

Organizational Culture Change in Health and Educational Institutions in the Republic of Macedonia

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Abstract

The main goal of this research is the analysis of key factors for working in public sector organizations in the Republic of Macedonia, which are the determinants of organizational culture. Above all they are: innovations, leadership, professional development, communication skills and attitudes and values of employees. The research is based on five, you can say, global factors of organizational culture correlated with gender, education and age of employees, particularly in health and educational institutions in the southwestern region of the Republic of Macedonia. Basic assumptions are that these studies have great theoretical and practical significance, because of the "strength" of organizational culture depends the quality of services in the public sector which are offered to us, the strategies for the development, management and coordination between employees, work motivation and marketing. The recent literature, talks more about organizational culture and its impact on the success of the organization. The authors dealing with this problem, generally agree that it is difficult to define culture, but at the same time they say that in the middle of the term is a system of norms and values that promote or inhibit the successful operation of the organization. Having that in mind, we can say that the organizational culture is not only a factor in a series of factors for the successful functioning of the organization, but it actually connects all of the aforementioned factors or determinants of efficient and effective operation.

Key Words: Organization, Organizational Culture, Determinants, National Cultures, Leadership, Motivation.

Introduction

Organizational culture is an important factor for the successful functioning of management in all organizations. Regardless of which approach we will use in our research, culture should be understood as a system of values of conduct that will enable coherence and homogeneity in the functioning of the organization as a whole. At the same time, the culture should impose rules of behavior that will provide

communication between employees, which will result in economic efficiency, based on clearly defined and based ethical code of conduct.

Organizational culture incorporates all functions, so that in practice it can realize the previously identified tasks of organizations. In this context, to recall one of its functions according to which the organizational culture is *"spiritual amalgam of collective mind of the organization, which determines its identity"* (Pecijareski, 2007).

In this paper, we talk about the kinds of changes that occur in human systems and provide a model of culture that makes it possible to understand not only the nature of change, but equally important to understand the nature of the stability of the organizations. Under the stability and change, we will examine what we mean by learning, especially when that term is applicable to groups, organizations and larger social systems.

Culture is a dynamic phenomenon that surrounds us at all times, rules of conduct that are adopted and created by our interactions with others and the behavior which is shaped by management. It is set of, routines, rules and regulations that guide us, but they may restrict our behavior. The behavior of the individual in the group within the organization, we can see clearly how to create culture, evolving behavior and ultimately creates a culture that limits, stabilize and provide structure and meaning of the group members. These dynamic processes of creating a culture and management, are the essence of leadership and they make us aware that leadership and culture are two sides of the same coin. In fact, change and stability are the two different sides of the same coin. Therefore, consultants and managers should be concerned about managing both processes (Schein, 2004).

The importance of organizational culture derives from its impact on business and operational performance of the organization. There is a strong belief that the successful operation of the organization is essential for organizational culture, as well as certain of its features and content. It reveals that all successful organizations have a strong culture with certain values and beliefs. Organizational culture can still affect on the work of the organization both positively and negatively. It may be the "secret formula" for success of the organization, but also the "silent killer" of the organization. It all depends on whether the culture responds to the situation in which the organization is or it is not.

Organizational culture is a good motivator. Strong culture encourages members of the organization. The feeling of belonging to the organization can be fulfilled only if employees fully identify themselves with their organizational culture.

Literature Review

Certainly it is not an exaggeration to say that multinational studies of organizational culture share the time before and after studies of the Dutch researcher Geert Hofstede. Hofstede defines culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another" (Hofstede, 2001). National culture, the author defines on the basis of four new dimensions: power distance, individualism - collectivism, "male" vs. "female" values and avoidance of uncertainty.

The dimensions reflect the fundamental problems facing every society, but that solutions vary from society to society.

Distance of power shows the "extent to which the less powerful members of institutions and organizations in a country expect and accept that power is distributed unequally" (Hofstede, 2001). The main problem in this case is the level of inequality between people that underlies the functioning of any society. Inequality

in society with low power distance, is seen as a "necessary evil" that should be minimized while in a society with a high distance, inequality is regarded as the foundation of social order (Hofstede, 2001).

Avoiding uncertainty is "the extent to which members of the culture feel threatened in unclear or unknown specific situations" (Hofstede, 2001). Individualism refers to societies in which the relationship between individuals or individual is loose: from each member is expected to care for himself and for his immediate family. Collectivism refers to societies in which people are integrated from birth in a strong, reassuring group that protects for life in return for unquestioning loyalty (Hofstede 2001). "Male values" refer to societies in which the division of gender roles is clearly expressed: for men it means to be aggressive, powerful and focused on material success, while women should be moderate, less harsh and interested in quality of life. "The female values" refer to organizations that gender roles overlap: both men and women need to know how to care about others and are interested in quality of life (Hofstede, 2001). If we recall the classification of Hofstede, organizations in the Republic of Macedonia will be placed in organizations with male values.

In the literature, despite the classification of Geert Hofstede, we meet various other types of models of organizational culture, the most famous classifications are those of: Harrison and Handy, Deal and Kennedy, and Quinn and McGrath (Stanojovska, 2015).

According to the first classification, there are four basic types of culture. There are some organizations where power remains in the hands of a few people and only they are authorized to make decisions. Here is present the culture of power (authority). They are the ones who enjoy special privileges in the workplace, and they further delegate responsibilities to other employees. In such a culture subordinates have no other option but to strictly follow their superiors. Employees do not have the freedom to express their views or share their ideas for an open forum and they should follow what their "superior" say.

Organizations where teams are formed to achieve a goal or solve critical problems, follow the culture of tasks. In such organizations, people with common interests and specializations come together to form a team. In such a culture, each team member should equally contribute to accomplish most tasks in an innovative way.

There are some organizations where employees feel that they are more important than their organization. Such organizations follow a culture known as a culture of people. In organizations with such a culture, individuals are more concerned about their own autonomy rather than organization. The organization with such a culture takes the last seat and finally suffers. Employees want to come to the office for their own good or for money and never attached to it or work. They are rarely loyal to management and never decide in favour of the organization.

Culture of roles is a culture where every employee is delegated roles and responsibilities according to his specialization, educational qualifications and interest as to pull out the best of him. Each individual is responsible for something or for other people and he must take in his possession the work which is assigned. In such a work culture, power comes with responsibility. If we subordinate cultures that we meet in a public sector organizations in the Republic of Macedonia, first we will put the culture of power, then the culture of the people, after that comes the culture of work, and on last place is a culture of roles.

Deal and Kennedy also distinguish four types of organizational culture: a culture of work and entertainment, macho culture, betting culture and process culture. In the culture of work and entertainment (Work-hard, play-hard culture), the basic task is mainly to meet customer needs, and basic feature is teamwork and satisfaction. In the macho culture (Tough-guy macho culture), stress comes from the high risk and potential loss / gain of reward. This culture is present in organizations that have great autonomy at work. Process culture features low stress, ingratitude of work, comfort and safety. This culture emphasizes

more on processes rather than goals. The culture of betting (Bet-the-company culture) is characterized by stress in the work that comes from high-risk and venture before you know. It applies to organizations that have large investments, and the effect is felt in years. If here we see our organizations it's sure that their place is in the first, ie last culture of this classification.

Quinn and McGrath distinguish these types of organizational culture: rational, ideological, consensual and culture of hierarchy (Pechijarevski, 2007). Rational culture basically puts productivity in operation. Basic features are competence, knowledge, leadership position, respect for authority and hierarchy. The ideological culture basically puts the value dimension to rational. In fact, organizations that pretend this type of culture, operate on the principle of a certain idea and supporting a certain value system. Consensual culture is the type of culture which on the top puts the ethical aspects of the functioning of the organization. Baseline of the organizations with this kind of culture is that you need to build a moral code that should be embraced by all employees, and will therefore provide a high degree of cohesion among employees. The culture of the hierarchy, as the name suggests, is based on a respect of hierarchy in the organization. The main goal is to stabilize the organization by respecting the order by all employees. The culture of hierarchy or consensual culture is present in the public sector organizations in the Republic of Macedonia.

Research Questions

The aim of the research in this paper is exactly the analysis of key factors influencing the organizational changes, which may not be the most important, but on the other hand we can not deny their impact on organizational culture. These are the determinants of efficient and effective operational of organizations, primarily: innovation and leadership, professional development, communication skills, attitudes and values, and emotional intelligence of employees. Also to observed management in health and educational institutions in the Republic of Macedonia, which gives or does not give employees opportunities for professional training and development. If we do not measure culture and its determinants, we will be unable to manage quality systems in terms of globalization and contemporary lifestyle.

In the previous section of this paper were developed theoretical models about what is the subject of this research, which are the models and types of organizational culture, depending on the determinants of its formation and activities. We studied theoretical models of several researchers, including the names of Geert Hofstede, Harison and Handy, Deal and Kennedy, Quinn and McGrath and others.

In the research of these multicultural studies, we have more examples of connection between the characteristics of the organizational culture and the success of the organizations. Of course, that was the main objective of our research, to determine the pattern of organizational culture correlated with certain variables, such as gender, age, education of participants and so on. Certainly linking theoretical background knowledge and practical experiences or hypotheses arising from the theoretical models need to be operational and to answer more questions asked during the survey.

Based on these research questions, and following the steps of the previous research methodology, initially as primary activity is asking questions that need to be answered for the test of hypotheses. For this purpose were used different methods and techniques of collecting and processing data.

Research suggests that many results are associated directly or indirectly with the organizational culture. Although little empirical studies exist to support the link between organizational culture and organizational performance, there is little doubt among experts that this link exists. Organizational culture can be a factor for the survival or failure of the organization - although this is difficult to prove given that the necessary comparative analyzes are difficult to achieve. Sustainable superior performance of companies like IBM, Procter & Gamble, Macdonald's, etc., at least in part, are reflection of their organizational cultures.

Empirical Framework

In terms of the empirical part of the research methodology, we defined: research problem, object, goal, objectives of the research, key stakeholders and users of the research, the main hypothesis of this research. The research problem, it can be said that the situation is diagnosed at least from our experience, that the bureaucratic structure in the work of public sector organizations, as still exists and generates serious problems in their efficiency and effectiveness. The main reason for this, it can take not entrepreneurship of the organization in general and employees in it, giving rise to the rejection of the changes that will inevitably come from outside. In addition, problems arise and in intolerance in communication with citizens, as users of services.

The main problem that appears is the application of innovative interventions and professional development of employees of public organizations, as an incentive for change and organization development. All this should correspond to the actual situation in our public sector and to match the contemporary theoretical and practical grounds, in particular, in harmony with public institutions in developed countries, where there is a rational use of resources and procedures for change and development.

This problem was our topic of research in public health and educational institutions in order to improve the management of organizations and increase the efficiency of public sector employees in the Republic of Macedonia. The subject of this research is to investigate the factors of organizational culture change, and the impact of organizational culture on organizational performance in public health and educational institutions in the southwest region, in correlation with some variables, such as gender, education, age, etc. The main subject of this research will be organizational culture, by demonstrating the benefits of using models of different cultural theories. The survey results can be used in human resources management in the public sector in the Republic of Macedonia.

The main goal of the survey - the main goal of the research is to determine the degree of influence of certain determinants on organizational culture in the public health and educational institutions, ie the effect of the operation depending on the attitudes and values of employees, their emotional intelligence and motivation of working places.

The tasks are the change of the organizational culture, implemented through the following activities: formulating clear strategic vision of public organizations, displaying commitment by management, using models of change at the highest level, changes in the organization in addition to the organizational changes, the selection and friendship newcomers members and developing an ethical and legal sensitivity.

Stakeholders of research results are all public sector employees in the Republic of Macedonia. Thus, such an analysis and institutionalization of change, based on the research results in the public sector will contribute to achieve better in the future higher standards and expectations of the employees in our country according with EU standards. Especially in the new conditions of the reform of the public system in Macedonia, there is a need for adequate public policy and competent system of state administration, which will be able this policy to turn into concrete results and achievements and the citizens will have the greatest benefits. In the public sector, rather in most cases you need a new model of cultural change at the highest level. It is important that management should demonstrate the advantages of the current culture, and that the current cultures may not need radical changes, but only a few adjustments to new standards and ways of working. The organization then must be assessed and clearly identified with desirable new culture, and then begins the process of designing changes.

This research was done in order to analyze the situations in the health and education sector in the Republic of Macedonia, with the possibility onwards to do some comparative analysis with other countries. Mainly was testing the following main hypothesis – $H_{(0)}$:

"The motivation and job satisfaction, emotional intelligence, attitudes and values of employees in an organization of public interest, and the desire for acceptance of innovation and change development, greatly affect organizational culture."

The starting point of the research is to obtain answers to questions relating to certain variables, which later can be expressed quantitatively. For this purpose, the questionnaire as the main tool of the research is composed of five sections corresponding to five determinants of organizational culture. Each section contains 10 questions and each question will be scored on a scale from min. (1 point). to max. (5 points). So, respondent who gets 50 points of each part or total of 250, gets maximum. **Recording of parts** is possible as:

1. MOP-motivational general achievements (50)
2. PU-professional training (50)
3. EQ emotional intelligence (50)
4. KS-communication skills (50)
5. SV -views and values (50).

Minimum achievements of each section of the questionnaire or the threshold of patency will be 50% of the total score. Class intervals rocks of assessment, would move like this:

1. 0-25 - respondents are not at all touched by problems
2. 25-31 - respondents are not touched by problems
3. 32-38 - respondents are neutral with problems
4. 39-45 - respondents feel touched by their problems
5. 46-50 - respondents feel very touched by the problems.

Respondents are employed in the public sector in the Republic of Macedonia, in health centers and primary and secondary schools. During the survey, as variables are taken gender, age and education of the respondents. According to the age structure of the respondents there are 4 different age groups:

1. 25-35 years
2. 36-45 years
3. 46-55 years
4. Over 55 years

In terms of education, in educational institutions all respondents are with higher education, while respondents in the health institutions are employed:

1. Secondary education
2. Higher education

The area of public services in health institutions, covered managers of health centers, doctors and nurses. We examined the five determinants of organizational culture in correlation with patterns of culture:

1. Motivation and satisfaction of employees in the public sector in Macedonia, and the relationship of managers to employees,
2. The ability of the employees in the public sector in Macedonia for professional training and development
3. The power of empathy and social intelligence,
4. Communication skills of employees as a factor for successful work and
5. The views and values of employees as a determinant of organizational culture change in the public sector in the Republic of Macedonia.

Review and Summary of Research Methods

Hypotheses were accepted or not, depending on the significance of differences between arithmetic environments with large and independent samples, tested with the significance of variance and expressed through Levene's test equality of Variances in SPSS computer software program. Our test is on the level of significance of 0.05, depending on the value of $t < \text{or} > 1.96$ (probably normal curve). So, with this program of work we compared the groups among themselves in terms of five factors of organizational culture, and then we accepted hypothesis and we presented the results graphically in Excel.

Table no.1

Level stairs	Measures of central tendency	Analysis of variance
Nominal	σ -Standard deviation M - Arithmetical mean	Significance of differences between arithmetical means t-test

Population and Sample

The survey covered 300 respondents, 205 female and 95 male, meaning that the ratio was approximately 2/3 female and 1/3 male respondents. From reviews of employment in the public sector in Macedonia, more employed are females. Health institutions surveyed 95 respondents, 33 male and 62 female. In terms of education of the respondents in the health institutions, they have secondary education (nurses and employees in administration) and with higher education (doctors and economists-managers).

In educational institutions we surveyed 205 respondents. 95 respondents are from high school, employed in five high schools in the western region. The remaining respondents were from primary education employed in the same cities, or 110 respondents in primary education, 82 female and 28 male.

Analysis (Descriptive statistics)

In our research, in addition to the questionnaire, as generally accepted techniques for collecting data were not standardized interview, scales of assessment, keeping a journal with notes and use of administrative data.

Sex of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total				
Male	95	169,11	17,096	1,754
Female	205	170,37	18,110	1,265

Appendix 1: Total achievements depending on the gender of the respondents

Appendix 1 shows that the average or arithmetical mean M of male respondents is 169.11 which is in the category - high achievers, is a little higher on female respondents ie arithmetical mean of 170.37. The value of t is negative and is -0.571 significance level of 0.05. So, it does not exceed the value of -1.96 to +1.96 and the difference between major and independent samples, statistically is not significant. In other words, there is no statistically significant difference between male and female respondents.

Regarding the age of the respondents the most numerous are the first and the third groups of respondents: the first group aged 25 to 35 and the third group aged 46 to 55 years. The first group received the highest scores in the total score and the arithmetical mean of 172.30 and a standard deviation of 14.502. Then follows the fourth group whose age is above 55 years and whose arithmetical mean is 170.24, and the standard deviation of 26.237. The group of respondents whose age is from 36 to 45 years has mediocre

achievements of 169.07 and a standard deviation of 15.675. And the last group whose age is between 46 and 55 years has the lowest scores of 167.56 and a standard deviation of 19.635.

Age of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total from 25-35	114	172,30	14,502	1,358
from 36-45	69	169,07	15,675	1,887

Age of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total from 46-55	88	167,56	19,635	2,093
above 55	29	170,24	26,237	4,872

Appendix 2: Total achievements depending on the age of respondents

According to the Appendix no. 2 follows that t-value does not exceed the limit of 1.96 at the significance level of 0.05% and therefore there is no statistically significant difference between respondents of different ages. The oldest group has the smallest deviations among members within the group and they are the most homogeneous. Review of the age structure shows that most numerous are the youngest employees (first group) and the lowest number of employees in the public sector in Macedonia are elderly (over 55 years).

Brief comments by sectors:

1. Primary education
2. Secondary education
3. Health institutions

Sex of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total Male	28	173,14	14,666	2,772
Female	82	176,41	17,707	1,955

Appendix 3: Primary education (results depending on the gender of the respondents)

Appendix no. 3 shows that the average score for employees in primary education for males is $M = 173.14$, while for female employees arithmetical mean is 176.41. The overall results are high and approximately equal. T-value is 0.879 and it is not statistically significant.

Age of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total from 25-35	50	174,30	13,075	1,849
from 36-45	29	170,07	17,750	3,296

Age of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total from 46-55	23	181,26	16,421	3,424
above 55	8	187,25	28,034	9,912

Appendix 3.1: Primary education (results depending on the age of respondents)

According to the Appendix no.3.1 follows that t-value does not exceed the limit of 1.96 at the significance level of 0.05% and therefore there is no statistically significant difference between respondents of different ages. The biggest achievements have been in the oldest group of respondents over 55 years.

Sex of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total Male	34	165,91	17,386	2,982
Female	61	168,87	15,027	1,924

Appendix 4: Secondary education (results depending on the gender of the respondents)

Appendix no. 4 shows that the average score for the employees of high school for males is $M = 165$, while for female employees arithmetical mean is 168.87. According to the scale of assessment, the results are high and approximately equal. T value is -0.869 and it is not statistically significant.

Age of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total from 25-35	37	171,84	14,118	2,321
from 36-45	26	169,19	11,836	2,321

Age of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total from 46-55	25	162,40	18,044	3,609
above 55	7	160,71	24,116	9,115

Appendix 4.1: Secondary education (results depending on the age of respondents)

Appendix no.4.1 shows that t-value does not exceed the limit of 1.96 at the significance level of 0.05% and therefore there is no statistically significant difference between respondents of different ages. The biggest achievements have been in the youngest group of respondents from 25-35 years.

Sex of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total Male	33	167,67	17,989	3,131
Female	62	163,84	19,069	2,422

Appendix 5: Health institutions (results depending on the gender of the respondents)

Appendix no. 5 shows that the average score for male employees in health institutions is $M = 167.67$, while for female employees arithmetical mean is 163.84. According to the previously attached scale, the results are high and approximately equal. T-value is 0,950 and it is not statistically significant.

Age of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total from 25-35	25	162,40	18,044	3,609
from 36-45	7	160,71	24,116	9,115

Age of respondent	N	Mean	Std. Deviation	Std. Error Mean
Total from 46-55	40	162,90	18,908	2,990
above 55	14	165,29	23,190	6,198

Appendix 5.1: Health institutions (results depending on the age of respondents)¹

¹ Results shown refer to the total number of points in the questionnaire or the overall achievements of the respondents regarding the five determinants of organizational culture.

Appendix no.5.1 shows that t-value does not exceed the limit of 1.96 at the significance level of 0.05% and therefore there is no statistically significant difference between respondents of different ages. The biggest achievements are in the oldest group of respondents over 55 years.

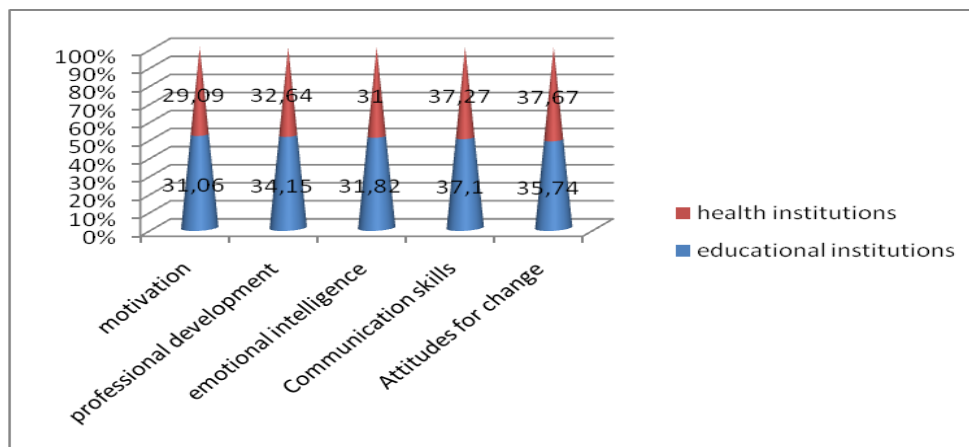
Only respondents who were surveyed in health institutions were with secondary and higher education (33:62). So we have compared them in terms of the five determinants of organizational culture, compared through their arithmetical means:

1. In terms of motivation, the average among respondents with secondary education is $M = 28.45$; while among respondents with higher education it is 29.87, which means that in health institutions more motivated are employees with higher education.
2. In terms of professional development of employees, average arithmetical mean is $M = 28.97$ for employees with secondary education, while for employees with higher education it is 32,34. Here, employees with higher education accept more changes in their organizational culture unlike those employed with secondary education.
3. In terms of emotional intelligence (self-esteem, pride, empathy for others, etc.), it is more expressed among employees with secondary education or $M = 31,52$ unlike employed doctors or other staff with higher education where emotional intelligence is average 31.18.
4. Regarding the communication skills of employees in health institutions, much higher values reach employees with higher education, the value of $M = 37.27$ compared to those respondents with secondary education who have an average value $M = 34.09$.
5. In terms of the views of the employees, for the employees with higher education this value is $M = 38.13$ unlike those with secondary education who have much lower values of arithmetical mean, $M = 35,79$.

These values are statistically significant only in terms of communication skills of employees or there is statistically significant difference between the health workers with higher and secondary education.

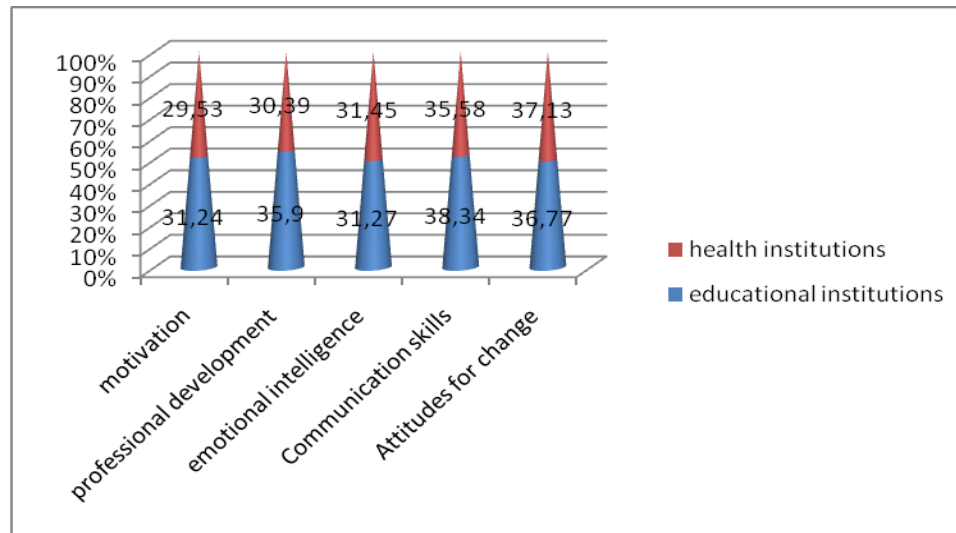
Comparisons of health and educational institutions depending on the gender of the respondents

Among male respondents, if we compare the health and educational institutions in terms of all factors, we can conclude that the organizational culture of innovation and development is more present in educational than in health institutions, even though they have much more expressive communication skills and attitudes to changes in terms of their organizational cultures (Graph1).



Graph 1: Comparative graphical representations of health and educational institutions, among male respondents

Despite the positive attitudes towards changes in organizational cultures, female respondents in health institutions, much less accept change unlike employees in the education sector (Graph 2).



Graph 2: Comparative graphical representations of health and educational institutions, among female respondents²

Discussion of Results

This paper made serious attempts to connect the theoretical models of organizational culture with the determinants that affect it and the behavior of the employees in the public sector in the Republic of Macedonia. One thing is common to all public sector organizations -that motivation is at its lowest level.

From the data obtained during the survey, it was noted that the communication skills of public sector employees and their attitude to work is highly valued and assessed. These results leave space for thinking, how public sector employees spend their time. In fact, if these communications are frequent and adequately represented and how they affect the productivity, efficiency and effectiveness of operating results in the public sector in the Republic of Macedonia.

Also, in terms of attitudes and values of public sector employees in the Republic of Macedonia, which have the highest frequency, the question arises whether employees just appreciate their work and have positive attitudes towards it or allow for it to tell someone else who appears in the role of customer or user of their services. The assessment of the values of the organization and its employees should be more a reflection of the users of public services.

In terms of component for innovation in workplace, it is mostly support by the employees in primary schools in the Republic of Macedonia, while employees in secondary educational institutions and health institutions, are more for bureaucratic management structures and no entrepreneur character of their organizations.

² Graphical displays relating to each individual determinant comparison between health and educational institutions

Emotional intelligence and empathy among employees, still did not have found its proper place. Yet, the fact is that public organizations where predominates more individual than collective intelligence, or as individualism over collectivism dimension dominates, there can be no empathy among employees. Simply, this determinant least understand the employees and its values are distributed as low frequencies immediately after motivation. It is characteristic of the superiors (bosses, managers, directors, etc.), who seem to be on the side of the cultural dimension "power distance".

Conclusion

Like it or not to admit, we will eventually say that global lifestyle and work, imply the need for new organizational cultures, mix of employees with different national cultures and further needs for innovation and development. The common goal of all organizations is to take the positive side of all national organizational cultures and to create an organization with a strong organizational culture hat has distinguished itself with an entrepreneurial character of employees, leaving the classical bureaucratic structure of public organizations.

In Macedonia, we believe that there is little research in this area, but that does not mean that this hypothetical model will not be changed in future research. This means that the number of determinants that affect the results of the public sector organizations in Macedonia, ie their organizational cultures may continue to increase. But still, this and other research on organizational culture in the public sector in Macedonia can be significant and are used to change the culture in health and educational institutions, and for the creation of cultures with improved performance for increased effectiveness, efficiency, and economy in the public sector in the Republic of Macedonia.

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