

Organizational Adjustment Mechanisms in Line with the Goals of the Dynamic Society from the Teleological Perspective of Quality Management in the Education System

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Abstract

The conception according to which the quality assurance within the educational organizations conforms to the pre-established goals at social level, offers an overview of the critical success factors by arranging a dynamic set of managerial processes.

The teleological dimension of an organization is justified by the fact that it cannot function without concentrating its efforts on achieving clear objectives that describe, in reality, organizational needs. This study studied the interferences through which they give meaning to the organization, but also to people. At the same time, it amplifies the possible connections between the assumed norms and the actual actions, orients and regulates the organizational processes.

The methodological activities used by the authors, such as the selection process, transfer, synthesis, resulted in the generation of reflections, awareness and conceptual models that consist of four variables: the purpose of quality management, its purpose, human resources in society, quality - as nature human.

Key words: teleological perspective, adjustment mechanisms, limit awareness, management finality, organizational culture

J.E.L. classification: I2, J5, M5

1. Introduction

The objectives of the educational organization are an essential component of any organization, the importance of which must be realized. However, there are some questions that are waiting to be answered: why are objectives needed, who can set the objectives of an organization, what objectives can an organization set itself and, especially, how can they be operationalized.

At the level of the educational organization, the objectives direct and ensure the rigor of the developed processes, allow the diagnosis of the dysfunctions and the adoption of some corrective measures, orient the human resource in the efficiency of its own activity. Also, the objectives of the school organization anchor the activity in concrete, eliminating the arbitrary or equivocal, allow the foreshadowing of possible results, make individuals responsible in promoting the quality of their activities. Although it can be considered that the presence of objectives can lead to formalism or rigidity, restricting the freedom of individuals, in reality they ensure the coherence of the school organization.

The activity of establishing the objectives of an organization has a deep managerial character, which makes the responsibility for their formulation fall to both the team and the manager of the organization. At the level of the school organization, the objectives are established, at the macrosocial level, through the education policy and reflect the transformations produced at the social level. At the microsocal level, of the instructive-educational process, the task of delimiting

coherent objectives is of the teachers, as agents of change, who will thus organize their material, time or informational resources.

At the level of any organization, including educational, the objectives have a general character, being formulated in the light of its needs. At the same time, there are, objectives of the individuals engaged in the activities carried out at organizational level, which reflect their own development needs, of affirmation. Can both goals coexist? Yes, this coexistence is imperative, because in the absence of people, organizations could not achieve their own goals. This emphasizes the need to build an identity of the organization in which individuals feel part. It is well known that the sharing of goals by all members of a group or organization offers increased chances of their fulfillment. On the contrary, there is a risk of conflict situations, as a result of demotivation, individuals considering themselves engaged in a project to which they do not feel involved, being imposed on them. This situation is specific to organizations with a centralized management - machine type, in which human resources exist only to fulfill the purpose of the organization. On the contrary, the organization must meet the individual objectives to the same extent that individuals assume the objectives of the organization. The relationship must be reciprocal and correctly dimensioned.

But there are also some exceptional situations. Analyzing the function of evaluating objectives, some specialists point out that situations can be defined in which individuals justify their poor performance by emphasizing objectives that allow them to motivate actions when subjected to evaluative situations. In order to avoid these situations both the objectives must be clarified in advance and the steps that will be taken towards their fulfillment.

The objectives of the organization should not be set ad hoc or for a short period of time. These, and many more, will have to be of constant concern, which will prepare the institution in advance for future changes in society. In this sense, the school needs to redefine not only its mission, but also its vision, to set its short, medium and long-term goals, which involves strategic thinking, initiative and forward-looking capacity. The degree of operationalization of these objectives also depends on the quality of human resources or of any nature, the level of motivation of individuals, how they are in the objectives of the school organization or how they understand to get involved and actively participate in achieving them.

Building a vision of the organization also involves building visions of change in each individual. On the contrary, they will be limited to performing a mechanical act, meaningless, will passively accept the goal of the school, but will probably never really feel attached to it. It is no less true that, at the managerial level, there is also the risk of perpetuating the dependence on these visions, to the detriment of the reflection or the real interrogation of each school manager. In this sense, they themselves must be able to support their own visions, not by stifling others, but by the power of arguments, by communication.

Establishing clear goals for the school, viewed from an organizational perspective, can be considered a challenge, a problematic situation for which the school must activate its managerial strategies and the capacity for real learning and action. Promoted only at the declarative level, these objectives will not turn into real chances of success, they will not be responsible, more precisely, they will be devoid of any real value.

2. Theoretical background

Research (Goffman, 1959, p.11) has advanced the hypothesis that organizational culture has two approaches: individualistic, if interested in the representation of the self that each individual has in relation to others, and holistic, if the interest is aimed at - typical models of behavior, rituals and traditions, dominant norms and beliefs, the dominant socio-human climate in that organization.

When analyzing organizational culture from an individualistic perspective, Goffman relies on behavioral elements that have a certain stability over time, which occur with a certain frequency. Because the emphasis is exclusively on verbal and nonverbal communication, he believes that we are dealing with a "dramatic" approach, as each individual, through the messages transmitted verbally and especially nonverbal (gestures, facial expressions, even silence), manipulates a certain symbolism, plays, like the actors, its own role, the social life being seen, in this sense, as a big scene.

As the roles presuppose interaction, in this game each individual has the tendency to affirm his own self, his social self, trying to expose to the world the desired image, which benefits him in his relations with others. It is in this case about the affirmation of certain personal or professional qualities, the promotion of the results of our activity that correspond to the standards. In fact, it is about manipulation and persuasion, or even the imposition of authority. In turn, others may accept these things, either out of conviction or as an effect of manipulation. Goffman calls this game "impression management" that serves each individual to assert themselves, to build a positive self-image and to preserve an organizational climate open to communication. From this game of interactions and activities would result the culture of an organization, responsible, in many cases, for performance.

From a holistic perspective, organizational culture reflects the set of behavioral patterns, rituals or values that go beyond the individual framework. Although they may be different, these models and values enter into a separate combinatorics, molding, complementing each other, the result being a behavioral structure specific to each organization and which becomes independent of its individuals. It includes cognitive, affective, relational and normative elements that are activated contextually.

Regardless of the perspective of analysis of organizational culture, it operates with certain elements, more or less aware or exposed to analysis, which refer to its content. Moreover, these elements allow not only the analysis of organizational culture, but also its definition.

Attempts to conceptualize organizational culture are multiple (J. Lorsch, 1973, W. Ouchi, 1981, H. Mintzberg, 1984) and generally highlight the same content. It seems that it derives from the anthropological concept of "culture", which also explains the presence of its characteristic elements in the concept of organizational culture.

Another perspective (Schein, 1992, p.369) presents organizational culture as a cognitive process of adaptation to the specific diversity of organizational contexts and integration within this reality. This can be considered a systematizing perspective, which emphasizes both the basic behavioral area to which the content of the culture falls, responsible for the emergence of norms, and the specificity of each organizational culture.

Another way to define the culture of an organization is the metaphorical one. Thus, organizational culture is likened to an onion or a glue that sticks (Morgan, 1998). It is a "social glue" consisting of: norms, values, rituals, stories, myths or daily routines and that keeps the members of an organization together. It can also take the form of an iceberg that has a "visible" part consisting of: symbols, slogans, rituals, ceremonies, myths, heroes, behavioral patterns, jargon, and a "invisible" part, deeper, consisting of: rules, meanings, values, representations, guiding beliefs, thought patterns.

Although less scientifically argued, the metaphorical approach to organizational culture can be beneficial to understanding the mechanisms of its "functioning" at the organization level. An individual who walks into an organization for the first time, regardless of its type, initially gets in touch only with the visible part of the iceberg, with the elements that the organization wants to expose and which are, for example, rule, favorable. Interpreting or cataloging the organization only through these aspects, "image", would prove not only superficial, but also reductionist. The true configuration, value or reality of the organization is confirmed only by accessing the invisible, but fundamental part of it. It can confirm the initial data or, on the contrary, cancel it. The individual can share the values of the organization, can be found in them, or can find that they are completely foreign to him, in this case there is either the risk of isolation or leaving the organization.

The issue of organizational objectives has evolved with managerial theories that approached organizations from a systemic perspective, their importance being given mainly by the functions they can perform. Thus, the theorists of organizations as rational systems considered that objectives have mainly a cognitive function, being responsible for the direction of actions and constraints arising from the decision-making process. In their turn, the authors of the theories of organizations as natural systems emphasized the motivational function of objectives, being convinced that they ensure the attachment of individuals to the organization, motivate them in the sense of active involvement in the organization, ensuring its chance to build their own identity. In general, organizations that emphasize the motivational side are much more likely to attract human resources (eg teachers and students) than organizations that are strictly interested in enhancing the cognitive

dimension. One of the possible disadvantages would be the absence of any specifications related to the concrete ways in which these objectives will be put into practice.

As for the representatives of the institutional analysis, they rely on the symbolic function of the objectives, they having a major significance both for the members of the organization and for the community. This function cannot be neglected, its main advantage being the development of an organization's capacity to acquire resources and legitimacy.

Another function assigned to organizational objectives is to evaluate the behaviors or quality of activities performed by individuals, but also the organization as a whole. In this sense, it is necessary to establish concrete criteria, used both as standards of individual training, the functioning of the organization, and as benchmarks for their evaluation.

If the school organization is described as a natural and open system, there is a temptation to emphasize the importance of the motivational function of its objectives. However, the objectives have both cognitive and symbolic and evaluative valences. They give the school its own identity, clearly delimiting it from other organizations. The presence of objectives at school level is also legitimized by the fact that they oblige to distance themselves from old practices and habits, to create their own vision of its role in society and the possibility of future evolution, to promote a prospective, anticipatory approach to educational change. which requires innovative planning and managerial design.

3. Research methodology

It is noted that, in general, organizational culture borrows the behavior of individuals, reacting as a "collective individual" trying to assert the positive features of their own selves. For this reason, the authors choose to define the organizational culture as a personality of an organization, which manifests both cognitive and emotional and behavioral traits, perpetuating and developing over time in all individuals, becoming responsible for their integration into the organization.

It can be stated, beyond the definitions, that there is a complex phenomenon whose deep analysis would highlight its advantages (Table no.1) in obtaining the efficiency of an organization, or would allow the understanding of dysfunctions, seemingly inexplicable, at the organizational level.

Table no. 1 The essential advantages in the knowledge and optimal administration of the organizational culture

No. crt.	The main features of organizational culture
1.	Defines organizational boundaries
2.	It makes the organization distinct from other organizations
3.	It gives a sense of identity and solidarity among employees
4.	It brings people together to cooperate, it generates organizational involvement
5.	Increases the stability of employees in their positions by mastering the values of the organization
6.	Helps target the individual within the organization
7.	Resolves contradictions and paradoxes that may arise in its absence
8.	Structures behaviors, attitudes within the organization, developing the system of rules and ensuring their applicability

Source: (Adaptation and processing of authors after I.O.Pânișoară)

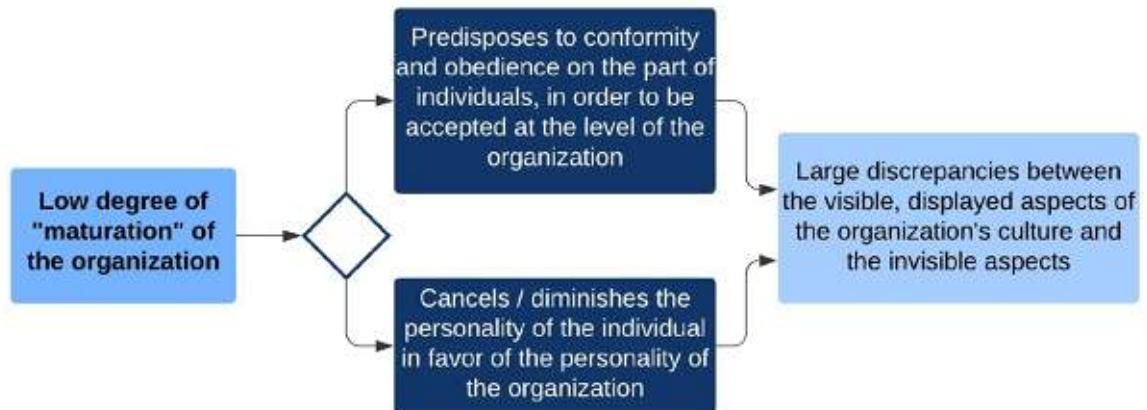
It is easy to see that these characteristics actually reflect the essential functions that an organization's culture performs, namely:

- the normative function, of regulating behaviors and attitudes, constituting a possible grid for their evaluation and conflict resolution;
- motivational function, to support cooperation and interpersonal relationships;
- psycho-social function, through which individuals and the organization build their own identity in relation to others or the environment.

These functions, as well as the entire organizational culture, become operable over time, through quantitative and qualitative accumulations, through practice, by reference to the environment as a possible variable for interpreting the effects of organizational culture. They

manifest themselves both in the formal framework of daily activities and in the informal setting, as a way of perpetuating official customs. Also, although the values of the organization must be compatible with the values of the individual, the possible limits of the organizational culture must also be noted. (Figure no.1)

Figure no. 1. The limits that slow down the organizational culture from the possibility of action to the maximum values



Source: (Authors' concept based on analysis of organizational culture functions and critical success factors)

However, there is no organization that does not structure its own culture and, no matter how much one wants to avoid some shortcomings or risks, it cannot be outside the organizational framework. Certainly, where there are human resources, there is also the risk of behavioral paradoxes. The manager of the organization has the power to correct them but also the individuals themselves can do it, to calibrate their behavior according to their own axiological frame of reference and not according to the image advantages of the moment. The more credible an organization becomes, the more coherently structured and value-oriented its culture is.

The analysis of an organization's culture cannot be complete without specifying its basic components. Thus, beyond the cognitive, affective and normative aspects, it is considered that at the level of an organizational culture other basic components can be identified (Schein, 1992, p.372), such as:

- behavioral regularities, present at the level of interactions, such as: traditions and rituals, customs, language, applied in specific situations;
- group norms, more precisely standards and values activated in the working group;
- displayed values, with the role of explicitly formulated principles for all members of the organization (for example, "quality first");
- formal philosophy, based on policies and principles elevated to the rank of ideology, which guides the actions of members of the organization in relation to outsiders;
- institutional, formal and informal rules, which define membership in an organization, as well as ways to regulate relationships;
- the socio-moral climate and the architecture of the space, which describe both the moods and the ergonomics of the workplace. Moreover, this aspect can be a good indicator in the analysis of the typology of organizational cultures, which also differ by the size and functionality of the spaces made available to employees;
- personal skills or competencies that individuals need to demonstrate in performing tasks or in a relational plan;
- ways of thinking, mental models and linguistic paradigms, cognitive frameworks that guide perceptions, thoughts, etc .;
- activated meanings, ways of understanding everyday events;
- metaphors and symbols, reflected in ideas, feelings, sentiments or images about themselves or about phenomena present in the organization, and which are manifested in everyday life.

These components aim at a certain symbolism of the organization, raised to the rank of principle of action, but also concrete elements that describe the norms and cognitive and affective features of individuals.

Most of the analyzes performed in order to understand the role of organizational culture highlighted several models and types of organizational culture. Although they were not developed for a specific type of organization, highlighting their main characteristics will be the benchmark of the analysis of the organizational culture of the school.

Probably the best known model of analysis is the multilevel / stratified model, analyzed by most specialists, which delimits at the level of any organizational culture three levels / layers, in which the previously mentioned components are found. (Peacock, 1999, p. 53)

The basic presuppositions, which contain abstract formulations, with a general character, which promote some truths about man, as an expression of a philosophy about man and society, very often, have a contrasting character. This is also the case of those advanced by Schein and McGregor (1974). Thus, Schein distinguishes between:

Culture A with the following assumptions:

- the individual is responsible, motivated and able to lead himself;
- the members of the organization form a family in which everyone must respect, accept, cooperate or take an interest in the others;
- truth is not a natural fact, it comes from individuals and is established through negotiation and debate.

Culture B, which is in stark contrast, puts forward the following assumptions:

- individuals are docile, eager to fulfill their commitments at the organizational level, being loyal;
- the relations which are established at the level of the organization have a hierarchical character, each member having his own position and responsibility, according with his competencies;
- the truth belongs, par excellence, to the elderly who have not only seniority, but also wisdom and experience.

The contrast of the two cultures is striking: the first values the individual, promoting respect, autonomy, information authority and is specific to organizations as natural and open systems, while the second gives priority to the organization, by promoting hierarchy, authority, competence, being dependent on organizations rational and closed systems.

The value delimitation of the two cultures is difficult to achieve, each promoting a certain philosophy about man. Their value is given by the interest that manifests itself at a certain moment for one or another of these philosophies.

One can easily notice the complementarity of the two types of assumptions with the typology of culture proposed by Schein. Thus, the assumptions of theory X are consistent with culture B, devaluing both individuals and their work, while the assumptions of theory Y are based on the characteristics of culture A, promoting the values of responsibility and respect for man. (Table no.2)

Table no. 2 The model of the dual theory of motivation

No. crt.	Theory model X	Theory model Y
1	Man does not have a special attraction for work, avoiding it when he can;	Work is a natural activity that helps the individual to develop spiritually;
2	In order to make the necessary effort, man must be forced or "bought";	People are attracted to interesting activities;
3	Man prefers to be directed, rather than take responsibility;	Individuals orient themselves in the task, assuming responsibilities;
4	The motivation of the individual's work is money or job insecurity;	The motivation of work is the very desire to fulfill one's potential;
5	In general, people show limited creativity.	When they have the opportunity, individuals show their creativity.

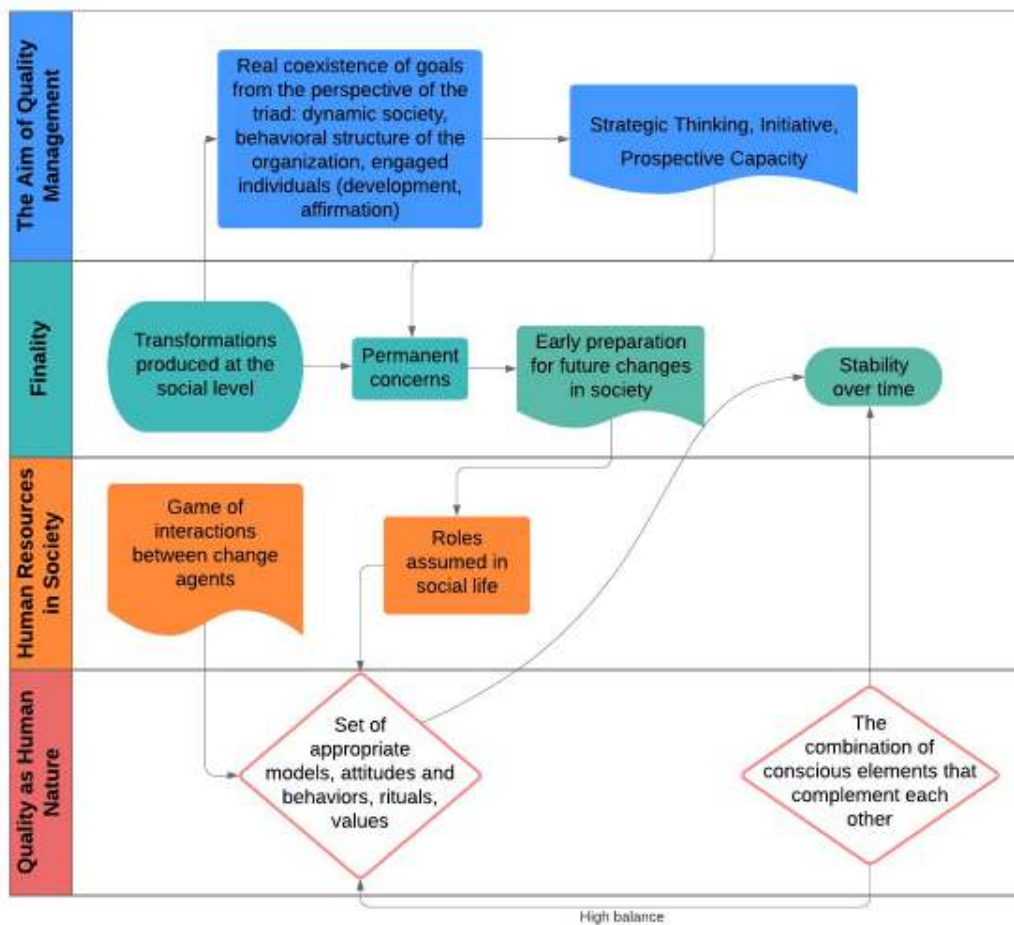
Source: (Adaptation of the authors to the assumptions made by McGregor)

The values that are shared by the members, most of the times, appear as imposed at managerial level, reason for which they are constituted in the evaluation grids of the individuals' performances. In this sense, the values must be assumed by each member and translated into appropriate attitudes and behaviors. The shared aspect of values lies in the fact that they refer to the set of opinions common to all individuals, which define the desirable behavior or the ways in which success can be ensured.

4. Findings

Organizations set their goals based on their own aspirations and the specifics of their services provided to society. At the level of the school organization, priority is given only to the objectives pursued at the level of the educational process or to the objectives of the society that the school is called to fulfill. But the school is not limited to preparing individuals to cope with social change, it can itself trigger and promote change. In reality, the school organization focuses so much on students' results, on the quality of teaching-learning-assessment, that it loses sight of the fact that all this depends on the quality of training and continuous improvement of teachers, the existing climate at the organizational level or the actions it can take to bring about change. The fact that the school generally assumes an eminently passive role, of primary reaction to an external stimulus, following only the way in which individuals carry out their activity or submit to daily routines, leads to the question of the real capacity of the school to become aware. and other needs.

Figure no.1. Organizational identity adjustment mechanisms



Source: (Authors' concept based on the variables involved in a natural and open system and the interferences between them)

For these reasons, today, as a result of the opportunities that the school has in building its own future, it is necessary to delimit new objectives, not to the detriment of the instructive-educational, basic ones, but in completing them. Given that the school presents itself as an organization that learns and produces learning, it is obliged to set itself two other major objectives: organizational development, overall, and human resource development.

These could in turn subordinate other objectives, among which can be mentioned:

- triggering and promoting educational changes;
- promoting strategic management;
- developing a motivating climate and organizational culture;
- reviewing existing communication networks at school level;
- initiating action actions that favor the promotion of the school's image at the community level.

All these must take into account the four variables: the purpose of quality management, its purpose, human resources in society, quality - as human nature. (Figure no.2)

The values assumed at the level of organizations ensure the chance to build their own identity of the organization in relations with the environment, and for individuals they offer them the opportunity to consider themselves an integral part of the organization. It is not recommended to absolutize some values to the detriment of others, the risk being that individuals simulate adherence to them, so that in depth there are conflicts that will remain dormant until an opportunity arises to trigger and escalate. For example, in organizations that value exclusively cooperation, teamwork, beyond its advantages, creates opportunities for the manifestation of group thinking, conformity, loss of "instinct" to preserve and assert their own identity. At the opposite pole, the organizations that raise the competition to the rank of absolute value are transformed, in time, into real "battle arenas", from which the luckiest or the strongest will emerge victorious.

The norms, which ensure the passage in concrete and observable, represent a direct consequence of the assumptions and values assumed and describe the totality of expectations and rules that guide and regulate at the organizational level the behavior of individuals. Very often, assumptions and values remain in a shadow cone, individuals coming into contact only with the rules of the organization.

At this level, two categories of norms are delimited (E. Păun, 1999, p. 60):

- Formal, having an institutional character and being promoted by managers through centralized and coercive ways. They usually aim at imposing and enforcing sanctions;
- Informal, being the product of the members of the organization and circulating through myths and stories. They are promoted in a participatory, non-hierarchical manner, having the role of maintaining a high tone of organizational culture.

When it is desired to initiate a change at the level of the organization, the main area of intervention must be its rules.

5. Conclusions

Any organization exists only by virtue of clearly established objectives. The statement can be considered as true as it is incomplete. Objectives are essential to give meaning and legitimacy to an organization, but they remain simple ideals in the absence of the human factor, of individuals who, through the quality of their work, through personal involvement, can turn goals into reality.

It can be easily seen that at the level of any organization two levels coexist: one dedicated to competitiveness, technology, achieving high-performance results and a level of human resources, equally significant, which describes interpersonal relationships, the level of communication, the values that govern relationships and which individuals are willing to join etc. In other words, there is a level of efficiency and a level of knowledge, culture and socio-human climate. With the evolution of organizational theories, managerial practices gradually shifted the focus on productivity and efficiency, specific to scientific management in which individuals were a simple tool for achieving organizational goals, on the relational side that shapes a human factor dynamic.

In fact, most research conducted in the early 1980s drew attention to the extreme rationality of organizations, to its wrong emphasis. Normally, in an organization, the two levels must not only coexist, but they must be in a relationship of interdependence, as one cannot exist without the other.

For this reason, specialists in organizational analysis devoted to the late '80s a new concept, that of organizational culture that would cover a new reality over time. Originally appeared as a critical reaction to the rationalist paradigm of organizations, the dimension of organizational culture has gradually built its own argument, being put in a position to explain the reactions, sometimes paradoxical, of people, how to achieve communication in organizations, in which promotes change. It is directly related to the management of the organization, being both its cause and effect.

Thus, the organizational culture, through the promoted values, can determine the imposition of a certain type of management, just as it, through the norms and the structure of the managerial processes, can establish a certain type of organizational culture. This double-determining effect needs to be realized by both the manager and the individuals. Given that the manager ignores the specifics or even the existence of organizational culture, using the attributes of scientific management, he has all the chances to face failures for which he will probably not have pragmatic solutions. If the manager himself is the product of the organizational culture, there is both the chance to promote a participatory, motivating management, but also to correct any shortcomings identified at its level.

Most of the times, when direct reference is made to the organizational culture, there is a temptation towards a general approach to it, towards highlighting the specifics of interpersonal relationships, general beliefs, etc. and less towards the analysis of the values or beliefs that each individual can promote. One cannot speak of a certain type of organizational culture, as its general feature, without taking into account the characteristics of each individual that can contribute to its construction. Therefore, the temptation is to see the whole, but the details that build it are lost sight of. For this reason, the authors believe that the analysis of the dimension of organizational culture can have both meanings: general and individual.

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