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**ORGANIZATIONAL CULTURE OF SECONDARY EDUCATIONAL
INSTITUTIONS: STAFF'S' ASSESSMENT OF REAL AND DESIRABLE
TYPES OF CULTURE**

Based on the empirical investigation findings the authors analyze the distinctive features of teaching staff's assessment of real and desired types of organizational culture of secondary schools. The authors have found some inconsistencies in the development of real and desirable types of organizational culture and have identified possible psychological and pedagogical conditions to neutralize them.

Keywords: *secondary educational institutions, organizational culture, real organizational culture, desirable organizational culture, clan-type organizational culture, adhocratic organizational culture, market organizational culture, hierarchical organizational culture*

Introduction. High levels of educational organizations' culture are necessary prerequisites for modernization of educational system and innovative development of secondary education in Ukraine.

The formation and development of organizational culture as the foundation for improvement of modern secondary schools' competitiveness is extremely important. Only having built an organizational culture at appropriate levels, one can expect an effective organizational development of secondary schools.

An important mission of modern schools is the effective management of organizational culture. In turn, the management of organizational culture is impossible without its full assessment in specific secondary schools.

Analysis of relevant research findings and literature. Analysis of the psychological literature suggests that the issue of formation and development of organizational culture have drawn much attention of foreign and Ukrainian researchers who investigated the essence of organizational culture [3; 4; 8; 11; 12], the distinctive characteristics of organizational culture [15; 16], the effects of national factors on organizational culture [10; 14], etc.

Widely known are the investigations of diagnostic and assessment methods of organizational culture [5; 7; 8]. Some psychological aspects of secondary schools' organizational culture have been also studied by a number of Ukrainian scientists (V.G. Bazeliuk [1], L.M. Karamushka [6; 7], and I.I. Snadanko [7; 11]).

However, there is still a need for clarifying the features of the real and desired types of organizational culture of secondary schools.

It is well-known that the analysis of any phenomenon should start with the analysis of its real and desired states. Applying this principle to secondary schools' organizational culture the investigators should first find out the levels of its development and determine its critical and non-critical elements. This may help in determining the ways of development of organizational culture of a secondary educational institution that would best suite its objectives and interests.

Tasks:

1. Finding out and analysis of real and desirable types of organizational culture of secondary educational institutions.
2. Comparative analysis of real and desirable organizational culture assessed by teaching staff of secondary schools.

The investigation supervised by L.M. Karamushka, corresponding member of NAPS of Ukraine, Dr of Psychology, Prof., was conducted under the research project of the Laboratory of Organizational Psychology of G.S. Kostiuk Institute of Psychology of NAPS of Ukraine: *'Psychological Determinants of Organizational Culture'* (2013-2015) (state registration number 0113U002096).

Results and discussion. To determine the real and desired types of organizational culture of secondary schools of innovative and traditional types we

used the *Organizational Culture Assessment Instrument* (OCAI) by Kim S. Cameron and Robert E. Quinn [5].

K. Cameron and R. Quinn have proposed a two-dimensional evaluation of organizational culture. The first dimension measures organizations' flexibility on the scale from the organizational versatility and pliability to the organizational rigidity and longevity. The second dimension characterizes organizations by the criteria of internal orientation - external orientation, integration – differentiation, and unity - competitiveness. Correspondingly, following four types of organizational culture can be diagnosed: *clan-type, adhocratic, market, and hierarchical*.

The obtained data were analyzed using SPSS (version 13).

The sample included 402 school staff members from 8 secondary schools from Kiev region.

Analysis of the obtained data (Table 1.) suggests differences between the real and desirable types of organizational culture of secondary schools.

Table 1

Real and desirable types of organizational culture as assessed by secondary school staff (% of the sample)

Types of organizational culture	Respondents' assessed organizational culture	Levels of organizational culture		
		<i>high</i>	<i>medium</i>	<i>low</i>
Clan-type	real	28.9***	40.5***	30.7***
	desirable	30.2***	36.9***	32.9***
Adhocratic	real	27.6***	41.2***	31.2***
	desirable	24.6***	45.2***	30.2***
Market-type	real	12.1***	65.8***	22.1***
	desirable	31.4***	39.9***	28.6***
Hierarchical	real	27.9***	33.9***	38.2***
	desirable	25.1***	44.7***	30.2***

*** (p<0.001)

As seen from the table some types of organizational culture, in the respondents' view, were more desirable than their organizations' real culture.

The most desirable type was found to be the *market-type* organizational culture supported by 31.4% of respondents and reaching high levels of development. However, only 12.1% of respondents (almost three times fewer) noted that this type of organizational culture was real and highly developed in their organizations.

It suggests that the secondary school staff had a distinct need of this type of organizational culture. The market-type organizational culture has the following *advantages*: promotion of organizations' competitiveness, staff's motivation for competitive actions, organizations' competitiveness-relevant efficiency, etc. However, this type of organizational culture has some drawbacks (*limitations*), too. They are organizations' heavy work task orientation, managers' application of 'hard' competition strategies (authoritative decision-making and interaction with subordinates) etc.

Given the positive characteristics of the market-type organizational culture and the respondents' strong need of it, we can suggest that this type of organizational culture can be efficient if used with constructive competition strategies based on partnership, competitors' mutual respect, and orientation toward personal and professional development. This suggestion is supported by the findings obtained in the research done by O.A. Fil [13; 17].

Some differences between real and desirable types of organizational culture were also found regarding the *clan-type organizational culture*. As seen from Table 1, the desirability of this type of organizational culture was noted by 30.2% of the respondents with 28.9% of them naming it as highly developed real organizational culture.

It should be noted that the clan-type organizational culture has a number of *positive aspects* which include friendly relations between workers, family-like school organization, staff's perception of leaders and managers as mentors, staff's organizational commitment, dedication to traditions, cohesion, high morale, and benevolence towards customers of educational services, teamwork, as well as superiors' care for staff's welfare, etc.

However, in our view, this type of organizational culture, like the previous one, also has some *negative aspects*. To name some of them: employees' limited freedom due to their friendly obligations as they are responsible for the positive psychosocial climate in the collective and mainly compromise- and cooperation-oriented in conflict situations which sometimes may not contribute to solving the problems.

These findings suggest that certain types of organizational culture are less desirable than their real manifestations. Although not clear-cut, these differences were present.

To the above mentioned types of organizational culture belongs the *hierarchical type*. As seen from the data presented in Table 1, it was desirable for 25.1% of respondents whereas 27.9% of them said it was real and highly developed.

According to the investigation method, the hierarchical type of organizational culture is *positively* characterized by staff's clearly regulated activities, formal work rules, and gradual organizations' development.

On the other hand, the hierarchical type of organizational culture has certain *negative aspects*, too. The overload of formal rules and regulations, certain lack of freedom and independence in work, staff's poor involvement in organizations' policy-making are just some of them.

Based on the obtained data, it can be suggested that secondary schools have a bit too many formal approaches to work organization due to the nature of educational work (care for the younger generation, the organization of a clear system of knowledge and skills, responsibility for students' life and development, etc.). However, the teaching staff need more work freedom and autonomy that can positively affect both the content of educational work and promote the development of students' self-reliance qualities. Educators' autonomy, initiative and creativity have been necessitated by many Ukrainian researchers: O.I. Bondarchuk investigated its importance for school managers' personal development [2], O.V. Kredentser stressed out the importance of entrepreneurial

behaviors for teachers' work [9; 18]).

Thus, secondary schools' work aimed at promoting staff's self-reliance, initiative and creativity may be a promising aspect of development of secondary schools' organizational culture.

In addition, a certain shift in the way of 'reality' has been found in relation to the so-called *adhocratic* organizational culture. This is evidenced by 24.6% of the respondents who noted its high-level desired status, while 26.7% of the respondents noted its real status at high level of development.

The adhocratic organizational culture is *positively* characterized by innovation and creativity in problem-solving, staff's ability to take risks, and a leading role of individual initiative and freedom, etc.

However, like any other type of organizational culture, this type has certain *limitations* which include external orientation (in contrast to the clan-type organizational culture's internal orientation), continuous monitoring of the external organizational environment and interaction strategies with other organizations, constant review of external trends in the education space, etc., that cause difficulties in schools' work.

The data obtained from the whole sample suggest a certain *contradiction* in secondary school staff's assessment of the desirability and reality of different types of organizational culture. On the one hand, the respondents have a distinct orientation towards broader implementation of the market-type organizational culture that should be, in our view, quite close to the adhocratic organizational culture. But in our case, the market-type organizational culture is more associated with the clan-type organizational culture and does not offer schools' good orientation in educational space that can have negative effects.

Conclusion. The investigation found certain *inconsistencies* in secondary school staff's assessment of the real and desirable types of organizational culture.

The obtained findings are advised to consider by heads and staff of secondary schools in optimizing school work.

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Карамушка Л.М., Шевченко А.М., Івкін В.М.

Організаційна культура загальноосвітніх навчальних закладів: оцінка педагогічними працівниками «існуючого» та «бажаного» типу культури

У статті на основі емпіричного дослідження представлено особливості оцінки педагогічними працівниками «існуючого» та «бажаного» типу організаційної культури загальноосвітніх навчальних закладів. Виявлено певні протиріччя в рівні розвитку «реального» та «бажаного» типу організаційної культури загальноосвітніх навчальних закладів та визначено можливі психолого-педагогічні умови їх подолання.

Ключові слова: загальноосвітні навчальні заклади; організаційна культура; «існуюча» організаційна культура; «бажана» організаційна культура; «кланова», «адхократична», «ринкова» та «ієрархічна» організаційна культура.

Карамушка Л. М., Шевченко А., Івкін В.М. Организационная культура общеобразовательных учебных заведений: оценка педагогическими работниками «существующего» и «желаемого» типа организационной культуры

В статье на основе эмпирического исследования представлены особенности оценки педагогическими работниками «существующего» и «желаемого» типа организационной культуры общеобразовательных учебных заведений. Выявлены определенные противоречия в уровне развития «существующего» и «желаемого» типа организационной культуры общеобразовательных учебных заведений и возможные условия их преодоления.

Ключевые слова: общеобразовательные учебные заведения; организационная культура; «существующая» организационная культура «желательна» организационная культура; «кланова», «адхократическая», «рынкова» и «иерархическая» организационная культура.