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TALLINN UNIVERSITY
DISSERTATIONS ON SOCIAL SCIENCES

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IN THE PROCESS OF CHANGE BY ESTONIAN TEACHERS**

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Faculty of Educational Sciences, Tallinn University, Tallinn, Estonia.

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CONTENTS

LIST OF PUBLICATIONS	4
INTRODUCTION.....	5
THE MAIN RESEARCH RESULTS	9
1. The Representations of School Culture by Teachers, Deputy Heads and the Heads of School	9
2. Teachers with an Internal or External Locus of Control in Estonian Schools	
3. The Satisfaction of Teachers' Needs in Estonian Schools Based on Maslow's Theory of Needs	11
REPRESENTATSIOONID ORGANISATSIOONIKULTUURIDEST	13
EESTI KOOLI PEDAGOOGIDEL MUUTUSTEPROTSESSIS. Kokkuvõte	16
REFERENCES	18

LIST OF PUBLICATIONS

- I. Tarmo Salumaa 2007. Changes in Organisational Culture in Schools and Readiness of Teachers for Those Changes. – *The Journal of Teacher Education for Sustainability*, 8, 5–13.
- II. Tarmo Salumaa 2007. Representation of organisational culture in the process of change by Estonian Teachers. Konverentsi *Social and Educational Sciences in Nordic and Baltic cultural context* kogumik (artikkel on vastu võetud kogumikus avaldamiseks).
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- IV. Tarmo Salumaa 2004. Eesti õpetajate internaalsus-eksternaalsus. – U. Kala, I. Kraav, T. Pedastsaar, L. Talts, K. Poom-Valickis. *Võimalus ja paratamatus olla õppija*. Põltsamaa: Eesti Akadeemiline Pedagoogika Selts, TPÜ kasvatusteaduste teaduskond, 157–168.
- V. Tarmo Salumaa 2004. Eesti õpetajate vajaduste rahuldatus lähtuvalt Maslow' vajaduste teoriast. – A. Liimets, V. Ruus (koost). *Õppimine mitmest vaatenurgast*. Tallinna Pedagoogikaülikooli toimetised. Humaniora A24. Tallinn: TPÜ, 118–129.
- VI. Tarmo Salumaa 2002. Eesti õpetajate vajaduste rahuldatus lähtuvalt Maslow' vajaduste teoriast. – A. Lepik, K. Poom-Valickis (koost). *Sotsiaal- ja kasvatusteaduste dialoog ja ühishuvid*. Tallinn: TPÜ kirjastus, 180–197.

INTRODUCTION

Changes in the Estonian society in general and the subsequent change in the educational system is the backdrop for the present thesis. From the end of the 1980ies social changes have been swift and widespread. The radical transition to market economy and pluralistic democracy has undoubtedly had its impact on the whole society and led to positive as well as negative consequences (Eesti inimarengu ... 2001, 2002, 2003; Kutsar, Trumm 1999; Lauristin 1997). The process of change has missed neither the educational system nor schools as its integral part. To a certain extent all the changes have also been the result of natural development, which makes it possible to analyse the causal connection of processes and understand what has been going on.

On the one hand the need for change in the educational system was the result of greater integration into the world culture. For example Estonia aspired for membership in the European Union and was ready for it in 2004 when the actual accession took place. Inevitably such processes make it necessary to adopt either whole sets or some specific values inherent in the new cultural environment. At the same time one should not forget that the change has also been driven by the development needs of the society and the educational system itself.

The most significant changes relate to the reform of the national curriculum, which, among other things, strived to change significantly the behaviour of teachers by means of the curricula at school. The national curriculum reform in Estonia evolved through a number of stages (Ruus 2004), and in the opinion of the author of the thesis, it is important to understand how each of them has contributed to the change in school culture as a whole through the national curriculum and through other relevant pieces of legislation (Eesti ... 1996; Põhikooli ... 2002; Riikliku ... 1999, Riikliku ... 2003).

Over the last decade the shaping of organisational culture at school has had the aim to increase the development capacity of schools, i.e. their capacity to turn themselves into learning organisations. A learning organisation is able to keep learning and redesigning itself (Marsick, Watkins 1999: 10). Turning schools into learning organizations means primarily that schools create conditions that facilitate their own ongoing development in providing favourable educational environment for the pupils. The thesis concentrates on the study of organisational culture in Estonian schools. The heads of school need information on the *status quo* of school culture, on the perceptions of school culture by the teaching staff, on the psychological readiness of teachers to change, so that they could lead their organisations more effectively towards the culture of learning in the process of change.

According to a number of authors (Schein 1990; Senge 1990; Senge et al 2000, 2003; Hargreaves 1995; Hofstede et al 1990; Mintzberg 1983; Peters, Waterman 1982) values, beliefs, attitudes, the ways of thinking, customs, and rituals are the main components of organisational culture represented by its members. Therefore it is possible to study the whole area by means of their representations (Danto 2000; Moscovic 1984, 1998, 2000; Wagner et al 1996), and thus the core research of the thesis focuses on the teachers' representations of school culture.

The representations have been studied within the framework of typology of organisational culture by Charles Handy (1995) and Roger Harrison (1972). In addition, for a better understanding of cultural phenomena at school, the thesis has incorporated a couple of models for the study of

organisational culture. The behaviour of people in an organisation is closely related to their way of thinking and that, in turn, determines their perception of the world. The application of Julian Rotter's theory of cognitive orientation (Rotter 1954, 1982, 1990) based on the social-cognitive paradigm provides an additional insight into the issue. Depending on the fact whether an individual perceives that his life is mostly managed by the inner self or by external circumstances, we can make a distinction between those of internal or external loci of control. The former are more apt to take initiative and they are more open to change, they are better at learning, they are ready to contribute more to the process of decision making and co-operation, they are more active in directing their own lives (Crooker et al 2002). They tend to prefer the participative style of management, they are more motivated, also as learners, and they have higher expectations for achievement (Mitchell et al 1975; Spector 1982; Gul et al 1994; Burns et al 1999). In the context of the above-said it is fair to argue that the primary goal of a learning organisation is to create the organisational culture whereby people want to take responsibility for the development of their organisation as well as of themselves, and use it as a means, which ensures that learning is continuous and provides them with the capacity to reshape themselves. Once it has been achieved, one could say that *the culture of a learning organisation* is prevalent.

On the other hand, however, one should not disregard the fact that organisations play an important role in satisfying the needs of people who make it up. Senge (1990; Senge et al 2000, 2003) stresses point blank that a learning organisation does not have to focus only on the attainment of its own objectives but also on the achievement of personal goals of individuals. The culture of a learning organisation has to create prerequisites and conditions for the satisfaction of personal development needs. In the thesis this aspect has been studied by means of Maslow's theory of needs (1968, 1987), taking also into consideration the views of the theoreticians who have taken Maslow's theory further, and of others in the field of motivation (Adlefer 1969; Herzberg et al 1959; Rathunde 2001; Hanley, Abell 2002; Rowan 1998). The author is of the opinion that the integration of these theoretical models into a holistic approach to organisational culture gives us a more profound understanding of leadership at school, helps us to draw more substantiated conclusions in this area and make recommendations on the improvement of organisational culture.

In order to make the heads of school more effective managers of the process of change they have to have a clear picture of the actual state of affairs so that taking it as their point of departure they could formulate their action plans that lead to the desired results. Their **problem**, however, is that there is not enough information on the current organisational culture in the schools of general education, no data on the perception of organisational culture by those who work in these establishments and on their representations of this culture. In addition there is an insufficient amount of fact-based data on the locus of control of the individuals who participate in the process of change, which is an indicator of their psychological readiness to be involved in it. Based on such premises, **the issues to be addressed by the research** are the following: What are the representations of school culture of the teaching staff depending on their position and what kind of controversies can we detect in this respect? What kind of locus of control do teachers have and, consequently, to what extent are they ready to participate in the process of change? Where are the roots of satisfaction and dissatisfaction of those who work at schools of the present organisational culture?

Apparently it is possible to solve the problem if the gap between expectations in the area of school culture (e.g. in the national curriculum) and the school culture as represented by the members of the organisation is narrowed so that organisational goals are attained while the members of the organisation are satisfied. An understanding of the current situation is a precondition for the solution.

Based on the above said, the thesis has the following **objectives**:

- Use written sources to give an overview of relations between organisational culture and the process of change as well as of the main models that deal with organisational culture, and pinpoint the ideal one for school culture;
- Use empirical studies for detecting discrepancies between the actual and *ideal* organisational culture for schools.

The problem has been tackled by formulating the main hypothesis and a number of sub-hypotheses. The main hypothesis is underpinned by the argument that efforts have been and will be made to turn the schools of Estonia into learning organisations. **The main hypothesis** is the following:

Presumably the representations of organisational culture by teachers in the schools of Estonia are not in line with the culture of a learning organisation.

The sub-hypotheses are listed below.

The first hypothesis: Presumably the dominant culture in the representations of teachers is power or role-oriented, not task-oriented as is characteristic of a learning organisation.

This hypothesis is based on the analysis of theories put forward by various authors: Hopkins et al 1996; Deal, Kennedy 1982; Schultz 1995; Roots 2002; Cunningham, Gresso 1993; Deming 1982; Mink et al 1993; Stoll, Fink 1996; Caldwell, Spinks 1992; Oakland 1998; Wallace et al 1997; Wallace et al 2002; Wallace 1992, 1996, 2003; Leirman 2003; Argyris 1996, 1997; Argyris, Schön 1987; Sammons et al 1995; Dirks et al 2004; Stacey 1992; Fullan 2001; Devos, Verhoeven 2003; Gilley et al 2001; Herman, Herman 1994; Bolman, Deal 1991. Their research examines the role of organisational culture in the process of change and the aims to be attained by the change of organisational culture. They also try to establish what kind of culture is the most suitable at school and therefore worth to be strived for. A number of researchers think that it is best for schools to bridge the gap between the present and the future by developing into a learning organisation. (Fullan 1993; Leithwood et al 1998; Nikkanen 2001; Quicke 2000; Senge et al 2000; Silins et al 2002; Smylie et al 1996; Wallace et al 1997). A learning organisation itself is a holistic concept that incorporates a system of methods and means that turns an organisation into a learning one. The process of transition of a school into a learning organisation supplies it with a tool that helps the school to fulfil its mission in an efficient and sustainable way. A learning organisation seems to be conducive to the creation of an environment where individuals are more enthusiastic and full of energy. The typology of organisational culture was devised by Roger Harrison (1972, 1992, 1993) and developed further by other researchers (Handy 1993, 1995; Handy, Aitken 1990; Graves 1986). The analysis of the suitability of the four types of organisational culture described – the power-oriented, the role-oriented, the task-oriented, and the person-oriented – shows that the task-oriented culture serves a learning organisation best of all. The first hypothesis is underpinned by previous studies carried out in Estonia (Haage 2002; Kütt

2002; Roots 2003), according to which the private as well as the public sector are both dominated by the power or role-oriented varieties.

The second hypothesis: Presumably the representations of organisational culture of the heads of school and teachers are divergent in Estonian schools. In the first case they are task-oriented and in the case of the latter power-oriented.

This hypothesis is underpinned by previous studies (Haage 2002; Kütt 2002; Roots 2003) of the private and public sectors, which show that managers consider themselves to be of democratic disposition but in the eyes of their subordinates they are autocrats. The democratic style of management is characteristic of the task-oriented culture and the autocratic style of management of the power-oriented culture.

The third hypothesis: Presumably among the teachers who work in Estonian schools the internal locus of control is not prevalent.

The key concept of a learning organisation states that the point of departure for anything done in an organisation is the way people think and influence each other (Senge 1990; Senge et al 2000). The type of organisational culture depends on its members. In essence each organisation is shaped by the way its members think and communicate (Senge et al 2003: 60). The individual way of thinking and communication is related to the concept of a locus of control introduced by Julian Rotter (1954, 1982, 1990), which, in turn, is related to the cognitive orientation of an individual. Those with an internal locus of control believe mostly that their thoughts and deeds are right and therefore they take responsibility for them. According to the first sub-hypothesis the representations of teachers reflect mostly the power-oriented or role-oriented organisational culture, which means that there is a discrepancy between the actual readiness of the members of an organisation to take on responsibility and the readiness of people in learning organisations to assume responsibility for change.

The fourth hypothesis: Presumably the needs of teachers for development and growth are not met in Estonian schools.

The concept of a learning organisation (Senge 1990; Senge et al 2000; Senge et al) attributes a lot of value to cooperation between the members of an organisation as well as to their personal development. This is not merely a prerequisite for the existence of a learning organisation but also a result of such culture. The process of turning into a learning organisation is the one that goes hand in hand with the satisfaction experienced by its members. Maslow (1987) argues that satisfaction does not stem only from satisfying one's deficit needs (physiological, safety and security, love and belonging needs) but also from the need for development and personal growth, represented by the need for esteem and self-actualisation. Therefore one can assume that a learning organisation creates the environment that enables its members to satisfy their needs for development and personal growth.

Three empirical studies were carried out in order to achieve the objectives set in the thesis. The first, titled The Representations of School Culture by Teachers, Deputy Heads, and the Heads of School, dealt with the perception of organisational culture within the framework of the four kinds of organisational culture: the power, role, task, and person oriented culture. For better understanding of cultural phenomena in the context of a school as an organisation, two more studies supplement the first one. As organisational culture depends on the way people think

(Senge et al 2003), the second study, Teachers with an Internal or External Locus of Control in Estonian Schools, focuses on their loci of control. The third one, The Satisfaction of Teachers' Needs in Estonian Schools Based on Maslow's Theory of Needs, concentrates on the sources of their satisfaction and dissatisfaction.

Consequently, these studies deal with the status quo in a school as an organisation in order to facilitate the understanding of teachers' representations of the existing organisational culture in the context of change. Due to the subject matter and the definition of the problem explored, the thesis is a piece of research in the field of education sciences (Orn 2004; Orn, Pandis 2004).

THE MAIN RESEARCH RESULTS

1. THE REPRESENTATIONS OF SCHOOL CULTURE BY TEACHERS, DEPUTY HEADS AND THE HEADS OF SCHOOL

The study was carried out by means of a Questionnaire on Organisational Orientation. This is a four-dimensional questionnaire compiled by the author of the thesis and it adheres to the organisational typology devised by Roger Harrison (1972) and Charles Handy (1993, 1995; Handy, Aitken 1990).

The respondents. All in all 744 respondents took part in the study, including teachers (N=604, i.e. 81.2%), the heads of school (N=72, i.e. 9.7%), and deputy heads (N=68, i.e. 9.1%). The study was carried out at schools where the Estonian language is the medium of instruction. Six schools participated in the study as whole entities. In this context a whole entity means a school where the respondents represented all the three categories, i.e. teachers, deputy heads and the heads of school.

The main findings of the study are the following:

- The prevalent organisational culture in the representations of the whole group is person-oriented, followed by the task-oriented and the power-oriented culture. The role-oriented organisational culture is the least dominant.
- According to the perception of teachers the person-oriented culture is the dominant organisational culture at school. In their opinion the role-oriented culture is the least dominant.
- According to the perception of the deputy heads the person-oriented culture is the dominant organisational culture at school. In their opinion the power-oriented culture is the least dominant.
- According to the perception of the heads of school the task-oriented culture is the dominant organisational culture at school. In their opinion the power-oriented culture is the least dominant.
- Vis-à-vis teachers and deputy heads, the heads of school perceive that school culture is much more task-oriented.

- Vis-à-vis teachers, the deputy heads and the heads of school perceive that school culture is much less power-oriented.
- The perception of school culture as person-oriented is the most prevalent among teachers, and the least prevalent among the heads of school.
- The perception of school culture by deputy heads is rather similar to that of teachers. However, in their perception of the role-oriented organisational culture they are closer to the heads of school.
- The findings in the six whole entities show that in all of them the perception of school culture by the deputy heads was similar to that of the majority of teachers. The representations of organisational culture by the heads of school diverged from those of the teachers as well as from those of the deputy heads. Only in one school did the head perceive school culture in the same way as the deputy heads and the majority of the teachers. In the rest of cases the heads presented organisational culture differently from the majority of the teaching staff. The task-oriented culture was dominant only in one of the schools, the rest were dominated either by the power or person-oriented culture.

The results of the study bring to **the following conclusions:**

- The results of the study allow us to state that the hypothesis put forth at the beginning of the thesis claiming that the task-oriented culture, characteristic of a learning organisation, is not represented as dominant in the representations of the teaching staff has been proved. It is the conclusion of the first chapter of the thesis, which analyses the relevance of organisational culture in the process of change on the basis of theoretical sources, that the most typical organisational culture in a learning organisation is task-oriented. In order to argue that Estonian schools have, to a large extent, the culture of a learning organisation, the results of the study should have shown that the task-oriented culture is perceived by the teaching staff as dominant in their organisations. Still, it is clear from the findings that it is not so. The perception of the majority of teachers is that the person-oriented organisational culture is dominant and the task-oriented one is the runner-up. Thus the hypothesis on the prevailing power or the role-oriented culture of Estonian schools in the representations of the teaching staff was not confirmed.
- As teachers perceive that the dominant organisational culture at school is person-oriented, it is possible to make the following general observation based on the principles of person-oriented culture. The majority of teachers perceive that the organisation takes account of their personal wishes and needs, that they are free in organising their own work, and that they have opportunities for professional development. The teachers perceive themselves as professionals and individuals who are served by the organisation rather than vice versa, whereby they contribute to the attainment of organisational goals. Teachers are more inclined to be individualistic than seekers of co-operation. The main obstacle for the development of task-oriented culture, characteristic of a learning organisation, is apparently the individualism exhibited by teachers that facilitates isolation rather than co-operation. The main issue is how to boost co-operation between teachers who think of themselves as professionals and experts in their respective fields.

- The results concerning whole entities and the ones indicating that the perception of school culture by deputy heads is closer to that of teachers than the heads of school, lead to the conclusion that the key persons shaping the organisational culture in the present-day school are the deputy heads. Their understanding of the organisation is more adequate than that of the heads of school. It means that they perceive the organisational culture in the same way as the majority of teachers. It might mean that, as direct supervisors of teachers, their impact in shaping the organisational culture is much greater than that of the heads of school. In that case the managerial skills of the deputy heads and their know-how in the field of management acquire a tremendous importance.

Based on the findings and conclusions of the study, it is possible in the opinion of the author, to make an important suggestion. In order to facilitate the transition of Estonian schools into learning organisations, the time has come to deal with the strategic necessity to invest in the improvement of the managerial know-how and skills of deputy heads. It is essential to give deputy heads more opportunities to be not only good administrators but the actual leaders of their staff who have the capacity for involving individualistic teachers, for persuading and motivating them to more profound co-operation.

2. TEACHERS WITH AN INTERNAL OR EXTERNAL LOCUS OF CONTROL IN ESTONIAN SCHOOLS

The tool used to carry out this study was The Locus of Control Questionnaire compiled by Julian Rotter (1982: 185–188). In order to detect differences in the representations of the learning environment by the teachers with an internal locus of control in comparison with those of the external one, the questionnaire contained five supplementary open-end questions. The respondents were asked to answer them briefly.

The respondents: All in all 1187 respondents took part in the study, including teachers (N=1108, i.e. 93.3%), deputy heads (N=46, i.e. 3.9%), and the heads of schools (N=33, i.e. 2.8%). Out of the teachers' answers to open-end questions only 30 per cent (N=332) were analysed, supplied fifty-fifty by those with an internal and external locus of control (N=166 in both cases).

The main findings of the study are the following:

- In filling in the questionnaire nearly half of the responding teachers (47%) selected statements characteristic of the externals on the internals/externals scale.
- Vis-à-vis deputy heads, the teachers perceive that their loci of control are more external, and the same applies to the deputy heads vis-à-vis the heads of school.
- Vis-à-vis deputy heads and the heads of school, the teachers have much less faith in the expediency of planning.
- Teachers are not apt to believe that good relations depend first and foremost on their own communication skills.
- In comparison with deputy heads, their direct supervisors, the teachers see less need for the development of their own skills.

- Teachers with the internal locus of control are more convinced than their counterparts of the external locus of control that pupil-centered teaching has the starting point in the abilities and aptitude of the pupils, and that the creation of a learning environment takes place primarily by fostering relations and establishing a tension-free atmosphere. They have a better grasp of the causes for bad behaviour than the teachers with the external locus of control, and they are more apt to believe that the academic success of the pupils depends on the teacher.

The results of the study bring to **the following conclusions:**

- The study has confirmed the hypothesis that in Estonian schools the internal locus of control is not prevalent among the teaching staff. Thus there is a gap between the actual readiness of teachers to assume responsibility for change and the readiness to do so that is inherent in a learning organisation. According to the concept of a learning organisation, its members are individuals who shoulder the responsibility for both, the development of the organisation as well as for themselves (Senge 1990; Senge et al 2000, 2003). Consequently, these are persons with an internal locus of control. The study revealed, however, that nearly half of the teachers perceive that their loci of control are external. Such a conclusion is further substantiated by the finding that teachers consider the development of their skills to be less important than their direct superiors, i.e. the deputy heads. Another possible conclusion based on these findings is that the heads of school and their deputies have a greater degree of readiness for change than the teachers.
- The evidence leads to the conclusion that the transition of schools into learning organisations means the shaping of the loci of control of their members into more internal ones. Thus one deals here with the case of changing people's beliefs that in essence are complicated transformational changes. (Rossman 1988; Stoll, Fink 1996). Therefore one can argue that in order to turn schools into learning organisations their management has to have the relevant skills on top the know-how of the change process and its efficient management.
- The concept of a learning organisation (Senge 1990; Senge et al 2000, 2003) basically leads to the increase of an organisation's capacity to comprehend both, its own internal resources and of those who work in it, so that organisational as well as personal goals could be achieved. Actually, the shaping of school culture into the one characteristic of a learning organisation means that the loci of control of the staff start increasingly leaning from the external towards the internal. In this type of culture individuals take on more responsibility. Therefore the analysis of the teachers' response to the open-end questions makes it possible to conclude that the reshaping of schools into learning organisations has also a positive impact on the teachers' classroom behaviour.

Based on the results of the study, the author has come up with a number of suggestions that may help the management to shape teachers so that they develop the ability to detect the cause of their success/unsuccess within themselves, not in others, and this way lead them to the assumption of responsibility for the tasks facing the organisation.

- In order to increase the ability of teachers to shape the future that helps them to perceive themselves as individuals who have an impact on the process of change, the management could set a strategic objective of enhancing the planning skills of teachers.
- In order to increase the ability of teachers to shape relations with those in their sphere of influence and thus increase their capacity for cooperation on different levels (colleagues,

pupils, parents, etc.) the management could set another strategic objective of enhancing the communication skills and techniques of teachers (individual conversations with pupils and parents, group conversations, feedback skills, chairing of meetings, etc.).

- In order to increase the ability of teachers to understand their own needs for development and ways of satisfying these needs, the management could set yet another strategic objective to assess the teachers' performance through the systematic application of methods based on self-analysis. For example introduce yearly teachers' performance reviews that are based on self-analysis and serve as the starting point for the assessment by the deputy heads; if the progress of a pupil is unsatisfactory the teachers could analyse the reasons for it and draw up action plans to remedy the situation, etc.

3. THE SATISFACTION OF TEACHERS' NEEDS IN ESTONIAN SCHOOLS BASED ON MASLOW'S THEORY OF NEEDS

The research tool used is the Personal Orientation Questionnaire compiled by the author of the thesis in 1999. The questionnaire is based on Maslow's key words that characterise different needs in his Motivation Theory (Maslow 1987). The instrument is five-dimensional and measures the degree of satisfaction in the case of physiological, safety and security, love and belonging, esteem, and self-actualisation needs.

The respondents: The Personal Orientation Questionnaire was filled in by 870 teachers from schools with the instruction in the Estonian language, as well as by 444 representatives of other professions. Thus the overall number of respondents was 1314, including 725 teachers (54.8%), 71 heads of school (5.4%), 74 deputy heads (5.6%), and 444 individuals (i.e. 34.2%) of non-teaching professions.

The main findings of the study are the following:

- The greatest source of dissatisfaction for teachers, especially among the older ones (in the age bracket of 40–73) is the unsatisfied need for love and belonging.
- One of the sources of dissatisfaction for teachers, especially among the younger ones (in the age bracket of 18–39) is the unsatisfied need for esteem.
- Vis-à-vis the heads of school and their deputies, amongst teachers the need for esteem is considerably less satisfied.
- The physiological needs of teachers and deputy heads are not met rather than met.
- The safety and security needs of teachers are met rather than not met, and compared to the representatives of other professions the level of satisfaction is much higher in this respect.
- The self-actualisation need of teachers is satisfied rather than not.

The results of the study bring to **the following conclusions:**

- The hypothesis that the teachers' need for development and growth has not been fully met in Estonian schools appears to be partially true. Thus there is a gap between the opportunities that a learning organisation offers to its members for achieving satisfaction and between what is actually offered by the school culture of today. The concept of a learning organisation (Senge 1990; Senge et al 2000, 2003) attaches a lot of value to co-operation

between the members of an organisation, and to their individual development. These two factors are not merely a prerequisite for the existence of a learning organisation but they are also the result of that kind of culture. The transition into a learning organisation is a gradual process and entails the satisfaction of its members. Maslow (1987) argues that in order to be satisfied one has to take into account not only the deficit needs (i.e. physiological, safety and security, love and belonging needs) but also the needs for personal development and growth, represented by the need for esteem and self-actualisation. Therefore one can assume that a learning organisation is an environment where the needs of its members are satisfied also with respect to their needs for development and growth. The findings of the study indicate that although the teachers' need for self-actualisation is rather met than not, their needs for esteem and love as well as for belonging are the ones not satisfied.

- Based on the findings of the study that the least satisfied need of teachers is the one for love and belonging, and adhering to the theoretical arguments by Maslow (1987) according to which individuals keep seeking ways to meet their needs, one can assume that teachers possess the inner readiness for co-operation and joint effort. The need for love and belonging is less satisfied in the case of older teachers. One could say that in comparison with the younger ones their older colleagues have a greater need for belonging to a group (e.g. a working group, a subject committee, etc.) that gives the feeling of indispensability. One can assume that there are fruitful grounds for well-devised forms of joint activity in the development of the curriculum. Should working groups gain momentum, it may help to increase the level of teachers' satisfaction. The findings allow one to formulate the hypothesis that presently the work of a teacher is carried more by the spirit of individualism rather than collectivism. The need for belonging that is unsatisfied primarily among older teachers may refer to the fact that this age group is less familiar with the methods of joint activities and that schools do not have robust traditions of collective work. Apparently the readiness for co-operation is there but the habit of joint effort is lacking.
- In addition to the need for love and belonging the teachers have not satisfied their need for esteem as well. Thus it is possible to draw the conclusion that the teachers' readiness to co-operate hinges on their readiness to achieve something by means of a joint effort. From the point of view of school management it is necessary to harness this need to the content that leads to the achievement of the goals set for the organisation. The need for esteem can be satisfied by means of actions that help teachers to boost their self-esteem. On the whole self-esteem is based on the respect of others, not on fame, social position or flatter. In order to decrease the dissatisfaction of teachers that stems from the unmet need for esteem, it is expedient to focus on the development of teachers' skills and on their achievements. As the need for esteem is less satisfied in the younger age bracket of teachers, we can assume based on the findings, that younger teachers are more willing to devote themselves to the activities that lead them to achievement. As teachers have satisfied their need for esteem to a considerably lower degree than the heads of school or their deputies, one could assume that in today's school teachers do not have enough opportunities in this respect. It may be quite possible that subject committees focus more on organising activities for the pupils than on the professional development of teachers and on their work in the field of teaching methodology. Likewise, the chances to present and share that kind of work may also be scarce. Should this be the case, schools have to pay more attention to the professional development of teachers and to giving them credit for it.

- Although the teachers' need for belonging is unsatisfied, they feel that their need for self-actualisation is met to a certain extent and therefore one can assume that teachers' self-actualisation is related mostly to their personal rather than organisational goals. The need for self-actualisation means, first and foremost, the will of an individual to become what he wants to become, and do what he considers necessary to do. It is a human strive in the direction that allows him to use his talent, skills, and personal potential. The results of the study show that vis-à-vis other professions the teachers' need for self-actualisation is met to a much higher degree. The process of teaching is to a very large extent under the control of a teacher and a teacher is able to do things mostly to his liking. This gives a teacher a much greater opportunity to meet the need for self-actualisation than is the case with other professions. One could even state that the freedom to shape the teaching process stems more from a teacher's need for self-actualisation than from the needs inherent in the process of learning.
- One set of needs not satisfied in the case of teachers are the physiological ones. As they involve the satisfaction of one's basic needs (for food, drink, exercise, etc.), then, in determining the cause for dissatisfaction, one should primarily pay attention to the organisation of work. One could assume that the physiological needs are not met due to the following factors: (1) the great work load of teachers that does not leave them much time to take care of themselves, for example have an unhurried lunch; (2) traditionally the preparation and planning for classes does not take place at school but at home where there are a host of distracters; (3) teachers do not consider it important to find sufficient time to meet their elementary needs (e.g. to lunch, exercise, relax, etc.) and their time-management skills are rather modest. Apparently it is possible to diminish dissatisfaction with the unmet physiological needs by administrative methods: by adjusting the work load, creating better work conditions, setting up workstations in the school, etc.
- The need for safety and security of teachers is rather well-met and, compared to other professions it is met to a considerably larger extent. The need for safety and security involves stability, organisation, order, and the ability to have an inkling of potential developments. It is highly unlikely that a school as an institution would ever disappear or face liquidation and the teacher's job is a guaranteed one as long as there are pupils in the school. Schools have escaped massive downsizing that has affected the rest of enterprises. Even if a school is closed or reorganised, there is a statutory requirement that it has to be publicly disclosed at least half a year before the new school year starts. A teacher's salary is fixed and protected from the influence of any arbitrary factors. Therefore one can argue that the met need for safety and security is one of the major sources of satisfaction for teachers, and a job at school offers more security than anywhere else.

The hypotheses put forth in the study enable to make helpful suggestions for the heads of school in developing their strategies that should, in the long run, increase the satisfaction of teachers and thus create preconditions for their professional motivation. A motivated teacher is a much better guide for pupils in the process of learning.

- Schools have to plan purposefully for actions that increase the co-operation skills of teachers, including the development of the respective techniques, because the teachers have the will and readiness to co-operate with colleagues.

- One of the opportunities to enhance the teacher's position and self-respect is to create a system of methodological work that enables teachers to present their achievements to their colleagues.
- Well-planned human resource management can help to diminish job dissatisfaction in the school. For example it concerns properly drawn up job descriptions and the rules of procedure, the monitoring of their application, the assessment of teachers etc. The teachers' skills and opportunities for time management need special attention.
- In order to channel the freedom of teachers in the classroom into supporting the development of pupils, schools have to create a holistic planning system that takes care of the primary processes and of their improvement, and teachers should base their work on the attainment of the goals facing the whole school.

The subject matter of the thesis and its conclusions seem to be valuable for a number of reasons. First of all the thesis deals with school culture, a field little studied in Estonia so far. But the changes that schools in Estonian have undergone, or that they are striving for have been accompanied by changes in their organisational culture or still require such a change. Secondly, the results of the empirical studies are a source of interesting information on the *status quo* of teachers' perception of school culture, on their readiness to change, and on the main obstacles in turning organisations into the learning ones. Thirdly, the thesis contains suggestions that enable to overcome the conflict between the existing school culture and the desired culture of a learning organisation.

REPRESENTATSIOONID ORGANISATSIOONIKULTUURIDEST EESTI KOOLI PEDAGOOGIDEL MUUTUSTEPROTSESSIS

Kokkuvõte

Uurimuse taustaks on muutused Eesti ühiskonnas tervikuna ning sellest tulenevad vajadused haridusmuutusteks. Juba 1980. aastate lõpust on taotletud Eesti koolides muutusi, et neid rohkem humaniseerida, muuta isiksusekeskseks ja demokraatlikumaks. Alates 1990. aastate esimesest poolest on üha selgemalt esile tõusnud õpetuse sisu ja vormi kõrval organisatsiooni kui terviku kultuuri kujundamine selliselt, et Eesti koolid kujuneksid õppivaks organisatsiooniks. Koolide kujunemises õppivateks organisatsioonideks nähakse eelkõige tingimuste loomist, mille abil suudavad koolid tagada endi pideva arengu õpilastele soodsa kasvukeskkonna loomisel. Väitekirj keskendubki organisatsioonikultuuri uurimisele Eesti koolides. Selleks et juhid saaksid efektiivsemalt muutusteprotsesse juhtida õppiva organisatsiooni kultuuri suunas, vajavad nad informatsiooni koolikultuuri hetkeseisu kohta, selle kohta, kuidas tunnetavad organisatsiooni liikmed koolikultuuri ning milline on nende valmisolek muutusteks. Sellisele probleemipüstitusele tuginevalt esitati uurimisküsimused ja püstitati eesmärgid.

Uurimistöole seati järgmised **eesmärgid**:

- toetudes kirjandusallikatele, anda ülevaade sellest, millises seoses on organisatsioonikultuur muutusteprotsessiga, millised on peamised organisatsioonikultuuri käsitlemise mudelid ning milline neist võiks olla koolikultuuri jaoks ideaalmudel;
- empiiriliste uuringute abil selgitada välja, millised on erinevused tegeliku ja ideaalse organisatsioonikultuuri vahel üldhariduskoolides.

Väitekirja koostamisel on toetunud **sotsiaal-konstruktivistlikule** filosoofilis-metodoloogilisele lähenemisele. Organisatsioonikultuuri käsitlemisel vaadeldi organisatsioonikultuuri kui sotsiaalset konstrukti, mis tekib ja areneb konkreetsetes sotsiaalses ja ajalises kontekstis, tegevuste ja sotsiaalsete suhete käigus ning organisatsiooni liikmeid saab mõista vaid organisatsioonikultuuri kontekstis. Väitekirjas olid keskseks uurimisobjektiks kooliorganisatsiooni liikmete representatsioonid organisatsioonikultuurist. Nende representatsioonide käsitlemisel lähtuti Charles Handy (1995) ja Roger Harrisoni (1972) organisatsioonikultuuride tüpoloogilisest raamistikust. Mõistmaks paremini kooliorganisatsiooni kultuurilisi nähtusi, integreeriti väitekirjas organisatsioonikultuuri uurimise käsitluse mõned mudelid. Inimeste käitumine organisatsioonis on olulisel määral seotud sellega, kuidas nad mõtlevad ja kuidas seeläbi ümbritsevat maailma tunnetavad. Lisainformatsiooni saamiseks kasutati uurimuses sotsiaal-kognitiivsel paradigmat põhinevat Julian Rotteri kognitiivse orientatsiooni teooriat (Rotter 1954, 1982, 1990). Teisalt on organisatsioonil oluline roll inimeste vajaduste rahuldamisel. Seetõttu kasutati töös inimeste vajaduste rahuldamise uurimiseks humanistliku paradigma raamistikus Maslow' (1968, 1987) vajaduste teooriat. Nimetatud kahe teoreetilise mudeli sidumine terviklikku organisatsioonikultuuri käsitluse võimaldas väitekirja autori arvates täpsemalt mõista ja teha põhjendatumaid järeldusi ja ettepanekuid koolijuhtimise tõhustamiseks.

Probleemiseades lähtuti oletatavast lahknevusest riikliku õppekava poolt koolikultuurile esitatud ootuste osas ning kooliorganisatsiooni liikmete poolt tunnetatava koolikultuuri vahel. Probleemsituatsiooni kirjeldamisel ja teoreetilisel analüüsimisel toodi välja organisatsioonikultuuri ja protsesside juhtimise teoreetilised käsitlused ning pöhidefinitatsioonid. Toodi välja riikliku õppekava ootustele vastava koolikultuuri (õppiv organisatsioon) kontseptuaalne raamistik ja selle kõige olulisemad aspektid ning uurimistulemuste põhjal võrdlus tegeliku olukorraga. Lõpuks esitati kontseptuaalsest mudelist ja olukorra kirjeldusest lähtuvalt järeldused ja ettepanekud võimaluste kohta probleemiseadest tulenevate lahknevuste vähendamiseks. Väitekirja koostamisel kasutati uurimismeetoditena ankeetküsitlusi ja statistilist andmete analüüsi.

Uurimistöole seatud eesmärgid täideti. Peatükkides 1–3 on toodud ülevaade organisatsioonikultuuri tähendusest muutusteprotsessis, juhi rollist ja keerukustest selles protsessis. Viidi läbi kolm uurimust, mille käigus saadi empiirilist materjali erinevatel ametikohtadel töötavate pedagoogide representatsioonidest organisatsioonikultuuri kohta ja pedagoogide kultuurikäitumist mõjutavate aspektide kohta Eesti koolides. Uuringute tulemused on esitatud väitekirja neljandas peatükis. Väitekirja viiendas peatükis on esitatud teoreetiliste ja empiiriliste uurimuste põhjal ettepanekud, mis võimaldavad haridusjuhtidel tulemuslikumalt juhtida muutusi õppiva organisatsiooni suunas.

Uuringu tulemusel selgus, et Eesti koolides ei esine dominantsena õppivale organisatsioonile iseloomulik ülesandekeskne kultuur. Pedagoogide representatsioonides oli dominantsel kohal individualistlik isiksusekeskne kultuur, mida on aga kõige raskem muuta. Kuigi koolidirektorid tunnetavad võrreldes õpetajatega koolikultuuri erinevalt, näevad õpetajad koolijuhte pigem demokraatlike kui autokraatlike juhtidena. Uuringu käigus selgus, et ligi pooled pedagoogid on Eesti koolides eksternaalse kontrollkeskmega, mis tähendab, et ligi pooled õpetajad ei ole tõenäoliselt valmis võtma vastutust muudatuste eest. Uuringutest selgus veel, et õpetajatel on rahuldatud eneseteostus- ja turvavajadus, rahuldamata aga füsioloogilised vajadused, kuuluvus- ja lugupidamisvajadus. Arvestades asjaoluga, et õpetajate representatsioonides esines kõige dominantsema kultuurina isiksusekeskne kultuur, võib järeldada, et pedagoogid saavad kooliorganisatsioonides oma tööd suures osas nii korraldada, nagu nad seda ise tahavad, kuid see ei tarvitse olla seotud organisatsiooni eesmärkidega. Samuti on tagasihoidlik õpetajate omavaheline koostöö, mis võib saada oluliseks takistuseks koolide ees seisvate eesmärkide saavutamisel.

Väitekirja temaatikat ja tulemusi võib väärtuslikuks pidada mitmel põhjusel. Esiteks, väitekirja käsitleb koolikultuuri temaatikat, mida on Eesti seni vähe uuritud. Ometigi on muutused ja muudatuste taotlused Eesti koolides olnud sellised, millega kaasnevad või mis nõuavad muutusi organisatsioonikultuuris. Teiseks, väitekirjas esitatud empiiriliste uuringute tulemused annavad väärtuslikku informatsiooni hetkeseisu kohta selles osas, kuidas pedagoogid tunnetavad koolikultuuri, milline on nende valmisolek muudatusteks ning millised on põhitakistused organisatsioonide kujundamisel õppivateks organisatsioonideks. Kolmandaks, uuringutele tuginedes on tehtud ettepanekuid, mis võimaldavad ületada vastuolusid olemasoleva koolikultuuri ja soovitava (õppiva organisatsiooni) koolikultuuri vahel.

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