



The Involvement as a Trait of the Organizational Culture in Lithuanian General Education Schools

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Annotation. The aim of the article is to determine the expression of involvement as a trait of organizational culture and its constituent indicators (empowerment, team orientation and capability development) in Lithuanian general education schools. The participants were a total of 1817 teachers, school heads and deputies, administrative, and other workers. Denison Organizational Culture Survey was used as a measure of the involvement trait as a component of organizational culture.

Keywords: *organizational culture, involvement, empowerment, team orientation, capability development.*

Introduction

The business paradigm infiltrating education brings new terminology, new activity models, and a different hierarchical system of values to educational organizations; therefore, schools operating in different paradigms base their activities on different principles as well, have different directions and follow different values, which also affect the organizational culture and the involvement of the participants in education, and their relationships at school. At the same time, in educational institutions, the attitude towards mutual relations is changing, the interaction between individuals and the organization is changing, and new ways of cooperation are being sought (Schwab, 2018) as well as new partnership models that are long-term, scalable, transformative, and create shared value

(Torres-Rahman et al., 2015). There is no doubt any more that the employees of the organization and their conscious and voluntary involvement determine the organizational culture (Menon et al., 2023). Meanwhile, in the context of organizational culture, there is more and more talk about the growing influence of the involvement of the members of the organization on culture (Kristiana et al., 2018). Rising problems stimulate organizations to look for tools to increase employees' involvement. It is increasingly believed that for the school as a creator of relationships and service provider, aiming to create the involvement of all participants in education, it is necessary to know and understand not only the needs of parents, students and other participants in education, but also its own needs and opportunities to act together, to be able to create value based on the creation and maintenance of long-term relationships, interaction and active learning together (Gumuliauskienė & Starkutė, 2018).

When examining the scientific literature, it is noticed that there is no consensus on the scope of the concept of involvement; however, the concept and construct of involvement are being searched for in different interdisciplinary studies, which would help to increase involvement (Steinhardt et al., 2022). In the field of educational sciences, involvement includes activities performed by learners in the educational process: the involvement of teachers, administrative staff, and parents in different teaching/learning contexts, it is associated with the active involvement and self-involvement of parents or students in school life, the search for ways and forms to make all participants in the process involved (Traškelys, 2010; Valantinas & Čiuladienė, 2013; Abromavičienė, 2016; Martišauskienė & Traškelys, 2017; O'Toole et al., 2019; Koviene, 2021). Involvement in the aspect of management is associated with changes not only at the emotional level and normative regulation, but also with the management of the organization (Abromavičienė, 2016), more and more attention is paid to the individual needs of all employees (Bal & Lub, 2018), their values, attitude to work and motivation, employee education (Hecklau et al., 2016). There is no more doubt that involvement in the creation of shared value in the organization transforms passive members into active partners of the organization, and their active participation in the co-creation process includes sharing experiences, generating ideas and controlling the process of receiving the service, and allows to understand needs and expectations (Kristensson et al., 2008), and this has an impact on the creation of shared value and its perception, since participants only perceive the value that they themselves create (Starkutė & Valinevičienė, 2013). Employee involvement in the organization is associated with dedication and commitment to work, the opportunity to participate and accept the organizational culture, and the desire to achieve the goals of the organization (Kotrba et al., 2012; Diskienė & Tamoševičienė, 2014; Abromavičienė, 2016). Scientific research shows that involved community members participate more effectively in decision-making processes (Somech, 2002; 2010; Lin, 2014; Gülşen & Çelikii, 2021), seek to improve school management (Rechsteiner et al., 2022; Urbanovič, 2011), realize their value and find opportunities to change the forms of relationships (Carter et al., 2016),

commit to the organization, firmly believe in the values and goals of the organization (Ngussa & Gabriel, 2017), seek to improve the quality of teaching, increase confidence in their own strength and the ability to make decisions not only in classroom life, but also to get involved in school management and the common pursuit of goals (Lin, 2014). With the involvement of all members, the effectiveness of school activities is significantly higher when responsibility is shared among members of the school community and integrated into the processes of school activity (Urbanovič, 2011), which increases the focus of schools on the needs of society. The involvement of community members in school management, ensures the rationality, transparency, and smoothness of implementation of decision-making (Bagdonė, 2015).

However, involvement is one of the bigger challenges for school communities (Rechsteiner et al., 2022). The problematic is also related to the multifaceted nature of the concept of involvement itself and the construct, which is not clear, because its components are not clear. Also, the lack of involvement of the organization's employees is related to the lack of understanding of their own and the organization's needs, expectations and opportunities, responsibilities and roles in this process, and how to create this process within the organization. It is also related to the perception that teachers are isolated in classrooms and only school heads should be involved in the decisions of the organization itself (Keung, 2008), to autonomy, which is related to the decision-making of employees; employees often feel "pressure" and limited personal initiative in making decisions for them (Abduraimi et al., 2023, p. 117). The reality is that "school communities are not actively involved in the processes of developing quality, self-evaluation and evidence-based management" (Ministry of Education and Science, 2014, p. 25), and the task of the educational institution is to involve the school community in the reflection and implementation of the school's objectives (Giedraitis & Ispiryan, 2012). However, in order to involve, it is necessary to be involved oneself, to create involvement within the organization and only then to create and develop habits with other participants in education (e.g., students, parents). Due to the vagueness of the concept of involvement and the lack of clear ways of expression, creating involvement is complex and problematic and still remains a huge challenge for school communities (Rechsteiner et al., 2022).

Thus, the aim of the article is to assess the involvement as a trait of the organizational culture in Lithuanian general education schools. The object of the research is the involvement as a trait of organizational culture in general education schools.

The Importance of Involvement in the Context of Organizational Culture

This chapter reviews the importance and concept of involvement in the context of organizational culture. Although researchers acknowledge that there is indeed a lot of talk about the value and importance of involvement to an organization, there is still too little talk about indicators that would help us understand how to increase involvement (Hartnell et al., 2019). In organizations, involvement is determined by the organizational

culture, which is revealed by the ways of operation chosen by the organization itself, which are used during regular daily activities to realize its core functions. Culture is expressed through how individuals in the organization think, what and how they perceive, how the organization processes information, creates mutual internal relations and adheres to common values, creates a model of people's beliefs, values, and expectations (Gibson et al., 2012). Culture, supported and created through the different interactions between team members, teams and the organization, is reflected in the behaviour, values, and presumptions of people and the organization as a whole (Groysberg et al., 2020), manifests itself in solving the problems of one's organization related to adaptation in the environment and internal integration (Schein, 2004).

Therefore, involvement as an interest in participating in an activity is a powerful tool and strategy, by which an organization creates a partnership between the organization and its employees (Sirisetti, 2012). In management sciences, involvement is defined as a positive, work-related, emotional state of an employee that satisfies the need for improvement and includes vigour, energy, and dedication to work (Schaufeli, 2012). Involvement is also treated as a desire to participate in activities that are interesting and engaging, it is associated with cooperation that meets the general standards of organizational performance (Abromavičienė, 2016). Involvement is characteristic of those organizations which are based on informal, voluntary, and implicit systems, rather than formal, explicit, bureaucratic control systems, encourage and promote employee involvement, a sense of responsibility (Denison, 2007), motivate employees to participate in the organization's activities, encourage the application of problem-solving methods and take responsibility for the work done (Abromavičienė, 2016). According to Denison et al. (2006), involvement makes it possible to build teams in organizations and develop human capabilities at all levels, which increases commitment to one's work and responsibility. High involvement manifests itself in the engagement of all employees in problem solving, the creation of mutual relations and many other processes of the organization (Denison, 2006). Employees involved in the certain creation of a process of the organization contribute to the implementation of the goals of the organization in order to provide the highest quality services that meet expectations (Staniškienė et al., 2018).

In the context of education science, involvement is perceived as a continuous, multi-level process that takes place between all interested participants in education (teachers, school heads, other employees, parents, students, etc.). According to Ghanney et al. (2017), in schools, the culture of involvement is particularly clearly manifested by the initiative of the school head and teachers to participate in decision-making processes on various issues. Involvement is equated with decision-making, personal and organizational changes that manifest themselves in the teaching/learning process and is often associated not only with changes on an emotional level and normative regulation, but also with organizational management (Abromavičienė, 2016). Lin (2014) distinguishes several aspects of teachers' involvement: organizational and personal (experiential), which are associated

with professional development, confidence in one's work and the ability to make decisions not only in classroom life (teaching/learning materials, textbooks, location, etc.), but also with the opportunity to be an active participant in school policy, helping the administration to implement the school's strategic plans (Lin, 2014). According to the researcher, the involvement of the administration in educational activities takes place by creating a support system and coordinating administrative processes, carrying out community activities, and forming a common culture of the educational organization.

When studying employee involvement in work, learning, and other diverse activities, researchers distinguish different elements that determine and increase involvement and how it manifests itself in the context of organizational culture. The research by Afrifa Jr. et al. (2022) has revealed that the creation of a favourable environment for teamwork and cooperation increases the involvement and internal motivation of employees to get involved and achieve organizational goals. The research by Crawford et al. (2010) shows that characteristics such as information sharing and support from co-workers and managers positively affect employee performance and increase involvement. The research by Bakker & Demerouti (2008) found a significant positive relationship between involvement and the manager's support, evaluation, and sharing information. According to Saks (2006), involvement is increased by giving employees autonomy to achieve results and opportunities to use various available skills. Abromavičienė (2016) substantiates involvement by distinguishing organizational (organizational culture, mission and vision, manager and organization support, evaluation, internal communication, career advancement opportunities, encouragement, trust in employees) and personal (favourable relations with colleagues, manager's trust, opportunities to learn and develop, opportunity to make decisions freely, sense of self-esteem, responsibility, initiative, innovativeness, efficiency) factors. According to Denison (1990; 1996; 2007), in organizational culture, involvement, which defines the creation of human capabilities, ownership and responsibility, is determined by three indicators – team orientation, empowerment, and capability development. These indicators show and allow to identify whether the members of the organization are involved and which of these indicators is particularly supported in the organization. It was these involvement indicators that were referred to in the study.

Thus, some researchers, while defining involvement, emphasize that it is expressed through decision-making and the extent to which organizational members participate in decision-making mechanisms (Somech, 2002; 2010; Lin, 2014; Gülşen & Çelikii, 2021), others emphasize capability development at all levels by increasing self-confidence (Denison et al., 2006; Lin, 2014), emphasize the ability to create, share information, knowledge, and experiences (Crawford et al., 2010), others claim that involvement is determined by the employee's internal attitudes and psychological perception of how important the work is to the employee himself/herself (Lassk et al., 2011). Summarizing the concepts and research insights of the aforementioned scientists, it can be stated that each organization creates its own unique involvement based on cultural values, attitudes, and beliefs

(which guide and shape people's behaviour, help achieve set goals, and create conditions for mutual interaction) and they reveal this involvement through different indicators that are based on organizational values, clear responsibilities and agreements, clear sharing, decision-making and other organizational processes chosen by the organization itself.

Components of the Trait of Involvement

This chapter discusses the indicators of involvement – empowerment, team orientation and capability development (Denison & Mishra, 1995; Denison, 2006; Denison et al., 2006; Kotrba, Gillespie et al., 2012), which show whether the organization involves its people in creating their organization, whether people have the opportunity to develop the necessary skills, have the power to make decisions, are able to work in teams to achieve the organization's goals, and whether people in the organization believe that they can have an impact in the organization. The expression of involvement is related to seeing new opportunities in the processes of enabling organizational culture, team orientation and capability development; therefore, these indicators allow to increase and build the desired involvement based on them.

1) The first indicator that reveals involvement is the **empowerment** indicator. According to Denison (2006), Denison et al. (2006), Denison et al. (2012), this indicator in the organization shows the extent to which individuals in the organization have authority, initiative and opportunities to manage their work, reveals whether and how planning activities, sharing knowledge and information, decision-making and other processes are taking place, and allows identifying the in-depth attitudes of empowerment – belief in one's work and positive effect. Empowerment is the perception of how much a person is willing (dimension of meaning), able (decision-making) and knows how (confidence in his/her competence) to successfully do what is expected of him/her at work (Tvarijonavičius et al., 2016). According to MacTavish & Kolb (2006), empowerment is an essential component of involvement, which manifests itself in creating an empowering environment, people's participation in decision-making, fostering innovation, and being able to act independently. Hence, this is also the process of strengthening the sense of self-efficacy of the members of the organization, identifying the conditions that promote helplessness and eliminating them both through formal organizational practices and informal ways of providing information about efficiency (Ergün, 2018). Empowered people increase control over their own work or its creation, participation in decisions affecting their lives, activation of individuals' competences and inner powers to make positive changes in their lives (Gvaldaitė, 2009). Scientific research has shown that it is not enough to simply grant powers to employees; it is important that they feel psychologically empowered to independently make decisions in daily activities, to solve problems arising within the limits of their responsibility, i.e., so that they are not only aware of the powers granted, but also able and willing to implement them (Tvarijonavičius & Bagdžiūnienė, 2014), have the necessary conditions to participate in decision-making processes, share power

and responsibility (Gülşen & Çelikii, 2021). Thus, empowerment is the freedom of action of employees to make day-to-day decisions related to their work taking place through a two-way dialogue and active sharing, which increases the self-esteem and self-confidence of the participants, encourages the development of existing competences and involvement in the planning of the organization's activities and the achievement of goals.

2) Another indicator that measures involvement is **team orientation**, which allows us to see whether the organization understands and values cooperation towards common goals, and whether employees feel responsible for creating and maintaining it (Denison et al., 2006; Denison et al., 2012). The indicator of team orientation reveals employees' attitudes toward teamwork and team-oriented behaviours that include actions reflecting people's attitude towards the level of the individual's desire to cooperate with others, his/her commitment to achieving the common goals of the group or organization, reveals whether people really want to work together and whether they realize that teamwork allows to achieve more than working separately. This indicator reveals a collective effort and belief in common goals, but not the performance of individual tasks or the prioritization of individual interests. Such an attitude reflects the individual's level of willingness to cooperate with other people and commitment to the organization's goals. According to Denison & Neale (1996), the basis of team orientation is the active promotion and support of cooperation and work in teams between different departments and units, ensuring a safe environment for teams to operate, achieving team goals and seeing a close connection between organizational goals and desired results. According to Mathieu et al. (2008), first of all, team orientation is the positive attitude of members towards working in a team and the fact that the members consciously realize the importance of working together, secondly, it is important to be able and know how to work together, because learning to work together means being able to hear, listen, find common solutions, and learn to solve problems already not only considering individual interests, but looking for a joint solution that is best for the organization.

3) The third indicator that reveals people's involvement in the organization is **capability development**. According to Denison (2006), Denison et al. (2006), Denison et al. (2012), this indicator shows whether people's abilities are valued in the organization, it reveals whether the organization invests in the development of people's abilities and whether people believe and understand that they are being invested in, in order to remain a competitive organization. Also, this indicator reveals and allows self-assessment of whether people are trained in a targeted manner, linked to the organization's goals, and whether they have the necessary skills to overcome emerging problems, because purposeful and targeted skill training provides opportunities to be competitive today and, in the future, to understand and meet constantly changing needs (Denison, 2007). The indicator of capability development refers to the creation of new capabilities or the improvement of existing ones, the anticipation of opportunities related to the development of people, and the creation of responsibilities.

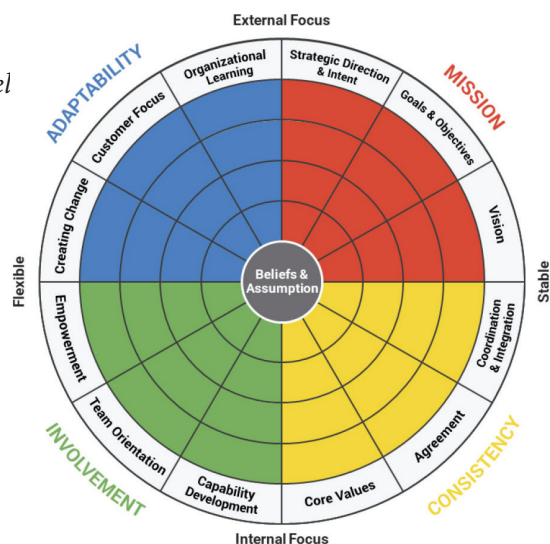
In summary, it can be stated that the indicators that make up the trait of involvement – empowerment, team orientation and capability development – create involvement, and the content of each indicator allows us to focus on the integration of these components in the processes of the organization.

Methodology

Research Instrument

Denison Organizational Culture Survey (DOCS) was used as a measure of organizational culture (Denison et al., 2012; Denison et al., 2006; Denison & Mishra, 1995; Denison & Neale, 1996; Denison et al., 2004). The permission was received to use the Denison Organizational Culture Survey for the research purposes from the authors of the survey. The Denison Organizational Culture Survey measures four traits of organizational culture – *mission*, *adaptability*, *consistency*, and *involvement* and 3 indicators for each trait (see Figure 1), each of which consists of 4 items in the questionnaire, consequently, each trait consists of 12 items. A total of 48 items are analysed. The items are based on a Likert-type scale, 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree. The scores for each trait were obtained by calculating the means of the responses to the 12 items that make it up; therefore, the scores of the traits and indicators that make them up range from 1 to 5. **The trait of the involvement is presented in depth in this article includes the indicators of empowerment, team orientation and capability development**, each of which consists of 4 items.

Figure 1
Visual Presentation of the Denison Organizational Culture Model



Kabigting et al. (2019) note that the DOCS is currently one of the most valid tools for measuring organizational culture, translated into 47 languages and used in many countries around the world, where extensive research confirms the sufficient internal reliability and validity of the tool.

In this study, referring to the recommendations of the authors of the tool, it was chosen to use the updated shorter DOCS scale of 48 statements compared to the previous tool of 60 statements. In the updated scale of 48 statements, the authors of the tool reduced the number of statements and eliminated negatively coded statements, thus achieving a higher internal reliability of the tool.

Cronbach's alphas indicated a high total internal reliability of .977 and a reliability of .928 for involvement trait in this study. Cronbach's alphas ranged from .797 to .883 for indices constituting the trait of involvement (empowerment, team orientation and capability development).

Research Participants and Procedure

A cross sectional study design was used with a quantitative approach to collect and measure data allowed to gather a large sample size in a cost effective and time efficient way. The compliance with the research ethics was approved by the Committee on Research Ethics at Vilnius university Faculty of Philosophy. The consent to participate in the study was also received by the school heads of the educational institutions. The invitation to participate in the study with a link to the online survey was sent to 1117 preschools and 912 schools. A total of 1817 respondents participated in the study. As shown in Table 1, the majority (62.1%) were teachers, 15.10 percent were school heads and deputies, 4.5 percent were administrative workers, 15.4 percent were other employees and the rest did not answer. Of them, 93.1 percent were from public schools, 4.2 percent were from private schools. Respondents from all ten counties of Lithuania took part in the survey. The largest number of respondents came from Klaipėda County (18.90%), Vilnius County (16.10%), Kaunas County (14.4%), Šiauliai County (12.7%), Panevėžys County (9.7%). In all other five counties, the respondents were distributed in descending order – Marijampolė (8.5%), Alytus (7.5%), Utena (4.6%), Telšiai (4%), Tauragė (2.5%).

Table 1
Sociodemographic Characteristics of Participants

Sociodemographic characteristics	n	%
Age		
Up to 20 years	4	0,2
20–29	76	4,2
30–39	276	15,2

Sociodemographic characteristics	n	%
40–49	395	21,7
50–59	701	38,6
60 years and older	302	16,6
Did not answer	63	3,5
Position		
Teacher	1129	62,1
School Head or Deputy	275	15,1
Administration	82	4,5
Other	279	15,4
Did not answer	52	2,9
Type of school		
Public	1691	93,1
Private	76	4,2
Other	29	1,6
Participates in the study		
Individually	588	32,4
With the organization	1229	67,6

The majority of the respondents in the study were 50–59 years old – 38.6 percent, 40–49 years old – 21.7 percent, 60 years and older – 16.6 percent (see Table 1). Almost a third of the respondents (33.1%) have been working in the organization for more than 20 years. The groups of 3–4 years (11.7%) and 5–6 years (10.6%) of experience are in the second and third place in terms of frequency. Most of the respondents who took part in the study work in organizations of 51–100 people – 43.5 percent, 32.3 percent work in organizations of 21–50 people, 13.9 percent work in organizations of 101–150 people.

Statistical Analysis

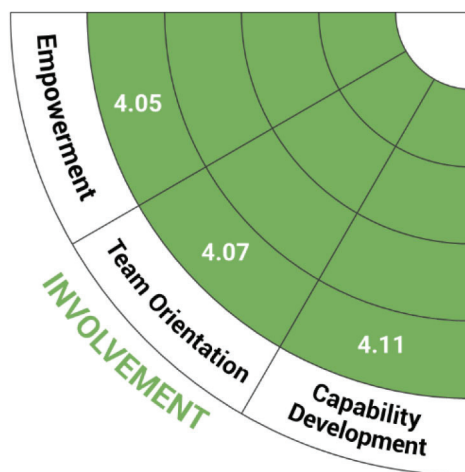
Statistical analysis of the data was performed using the SPSS 23 software package. Frequency tables of variables were created to evaluate the indicators of descriptive statistics, means and standard deviations were calculated. In order to evaluate the internal reliability of the Denison scale, the Cronbach alpha coefficient was calculated. In order to compare the estimates of quantitative variables between two independent groups, the non-parametric Mann-Whitney U test was applied. Since the distributions of the variables were significantly different from the normal ones, skewness, kurtosis and outliers were observed. The level of statistical significance $\alpha = 0.05$ was selected.

Results

The involvement trait is one of the highest rated traits of organizational culture in Lithuanian educational institutions, with a total average score of 4.09 out of 5 points, compared to other traits of organizational culture (mission – 4.10 points, adaptability – 4.02 points, consistency – 3.91 points).

The involvement trait consists of three indicators: empowerment, team orientation, and capability development. The expression of the indicators of involvement: *capability development* – 4.11 points, *team orientation* – 4.07 points, *empowerment* – 4.05 points (see Figure 2). The obtained high scores for capability development, team orientation and empowerment show that the organizational culture of Lithuanian educational institutions is characterized by a constant focus on improving the skills of employees, and teamwork is also valued while empowering employees to take initiative and take responsibility when working independently.

Figure 2
Scores of the Indicators that Measure the Involvement Trait



The scores for the statements that make up each indicator are presented in Figure 3. Analysing the statements that make up the *empowerment indicator*, it can be seen that in educational institutions, planning of organizational activities is understood as a developing process in which everyone can participate (4.25 points), information is widely shared, and everyone can get the help they need (4.13 points), and decisions are made after collecting all the information (3.98 points). The lowest-rated statement of the empowerment indicator is “*everyone believes that he or she can have a positive impact*” (3.87 points).

Analysing the expression of the *team orientation* indicators and statement scores (see Figure 3), it can be said that in educational institutions, mutual cooperation is valued and encouraged, cooperation between departments or units is actively encouraged

(4.05 points), teamwork is preferred over hierarchy to get work done (4.08 points), people feel part of a team (4.15 points). The lowest mean of 3.97 points is in the statement “work is organized so that each person can see the relationship between his or her job and the goals of the organization”.

Analysing the scores of the statements that make up the *capability development* indicator, it is observed that according to the respondents, the skills of employees in educational institutions are constantly improving (4.18 points), the focus is on improving skills (4.17 points), and the capabilities of people are seen as a competitive advantage (4.10 points). Attention should be paid to the redistribution of work so that employees have the opportunity to work on their own (3.98 points).

Figure 3
Each of 12 Item Scores of the Involvement Trait



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

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

The Mann-Whitney U test was performed to evaluate whether the involvement scores differed between school heads (and other administrative workers) and teachers (see

Table 2). The results revealed that school heads' involvement trait estimates were significantly higher than those of teachers ($p < .001$). Also, when evaluating the indicators that make up the trait of *involvement*, it was found that the estimates of school heads' (and other administrative workers) empowerment, team orientation and capability development are significantly higher than those of teachers (see Table 2). This shows that school heads (and other administrative workers) evaluate the trait of organizational culture – involvement – and its constituent indicators (empowerment, team orientation and capability development) more favourably than teachers.

Table 2

Comparison of the Involvement Trait of Organizational Culture and Its Constituent Indicators Between Teachers (n = 1004) and School Heads (and Other Administrative Workers) (n = 317)

Variables	Teacher			School head			Z	p
	M	SD	Mean Rank	M	SD	Mean Rank		
Involvement	4.06	0.65	627.08	4.29	0.48	768.44	-5.76	<.001
Empowerment	4.03	0.73	671.73	4.27	0.56	809.07	-5.45	<.001
Team orientation	4.03	0.78	677.89	4.31	0.56	831.14	-6.07	<.001
Capability development	4.09	0.64	677.34	4.28	0.55	808.52	-5.21	<.001

The Mann-Whitney U test was performed to evaluate whether the involvement scores differed by age. It was found (see Table 3) that the estimate of the trait of involvement of older employees of educational institutions is significantly higher than that of younger subjects ($p = .002$). When evaluating the indicators that make up the trait of *involvement*, it was found that the estimates of indicators of empowerment, team orientation and capability development of older subjects are significantly higher than those of younger subjects (in all cases $p < .05$). This shows that older (from 50 years old) employees of educational institutions evaluate the trait of involvement of organizational culture and its constituent indicators more favourably than younger (up to 49 years old) subjects.

Table 3

Comparison of the Trait of Involvement of Organizational Culture and Its Constituent Indicators Between Younger (n = 653) and Older (n = 891) Subjects

Variables	up to 49 years old			from 50 years old			Z	p
	M	SD	Mean Rank	M	SD	Mean Rank		
Involvement	4.04	0.64	731.21	4.14	0.59	802.76	-3.12	.002
Empowerment	4.01	0.75	789.57	4.12	0.65	853.92	-2.74	.006
Team orientation	4.02	0.76	795.10	4.13	0.71	871.55	-3.23	.001
Capability development	4.07	0.65	806.97	4.14	0.60	855.65	-2.06	.039

The trait of involvement of organizational culture was also compared between employees working in public and private educational institutions. The Mann-Whitney U test was performed to evaluate whether the involvement scores differed between public and private schools. It is observed that there were only 76 subjects working in private institutions, which is only 4.2 percent of the total subjects. It was found that the evaluation of involvement does not differ significantly between the subjects working in public and private educational institutions ($p = .174$). Also, the differences between the indicators that constitute the trait of involvement (empowerment, team orientation, and capability development) were not statistically significant between the subjects working in a public and private institution (see Table 4).

Table 4

Comparison of the Trait of Involvement of Organizational Culture and Its Constituent Indicators Between Employees Working in Public and Private Educational Institutions

Variables	Public			Private			Z	p
	M	SD	Mean Rank	M	SD	Mean Rank		
Involvement	4.10	0.61	779.23	4.00	0.67	702.25	-1.36	.174
Empowerment	4.07	0.69	833.24	4.02	0.73	815.94	-0.30	.764
Team orientation	4.08	0.73	845.82	4.02	0.76	790.74	-0.94	.346
Capability development	4.12	0.61	842.59	3.94	0.82	745.94	-1.66	.096

The involvement trait was also compared between those working in larger organizations (51 and more employees) and those working in smaller organizations (up to 50 employees). The Mann-Whitney U test was performed to evaluate whether the involvement

scores differed by a size of the institution. The results indicated that the difference was not significant ($p = .361$). There are no significant differences between the indicators that constitute the trait of involvement (see Table 5) – empowerment, team orientation and capability development – between those working in larger organizations (51 and more employees) and those working in smaller organizations (up to 50 employees).

Table 5

Comparison of the Trait of Involvement of Organizational Culture and Its Constituent Indicators Depending on the Size of the Organization (Number of Employees)

Variables	up to 50			51 and more			Z	p
	M	SD	Mean Rank	M	SD	Mean Rank		
Involvement	4.10	0.61	790.94	4.08	0.61	769.27	-0.91	.361
Empowerment	4.08	0.70	843.76	4.05	0.70	822.42	-0.88	.381
Team orientation	4.10	0.73	866.67	4.06	0.73	832.33	-1.40	.162
Capability development	4.12	0.60	841.79	4.11	0.63	833.61	-0.33	.738

The Mann-Whitney U test was performed to evaluate whether the involvement scores differed by the length of service in the current institution. When comparing the involvement trait between employees with shorter (up to 10 years) and longer (over 11 years) work experience in the current educational institution, the difference is not significant ($p = .764$). Likewise, the differences in the indicators (empowerment, team orientation, and capability development) constituting the trait of involvement were not significant between employees with shorter (up to 10 years) and longer (over 11 years) working experience in the current educational institution (see Table 6).

Table 6

Comparison of the Trait of Involvement of Organizational Culture and Its Constituent Indicators Depending on Length of Service in the Organization

Variables	up to 10 years			11 years and more			Z	p
	M	SD	Mean Rank	M	SD	Mean Rank		
Involvement	4.09	0.62	768.46	4.10	0.60	775.25	-0.30	.764
Empowerment	4.05	0.72	815.90	4.09	0.67	835.33	-0.84	.403
Team orientation	4.07	0.74	833.83	4.09	0.72	842.85	-0.39	.700
Capability development	4.11	0.63	829.55	4.12	0.62	834.29	-0.20	.839

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

Table 7

Comparison of the Trait of Involvement of Organizational Culture and Its Constituent Indicators Depending on Whether the Subjects Participate in the Study Independently or With the Consent of the School Head With the Agreement of the Organization

Variables	Individually		With the organization			Z	p	
	M	SD	Mean Rank	M	SD			Mean Rank
Involvement	3.99	0.66	732.35	4.13	0.60	828.69	-3.92	<.001
Empowerment	3.96	0.75	791.06	4.10	0.68	887.72	-3.82	<.001
Team orientation	3.98	0.80	820.79	4.11	0.71	891.40	-2.78	.006
Capability development	4.02	0.66	792.35	4.15	0.61	894.11	-4.02	<.001

It was found that the estimates of the trait of involvement of organizational culture of the subjects participating in the study with the consent of the school head are significantly higher than those of the subjects who participated independently of the organization ($p < .001$). Also, the estimates of the indicators (empowerment, team orientation, and capability development) that make up the trait of involvement are statistically significantly higher among those who participate in the study with the consent of the school head compared to those who participate independently of the organization.

Conclusions and Discussion

In order to achieve the aim – to evaluate involvement as a trait of organizational culture in Lithuanian general education schools, the scores of the indicators constituting the trait of involvement of organizational culture (capability development, team orientation and empowerment) were obtained and they show that the organizational culture of Lithuanian educational institutions is characterized by a highly expressed involvement trait, which is characterized by a constant focus on improving the skills of employees, cooperation in achieving common goals is valued, people feel involved and responsible for their goals, in educational institutions people are empowered, have the authority,

initiative and ability to manage their work, they are encouraged to take initiative and responsibility both working independently and in teams, which in educational institutions creates responsibility and commitment to the organization. Involvement is measured and evaluated in decision-making, learning, sharing, and cooperation processes of the organization, how and to what extent people participate in them, are involved, know about them and are able and have the necessary skills, knowledge, and experience to solve and make the necessary decisions.

Analysing the expression of involvement, it became clear that in order to strengthen the organizational culture of Lithuanian educational institutions, great attention is paid to the employees' *capability development*. Scientific research shows that capability development and people's development work as a tool for finding new ways of working and solutions, have a great influence on involvement, because when learning people become more open, more confident and aware of their value, they adapt more easily to changes (Singh et al., 2021). However, it is necessary to pay attention to whether people are learning those things that would help them understand the external environment and changing needs, whether attention is also paid to the development of the personality of each employee, the development of new skills and competences that are especially necessary for decision-making, sharing information between different teams or departments, and whether people have the necessary abilities to solve problems and overcome challenges.

Likewise, the involvement of the organizational culture of Lithuanian educational institutions is increased through people's *empowerment*, people's own initiative, the ability to manage their own work and a sense of responsibility for their own work. However, it is noticeable that it is necessary to review the decision-making processes, how they are made, whether there is enough information to make them, to ensure equal dissemination of information at all levels. Scientific research shows that in order for teachers to feel empowered, they need to be involved in the decision-making process and have the autonomy to make decisions (Davidson & Dell, 2003; Sweetland & Hoy, 2000), because the involvement of teachers in decision-making can improve the achievement of organizational goals (Gülşen & Çelikii, 2021). According to Lin (2014), teachers' participation in decision-making encourages them to get involved in joint activities, increases responsibility and improves commitment (Lin, 2014). Also, the respondents' attitude towards empowerment, which is very important for involvement, emerged – the belief that they can make a positive impact with their work, their results, which needs to be strengthened in educational institutions. The research by Rechsteiner et al. (2022) revealed that teachers' beliefs can also influence teachers' involvement, especially those related to both the individual's perceptions of school improvement activities and outcomes.

Educational institutions value, support, and create a *team orientation* toward common goals, cooperation is actively encouraged, employees feel part of a team while performing their work. However, the results of the study revealed the need for employees to see the results of their individual work in the overall activity of the organization. Involvement

in setting the organization's goals, knowing them, understanding them and contributing to their achievement is related to the work performed by each employee and the directionality of actions; therefore, it is necessary to pay attention to the connection between the work performed by people and the organization's goals, whether people are really sufficiently aware of the impact that everyone's work and contribution have on the common goals being pursued, and how to organize work so that employees see the connection and links in achieving the organization's goals. Scientific research confirms that without knowing the organization's goals, employees may not always feel meaning in their work, which can lead to a lack of faith in goals and a lack of knowledge of where the organization as a whole is headed. Research shows that if goals are unclear to employees, they will not put effort to achieve them (Brandišauskienė et al., 2021). The employees' individual goals aligned with the organization's goal help to ensure that the employee's actions are purposeful and directed toward the desired result, which can also be related to the individual desire of each employee to be valued, when employees want to see their contribution to the system of organizational goals.

The obtained results revealed that heads of Lithuanian educational institutions rate the trait of organizational culture, involvement, and its constituent indicators (empowerment, team orientation and capability development) more favourably than teachers. There may be several presumptions for this evaluation. School heads evaluate simply more strictly, set higher requirements for themselves when thinking about areas for improvement, looking from the position of management and development of the organization and seeing differently than teachers. The fact that school heads rate higher may also be related to the fact that often school heads are not aware of certain problems or challenges that arise in the daily activities of teachers, and if there is no space for sharing and agreements, it is possible that teachers do not share, but choose to remain silent and solve everything themselves, which is why they rate lower. It is also important that in organizations heads and employees often feel as if they are naturally pulled in different directions due to the tensions between heads and employees – internal (when organizations focus on coordinating the organization's internal systems, processes and people) and external (when organizations are able and willing to adapt and change in response to current and future market needs) focus in the organization, between flexibility (are able to change and adapt) and stability (aim to maintain consistency) in order to adapt (Denison et al., 2006), different desire to see, coordinate and develop different areas of the organization.

The study found that older employees of educational institutions (from 50 years old) evaluate the trait of involvement of organizational culture and its constituent indicators (empowerment, team orientation, and skill development) more favourably than younger (up to 49 years old) respondents. These may be some presumptions that naturally arose in the search for an answer to substantiate presumptions in research in education, management, and other sciences that analyses the factors of the involvement of senior employees (Van Dalen et al., 2009; Khan et al., 2015; Goštautaitė & Bučiūnienė, 2015; Gaurylienė &

Korsakienė, 2017). One is those older employees, who have worked in one organization for a long time, feel more professional in relation to other employees, because they have accumulated great competence, are more motivated to work for the benefit of the organization, are satisfied with their work and the organization, and are often more loyal to the organization and more reliable, older workers have a higher emotional commitment than younger workers, which is why they give higher ratings than younger workers. Another presumption is that older workers are more likely to seek stability, are less flexible, less creative or slower to learn, and therefore they give higher ratings to avoid, not to change, or because the current situation is adequate and satisfying. Third, younger employees are less attached to the organization, consequently, they did not have time to get to know the organizational culture more deeply.

It is interesting that the evaluation of the involvement trait does not differ statistically significantly depending on the subjects' length of service in this organization between employees with shorter (up to 10 years) and longer (over 11 years) working experience in this educational institution and is contradictory to the obtained statistically significant differences in the evaluation of involvement between younger and older subjects. It is worth noting that the subjects were only asked about the length of service in the current organization, not total length of service; therefore, this could be one of the reasons why the conflicting results are observed.

The study also found that the employees of Lithuanian educational institutions who participated in the study with the consent of the school head after the organization agreed to participate in the study, evaluate the trait of involvement of organizational culture and its constituent indicators (empowerment, team orientation and capability development) more favourably than the subjects who participated in the study independently regardless of whether the organization participated in the study. One of the presumptions could be that more motivated organizations agreed to participate in the study, the organizational culture of which is evaluated more favourably; therefore, their motivation to participate in the study was high as well. Another presumption could be that perhaps employees feel a greater desire to provide a more favourable assessment of the organizational culture, when it is known that the study is conducted throughout the organization with the knowledge of the administration, compared to subjects who participate in the study independently of the organization.

Future research should compare the possible differences in organizational culture between public and private educational institutions by interviewing a larger number of employees working in private educational institutions in search of additional values for their involvement. In this study, the trait of involvement of organizational culture and the assessment of its constituent indicators do not differ statistically significantly between employees working in public and private educational institutions. These results could be due to one of the limitations of the study – the extremely small number of subjects working in private institutions (n = 76, i.e., only 4.2 percent of all the subjects).

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Įsitraukimas kaip organizacinės kultūros bruožas Lietuvos bendrojo ugdymo mokyklose

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Santrauka

Straipsnio tikslas – nustatyti įsitraukimo, kaip organizacinės kultūros bruožo, ir jį sudarančių rodiklių (įgalinimo, komandinės orientacijos ir gebėjimų ugdymo) raišką Lietuvos bendrojo lavinimo mokyklose. Tyrime dalyvavo 1817 švietimo įstaigų darbuotojų: mokytojai, vadovai ir pavaduotojai, administracijos ir kiti darbuotojai. Įsitraukimui, kaip organizacinės kultūros bruožui, matuoti naudotas Denison organizacinės kultūros klausimynas (angl. *Denison Organizational Culture Survey*). Nustatyta, jog įsitraukimas – vienas iš aukščiausiai Lietuvos švietimo įstaigose įvertintų organizacinės kultūros bruožų palyginti su kitais organizacinės kultūros bruožais: misija, adaptyvumu ir nuoseklumu. Tyrimas atskleidė, jog Lietuvos švietimo įstaigų vadovai (ir kiti administracijos darbuotojai) organizacinės kultūros bruožą – įsitraukimą – ir jį sudarančius rodiklius vertina palankiau nei mokytojai. Įsitraukimo bruožo ir jį sudarančių rodiklių (įgalinimo, komandinės orientacijos ir gebėjimų ugdymo) vertinimas statistiškai reikšmingai nesiskiria priklausomai nuo tiriamųjų darbo stažo organizacijoje, nuo organizacijos dydžio (darbuotojų skaičiaus), darbo valstybinėse ir privačiose Lietuvos ugdymo įstaigose, tačiau nustatyta, kad vyresni (nuo 50 m.) ugdymo įstaigų darbuotojai organizacinės kultūros įsitraukimo bruožą vertina palankiau nei jaunesni (iki 49 m.) tiriamieji.

Esminiai žodžiai: *organizacinė kultūra, įsitraukimas, įgalinimas, komandinė orientacija, gebėjimų ugdymas.*

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