Analysis Of The Organizational Culture Of Official Educational Institutions Of Basic And Middle Of The City Of Montería

Leonardo Diaz Pertuz – PhD[1], Hernán Javier Guzmán Murillo – PhD[2], Diana Eljach Hernandez – PhD[3]

[1]Docente investigador, Universidad del Sinú- Colombia
leonardodiazp@unisinu.edu.co
[2]Docente investigador, Universidad de Córdoba – Colombia
hernanguzmanm@correo.unicordoba.edu.co
[3]Docente Investigadora, Universidad del Sinú – Colombia,
dianaeljach@unisinu.edu.co

Summary

In this work, the Competing Values Framework (CVF) model was used, based on the methodology proposed by Cameron and Quinn (1999) to make a diagnosis of the organizational culture of the Official Educational Institutions of Basic and Middle School of the City of Montería (Colombia), which allowed the identification of potential and real opportunities and drawbacks that directly influence the operational activity of the organization; with this the possibility of responding in a timely and efficient manner to the demands of the environment.

The purpose of the model is to diagnose the dominant organizational culture based on four classes of generic cultures: a) Clan, b) Hierarchical, c) Adhoc and d) Market. The results of the study allow to determine in the current situation, the existence of a dominant culture hierarchical type and in the preferred situation a dominant culture type clan. These results are consistent with the current situation of school education in Colombia, regarding the need for a change in the dominant organizational culture in the Official Educational Institutions of Basic and Secondary to adapt better to changes in the environment and high competition.

Keywords: Organizational culture, Competing Values Framework Model, Educational Institutions.

Introduction

The culture of organizations allows us to discover their essence, which is made up of important variables, which need to be identified to understand their dynamics. Dávila and Martínez (2009).

Internally in organizations, due to intellectual capacities, the workforce and dynamics of ideas have achieved a very important position, capitalizing on what they have learned and knowledge management, tending to improve their performance (Cújar, et al, 2013).

Currently, there are several models to analyze organizational culture, some of them are: the Schein model (2004), the Cameron and Quinn (2006) and the Fey and Denison (2003); that of O'Reilly et al., (1991) and Hofstede (1999).

Today we find models that have many characteristics, attributes, dimensions and other aspects to measure organizational culture, due to how broad and complex. Therefore, it is complex to always include all the determining factors in the diagnosis and evaluation of organizational culture (Cameron and Quinn, 2006).

To determine the dimensions to emphasize, an underlying framework with a good theoretical argument is important to allow constraints and focus the search on key aspects or dimensions, such as the Competing Values Framework model.

Theoretical Framework

According to Schein (2004), organizational culture is a pattern of basic assumptions, habits, beliefs or everyday behaviors that a group has invented, discovered or developed to deal with its problems of internal adaptation and external integration, which work well enough to be considered valid and, therefore, to be taught and shared by all members of an organization through informal norms. values, attitudes and expectations to new members as the correct way to perceive, think and feel in relation to these problems.

According to Jung et. Al (2009), the constant search of researchers for explanations and attempts to conceptualize organizational culture, its nature, its predictions and determinants; Together with managers interested in culture management, they have consequently built and used a broad array of instruments to assess and measure organizational culture, around a wide range of configurations.

Rodriguez (2001) specifically defines organizational culture "... as the set of basic premises on which organizational decision is built" (p. 199).

Andrade (2011, p.211) "to the set of beliefs and shared values that provide a common frame of reference, from which people who belong to an organization have a more or less homogeneous conception of reality, and therefore a similar pattern of behaviors in specific situations.". The underlying term according to Schein (2004) is the unconscious and invisible level. They are the principles that make up a set of references that can be considered valid if they have sufficient influence over time. That is, "... The deepest level of basic assumptions and beliefs shared by members of the organization, which operate unconsciously and define... the vision that the company has of itself and its environment..." (Franklin and Krieger, 2011, p. 365).

For Alvesson (2002), culture is a strong regulator of change, functioning as a control mechanism that integrates common values and reference systems, providing a sense of direction and guidance for the priorities and objectives that the organization has set.

Denison et. al (2014), relates most of the instruments to diagnose culture, with a specific evaluation of norms and values that characterize the culture of the organization. These specific norms and values are grouped into major categories or dimensions and often integrated into a model that describes the interrelationship between them, but these instruments differ significantly according to Denison et. to (2014) of its nominal categorizations, of the content of culture.

The Competing Values Framework is one of the most mentioned and approved cultural models in the international literature for organizational cultural diagnosis and change, offering, in the words of Cameron and Quinn (2006), six advantages: it is practical, it is timely, it is integrative, it is both quantitative and qualitative, it is manageable and it is valid.

Education is a topic of great interest in all nations and especially in Colombia, where educational reforms are at the top of the national agenda. Plans such as Colombia la más educada 2014 - 2018, have been allocated significant resources in an attempt to improve the performance of the education system, and close the gap in terms of quality in education as an instrument of social equality.

According to the provisions of the Ministry of National Education MEN, (2008), Educational Institutions are structured by management areas, which are:

Academic Management: Which aims to ensure that students learn and develop the necessary skills for their personal, social and professional performance, resuming the

processes of curricular design, institutional pedagogical practices, class management and academic monitoring.

Administrative and Financial Management: Area in which the processes of support for academic management, the administration of the physical plant, resources and services, the management of human talent and the financial and accounting part are carried out.

Community Management: Referring to the relations of the institution with the community, participation and coexistence, educational attention to population groups with special needs.

Management Management: Area focuses on strategic direction, institutional culture, climate and school governance, in addition to relations with the environment. In this way, it is possible for the rector or director and his management team to organize, develop and evaluate the general functioning of the institution.

Guide 34, Guide for Institutional Improvement (2008), describes that when the General Education Law was decreed in Colombia, educational institutions were given autonomy, which gives each establishment the power to define its identity and translate it into its Institutional Educational Project (PEI). Likewise, it allowed them to organize their curriculum around the fundamental areas determined for each level, of the optional subjects according to the emphasis of their IEP, in addition to the characteristics and needs derived from the diversity and vulnerability of the populations according to the specificities of each region.

School culture also affects teacher productivity and satisfaction (Walker & Cheong, 1996; Barker, 2005, Maranto, Milliman & Hess 2010; Balkar, 2015). Have collaborators identified with the practices and behaviors that are perceived in the school, improve working conditions, and therefore their professional performance, thus helping to increase the understanding of the needs of the educational institution itself.

For Cavanagh (1998), the culture of schools results from individual and collective perceptions of the social environment in which schools exist. These perceptions, together with beliefs, attitudes and values, govern the norms of behavior and consequently the members of the school community.

For Cheng (2000), in a strong culture school members share the same assumptions and values about goals, processes, education management and behavioral norms, which contextualizes the culture in their daily practice and

performance. Such a culture demonstrates or expresses the core values shared by the vast majority of school members. When we talk about school culture we are talking about the dominant culture, this vision is what gives an institution its distinctive personality.

Objective

Analyze the Organizational Culture of Official Educational Institutions of Basic and Middle of the City of Monteria.

Methodology

The organizational culture of two (2) Official Educational Institutions of Basic and Secondary of the City of Monteria was studied: one of the Rural sector and another of the Urban sector.

A literature review was carried out taking as reference words such as: organizational culture, educational institution, models, Cameron and Quinn and OCAI with the purpose of knowing results obtained in the application of the Competing Values Framework model, which was selected as the most appropriate to diagnose organizational culture in an educational institution, taking into consideration studies carried out in Mexico (García, Hernández, Vargas and Cuevas, December 2012; Sanchez, 2017; Chuc, 2017).

The instrument used to describe the dominant organizational culture in the two (2) Official Educational Institutions of Basic and Secondary of the City of Monteria, was a survey format consisting of a modified version of the OCAI questionnaire developed by Cameron and Quinn (2006).

Diagnosis of the Organizational Culture of Official Educational Institutions of Basic and Secondary of the City of Montería

According to the methodology proposed in Cameron and Quinn (2006), there should necessarily be two separate questionnaires, the first describing the current cultural situation and the second focusing on the preferred situation. However, only one type of questionnaire was used that incorporated both columns in order to facilitate and reduce the response time of the respondent.

To concentrate the questionnaire data for each Educational Institution and to analyze the answers that allowed obtaining the results, a table elaborated in Microsoft Office Excel was used with a simple structure that includes: type of Educational Institution (rural or urban), questionnaires applied

and the four types of culture, one in each column, with its six dimensions.

To develop the respective instrument, the following aspects were taken into account:

1. six dimensions of Organizational Culture. Each of them contains 4 alternatives (A, B, C, D).
2. For each dimension, 100 points were distributed among the four, three, two or a single alternative, depending on the degree of similarity of the description with the reality of the educational institution.
3. In the "preferred" column, it is projected how the educational institution should be to have an extraordinary success in 5 years.

Table 1. Instrument of characterization of the Organizational Culture of Official Educational Institutions of Basic and Medical of the City of Montería

		RURAL		**URBAN**	
1. DOMINANT CHARACTERISTICS The educational institution is:		**NOW**	**FAVOURITE (In 5 years)**	**NOW**	**FAVOURITE (In 5 years)**
To	A very personal place. It's like an extended family. People seem to share a lot of themselves.	0	20	0	20
B	A very dynamic place of continuous improvement. People are willing to challenge processes.	20	30	10	30
C	Very oriented to educational indicators (such as terminal efficiency, dropout, among others). A major concern is getting the job done right. People are very competitive and achievement-oriented.	40	30	45	30
D	A place with processes and procedures. Formal procedures generally govern what people do.	40	20	45	20
	TOTAL	100	100	100	100
2. ORGANIZATIONAL LEADERSHIP The Rector, General Secretary, area directors, school directors, coordinators or department heads in the educational institution are generally considered to exemplify:		**NOW**	**FAVOURITE (In 5 years)**	**NOW**	**FAVOURITE (In 5 years)**
To	Tutoring, guiding and teaching.	70	75	60	70

B	The entrepreneurial spirit, continuous improvement and challenges processes.	20	15	10	20
C	A sensible, aggressive and oriented approach to educational indicators.	5	5	15	5
D	Coordination, organization or improvement of efficiency.	5	5	15	5
	TOTAL	100	100	100	100
3. HUMAN RESOURCES MANAGEMENT The management style of the educational institution is characterized by:		**NOW**	**FAVOURITE (In 5 years)**	**NOW**	**FAVOURITE (In 5 years)**
To	Teamwork, consensus and participation.	50	50	40	50
B	Individual risk-taking, innovation, freedom and uniqueness.	10	20	15	20
C	Competence, high demands and achievements.	20	15	15	20
D	Job security, compliance, predictability and stability in relationships.	20	15	30	10
	TOTAL	100	100	100	100
4. UNION OF THE EDUCATIONAL INSTITUTION What holds the educational institution together is:		**NOW**	**FAVOURITE (In 5 years)**	**NOW**	**FAVOURITE (In 5 years)**
To	Loyalty and mutual trust. The commitment to this organization is high.	30	30	20	30
B	Commitment to innovation and development. There is an emphasis on being at the forefront.	10	20	10	30
C	The emphasis on achieving and meeting goals.	20	40	20	30
D	Formal and political rules. Keeping the school going is what's important.	40	10	50	10
	TOTAL	100	100	100	100
5. STRATEGIC EMPHASIS The educational institution emphasizes:		**NOW**	**FAVOURITE (In 5 years)**	**NOW**	**FAVOURITE (In 5 years)**
To	Human development. High trust, openness and participation persist.	20	30	20	30
B	The acquisition of new resources and the creation of new challenges. New things and the search for opportunities are valued.	30	40	10	20
C	Competitive actions and achievements. The objectives of expansion and gaining space in the educational media are dominant.	0	10	10	20
D	Permanence and stability. Efficiency, control and good Operation are important.	50	20	60	30

	TOTAL	100	100	100	100
6. SUCCESS CRITERIA The educational institution defines success based on:		**NOW**	**FAVOURITE (In 5 years)**	**NOW**	**FAVOURITE (In 5 years)**
To	Development of human resources, teamwork, employee commitment and concern for people.	60	40	30	40
B	Success on the basis of having recent careers. It is a leader in careers at the forefront.	10	20	20	30
C	Win in the educational environment and overcome the competition. Competitive leadership in the educational environment is key.	10	20	30	10
D	Efficiency. Reliable delivery, fulfillment of your tasks and Low-cost education is critical.	20	20	20	20
	TOTAL	100	100	100	100

Source: (Cameron and Quinn, 2006)

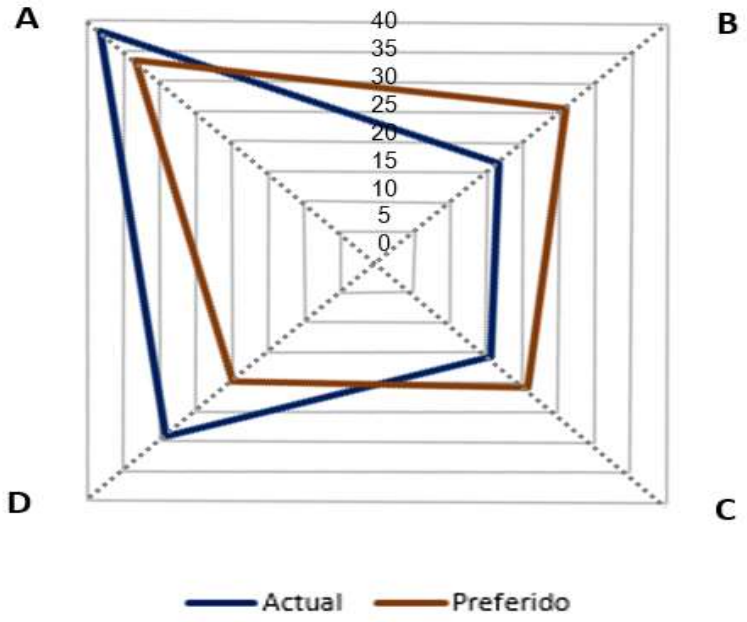
Results

The results obtained allow to establish the current state of the dominant organizational culture and also identify members how it should be in the future.

Official Educational Institution of Basic and Secondary of Montería – RURAL

Figure 1 shows with blue line the current type of dominant organizational culture and with red line the type of organizational culture in the preferred situation that is perceived in the Educational Institution of the rural sector of the City of Montería by the Teaching Directors.

\Figure 1. Official Educational Institution of Basic and Secondary of Montería - RURAL



Source: Authors.

Table 2. Official Educational Institution of Basic and Secondary of Montería – RURAL

	1 CURRENT	1 IDEAL	2 CURRENT	2 IDEAL	3 CURRENT	3 IDEAL	4 CURRENT	4 IDEAL	5 CURRENT	5 IDEAL	6 CURRENT	6 IDEAL	CURRENT AVERAGE	IDEAL AVERAGE
To	0	20	70	75	50	50	30	30	20	30	60	40	38,33	40,83
B	20	30	20	15	10	20	10	20	30	40	10	20	16,67	24,17
C	40	30	5	5	20	15	20	40	0	10	10	20	15,83	20,00
D	40	20	5	5	20	15	40	10	50	20	20	20	29,17	15,00

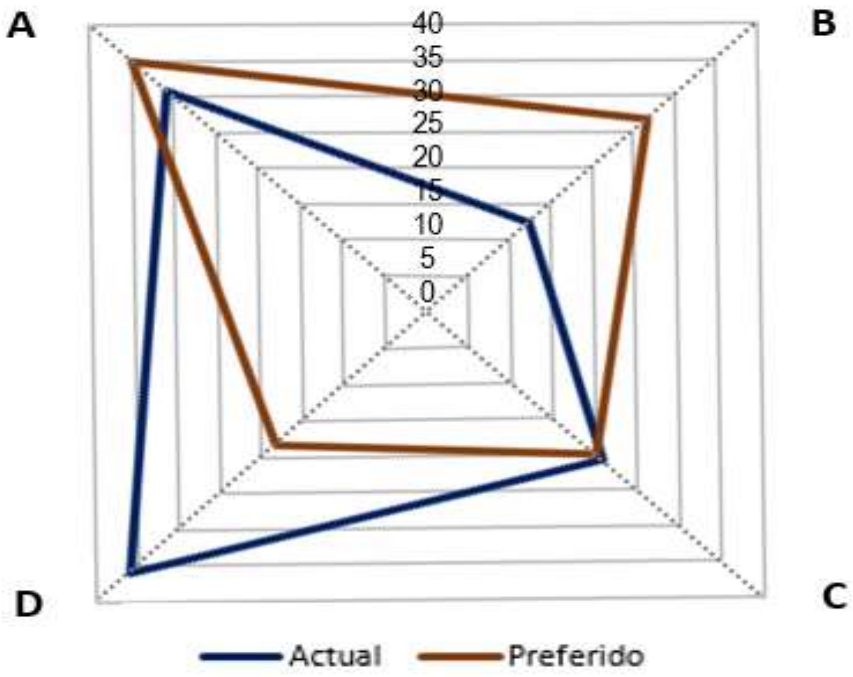
Fountain. Own elaboration

The analysis of the averages for each type of culture shows that the dominant type of culture in the current situation is mostly a hierarchical type culture and to a lesser extent a clan type. On the other hand, in the preferred situation, the orientation towards a clan-like culture increases significantly, together with a greater orientation towards an ad-hoc type culture, both to the detriment of the hierarchical culture.

Official Educational Institution of Basic and Secondary of Montería – URBANA

Figure 2 indicates with a blue line the current type of dominant organizational culture and with a red line the type of organizational culture in the preferred situation that is perceived in this case by Teaching Directors of the Institution.

Figure 2. Official Educational Institution of Basic and Secondary of Montería – URBANA



Source: Authors.

The analysis shows in the current situation that the dominant type of culture is mostly a hierarchical type culture. Unlike the previous analysis, the traits of the dominant culture are stronger or marked. In contrast, in the preferred situation, the orientation towards a clan-like culture increases along with a greater orientation towards a market-type culture.

Table 3. Official Educational Institution of Basic and Secondary of Montería - URBANA

	1 CURRENT	1 IDEAL	2 CURRENT	2 IDEAL	3 CURRENT	3 IDEAL	4 CURRENT	4 IDEAL	5 CURRENT	5 IDEAL	6 CURRENT	6 IDEAL	CURRENT AVERAGE	IDEAL AVERAGE
To	0	20	60	70	40	50	20	30	20	30	30	40	28,33	40,00
B	10	30	10	20	15	20	10	30	10	20	20	30	12,50	25,00
C	45	30	15	5	15	20	20	30	10	20	30	10	19,17	14,17
D	45	20	15	5	30	10	50	10	60	30	20	20	28,33	14,17

Fountain. Own elaboration

CONCLUSIONS

The results obtained allow us to conclude that both in the official educational institution of basic and medium rural and urban prevails a culture of hierarchical type, due to its dominant characteristics. It is also concluded:

- In official primary and secondary educational institutions they are subject to formal procedures, which show dominant characteristics.

- The teaching directors of educational institutions reflect good leadership through the articulation of processes and constant improvement.

- The managerial style in the official primary and secondary educational institutions reflects conformity, stability and predictability.

- The official educational institutions of basic and secondary education, are sustained united by the formal rules and policies

- In the strategic emphasis, efficiency, control and smooth functioning are reflected.

- In official primary and secondary educational institutions, success is perceived on the criterion of winning in the educational environment and overcoming competition.

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