The Link Between Organizational Culture and Success in preuniversity Institutions in Romania

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Abstract:

It is a well-known phenomenon that organizational culture can influence almost if not every aspect of an organization. This paper strives to discover if it is a link between culture and a successful organization, in preuniversity institutions in Romania. OCAI will be used as the instrument to measure culture, surveys will be sent to schools in Cluj-Napoca to establish indicators for success in the target group. This study is exploratory, the aim is to validate the instrument.

Success can be measured in two ways. First by analyzing the satisfaction of the employees, and second by the rate of promotability of the students learning there. However, which is the most important, employee satisfaction, which will later motivate and train better students, or the rate of promotability of the students?

This paper looks at how the present organizational culture and the preferred one affect the success of the organization. Being influenced one by another, a great institution should have a great organizational culture, to later have employee satisfaction and the rate of promotability to be higher. Why? Because every student, and every human being who interacts with an institution, first interacts with its people. If the people inside are satisfied and motivated, then students will be satisfied and motivated.

Points for practitioners:

The findings in this paper can be later used to establish a guide for high schools by putting into practice the indicators of success developed, and frequently analyzing organizational culture to find gaps between what is wanted from employees and what is done in practice.

Keywords: organizational culture, success in high schools, satisfaction, promotability

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1. Introduction

The research purpose of this paper is to demonstrate the utility of the instrument OCAI in establishing success in preuniversity institutions. Success is determined in this context by how satisfied are the employees in the preuniversity institutions and the results of the baccalaureate exam of the students in terminal years. The final results of the students will define the promotability rate of high schools in Cluj-Napoca, Romania. There are high schools which perform high in this rank, so it is expected of them to have also a satisfactory rate higher than the others. This hypothesis might be true or might be false, which remains to be determined later in the research. Further research for the Ph.D. diploma will be completed based on this exploratory study and will share the knowledge with us as to which institution is more successful.

To make an informed decision, it is crucial to pay close attention to all relevant details, in this case, organizational culture. The culture here plays an important role in establishing the satisfaction rate of the employees, teachers, or professors in high schools. To better understand the concepts exemplified here, they will be later, one by one defined and explained according to the significance of their role in the study. Organizational culture plays a bigger role in this study as it is the starting point of the methodology. Culture is an extremely versatile concept, commonly portrayed through multiple perspectives and described in so many ways by different theoreticians. Culture can be hardly understood even at the current point in time. "Culture dictates everything and anything in people's lives, from how they dress, to how they speak and act to crises and day-by-day activities". (Perșa, 2022) Culture abounds in our surroundings, and can be discovered in every bit of our environment, from tribes to cities, from towns to countries, from groups to organizations, it is how we define our behavior among others. Culture influences everything from an individual perspective, organizational culture influences everything from a group's perspective. Organizations or institutions in the context of this study, are all around us. We as humans, depend on the existence of organizations to live. From the first day of our human life, till the last, we need organizations at every step to make our life easier, to help us solve problems, to educate us, to give us purpose, and so forth.

In this research paper, the focus is not on the pure concept of culture, but on the more in-depth concept of organizational culture. The understanding of these "living beings" (Perșa, 2022) can help us, research, make them (organizations) more suitable for people, make them integrate better into the environment, and evolve as we live in fast times. Organizational culture in this study is used to analyze the culture of certain schools in Cluj-Napoca, Romania. Taking that into consideration, conclusions from this study will later determine if organizational culture has an impact on the success rate of high schools in this city or not. In the next rows, every concept mentioned before will be thoroughly explained and their importance in this study defined. This study's goal is to determine if the organizational culture is linked with organizational success in high schools in Cluj-Napoca and if the instrument used can determine the rate of satisfaction of the employees, here as teachers or professors in high schools.

The satisfaction of the high school's employees, in this study known as teachers and professors, will be established using the OCAI. The OCAI method is the perfect tool to calculate the organizational culture in any organization possible. From education to government, from healthcare to non-profit, this instrument, developed by two of the most

renowned theoreticians in cultural studies, is known for calculating what type of culture is found in each high school from the target group.

This paper only analyses the educational domain, the preuniversity institutions to be more exact. The choice to have such a narrow target group was mostly dependent on the data-gathering process and the goal of this study. The first goal of this study was to analyze the whole preuniversity sphere, from kindergartens to high schools. But going further with the study, establishing two essential pillars that define success in these types of organizations, high schools were the only appropriate ones. To answer the imminent question that comes into the readers' minds, high schools have a unique exam that can dictate students' success rates. This exam is the baccalaureate, and it can determine if a high school is successful or not based on students' results throughout the years. In kindergartens or schools that only have grades until the eighth, we cannot determine the success rate. Maybe in the case of secondary school, successfulness could be determined based on the national exam grade, but later in the Ph.D., the return rate will be used, which cannot be found in secondary schools and kindergartens, but only in schools that have all the grades, one till twelve. Most schools in Cluj-Napoca exhibit the last type, which means we can later comprise the return rate of the students in the research.

As mentioned before, success is explained through two pillars, satisfaction and promotability. Satisfaction will be measured by the OCAI, and promotability by the baccalaureate results. OCAI will measure what type of culture is present in the high schools, as subjectively viewed by the professors working there, and the type of culture they would want to have in the workplace five years from now. Thus, by establishing these two cultural dimensions, we can determine which high school performs better from the perspective of employees. By determining which school has greater results in the baccalaureate exam, we can establish which one performs better from the student's perspective.

After contouring the most essential parts of this study, which will be later more in-depth explained, some hypotheses became already visible to the surface:

- Some schools remain in the same first three spots over the years;
- The difference between the first ten places on the list is almost imperceptible;
- High schools in the first ten places have the least differences between the preferred type of culture and the current type of culture;
- Most of the high schools incline the hierarchic type of culture;
- Most of the results from the preferred type of culture is clan culture;
- All of the results show a difference between the preferred and the current type of culture.

2. Main body

The meaning of the title "The link between organizational culture and success in preuniversity institutions in Romania" stands for the process of determining how organizational culture can influence an institution, high schools, in this case, to be successful. It is necessary to ascertain the meaning of organizational culture in those institutions first, to

establish what success is how it can be measured, and how are these two concepts interrelated. The purpose of finding the correlation between the two is to determine a list of indicators for success in the educational field which can later be applied to leverage techniques for advancement.

The first and most significant concept is organizational culture. Culture is observable in any social circle, from groups to institutions, tribes to countries, culture is all around us and it defines us as individuals. Organizational culture is a well-discussed subject around every topic in public administration. It can influence leadership, motivation, strategy, and even success in an organization. In this case, organizational culture is in direct relation with institutional success. Most institutions from the same sphere have common characteristics, or can even have a similar type of culture, but also within those organizations' subcultures may exist, which are perceptible in smaller groups inside them. Besides being a set of values, traditions, and norms, culture can be the motive behind groups or individuals' behavior, and can have a major impact on the quality of the services provided. As most of the theoreticians explain it, culture is the mirror of an organization. It shows outsiders how that organization works and which are its main scopes and objectives.

Organizational culture which is considered to be a key performance indicator, can very well influence a company's competitive advantage. Culture's unique characteristics and distinctive nature have the power to shape the thought process leading to choices made by individuals and even organizations. In a metaphorical sense, organizations can be considered as living organisms, similar to humans, as defined by Kotter in 1995. Where there is a common goal, a means to achieve a collective aim in a group of people, the establishment of an organization is a fact. Organizational culture though is not completely equal with individual culture. Culture can be different in human behavior, in contrast with organizational behavior, which is why these two concepts are not meaningful for this article one without the other.

To understand the relationship culture has with organizational success, a more in-depth analysis is required for this issue. Success depends on a considerable amount of the primary goal of the aforementioned institution. In preuniversity institutions, success can be separated into other subcategories. An educational institution can be considered successful if the next conditions have been achieved:

- Creating a safe environment for students to evolve positively and feel supported throughout the whole learning process;
- Ensuring quality education, preparing students for the next steps in life with the help of well-prepared educators;
- Involvement in community activities and development implicating students, parents, and educators in the process to create a perception of accountability.

To determine if these above have been achieved, there are several indicators to follow:

- The number of students submitted to that institution;
- The number of students finishing successfully;
- School performance – the rate of students participating in contests and Olympiads;

- Students' satisfaction;
- Educators' satisfaction;
- Parents satisfaction.

There is already another dimension contouring here. The concept of satisfaction has been used more than once mentioned. As established before, success can be measured in two ways: by looking at the promotability rate (the students' perspective) or by looking at the satisfaction rate (the educators' perspective). The rate of promotability is clear-cut and unambiguous. By analyzing quantitatively, several high schools' records, the probability for students to be promoted with high grades will become apparent. Contrarily, the educators' perspective will need further attention. To determine the satisfaction rate of the professors an extensive analysis is required. This quantitative analysis will identify if educators are satisfied or not with their institutional environment, and here the subject of organizational culture arises for consideration.

To determine the degree of satisfaction in schools a thorough methodology will be put in place regarding the matter of organizational culture. The instrument used to determine if the teachers in schools are satisfied with their work environment and culture is the OCAI – Organizational Culture Assessment Instrument. The OCAI serves as a tool for organizational evaluation overlooking the dimension or industry of that organization. The authors of this instrument are Kim Cameron and Robert Quinn. The principles of the instrument are established upon the Competing Values Framework developed by Quinn and Rohrbaugh in 1981. The study of the Competing Values Framework which was first introduced at Michigan University highlights the importance of leadership competencies, organizational culture and design, financial strategies, organizational quality, the importance of leadership roles, and information processing. Finding its applicability, the theory of the Competing Values Framework has helped organizations with issues regarding leadership's role, organizational change, and predicting work efficiency and management skills. The goal of this theory is in the end to analyze organizational culture which comprises all the aforementioned characteristics.

Validated in over 10,000 companies, the OCAI proves effective in defining two dimensions. (OCAI-online/about the Organizational Culture Assessment Instrument, 2024) On the horizontal axis - is internal versus external focus, where the internal focus highlights integration and collaboration; and on the other end, external focus stands for differentiation, competitiveness, and rivalry as debated in the Master thesis in 2022. On the vertical axis, there is flexibility which signifies dynamism, and change, where adaptable and transformational managers could be situated, and stability which is designated for order and control, where stable, consistent, and predictable managers could be positioned.
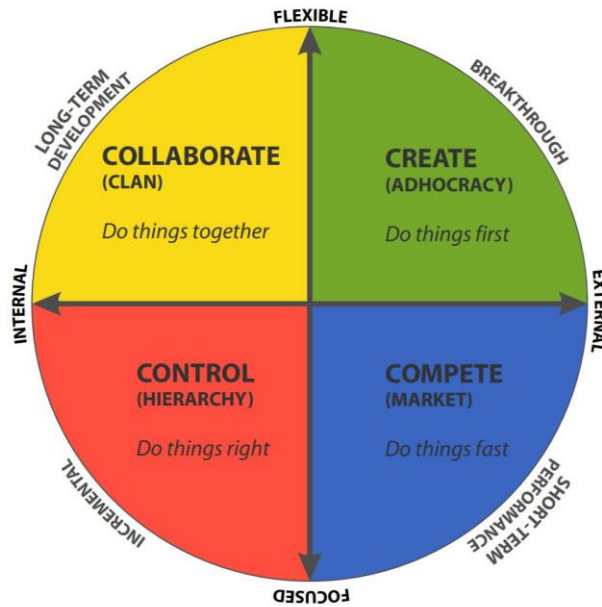
Figure 1-OCAI figure

Based on the theory of the Competing Values Framework, OCAI can determine if a culture can be one of the four: Hierarchy culture; Market culture; Clan culture, or Adhocracy culture. The OCAI is used in multiple studies, which range from anthropological research to philosophical. All these dimensions form a circle with four quadrants as seen above, each expressing a different type of culture. These quadrants are completely different from one another. The upper quadrants focus on flexibility while the lower quadrants have an emphasis on stability. On the right side of the circle stand the ones that value the internal environment while the opposite side values the external environment.

A. Clan culture

This is a friendly, people-oriented culture named also collaborative culture. People feel like in a family in the clan culture, leaders are seen as mentors or even father models. This culture determines to have long-term human resource development. Success is defined in this type of culture by addressing the needs of the clients and caring for its people. (OCAI-online/about the Organizational Culture Assessment Instrument, 2024) Solving internal conflicts is the leader's aim, and the leadership style here is supportive and participative. The role of its leaders is to promote consensus with the help of a collaborative approach, being facilitators, and mentors, nurturing the team, creating the environment for team building, and constant participation in decision-making processes. The management styles are designed to ease the interaction between group members. Empowerment, long-lasting relationships, and collective wisdom are some characteristics by which this culture is differentiated. The manifestation in organizations is seen through cohesion, high commitment, people engagement, efficiency, and most importantly long-term change. With the help of collective input, change is easier to implement and much easier to maintain. The typical domains where this culture is nurtured can be education, healthcare, nonprofit organizations, and some government agencies.

B. Adhocracy culture

The adhocracy culture or the create culture is driven by dynamism. The focus is on developing new products, and breakthroughs and always doing things first in the branch. Adhocracy being on the external axis, has a predetermination to risk taking more than others. Portraying a dynamic and creative work environment for its people, experiments, and innovation is the way of doing things around the organization. Same as in the clan culture type, the long-term goal is to create change but this time transformational change, while growing as a whole and creating new resources. This environment promotes freedom of creation, and individual initiative as a winner treat. Success in this type of culture is determined by the capacity to develop new ideas, products, or services. Leaders are role models here, visionaries, and risk-takers, they stimulate innovative people through constant change. To achieve effectiveness in an organization with this culture people need to learn from mistakes, fail then try again, experiment, and have the capacity to handle discontinuity. There are typical sectors in which we can see best this culture such as start-ups, technology-driven industries, and also new disruptive services like Airbnb and Uber or Bolt. (OCAI-online/about the Organizational Culture Assessment Instrument, 2024)

C. Market culture

The market-based culture is found in the lower right quadrant, governed by competition and results. The emphasis in such an environment is on targets, deadlines, and getting things done. Some characteristics that are highlighted here are competitiveness, fast thinking, fast response, and decisiveness. The market is dominant here, so the external focus is understood from the perspective of customer satisfaction, shareholder value, and attacking competitors. Goal achievement and profitability are at the top of the list when it comes to strategy in this type of organization. To drive effectiveness a leader needs to think faster, make strategic approaches to problems, and compete aggressively having the customer in its focus. When establishing performance indicators, productivity is on the list, getting the job done fast and as efficiently as possible, speed being the aim. Another interesting characteristic of this culture is the strategy, by acquiring other firms, outsourcing processes results are delivered faster. (OCAI-online/about the Organizational Culture Assessment Instrument, 2024) The desired type of leadership is hard-driving, demanding, commanding the processes, directive, and results-oriented. They are constantly supplying structure for people in their organization, to achieve a dominant position in their domain. Typical sectors where market culture is to be found can be accountancy, marketing, sales companies, consultancy, and manufacturing.

D. Hierarchy culture

The hierarchical type of culture stands on the lower left quadrant governed by incremental change. (Perșa, 2022) Internal focus and stability are essential here, having a very well-structured and formalized work environment. Here as opposed to the other types of culture procedures direct what and when people are doing things. In this example, organizations would rather do things right than fast or together as in the market or clan culture. The performance indicators in this case are based on thoroughly established procedures, assessing and analyzing first then reacting. In the same idea measuring, structuring processes, and quality enhancement are improving efficiency. To establish success in the long run there is a need for constancy and permanence. Leaders are efficiency-based coordinators in the

organization, implementing routines, their main threat is being conservative, and cautious. Doing things right in this environment means eliminating errors, attention to detail, precise analysis, and careful decisions which are the most important characteristics. As motivational factors here we have workplace security and low-cost production. Leadership styles are based on organizing and administrating, they are conservative and passive. Their main job is to guarantee employees' safety and predictability in the workplace. "Values drivers are timeliness, consistency, and uniformity." (Perşa, 2022) Some typical domains having this type of culture can be military facilities, state agencies, banking, insurance domain, medicine, or nuclear power and transportation as seen in The OCAI online article.

Based on these four cultures the instrument is designed to dictate what leadership and managerial style an organization needs to adopt. Leadership style can fit with organizational values or not. In this case, based on the results from the study, leaders discover which style to adopt next to align more closely with their preferences and suit their organizational needs. OCAI has been proven to be an efficient way to resolve strategic problems by complying with individuals' values with leadership styles. This framework further offers solutions on how to approach organizational change, value drivers, what the organization lacks, and how to bring together all the fragments to form a whole. By using this instrument, high schools could understand, when is the most suitable moment for effecting changes, if required or not, and could better understand their culture, and it offers the perfect mechanism for leaders to evaluate certain situational contexts.

The findings derived from this instrument can show results focused on two directions. One is the preferred type of culture, the one that employees would be inclined to desire in their work environment, and the second is the existing type of culture, the one that is present and accepted or rejected by the individuals. For them to be effective, the leadership must approach them from their unique characteristics and change their tactics based on the results of this study. Satisfaction can be established by comparing the results from this study with the current situation in the institution. If one institution has both the preferred type and the existent type identical, satisfaction is achieved. In the case where similarity is not to be found, there is a need for action.

2.1. Research Methodology

The preuniversity pool in the city of Cluj-Napoca, Romania, consists of 45 institutions. Both public and private high schools are taken into consideration. This study aims to get results from around 5% of those institutions, one or two schools, or teachers from one or two high schools to be exact. Taking into consideration that the scope of this article is exploratory, several three to five questionnaires will be handed to teachers to test the instrument aforementioned.

The first goal of this research study is to find the rate of promotability of the students. Promotability here means from the total number of students submitted to the baccalaureate exam, how many of them succeeded, receiving a grade above 5. To do that, secondary data analysis is to be conducted. Analyzing the results from every high school can shed light on the subject of promotability. The term promotability here is essential because it can determine how efficient or how successful a school is in ensuring students' future. There are high schools with fewer students than others, it ranges between six to 176 students per year. That is why the percentage of promotability is more important than the average grade per school. The average grade per school could only explain at a certain point in time how well the

students submitted in the exam. But by analyzing the rate of promotability, which is the number of students that passed from the total number of enrolled ones, we can observe a trend. Some schools might perform better over the years, and usually, there are three or five high schools that are battling for the first place.

To better analyze schools' results, and with that their performance, a ranking was conducted on all high schools in Cluj-Napoca. In the table below, results from 2023 can be observed, based on their rate of promotability. The final exam grade can be higher in some cases, but this ranking was made to analyze their educational success. In this case, promotability is a much more important factor, because it is based on the number of students as well.

Table 1 - high school ranks

No.	High school name	Promotability rate	Grade
1.	Colegiul Național „Emil Racoviță"	100%	9,28
2.	Liceul Teoretic „Avram Iancu"	100%	9,22
3.	Liceul Teoretic „Nicolae Bălcescu"	100%	9,19
4.	Liceul Teoretic „ELF"	100%	9,13
5.	Colegiul Național „Gheorghe Șincai"	100%	9,02
6.	Liceul de Informatică „Tiberiu Popoviciu"	100%	8,85
7.	Colegiul Național "George Coșbuc"	100%	8,64
8.	Liceul Unitarian "Janos Zsigmond"	100%	8,61
9.	Liceul Teoretic Creștin "Pro Deo"	100%	8,33
10.	Liceul Teoretic "Lucian Blaga"	98,9%	8,77
11.	Colegiul Național "Gheorghe Lazar"	98,2%	8,54
12.	Colegiul Ortodox Mitropolitul "Nicolae Colan"	97,5%	8,38
13.	Colegiul Economic "Iulian Pop"	96,9%	8,23
14.	Colegiul Național "George Barițiu"	96,7%	8,55
15.	Liceul Teoretic "Onisifor Ghibu"	96,5%	8,78
16.	Liceul Teoretic "Bathory Istvan"	95,1%	7,82
17.	Liceul Teoretic "Apaczai Csere Janos"	92%	7,70
18.	Colegiul de Muzică "Sigismund Toduță"	90,9%	7,66
19.	Liceul Teoretic "Eugen Pora"	90,8%	7,87
20.	Liceul Teoretic "Victor Babeș"	90,7%	8,17
21.	Liceul Teologic Baptist "Emanuel"	90,6%	7,75
22.	Liceul Teoretic "Mihai Eminescu"	89,1%	7,80
23.	Colegiul Tehnic de Comunicații "Augustin Maior"	87,6%	7,41
24.	Liceul Waldorf	87,5%	7,13
25.	Liceul Teoretic "Horea Cloșca și Crișan"	86,7%	7,67
26.	Liceul Teologic Reformat	85,5%	7,65

27.	Liceul de Coregrafie și Artă Dramatică "Octavian Stroia"	83,3%	7,16
28.	Colegiul de Servicii în Turism "Napoca"	83,3%	6,77
29.	Liceul de Arte Vizuale "Romulus Ladea"	82,1%	7,26
30.	Liceul Tehnologic nr.1	81,8%	7,05
31.	Colegiul Tehnic "Ana Aslan"	81,6%	7,30
32.	Liceul Teologic Adventist "Maranatha"	81,3%	7,13
33.	Liceul Greco-Catolic "Inochenție Micu"	80%	7,40
34.	Colegiul Tehnic Energetic	78,7%	6,76
35.	Colegiul Tehnic "Raluca Ripan"	71,4%	6,81
36.	Liceul Tehnologic „Alexandru Borza"	70,6%	6,62
37.	Liceul cu Program Sportiv	61,6%	6,35
38.	Colegiul Tehnic "Anghel Saligny"	61,3%	6,30
39.	Liceul Teoretic "Virgil Madgearu"	53,1%	6,07
40.	Liceul Teoretic "Brassai Samuel"	52%	6,02
41.	Liceul Tehnologic "Aurel Vlaicu"	41,7%	6,08
42.	Liceul Tehnologic Special pentru Deficienți de Auz	41,7%	5,82
43.	Liceul Tehnologic UCECOM "Spiru Haret"	37,8%	5,53
44.	Colegiul Tehnic de Transporturi "Transilvania"	29,2%	5,32
45.	Liceul Special pentru Deficienți de Vedere	16,7%	5,66

The second goal is to find the satisfaction rate of the educators, which will be later done by implementing the OCAI model. Questionnaires will be sent to the institution, and the results gathered from them will be compared to develop a guide for good practice in the thesis afterward. For this study, the goal is to test the instruments' utility. The core of this instrument is to develop leadership and managerial styles that match the values and culture of the institution analyzed. This questionnaire is based on the Competing Values Framework and it is meant to determine if the leadership competencies fit or not with the values of the organization. In terms of fitting with its values, we can refer here to financial strategies, strategic directions, competencies of employees, and strategic problems.

As a piece of a puzzle, leadership is meant to give direction to employees, to show the most efficient way to solve problems, a good leader must make approaches based on the values of their organization. Results from this study can easily show the changes that are needed for leadership and management to fit perfectly with its organizational culture. As previously mentioned in the Master thesis in 2022, this theory extends to the point where it offers key values, and leadership types that need to be implemented or changed to work as a whole. What most of these organizations lacked was a specialist to give them the perfect recipe to follow. This is exactly what this study does, it offers a way to approach change and solutions to value drivers with which to predict organizational performance.

The authors of this instrument, Quinn and Cameron predicted in 2011 that consistency and status-quo will not be something to brag about in 10-20 years from now. Today, the term stability is considered to have negative connotations, being correlated rather with the term stagnation, than with balance and control. Change is nowadays the decisive element for organizational effectiveness. Changes happen with a raging speed in the outside environment influencing the change inside the organization. The adaptability to change stands in the hands of the leader, and the leader must know what to change. The results of this questionnaire might be just the best direction to implement change effectively. More important than that is how to implement change to increase efficiency inside the organization.

By using the analysis based on the OCAI, leaders and managers might learn a new perspective on their own culture. Once the results are shown, they can decide if change is needed or not. These directions show them how to react in certain situations to get the best out of their employees. To satisfy their needs within the organizational context, leaders need to apply the methods and styles resulting from the OCAI.

OCAI is a questionnaire made of six dimensions of organizational culture. Each of these dimensions has four statements that need to be completed. After giving scores to each one of them, the result will shed light on how the organization works and what are its values. The important aspect here is that there are no bad or good cultures, culture can be either one way or the other. To calculate the predominant type of culture, multiple situations are displayed and the respondents need to determine to which they correlate more. The respondents will distribute 100 points between the four statements in every section. There are no good or wrong answers as there are no good and bad cultures. Each organization is unique and each individual is different. Every answer is important, even though they might have discrepancies between each other, but in this way, we can better analyze and paint a better picture, one that is similar to reality.

For this study, the questionnaires will be handed personally to teachers, and translated in Romanian. The teachers are invited to describe their current situation as best as they can, and their preferred one as well. After giving scores to the current situation in the organization, they are asked to do the same in the preferred column. In our case the columns are named 'NOW" and "FUTURE", meaning the current situation, in present times, and the one after the change is implemented. The motive of responding to the questions is for the respondents to have a major impact on the future organizational efficiency. Because this instrument is very useful in the determination of the ways through which organizational culture can change, the respondents are asked to focus on the elements of the culture that can result in a change. With the change in mind, respondents are asked to take into consideration the importance of answering sincerely to the questions as the organization might be influenced by the change we develop from this instrument.

The instrument is designed to cover six dimensions, each of them with four possibilities. There are 100 points which need to be split between the four alternatives. The respondent must give more points to the alternative which is closest to the organizational situation. For example, in the first dimension, if the respondents feel that situation B is most similar to the present situation in their institution, A and C are maybe close to the present situation, and D is not similar, they can give the points as seen next: 55 points to B, 20 points to both A and C and 5 points to D. The points added must meet the total of 100. There other ways to give points, for example, 45 points to B, 25 points to A, 25 points to C, and 5 points to D, depends how much the respondent feels acquainted with the situation presented. As mentioned

earlier, the current situation is indicated by the "NOW" and the preferred situation is indicated by the "FUTURE" in the questionnaire. In this case, the present or "NOW" column is the one that employees subjectively establish that can be found in their organizational situation today, while the "preferred" or "FUTURE" column refers to a desirable, appreciated situation in the future. Given responses will present respondents' perspectives on how the organization should function or what should its values be, five years from the present times. After attributing scores to every dimension, the culture that stands out from others will be the one with the most percentages. This calculation is made by adding all scores from every situation and dividing them by six. The result will say for example 40% clan culture, or 45% hierarchy culture, and so on. Each statement is calculated with the one that it corresponds to from the next dimension, for example, situation A from the first dimension corresponds with situation A from the second dimension. In the end, adding the scores for all six situations from A, B, C, and D and dividing them by six will establish the scores for all four types of cultures.

There are six dimensions to take into consideration to determine the predominant type of culture in one organization and the same to determine the preferred type of culture. The dimensions refer to values, leadership and management style, and cohesion. To be more precise they are as stated next in this exact order:

1) Dominant characteristics
2) Organizational leadership
3) Management of employees
4) Organizational glue
5) Strategic emphases
6) Criteria of success

For this study to be achieved, the questions are translated into Romanian for respondents, explained, and verbally asked. The personal information of the respondents will remain anonymous, demographical data met in this case study will be only used to achieve the goal of this research paper. The questionnaire can be seen below:

Table 2 - OCAI survey

1.	Dominant characteristics	NOW	FUTURE
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic entrepreneurial place. People are willing to stick out their necks and take risks.		
C	The organization is very results-oriented. A significant concern is with getting the job done. People are very competitive and achievement-oriented.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
	TOTAL	100	100

2.	Organizational Leadership	NOW	FUTURE

A	The leadership in the organization is usually considered to exemplify mentoring, facilitating, and nurturing.		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovation, and risk-taking.		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
	TOTAL	**100**	**100**

3.	**Management of Employees**	**NOW**	**FUTURE**
A	The management style in the organization is characterized by teamwork, consensus, and participation.		
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.		
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.		
D	The management style in the organization is characterized by the security of employment, conformity, predictability, and stability in relationships.		
	TOTAL	**100**	**100**

4.	**Organizational Glue**	**NOW**	**FUTURE**
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B	The glue that holds the organization together is the commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C	The glue that holds the organization together is an emphasis on achievement and goal accomplishment.		
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is essential.		
	TOTAL	**100**	**100**

5.	**Strategic Emphases**	**NOW**	**FUTURE**
A	The organization emphasizes human development. High trust, openness, and participation persist.		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D	The organization emphasizes permanence and stability. Efficiency, control, and smooth operations are essential.		
	TOTAL	**100**	**100**

6.	Criteria of Success	NOW	FUTURE
A	The organization defines success based on the development of human resources, teamwork, employee commitment, and concern for people.		
B	The organization defines success based on having the most unique or newest products. It is a product leader and innovator.		
C	The organization defines success based on winning in the marketplace and outpacing the competition. Competitive market leadership is vital.		
D	The organization defines success based on efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.		
	TOTAL	100	100

The total number of questionnaires sent was five. Teachers from five different high schools received the questionnaires and a total number of three responded completely to the questions, which represents 60% of the total number of surveys sent. The number is an optimistic one, but taking into consideration that favors were asked, and the number of the target group is minimal, this percentage cannot be taken into consideration for future analysis. The rest of them, two to be exact, only responded partially to the questions, thus it is not valid for the aim of this study. The responses will be shown below:

NOW

	N	Minimum	Maximum	Mean	Std. Deviation
clan	6	30.00	60.00	44.1667	12.81275
adhocracy	6	20.00	35.00	26.6667	6.05530
market	6	5.00	25.00	16.6667	7.52773
hierarchy	6	5.00	30.00	12.5000	9.35414

Figure 2

PREFERRED

	N	Minimum	Maximum	Mean	Std. Deviation
clan	6	15.00	65.00	46.6667	18.61899
adhocracy	6	10.00	30.00	24.1667	8.01041
market	6	10.00	30.00	18.3333	6.83130
hierarchy	6	5.00	35.00	10.8333	12.00694

Figure 3

In this case, the four types of cultures were measured, and given the circumstances, it can be inferred that the mean for clan culture is the bigger one in every case. In the present times, or "NOW" case the first type of culture is clan culture with a percentage of 44,16% and in the future times, or the "PREFERRED" case, the clan culture has the biggest score with a percentage of 46,66%. In both of the situations, this teacher saw the high school environment and

culture as one closely related to the environment of a family. Both the now and preferred type of culture being the clan culture it comes to light that the professor responding to the survey sensed that the type of culture present in the organization is the same as the one he or she wanted to be found in the next five to ten years. It is permissible to assert that the rate of satisfaction in this high school's case is high, taking into consideration only one teacher's opinion, being essential to be mentioned. On the last place stands hierarchy in the present times and also in the case of desirable outcomes. It is understandable from here that rules and formal procedures are least preferred in this high school's case. Contrary to the belief in the beginning, or the hypothesis according to which the high schools would incline hierarchy and norms, it seems that they are more inclined to have a familial environment. All of the responses to the questionnaires are displayed in the text to succeed the aim of this study, which is to validate the instrument.

The next questionnaire response can be seen below:

NOW

	N	Minimum	Maximum	Mean	Std. Deviation
clan	6	5.00	40.00	19.1667	12.00694
adhocracy	6	15.00	40.00	29.1667	8.01041
market	6	20.00	30.00	23.3333	5.16398
hierarchy	6	10.00	50.00	28.3333	14.71960

Figure 4

PREFERRED

	N	Minimum	Maximum	Mean	Std. Deviation
clan	6	15.00	50.00	32.5000	14.74788
adhocracy	6	5.00	25.00	15.0000	7.74597
market	6	20.00	40.00	30.0000	8.94427
hierarchy	6	10.00	30.00	22.5000	8.80341

Figure 5

In this case, the higher position on the scale is occupied by adhocracy culture in the "NOW" category. In the case of the "PREFERRED" category the type of culture wanted into the organization is the clan culture. There is a discrepancy here between the cultural environment found in the institution at present times and the desirable culture employees want to have five years from now. Adhocracy is in first place with 29.16%, very close to hierarchy with 28.33%. This institution tends to focus on creativity and flexibility. Being on the right upper quadrant of the circle, this organization is more likely to take risks than others, and being very close to the second on the scale which is hierarchy, it is a combination of breaking through and incremental changes. They are quite interesting responses because these two types of cultures are opposites. One highlights innovation and one harvests stability. More than that, in the "NOW" category, every one of the four cultures is very close to one another, which is in essence an interesting fact. It says a lot about one organization if every type of culture has almost equal percentages at every type of culture found in the

Competing Values Framework. It mostly means that the organization does not portray a clear path, does not show a clear direction, the environment is always changing, and values are often recalibrated. This could lead to confusing employees, and disorganized procedures, chaos to be more specific. Employees do not know what are the goals of their institution, they don't know which way to go, or what is asked of them, if every time the strategy is changing.

Another point of view is the "PREFERRED" type of culture, clan culture with 32.5%. This implies the idea that the employees are not satisfied with the current environment which is oriented towards adhocracy, thus innovation and risk-taking. The clan culture determines a family-like environment with a focus on long-term development and values such as teamwork and collaboration. On the second place in the preferred cultures stands market culture with 30%. Clan and market combined are two opposites which attract because the market has a motto of "doing things fast" and clan is 'doing things together", it is a combination of a collaborative approach with a focus on employees' needs, but keeping in mind the goal which is to be first on the market and beat the opponents.

The third questionnaire is seen below:

NOW

	N	Minimum	Maximum	Mean	Std. Deviation
clan	6	25.00	55.00	43.3333	10.80123
adhocracy	6	.00	30.00	17.5000	10.83974
market	6	5.00	40.00	18.3333	12.90994
hierarchy	6	10.00	40.00	20.8333	11.14301

Figure 6

PREFERRED

	N	Minimum	Maximum	Mean	Std. Deviation
clan	6	25.00	70.00	57.5000	16.65833
adhocracy	6	10.00	25.00	14.1667	6.64580
market	6	5.00	25.00	13.3333	7.52773
hierarchy	6	10.00	25.00	15.0000	7.74597

Figure 7

These responses show a tendency towards clan culture in the actual environment of the high school. The "NOW" category is ruled by clan culture with 43.33%, and in the second place is a hierarchy with 20.83%, least in this category is adhocracy with 17.5%. The present situation shows the reader a united culture, one focused on team building and supporting each other. Clan culture's determination is the long-term development of human resources and the empowerment of the employees. Leaders here are facilitators, nurturing and supportive of their employees' needs. On the "PREFERRED" or desirable type of culture stands the same type, which is clan culture. What results from this is that the employees are satisfied with how "things are running". If the same type of culture is both in the actual category

and in the future category, the values of the organization meet the values of its people. The second place is also the same as before, the hierarchy type of culture, which symbolizes even more the similarity between the two situations. In this high schools' case, the teachers are satisfied with the goals promoted, the leadership style, and how problems are managed at the upper level. It is important to mention that one teacher does not decide for the whole high school but to achieve the aim of this study, the results from these three surveys did that.

And a mean between them all will be shown below:

NOW

	N	Minimum	Maximum	Mean	Std. Deviation
clan	3	19.16	44.16	35.5500	14.20022
adhocracy	3	17.50	29.16	24.4400	6.13883
market	3	16.66	23.33	19.4400	3.47078
hierarchy	3	12.50	28.33	20.5533	7.91863

Figure 8

PREFERRED

	N	Minimum	Maximum	Mean	Std. Deviation
clan	3	32.50	57.50	45.5533	12.53669
adhocracy	3	14.16	24.16	17.7733	5.54694
market	3	13.33	30.00	20.5533	8.55451
hierarchy	3	10.83	22.50	16.1100	5.91365

Figure 9

More than that, to determine which is the mean type of culture in high schools' responses received, this mean shows us the results needed. The current situation in high schools surveyed until now, and given the rate of responses received, the mean type of culture present in schools is clan culture with 35.55%. It is understandable from this that most of the high schools in this study are driven by teamwork and collaboration. This disconfirms the hypothesis mentioned in the beginning, that the majority of cultures will be oriented toward hierarchy. On the type of culture preferred by the high schools in the target group, there is again the clan culture which signals satisfaction overall. The target group represented by three teachers' responses has a mean of family like culture contrary to the expectations. Clan culture with such a high score represents a clear direction, a clear path to inter-personal relationships. Orientation in these organizations is towards long-term change with the help of a collaborative approach from the leadership.

3. Conclusion

The topic of this study paper is "The Link between Organizational Culture and Success in preuniversity Institutions in Romania". The aim of this research paper was exploratory, the purpose being to validate the instrument. The principal topic for discussion in this research paper is culture, organizational culture to be more specific. There were

multiple theories and frameworks fit to be used in the literature review, but the choice was to use the Competing Values Framework developed by Quinn and Rohrbaugh in 1981. The selection for this framework was purely logical, based on its applicability. The Competing Values Framework has its instrument which was tested and demonstrated to be useful in more than 10.000 companies. This instrument is called the OCAI – Organizational Culture Assessment Instrument and was developed based on the Competing Values Framework by Kim Cameron and Robert Quinn.

To better understand the concept of culture, the text stated that certain definitions were provided. Culture can be explained in multiple ways, and understood from different perspectives. The common ground is that culture defines us as individuals when discussing the broad concept. When organizational culture becomes a subject of consideration, our understanding aligns such that we can declare that organizational culture defines companies for who they are, their values, traditions, and dogmas, "how are they doing things there". Culture is known from small communities to towns, cities, and countries, they can all have different characteristics and values, which makes them unique. It dictates how we as humans behave in society. In the case of organizational culture, it determines how companies react to the environment, it can influence leadership, strategies, motivation of the employees, and even efficiency. One can effortlessly utter that organizational culture is a key performance indicator.

This study paper aimed to validate that the OCAI was successfully achieved, 60% of our target group responded to the questions completely. The responses were clear and respected the rules of the instrument. As for the results, contrary to the hypothesis or the expectations, the mean culture out of all high schools was clan culture with the highest percentage 35.55% in the actual situation. The results shown in the surveys were varied, most of them showing satisfaction between the type of culture present and the one preferred by employees. In two out of three cases, the type of culture present in the organization was the same as the one wanted in the future by the professors. This culture was clan culture in both cases. As shown by the results, the environment in these organizations is people-oriented, with human resources being the most valuable asset there. In the other case, the present culture was adhocracy with a tendency towards ambiguity because of the closeness of each culture to one another. In that case study the preferred type of culture was again the clan culture. As a conclusion to these results drawn, it seems that clan culture is the preferred one among employees, an environment where people are appreciated and long-term development govern are more likely to be chosen by the employees in these high schools from Cluj-Napoca.

The limitation of this study was the limited number of responses which made it hard to give a general conclusion for high schools in Cluj-Napoca. But, taking into consideration which was the aim of the study, these limitations do not imply necessary. As a recommendation, more case studies would make a great impact on the results of this research and would give the possibility of creating a guide for good practice among high schools which can later be presented to the leadership of the institutions.

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