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EFFECTS OF ORGANIZATION-LEVEL AND INDIVIDUAL-LEVEL FACTORS ON ORGANIZATIONAL CULTURE TYPES OF EDUCATIONAL INSTITUTIONS

Karamushka, L.M., Tereshchenko, K.V., Ivkin, V.M. Effects of organization-level and individual-level factors on organizational culture types of educational institutions. The article deals with the distinctive characteristics of organizational cultures of educational organizations. In their empirical investigation the authors analyzed secondary schools' organizational cultures, identified the organization- and individual-level factors that affected the developmental levels of organizational cultures of secondary schools, as well as revealed the relationships between the types of organizational culture and organization-level factors (educational organization's type, organization's work force (number of people employed by the organization), organization's 'age', and organization's location) and individual-level factors (organizational, professional and socio-demographic).

Keywords: educational organizations; organizational culture; organizational culture types; organization-level factors; individual-level factors; educational institution's type.

Карамушка Л.М., Терещенко К.В., Ивкин В.М. Влияние факторов организационного и личностного уровня на тип организационной культуры образовательных учреждений. В статье раскрыта специфика организационной культуры образовательных организаций. В ходе эмпирического исследования проанализированы типы организационной культуры общеобразовательных учреждений. Выделены факторы, которые могут влиять на уровень развития типов организационной культуры учреждения: факторы организационного и личностного уровня. Раскрыта связь между типом организационной культуры и факторами организационного уровня («тип образовательной организации», «количество людей, работающих в организации», «время существования организации», «место нахождения организации»), также между типом организационной культуры и факторами личностного уровня (организационно-профессиональными и социально-демографическими факторами).

Ключевые слова: образовательные организации; организационная культура; типы организационной культуры; факторы организационного уровня; факторы личностного уровня; тип учебного заведения.

Introduction. An important way of increasing effectiveness of educational organizations is knowledge and

use of the psychological factors and conditions that can facilitate the attainment of educational organizations' objectives and help better satisfy their staff's needs. Organizational culture is one of such important factors.

One of the areas of research on organizational culture of educational organizations, particularly in the context of its development, is the characteristics of different organizational culture types and the factors in their development.

Analysis of the latest research findings and publications. According to the existing approaches found in the relevant literature [4; 5; 8; 11], the most generally **organizational culture** can be defined as a certain hierarchy of values, rules, norms, traditions, ceremonies and rituals adopted by the organization and followed by its members.

Analysis of foreign [4; 5; 10-13] and Ukrainian [1; 2; 6; 9] sources suggests that the nature and structure of organizational culture have been widely represented in modern psychological literature. The most popular **typologies of organizational culture** based on the organizations' characteristics and their management systems [8] were developed, among others, K. Cameron and R. Quinn [12], W. Ouchi [7] and Ch. Handy [10].

Given the nature of educational institutions, including secondary schools, whose main objective is promotion of personality development, the most widely used and productive organizational culture typology seems to be the one proposed by Ch. Handy [10]. According to Ch. Handy there are **four types of organizational culture** [10]:

- *Role culture* - characterized by a high degree of formalisation and standardisation; the work of the functional areas and the interactions between them are controlled by rules and procedures defining the job, the authority that goes with it, the mode of communication and the settlement of disputes;
- *Task culture* - based on freedom of actions to achieve the goals and the distribution of power

- according to employees' professionalism, work performance and available resources, etc.);
- *Power culture* - characterized by the priority of managers' individual decisions, centralized control of resources, high work behavior regulation, etc.;
 - *Person culture* - typically has the weakest control over and limitations of employees' rights and freedoms, shows respect for individuals and their rights to take the initiative and be creative, etc.

It should be noted that the importance of this typology is due to the fact that it takes into account two main vectors of educational organizations' life related to both professional activities and interpersonal interactions of educators.

However, equally important is studying the factors that play the role in the development of organizational culture, including those that, according to our classification [8], are at the organization level and the individual level. The organization-level factors in organizational culture can be divided, in our view, into two main groups: a) external factors (relevant to the formal functional characteristics of organizations, eg. structural, organizational, territorial and organizational characteristics); b) internal factors (related to organizations' psychological characteristics, e.g. the level of organizational development, organizations' creativity, etc). The individual-level factors include employees' organizational, professional and socio-demographic characteristics. Although some of these factors have been covered in the literature, in particular referring to educational organizations [1; 6; 9], most of them need further study.

Due to the importance of the above-discussed problem and lack of its investigation, the **aim** of our inquiry was defined as finding out the levels of organizational culture types of educational institutions and the relationships between the types of educational institutions' organizational culture and the organization-level and individual-level factors.

Discussion and results. To study the types of organizational culture we used *Charles Handy Types of organizational culture* [10]. This instrument allowed to analyze the following types of organizational culture: the power culture, role culture, task culture and person culture.

The investigation was done on the sample of 475 secondary school principals and teachers from traditional and innovative secondary schools in Kyiv region.

The investigation was done in 2014 under the 'Psychological Determinants of Organizational Culture' research project carried out by the laboratory of organizational psychology at G.S. Kostiuk Institute of Psychology of the National Academy of Pedagogical Sciences (NAPS) of Ukraine in 2013-2015 and supervised by prof. L.M. Karamushka.

The first phase of the investigation dealt with finding out the types of organizational culture of educational organizations.

As seen from Table 1, the most developed (the highest level) organizational culture was the role culture (41.6%), followed by the task culture (29.6%), power culture (19.9%) and person culture (19.7%).

Table 1 Levels of development of educational organization culture types (%)

Organizational culture types	Levels of development of organizational culture types		
	Low	Average	High
Power culture	30.8	49.3	19.9
Role culture	21.5	36.9	41.6
Task culture	29.9	40.5	29.6
Person culture	38.5	41.8	19.7

These findings show that the role culture, being a conservative type of organizational culture according to the used classification [3], prevails in educational organizations. However, it seems positive that the power culture (another conservative organizational culture type) is less developed in Ukrainian educational organizations. Thus, it can be concluded that among the conservative educational organization cultures prevail functional rather than authoritarian cultures which also can be viewed positive.

The obtained results suggest that the progressive organizational cultures (task culture and person culture) are poorly represented in Ukrainian educational organizations. Hence, to be more efficient educational organizations should focus on the development of the progressive types of organizational culture.

In the **second phase** of the study we analyzed the links between the types of organizational culture and the organization-level factors (educational organization's type, organization's work force, organization's age, organization's location).

As shown in Table 2, there were positive correlations between the levels of task culture and person culture and the educational organizations' types ($p \leq 0.01 - 0.05$). Thus, high levels of tasks culture and person culture were more typical of innovative educational institutions rather than traditional ones. These data are consistent with the ideas of L.M. Karamushka and A.M. Shevchenko [3] that task culture and person culture represent progressive cultures, since they promote the development of both educational organization's staff and the educational organization as a whole.

Table 2 Correlations between organization culture types and organization-level factors (r)

Organization-level factors	Organization culture types			
	Power culture	Role culture	Task culture	Person culture
Educational organization's type	0.045	-0.001	<u>0.141*</u>	<u>0.219**</u>
Educational organization's work force	<u>0.139*</u>	0.114	-0.077	-0.057
Educational organization's age	-0.051	0.003	0.022	-0.065
Educational organization's location	0.095	0.012	-0.080	-0.063

* $p < 0.05$; ** $p < 0.01$

There were positive correlations between the levels of power culture and the educational organizations' work force ($p \leq 0.05$). Besides, a positive tendency ($p \leq 0.07$) was found between the levels of role culture and the educational organizations' work force (Table 2). Thus, power culture and role culture referred to by L.M. Karamushka and A.M. Shevchenko [3] as conservative types of educational organizations' culture were more typical of educational organizations with large numbers of employees. Perhaps this can be explained by the fact that large organizations are less flexible and more difficult to make changes in.

It should be noted that no links were found between the types of organizational culture and such organization-level factors as educational organizations' age and educational organizations' location. In other words, these factors did not significantly affect the educational organizations' cultures.

The **third phase** of the study analyzed the relationships between the types of organizational culture and the individual-level factors: organizational-professional factors (respondents' position, level of education, type of education, total length of service, positional length of service, qualification category, and title) and sociodemographic factors (respondents' age, gender and marital status).

As for the organizational-professional factors, as can be seen from Table 3, there were positive correlations between the levels of task culture and the respondents' positions ($p \leq 0.05$): the higher the respondents' positions, the more developed was task culture. Positive correlations were also found between the levels of person culture and the respondents' positions ($p \leq 0.01$): those with more pronounced person culture were holding higher positions. Thus, according to our findings, educational organizations' management was more focused on progressive, as defined by L.M. Karamushka and A.M. Shevchenko [3], types of organizational culture than rank-and-file workers.

Table 3 Correlations between organizational culture types and individual-level factors (organizational-professional) (r)

Organizationalprofessional factors	Organizational culture types			
	Power culture	Role culture	Task culture	Person culture
Position	0.071	0.033	<u>0.125*</u>	<u>0.165**</u>
Level of education	-0.036	-0.039	-0.069	-0.041
Type of education	0.007	-0.024	0.031	0.035
Total length of service	-0.017	0.000	0.035	0.040
Positional length of service	-0.038	-0.009	0.000	0.090
Qualification category	-0.094	-0.073	0.069	0.027
Title	-0.020	0.024	-0.072	-0.088

* $p < 0.05$; ** $p < 0.01$

The study found no significant links between organizational culture types and such organizational and professional factors as respondents' level of education, type of education, the total length of service, positional length of service, qualification category, and title.

Analysis of the associations between the organizational culture types and socio-demographic factors found negative correlations between the levels of power culture and the respondents' gender ($p \leq 0.01$): men were more focused on power culture than women (Table 4). On the other hand, there were negative correlations between the levels of role culture and the respondents' gender ($p \leq 0.05$): males were shown to be more role culture oriented than females. Thus, men were more inclined to 'hard' types of organizational culture, being, according to L.M. Karamushka and A.M. Shevchenko [3], the conservative cultures.

Table 4 Correlations between organizational culture types and individual-level factors (socio-demographic) (*r*)

Socio-demographic factors	Organizational culture types			
	Power culture	Role culture	Task culture	Person culture
Age	-0.029	-0.054	0.042	0.044
Gender	-0.165**	-0.145*	0.078	-0.003
Marital status	-0.040	-0.067	0.025	0.056

* $p < 0.05$; ** $p < 0.01$

However, the investigation did not find any significant associations between the organizational culture types and the levels of individual-level factors such as the respondents' age and marital status, which suggests that these factors are not essential for the formation of organizational culture of educational institutions.

Conclusions:

1. The conservative type of organizational culture (role culture) prevailed in educational organizations whereas the progressive type of organizational culture (person culture) was poorly represented in educational organizations.
2. Such progressive types of organizational culture as task culture and person culture were more typical of the innovative educational institutions rather than traditional.
3. The conservative types of organizational culture such as power culture and role culture were more developed in educational institutions with large numbers of employees rather than in educational institutions with a small number of employees.
4. The analysis of associations between the types of organizational culture and the respondents' organizational-professional characteristics showed that the higher the position of the respondents, the more they focused on task and person cultures.
5. Analysis of the relationships between the types of organizational culture and the respondents' sociodemographic characteristics showed that men more than women, focused on such 'hard' types of organizational culture as power culture and role culture.
6. The obtained results may be helpful in the practice of educational organizations to promote the development of the progressive types of organizational culture.

Our **follow-up** research may focus on the analysis of the joint impacts of several factors on the types of organizational culture of educational organizations.

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Карамушка Л.М., Терещенко К.В., Івкін В.М. Вплив чинників організаційного та особистісного рівня на тип організаційної культури закладів освіти. У статті розкрито специфіку організаційної культури освітніх організацій. У ході емпіричного дослідження проаналізовано типи організаційної культури загальноосвітніх закладів. Констатовано переважання в освітніх організаціях «консервативного» типу організаційної культури (культури «ролей») і недостатню представленість «прогресивного» типу організаційної культури (культури «особистості»).

Виокремлено чинники, які можуть впливати на рівень розвитку типів організаційної культури закладу: чинники організаційного та особистісного рівня. Розкрито зв'язок між типом організаційної культури та чинниками організаційного рівня («тип освітньої організації»; «кількість людей, які працюють в організації»; «час існування організації»; «місце розташування організації»), також між типом організаційної культури та чинниками особистісного рівня (організаційно-професійними та соціально-демографічними чинниками). Виявлено, що такі «прогресивні» типи організаційної культури, як культури «завдань» та «особистості», більш характерні для інноваційних навчальних закладів, ніж для традиційних. Встановлено, що «консервативні» типи організаційної культури, такі як культури «влади» та «ролей», більше виражені в навчальних закладах з великою кількістю працівників, ніж у навчальних закладах з малою кількістю працівників.

Дослідження зв'язку між типами організаційної культури та організаційно-професійними чинниками виявило, що чим вищу посаду займають респонденти, тим більше вони орієнтовані на культури «завдань» та «особистості». Аналіз зв'язку між типами організаційної культури та соціально-демографічними чинниками показав, що чоловіки більше, ніж жінки, орієнтовані на такі «жорсткі» типи організаційної культури, як культури «влади» та «ролей».

Ключові слова: освітні організації; організаційна культура; типи організаційної культури; чинники організаційного рівня; чинники особистісного рівня; тип навчального закладу.

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