COMPARATIVE ANALYSIS OF ORGANIZATIONAL CULTURE AND ORGANIZATIONAL BEHAVIOR IN THE PRIVATE AND STATE MIDDLE SCHOOL

Mariana Shehova – Kanelova
South-West University "Neofit Rilski" – Blagoevgrad, Bulgaria, m.shehova@swu.bg
Nevena Slavova Philipova
South-West University "Neofit Rilski" – Blagoevgrad, Bulgaria nevef@swu.bg

Abstract: The organizational culture is a factor that determines the individual and group behavior of people in the organization. The idea of the organizational culture is abstract, as it can not be seen nor touched, however it spreads everywhere and influences the ongoing processes in the organization. There are a number of definitions of the term "organizational culture" in modern literature, with no single commonly accepted definition. A survey questionnaire was used in conducting the present study, its issues reflect the design of organizational culture and organizational behavior in the studied schools in the daily activities of their teachers. Knowledge of the organizational culture is of particular importance in the field of governance for the development of successful policies, strategies and practices. The successful development of a culture would be easier only by perceiving its elements and their manifestations.
Keywords: organizational development, intergroup improvement, positive research, management, strategy, reform, innovation, private school.

INTRODUCTION

The human relationships are an essential element of culture in any organization . They express the attitude of leadership to the people in the organization, the relationships with partners, consumers, competitors, in the attitude to organizational rules and work tasks.

Organizational culture in the educational field is being discussed relatively soon. It is still a new and interesting area. The organizational culture of the school determines its individuality and uniqueness. It is of fundamental importance for managers, especially when many new directions of development arise and when strategic planning becomes mandatory and necessary. The acquaintance of alternatives to culture management implies a deeper knowledge of the common foundations of culture in school, which in turn facilitates the establishment of school culture[60].

As typical representatives of schools with their own and unique culture, breaking the stereotypes of the Bulgarian state school, private schools appear in the concept of society. They are characterized by such a culture where students feel secure and supported by their teachers and classmates; directors set the model and ensure the professional growth of teachers and staff, provide and develop an environment where teachers, administrators, parents, and students appreciate each other and contribute to building an atmosphere of respect for the personality; teachers work diligently for the success and improvement of the educational process in the school, have the opportunity for professional development in an environment of continuous improvement, constant learning and respect for the other.

Nowadays, it is very important for managers and consultants to talk about the culture of a company or organization. Recognizing cultural problems or managing through culture in the context of organizational management is an important task that is increasingly attracting the attention of both the scientists and the management teams[61].

Of prime importance is the modern management of the culture of the organization. The interest in organizational culture in recent years is based on the fact that it alone can explain the behavior of people in the organization and improve its effectiveness. Recognizing cultural issues or "managing through culture" in the context of organizational management is an important task that is increasingly attracting the attention of both the scientists and the management teams in the organization.

Knowledge and proper management of culture, and in particular school culture: favors the efficiency and productivity of the school; improves collegiality, collaboration, communication and problem-solving practices; encourages innovation and school upgrading; builds dedication and animates motivation; strengthens the energy and spirit of school staff and students.

The existence of a certain interest in why and how the different social organizations that unite people in their work exist and how they can be managed and made more effective and desirable for the individual. The presence or

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[60] journals.uni-vt.bg/getarticle.aspx?aid=957&type=.pdf
[61] Шехова-Канелова, М., Автореферат „ Модели за диагностициране на организационната култура в училището", стр.9 / Shehova-Kanelova, M., Avtoreferat „ Modeli za diagnostitsirane na organizatsionnata kultura v uchilishteto", str.9.

formation of a certain competence of readers in a number of areas of knowledge related to management, organization, human behavior, economy, etc. allows every person, regardless what they specialize and in what field they work, to understand the complexity and nature, the content of human relationships that make possible the normal and effective functioning and development of the various social organizations and institutions. These are the prerequisites of organizational behavior, "... which is perhaps one of the most impressive examples in the sociology of a field of scientific research formed on an inter - and multidisciplinary basis"[62].

ORGANIZATION AND METHODOLOGY OF THE STUDY
The study was conducted in March-April 2019, among the teaching staff of two schools in different fields. One school is located on the territory of the municipality of Dupnitsa and is state type, municipal school. The other school is on the territory of Sofia and is a private school. The subject of the survey is 34 people, including 1 director, 1 assistant director and 32 teachers - 9 senior teachers and 23 teachers working respectively in the city-district center and city-municipal center.
The information for this study was collected using an anonymous poll filled-in by each respondent personally. This study gives an opportunity to realize the relevant organizational culture and how it influences the behavior of the employees and the development and prosperity of the studied educational institutions.

ANALYSIS OF THE RESULTS OF THE CONDUCTED SURVEYS
This part of the study is based on a survey which contains questions on topics including the manifestation of the organizational culture of the school in the minds and behavior of its associates.
A dominant form of organizational culture of the school
This questionnaire aims to establish the dominant model of organizational culture at your school. The questionnaire contains two columns for answers to the questions: Column "Real" and Column "Desired".
The characteristics of the school from the "Real" Column are evaluated first, and then repeat the procedure with the "Desired" Column. Your task in the "Real" column is to answer the six questions about your own organization at the moment, as you judge it, not what you want to see for yourself.
It is necessary to allocate the 100 points between the four alternative characteristics - A, B, C and D by all criteria, according to the degree to which each corresponds to the situation in your own school organization. Most points are given to the feature that most closely approximates the actual condition. The total number for all criteria must be a total of 100 points for the four characteristics. In some of the characteristics you may not distribute points.
The same procedure is repeated with Column "Desired" - the way you want to see it in the future.
In this way, we will have two independent assessments of your school's culture: one of the actual one and the other one of the desired by you in 5-10 years.
Comment: The results of this questionnaire are processed in a "delta-diagnosis" to reach more precise definition of the predominant type of organizational culture in the school.

1.Dominant characteristics		PSS (*private secondary school*)		PHS (*professional high school*)	
		real	*desired*	*real*	*desired*
A	The organization has a very sincere atmosphere. It resembles an extended family. People share a lot about themselves.	62,3	61,6	**86,3**	70,3
B	The atmosphere in the organization is multidimensional and full of entrepreneurial spirit. People are not frightened by the "flow" and are always ready to take the risk.	74,2	73,4	75,7	76
C	The results are everything to our organization. The most important thing is to do the job. Spirit of competition and the pursuit of higher results predominate everywhere.	79,5	78,2	73,3	**78,3**
D	Our organization is strictly structured, with firm rules of leadership and control. Nearly every activity is subject to officially established procedures.	**83,4**	**86,8**	64	76

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[62] Naumov, I., Organizatsionno povedenie, S., 2004, str. 5/Наумов, И., Организационно поведение, С., 2004, стр. 5

Comment: From the processed results of the respondents from *the private secondary school*, the highest scores in Real and Desired columns are in criteria D. From which we infer that this school is strictly structured, there are firm rules of leadership and control and almost every activity is subordinate of formal procedures and the workers there want the organization to continue to develop in this way. The lowest result obtained in the delta diagnosis is in the Desire of Criteria A column, which may mean that employees in the private school at work lack the sincere family-like atmosphere despite their claim that it is an accurate one.

However, among the teachers surveyed by the professional high school, the highest score is in criteria A column Real, ie. this organization resembles an extended family where an sincere atmosphere reigns and people share a lot about themselves. Their desires, reflected in the Desire column, show that those people want their school to have a higher spirit of competition and a drive for higher results. The most important thing is to get the job done, the organization to be result-oriented. But here a work on establishing firm rules and control on the part of management is necessary.

2. MANAGEMENT OF THE ORGANIZATION

	2. *Management of the organization*	PSS (*private secondary school*)		PHS (*professional high school*)	
		real	*desired*	*real*	*desired*
A	It is generally accepted that the organization's leadership represents support, mentoring, concern.	72,9	72,4	74	80,3
B	It is generally accepted that the leadership of the organization embodies entrepreneurial spirit, innovation or readiness to take risks.	73,95	74,7	73,3	**81,3**
C	It is generally accepted that the leadership of the organization embodies practicality, vigorous activity, subordination of the end result.	75,8	**80**	**79**	81
D	It is generally accepted that the leadership of the organization represents coordination, organization, smooth and efficient process.	**78,2**	73,95	73	65,3

Comment: Regarding the management of the organization among the representatives of the private secondary school, it is generally accepted that it represents coordination, organization, smooth and efficient process. Their desire, however, according to the answers given is that leadership must embody practicality, energetic activity and subordination of the final result. The work towards improving relationships with subordinates, to be assisted, mentored and to be concerned about management is necessary.

For the management of the professional high school, based on the results mentioned, it is characteristic that it represents the practicality, the energetic activity and the subordination of the final result. The desire of his associates, however, is slightly diluted, with almost the same result as the energetic and practical leader as well as the leader with entrepreneurial spirit, innovation and readiness to take risks. However, the leadership of the high school must work on improving its coordination and organizational skills.

3. STAFF MANAGEMENT

	3. *Staff Management*	PSS (*private secondary school*)		PHS (*professional high school*)	
		real	*desired*	*real*	*desired*
A	The management style of the organization is characterized by teamwork, consensus, empathy and collaboration.	66,8	64,2	70,7	75
B	The management style of the organization is characterized by personal risk-taking, innovation, freedom and uniqueness.	75,5	76,6	77,3	84,3
C	The management style of the organization is characterized by an uncompromising spirit of competition, high demands and achievements.	**82,6**	**81,3**	**82,3**	**80,3**
D	The management style of the organization is characterized by workplace security, consistency, predictability and stability in relationships.	75	77,4	69,3	73,7

Comment: Regarding the style of management of the staff in the private secondary school, after processing the results, it becomes clear that the organization and the leadership have high requirements towards their collaborators and achievements; there is an uncompromising spirit of competition. Competitive pricing and market leadership are of particular importance. This is also the desired style of management according to respondents from the private secondary school. However, what is missing here and should be worked on are the teamwork, collaboration and commitment.

The staff management style in the professional high school is also characterized by an uncompromising spirit of competition, high demands and achievements, according to the surveyed teachers. The teacher's desirable style of management is characterized by personal risk-taking and innovation, freedom and uniqueness. The organization promotes personal initiative and freedom. In this school, according to the results obtained, it is necessary to work on ensuring greater security in the workplace, consistency, predictability and stability in relationships.

4. ORGANIZATIONAL LINK "GLUE"

	4. Organizational link "Glue"	PSS (*private secondary school*)		PHS (*professional high school*)	
		real	*desired*	*real*	*desired*
A	The link that connects the organization into a whole is loyalty and mutual trust. The credibility of the organization is highly appreciated.	61,05	61,05	**78,7**	70,3
B	The link that unites the organization into a whole is the belief in innovation and development. Important here is being at the forefront.	73,9	74,2	76,7	**79**
C	The link that connects the organization into a whole is the championship of excellence and the realization of goals.	76,5	81,1	73,7	78
D	The link that unites the organization into a single entity is the official rules and the general line. Maintaining a steady course of work is particularly important.	**84,2**	**82,9**	71	72,7

Comment: The results show that what maintain the integrity of the private secondary schools are the formal rules and the general line. Everything is strictly structured. The main priority of the organization is the even and seamless workflow. This is also the desired organizational link by the employees. The weakness in this organization is loyalty and mutual trust, devotion and commitment to the fate of the organization.

At the professional high school is observed the opposite. People here are loyal and trusting each other. The credibility of the organization is highly valued, and the commitment to its destiny is great. For its employees, what should connect the organization to a whole is innovation and development, love for experimentation and innovation. The emphasis is put on the quest to always be at the forefront. Here management has to work on formulating and complying with official rules, the general line, and maintaining a steady course of work..

5. BASIC STRATEGIES

	5. Basic strategies	PSS (*private secondary school*)		PHS (*professional high school*)	
		real	*desired*	*real*	*desired*
A	The organization is particularly keen on personal development and deployment. There is high trust, openness and empathy.	70,6	68,4	77,3	68,3
B	The organization is particularly keen on the acquisition of new resources and the emergence of new challenges. It is highly appreciated to discover new things and explore new opportunities.	72,6	71,6	70,3	77,3
C	The organization is particularly keen on competitive activity and excellence. Outstanding goals and the emergence of new markets dominate.	**80,2**	**82,6**	**83,3**	**82**
D	The organization appreciate the hard work and stability. Qualification, control and trouble-free production processes are important.	77,2	79	69	72,3

Comment: The results obtained from the measurement of the strategic orientation of the surveyed schools as a characteristic of their organizational culture show that both schools are particularly keen on competitive activity and excellence, dominating extremely high goals and the conquest of new markets. In their long-term development, both school organizations focus on taking leadership positions and achieving long-term goals. The impression is that for the representatives of the private secondary school, the desire to achieve high goals and the competitiveness of the school must be at a higher level than it really is in their view. While for the teachers in the professional high school it's the opposite, to reduce that striving for excellence and goals, because they think that great attention is paid on it. Regarding the main strategies for success of the private secondary school, management ought to work more towards personal development and deployment of staff, greater trust, openness and empathy among colleagues. This is also the wish of the associates from the professional high school, where the management should focus workin on. However, efforts will be made on the work and stability of the organization, the qualification and control of employees and the seamless production process.

6. CRITERIA FOR SUCCESS

		PSS (*private secondary school*)		PHS (*professional high school*)	
	6. Criteria for success	*real*	*desired*	*real*	*desired*
A	The organization identifies success based on human resource development, teamwork, employee empowerment and human care.	62,1	60,8	60,3	63
B	The organization identifies success as the production of the most unique among the latest products. It is an innovator and leader in the development of revolutionary products.	79,7	79,5	**84,3**	82,7
C	The organization identifies success as winning the market and overtaking competition. The key to this is competitive market-oriented guidance.	75,5	77,4	78,3	78,6
D	The organization determines success on the basis of the qualification. Reliable supplies, even planning and low cost are crucial.	**81,2**	**80,8**	76,7	**82,3**

Comment: From the above table, we conclude that for the respondents of the private secondary school (81.2%), the criteria that determine the success of their organization are based on qualification, reliable deliveries, even planning and low cost, ie. in order to be a successful institution, it must have highly qualified specialists to meet the needs of adequate education of their students (current and future), where the payment should not be high, and marketing skills and leadership skills are involved here.

An organization's success criterion, according to 84.3% of the surveyed teachers from the professional high school in column Real, is to be an innovator and leader in the development of new products, to offer the most unique among the latest products. In their view, in order for the school institution to be successful, it must be an innovator in its field, offering innovative teaching and training methods, an atmosphere and an environment that is missing in other school institutions on the territory of the municipality, or what others cannot accomplish to attract new users, thus taking the lead among the desired school institutions. While in the "desired" column, with very little difference from the "real" column, points split between the innovation criteria (82.7%) and qualification (82.3%). In this school institution, however, further efforts need to be made on human resource development, teamwork, employee empowerment and human care.

Questionnaire № 2 Tactics of influence of the management on the behavior of the collaborators and the culture of the school.

Question № 1: "Which of these tactics of subordinate influence are most often applied by your organization's leadership?"/ state every correct answer /
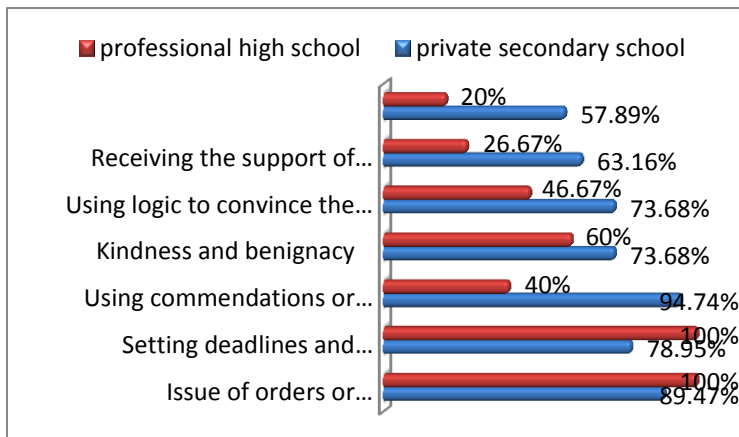
Comment: Chart 15 lists seven of the most commonly used tactics of influence from the management of the subordinate organization. It is clear that among the surveyed representatives of the professional high school (100%), the issuing of orders or requirements, setting of deadlines, and the assurance that they are observed as the most often applied tactics of influence by the school management. In the private secondary school, 94.74% of the respondents indicated that their leadership most often used as tactics of influence praise and made the employee feel important, which received only 40% of the voters of the respondents from the professional high school. Such a bigger difference (around 40% between schools) is also observed with the following tactics: "receiving colleagues' support for a request" and "making a request for general meetings" for the benefit of the private secondary school that shows a more united team.

Question № 2: "Which of these tactics of influencing the subordinates has the greatest effect on the behavior of staff in school management?" / state every correct answer /
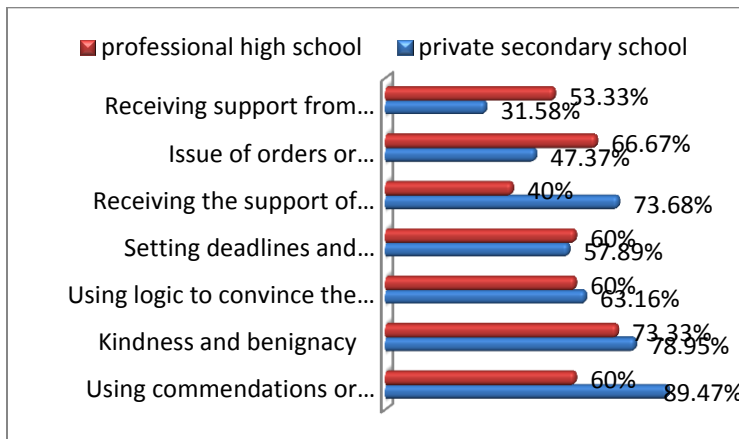
Comment: The manner in which management, and in particular the director, influences the behavior of their subordinates is of big importance for the development of the school organization. Using commendations and creating an employee's sense of importance to the organization is indicated as the tactic with the greatest effect of leadership on the behavior of staff in the private secondary school by 89.47% of the polls. The answers of respondents working in the professional high school are blurred between the seven characteristics mentioned. Perhaps the highest percentage of 73.33% highlights the kindness and benignacy of leadership. It is noteworthy that if receiving support from colleagues for an application is an incentive with a positive effect on employees in the private secondary school by 73.68%, the same does not have such a great influence on their behavior at the workplace for the representatives of the high school. It is more important to issue orders and requirements from the management according to 66.67% of respondents.

CONCLUSIONS

- ✓ In terms of management culture, the two schools are more similar than they are different. The similarities we find in:
- Teachers' insights on the essence of organizational culture;
- the pattern of behavior in a conflict situation;
- leadership of the organization;
- staff management style;
- main development strategies;
- the most commonly used tactics of subordinate management;
- Managed tactics that have the greatest impact on staff behavior;
- ✓ We should also note some differences between the two schools:

1. Differences in their history therefore in their traditions - we must not overlook the fact that the professional high school "Hristo Botev" has a much longer history (137 years) compared to the German Secondary School "Veda" (20 years) , which implies a much deeper traditions that lie at its core.
2. The competitive environment and the populated area where schools exist.
3. The characteristics and preferences of the teachers in the particular school.
4. The stages of organization development.

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