



WWJMRD 2018; 4(7): 104-106

www.wwjmr.com

International Journal

Peer Reviewed Journal

Refereed Journal

Indexed Journal

Impact Factor MJIF: 4.25

E-ISSN: 2454-6615

Levcovich Lavan Limor

Ph. D student in institute of international relations of Moldova (IRIM)

The Necessity for Excellence Organizational Culture in Educational Services (*case study of Israel*)

Levcovich Lavan Limor

Abstract

In the past couple of years, a complex and competitive competition has been rated amongst various organizations which are ascribed to the business and public sectors alike. The competition is one of the outcomes of the economic and employment situation which pushes organizations into changes into paradigmatic changes as well as changes in the organizational culture in order to create a competitive advantage for them.

Keywords: Organizational culture, Educational Leadership, The school values

Introduction

How these questions relate to the educational establishment, in schools? How critical is the ability of the educational organizations in dealing with these issues? (Peddler, Buryone, & Boydell, 1989) Garratt (1999) claims that once an optimal organizational culture shall be adopted in schools, a large part of the problems currently faced by schools and which are the concern of school Managements and staffs, as well as communities and decision makers, shall be able to be better dealt with. What is the place of the educational institutions – the schools – in this array? Schools are organizations which are similar to many other institutions and organizations, as far as the way they are run from the organizational-management aspects (Kruse & Louis, 1997). Brown (1996) emphasizes that schools are characterized as organizations which combine strategic components, cultural organizations, and a system of regulations which work together. Schools are supposed to cast educational, administrative, and maintenance contents into the cultural circles or layers. These contents are coordinated amongst the teaching staff, the administrative staff, the various service providers, and the external organizational system of supervision. In addition, Carson (1999) claims that the professional conduct which is accompanied by an organizational paradigm which supports the implementation of the proper organizational culture, which, when accompanied by proper and effective work plans, is likely to insure success in fulfilling the goals of the organization, and amongst these, the academic goals which schools are expected to achieve.

Materials

Where is the school cultural organization within schools headed? In the past couple of years, a complex and competitive competition has been created amongst various organizations which are ascribed to the business and public sectors alike. The competition is one of the outcomes of the economic and employment situation which pushes organizations into changes into paradigmatic changes as well as changes in the organizational culture in order to create a competitive advantage for themselves (Fogel, 2004). The current research literature which deals with the topic of the organizational culture refers mainly to the difficulties in the cultural factors which derive mainly from the organization itself, as well as from the work staffs. The conflicts and disagreements are the outcome of having faulty organizational and interpersonal forms of communications, which are troublesome as far as the way the regulations are defined, implemented, and enforced. On top of that, organizations suffer from bureaucracy, the governmental efforts to privatize various systems, and placing

Correspondence:

Levcovich Lavan Limor

Ph. D student in institute of international relations of Moldova (IRIM)

the blame on insufficient products for stakeholders (Adey & Shaver, 1994). The call of the public leads a great deal of leaders of organizations to a feeling of an on-going lack of organizational relevance, as well as to thoughts concerning the future of the organization.

How these questions relate to the educational establishment, in schools? How critical is the ability of the educational organizations in dealing with these issues? Coping and learning are crucial to the development and survival of each and every organization – and for schools in particular (Garratt, 1990). Whether we are referring to a business-type or commercial-type of organization, or whether it is a public type of organization, such as a school or a hospital, all of the organizations compete on limited resources. In addition, they all must also deal with rapid and complex changes. Whilst this situation, organizations make an effort to improve the quality of their service components, and in order to do so, they must accommodate within themselves a proper organizational framework. Garratt (1999) claims that once an optimal organizational culture shall be adopted in schools, a large part of the problems currently faced by schools and which are the concern of school managements and staffs, as well as communities and decision makers, shall be able to be better dealt with.

What is the organizational culture and what is its importance? Smircich & Calas (2013) perceive the organizational culture as a collection of joint premises to all of the members of the organization, which are perceived as obvious. These premises are perceived as unconscious by most of the organization's members and they are the ones which determine their values. In contrast to them, Samuel (1990) has chosen to define the culture which is common within the organization as patterns of thinking and behavior which include symbols, beliefs, values, and expressions which are common to the organization in its entirety. Samuel (ibid) further claims that the patterns are divided into layers, which are then split into open and concealed areas. These areas are experienced by the individual within the organization. In essence, every single individual (whether a worker, an internal, or an external customer) experiences a particular context of the cultural organization in each encounter with it. We understand that the concealed area is felt during our stay within the organization, when we experience the atmosphere of the place, and consolidate a position concerning the way in which the operation is run. When we come in contact with the workers of the organization, the way in which they provide services, this allows us to progress into the stage which is more open. In this area, we are exposed to symbols and language, as well as to any particular symbol which we may come across. Samuel (1996) translates the dynamic organizational culture as a factor which determines the reality in which the organization deals with the existential problems of which it is occupied, and the way the organization adjusts to its surrounding environment. The reaction pattern puts down its roots and it is assimilated in this manner by the workers of the organization. Shine (1993) presents an innovative manner as per the way the characteristics and components of the organizational culture which exist within a given organization. He bases his theory on a model which focuses on the functional approach, which focuses on the individual or the person who fulfills a particular role. According to the

spirit of the functional approach, the embroidered organizational culture is a collection of norms and values which are shared by the management and the workers and which create the basis to the cohesion and the cooperation amongst the various organizational staffs. Furthermore, Shine (1993) mentions the conflicting approach, known as the institutional approach, whose founders claim that the organizational culture is actually a tool for work and control of the management (the institution) in its workers, and every attempt to criticize it is the privilege only of the management. The model suggested by Shine describes in detail the mosaic named "organizational culture", which he claims is divided into three main layers: The premises, the values, and the external characteristics. The first layer, the premises, refers to the beliefs and positions which are shared by the workers of the company. These beliefs may be expressed by the "statuses" which exist within the organization, the rights and obligations, and the way the burden and responsibility are being divided. The second layer, the values, refers to the declared, absolute organizational norms, such as the outlook, commencing with the desired behavioral manner and regulations, and concluding with the way decisions are being made. The third layer, the external characteristics, refers to all of the external and physical characteristics which are clearly seen when an external guest visits the organization. The visitor hears and feels the existing atmosphere of the organization and its workers. According to Shine, the external characteristics include the behavioral forms (such as expressions and gestures) as well as objects, the way the building looks, the space and the physical objects.

The three layers of Shine may be presented vertically in pyramid shape. Shine describes the three layers in a hierarchic, structured form, such as the first layer (the premises) represents the most abstract and basic level, values which have become established and became the basis for the organizational behavior and conduct. The second layer is located above the base layer and deals with the organizational value. On top of these is the third layer, which expresses the external characteristics which represent the physiological and behavioral basis of the "cultural organization". A clear imagination exists between the definitions and analysis presented by Samuel (1990) to that which is presented by Shine (1993). In his book, "Organizational Civilization", Raz (2004) provides an elaborate and precise reference to the professional term and goes in-depth into the various components and theories. According to his theory, the term had flourished in the 1980's in the United States, as a part of the management theories which had been very common at the time. Raz presents an administrative-functional approach, meaning one which combines between the management stream and the role and essence of the actual function within it. In contrast to Shine and Samuel, Raz (ibid) designed a circular model. According to his perception, a circular model exists, which causes a mutual influence amongst each hierarchy. Thus, his suggested model distinguishes amongst three different circles, which shall hereby be described: The management culture, the workplace culture, and the surrounding organizational culture.

The first circle – the management culture – refers to the culture as it is perceived by the management. It thus focuses on the establishment of a value system which,

according to the management, should be mandatory to the organization and its workers. This circle places the emphasis on the management perspective and interests.

The second circle – the workplace culture – refers to the cultural values which shall be established as a part of the organizational value system from the viewpoint of the workers. This is a more social perspective, which is derived from the human resources approach, which nurtures the individual within the organizational framework.

The third circle – the surrounding organizational culture – also has to do with the reference and influence of the history of the culture and the influences of its environment on it. In other words, this circle provides a place to the local culture, which actually serves as a part of the socialization which existed prior to the arrival of a particular worker to the organization, as well as to the environment in which the organization is located.



Diagram No. 2: Matrix of Progression of the Organizational Culture (Aviad, 2004)

Undoubtedly, the combination between the three circles in the circular path, meaning the returning to the beginning, shall provide better products, which shall connect all of the individual details into a synchronic, joint culture. According to Raz (2004), the contribution of the organizational culture is measured by its contribution to the organization. Raz searches for the actual practice, and thus, in his view, there is no doubt that a wide consensus exists as per the vitality of the "profitability" of the organization from its culture. What is the benefit of the organization, other than the social value? The contribution of the organizational culture shall be examined by examining the products from various aspects, the utmost efficiency in the accomplishments of the organization, and the focus on its main doing.

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