance (0.80). Given that the p-value of all variables is more significant than $p > .01$, then the Z values are not statistically significant at the alpha level of one hundredth. This indicates that the distribution of all variables is normal.

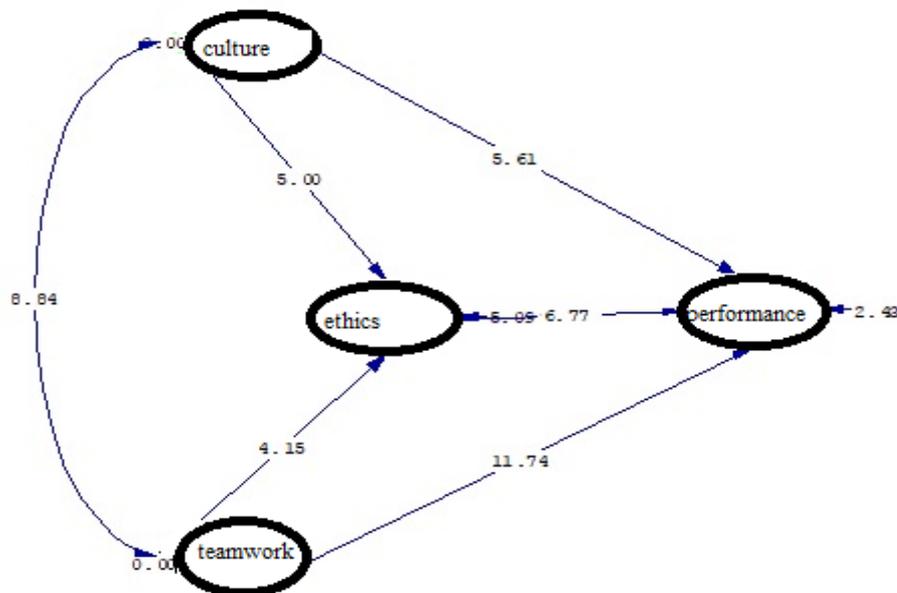


Figure 1. Software Output Based on Standard Coefficients

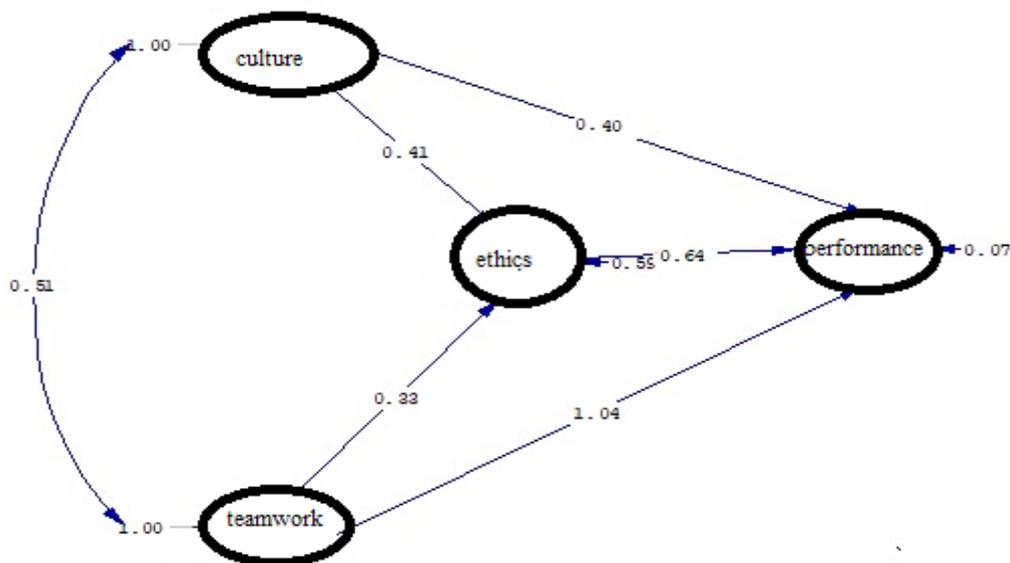


Figure 2. Software Output Based on Coefficients t

According to Table 1, the correlation coefficients between the variables of organizational culture and teamwork with professional ethics are positive and significant. The intensity of this correlation is (0.49) and (0.53), respectively. Also, the correlation coefficient between the variable of professional ethics and job performance is positive and significant. The intensity of this correlation is ($r = 0.41$), and the highest correlation coefficient between teamwork and job performance was

seen ($r=0.82$). Analysis of the correlation between exogenous and endogenous variables can be concluded. He concluded that an increase in professional ethics would accompany any increase in organizational culture and teamwork, and an increase in professional ethics will be accompanied by an increase in job performance.

Table 2 shows the fit indices of the tested model, which according to the criteria, the tested model has a good fit with the collected data.

Table 1. Correlation Matrix between Research Variables

Variables	Organizational Culture	team work	Professional ethics	Job Performance
Organizational Culture	1			
Team work	0.53	1		
Professional ethics	0.49	0.53	1	
Job Performance	0.35	0.82	0.41	1

Table 2. Fitness Indicators of the General Structural Model

Indicators	X ²	df	GFI	IFI	RMSEA	NNFI	CFI
Final models	000.729	269	0.85	0.90	0.08	0.90	0.91

Table 3. Coefficients of Latent Variables with the Mediating Role of Professional Ethics

Hypothesis Path	Standard path coefficient	t	Result
Culture Job performance	0.40	5.61	Direct effect
Teamwork Job performance	1.04	11.74	Direct effect
Culture professional ethics	0.41	5	Direct effect
Teamwork professional ethics	0.33	4.15	Direct effect
Professional ethics Job performance	0.64	6.77	Direct effect
Culture Job performance (through professional ethics)	0.26	-	Indirect effect
Teamwork Job performance (through professional ethics)	0.21	-	Indirect effect

In the structural model, the significance of the path coefficient is determined using t (t – value). Suppose the value of z is between 1.96 and 2.57. Also, the relationship between the two structures at the level ($P < 0.05$) is

significant. If the value of z is greater than 2.57, the significance of the relationship is at the station ($P < 0.01$). According to the information obtained, the most effective teamwork on job performance with a coefficient

of 1.04 ($t=11.74$, $\beta=1.04$) and then related to the effect of professional ethics on job performance with a coefficient of 0.64 ($t=6.77$, $\beta=0.64$).

In testing the above hypotheses, in general, according to the results obtained from the structural model, it can be said:

Based on the significance of the path coefficient between organizational culture and job performance ($t=5.61$, $\beta=0.40$) at the level of $P < 0.01$, it is concluded that the first hypothesis is confirmed. With the path coefficient between teamwork and job performance ($t=11.74$, $\beta=1.04$) at the level of $P < 0.01$, it is concluded that the second hypothesis is confirmed. Based on the significance of the path coefficient between organizational culture and professional ethics ($t=5$, $\beta=0.41$) at the level of $P < 0.01$, it is concluded that the third hypothesis is confirmed. Based on the significance of the path coefficient between teamwork and professional ethics ($t=4.15$, $\beta=0.33$) at the level of $P < 0.01$, it is concluded that the fourth hypothesis is confirmed. Based on the significance of the path coefficient between professional ethics and job performance ($t=6.77$, $\beta=0.64$) at the level of $P < 0.01$, it is concluded that the fifth hypothesis is confirmed. Professional ethics plays a mediating role in organizational culture and teachers' job performance. Organizational culture has a direct, positive, and significant effect on professional ethics with a coefficient of 0.41. Also, professional ethics has a direct, positive, and significant impact on job performance with a coefficient of 0.64. Therefore, the mediating role of teachers' professional ethics in the relationship between organizational culture and job performance is confirmed in the model. By ensuring the mediating role of professional ethics, organizational culture has an indirect, positive and significant effect on job performance with a coefficient of 0.26. Teachers' teamwork has a direct, positive, and significant effect on professional ethics with a coefficient of 0.33. Also, professional ethics has a direct, positive, and significant effect on job performance with a coefficient of 0.64. Therefore, the mediating role of professional ethics in the relationship between teamwork and job performance is confirmed in the model. By confirming the mediating role of professional ethics, teamwork has an indirect, positive, and significant effect on job performance with a coefficient of 0.21.

DISCUSSION

This study aimed to investigate the effect of organizational culture and teamwork on job

performance with emphasis on the variable mediating role of professional ethics among teachers.

The results showed that organizational culture positively and significantly affects teachers' job performance. That is, a strong and supportive organizational culture improves teachers' job performance. The results are in line with the research results [23, 25-27]. Because the results they obtained confirm that organizational culture is a facilitator and promoter of the job performance of individuals in organizations, optimal job performance, like other variables discussed and explored in the organization, depends on the underlying and structural factors of the organization and individuals and employees cannot perform better without these factors. In the organization, this is taken for granted. Because human beings in an environment want to do work more effectively, all the elements that increase their motivation and interest are sufficient and desirable. One of these factors is organizational culture. By promoting and developing the organizational culture, the grounds for effective and efficient performance are provided. Therefore, discussing organizational culture in employee performance is inevitable [22].

Also, the results showed that teamwork has a positive and significant effect on teachers' job performance, in the sense that increasing teamwork improves teachers' job performance. The results are in line with the research results [28, 29]. In explaining this result, it should be said that the philosophy of teamwork is to support each other to achieve a common goal. Second, teamwork allows employees to identify and reveal their talents and achieve the best possible results through collaborative work. Third, teamwork leads to new relationships between people in the workplace and helps managers discover competencies and skills that they already have by completing job tasks in the form of job descriptions. It could not be seen. Finally, combining individual and job skills to increase participation rather than competition makes employees more likely than ever to perform successful and effective work activities in the workplace; therefore, teamwork has a positive role in job performance [30].

According to another research finding, organizational culture significantly affects teachers' professional ethics, i.e., a solid organizational culture improves teachers' professional ethics. The study results showed that according to the type of organizational culture, components of professional ethics such as responsibility, honesty, loyalty, respect for others, empathy with others, and respect for values appear in teachers' behavior. Having a proper organizational culture will increase the

commitment of employees to the organization, accepting more responsibilities, emerging new ideas, presenting new suggestions, and increasing respect among people, which is in line with the results of research [31-33] and with the results of research is inconsistent [34]. Promoting professional ethics in organizations depends on the members of these institutions' perception of organizational culture. Each organization with its own culture can create certain professional ethics among its members [35]. Organizational culture is considered an important and effective factor in the success or failure of the organization. If the appropriate and desirable organizational culture is spread among employees, it can lead to the formation of professional ethics of organization members under that culture [36].

This study also showed that teamwork has a positive and significant effect on teachers' professional ethics, i.e., teamwork in schools improves teachers' professional ethics. The results are in line with the research results [37, 38]. Creating a positive attitude towards professional ethics can positively affect improving teamwork. Commitment to ethical principles can also help empower individuals to work in a team, and adherence to these principles will have beneficial consequences, including team effectiveness and better performance. In other words, constant attention and discussion about values promote team spirit, honesty, and openness in the workplace; Employees feel that there is harmony between their values and the organization's values, so they work with more motivation and better performance [37].

This study also showed that professional ethics has a positive and significant effect on teachers' job performance. That is, professional ethics improves and enhances the performance of teachers. The results are consistent with the research results [20, 24, 39]. Professional ethics is one of the most important factors influencing job performance; because professional ethics affects people's attitudes toward jobs [35]. Therefore, when employees are required to comply with the components of professional ethics, their level of job performance improves [40]. People committed to professional ethics seek to provide all kinds of useful services to their organization, thus improving their job performance and contributing to their organization's success [41].

Professional ethics plays a mediating role in organizational culture and teachers' job performance. Organizational culture has a direct, positive, and significant effect on professional ethics. Professional ethics also has a direct, positive, and significant effect on

job performance. Therefore, the mediating role of teachers' professional ethics in the relationship between organizational culture and job performance is confirmed in the model. By acknowledging the mediating role of professional ethics, organizational culture has an indirect, positive and significant effect on job performance. The findings of this part of the research are in line with the findings [20, 23, 24, 31]. Teachers' organizational culture improves their ability to perform in the workplace through professional ethics. This issue is the basis of individual and organizational development.

Teachers' teamwork directly, positively, and significantly affect professional ethics. Professional ethics also has a direct, positive, and significant effect on job performance. Therefore, the mediating role of professional ethics in the relationship between teamwork and job performance is confirmed in the model. By acknowledging the mediating role of professional ethics, teamwork has an indirect, positive, and significant effect on job performance. The findings of this part of the research are in line with the findings [20, 28, 37]. Given the direct and indirect role of professional ethics in organizational culture, teamwork, and job performance, it is suggested to strengthen the interaction of employees with each other and especially with colleagues, areas of interaction through office discussions and meetings. Provide formal and informal information on business topics and issues.

Given that the results showed that organizational culture is associated with teamwork, it is suggested that; strengthen this relationship by creating contexts that lead to an increase in both variables. This requires developing a plan with the participation of staff and officials. Because employees can help officials develop programs due to awareness and direct communication with the contexts and areas of the organization related to the organization's culture and teamwork. Given that the results showed that organizational culture is closely related to job performance, it is suggested that; Principals and school officials promote coherence in administrative processes, agreement on organizational goals, and the values of the informal group within the organization.

CONCLUSION

The findings of this study showed the role of organizational culture and teamwork in job performance concerning the mediating role of professional ethics in teachers working in schools in the city of Galehdar. This finding can help relevant officials to plan for teachers and be used by educational, support, supervisory, or

employment institutions. Given that the results showed that organizational culture is associated with teamwork, it is suggested that; strengthen this relationship by creating contexts that lead to an increase in both variables. This requires developing a plan with the participation of staff and officials. Because employees can help officials develop programs due to awareness and direct communication with the contexts and areas of the organization related to the organization's culture and teamwork, it is suggested that; Principals and school officials promote coherence in administrative processes, agreement on organizational goals, and the values of the informal group within the organization. Considering the importance of professional ethics and its effect on other variables, it is suggested that schools pay more attention to the effective role of this important variable and provide grounds for increasing teachers' professional ethics. Job performance as the main issue has a significant contribution to the organization's development. Therefore, it is suggested that managers

and officials pay more attention to the importance of organizational culture, teamwork, and professional ethics to improve teachers' job performance and provide the basis for training and increasing these components in teachers.

ETHICAL CONSIDERATIONS

Before distributing the questionnaires, the subjects were informed about the issue and purpose of the research, and their verbal satisfaction was obtained. They were completely free to participate or not to participate in the study and were assured that their private and personal information would remain confidential. On the other hand, there was an option in conscious satisfaction with participation, which was recorded along with the answers to the questionnaire.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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