

**Organizational culture of selected educational institutions in Rzeszow.  
Sociological analysis**

The term organizational culture appeared in the 50 years of the twentieth century and has been defined by Elliot Jacques (a psychologist and a M.D.) as "customary, traditional way of thinking and acting, which must get to know new members and at least partially accept it, if they want to be accepted as employees "(Sikorski 2002: 2). In the second half of the twentieth century, more and more theoreticians began to deal with the organizational culture, wanting to find out why some companies are successful in the market, while others are failing. Due to the fact that the term "organizational culture" is new, it is an ambiguous and defined in many ways and aggregated by many fields of science. Issues related to organizational culture can be considered not only in relation to large enterprises offering products and services, but to all organizations, including educational institutions.

Heads of educational institutions manage an organization that offers educational services. Therefore, managers of an educational institution face problems similar to those that apply to other organizations in the services sector. Directors should therefore not only know the organizational culture of the educational institution they manage, but also determine the desired type of organizational culture and its strength. Knowledge of the organizational culture of the managed educational institution affects the increase of the efficiency of the activities undertaken and the possibility of conscious creation of the institution's brand in the external environment.

The aim of the dissertation is to analyse the organizational culture of selected educational institutions in Rzeszow. The description of the phenomenon of organizational culture is important for the social sciences because it enables a better understanding of phenomena occurring in the postmodern society. The research covered thirty selected nursery schools and primary schools in Rzeszow. Nineteen directors and 486 teachers took part in it.

Four research problems were formulated: (1) what is the organizational culture in the researched educational institutions? (2) what leadership style occurs in the researched

educational institutions? (3) What is the communication in the researched educational institutions? (4) What values and norms dominate in the researched educational institutions?

During the analysis of aggregated research material, three variables were considered: the position occupied by the surveyed, the educational level and the type of the educational institution. The diagnosis of the organizational culture was made using a questionnaire addressed to teachers, a categorized interview with the directors of the institutions and the OCAI questionnaire.

The PhD dissertation consists of an introduction, twelve chapters covering the theoretical layer of the issue, one chapter on methodological assumptions, five sections containing the answer to the research questions posed, and the ending in which the research problems are summarized.

The theoretical part consists of twelve chapters, in which topics related to the sociological aspects of education, historical and contemporary approaches to organizational culture in the holistic approach and the detailed context of educational institutions and national culture and its impact on organizational culture are addressed. Elements of organizational culture, its functions and strength are also described. The typologies of organizational cultures highlighted in the literature are presented in terms of Roger Harrison and Charles Handy; Terrence E. Deal and Allan A. Kennedy; Kim S. Cameron and Robert E. Quinn as well as Robert Cook and J. Clayton Lafferty. The process of shaping changes in the organizational culture of the enterprise and in the specific conditions prevailing in educational institutions was explained. The leadership in the organization, forms of power and styles of managing the organization as well as the essence of the mission of the educational institution and its impact on the organizational culture are also described. It also presents how communication in the organization influences the formation of organizational culture and the management of the institution.

In the chapter containing the methodological assumptions, the author of the dissertation presented the research issues, the aim of the dissertation, the methods, techniques and research tools used.

The chapters containing the description of the conducted research included a detailed description of the educational institutions and the research group surveyed. The results of the analysis of research tools are presented: the dominant organizational culture (according to the typology of K. Cameron and R. E. Quinn) is described in the surveyed educational institutions and the perception of the organization's culture is influenced by the position occupied by the surveyed, the educational level and the institutional type of the institution; the dominant type

of organizational culture was also analysed in relation to the general characteristics of the organization, the director's leadership style, the way the institution is managed, the institution's bonding factor, the organization's priorities and success criteria. The dominant style of leadership in the researched educational institutions and the preferences of the respondents regarding the style of leadership were presented. Leadership qualities were distinguished, which, according to the respondents, were possessed by directors and qualities that the surveyed considered desirable as the director. The tools of director's influence on employees are described as well as how the director shapes the organizational culture of the researched educational institutions. The communication between employees and clients of educational institutions, ways of communication between directors and teaching staff was also analysed, as well as describing how cooperation and communication in teacher teams worked. The analysis also included the values and norms prevailing in the researched educational institutions. It describes the features of an effectively functioning organization presented by the researched institutions and the motivation of the surveyed to work. It describes what behavioural, personal, linguistic and physical symbols functioned in the researched educational institutions. The strategic principles of educational institutions indicated by the respondents were also presented. At the end of the dissertation, the results of the analyses were synthetically presented.