

## **ORGANIZATIONAL CULTURE AFFECTING THE DECISION-MAKING OF EDUCATIONAL ADMINISTRATORS**

Ruksuda Panhom

Student of Master in Educational Administration, Suan Sunandha Rajabhat University

E-mail: s66561802040@ssru.act.th

Thada Siththada

Graduate school, Suan Sunandha Rajabhat University

E-mail: Thada.si@ssru.ac.th

### **Abstract**

This article presents the Organizational Culture affecting the decision-making of Educational Administrators. The purpose of this article is to study the condition of organizational culture that affects the decision-making of Educational Administrators. The content and details of the article will be mentioned the differences of organizational culture patterns in terms of work practices, strengths, and weaknesses that affect the decision-making of Educational administrators to manage schools successfully. Good administrators should be able to make practical use of a variety of organizational culture patterns to align with the existing organizational culture, enhancing a strong organizational culture in schools. The academic article's objective is to analyze the patterns of organizational culture by gathering information from academic documents, books, and articles. It has found that organizational culture patterns have identified four types: 1) Role culture, 2) Task culture, 3) Existential culture, and 4) Leader culture. The application of these patterns depends on the discretion of Educational administrators in comparing and making decisions.

**Keywords:** Organizational Culture, Decision, Decision-making of Administrators

### **Introduction**

The Ministerial Regulation on the Administration of the Ministry of Education B.E. 2546, (2003) Section 39 discusses the powers and responsibilities of administrators, which include: 1) being the authority over teachers and personnel in educational institutions, and 2) managing the affairs of the educational institution. Therefore, the most crucial aspect of developing educational institutions is the school administrators themselves, who serve as the leading figures in thinking, decision-making, and planning various operations to their fullest capacity. Particularly, the decisions made by school administrators are extremely important because each decision has a broad impact on the personnel working within the organization. School administrators must therefore learn about the organizational culture of their respective institutions, as this knowledge may enhance the effectiveness of their decision-making. As noted by (Assistant Professor Ratchada Thip Upatham Pracha, 2566), the significance of culture lies in the general confidence of the organization in its comprehensive management process. Additionally, creating an organizational culture helps to increase motivation among personnel, enabling them to successfully control their own behaviors at work and actively participate in their tasks. This clearly demonstrates that building an organizational culture plays a vital role in organizational management and provides appropriate direction to personnel to foster creative initiatives. Meanwhile, during the organization's operations, when critical decisions must be made, the organizational culture will be a driving factor that instills confidence that the implementation of strategies will proceed smoothly and plays an important role in the organization's growth. Furthermore, the establishment of an organizational culture is linked to the strength and prosperity of the organization, highlighting the importance of

recognizing the relevance of creating an organizational culture, along with effective management processes to improve the structure of the organizational culture.

### **Organizational Culture**

Organizational culture is a widely used term today, reflecting a comparison with the culture of society or the unique characteristics of that society. It can be said that organizational culture is the pattern or way of life of the personnel within the organization that is collectively accepted and adhered to, encompassing shared thought patterns, beliefs, values, and ideologies, as well as the behavioral patterns of the organization. It represents the interactions among personnel within the organization. If an organization has a good organizational culture—where personnel work wholeheartedly, emphasizing quality and high responsibility—it will positively impact the work of everyone, enhancing overall quality (Dr. Teerapol Pengjan, 2566, p. 40). Organizational culture indicates the characteristics of each organization. It shapes how individuals within the organization understand the rules for coexistence, share beliefs, and exhibit behavior in the same direction, facilitating internal integration. This includes communication styles and practices that foster a mutual understanding to achieve the organization's goals, forming a shared philosophy of organizational management and shared values among its members. These shared values help the organization adapt to the external environment and develop a common perspective, ensuring continuous and smooth operations to fulfill the defined mission and objectives (Anupat Poonsawat, 2563, p. 113). The influence of culture on individual behavior significantly affects thoughts, attitudes, and behaviors. It serves two main functions: it acts as a selection or filtering mechanism for information that individuals perceive, impacting their attitudes and behaviors in various groups; and it serves as a tool for learning about different attitudes that affect behavior, passed down within groups of people. Additionally, the influence of culture affects beliefs, attitudes, and values as follows:

Beliefs have an impact on the thoughts and actions of individuals in various groups, influenced by culture. This aligns with the study by Gudham, which discusses how the beliefs of people from different cultures affect their behaviors. There are five fundamental beliefs that influence individual behavior: 1) the perspective one has toward the world, such as authoritarian leadership; 2) the acceptance of unequal power in organizations or society; 3) confidence in one's own success and the belief that the world is just; 4) religion, which directly influences the way people live; and 5) beliefs about the importance of monetary rewards, business ethics, social responsibility, and the use of personal relationships in business, all of which affect individual behavior.

Attitude is a significant concept in social psychology and communication. It relates to the mindset, stance, feelings, and inclinations of individuals toward information and their openness to filtering received situations, which can be both positive and negative. Attitude influences the expression of behavior, and it consists of thoughts that affect emotions and feelings expressed through behavior. Attitudes have three main characteristics: 1) they are learned; 2) culture is the source of that learning; and 3) attitudes lead to behaviors or actions.

Values represent the thoughts and behaviors of individuals in society that are considered valuable, accepted, practiced, and cherished over time. Values often change with the times and the opinions of people in society. Therefore, values serve as standards for learning, evaluating, choosing, and deciding what individuals should or should not do, what is valuable or not, and what is important or unimportant. Furthermore, values determine goals and create motivation for individuals to strive toward their desired objectives. The significance of values serves as the foundation for understanding attitudes and the motivations that influence perception. The influence of values on individuals, whether personal or societal, significantly impacts behavior (Dr. Teerapol Pengjan, 2566, p. 40).

The forms of organizational culture consist of four characteristics: Role Culture: This type of culture focuses on defined roles and responsibilities that are clearly outlined in writing. It is characterized by rationality, with a hierarchical structure where levels of management are clearly defined. There are explicit rules and regulations governing various processes. Task Culture: This culture emphasizes teamwork, supporting and encouraging personnel to develop and fully utilize their knowledge and abilities for projects and ongoing innovations. Work conducted collaboratively is referred to as a “project.” Team collaborations are not tied to the organizational structure, and once a project concludes, the existing team may disband and new teams will form. This type of culture is suitable for organizations that need to quickly adapt and improve in response to ongoing changes. Existential Culture: In this type of organizational culture, there are specific rules and knowledge requirements for personnel, which affect the organization's effectiveness and reputation. Management in this culture can face significant challenges when trying to find a single path forward, as decisions made in meetings may not achieve unanimous agreement due to conflicting opinions among personnel who may struggle to accept others’ viewpoints. Leader Culture: The success of organizations with this culture depends on the abilities of the leaders or management teams. They must establish a system of communication that fosters trust and acceptance of the leaders. In this culture, individuals are allocated to roles that suit their skills and knowledge requirements. The organization remains compact but responsive to information. Leaders make decisive decisions, which may not always be fair but are necessary for the organization's efficiency and effectiveness.

The key concepts and practices essential for developing an effective organizational culture in educational institutions require both the capabilities of administrators to foster a positive culture within the organization and the cooperation of teachers and educational personnel. Together, they must work collaboratively to fulfill the institution's mission and achieve success to the best of their abilities. If an educational institution has a strong organizational culture, it will serve as a unifying force that brings personnel together, helping them understand the institution's objectives and enabling them to achieve the set goals. Administrators play a crucial role in leveraging organizational culture in ways that are appropriate for the personnel, community, and environment. As a result, effective management will lead to the successful attainment of established objectives (Nattanee Lamai Kae, 2567, p. 42).

In summary, organizational culture is the framework for the operations of personnel within an organization, serving as a guideline for collaborative work. Organizational culture influences the behavior of personnel in terms of thoughts, attitudes, and inclinations, integrating them to work in the same direction toward the established goals. The four forms of organizational culture—role culture, task culture, existential culture, and leader culture—differ from one another. In role culture, operations are distinctly divided into specific areas of responsibility. In task culture, personnel are selected and managed to develop their work to its fullest potential without being tied to the organizational structure. Meanwhile, in existential culture, personnel possess the knowledge and skills as defined by the organization, but this can lead to conflicting opinions that make it difficult to reach consensus in planning due to each individual's ego and expertise. In leader culture, the organization is compact, but leaders can foster trust and confidence among team members. A careful and decisive management approach can lead the organization to success. Each of the four types of organizational culture has its own advantages and disadvantages. The way in which organizational leaders manage or change their organizational culture for advancement in all areas ultimately depends on their decisions.

## Decision-making

Decision-making is the process by which individuals or groups utilize knowledge, skills, experience, various background information, as well as techniques and methods to analyze and evaluate options in order to select the best alternative. This is done with the expectation that the chosen alternative will yield the desired results (Juthamas Diapan, 2020, p. 15). It is crucial for leaders to develop their own effectiveness and efficiency, as well as that of their groups and organizations, including other individuals in society who may be affected by the decisions made. Correct and appropriate decisions in each situation will help individuals, groups, and organizations achieve their goals and operate in the right direction. Conversely, poor decision-making can hinder the achievement of goals and the effectiveness of operations (Dr. Chaisak Phujaroen, 2018, p. 49). The decision-making processes of senior executives, middle managers, and team leaders differ based on the nature of the problems and surrounding circumstances, leading to variations in the information and confidence they have in making decisions. We can categorize decisions according to the structure of the problems into three types: Structured Problems: These are decisions related to routine tasks. Structured decisions have clearly defined criteria and procedures and are often referred to as programmed decisions, typically made by lower-level managers and team leaders. Unstructured Problems: These involve decisions about irregular issues that cannot be planned in advance, often concerning uncertain future events. They require information from the environment and the discretion of the decision-maker. These are known as non-programmed decisions, usually made by senior executives. Semistructured Problems: These decisions fall between structured and unstructured problems. They involve a mix where some aspects can apply established criteria and procedures, while other parts require the decision-maker's judgment to resolve issues. These problems typically arise for senior and middle managers (Nattapan Kejornan, 2008, pp. 146–147, cited in Juthamas Diapan, 2020, p. 15). Decision-making (Decision Making) can be divided into seven steps as follows:

1. Identifying the Decision: The first step in sound decision-making is recognizing a problem or opportunity and deciding to address it. Identify why this decision makes a difference to personnel.

2. Gathering Information: When gathering information for fact-based decision-making, it's crucial to evaluate information, determining what's relevant to the decision and how to obtain it. Then, identify individuals to involve.

3. Identifying Alternatives: With a clear understanding of the problem, list various solutions. Having diverse options when making decisions helps determine the best approach to achieve objectives.

4. Weighing Evidence: This step involves "assessing feasibility, acceptance, and desirability" to determine the best option. Weigh the pros and cons, choosing the option with the highest chance of success. Seeking credible opinions can offer fresh perspectives. The Priority Matrix (from the QC New 7 Tools) can be used to score and prioritize options.

5. Choosing Among Alternatives: When making a final decision, ensure you understand the risks involved. Various options can be selected. With a complete understanding of relevant information and potential risks, implementation begins.

6. Creating a Plan for Implementation: This involves identifying necessary resources and gaining support from personnel and stakeholders. Involving others in the decision-making process is crucial for effective plan execution. Be prepared to answer questions or concerns.

7. Reviewing the Decision: Often overlooked, this crucial step in the decision-making process involves evaluating the decision's effectiveness and identifying areas for improvement in the future. (Sukhum Ratanaseri-kiat, 2023)

Every step in the decision-making process—recognizing the problem, gathering information, exploring diverse options, weighing the pros and cons, considering potential risks, planning, involving stakeholders, and reviewing the decision for future improvements—is crucial for organizations of all sizes, especially educational institutions. Administrators need a step-by-step decision-making process because their decisions can significantly impact a wide range of personnel.

### **Decision-making by school administrators**

Decision-making by school administrators within an organization relies on personnel in two capacities: operational-level and administrative-level work. Administrators, in particular, are responsible for planning, organizational management, administration, coordination, and control. Therefore, all decisions made by school administrators should be systematic. Tannenbaum (cited in Dr. Teeraphol Pengchan, 2023, pp. 253-254) states that systematic decision-making follows systems theory, encompassing these steps: Problem Recognition and Definition: This is crucial in administrative decision-making. Failure to recognize a problem prevents attempts at resolution and decision-making. However, simply reacting to problems is insufficient; proactive anticipation of potential problems is necessary. Problem Identification: Once a problem is recognized or anticipated, it must be clearly identified: its location, constituent sub-problems, and the order of priority for addressing them. Generating Alternatives: Defining numerous possible solutions allows for a clear comparison of their advantages and disadvantages, leading to a better, more suitable choice. Generating alternatives often faces knowledge limitations; therefore, involving individuals from various departments broadens the range of options. Selecting Alternatives: After identifying various options, a decision must be made to implement one. Selecting the option with the highest potential yield isn't always possible due to constraints. The best achievable outcome is selected by minimizing those constraints. Implementation and Evaluation: Once a solution is chosen, a plan is implemented, followed by monitoring and evaluation to address potential shortcomings. Effective implementation and evaluation are crucial for achieving goals through sound decision-making. Effective decision-making depends on the factors mentioned above and a systematic approach. According to Griffith (1959, p. 94), the effectiveness of a school administrator is directly proportional to the frequency of their decisions. This suggests that effective school administrators should delegate decision-making to lower-level administrators and operational staff, overseeing the process rather than making all decisions themselves. While making decisions, administrators should adhere to these principles:

1. Separate the process of identifying issues from the evaluation and decision-making process.
2. Decision-makers must be committed and determined to overcome obstacles.
3. Decision-makers should focus intently on the problem, avoiding haste.
4. During the decision-making process, understand the atmosphere surrounding the problem.
5. Decisions should be firm and not swayed by opposition, prepared to face any consequences.

In summary, school administrators encounter various challenges. Their decisions significantly impact teachers and educational personnel. However, they can mitigate risks by delegating decision-making to lower levels of school administration, including heads of academic affairs, personnel, general administration, and budget. This may extend to grade-level heads, subject matter group leaders, and other relevant stakeholders. This collaborative approach enhances planning and problem-solving effectiveness.

## Conclusion

This article examines four distinct organizational culture types: 1) Role-Oriented Culture, 2) Work-Oriented Culture, 3) Individualistic Culture, and 4) Leadership-Oriented Culture. These cultures vary depending on context, societal conditions, and long-established personnel behaviors, impacting the development of both small and large organizations, including educational institutions. Maintaining a single organizational culture type for extended periods can hinder the integration of other models to address weaknesses. The decision-making and experience of school administrators are crucial in adapting these four cultural types to optimize their effectiveness. The decision-making process itself is paramount. School administrators can mitigate decision-making risks by delegating authority to lower-level administrators and involving stakeholders in the decision-making process, thus improving planning and problem-solving efficiency.

## Reference

- Assoc. Prof. Dr.Himtaep, M. (2022). Concepts of self-management. Retrieved March 21, 2067, from <https://www.gotoknow.org/posts/710693>
- Assoc. Prof. Dr.Penchan, T. (2023). Modern educational administration: Principles and theories for operation: Learning Center of Isan Buddhist Arts, Udon Thani Rajabhat University.
- Assoc. Prof. Ratchadaporn U., (2023). Organizational culture enhancing learning in organization. Retrieved March 22, 2067, from [https://www.khonatwork.com/post/Organizational culture enhancing learning in organization/A3-1](https://www.khonatwork.com/post/Organizational%20culture%20enhancing%20learning%20in%20organization/A3-1)
- Deepan, J. (2020). Administrators' decision making and school effectiveness under Nonthaburi Primary Educational Service Area Office. Retrieved March 22, 2067, from Silpakorn University.
- Dr.Chaihong, V. (2015). School culture. Retrieved March 20, 2067, from [https://drweeraopng.blogspot.com/2015/02/blog-post\\_40.html](https://drweeraopng.blogspot.com/2015/02/blog-post_40.html)
- Dr.Pujaroen, C. (2018). Leadership. Retrieved March 20, 2067, from <https://www.google.co.th/books/edition>
- Lamaikae, N. (2024). Guidelines for developing organizational culture of Intarmaporn Anusorn School under Samut Prakan Primary Educational Service Area Office 1. Retrieved March 22, 2067, from M CJU Buriram Academic Journal.
- Ministry of Education Administration Act, B.E. 2546 (2003). Retrieved March 20, 2067, from Office of the Council of State.
- Poonsawat, A. (2020). Model of sustainable organizational culture. Retrieved March 22, 2067, from Humanities and Social Sciences Network Journal Vol. 3 No. 3 September - December 2020.
- Rattanaserekiart, S. (2023). Decision making. Retrieved March 21, 2067, from <https://pmcexpert.com/decision-making>
- Suksavang, S. (2018). 5 steps of good decision making. Retrieved March 21, 2067, from <https://www.sasimasuk.com/17026107/5-decision-making>