

PSYCHOLOGICAL CHARACTERISTICS OF ORGANIZATIONAL DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS

The article reveals the essence of organizational development and its key characteristics. The authors substantiate the significance of organizational development for educational organizations and, based on the results of empirical research, analyzes the educational institution personnel's assessment of difficulties, resources, psychological factors of and conditions for organizational development.

Keywords: educational organizations; organizational development; difficulties of organizational development; resources of organizational development; psychological factors and conditions for organizational development.

Стаття розкриває сутність організаційного розвитку і його ключові характеристики. Автори обґрунтовують значення організаційного розвитку для освітніх організацій і, базуючись на результатах емпіричного дослідження, аналізує оцінку персоналом освітніх організацій труднощі, ресурси, психологічні чинники і умови організаційного розвитку.

Ключові слова: освітні організації; організаційний розвиток; труднощі організаційного розвитку; ресурси організаційного розвитку; психологічні чинники і умови організаційного розвитку;

Статья раскрывает сущность организационного развития и его ключевые характеристики. Авторы обосновывают значение организационного развития для образовательных организаций и, основываясь на результатах эмпирического исследования, анализирует оценку персоналом образовательных учреждений трудностей, ресурсов, психологических факторов и условий организационного развития.

Ключевые слова: образовательные организации; организационное развитие; трудности организационного развития; ресурсы организационного развития; психологические факторы и условия организационного развития;

Introduction. The life today is characterized with change. Changes take place in the society, organizations or individuals. The change is a part of human nature and therefore continuous. (Wamwangi, K., 2003).

The analysis of last publications. One of the change management strategies is *Organizational Development* which has been in operation for the last forty years. Basics of Organizational Development were created by Kurt Lewin (Lewin, K., 1958).

Organizational Development may be described as a methodology or technique used to make changes in an organization or section of an organization with a view of improving the organization's effectiveness. Organizational Development has the following attributes: it is a planned process of change; it applies behavioral science knowledge; it aims at the change of organization culture; it aims at reinforcement of organization strategies, structures and processes for improving organization's effectiveness and health; it applies to an entire system of an organization, department or group as opposed to an aspect of a system; it targets long-term institutionalization of new activities such as operation of self-managed or autonomous work teams and other problem solving capabilities (Wamwangi, K., 2003).

Underlying Organizational Development are *humanistic values*. N. Margulies articulated the humanistic values of Organizational Development as follows: providing opportunities for people to function as human beings rather than resources in the productive process; providing opportunities for each organization member, as well as for the organization itself, to develop to his/her full potential; seeking to increase the effectiveness of the organization in terms of all of its goals; attempting to create an environment in which it is possible to find exciting and challenging work; providing opportunities for people in organizations to influence the way in which they relate to work, the

organization, and the environment; treating each human being as a person with a complex set of needs, all of which are important in his/her work and in his/her life (Margulies, N., 1972). The goal of Organizational Development is to increase the long-term health and performance of the organization, while enriching the lives of its members (Organizational development in education..., 2001).

The ideas Organizational Development are currently under development in many ways which include comparative infrastructure development of organizational development (Organizational development in education..., 2001), social areas, for example, in finance (Ortego, J., 2009), long-lasting effects of organizational development, in particular, for senior employees (Roux, P., 2008), analysis of the conflict of values being an obstacle for the organizational development (Zakharova, L., 2008).

One of the important areas to realize the ideas of Organizational Development is *education*, as, in our opinion, it must promptly respond to changes in the society and is focused on training, development and education of the growing individuals who have quickly to adapt to the society. Moreover, it is the educational organization that needs the application of humanistic ideas the most. Analysis of the relevant literature shows that the idea of Organizational Development in education has been widely discussed in western countries, especially in the U.S. It is done through the analysis of the nature of Organizational Development, the development of information-based change tools (feedback and action planning, surveys, interviews, direct observations, etc.) and process tools (process consulting, role and responsibly charting, etc.) (Organizational development in education..., 2001), setting up Counseling Centers for Organizational Development and Leadership (ODL) which provide consulting, program development and research services for executive leaders and academic departments in the areas of leadership development, planning, and assessment within higher education nationally and internationally (see, for example, Center for Organizational Development., 2009). It is also done through staff's Organizational Development training (see, for example, Doctor of Philosophy in Educational Leadership and Organizational Development, 2012), creation of special public organizations (see, for example, UNNATI Organization for Development Education..., 1990) and networks (see, for example, Professional and Organizational Development Network..., 2007) specializing in Organizational Development as well as special Organizational Development departments in universities (see, for example, the Organizational Development Division..., 2011). As to *Ukraine*, in spite of the fact that various aspects of change management are widely represented in educational organizations (Karamushka, L.M., 2008), the problem of educational organizations' development has not yet attracted much attention of researchers and practitioners. It can be accounted for, primarily, by the country's current social and economic difficulties and educational organization managers' and staff's poor knowledge of the subject.

Hence, the relevance and scientific importance of the problem in question have determined the following **research objectives**:

- 1) Analysis of the main difficulties in educational organizations' development;
- 2) Finding our resources for educational organizations' development;
- 3) Identification of the key factors of organizational development of educational organizations;
- 4) Analysis of the main conditions for organizational development of educational organizations.

Research methods and sample

For the survey we applied a comprehensive *questionnaire* 'Organizational Development of the Organization' (L.M. Karamushka, 2009) which included six sets of questions about various aspects of educational organizations' development.

The investigation was conducted in eight secondary comprehensive educational institutions of traditional and innovative types (four schools of each type) in the city of Kiev and Kiev region (Ukraine) in 2011. The sample included 810 school staff (400 from the innovative organizations and 410 from the traditional ones). The data were processed using SPSS (v. 17).

Main results

1. The main difficulties of educational organizations' development

Analysis of the difficulties encountered during the organizational development (on the whole sample) has identified three groups of difficulties according to their content, meaning and quantitative value.

Table 1

Difficulties of educational organizations' development (% of the respondents)

Difficulties of organizational development	% of the respondents
1. Financial and economic difficulties;	
Lack of financial and economic resources	77.4
2. Psychological and managerial difficulties in educational organization personnel's work:	
Personnel's indifferent attitudes to organizational development	26.9
Ignorance of the nature of organizational development	22.6
Personnel's passiveness	10.9
Administration's indifferent attitudes to organizational development	10.0
Personnel's unpreparedness for organizational development	9.2
3. Difficulties in rendering managerial and psychological counseling to educational organizations in matters of organizational development:	
Lack of organizational development counseling to educational organizations	18.2
Lack of psychological support for organizational development	12.4
Lack of examples of organizational development in the system of education	11.4
Lack of contacts with other organizations regarding organizational development	6.7

As is seen from Table 1, the leading difficulties are *the lack of financial and economic resources* that were noted by 77.4% of the respondents. This reflects, in our opinion, an objective situation that exists in most Ukrainian state-owned organizations which due to lack of financial and economic resources are unable to identify and implement new and innovative trends in their work.

This situation is particularly 'painful' to educational organizations whose mission is to be the 'cutting edge' and catalysts of reforms since they are responsible for timely and adequate adaptation of future generations to social changes.

Thus, allocations of financial and economic resources to organizational development at state, regional and local levels will provide for effective solution of the problem in question.

The *second* group of most encountered difficulties are *personnel's indifferent attitudes to organizational development* (26.9%) and *ignorance of the nature of organizational development* (22.6%).

This group also includes, though with a wide margin, *personnel's passiveness* (10.9%), *administration's indifferent attitudes to organizational development* (10.0%), and *personnel's unpreparedness for organizational development* (9.2%) which were mentioned by every fifth responded.

This suggests that along with the financial and economic difficulties that arise in the process of organizational development, there are *psychological and managerial difficulties* that are directly related to the activities of administrators and managers and their understanding of the content of organizational development and managers' and personnel's relevant training.

Thus, actualization of and personnel's' need to be involved in organizational development thanks to their seeing of the real opportunities for their personal development and professional status improvement can help in solving this problem. An important role in this can be played by special trainings in the form of seminars, workshops, etc. according to the author's experience educational organization personnel demonstrates great interest in and activity and initiative during trainings.

The *third* group of difficulties is made up of the difficulties dealing with the managerial and psychological counseling in the matters of organizational development: *lack of organizational development counseling to educational organizations* (18.2%), *lack of psychological support for organizational development* (12.4%), *lack of examples of organizational development in the system of education* (11.4%), *lack of contacts with other organizations regarding organizational development* (6.7%) (see Table 1). The abovementioned difficulties were noted by every tenth respondent.

To our mind, rendering advice to educational organizations in the matters of organizational development by the district and city departments of education and psychological services as well as sharing experience between educational organizations will make it possible to improve the existing situation. However, this calls for counselors' special training in the institutions of post-graduate pedagogical training.

Thus, it can be concluded that the main difficulties faced during educational organizations' development are both *financial-economic* and *psychological-managerial*.

2. The resources for organizational development of educational organizations

The investigation of the main resources for organizational development found the *informational resources* to be the *most important*. They were noted by 84.3% of the respondents and included students' and methodological books and periodicals that highlighted the content of training, innovative trends in education and science, as well as access to Internet, application of media education technologies, etc. (Table 2). This supports the idea that in the modern world information plays a key role in organizing both the society as a whole, and organizations and individuals.

The *second most important resources*, almost equally represented were the *material and financial resources* (certain material and financial opportunities) (55.0%), *technological* (the use of educational and communication technologies) (53.7%), and *psychological* (consideration of the psychological characteristics of organizations, groups, and individuals) (51.0%). As shown in Table 2, the importance of these resources was indicated by approximately every second respondent.

Table 2

Resources for educational organizations' development (% of the respondents)

Resources for organizational development	% of the respondents
1. Informational	84.3
2. Financial-economic	55.0
3. Technological	53.7
4. Psychological	51.0

When analyzing these types of resources it should be noted that the psychological resources were equally important as the material-financial and technological ones. To our mind, this shows a certain positive shift in educational organization personnel's understanding of the role of psychological resources in ensuring organizational development of educational organizations.

3. Psychological factors of organizational development of educational organizations

Analysis of the psychological factors of organizational development (on the whole sample) found *three* basic groups of psychological factors according to their content, meaning and quantitative value.

Table 3

Psychological factors of educational organizations' development (% of the respondents)

Psychological factors of organizational development	% of the respondents
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Organization's competitiveness	45.8
Application of innovative types of business communication	39.3
Personnel's personal development	38.6
Personnel's professional and career development	38.6
Personnel's tolerance	35.8
Effective business communication	34.8
Managers' use of effective decision-making technologies	34.1
Personnel's psychological readiness for organizational development	32.3
Personnel's competitiveness	26.9
Personnel's entrepreneurial behaviors	17.2

As one can see in Table 3, the *leading* factor of educational organizations' development is *organization's competitiveness* noted by 45.8% of the respondents which proves the idea that organization's competitiveness much spoken about nowadays is perceived as a really important determinant of organizational development.

The *second* most important factors noted by 32.3% to 39.3% of the respondents were divided into three subgroups. *Subgroup 1* included the factors dealing with *personnel's development*: personnel's personal development (38.6%), personnel's professional and career development (38.6%), personnel tolerance (35.8%), and personnel's psychological readiness for organizational development (32.3%). *Subgroup 2* comprised the factors having to do with *managers' use of effective decision-making technologies* (34.1%). And *Subgroup 3* was made up of the factors dealing with *business communication* in organizations: innovative types of business communication (39.3%) and effective business communication (34.8%).

In other words, the second group of factors of educational organizations' development deals with managers' effective decision-making, business communication, and personnel's professional development.

And the *third* group of factors included *personnel's competitiveness* (26.9%) and *personnel's entrepreneurial behaviors* (17.2%) noted by around every fifth respondent. This suggests that most respondents were quite unaware of the fact that organizations' competitiveness directly depends on and is composed of personnel's competitiveness, and that only by developing personal competitiveness one can ensure the organizations' competitiveness.

As to the respondents' poor understanding of the role of their entrepreneurial behavior in educational organizations' development it can be explained by the fact that (1) individual entrepreneurial behavior is only at the initial stage of its formation in Ukraine due to its immature market economy, and (2) by the existing stereotypes that individual entrepreneurial behaviors are proper only for business, not for the system of education.

4. Conditions for organizational development of educational organizations

The investigation found three groups of conditions for educational organizations' development: a) informational-self-educational, b) professional interactions and professional contacts, c) psychological (*Table 4*).

Table 4

Conditions for organizational development of educational organizations (% of the respondents)

Conditions for organizational development	% of the respondents
1. Informational and self-educational conditions:	

Personnel's self-education and self-analysis	59.2
Personnel's relevant knowledge (literature, CD, internet, etc.)	51.2
<i>2. Professional interactions and professional contacts:</i>	
Personnel's trainings	51.5
Creation of professional groups to share experience and discuss problems	47.5
Contacts with foreign educational organizations	31.6
Contacts with Ukrainian educational organizations	30.8
<i>3. Psychological conditions:</i>	
Individual counseling	16.7
Group counseling	12.9

The *topmost* in the hierarchy of conditions for educational organizations' development were *informational and self-educational conditions* (self-education and self-analysis (59.2%) and personnel's relevant knowledge (literature, CD, internet, etc.) (51.2%)), followed by the conditions of *professional interactions and professional contacts* (personnel's trainings (51.5%), creation of professional groups to share experience and discuss problems (47.5%), contacts with foreign educational organizations (31.6%), and contacts with Ukrainian educational organizations (30.8%)). It's noteworthy that the latter group is the most numerous in terms of factors.

The lowest in the hierarchy are the *psychological conditions*: individual counseling (16.7%) and group counseling (12.9%). This group of factors being about three times less valuable than the first and second groups is about rendering both group and individual psychological assistance to educational organizations' personnel.

The obtained findings suggest that in order to provide for effective organizational development the abovementioned conditions should be considered paying special attention to the disproportionately neglected psychological conditions

Conclusions

1. *The main difficulties* encountered in the process of organizational development, of educational organizations include: a) the financial and economic difficulties, b) the difficulties related to psychological and managerial aspects of work of personnel in educational organizations, c) difficulties relating to rendering managerial and psychological counseling to education organizations in matters of organizational development.

2. A number of positive and negative aspects of the respondents' assessment of psychological factors of organizational development have been revealed.

The *positive aspects* include rather great importance the personnel attach to educational organizations' competitiveness, their professional and personal development, psychological readiness for organizational development, effective decision making, and effective business communication using innovative forms.

The *negative aspects* of the respondents' assessment of psychological factors of organizational development include personnel's underestimation of their own competitiveness (which suggests a disparity in their evaluation of various manifestations of competitiveness) and a low importance of entrepreneurial behaviors for educational organizations' development.

3. An important role in organizational development of educational organizations of traditional and innovative types is played by the *psychological resources and conditions*.

4. The obtained findings are advised to take into account in developing strategies of organizational development in educational organizations.

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