

## THE INFLUENCE OF ORGANIZATIONAL CULTURE ON THE PERFORMANCE(S) OF AN EDUCATIONAL INSTITUTION

Constanta POPESCU<sup>1</sup>  
Carmen OLTEANU (ANDREIANA)<sup>2</sup>

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### ABSTRACT

*The pressure of the educational policies of permanent reform of the Romanian school, the selection of increasingly sophisticated technological resources and the demands of the labor market have imposed on the contemporary educational institution the condition of adaptation to change. A "flexible" organization has a competitive advantage that can be exploited.*

*Consequently, the human resource is becoming one of the determining factors of modern school. Profitably using the professional community, favoring group cohesion, forming a community of thinking able to orient the actions and the initiatives towards the same goal are managerial demands giving the organizational culture the quality of managerial tool oriented towards the operationalization of the principle of co-evolution and co-performance.*

*The hypothesis of our study is that a strong organizational culture has a positive influence on the performance(s) of the educational unit because it allows motivating the teaching staff. The construction of this hypothesis relies on the empirical-deductive method, which starts from the theoretical system developed by Hofstede and turns to the facts observable in the school organization on the level of the relation culture-performance.*

*The conclusion resulted following this research is that a strong organizational culture favors the awareness of a common interest going beyond individualism or the framework of the group of colleagues in which the teacher frequently deploys his activity. Projects, values, the platform of objectives, the professional ethics code, the management rules, the organizational history are pillars of a strong culture.*

**KEYWORDS:** organizational culture; performance; educational institution; motivation; behavior.

**JEL CLASSIFICATION:** M14.

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### 1. INTRODUCTION

The present paper aims to deal with the role of organizational culture in the functioning of an education institution. The examination of the cultural dimensions, based on the model elaborated by Hofstede, aims to determine the dominant features of the organizational culture specific of school institution.

The interest in the organizational culture is "*a direct effect of the democratic changes*" (Dinescu, 2010, p. 11) initially developed during the early stage in the private environment of the Romanian economic area, after the year 1989.

*"In groups' life, there occur and there may happen: changes of goal, of attitude, of status and of role, of organizational system, of social norms and values, in the interpersonal relations of the group's members."*(Tudorică, 2007, p. 201)

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<sup>1</sup>"Valahia" University of Targoviste, Romania, tantapop@yahoo.com

<sup>2</sup>"Valahia" University of Targoviste, Romania, andreiana\_carmen@yahoo.com

**2. CONCEPTUAL FRAMEWORK**

**The theory of cultural dimensions – Geert Hofstede**

Geert Hofstede defines culture as a set of ideas, feelings and actions depending on certain conditions. Culture is a collective mental programme differing from one group to the next. Therefore, culture is not inherited genetically, but acquired. The researches of the psychologist Hofstede permitted to highlight four cultural dimensions whose starting point lies in the definition proposed by the anthropologist Kluckhohn: culture is a human group’s “ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols. The essential core of culture consists of traditional ideas and especially their attached values.”

The theory of cultural dimensions elaborated by Geert Hofstede allows assessing a given culture in order to support the decisional process. The dimensions proposed by Hofstede are:

**2.1. Power distance**

Power or hierarchic distance is defined as inequality level expected or accepted by subordinates within a hierarchic relation. Therefore, power distance is the consequence of the way the subordinates perceive hierarchy. This perception induces not just the employees’ but also the managers’ behaviors.

**Table 1. Power distance**

<b>High power distance</b>	<b>Moderate power distance</b>
<ul style="list-style-type: none"> <li>▪ Subordinates and managers consider themselves unequal, and inequalities are accepted;</li> <li>▪ Subordinates wait for precise and direct orders from their superiors;</li> <li>▪ Respect for authority.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subordinates and superiors consider themselves equal;</li> <li>▪ Subordinates wait for a participative approach from the managers;</li> </ul>

Source: adapted after\*\*\*: Geert Hofstede Cultural Dimensions, <http://www.geert-hofstede.com>

**2.2. Uncertainty avoidance degree**

The degree of avoidance of uncertainty or the will to control what is unsure is a state of mind caused by what is irrational. Thus, the stress level of a collectivity caused by the unknown generates a need of predictability materialized in written or unwritten rules.

**Table 2. Uncertainty avoidance degree**

<b>High uncertainty avoidance degree</b>	<b>Moderate uncertainty avoidance degree</b>
<ul style="list-style-type: none"> <li>▪ Anxious behaviors to the unknown;</li> <li>▪ Emotive behaviors;</li> <li>▪ Aggressive behaviors;</li> <li>▪ Desire to structure the institutions and the human relations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relaxed attitude;</li> <li>▪ Low anxiety level;</li> <li>▪ Accepting the risk, the new, the unknown;</li> <li>▪ Low emotivity;</li> <li>▪ Pragmatic perception of the situations.</li> </ul>

Source: adapted after\*\*\*: Geert Hofstede Cultural Dimensions, <http://www.geert-hofstede.com>

**2.3. Masculinity/ feminity**

Each society dictates even since childhood the behaviors each gender should adopt.

**Table 3. Masculine and feminine culture**

Masculine culture	Feminine culture
<ul style="list-style-type: none"> <li>▪ Concern for excellence;</li> <li>▪ Preference for material success;</li> <li>▪ Privileging career.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using intuition;</li> <li>▪ Looking for consensus;</li> <li>▪ Equality and solidarity;</li> <li>▪ Favoring life quality.</li> </ul>

Source: adapted after\*\*\*: Geert Hofstede Cultural Dimensions, <http://www.geert-hofstede.com>

**2.4. Degree of individualism/ collectivism**

Most individuals live in societies with a collectivist culture where the interest of the group prevails over the individual interest. The individual is strongly dependent materially and psychologically on the group.

**Table 4. Individualist and collectivist culture**

Individualist culture	Collectivist culture
<ul style="list-style-type: none"> <li>▪ The individual is independent from the group;</li> <li>▪ Personal interests prevail over organizational interests;</li> <li>▪ Concern for individual performance;</li> <li>▪ Development of direct and sincere relations;</li> <li>▪ Conflict between individuals is accepted;</li> <li>▪ Separation between professional and personal life;</li> <li>▪ Autonomy and initiative.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The individual depends on the group;</li> <li>▪ Team spirit;</li> <li>▪ Interpenetration professional-personal life;</li> <li>▪ Loyal behaviors;</li> <li>▪ Avoidance of conflict situations;</li> <li>▪ Preference for compromise.</li> </ul>

Source: adapted after\*\*\*: Geert Hofstede Cultural Dimensions, <http://www.geert-hofstede.com>

**2.5. Short-term orientation/ long-term orientation**

G. Hofstede observes that economic growth is associated to perseverance, respect of status, of traditions and of polite attitude.

**Table 5. Short-term and long-term orientation**

Short-term orientation	Long-term orientation
<ul style="list-style-type: none"> <li>▪ Concern for immediate results;</li> <li>▪ Engagements are not an obstacle in the way of change;</li> <li>▪ Changes happen faster;</li> <li>▪ Search of the absolute truth.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect for traditions and social obligations;</li> <li>▪ Perseverance;</li> <li>▪ Concern for personal safety &amp; stability.</li> </ul>

Source: adapted after\*\*\*: Geert Hofstede Cultural Dimensions, <http://www.geert-hofstede.com>

**2.6. Problem statement**

The changes inherent to a dynamic organization accentuate the influence of organizational culture exerted on the motivation, behavior and performances of the teaching staff. A model of shared values and beliefs, the organizational culture permits the individual to understand the functioning of the organization (Deshpande and Webster, 1989). According to these two authors, organizational culture can contribute as a variable mediating the functioning of a professional collectivity and can affect the 4 subsets of the organization: work tasks (activities undertaken to realize the objectives),

structure (communication system, authority system, rewards and work flow), technology (inventions, sources of problems) and people.

In this context, a culture translates the social reality of the organization, influencing the individuals' perception, interpretation and behavior.

The objective of the present study is to establish some relations between the existence of a strong culture and school performances.

### 2.7. Hypothesis

The hypothesis of our study is that a strong organizational culture has a positive influence on the performances of the education unit, permitting to motivate the teaching staff. The construction of this hypothesis relies on the empirical-deductive method, which starts from the theoretical system developed by Hofstede and then goes on to the facts observable in the school organization on the level of the relation culture-performance. Hofstede and his collaborators (1990) highlighted the fact that the differences between cultures can be established according to four major cultural dimensions: power distance, individualism, masculinity and uncertainty avoidance degree.

### 2.8. Methodology

To analyze the cultural dimensions, our study has focused on an educational organization, namely the "Nicolae Titulescu" National College, the only college in the north of Dâmbovița County.

All the results of this study rely on the answers provided by an opinion survey and on participative observation.

This is the reason why we have opted for a qualitative methodology permitting the analysis of the culture of the educational organization of college.

The survey was addressed to a number of 35 teaching staff members, to whom 35 questionnaires were given. 31 filled-in questionnaires constitute the final sample, which represents an answer ratio of 88.57%. Concerning the remaining 4 non-answers, 2 were refusals to fill in the questionnaires, and 2 questionnaires were incomplete. The distribution of the teaching staff's answers is presented in Table no. 1.

**Table 6. Distribution of the teachers' answers for the identification of the cultural dimensions according to G. Hofstede's typology**

STATEMENT	Strong agreement	Relative agreement	Not sure	Relative disagreement	Strong disagreement
I feel discomfort or embarrassment when I need to contradict my superiors.	2	12	2	15	0
Boys are not allowed to cry and can fight, whereas girls are allowed to cry but are not permitted to fight.	0	0	4	9	18
I feel I am submitted to a particularly great stress at work.	0	5	2	14	10
Under any circumstances, it is necessary to maintain harmony and avoid direct conflicts.	15	13	0	3	0
Usually, direct superiors make the decision on their own based on the information available and communicate it to their subordinates.	3	16	3	7	2
The decisional style practiced by my superiors seems to me adequate for the school organization, and, in general, for the whole education system.	9	15	5	2	0
For me, material gains are more important than the relations with my direct superiors.	0	0	0	8	24

STATEMENT	Strong agreement	Relative agreement	Not sure	Relative disagreement	Strong disagreement
If you want a competent person to do his/her job as he/she ought to, it is better to give instructions as complete and as precise as possible.	17	11	0	3	0
The main goal of education is to "teach you how to behave".	12	12	3	4	0
Teachers are "wise men" transferring their personal learning to the pupils.	0	8	8	13	2
To me, to advance in the career or to a better job is more important than to have a quiet life.	1	0	4	16	10
Most schools could get on much better if conflicts could be eliminated once and for all.	7	12	1	7	4
To speak openly and tell "the whole truth" is a desirable feature of an honest person.	9	19	3	0	0
Pupils need to always treat teachers respectfully, any familiarism being rejected.	7	11	5	7	1
To me, having an occupation to stimulate me is more important than security at work.	4	15	3	6	3
What is different is dangerous.	0	0	6	16	9
To me, the possibility to choose the activity I do at work is more important than the physical work conditions (space, light, heat).	4	12	8	6	1
Your subordinates wait to be told what to do.	2	15	10	4	0
With a teacher, special skills should be appreciated more than his friendly attitude with pupils and colleagues.	4	16	3	8	0
My pupils prefer learning with fixed curricula and are concerned, first of all, by the correctness of their answers.	3	17	3	8	0
To me, it is very important that the work I do should allow me to have enough free time to stay with my family and relax.	9	20	1	0	1
In class, all the major educational initiatives should come from the teachers.	0	12	0	15	4
Obtaining a special performance and equity are more important than solidarity and equality.	0	6	4	13	8
It is supposed that teachers have answers for any question.	3	7	4	12	5
The main aim of education is to "learn how to learn".	9	17	4	1	0
To me, more important is for people to acknowledge my value as a person and my professional skills, than to work in a team where the obtaining of optimal cooperation relations prevails.	1	7	5	14	4
I prefer not to change often the school where I am teaching.	18	7	0	6	0

STATEMENT	Strong agreement	Relative agreement	Not sure	Relative disagreement	Strong disagreement
Usually, in class, I make the major decisions on my own and I communicate them to my pupils.	0	10	3	15	3
School failure is a disaster for pupils.	2	6	8	10	5
As a teacher or as a school master, you need to always have at hand precise answers to most questions that your pupils or your subordinates might ask you.	7	17	3	3	1
Regulations and instructions should not be violated by the subordinates, not even if they consider that this thing is for the sake of the school.	5	12	6	6	2
My pupils prefer, above all, free topics and are concerned, above all, by the quality of the discussions.	7	7	7	7	3

Source: Questionnaire elaborated by the Institute of Education Sciences

This study is meant to identify the elements of the cultural dimensions specific of this educational organization. To attain this objective, a group meeting was realized, previously to the main survey. This group meeting was attended by 15 teachers, randomly selected to identify the relative dimensions of the organizational culture specific of this education unit. The discussions initiated concerned the features of the organizational culture: the power relations between the educational managers and the subordinate teaching staff, the professional and collegial relations, the school climate, the reaction to change, the school's values.

The result of this meeting consisted in the discovery of different work habits of the teachers, which allowed the identification of 33 dimensions resumed and presented in the questionnaire under the form of 33 statements established on a scale with 5 levels, going from "-2=strong disagreement" to "2 =strong agreement".

### Result analysis

The factor analysis (power distance, individualism, masculinity, uncertainty control) was carried out on 33 variables, using as a measurement tool the Likert scale. The preservation of the variables relied on their agreement with the intrinsic significance of the group (factor) to which they belong. The results of the accuracy tests highlight the internal coherence of the factors as satisfactory, considering the exploratory nature of the present study.

This methodology permitted to discover the content elements of the organizational culture and to understand its specific features and manifestations.

Initially, the study describes the school setting, presenting essential information on the creation and functioning of the educational unit.

Subsequently, the answers to the questionnaires distributed shall be analyzed and the performances of the school unit shall be presented statistically.

## 2.9. History of the institution

Created in the year 1925, this institution is the first mixed theoretical high school of Romania, taking over the tradition of the Mixed Secondary School of Pucioasa. In the year 1945, the spiritual mentor of this high school becomes Nicolae Titulescu.

For a period of 7 years, during the interval 1938-1945, the institution was dissolved. It will be recreated under the name of "Nicolae Titulescu" Mixed Theoretical High School, undergoing various transformations in time (Middle Technical Forestry School, 1948-1952; Middle School of 10 years with a theoretical profile, 1952-1955; Mixed Middle School of 10 years, 1955-1965).

The return of the "Nicolae Titulescu" Theoretical High School to its status occurs in the year 1991. Beginning with the year 2007, the institution has been the "Nicolae Titulescu" National College, actually the only college in the north of Dâmbovița County.

At present, the institution has a number of 752 pupils and provides tuition specific of the theoretical studies of humanities and sciences. In this school work a number of 35 titular teachers.

#### *School mission*

"Assuring a climate able to guarantee physical safety and learning experiences allowing the pupils to become responsible young men, informed and trained for a permanently changing society, adaptable to new contexts, good Romanian and European citizens."

#### *School vision*

"You have chosen the "Nicolae Titulescu" National College; we have chosen to invest in you!"

Both the school mission and vision prove that this education organization is oriented towards the primary beneficiary of the instructive-educative activities. The status of organization providing services is reflected in the concern for training the pupils as citizens and holders of school titles facilitating their insertion on the labor market.

Moreover, the school mission and vision are strongly correlated to one of the long and medium term strategic targets for the interval 2012-2016, namely "The development of a quality culture targeting excellence, on the level of all the departments of the institution".

### **2.10. Determination of the dominant features of organizational culture**

**Power distance**, as a cultural dimension of the "Nicolae Titulescu" National College is characterized from a managerial perspective by a consented inequality between subordinates and superiors. The hierarchic distance is measured in the way the teaching staff perceives the superior's power. The teaching staff accepts inequality, considering it to be normal.

This result can be justified by the fact that the Romanian educational system is a system where power is strongly centralized and the management of the school units is considered as bureaucratic and authoritarian. The pyramid-shaped organizational chart of the education unit maintains a quite formal hierarchic line, as it is demonstrated by Figure 1.

An unequal repartition of power is the very basis of the organization, necessary to avoid entropy. There is authority of the educational managers when it causes submission, and power is maintained if it meets a need of dependence.

The School Head or Director, although not on top of the organizational hierarchy, is perceived as having a great power, as he has the last decision, often without consulting the subordinates. He is interested in the optimal execution of the work tasks of the teaching staff and in controlling them. Moreover, the manager of the institution is expected to provide an objective feed-back to the teaching staff. The optimal realization of the teaching activities is perceived as an obligation of each teacher, which is why a positive feed-back in this sense is not considered a must. On the contrary, the negative one needs to be clearly and directly expressed.

The teaching staff of the "Nicolae Titulescu" National College prefers the hierarchic structure, waits for clear orders and instructions, but also for control from their superiors.

Moreover, the relationship between teacher and pupil, despite the partnership declared on the level of the educational policies, is a hierarchic relation. In the teaching-learning-evaluation activity, the teacher leaves on a second place the relational dimension of communication.

The cultivation of an excellence culture is transmitted on the level of the relation pupil-teacher by the interest given to the teaching and pedagogical skills.

### **2.11. Individualism index**

The answers formulated by the teaching staff demonstrate that the school unit is a strongly collectivist educational organization where the members' opinions and skills are taken note of. Professional relations are guided by the tasks in the job description, yet autonomous work and

original approaches are appreciated in the execution of the tasks resulting from the instructive-educative activity.

One can notice that the teachers support the idea of team work, rather than professional relations based on competition. Consequently, conflict is not perceived as an opportunity of clarification or opinion exchange. Despite the rigid structure, the members of the educational organization express their preference for informal communication and friendly relations, a feature typical of a feminine culture. Abric claims that the "microculture of an organization, of an institution [...] determines ways of communication and a system of interactions that can be totally specific."(2002, p. 31).

### **2.12. Masculinity index**

The "Nicolae Titulescu" National College ranges among the feminine school institutions. The teaching staff gives a major importance to the quality of life. This specificity can be justified by a favorable social security system, 18 hours of teaching per week and 62 leave days during school holidays. On the work level, values such as modesty, politeness and good relations between the members of the organization can be identified. A peaceful and pleasant organizational climate is also important. On the contrary, rivalry is hard to bear by the employees, therefore all the conflicts are solved by compromises. Given the strong orientation towards personal relations, the teachers endeavor to create a pleasant atmosphere and foster politeness rituals. Moreover, the results of the survey demonstrate that they share a certain number of ethics rules defining what is permitted or forbidden in various events associated to the school context.

The centralization of the questionnaire results permits to elaborate a school profile from the perspective of human relations management. In this sense, we consider that the managers of the education unit need to opt for a persuasive (not assertive) communication and pay more attention to the realization of a pleasant and harmonious climate.

Regarding the hours dedicated to the instructive-educative activities, the teachers give importance to respecting the schedule. In order to maintain a balance between the professional and the personal life, the 40 hours allocated each week to the tasks from the job description are considered a professional advantage.

### **2.13. Uncertainty control**

The analysis of the answers proves the option for a formalized management system. Certainty is assured by respecting the rules and the norms. Otherwise, the feeling of uncertainty and the frequent changes represent a source of stress. 25% of the teaching staff considers that rules can be changed in favor of a concrete situation, so that for them the Regulations of Internal Order often represent the source of a subsequent negotiation.

The teaching staff is less tolerant regarding the changes generating difficulties in the introduction of innovations.

### **2.14. Institutional performances**

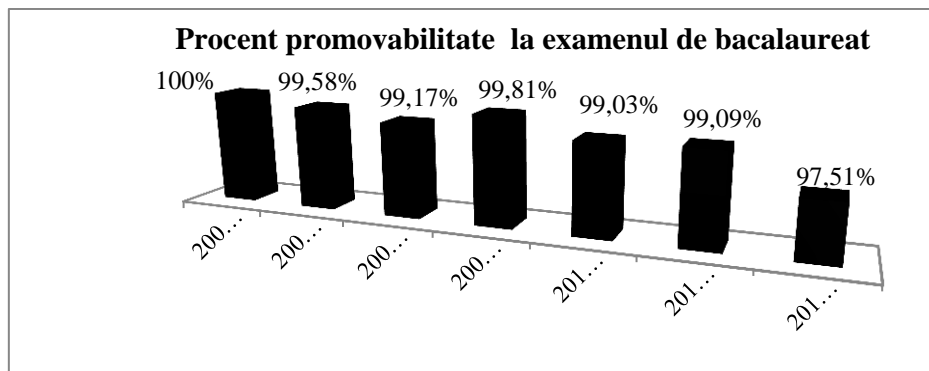
The performances of any organization are economic (profitability of the capital invested) and social (good social relations). Analyzing performance, Saulquin and Schier (2007) group together notions such as: efficacy, efficiency, profitability, productiveness, optimization, competition etc. The specialized literature privileges the concepts of efficacy and efficiency in the measurement of performance.

In the case of the educational organization, performance expresses the degree of accomplishment of the objectives established. Quality education is a permanent concern of any educational system. Bridging the gap between what the educational system is and what it means to be, reconciling the fundamental values of school with the interests of the community, mobilizing all the resources necessary to school, transforming the objectives into school results are challenges for the education specialists. A school of high performance needs to be at the same time efficient and effective.



To evaluate the performance of the “Nicolae Titulescu” National College, the following performance indicators have been used:

- Promotability rate at the bacalaureate exams;
- Results obtained in school olympics;
- Certificates, distinctions obtained by the institution;
- European activities/ projects/ programmes.



**Figure 1. Promotability rate at the bacalaureate**

Source: “Nicolae Titulescu” National College Information Bulletin

With promotability rates ranging between 97.51 and 100, the pupils’ results at the bacalaureate exam are a proof of the active participation of the teaching staff in the instructive-educative activity and a confirmation of the motivation of the pupils.

The option of this college for a culture of excellence is reflected in the prizes and honorable mentions obtained by its pupils in various contests and school olympics.

A centralization of the results is presented in the next table:

**Table 7. Annual distribution of prizes obtained at school olympics**

School year	County stage				National stage			
	1 <sup>st</sup> prize	2 <sup>nd</sup> prize	3 <sup>rd</sup> prize	Honourable mention/ Special prize	1 <sup>st</sup> prize	2 <sup>nd</sup> prize	3 <sup>rd</sup> prize	Honourable mention/ Special prize
2006-2007	7	2	3	17	2	-	1	-
2007-2008	3	3	10	15	-	-	2	3
2008-2009	6	6	3	23	-	1	-	4
2009-2010	6	9	5	16	1	1	-	2
2010-2011	11	12	6	20	-	1	2	7
2011-2012	10	9	6	10	1	-	1	3
2012-2013	14	12	7	18	-	-	1	8
2013-2014	16	5	8	19	-	-	-	7

Source: “Nicolae Titulescu” National College Information Bulletin

The analysis of this distribution of the prizes and honorable mentions obtained is a proof that the school mission and vision is respected.

The pupils' school results, both at the baccalaureate exam, and at the school olympics are advantages assuring a strong position of this school on the educational market of Dâmbovița County.

To this positioning strategy contribute as well the distinctions obtained by this institution. In the year 2007, this school was awarded the European School Certificate. In the years 2010 and 2013, the college was recertified, being one of the 20 education institutions of the country receiving this certificate for the third time.

Moreover, this school has undertaken projects related to digital skills (accredited ECDL center; CISCO programme, EUCIP programme, Oracle programme).

A competitive advantage differentiating this college from the other education units of Dâmbovița County is the various projects presented in the following table:

**Table 8. List of main projects of the interval 2005-2015**

NO.	TYPE OF PROJECT	NAME	PERIOD
1	Personal Development Project	"Sustainable Development in a Modern European Society, within the Topic of Youth, Democracy and Environment"	2005-2007
2	Linguistic Project	"Through Drama and Music to Children's Rights"	2006-2007
3	Comenius Project	"Healthy School"	2008-2010
4	Comenius Project	"Through Intercultural Dialogue, from Cultural Diversity to Unity" - 7 I.D. 4 U	2010-2012
5	Comenius Project	"The Magic of Reading, the Power of Discovering Ourselves"	2011-2013
6	Comenius Project	"Through Universal Myths, towards Eternal Truths" (4 Myths 4 Truth)	2013-2015
7	Comenius Regio Project	"Innovative School Management For Better School Environment (School Sustainability) - VELTIOSIS"	2009-2011
8	Social and civic skills development project	Euroscola Programme	2010, 2012
9	Matra Programme	"Tineri pentru tineri, prin proiecte, pentru comunitate" (Young for the young, through Projects, for the Community)	2007-2008

*Source: "Nicolae Titulescu" National College Information Bulletin*

The projects in which the teaching staff and the pupils of this high school have actively participated represent professional situations that have boosted cooperation, a context that can explain the teachers' interest in team work, harmonious relations and conflict avoidance.

### 3. CONCLUSIONS

The interpretation of the questionnaire results from the perspective of the cultural dimensions model elaborated by Hofstede allows us to conclude that the school unit under analysis stands out by a diffuse culture. The teaching staff considers the time allocated to their professional life an advantage in favor of their personal life. They favor interpersonal relations and cooperation, appreciating team work as positive. Although the teachers prefer a direct and sincere expression of criticism, the communication of a negative feed-back is not an easy verbal act since they promote

the existence of a non-conflictual climate. Under these circumstances, it is preferable that the object criticized should be the result of their work, and not their own persons.

The cultural standards defined as concrete social norms (the way of thinking and social behavior) are considered by the teachers of the "Nicolae Titulescu" National College as normal and common, being shared and respected by most of the employees of this education institution.

The results yielded by the application of the questionnaire and their interpretation indicate a tendency of minimizing or ignoring conflicts. On the contrary, one of the strengths of the teaching group is innovation. This is an expression of flexibility, of the invention of new means and procedures specific of the teaching act, aspects heralding creativity and the capacity to solve complex problems. For a part of the teachers, norms and rules are but a framework of a content that could be modified.

Another standard of the organizational culture is the orientation towards social relations. The teaching staff prefers a calm and favorable climate, harmonious and informal relations, sympathy and mutual understanding, although respecting a hierarchy on the level of the professional relations. Corroborating the results of our questionnaire with the analysis of the performances of this institution, we can formulate several **general conclusions**:

"The maintaining of affective and emotional relations" creates a favorable relational climate. A relation deprived of emotions and positive feelings can only create an artificial context, source of a repulsive environment, of individual stress with explosive professional repercussions.

The participation to the life of the organization allows each individual to become actor in the organization. This component of the relational dimension of the internal communication supposes recognition and mobilization of all the skills in human resources management. Yet, in order for the participative added value to be maximal, it is necessary to go beyond the formal consulting, so that the teaching staff should be responsible not just in their speciality domain, but also in the decisions concerning the organization as a whole.

Dialogue and consulting, the importance given to the ideas of every employee, the profitable use of the individual merits and the recognition of the role of each employee, the encouragement of work in small groups, delegation, autonomy and trust are expressions of a participative management.

Projects, values, the platform of objectives, the professional ethics code, the management rules, the organization's history are pillars of a strong culture.

The organizational culture participates in the shaping of a community of thinking orienting the actions and the initiatives towards the same goal. In this sense, the objectives ought to be clear and understandable for all the employees.

A strong organizational culture favors the awareness of a common interest going beyond that of the individual or of the group of colleagues in which the teachers acts frequently, being "a source of cultural coherence indispensable for an optimal functioning of the organization".

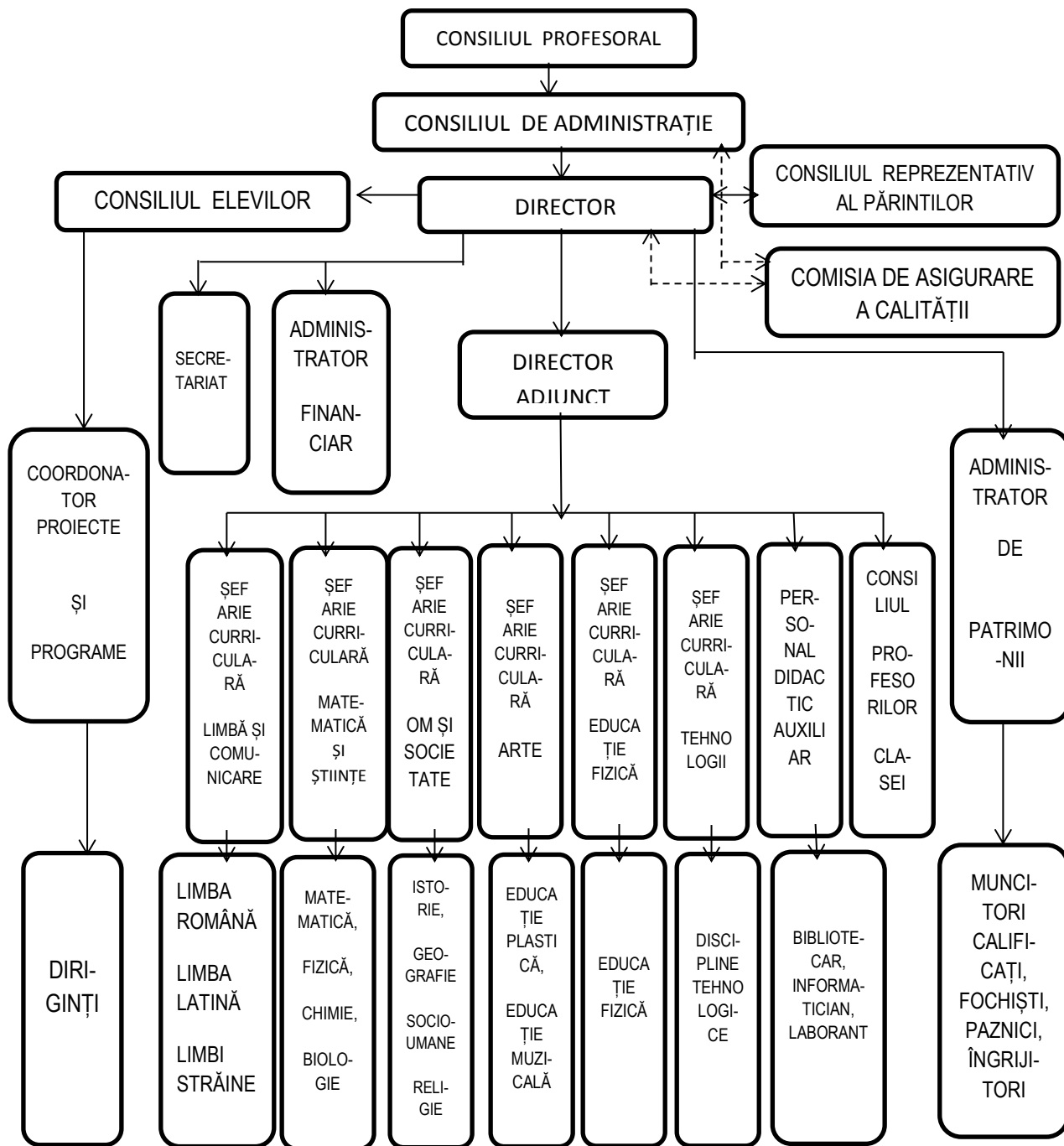
The harmony between the individual faiths and convictions, on the one hand, and those of the organization, on the other hand, is a condition of the active participation of the teaching staff in the life of the educational organization. Fundamental for the stimulation of an active participation are also: favoring the spirit of initiative, maintaining the feeling of every employee that his effort will lead to a visible result. The pride of belonging to the organization, the protection of the organization, the professional effort, loyalty, the capacity of reaction are all indicators of an active participation.

The development of the feeling of belonging facilitates the adhesion to the personality, culture and identity of the organization. The identification of each teaching staff member with the life of the organization also supposes a set of behaviors that respect and consolidate the organizational culture.

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**Annex 1. Organizational chart of the education unit**



Source: "Good practices guide for Administrative Board directors and members of pre-university education units" (Ghid de bune practici adresat directorilor și membrilor consiliilor de administrație din unitățile de învățământ preuniversitar, 2013)