

## INVESTIGATING THE IMPACT OF ORGANIZATIONAL BEHAVIOUR ON SCHOOL CLIMATE

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**ABSTRACT.** Organizational behaviour consists in the choice members of an organization make in adopting certain attitudes or modes of action in their interaction with the organizational environment, as individuals or as members of a group. It is essential to understand organizational behaviour as a key variable of the organization, which is directly dependent on the human resource that forms the core of organizations, without whom their existence cannot be conceived. The study of organizational behaviour is relevant in order to gain a deeper understanding of the mechanisms that engage the entire organizational life. Yet, the organizational context underlies the certain type of behaviour that is created within the organization, which is why this study aims to identify those organizational dimensions acting as determinants of organizational behaviour, so that the potential impact these may have on school climate could be estimated.

**Keywords:** *organizational behaviour, school culture, school climate*

**ZUSAMMENFASSUNG. Untersuchung Der Auswirkungen Des Organisativen Verhaltens Auf Schulklima.** Das organisatorische Verhalten widerfindet sich in der Entscheidung der Mitglieder einer Organisation, in ihrer Interaktion innerhalb des organisatorischen Umfelds, als Einzelpersonen oder Gruppenmitglieder, bestimmte Einstellungen oder Handlungsweisen anzunehmen. Es ist entscheidend, das organisatorische Verhalten als eine kritische Variable der Organisation zu erfassen, auf das menschliche Kapital, den Kern der Organisationen, unmittelbar angewiesen, außerhalb dessen ihre Existenz nicht erfassbar ist. Die Untersuchung des organisatorischen Verhaltens ist in der Gewinnung einer tieferen Einsicht in Mechanismen, die das gesamte Organisationsleben antreiben. Jedoch unterliegt der organisatorische Kontext einem organisationsintern entstandenen Verhaltensmuster; aus diesem Grund zielt die Studie darauf ab, die als Determinanten agierende Organisationsdimensionen des Organisationsverhaltens zu erkennen und eine Einschätzung der potentiellen Auswirkungen auf das Schulklima zu ermöglichen.

**Schlüsselwörter:** *Organisationsverhalten, Schulkultur, Schulklima*

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## LITERATURE REVIEW

### Organizational behaviour. Conceptual framework

The concept of organizational behaviour is multidisciplinary, situated at the confluence of psychology, sociology, anthropology, and economics. Perhaps that is why it is difficult to define. Organizational behaviour is a somewhat improper concept as it is unlikely that members of an organization have an identical and unified reaction or attitude to the organizational context. However, we can speak about group behaviour; participants to the organizational life can develop patterns of collective behaviour within the group they belong to. In this respect, Patrice Mann notes that one can speak of a generic concept designating the types of behaviour belonging to some individuals who, under the influence of shared beliefs, sometimes act all in the same key (Stanciu, Ş., Ionescu, M.A, 2005, p. 120).

In the literature of the field there are few attempts to define the concept, most often studies go straight into treating the area delimited by the notion of organizational behaviour. According to Dennis W. Organ and Thomas Bateman (Zlate, M., 2008, vol. I, p. 37) organizational behaviour is the behaviour facilitated and induced by the organization or the behaviour generated or emerged as a result of organizational processes. In contrast with these authors' psychosocial perspective, Mielu Zlate (2008, vol. I, p. 38) considers that organizational behaviour has psychological valences as it consists in all adaptive responses of the individual or group, the overall expression of the individuals' or the organizational groups' mental activity, which is directly observable or indirectly deduced, but also influenced or directed. Other authors view organizational behaviour as the junction of four dimensions: the individual, the group, the organization and the environment, which all influence the behaviours of the members of the organization (Wilson, 1999).

In this paper the concept takes on a particular meaning: *organizational behaviour lies in the individual or group attitudes and modes of action, generated as a response to different situations or organizational processes.*

We consider organizational behaviour is an objectification, a concrete expression of the elements that make up the culture of the organization, which cannot acquire material consistence in the absence of human resource that translates them into organizational attitudes and practices. In other words, organizational behaviour is dictated by the organizational context the individuals belong to. To support this statement we recall Mielu Zlate's remark (2008, vol. I, p. 39), which says that when organizational conditions change (e.g. rules, goals, structure, constraints, values, etc.), they trigger the process of remodelling behaviours, which can have positive or negative effects on members and the organization.

### **School climate and culture - variables of organizational behaviour**

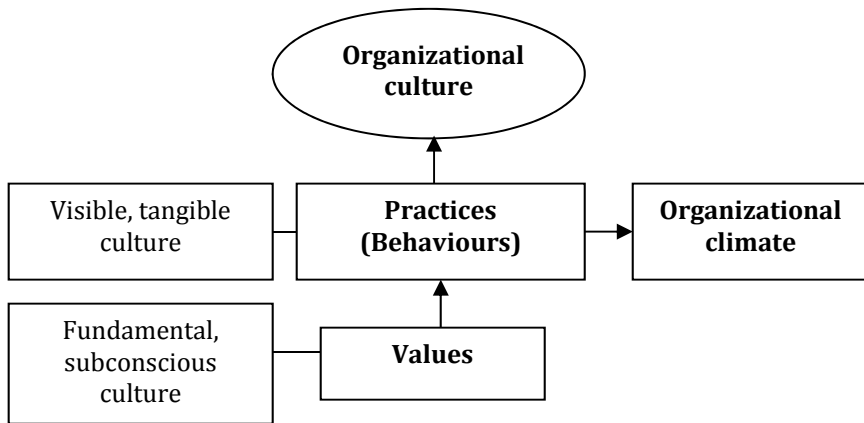
In the studies about organizations, culture and climate are among the most discussed aspects of organizational life. The research often dwells on the role and influence of each of the two variables in the organization, sometimes ignoring the analysis of the culture-climate rapport, organizational variables that cannot be conceived one without the other.

However, in the literature there are some attempts to clarify the relation between the culture and climate of an organization. A relatively recent model of analysis for the rapport between the two variables has been generated by the emergence of organizational management as a novel and distinct science. According to this model, culture is a comprehensive concept, which subsumes the concept of climate. In this view, organizational culture is described as consisting of several distinct levels (Hofstede, 2003; Schein, 2004; Rousseau, 1990). Essentially, these levels distinguish between *values* and *practices*. On the one hand, the values are fundamental and often subconscious modes of understanding and assessing the world. On the other hand, practices are tangible, observable behaviours manifested in the organization.

In the latter model, the climate can be equated with how the organization's members describe and evaluate organizational practices. Thus, *climate* is a subset of culture in the same way that values of the organization are considered to be subsumed to culture. Therefore, the climate is equivalent with the organizational practices or behaviours that are subsumed to culture.

We consider climate as being rather a consequence, an effect of organizational practices that participants in the organizational life screen through their own subjectivity translating them into behaviours. In addition, organizational values guide in their turn the conduct of the individuals belonging to the organization. Therefore, the climate will be the both the outcome of organizational behaviour and the values underlying these behaviours (Figure 1).

In our opinion, culture and climate are concepts that do not overlap nor should they be confused. Although distinct organizational variables, there is a determination relation between culture and climate, a relation that should not exclude organizational behaviour. According to Emil Păun (1997, pp. 9-10) culture and climate are subordinated to organizational behaviour, which also includes aspects such as goals, ethos and organization effectiveness. Therefore, culture and climate constitute variables of organizational behaviour. Thus, culture exerts an influence in the process of maintaining and developing the organizational climate as the perceptions of the members of the organization on the type of behaviour they have to adopt within the group reflect cultural features subjectively.



**Fig. 1.** The relationship between culture and climate in Hofstede (2003) and Schein (2004)

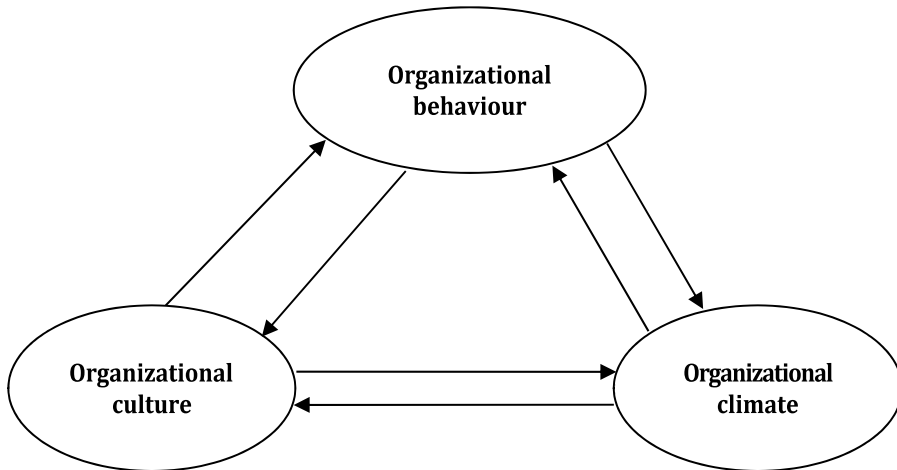
Undoubtedly, culture is distinct from climate, the two concepts do not overlap. However, as variables of organizational behaviour they enter into a relation of dependence. According to Ashforth (1985) culture consists of shared assumptions and ideologies, whereas climate is defined by the shared perceptions on the behaviour of the members of an organization (Hoy, Tarter, 1997).

Another view, which belongs to Hoy, Tarter and Kottkamp (1991), supports the analysis of organizational climate from a psychological perspective, while culture can be considered from an anthropological point of view, which allows the identification of the differences between the two organizational variables and the subordination rapport between them.

In his turn, referring to the educational context, Emil Păun (1999) highlights this difference, postulating the prevalent objective nature of culture, though the author does not ignore its subjective aspects, while climate is the subjective dimension of the organization. It is worth mentioning that both culture and climate, as objective and subjective dimensions of school, are embedded in the individuals' behaviours.

Figure 2 summarizes our view on the culture-climate rapport as variables of organizational behaviour, indicating the interdependencies between them.

Through its positive or negative valences due to multiple influence factors such as socio-cultural factors, interpersonal relationships, communication quality, managerial style features, the specific activity of the organization and working conditions, the structure and size of the organization, but also influences of the outer environment, climate affects the attitudes and behaviours of individuals taking



**Fig. 2.** The interdependencies between culture - behaviour - climate

part in the organizational life. On the other hand, culture - consisting of values, beliefs, norms, organizational practices - is translated through the human resource in behavioural patterns; in other words, it finds expression in or is objectified in the social interactions taking place in the organization.

Therefore, the climate and culture of the organization can be considered as two facets of the same coin – the organizational behaviour - because neither of these two organisational variables exists in a vacuum, but is directly dependent on the human factor in the organization, as a means through which both can be expressed.

## RESEARCH PURPOSE AND SAMPLING

The research we have undertaken aims *to identify the behavioural characteristics of members belonging to the organization and it attempts to establish the extent to which the conducts of all participants to the organizational life converge* so that we could estimate the potential impact they may have on the climate.

The sample population included in our research consisted of teachers and students belonging to all faculties in charge with the initial training of prospective police officers within "A. I. Cuza" Police Academy in Bucharest. Numerically the population included in the research study totals a number of *356 respondents*, of which *274 students* enrolled in all years of study from the 1<sup>st</sup> to the 4<sup>th</sup> year,

both females and males, covering all specialties such as police, border police, gendarmerie, penitentiaries, firefighters, and 82 teachers of both genders with a different degree of seniority in the organization from beginners to teachers having an experience of over 10 years.

For the sampling of the research population we have resorted to a representative sample, which has been determined through the probabilistic sampling technique. The sample has been made up starting from a list of homogeneous groups of individuals (students and teachers) and the selection of persons included in the investigation has been conducted so as to cover several survey variables: age, gender, social and professional category, specialization, seniority in the educational organization, etc., needed for data analysis and interpretation.

## METHODS AND INSTRUMENTS

We have used quantitative research methods such as *questionnaire-based survey* with closed trichotomic questions and multiple pre-coded questions, with multiple choice and Likert-scale responses, as well as open questions. We have developed two questionnaires, one for the teachers and other for the students, as representatives of the two socio-professional groups included the sample.

The teachers and students were asked questions which aimed at identifying the prevalent behavioural traits of the two socio-professional groups in relation to all categories of members of the organization each group comes into contact, thus: for teachers we have analyzed their behaviours in relation to the manager, but also to their colleagues and for students we analyzed their behaviour in relation to teachers and classmates.

The behaviours of each category of respondents have been defined in *relation to the cultural dimensions of the organization, which are six in number: task orientation/formalism, people orientation/supportiveness, interpersonal relations, decision making, performance orientation, innovation orientation*. For each of these cultural dimensions we had identified indicators, which were subsequently converted into items (statements) designating the types of behaviour that are associated with each cultural dimension of the organization. By determining the extent to which the conduct of each socio-professional group is situated to negative or the positive pole of the cultural dimension (i.e. to what extent the answers *not at all - a little or considerably - a lot* prevail), we can draw conclusions on the degree of congruence between the managers', the teachers' and students' behaviours.

The cultural dimensions are expressed by indicators that reflect patterns of behaviour that define each dimension as follows:

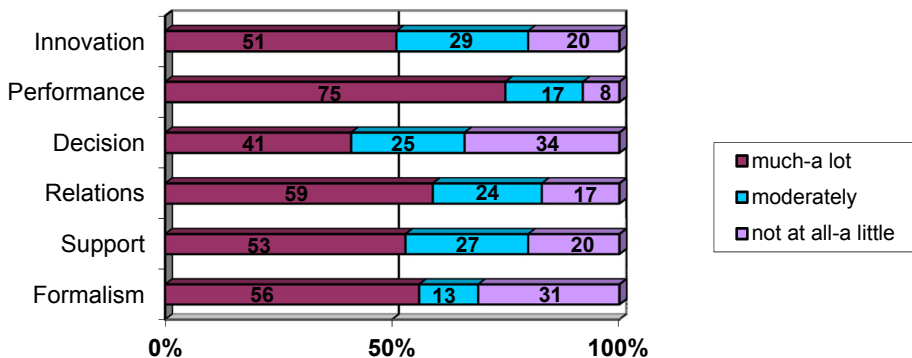
- *Task orientation/ Formalism*: focus on tasks, formal rules, conformity, control, sanctions;
- *People orientation/ Supportiveness*: assistance, fairness, equality, appreciation, rewards;
- *Interpersonal relationships*: communication, collaboration, respect, friendly relations, solidarity, cohesion;
- *Decision making*: involvement of members of the organization in decision-making;
- *Performance orientation*: high expectations, focus on results, focus on quality;
- *Innovation orientation*: positive attitude towards change, openness to novelties, exploitation of opportunities.

## RESULTS AND DISCUSSION

For a systematic presentation we first resorted to the analysis and interpretation of the manager’s and teachers’ behaviours as perceived by teachers and subsequently we analysed and interpreted the teachers’ and students’ behaviours as reflected in the latter’s perception.

Starting from the statistical data collected we calculated the percentage in which teachers have characterized the manager’s behaviour on each of the six cultural dimensions so as to facilitate the interpretation of data. The results are displayed in the graph below.

**Manager’s behaviour in relation with the cultural dimensions of the organizations (teachers as respondents)**

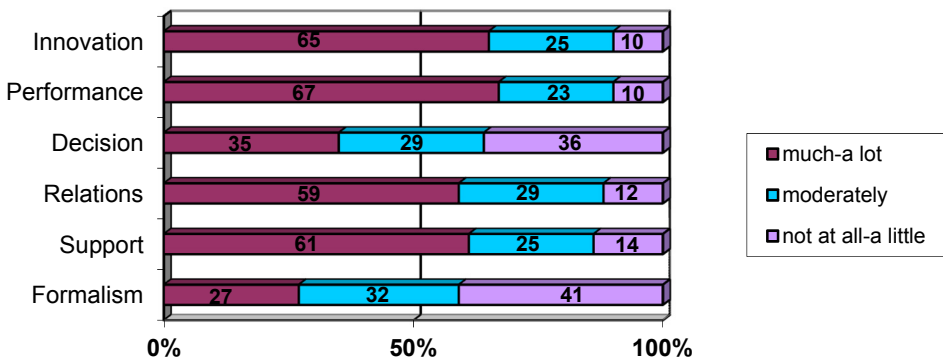


These results lead us to the following conclusions on the manager’s behaviour: there is a slight tendency towards *formalism* (56%), for which reason *supportiveness* totals a positive percentage of only 53%; *interpersonal relations* tend to be positive (59%); *decision-making* tends to be reserved mostly to the manager (59%), teachers are less involved in decision-making (41%); the manager is very much focused on achieving *performance* (75%); there is a relative orientation towards *innovation* as indicated by 51 percent.

Therefore, the teachers’ perception on the manager’s behaviour reveals that the latter is oriented in roughly equal proportions on formal rules, but also on providing support, that he acknowledges the importance of interpersonal relations and the focus of the organization on performance, but is less oriented toward the teachers’ inclusion in decision-making and tends to have a relatively innovative vision without abdicating from conservatism entirely.

We shall further analyze the teachers’ behaviours on the same cultural dimensions so as to determine to what extent these are congruent with the manager’s. Similarly with the manager’s behaviour analysis, we relied on statistical data to calculate the percentage of each cultural dimension on teachers’ behaviours so that the interpretation of data could become more accessible. The results are shown in the following graph:

**Teachers’ behaviours in relation with the cultural dimensions of the organizations (teachers as respondents)**



From these results we can draw the following conclusions: teachers tend to be relatively uninterested in the *formal dimension* of the organization (only 27% chose this feature in a large and very large proportion); *supportiveness* occupies an important place in the teachers’ behaviours as shown by the 61 percent who



opted “much” and “a lot” for this feature; teachers are inclined to attach importance to *interpersonal relations* (59% voted “much” and “a lot”); the proportion in which teachers are involved in *decision-making* is relatively low (35% opted for “much” and “a lot”); teachers tend to be *performance-oriented* (as proven by the 67 of the options for “much” and “a lot”); the focus on *innovation* occupies an important place in the teachers’ attention (65 percent chose “much” and “a lot”).

Therefore, the teachers’ perceptions on their own behaviours reveals that they are less receptive to adopt formal rules of behaviour, they favour supportive behaviour and friendly interpersonal relations, they are oriented towards performance and innovation, but not involved enough in decision making.

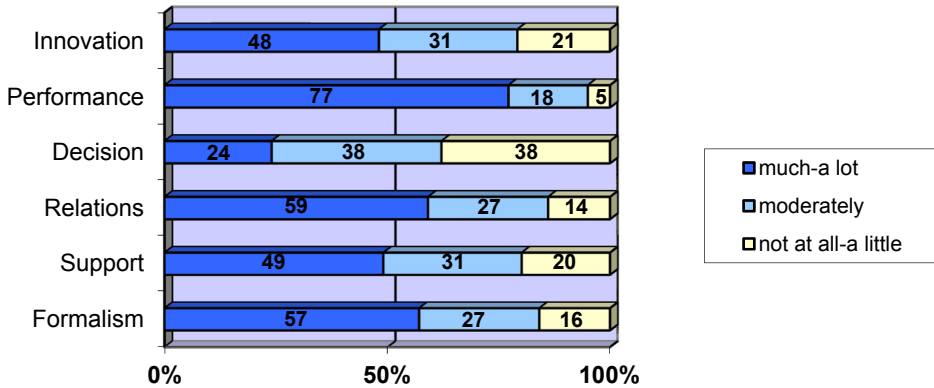
It is interesting to note that teachers’ perceptions on innovation tend to be positive in respect to managers and themselves. The option for the organizational feature of innovation must be understood in terms of the subjective perception of that category of respondents represented by the teachers’ group. If for teachers innovation generally overlaps with the adoption of innovative teaching methods and techniques, then the 65 percent of their answers in favour of innovation could be justified. But if we take into account the teachers’ perception on the managers’ preference for innovation represented by a percentage of 51, then, given the relatively low percentage that innovation scored among the values cultivated by the organization, we tend to consider this option as belonging to desirability rather than reality.

We have found out that managers and teachers have convergent behaviours except for two aspects: formalism and decision-making. If the manager has expectations of formal behaviour, teachers are less inclined to meet them. The manager has the tendency to allow relatively low involvement of teachers in decision-making, which opposes the teachers’ need to participate more. These two aspects may influence the teachers’ perception on the quality of organizational climate.

We shall further look into the teachers’ and students’ behaviours as perceived by the latter. It’s worth mentioning that teacher-student relationship should be viewed similarly to the manager-teachers relationship as a rapport of authority, for which reason the students’ perceptions on teachers’ behaviours may differ from those of the teachers. However, the students’ opinions on the teachers’ behaviours can be more objective than those of the teachers, who may be tempted to be more subjective when they have to characterize themselves. The students may have a similar behaviour being tempted to fall into subjectivism when asked to answer questions that require them to describe their behaviours.

Thus, the statistical data served as the basis for calculating the percentage of each cultural dimension so that we could discover the main features of the teachers’ behaviours as reflected in their students’ opinions. The results are shown in the graph below.

### Teachers' behaviours in relation with the cultural dimensions of the organization (students as respondents)

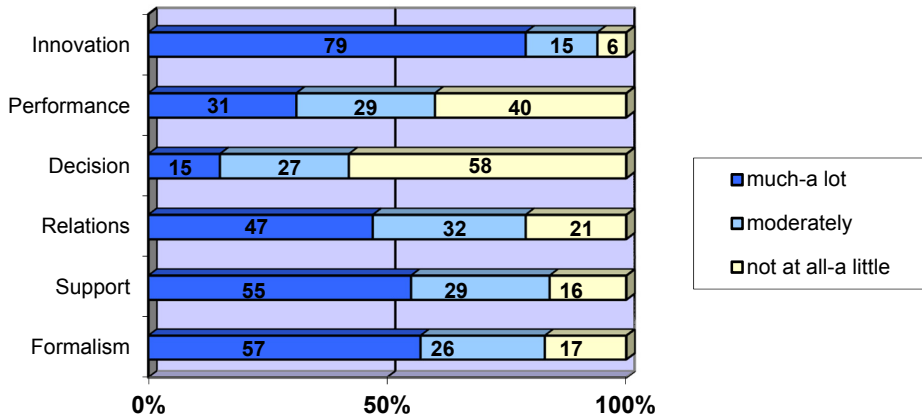


These results allow us to draw the following conclusions on the teachers' behaviours as perceived by the students: there is a slight tendency towards *formalism* (57%), for which reason *supportiveness* is represented by only 49 %; *interpersonal relations* tend to be positive (59%); *decision-making* tends to fall heavily into the remit of the decision makers (76%), students are modestly involved in decision-making (24%); teachers are very much oriented on achieving *performance* (77%); there is a relative orientation towards *innovation* as indicated by the 48 percent.

Therefore, it is easily noticeable that in their interaction with the students teachers adopt the same behaviour the manager displays in relation to teachers. This conclusion appears to be pertinent as the percentages on each of the six cultural dimensions are very similar, almost identical to those indicating the manager's prevalent behavioural traits in relation to the teachers. Thus, teachers tend to be characterized by the following features: they impose the observance of formal organizational rules, they are relatively focused on supportiveness, they tend to foster friendly interpersonal relations and they are performance-oriented, they give little opportunity to their students to take part in decision-making and are relatively oriented toward innovation while still being slightly conservative.

We shall further analyze the students' behaviours on the same cultural dimensions so as to determine to what extent these are congruent with the teachers'.

**Students' behaviours in relation with the cultural dimensions of the organization (students as respondents)**



We calculated the percentage of each cultural dimension relying on the statistical data collected, so as to determine the students' main behavioural traits as they emerge from their own perceptions and to facilitate the interpretation of data. The results are shown in the graph above.

Our results lead to the following conclusions about students' behaviour as reflected in their own perceptions: they are inclined to comply with the formal requirements imposed by the *formal dimension* of the organization (57%); *supportiveness* occupies a positive 55 percent; *interpersonal relations* tend to be relatively positive (47%); *decision-making* tends to fall heavily into the remit of the decision-makers (85%), students are modestly involved in decision-making (15%) and moderately *performance-oriented* (31%), but strongly oriented towards *innovation* as indicated by the 79 per cent.

Therefore, students' perception of their own behaviours reveals that they are very receptive to adopting formal rules and standards of behaviour, while they consider that it is rather important to foster supportive behaviours and balanced interpersonal relations; they are not as oriented towards performance as expected, but considerably in favour of innovation, despite the very low involvement in decision-making.

It's worth noting that both teachers and students tend to have convergent behaviours, except for two areas: decision-making and performance. When it comes to innovation the two groups have an average convergence. However, we should not overlook the prevalent subjective perceptions of each category of

respondents, which is why the proportion in which teachers and students have opted for innovation as a feature of the socio-professional group they belong to is rather related to the perception of what innovation means for each group: for teachers innovation consists in adopting modern teaching methods and techniques, while for students innovation is equivalent to their openness to novelties, information and new technologies. The students' limited involvement in decision-making can be attributed to the particular nature of teaching as the main activity carried out by teachers in the institution, which does not require a high degree of involvement of learners in decision-making, a process most often related to how the educational process and assessments are conducted, where teachers do not usually accept intrusions. Although education is meant to be learner-centred, when the student should have a say, the Romanian education in general and education for the military, in particular, are still far from this phase. Undoubtedly, students would like to have freedom of choice, which is currently relatively limited, if not downright nonexistent.

As for the performance dimension, students seem to be not so interested in achieving high results, but - as it is clear from their answers - in obtaining maximum outcomes with a minimum effort. Thus, we can infer that students are more oriented towards a fake performance, namely getting top grades, without investing too much effort. From this point of view, students may conflict with the organization's expectations as to their performance, which - as we have seen - are high. Innovation is a cultural dimension highly opted for by the students, whose expectations are not entirely met by their teachers, who - though relatively in favour of innovation - display a tendency to preserve a reminiscence of conservatism, most likely due to the peculiar characteristics of this socio-professional group, which is well-known for its rather slow accommodation to novelty.

The final conclusions resulting from the analysis of the behavioural traits characteristic for the members of the organization in charge with the initial training of prospective officers can be summed up as follows: each socio-professional group under survey adopt the organizational values in their behaviours in different ways, for which reason the degree of congruence between their behaviours also varies. The previous analysis revealed the differences between teachers and managers and students and teachers in respect to their option for each cultural dimension of the organization they belong to.

Therefore, we can conclude that the following research hypothesis has been demonstrated: *If the organizational values are adopted in different ways in the behaviours of the organization's members, then the degree of congruence between their behaviours will vary.*

We can anticipate that these differences in behaviours will bring along differences in the perceptions of the two socio-professional groups – teachers and students - on the quality of the organizational climate.

Another step of the data analysis and interpretation consisted in correlating and analyzing comparatively the previous conclusions so as to determine the impact that the behaviours adopted by the members of the organization may have on the organizational climate.

That is why the objective was to *determine the extent to which the convergence between the behaviours of the members of the organization has an influence on the organizational climate.*

Thus, for each socio-professional group we have analysed comparatively the percentages obtained, on the one hand, as a result of the analysis of the degree of congruence between the behaviours of the members of the organization and, on the other hand, from the analysis of the predominant type of climate.

The teachers’ perception on the manager’s and their own group’s behaviours is shown comparatively in the table below.

**Table 1.** Teachers’ perception on behaviour

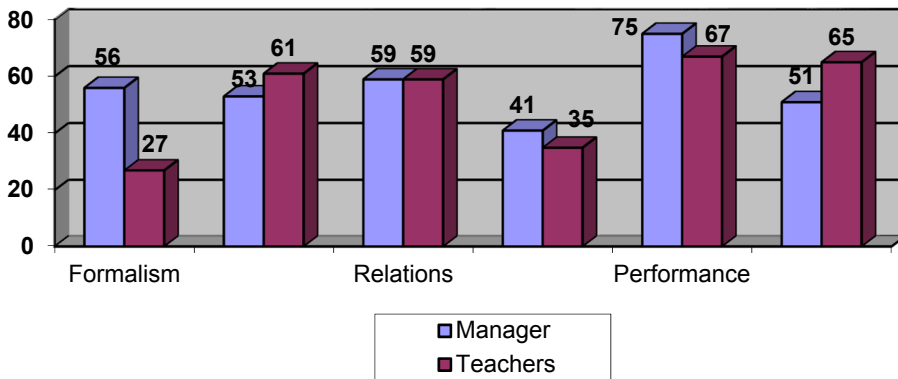
<b>Manager’s behaviour</b>	<b>Teachers’ behaviour</b>
<i>Formalism/ task orientation (56%)</i>	<i>Formalism/ task orientation (27%)</i>
<i>Supportiveness/People orientation (53%)</i>	<i>Supportiveness/People orientation (61%)</i>
<i>Interpersonal relations (59%)</i>	<i>Interpersonal relations (59%)</i>
<i>Decision making (41%)</i>	<i>Decision making (35%)</i>
<i>Performance orientation (75%)</i>	<i>Performance orientation (67%)</i>
<i>Innovation orientation (51%)</i>	<i>Innovation orientation (65%)</i>

In order to simplify the analysis we have taken into account the most relevant percentages, that is those in which teachers and students opted for each cultural dimension of the organization choosing as answers “*much*” and “*very much*”. The proportion of these answers show the tendency of the cultural dimension, which is high if the answers “*much*” and “*very much*” have been opted for in larger percentages or, contrariwise, it is low if these answers have a minimum percentage.

The graph below shows comparatively the manager's and the teachers' behaviours as reflected on the six cultural dimensions of the organizations. The results included in this graph allow us to draw the following conclusions: the degree of congruence between the manager's and the teachers' behaviours is high as both the manager and the teachers have opted for the cultural dimensions of *supportiveness*, *interpersonal relations*, *performance* and *innovation* in percentages that exceed the mean values. Moreover, these percentages have a tendency to overlap, which means that both professional groups are equally people-oriented, inclined towards balanced interpersonal relations, focused on achievement, but also open to novelty.

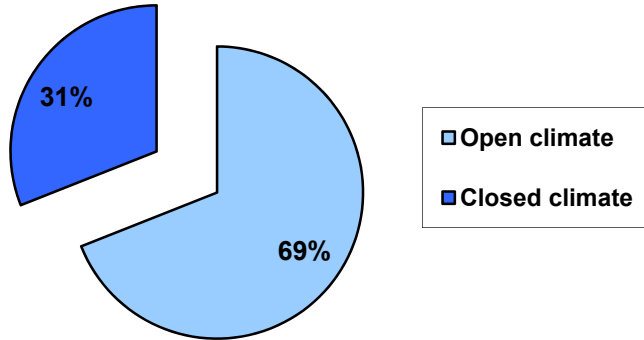
The two cultural dimensions on which managers and teachers have an average to low congruence are *decision-making* and *formalism*. As seen in the graph, the decision has scored percentages below the mean values, which suggests that the manager allows a relatively low involvement of teachers in decision-making. As to formalism, the two professional groups have distinct approaches: the managers have a tendency to foster and impose the formal rules and standards of behaviour (57%), whereas teachers are not so willing to embrace them (27%).

### Graphical representation of the manager's and teachers' behaviours



On the other hand, we can recall that 69 % of the *teachers* perceive the organization they belong to as having an *open climate*, while only 31% of them consider that the *climate* is *closed*.

**Teachers' perception on climate**



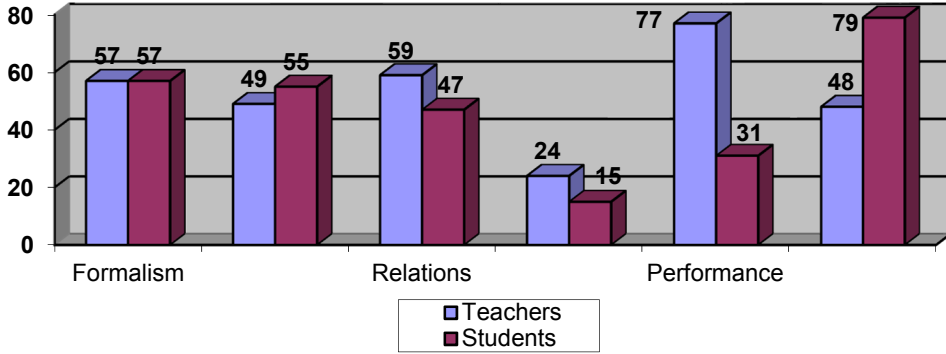
Corroborating the previous conclusions, we can ascertain that the degree of congruence between the manager's and the teachers' behaviours is high and the climate is perceived by the teachers as being predominantly positive (69%).

We shall continue the analysis taking into consideration the students' perceptions on the teachers' and their own group's behaviours.

**Table 2.** Students' perception on behaviour

<b>Teachers' behaviour</b>	<b>Students' behaviour</b>
<i>Formalism/ task orientation (57%)</i>	<i>Formalism/ task orientation (57%)</i>
<i>Supportiveness/ People orientation (49%)</i>	<i>Supportiveness/ People orientation (55%)</i>
<i>Interpersonal relations (59%)</i>	<i>Interpersonal relations (47%)</i>
<i>Decision making (24%)</i>	<i>Decision making (15%)</i>
<i>Performance orientation (77%)</i>	<i>Performance orientation (31%)</i>
<i>Innovation orientation (48%)</i>	<i>Innovation orientation (79%)</i>

### Graphical representation of the teachers' and students' behaviours

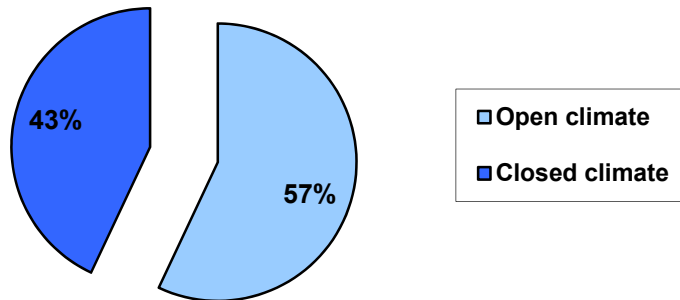


The graph above reveals the following conclusions about the degree of congruence between the teachers' and the students' behaviours: a) the general tendency is towards an average to high convergence, if we take into consideration that both professional groups – teachers and students – have opted for the four cultural dimensions of the organization in percentages close and above the mean value. We have discovered that on three of the four cultural dimensions, namely *formalism*, *supportiveness*, and *interpersonal relations*, both teachers and students have rather close percentages, which means that they are equally centred on complying with formal rules and standards, focused on the human resource and on maintaining positive relations within their organization; b) as concerns *innovation*, the two professional groups show an average congruence: teachers have scored a medium 48 percent, while the students a maximum 79 percent. These variations in percentages across the two groups of respondents reveal the young generation's keen interest for innovation and the teachers' slight inclination for conservatism, who are, nevertheless, open to change and novelty; c) yet, in two respects teachers and students are least congruent: when it comes to *decision-making* and *performance*. The limited involvement of students in decision-making both by the teachers and in respect to organization may be viewed as a characteristic of the organization which emphasizes formalism (we have seen that teachers are also allowed limited participation in decision-making within organization). Speaking of *performance*, the teachers' high expectations are justifiable, but the students are prone to be much more self-indulgent, which explains why they feel the teachers pressure them for achievements.



Moreover, the *students'* perceptions on the organizational climate reveal that 57 percent consider their organization is characterized by an *open climate*, and only 43 percent of them think it is a *closed climate*.

### Students' perception on climate



Therefore, the conclusions on the degree of congruence between the teachers' and students' behaviours and their perceptions on climate allowed us to ascertain that the congruence between the teachers' and students' behaviours is medium-high and the climate is perceived as positive by both groups (57% of the students and 69% of the teachers).

The percentages in which teachers and students opted for the *closed climate* (31% of the teachers, and 43% of the students) can be correlated to those cultural dimensions where the teachers are incongruent with the manager (*formalism* and *decision-making*), and the students are not congruent with the teachers (*performance* and *decision-making*).

In the light of these conclusions, we consider that the following research hypothesis has been demonstrated: *If the behaviours of the members of the organization are convergent, then the climate is more open.*

## CONCLUSIONS

The study aimed at determining the impact the behaviour of the organization's members had on school climate. At the core of the research study was the organization in charge with the initial training of prospective police officers and, testing the research hypotheses, we found that:

a) *If the organization's values are found in varying degrees in its members' conduct, than the degree of congruence between their behaviours will differ;*

b) *If the behaviours of the organization's members converge, than the climate tends to be more open.*

The behaviours of the organization's members (managers, teachers, students) tend to be the congruent on most cultural dimensions. We have found that the manager's and teachers' behaviours are congruent on the cultural dimensions of supportiveness, interpersonal relations, performance and innovation and less congruent in respect to formalism and decision-making. Teachers' and students' behaviours are convergent in terms of formalism supportiveness, and interpersonal relations, but moderately and slightly congruent in respect to innovation, decision-making and performance. Another finding of the research revealed the teachers' predisposition to adopt in their interactions with the students the same kind of behaviour the manager adopts in relation to them. In other words, when being in position of authority, both managers and teachers place a great emphasis on the formal dimension of the organization, on compliance with the formal rules and standards of conduct imposed in the organization. Therefore, in relation to the students, teachers have expectations which are similar with those the manager has in relation to them. On the other hand, we found that, in the position of subordination in relation to the manager, teachers have the propensity to adopt formalism in their conduct in a rather average to low proportion. Thus, the few differences identified in the behaviours of the organization's members are consistent with the particularities of the socio-professional group they belong to.

In conclusion, the research study revealed that both the shared organizational values and the conducts adopted by the members of each socio-professional group in their interactions within the organization impact on the quality of the organizational climate.

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