



Expression of the Indicators of Consistency in the Organizational Culture of Lithuanian General Education Schools

Jovita Starkutė

Vilnius University, Faculty of Philosophy, Institute of Educational Sciences, Universiteto St. 9, LT-01513 Vilnius, Lithuania, jovita.starkute@gmail.com

Abstract. The consistency trait of the organizational culture reveals whether the system of core values, agreement, coordination and integration works in a unified and harmonious manner in the organization, whether it creates an internal balance and integrity between the processes of the educational institution in the organization. The aim of the article is to reveal the expression of the indicators of consistency of the existing organizational culture in Lithuanian general education schools and provide recommendations for creating or developing consistency. The research methodology is the Denison Organizational Culture Survey (DOCS). The result can have great applied value for school heads and be useful for reviewing both the consistency components of the educational institution and the educational institution's processes, agreements and conformity to values.

Keywords: *organizational culture, consistency, core values, agreement, coordination and integration.*

Introduction

In the context of organizational culture, educational institutions have recently faced a number of challenges. Absence of a clear direction of reforms, lack of vision, lack of adequate resources for implementing various changes – this is only a small part of the challenges faced by the modern education system, and, at the same time, educational

institutions, which for several decades have been looking for ways to adapt to constant, unreasonable and inconsistent reforms, have been looking for means to influence the direction of movement of the organization. Constant changes encourage the search for a balance between the external environment and internal stability that would help focus and move towards the desired direction. According to Ališauskas (2010), the guarantor of sustainable development is consistency, continuity of ideas, the ability to adapt to constant change. Although the indicators of expression revealed in the analysis of scientific sources and recent educational documents are considered to be signs of sustainable and consistent education (activities focused on continuous progress, ability to adapt to constant change (adaptability), continuity of ideas, consistency (planning/forecasting strategies), long-term perspective, transfer of values, meeting the needs of current generations), it is rather difficult for educational institutions to maintain consistency in line with core values, it is often lacking in a large part of transformation processes, as the constantly changing direction limits the possibilities of sustainable and consistent development and change. In parallel, this also affects the culture of each organization.

Consistency researchers argue that theories of consistency and the mechanisms of its creation have become extremely relevant in order to find a balance between constant adaptation to emerging challenges and learning to react and act in a constantly changing environment. The term consistency in the context of education is usually used to describe the educational process, the ways of using learning methods or other educational processes that allow to achieve better learning outcomes (Driessen & Slegers, 2000; Wagner, Göllner, Werth, Voss, Schmitz, & Trautwein, 2016; Blomeke & Olsen, 2019). However, when consistency has become an interdisciplinary phenomenon, it acquires additional meanings, consistency is given meanings such as “regularity”, “wholeness”, “integrity” (Edwards, 2017; Kılıçoğlu, 2017), meanwhile, in an interdisciplinary context, consistency is defined as a fundamental principle of the school’s disciplinary culture (Irby & Clough (2014), as a shared system of beliefs, values and symbols that are understood by all members of the organization, which the members of the organization are able to follow in various processes of the organization (Denison & Mishra, 1995; Denison, Janovics, Young, & Cho, 2006).

Consistency becomes especially important to ensure organizational integrity and help create ethical behaviour in the school, taking into account ethical principles, educational and administrative processes and value-based decision-making (Kılıçoğlu, 2017). Consistency helps find a balance between constant adaptation to emerging challenges and learning to react and act in a constantly changing environment (Denison et al., 2006), can increase organizational focus (Saltzman, 2009), creates common forms of behaviour, rules, norms, beliefs and attitudes that become recognizable patterns of behaviour (Kirin, Gavrić, & Kljenak, 2019), is the basis of the decisions made (Isenberg & Brauer, 2022). In the activities of educational organizations, consistency

between speech, decisions and actions is important for both members and the image of the organization. Therefore, it is expected that schools and their administrators will talk, keep their word, internalize accepted values, and demonstrate them in their actions (Kılıçoğlu (2017). Consistency in values, behaviour and decisions helps all members of the organization to follow the agreed rules and actions (Irby & Clough, 2014), ensures integrity of actions in various situations and creates a culture of trust in relationships (Kılıçoğlu, 2017).

Consistency is mentioned in many Lithuanian documents on education when implementing the vision and strategy, planning activities, involving other participants in education of the organization and performing other activities of the educational institution. Naming values, behavioural norms and principles in the performance indicators of the general education school in the field of school culture, the ethos of the school is emphasized, which is the combination of formal and informal ideals, norms and principles that creates the character or spirit of the school, and its educational effect is the degree of positivity, strength, and consistency (*Description of the procedure for external evaluation of the quality of activities of general education schools*, Appendix 2), in the *Concept of quality assurance system of formal education* (2008), for quality assurance, the principle of consistency is mentioned as a harmony of the aims, principles and measures of quality assurance. Thus, consistency is referred to and understood as continuity, integrity and continuation of actions or activities; however, it is not presented how to achieve this for Lithuanian educational institutions, how to create and maintain integrity in the creation and development of organizational culture.

This is where the **problematic** comes from. In the absence of consistency, there is a perfect environment for various different ideologies to manifest themselves in the organization (Brunsson, 1989, cit. Kılıçoğlu, 2017), as well as for different interpretations of agreements and behaviour, which form misunderstandings, resistances, different interpretations of situations, which cause conflicts, weaken the position of teachers in the educational process (Thornberg, 2007). Organizations lose their internal stability (Denison & Neale, 1996; Denison et al., 2006). Consistency in the context of organizational culture is not self-evident, rather the opposite, because every organization must find or create working processes based on common agreements, which are a support against external tensions. If these systems are not in place within the organization, any external demand or instability derails the organization and creates unnecessary tension. When studying consistency, researchers raise questions that are also relevant for Lithuanian educational institutions: what policies, procedures and practices create consistency and how is it applied to achieve goals? (Irby & Clough, 2014), how to consistently ensure harmony between values, attitudes, behaviour, decisions and actions? (Kılıçoğlu, 2017).

Thus, the **aim** of the article is to reveal the expression of the indicators of consistency of the existing organizational culture in Lithuanian general education schools and

provide recommendations for creating or developing consistency. Survey analysis is the methodological basis for this research, employing the Denison Organizational Culture Survey (DOCS). The result can have great applied value for school heads and be useful for reviewing both the consistency components of the educational institution and the educational institution's processes, agreements and conformity to values.

Importance and benefits of consistency to the organization

The development of organizational culture as the support of the organization is the consistent, systematic and continuous work of the entire community in order to create and develop such a culture, in which only the values and norms of the community are expressed, and only suitable, generally accepted and understandable agreements prevail. Each organization has its own forms of behaviour, rules, norms, beliefs and attitudes that are applied in its activities and are common and recognizable patterns of behaviour of all members of one organization, manifested in systems, agreements and becoming a factor of its consistency (Kirin, Gavrić, & Kljenak, 2019). According to Denison & Neale (1996), only organizations capable of stable operation know exactly where they are going and have the tools and systems to get there. Referring to the authors, such organizations focus on aligning the organization's internal systems, processes, and people and continuously maintain the internal dynamics of the organization in order to remain coherent in its actions.

According to the researchers Irby & Clough (2014), consistency is the main principle of school discipline culture. Freiberg, Prokosch, Treister, Stein, & Opuni (1989) argue that consistency provides school members with a sense of continuity in actions and expectations, and creates guidelines, on which management decisions, adherence to values, rules, daily routines, rewards, and relationships between community members are based, meanwhile, consistency management allows one to prevent future problems by solving them earlier. Maintaining consistency across all organizational activities becomes an essential aspect of building trust. There are many interested parties in the educational organization, communication and cooperation are carried out through various channels and levels, therefore, by understanding the importance and long-term benefits of consistency based on values and common agreements, organizations can more easily navigate the competitive market, create strong, clear and reliable relationships with their audiences, establish trust, faith and loyalty. Consistency creates trust; that is, it plays a key role as a driver of trust in organizations and is a means of introducing ethics into management theory and practice (Argandoña, 2008). The research by Zhang, Li, & Wei (2008) revealed that the consistency of the organizational culture has an impact on the organization's performance. Consistency shows whether the organizational culture is compatible with the external environment (Zhang, Li, &

Wei, 2008) and whether the elements of the system correspond to each other (Quinn & Spreitzer, 1991).

Management researchers studying consistency claim that the theories of consistency and the mechanisms of its creation have become relevant in order to find a balance between constant adaptation to emerging challenges and learning to react and act in a constantly changing environment. First of all, consistency is a very powerful organizational tool that can greatly increase organizational focus (Saltzman, 2009), makes it easier to achieve the organization's goals, to make and implement decisions more efficiently (Khan, Afzal, & Khan, 2010), and can also be the key to competitive advantage in a modern way and holistic organizational issues related to structure and functions (Flieger, 2017, 2020). Second, consistency is a powerful source of stability and internal integration because consistent organizations develop shared thinking and create organizational systems that create an internal management system based on agreements (Denison et al., 2006). This means that by consistently paying attention and time to the smooth running of internal systems, the organization allows itself to create an internal mechanism to overcome changes. According to the authors, coherence only creates a "strong" culture of that organization when it is based on a shared system of beliefs, values and symbols that are understood by all members of the organization. Such organizations have highly committed employees, clear methods for growing the organization, a strong focus on core values, and clear ways of doing things, dos and don'ts in the organization. Consistency is developed in a systematic, coherent and integrated manner, involving diverse perspectives and creating a shared culture of agreements (Kotrba, Gillespie, Schmidt, Smerek, Ritchie, & Denison, 2012). A successful organization is created by its strong culture, which can only be created by existing under certain conditions – only by equally understanding, accepting and consistently following the dominant values and preconditions of the organization (McShane, Olekalns, & Travalione, 2013, pp. 423–424). Each organization has its own agreed forms of behaviour, rules, norms, beliefs and attitudes that are applied in its activities and become common and recognizable patterns of behaviour for all members of one organization as well as a factor of its consistency (Kirin, Gavrić, & Kljenak, 2019). According to Kirin, Gavrić, and Kljenak (2019), by sharing core values, the organization develops effective processes and routines that in the long run play an important supporting role when it comes to its goals and strategies, therefore, the organization should try to establish in all processes those values that make it successful.

Consistency is required to make good decisions and is the basis of many decisions people make (Isenberg & Brauer, 2022). According to Isenberg and Brauer (2022), if disagreements, differences of opinion and conflict prevail in the organization, decisions are difficult to make, or they are made rashly or in a hurry, in this case, the inconsistency of behaviour and actions prevails, which not only does not help to integrate internal actions in the organization, but also unbalances people and reduces engagement, does

not allow to have a counterweight and a strong spine in stages of change. Inconsistency is manifested by errors, obstacles or inconsistencies in communication, performing the same or similar actions, which confuse people in the organization, encourage them to make personal decisions, isolate themselves, look for culprits. Inconsistency creates a culture where personal values, principles and beliefs prevail, decisions are unclear, hard to define, but easy to interpret differently.

Consistency in the context of the organization is not self-evident, rather the opposite, because every organization must find or create working processes based on common agreements, which are a support against external tensions. The concept of consistency has its roots in systems theory (Churchman, 1971; Bertalanffy, 1969, cit. Flieger, Flieger, & Tarimer, 2021) and is related to the concept that if “we change one element of the organization, we must change other elements to bring about changes in the whole system” (Flieger, 2017; Bitkowska, 2009, p. 19). Therefore, organizations often do not get any drastic changes by changing one element, because changing one part of the system related to another does not change all the rest and can make the situation even worse. Therefore, all organizational components, processes and systems that connect each other and influence each other’s mobility and movement become extremely important in organizational culture. According to the researchers, the philosophy of consistency has found itself at a unique crossroads, as several fields – personality theory and organizational theory – merge (Isenberg & Brauer, 2022; Saltzman, 2009) and consistency becomes an interdisciplinary object. Referring to the main premise of personality theory, consistency is understood as “compatibility of many simultaneously transpiring mental processes” (Grawe, 2007, 170, cit. Dahlitz, 2015, p. 47), when people share characteristic qualities or traits among themselves that can be recognized by the consistency or stability of their behaviour over time and situations (McShane, Olekalns, & Travalione, 2013, p. 38). According to Trepte (2008), consistency theory is characterized by the presumption that people in any case strive for a balance between cognitive and behavioural states and if the behaviour contradicts the person’s cognition (thoughts, attitudes, beliefs, states of behaviour) and practice, dissonance and contradictions arise and the behaviour they manifest becomes inconsistent (Trepte, 2008). Because consistency includes processes not only at the organizational level, but also at the individual level, it is necessary to identify and discover those components and those processes in which disagreements and contradictions arise in the organization, and to create systems that would restore consistency in the organizational culture.

Components of the trait of consistency

The results of the organization’s performance do not materialize by themselves – they are generated in the processual interaction of the factors of the performance, the quality of the results of the organization’s performance directly depends on the quality

of these interaction processes (Zakarevičius, 2010). As Denison, Janovics, Young, and Cho (2006) state, consistency is a powerful source of stability and internal integration because it represents the level of integration or agreement about values and norms within an organization. According to the researchers, only consistent organizations develop people's thinking and create organizational systems that create an internal management system based on the agreements among people and the creation of internal commitment. As Kotrba, Gillespie, Schmidt, Smerek, Ritchie, and Denison (2012) state, the performance of organizations is coherent, coordinated and consistent only when people's behaviour is based on core values, people have sufficient qualifications to agree on different points of view, and systems and processes in the organization are created with common values and common agreements. According to Zakarevičius (2010), the organization has to make and implement decisions of various nature and content, which are the main element of performance regulation, meanwhile, the processes implementing the organization's functions are regulated during the implementation of decisions. All of this forms the chain "aim – function – process – result" (Zakarevičius, 2010, p. 124).

When examining and analysing organizational culture and its characterizing traits, the researchers Denison et al. (2006) distinguish three indicators of consistency: *core values*, *agreement* and *coordination and integration*), precisely which allow creating consistency in organizations. This study and article are guided by these indicators.

1. The **core values indicator** shows whether the members of the organization have the same understanding of the generally accepted values, whether they are equally guided by them, whether they share them in order to create a sense of community and when making decisions (Denison & Mishra, 1995; Denison et al., 2006). This indicator shows whether the values are clear and consistent in the organization, whether people take responsibility for ignoring values, whether there is an ethical code that regulates and guides how people can/must behave and how they cannot, whether the leaders and managers in the organization "practice what they preach". If choices and decisions in organizations are based on values generally accepted by all, then they become a certain tool for creating added value for all members of the community, they become a landmark in many organizational processes (Kılıçoğlu, 2017). If, in fact, the values of the organization are understood in the same way, and not merely declaratively, they help direct the organization's performance towards common goals, become a support for choices, and strengthen sharing processes. According to the researchers, values, first of all, guide specific goals and specific actions that need to be taken (Askeland, Espedal, Løvaas, & Sirris, 2022) and help coordinate ongoing processes in particularly critical moments (Bourne & Jenkins, 2013). Second, values help regulate employees' behaviour to achieve better results (Jaakson, 2010) and affect the basic thinking of the organization by reinforcing or rejecting the basic preconditions that determine knowledge sharing behaviour (Michailova & Minbaeva, 2012).

2. The **coordination and integration indicator** reveals whether the various functions of the organization are compatible with each other, whether departments are able to work well together to achieve common goals, and whether organizational boundaries do not prevent work from being done (Denison & Mishra, 1995; Kotrba et al., 2012). According to the researchers, this indicator shows whether people have the same constant and clear attitude towards the development of the organization and (1) if people know in advance, (2) whether there is good alignment of goals across levels, (3) whether it is easy for people to divide and share work, and (4) whether people are able and have the necessary skills to share experiences to achieve goals. The purpose of coordination is to adjust, harmonize and synchronize the actions performed in the organization; the purpose of integration is to combine them into a whole to achieve the common goals of the organization. Organizations coordinate the activities of their employees, teams or departments relating to structural hierarchies, formal and informal procedures and other available processes (e.g., experience sharing, decision-making, etc.), which allows one to understand and ensure that interaction is taking place within the organization. In order to achieve purposeful activities of the entire organization, it is necessary to coordinate all elements, link actions and direct them to the common goal of the company (Stoškus & Beržinskienė, 2005). Danese (2005) defines the coordination mechanism as the arrangement and synchronization of the actions of all members, teams or departments of the organization in all operational processes that take place between them. Malone (1987) understands coordination as the establishment of decision-making and communication principles for the implementation of common organizational goals. Thus, coordination is a set of actions, tools and communication channels that harmonizes the interrelationships, structures, and processes of all elements of the organization and manages them in a complex manner in order to achieve pre-agreed goals. Organizational integration is basically achieved by combining and integrating the individual's goals with the organization's employees, because the greater the uniformity and compatibility of the separate goals of the employee and the organization, the greater the integration (Ibidunni & Agboola, 2013).

3. The **agreement indicator** shows whether the members of the organization are able to agree and make joint decisions on critical issues, to understand differences when they arise, and to reach a compromise (Denison & Mishra, 1995; Denison et al., 2006). According to the researchers, the statements that measure this indicator allow one to make inferences about the clarity of the organization's work culture – whether there is a clear agreement about the right way and the wrong way to do things in the organization, whether “win-win” solutions are found when disagreements occur and whether it is easy to reach consensus on difficult issues. Agreements made on the basis of a group consensus rather than by one person's directive one person are a clear, specific and visible indicator of the expression of the organizational culture, which harmonizes the actions of all members of the organization and unites them into a whole. The agreement

indicator reveals what values really underpin the culture of the organization, what are the prevailing attitudes and beliefs that shape the behaviour of employees and what are the decisions that are established by legal acts and other documents.

Justification of methodology

Research instrument. Methodological basis of the article provided by Denison Organizational Culture Survey (DOCS) (Denison, Nieminen, & Kotrba, 2012; Denison et al., 2006; Denison & Mishra, 1995; Denison & Neale, 1996; Denison, Haaland, & Goelzer, 2004). The Denison Organizational Culture Survey measures four traits of organizational culture – *consistency*, *mission*, *adaptability*, and *involvement* and 3 indicators for each trait (see Figure 1), each of which consists of 4 statements in the questionnaire, consequently, each trait consists of 12 statements. A total of 48 statements are analysed. Statements are measured on a 5-point Likert scale: “Strongly Disagree” = 1, “Disagree” = 2, “Neither Agree nor Disagree” = 3, “Agree” = 4, “Strongly Agree” = 5. The scores for each trait in this study were obtained by calculating the means of the responses to the 12 statements that make it up, therefore, the traits and the indicators that make them up can obtain values from 1 to 5. **The trait of consistency presented in detail in the article includes the indicators of core values, agreement and coordination and integration**, each of which consists of 4 statements.

A high total internal reliability of the scale Cronbach α equal to 0.977 and a high internal reliability of the consistency trait equal to 0.924 were obtained. Relatively high internal reliability (0.804–0.867) was also obtained for the consistency indicators.

Statistical data analysis. Statistical analysis of the research data obtained was performed using the SPSS 23 software package. Frequency tables of variables were created to evaluate the indicators of descriptive statistics, means and standard deviations were calculated. In order to evaluate the internal reliability of the Denison scale, the Cronbach

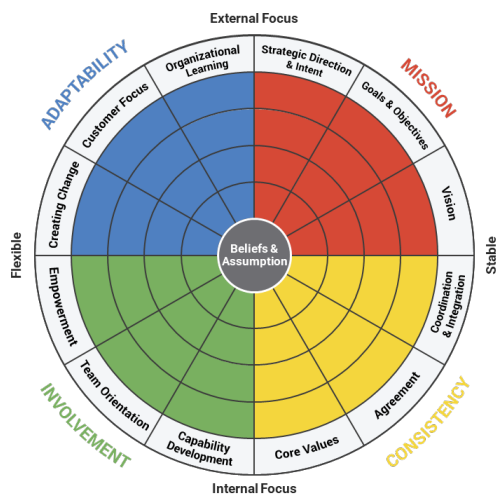


Figure 1. Visual presentation of the Denison Organizational Culture Survey (DOCS)

alpha coefficient was calculated. In order to compare the estimates of quantitative variables between two independent groups, the non-parametric Mann-Whitney U test was applied, since the distributions are statistically significantly different from the normal ones, asymmetry and outliers are observed. The level of statistical significance $\alpha = 0.05$ was selected.

Research participants

An invitation to participate in the study was sent to 1117 preschool education and 912 general education organizations with a link to the online form for completing the questionnaire. A total of 1817 respondents participated in the study. The subjects were heads, deputies, administrative staff and teachers of Lithuanian preschool and general education institutions. The sociodemographic characteristics of the subjects are presented in Table 1.

According to the positions held, 62.10 percent of the respondents were teachers, 15.10 percent were principals and deputies of the organization, 4.5 percent were administrative workers. Of them, 93.1 percent work in public educational institutions, 4.2 percent work in private educational institutions (see Table 1). Respondents from all ten counties of Lithuania took part in the survey. About a third of the subjects (32.4%) participated in the study individually, independently of the participation of the organization in which they work, and 67.6 percent participated in the study together with the organization (with the consent of the head), after the organization agreed to participate in the study.

Table 1

Sociodemographic characteristics of the subjects (n = 1817)

Sociodemographic characteristics	n	%
Age		
Up to 20 years old	4	0.2
20–29 years old	76	4.2
30–39 years old	276	15.2
40–49 years old	395	21.7
50–59 years old	701	38.6
60 years old and above	302	16.6
I do not want to specify	63	3.5
Position		
Teacher	1129	62.1
Head or deputy of the organization	275	15.1
Administrative worker	82	4.5
Other	279	15.4
I do not want to specify	52	2.9
Type of the institution		
Public	1691	93.1
Private	76	4.2
Other	29	1.6
Participate in the study		
Individually	588	32.4
Together with the organization	1229	67.6

The majority of the respondents in the study were 50–59 years old – 38.6 percent, 40–49 years old – 21.7 percent, 60 years and older – 16.6 percent, 30–39 years old – 15.2 percent, meanwhile, 20–29 years old – only 4.2 percent. Almost a third of the respondents (33.1%) have been working in the organization for more than 20 years, meanwhile, the groups of 3–4 years (11.7%) and 5–6 years (10.6%) of experience are in the second and third place in terms of frequency. Most of the respondents who took part in the study work in organizations of 51–100 people – 43.5 percent, 32.3 percent work in organizations of 21–50 people, 13.9 percent work in organizations of 101–150 people.

Results of the study of the trait of consistency in the organizational culture of general education schools

The consistency trait is the most weakly expressed trait of organizational culture in Lithuanian educational institutions, with a total average score of 3.91 out of 5 points, compared to other traits of organizational culture (involvement – 4.09 points, adaptability – 4.02 points, mission – 4.10 points). The consistency trait consists of three indicators: core values, agreement and coordination and integration (see Figure 2). The lowest scores are observed for the indicators that make up the consistency trait – agreement (3.82 points) and coordination and integration (3.85 points), however, the core values indicator is significantly higher (4.02 points), thus, a certain imbalance between the indicators of this trait is observed (see Figure 2).

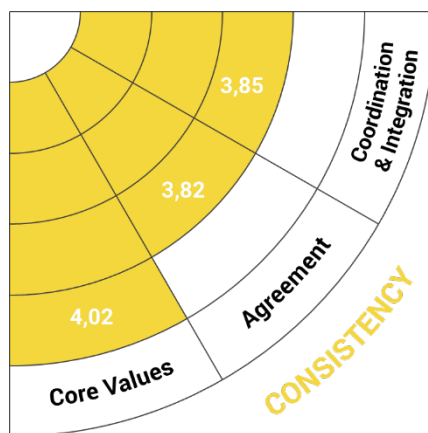


Figure 2. Expression of the consistency trait and indicators

The scores for the statements that make up each indicator are presented in Figure 3. Analysing the statements of the core values indicator of the consistency trait, it is observed that in educational institutions, according to the respondents, *there is a clear and consistent set of values that governs the way we do business* (4.07 points), *there is an ethical code that guides our behaviour and tells us right from wrong* (4.19 points), *the leaders and managers “practice what they preach”* (4.02 points), however, employees lack taking responsibility for ignoring the values of the organization (3.75 points).

Analysing the statements that make up the agreement indicator of the consistency trait (see Figure 3), although the work culture of the organization is quite clearly defined (4.04 points), the the scores for statements reflecting *when disagreements occur, we work hard to achieve “win-win” solutions* (3.81 points) and *there is a clear agreement about the right way and the wrong way to do things* (3.81 points) are lower. However, the biggest challenges come in trying to reach consensus on difficult issues (3.59 points).

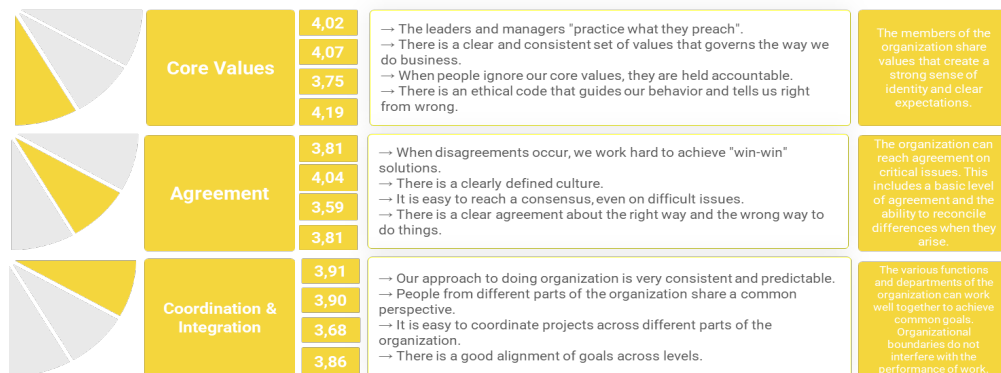


Figure 3. Expression of the scores of the consistency trait of organizational culture by statements

Analysing the *coordination and integration indicator*, the results suggest (see Figure 3) that the biggest challenges arise when coordinating projects across different parts of the organization (3.68 points). There is also not always a clear alignment of goals across levels (3.86 points). Slightly higher scores are characteristic of the statements *our approach to doing business is very consistent and predictable* (3.91 points) and *people from different parts of the organization share a common perspective* (3.9 points).

In order to evaluate possible differences in organizational culture between different sociodemographic groups of employees of educational institutions, the scores of the consistency trait were compared between teachers and school heads, their age, type of organization, number of employees, length of service and other groups.

First, consistency trait estimates were compared between school heads and teachers. 1129 teachers, 275 principals and deputies, as well as 82 other administrative staff participated in this study. For the purposes of this study, principals, deputies, and other administrative workers were combined into one group "school heads and other administrative workers" (in which principals and deputies make up 77 percent of administrative workers), and to compare their indicators of the consistency trait of organizational culture with those of teachers.

The study compared the consistency trait scores of school heads (and other administrative workers) and teachers, which revealed (see Table 1) that school heads' consistency trait estimates were statistically significantly higher than those of teachers ($p < 0.001$).

Table 2

Comparison of the trait of consistency of organizational culture and its constituent indicators between teachers (n = 967) and school heads (and other administrative workers) (n = 324)

Variables	Position				Z	p
	Teacher		School head			
	Mean	SD	Mean	SD		
Consistency	3.88	0.64	4.03	0.49	-3.59	p < 0.001
Core values	3.98	0.68	4.15	0.55	-4.06	p < 0.001
Agreement	3.79	0.73	3.92	0.56	-2.73	0.006
Coordination and integration	3.83	0.70	3.96	0.61	-2.66	0.008

Also, the estimates of the indicators that make up the trait of consistency – core values, agreements, coordination and integration – are statistically significantly higher among school heads (and other administrative workers) compared to teachers.

When analysing the differences between younger and older subjects in the consistency trait of organizational culture, Table 3 reveals that the estimates of the trait of consistency of older employees of educational institutions are statistically significantly higher than those of younger subjects ($p = 0.008$).

Table 3

Comparison of the trait of consistency of organizational culture and its constituent indicators between younger (n = 638) and older (n = 863) subjects

Variables	Age				Z	p
	up to 49 years old		from 50 years old			
	Mean	SD	Mean	SD		
Consistency	3.87	0.65	3.95	0.56	-2.66	0.008
Core values	3.96	0.69	4.08	0.58	-3.13	0.002
Agreement	3.80	0.75	3.85	0.64	-1.08	0.281
Coordination and integration	3.80	0.71	3.90	0.64	-3.35	0.001

When evaluating the indicators that make up the trait of *consistency* the evaluation of core values, coordination and integration indicators of older subjects is statistically significantly higher than that of younger subjects (as shown in Table 3); however, the evaluation of the agreement indicator does not differ between younger and older subjects ($p = 0.281$). This shows that older (from 50 years old) employees of educational

institutions evaluate the trait of consistency of organizational culture and its constituent indicators (core values, coordination and integration) more favourably than younger (up to 49 years old) subjects.

The trait of consistency of organizational culture was also compared between employees working in public and private educational institutions (see Table 4). Results suggest that those working in public institutions rate the trait of consistency statistically significantly more favourably than those working in private institutions ($p = 0.046$).

Table 4

Comparison of the trait of consistency of organizational culture and its constituent indicators between employees working in public and private educational institutions

Variables	Work in an educational institution				Z	p
	Public		Private			
	Mean	SD	Mean	SD		
Consistency	3.92	0.60	3.78	0.62	-2.00	0.046
Core values	4.03	0.63	3.90	0.71	-1.48	0.140
Agreement	3.83	0.69	3.78	0.71	-0.62	0.539
Coordination and integration	3.87	0.67	3.64	0.69	-2.78	0.005

When evaluating the indicators that make up the *consistency* trait (see Table 4), the authors found that those working in public institutions evaluate the coordination and integration indicator statistically significantly more favourably than those working in private institutions ($p = 0.005$). However, this difference was not statistically significant when evaluating the indicators of core values and agreement between the employees of public and private educational institutions. These results should be viewed with caution due to the relatively small number of subjects working in private institutions ($n = 76$).

In order to evaluate possible differences in organizational culture between employees working in smaller (up to 50 employees) and larger (over 51 employees) organizations, the differences in the consistency trait between these groups were compared (see Table 5). The results suggest that differences in the consistency trait estimates are not statistically significant between employees working in smaller and larger educational institutions ($p = 0.692$).

Table 5

Comparison of the trait of consistency of organizational culture and its constituent indicators depending on the size of the organization (number of employees)

Variables	Number of employees				Z	p
	up to 50		51 and more			
	Mean	SD	Mean	SD		
Consistency	3.92	0.58	3.91	0.61	-0.40	0.692
Core values	4.04	0.63	4.02	0.64	-0.56	0.576
Agreement	3.81	0.69	3.83	0.70	-0.44	0.660
Coordination and integration	3.85	0.65	3.86	0.68	-0.18	0.857

Also, the differences in the indicators (core values, agreement, coordination and integration) constituting the trait of consistency were not statistically significant between the subjects working in smaller and larger educational institutions (see Table 5).

When comparing the consistency trait between employees with shorter (up to 10 years) and longer (over 11 years) work experience in this educational institution, the difference is not statistically significant ($p = 0.592$). Likewise, the differences in the indicators (core values, agreement, coordination and integration) constituting the trait of consistency were not statistically significant between employees with shorter (up to 10 years) and longer (over 11 years) working experience in this educational institution (see Table 6).

Table 6

Comparison of the trait of consistency of organizational culture and its constituent indicators depending on length of service in the organization

Variables	Work experience				Z	p
	up to 10 years		11 years and more			
	Mean	SD	Mean	SD		
Consistency	3.93	0.61	3.91	0.58	-0.54	0.592
Core values	4.04	0.65	4.02	0.61	-0.40	0.690
Agreement	3.85	0.70	3.81	0.66	-1.24	0.215
Coordination and integration	3.85	0.68	3.87	0.66	-0.66	0.510

In order to evaluate the possible differences in organizational culture between the subjects who participated in the study with the school head's consent *after the organization agreed to participate in the study* and the respondents who *participated in the study independently regardless of whether the organization participated in the study*, the differences in the consistency trait between these groups were compared (see Table 7).

Table 7

Comparison of the trait of consistency of organizational culture and its constituent indicators depending on whether the subjects participate in the study independently or with the consent of the school head with the agreement of the organization

Variables	Participate in the study				Z	p
	Individually		With the organization			
	Mean	SD	Mean	SD		
Consistency	3.82	0.62	3.95	0.59	-3.94	p < 0.001
Core values	3.93	0.68	4.06	0.62	-3.62	p < 0.001
Agreement	3.69	0.73	3.88	0.67	-5.05	p < 0.001
Coordination and integration	3.78	0.69	3.88	0.66	-2.97	0.003

Statistical analysis found that the estimates of the trait of consistency of organizational culture of the subjects participating in the study with the consent of the school head are statistically significantly higher than those of the subjects who participated independently of the organization ($p < 0.001$). Also, the estimates of the indicators that make up the trait of consistency (core values, agreement, coordination and integration) are statistically significantly higher among those who participate in the study with the consent of the school head compared to those who participate independently of the organization.

Discussion and evaluation of the results

The trait of consistency of organizational culture reveals whether the system of core values, agreement, coordination and integration works in a unified and harmonious manner in the organization, whether it creates an internal balance in the organization, or conversely, whether, an imbalance prevails and the greatest tensions has arisen. The results of the study revealed that consistency is the most weakly expressed trait of organizational culture in Lithuanian educational institutions compared to other traits of organizational culture – involvement, adaptability and mission. The less expressed

consistency allows us to assume that educational institutions have less unified thinking, an internal culture that unites everyone; General agreements are less clear concerning what behaviour is acceptable and what is not. Many values and traits are declarative in nature and not internalized by members of the organization.

The obtained results revealed that consistency in Lithuanian educational institutions is mostly created by the **core values indicator**. The values are quite clearly and highly expressed, they are accepted by the employees of the institutions, and they are followed in practice by the managers of the institutions, they create a sense of commonality and clear equal expectations, they are established in the code of ethics. However, when analysing the results of the study and the scores of the statements, questions really arise between “having” the values in the code of ethics and their unified perception and use in everyday practice. These thoughts arise naturally from the conclusions that emerged from the research results that employees lack agreement on critical issues and the ability to reconcile differences and find compromises. One could assume that there are values in the code of ethics, however, they do not work in real situations. It is difficult for people to apply them in practice when solving conflict situations in the community and looking for solutions, perhaps people are not guided by them. According to Tauginienė (2013), at this stage, the code of ethics is not enough; the organization must also develop appropriate strategies that support ethical behaviour in all the organization’s activities (McDonald, 2009, p. 346). According to the researcher, often the motivations for approving the code of ethics come from the benefits that the organization receives: building reliable image and a good reputation. On the other hand, codes of ethics can distort the organizational culture and value system, or even intensify existing vices. The latter situation, it is common that an organization creates a code of ethics that becomes a legal “death letter” (Wood & Rimmer, 2003, p. 188–189, cit. Tauginienė, 2013, p. 47). Analysing the core values indicator, the results showed that employees in Lithuanian educational institutions face challenges in assuming responsibility if employees do not adhere to the organization’s values. A study by Garofalo (2003) shows that when the values of an organization are clearly stated, it is much easier for its members to understand what behaviour is ethical, and this allows for the proper development of ethics in the organization. Therefore, in order for the values to live in the organization with the necessary awareness, it is necessary to pay attention to the adherence to the values and the responsibility for ignoring them. What happens next if the values are not followed, if they are not adhered to, or if there are no consequences, for example.

The research results revealed that in the organizational culture of Lithuanian educational institutions, the **coordination and integration indicator**, is more weakly expressed. This indicator relates to how functions are coordinated and integrated in the processes and how different teams are able to work together to achieve the organization's goals. Although the overall score of coordination and integration is high, further analysis of indicator statements shows that the biggest challenges for

educational institutions arise from the division of work between different departments of educational institutions and the setting of clear goals at different levels. This shows that there is a lack of more effective coordination that would allow different departments of organizations to work better together to achieve common goals and share experience and knowledge. It appears that coordination challenges between different departments can arise from a lack of communication between organizational units or departments, which can lead to difficulties in resolving conflicts and achieving greater consistency within the organization. Also, more effective communication between departments or units of the organization would help to ensure that the goals of the organization and the approach to the development of the organization coincide between the administrative staff, managers and teachers of the educational institution. It is necessary to pay attention to the revealed organizational boundaries that do not help to ensure consistency in educational institutions and do not help people to do their work better to achieve goals by engaging in more efficient activities. Organization barriers thwart the goals and results of specialists engaged in administration and pedagogical activities must be overcome. Obstacles that undermine the ability to distribute work at different levels must be removed. Members of the organization must assume responsibility when they fall short of carrying out clearly-defined responsibilities and functions in order to achieve shared goals and necessary results.

The results of the study revealed that the biggest challenges in the organizational culture of Lithuanian educational institutions are observed when analysing the **agreement indicator**, which has the lowest rating. Although the work culture of educational institutions is quite clearly defined, there is a clearly defined boundary between proper and improper work, difficulties arise when there are disagreements in institutions, trying to find a mutually satisfactory solution to complex disputes. Therefore, in a work culture that is and people know what is appropriate and what is not appropriate, why it is difficult for members of the organization to agree? Agreements become a norm when they are consolidated by legal acts and other documents. This shows that in order to improve the organizational culture of Lithuanian educational institutions, the greatest attention should be paid to reviewing agreements, whether they really exist, where they are visible, how people perceive and explain them, and how they should specifically serve in difficult situations. According to Laugalis (2022), the school has prepared and recorded most of the agreements important for the school's activities in its documents; however, some agreements are implemented only formally and have not become a common goal of all, the recorded agreements usually remain only at the theoretical level. There is a lack of agreement in the community on a vision of good work, according to which activities and their results would be self-assessed, effectiveness measured and based on the rules (Laugalis, 2022). If there are no agreements, it is difficult not only to make decisions, but also to implement the goals of the organization and to understand how it is necessary to achieve the result correctly. According to

Thornberg (2007), it is necessary to spend more time in schools to review agreements or rules, to harmonize the different expectations of interested groups and to spend time on their implementation, because inconsistencies in school rules in everyday school life cause conflicts and inconsistent actions. If agreements are not clear among internal staff, an environment arises where rules have many exceptions, where personal interests intervene, and spaces for confrontations emerge. Unclear agreements then spread to other parts of the community (students, parents).

The obtained results revealed that heads (and other administrative workers) of Lithuanian educational institutions rate the consistency trait of organizational culture and its constituent indicators (core values, agreement, coordination and integration) more favourably than teachers. This confirms previous presumptions that there is a lack of consistency and coordination between different levels of the organization, and managers do not always see what teachers see.

Comparing the consistency trait of organizational culture and its constituent indicators, this study established that older (from 50 years old) employees of educational institutions evaluate the trait of consistency and its constituent indicators (core values, coordination and integration) more favourably than younger (up to 49 years old) employees of educational institutions. However, the ratings of the agreement indicator did not differ between younger and older subjects. It is interesting that these differences were not observed when comparing the consistency trait and its constituent indicators between employees with shorter (up to 10 years) and longer (over 11 years) working experience in this educational institution. Consequently, these results are rather contradictory when compared to the obtained results between younger and older subjects. It is worth noting that the subjects were only asked about the length of service in the current organization, not total length of service; therefore, this could be one of the reasons for the contradictory results obtained.

The data suggests that those working in public institutions rate the trait of consistency and the indicator of coordination and integration more favourably than those working in private institutions. However, this difference was not statistically significant when evaluating the indicators of core values and agreement between the employees of public and private educational institutions. These results should be viewed with caution due to the relatively small number of subjects working in private institutions ($n = 76$, i.e., 4.2 percent of all the subjects). Although the number of respondents working in private schools observed in this study is low, it roughly corresponds to the observed ratio of private schools among all schools in Lithuania.

When comparing the trait of consistency and its constituent indicators, the differences between employees working in smaller and larger educational institutions were not statistically significant. This indicates that consistency and the size of the organization are not related in this study.

The employees of Lithuanian educational institutions who participated in the study together with the organization evaluate the trait of consistency of organizational culture and its constituent indicators (core values, agreement, coordination and integration) more favourably than the subjects who participated in the study independently regardless of whether the organization participated in the study. These results could be explained by the fact that more motivated organizations agreed to participate in the study, the organizational culture of which is evaluated more favourably; therefore, their motivation to participate in the study was also higher. On the other hand, perhaps employees feel a greater desire to provide a more favourable evaluation of the organizational culture when it is known that the study is conducted throughout the organization with the knowledge of the administration, compared to subjects who participate in the study independently of the organization. Research conducted by Zaidova (2017) shows that schools avoid naming problems and they want to avoid talking about them. As a result, hurried attempts are problem solving prevail. The aim is usually to solve the problems as quickly as possible without devoting time to a deeper analysis. Trying to eliminate the problem may be a reflection of an already heavy burden of other problems in school life demand attention. It can also be related to these reasons.

Practical recommendations for the implementation of the consistency trait

Revealing the expression of the indicators of consistency of the existing Lithuanian organizational culture in Lithuanian general education schools, the results of this study provide opportunities to present practical recommendations to school heads, employees and their teams for creating or developing consistency of organizational culture in educational institutions.

Recommendation 1 – to integrate decision-making actions into the processes of the educational institution. It is noticeable that when analyzing the organizational culture of Lithuanian educational institutions, the greatest difficulties arise when trying to find a common solution in the event of complex disputes. This shows that in order to improve the organizational culture of Lithuanian educational institutions, the greatest attention should be paid to *agreements on critical issues, the ability to find flexible solutions when disputes arise*. To make it easier for individuals, teams and the whole organization to make appropriate decisions in educational institutions, with no or minimal disputes, it is necessary and recommended to integrate decision-making actions into all processes of the educational institution and to have a system and organizational ability to make appropriate decisions in the educational institution.

Recommendation 2 – to lay out clearly distribute objectives between different departments and teams at different levels of the organization. The results revealed

that *the biggest challenges also arise in the distribution of work between different departments or teams of educational institutions, because there is a lack of clear setting of goals at different levels of the organization.* This shows that there is a lack of more effective coordination that would allow different departments of organizations to work better together to achieve common goals. To have clear objectives at different levels, to make it easy to distribute work between different departments, and to be able to share common experiences between departments, organizations must review the objectives and their allocation individually, in teams, and then at the organizational level, explaining how the goals and objectives are interrelated and coordinated through all levels of the organization.

Recommendation 3 – to plan internal and external communication, its outline and actions, in the educational institution. It seems clear that coordination challenges between different departments can arise *from a lack of communication between organizational units or departments, which can lead to difficulties in resolving conflicts and achieving greater consistency within the organization.* The observed differences in the evaluation of the traits of organizational culture and most indicators between school heads (and other employees of the organization) and teachers indicate the need to clarify the reasons for these differences within organizations. Freer and more open communication between school heads (and other administrative staff) and teachers would help reduce these differences in the assessment of organizational culture. Also, *more effective communication between departments or units of the organization would help to ensure* that the goals of the organization and the approach to the development of the organization coincide between the administrative staff, heads and teachers of the educational institution.

Recommendation 4 – to clarify and loudly communicate the agreements at various levels of the educational institution and to all groups of participants in education. One of the main recommendations for adherence to consistency is the identification, clarification and formalization of agreements characteristic of a specific educational institution; that is, writing and communicating them. Agreements that are relevant to the educational institution should be placed in a guide or another suitable/acceptable format for the institution. Gather and record sample situations of compliance and non-compliance with rules and agreements, describe them and accumulate this experience, constantly communicate and carry out dissemination of existing/changed/updated agreements. The available guide with all the information would allow both newly joined members to understand the organizational culture and the agreements that support it, and existing employees to make appropriate decisions. The following 6 steps and actions will help refine the steps of the agreements (Figure 3):

The following 6 steps and actions will help refine the steps of the agreements:

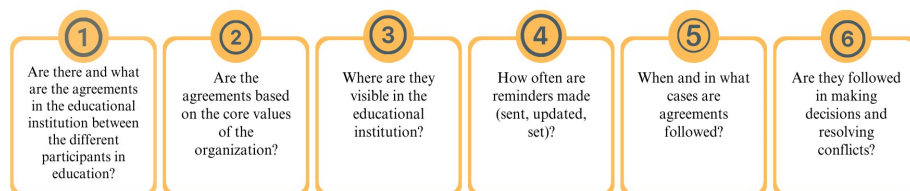


Figure 3. Questions regarding the clarification of agreements at various levels of the educational institution and between groups of educational participants (composed by the author)

Recommendation 5 – to review the values and communicate them clearly at various levels and to all groups of participants in education. The results of the research revealed that values are really important in educational institutions. Institutions are guided by values, however, the recommendation is to review and delve deeper into whether they are really understood equally by all members of the community. Are the members are guided by them, or do people base their behaviour on them and make decisions based on them? If a clear list of values does not exist, or if they need to be updated, organizations can replace the existing values with new ones after clarifying them by following the sequence of actions below (see Figure 4). Publicly announced and displayed values must be transferred to continuous communication between team members at various levels, communication with customers, creating a continuous communication system ensuring feedback and learning together, looking for effective ways to share, communicate and collaborate, constantly searching for suitable solutions, referring to the values of the organization in solving challenges and conflicts.

- First of all, in order for the organization's values to actually be useful for influencing, shaping and directing people's behaviour in the direction needed by the organization, it is necessary to understand what values really mean to the organization, how they are manifested in specific situations and people's actions, and why they are important for this educational institution in particular. Without "why?", there is no deep understanding that this is really important to the organization and why it is important to everyone personally. If the value itself as a word does not mean anything, is not associated with specific situations and meanings, it will not be useful in making decisions or solving conflicts.
- Secondly, values need to be properly and often communicated by choosing convenient ways for participants in education to constantly see them. Values on display are useful to encourage people to follow them and be guided by them in their daily activities. It is necessary to find ways of communication that are acceptable to the community and respond to the modern needs and expectations of customers.

- Therefore, thirdly, values need to be communicated clearly and deeply at all levels. When new members join (both the staff of the educational institution, as well as parents and children and other participants), the values must be clearly and consistently communicated, new members must be introduced to how to follow them, how to make appropriate decisions based on them. It is necessary that the values are known not only by all employees of the organization, but also by all interest groups that can contribute to their realization.

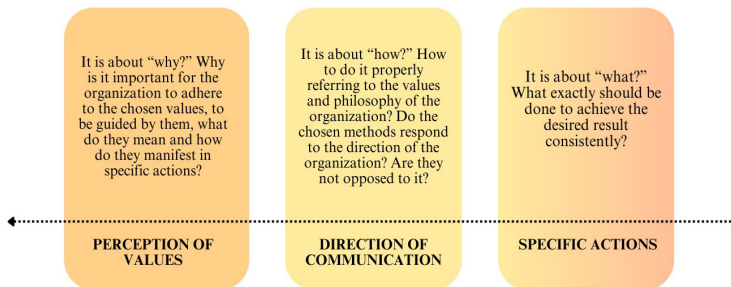


Figure 4. Questions regarding the clarification of agreements at various levels of the educational institution and between groups of educational participants (composed by the author)

References

- Ališauskas, R. (2010). Švietimo ir visuomenės sinergijos prielaidos [Preconditions for the synergy of education and society]. *Pedagogika [Pedagogy]*, 100, 37–41.
- Argandoña, A. (2008). Consistency in Decision Making in Companies. 1st IESE Conference on "Humanizing the firm and the management profession". Barcelona.
- Askeland, H., Espedal, G., Løvaas, B. J., & Sirris, S. (2022). *Understanding Values Work. Institutional Perspectives in Organizations and Leadership*.
- Bendrojo lavinimo mokyklos veiklos rodikliai. Bendrojo lavinimo mokyklų veiklos kokybės išorės vertinimo tvarkos aprašo 2 priedas [Indicators of the performance of the general education school. Description of the procedure for external evaluation of the quality of activities of general education schools, Appendix 2] (2009), ISAK-608
- Bertalanffy, L. (1969). *General System Theory*. George Brazillier, New York.
- Bitkowska, A. (2009). *Zarządzanie procesami biznesowymi w przedsiębiorstwie [Management of business processes in the enterprise]*. Warszawa: Vizja Press.
- Blomeke, S., & Olsen, V. R. (2019). Consistency of results regarding teacher effects across subjects, school levels, outcomes and countries. *Teaching and Teacher Education*, 77, 170–182.
- Bourne, H., & Jenkins, M. (2013). Organizational values: A dynamic perspective. *Organization Studies*, 34, 4, 495–514.

- Brunsson, N. (1989). *The Organization of Hypocrisy: Talk, Decisions and Actions in Organizations*. New York: John Wiley & Sons
- Churchman, C. W. (1971). *The Design of Inquiring Systems: Basic Concepts of Systems and Organizations*. Basic Books, New York.
- Dahlitz, M. J. (2015). Neuropsychotherapy: Defining the emerging paradigm of neurobiologically informed psychotherapy. *International Journal of Neuropsychotherapy*, 3(1), 47–69. doi: 10.12744/ijnpt.2015.0047-0069
- Danese, P. (2006). Collaboration forms, information and communication technologies, and coordination mechanisms in CPFR. *International Journal of Production Research*, 44(16), 3207–3226.
- Denison, D. R., & Mishra, A. (1995). Toward a theory of organizational culture and effectiveness. *Organizational Science*, 6, 204–223.
- Denison, D. R., & Neale, W. S. (1996). *Denison Organizational Culture Survey*. Aviat, Ann Arbor, MI.
- Denison, D., Nieminen, L., & Kotrba, L. (2012). Diagnosing organizational cultures: A conceptual and empirical review of culture effectiveness surveys. *European Journal of Work and Organizational Psychology*, 1–64. doi: 10.1080/1359432X.2012.713173
- Denison, D. R., Haaland, S., & Goelzer, P. (2003). Corporate culture and organizational effectiveness: Is Asia different from the rest of the world? *Organizational Dynamics*, 33, 98–109.
- Denison, D. R., Janovics, J., Young, J., & Cho, H. J. (2006). *Diagnosing Organizational Cultures: Validating a Model and Method*. Manuscript submitted for publication.
- Driessen, G., & Slegers, P. (2000). Consistency of Teaching Approach and Student Achievement: An Empirical Test. *School Effectiveness and School Improvement*, 11, 11, 57–79.
- Edwards, L. (2017). Consistency and Inconsistency in Organizations: A Dialectical Perspective. *Management Communication Quarterly*, 31(3), 486–491.
- Flieger, M. (2017). Innovative Consistency in Organisations – Business Process Management Perspective. *International Journal of Contemporary Management*, 16, 2, 125–138.
- Flieger, M. (2020). Consistency concept in different organizational structures: functional, process and hybrid. *Scientific Journal of the Military University of Land Forces*, 52, 3(197), 676–687.
- Flieger, M., Flieger, M., & Tarimer, I. (2021). How to adjust to organizational culture in virtual structures: The example of Turkish organizations. *The Journal of Organizational Management Studies*, 1–14. DOI: 10.5171/2021.792807
- Formaliojo švietimo kokybės užtikrinimo sistemos koncepcija [Concept of quality assurance system of formal education]. (2008). ISAK-3219.
- Freiberg, J. H., Prokosch, N., Treister, E. S., Stein, T., & Opuni, K. A. (1989). Turning Around At-Risk Schools Through Consistency Management. *The Journal of Negro Education*, 58(3), 372–382.
- Garofalo, C. (2003). Toward a global ethic: Perspectives on values, training and moral agency. *The International Journal of Public Sector Management*, 16, 7, 490–501.
- Grawe, K. (2007). *Neuropsychotherapy: How the Neurosciences Inform Effective Psychotherapy*. New York, NY: Psychology Press.
- Ibidunni, S., & Agboola, M. (2013). Organizational Culture: Creating, Changing, Measuring and Consolidating for Performance. *European Journal of Business and Management*, 5, 32, 177–186.

- Irby, D., & Clough, C. (2014). Consistency rules: a critical exploration of a universal principle of school discipline. *Pedagogy, Culture & Society*. DOI: [10.1080/14681366.2014.932300](https://doi.org/10.1080/14681366.2014.932300)
- Isenberg, N., & Brauer, M. (2022). Commitment and Consistency. In Press in R. A. R. Gurung (Ed.), *The Routledge Research Encyclopedia of Psychology Applied to Everyday Life*. London, UK: Routledge. <https://doi.org/10.4324/9780367198459-REPRW126-1>
- Jaakson, K. (2010). Management by values: are some values better than others? *Journal of Management Development*, 29, 9, 795–806.
- Kılıçoğlu, G. (2017). Consistency or discrepancy? Rethinking schools from organizational hypocrisy to integrity. *Management in Education*, 31(3) 118–124.
- Khan, M. A., Afzal, H., & Khan, M. F. A. (2010). Determine the Relationship between Consistency of Work and Organizations Performance. *SDMIMD Journal of Management*, 1(1), 25–35. <https://doi.org/10.18311/sdmimd/2010/2798>
- Kirin, S., Gavrić, G., & Kljenak, D. V. (2019). Research of Consistency as a Stability factor of Companies in Tihe Republic of Serbia. *Fifth International Scientific-Business Conference LIMEN Leadership, Innovation, Management and Economics: Integrated Politics of Research*, 69–75.
- Kotrba, L. M., Gillespie, M. A., Schmidt, A. M., Smerek, R. E., Ritchie, S. A., & Denison, D. R. (2012). Do consistent corporate cultures have better business performance? Exploring the interaction effects. *Human Relations*, 65(2), 241–262. <https://doi.org/10.1177/0018726711426352>
- McDonald, G. M. (2009). An anthology of codes of ethics. *European Business Review*, 21(4), 344–372.
- McShane, S., Olekalns, M., & Travalione, T. (2013). *Organizational Behavior*. Sydney: McGraw-Hill.
- Michailova, S., & Minbaeva, D. B. (2012). Organizational values and knowledge sharing in multinational corporations: The Danisco case. *International Business Review*, 2(1), 59–70.
- Laugalis, M. (2022). *Bendrojo ugdymo mokytojų organizacijos tobulinimo ir pokyčių valdymo kompetencijos tobulinimas [Improving the competence of general education teachers' organizational improvement and change management]. Metodinis leidinys [Methodological publication]. Nacionalinė švietimo agentūra [National Agency for Education]*.
- Malone, T. (1987). Modelling coordination in organizations and markets. *Management Science*, 33, 10, 1317–1332.
- Quinn, R. E., & Spreitzer, G. M. (1991). The psychometrics of the competing value culture instrument and an analysis of the impact of organizational culture on quality of life. In: Woodman, R. W., Pasmore, W. (eds.), *Research in Organizational Change and Development*. Greenwich, CT: JAI Press.
- Saltzman, J. M. (2009). The Fundamental Benefit of Consistency for Organizations. Jeffrey Saltzman's Blog. <https://jeffreysaltzman.wordpress.com/2009/11/28/the-fundamental-benefit-of-consistency-for-organizations/>
- Stoškus, S., & Beržinskienė, D. (2005). *Vadyba [Management]*. Kaunas.
- Tauginienė, L. (2013). *Socialinė atsakomybė universiteto mokslinės veiklos valdyme [Social responsibility in the management of University research performance]. Doktoro disertacija [Doctoral dissertation]*.
- Thornberg, R. (2007). Inconsistencies in everyday patterns of school rules. *Ethnology and Education*, 2(3), 401–416. <http://dx.doi.org/10.1080/17457820701547609>
- Trepte, S. (2008). Consistency Theories. In: *The International Encyclopedia of Communication* / edited by Wolfgang Donsbach.

- Zaidova, S. (2017). *Kūrėjų vaidmuo sprendžiant ugdymo problemas mokyklose [The role of developers in solving educational problems in schools]. Tyrimo ataskaita [Research report].*
- Zakarevičius, P. (2010). Organizacijos veiklos procesų valdymas [Management of organization's activity processes]. *Organizacijų vadyba: sisteminiai tyrimai [Management of Organizations: Systematic Research]*, 56, 123–132.
- Zhang, M., Li, H., & Wei, J. (2008). Examining the relationship between organizational culture and performance: The perspectives of consistency and balance. *Frontiers of Business Research in China*, 2(2), 256–276, <https://doi.org/10.1007/s11782-008-0015-6>
- Wagner, W., Göllner, R., Werth, S., Voss, T., Schmitz, B., & Trautwein, U. (2016). Student and teacher ratings of instructional quality: Consistency of ratings over time, agreement, and predictive power. *Journal of Educational Psychology*, 108(5), 705–721. <https://doi.org/10.1037/edu0000075>
- Wood, G., & Rimmer, M. (2003). Code of Ethics: What Are They Really and What Should They Be? *International Journal of Value-Based Management*, 16, 181–195.

Lietuvos bendrojo ugdymo mokyklų organizacinės kultūros nuoseklumo charakteristikos raiška

Jovita Starkutė

Vilniaus universiteto Filosofijos fakultetas, Universiteto g. 9, 01513 Vilnius, jovita.starkute@gmail.com

Santrauka

Organizacinės kultūros nuoseklumo bruožas atskleidžia, ar vieningai ir harmoningai organizacijoje veikia vyraujančių vertybių, susitarimų, koordinavimo ir integracijos sistema, ar sukuria organizacijoje vidinį balansą ir vientisumą tarp ugdymo įstaigos procesų. Straipsnio *tikslas* – atskleisti esamos Lietuvos organizacinės kultūros nuoseklumo rodiklių raišką Lietuvos bendrojo ugdymo mokyklose ir pateikti rekomendacijas nuoseklumui kurti ar vystyti. Tyrimo *metodika* – *Denison Organizational Culture Survey (DOCS)*. Rezultatas gali turėti didelę taikomąją vertę vadovams ir būti naudingas tiek peržiūrint ugdymo įstaigos nuoseklumo dedamąsias, tiek ugdymo įstaigos procesus, susitarimus ir vertybių atitikimą.

Esminiai žodžiai: *organizacinė kultūra, nuoseklumas, pagrindinės vertybės, susitarimai, koordinavimas ir integracija.*

Gauta 2023 09 22 / Received 22 09 2023
Priimta 2023 09 23 / Accepted 23 09 2023