

Organizational Culture at St. Mary's University College: An Assessment Using the OCAI Instrument

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Abstract

Organization culture is a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid (Schein, 1992). It is a primary component of functional decision making in universities. In order to let administrators, faculty, and staff to effectively and efficiently coordinate the academic environment in St Mary's University College, a continuous cultural assessment and related change are necessary. The purpose of this study is to explore the concept of culture at a Main campus of the University College. Specifically, 50 Members of the university college consisting of regular degree program students, academic and administrative as well as administrative support staffs are studied with regard to three main levels of culture with respect to the University College's Artifacts, Espoused Values, and Basic Underlying Assumptions. The Organizational Culture Assessment Instrument (OCAI) is mainly utilized in addition to interview and document analysis to determine how culture of the university impacts the perceptions, thoughts, and feelings of respondents. In this paper, results of the OCAI are examined in terms of how the college members rated the current university college culture and what they would prefer it to be in next five years using descriptive co- relational analysis method. The Hierarchy culture is dominant in the current situation however the clan culture has been preferred. It is observed that the respondent's perceptions of the current Main campus culture negatively coincide with the overall mission, goals, and core values of the University College.

Introduction

Much of the current scholarly literature argues that successful companies--those with sustained profitability and above-normal financial returns--are characterized by certain well-defined conditions. These

conditions include: presence of (1) market high barriers to entry (e.g., high costs inhibit other firms from entering the market, so few, if any, competitors exist), (2) non-substitutable products (e.g., others cannot duplicate the firm's product and no alternatives exist), (3) a large market share (e.g., the firm can capitalize of economies of scale and efficiencies by dominating the market), (4) buyers with low bargaining power if not price-taker (e.g., purchasers of the firm's products become dependent on the firm because they have no other alternative sources), (5) suppliers with low bargaining power (e.g., suppliers to the firm become dependent because they have no other alternative customers), and (6) rivalry among competitors (e.g., incentives to improve products) (see Porter, 1980). The key ingredient in each case is something less tangible, less evident, but more powerful than the market factors listed above. The major distinguishing feature in these companies, their most important competitive advantage, the factor that they all highlight as a key ingredient in their success, is their organizational culture. The sustained success of firms has had less to do with market forces than company values itself; less to do with competitive positioning than personal beliefs; less to do with resource advantages than vision. Name the most successful firms you know today, from large behemoths to entrepreneurial start-ups-for example, Coca Cola, Disney, General Electric, Intel, McDonalds, Merck, Microsoft, Pixar, Rubbermaid, Sony, and Toyota. Without exception, virtually every leading firm you can name has developed a distinctive culture that is clearly identifiable by its employees (Cameron & Quinn, 1999).

Organizational culture refers to the deep and complex set of norms and values of an organization, which strongly affects organizational members (Champoux, 1996). In addition, Schein (1992) stated that organizational culture is defined as widely shared values and assumptions that are deeply rooted in an organization. Likewise, Zammuto and Krakower (1991) defined organizational culture as the patterns of values and ideas in an

organization that shape human behavior. Although culture can be defined in many different ways, in the context of the academic setting, culture can be referred to as certain values that leaders try to incorporate in their organizations. According to Schein (1992), a deeper understanding of cultural issues in groups and organizations is necessary to decipher what goes on in them and also to identify what may be the priority issues for leaders and leadership.

Whilst the visible and audible manifestations of culture, ‘artifacts’ and ‘espoused values’ are readily apparent, not all attributes are directly observable and instead must be inferred from what can be seen and heard inside organizations (Buch and Wetzel, 2001). From observation, survey and investigation, researchers have shown that a form a specific culture exhibits can be expressed by developing a summary profile to show the relative balance between validated indicators. The Organizational Culture Assessment Instrument (OCAI) is a survey used by many leaders to produce an overall organizational culture profile (Cameron & Quinn, 1999). This instrument assesses six dimensions of organizational culture, based on a theoretical framework of how organizations work and the kinds of values upon which its culture is founded (Cameron & Quinn, 1999). The OCAI identifies both the current organizational culture and the preferred future one. This framework serves as a way to diagnose and initiate change in the organizational culture developed as they progress through their life cycles and cope with external environmental pressures (Cameron & Quinn, 1999). Through the use of the OCAI, an organizational culture profile can be drawn by establishing the organizations dominant culture type characteristics. In this respect the overall culture profile of an organization can be identified as:

- Clan: an organization that concentrates on internal maintenance with flexibility, concern for people, and sensitivity for customers.

- Hierarchy: an organization that focuses on internal maintenance with a need for stability and control.
- Adhocracy: an organization that concentrates on external positioning with a high degree of flexibility and individuality.
- Market: an organization that focuses on external maintenance with a need for stability and control.

This particular study targets to determine the dominant current and preferred culture, as well as selected demographic profiles, of St. Mary's University College.

Statement of the problem

The analysis of a university's organizational culture is important because the university, as an organization, is interested in the adaptation of its culture to the values and the behavior of its members, as to maintain a healthy state of mind and foster permanent improvement. Further, the 2003 Higher Education Report states that an effective strategy and culture must be intact before a functional organizational mission can be defined. It further notes that the most successful campus cultures appear to be those that support both group cooperation and individual achievement (ASHE, 2003). Alternatively, those university cultures that encourage competition rather than internal cooperation tend to exhibit dysfunctional behavior (ASHE, 2003). A primary reason for the study of organizational culture is failure of many efforts to improve organizational effectiveness. This is because, despite the availability of tools and techniques, and the change strategy implemented with vigor, failure still occurs due to the fact that the fundamental culture of the organization remains the same. Although there are substantial studies undertaken in universities of developed countries to examine the impact of culture on mission, goals and strategy of

organizations in various countries as well as industries (for example, Chow et al., 2001; Barbara Fralinger & Valerie Olson, 2007; Angel A. Berrio, 2003; Lund, 2003; Sheridan, 1992), there is no study that recognizes organizational culture within the context of higher learning institutions in Ethiopia in general, and on private higher educational institutions in particular.

During the last two decades, universities worldwide are under increasing pressures to adapt to rapidly changing social, technological, economic and political forces as well as from the broader postindustrial external environment. As noted by Wondosen Tamrat (2003:1), the Ethiopian higher education system has witnessed a remarkable change unprecedented in its history in the form of emergence and expansion of private higher education institutions (PHEIs). St Mary's University College is one of the institutions founded abreast of these changes. One way of embracing these changes is through the change of its rooted culture by application of suggestion from research findings in the area. With this aim, this study targets to determine the dominant current and preferred culture as well as selected demographic profiles of St. Mary's University College by using the OCAI. More specifically, the researcher was dealing with the following basic research questions.

- 1. Which is the dominant culture type in both current and preferred organizational context?*
- 2. Which are the strengths of the dominant culture?*
- 3. Is there a relationship between demographic profiles of the subject and dominant characteristics of the university?*
- 4. What are the problems related to the organization culture in respect to its Business statement?*

Objectives of the Study

The general objective of the study is to understand the status and practice of the dominant culture existing in SMUC as perceived by academic staffs, management, supportive staff members and students. The specific objectives of the study are the following in order to examine the culture of SMUC.

Thus, the study will enable us to:

- Identify the dominant culture type in both current and preferred organizational context.
- Describe the strengths and weakness of the dominant culture.
- Find out the cultural demographic profiles of the subject.
- Depict the problems related to the organization culture.
- Recommend the possible solutions for the problems related with the practice of the dominant culture.

Significance of the Study

This study aims to give following contributions to extant research as well as to the subject of the study: St Mary's University College. Firstly, the paper contributes to the understanding of organizational culture of the Ethiopian private higher educational institutions by providing empirical evidence on St Mary's University college cultural profile. Secondly, the study will provide literature on educational institutions' culture assessment with special emphasis to Private Higher educational institutions, as there is currently no information available on this subject. Thirdly, it identifies the most dominant cultural dimensions needing to be strengthened by St Mary's university college so as to accomplish its mission and core values, thereby making it more adaptable to changes in the competitive environment.

Lastly, by shading lights on the critical cultural dimensions, it helps practicing managers of St Mary's University College in recognizing the

impact of culture and how to build on the constructive cultural traits and circumvent the destructive ones.

Limitations and Delimitations of the Study

Delimitation Of the population sample was the first phase of this study. The participants involved in the research were only 50 respondents from regular degree program students, academic staffs, academic management bodies and supportive staff members. Other members of the university College, such as Extension degree program, Diploma and Distance education students as well as other campuses different from Mexico campus of the university college were not included due to time and budget constraints. The limitation of study includes the fact that data were collected using a questionnaire and research based on questionnaires depends on the voluntary cooperation of the participants. Participants can differ from non-participants, compromising the interpretation and generalization of the results (Isaac & Michael, 1990).

Research Design and Methodology

The study was classified as descriptive co-relational one, because it sets out to describe and interpret the object. Its purpose is indeed to describe existing situation as the selected institution. That meaning the study intended to assess and describe specifically current and preferred organizational culture of St. Mary's university college. Among the research methods involved in descriptive research the researcher choose co-relational design because looking the best to investigate the relation between demographic variables and organizational culture in the specified institution, and helped also the researcher to describe the nature of the existing condition. .

Data Sources

This study relied on both primary and secondary sources. The researchers' primary sources of data were grouped in to four categories to make sampling process convenient: students of regular degree program, academic staffs who are full time instructors in the university, management staffs both at academic areas (like faculty heads, department heads...) and administrative areas in the main campus, such as supportive staff members who are permanently working in the finance and other offices of the main campus. In addition to the information obtained from the above data sources the researcher also used secondary data from faculty hand book and official website of the university college.

Sampling Techniques

To manage questionnaire in to sample, the researcher has used purposive quota sampling technique. The whole population was grouped in to four categories i.e. regular degree program students a total of 620, academic staffs a total of 76 members, management bodies a total of 19 and supportive staff members comprises of 327 officials. Then, a sample size of 50 including 13 from regular Mexico campus degree students, 15 from academic staff members, 7 from management bodies, and 15 from supportive staff members were drawn using the selected sampling technique. The researcher chose this method since relatively cheap and helping to find persons willing to co-operate in the endeavor.

Semi- structured interview was also another tool used in this study. Selection of samples was done through judgmental sampling technique, and five samples from students, three samples from academic staffs, three samples from administrative bodies and three samples from supportive staff members were selected and interviewed about the organizational culture of the institution. Besides that, the researcher cross-check reliability of the data

obtained in order to avoid biases with documents, an effort useful to triangulate the information.

Data Gathering Tools

The organizational culture assessment instrument (OCAI) of Cameron (1999), interviews and documents were used for this study. The OCAI was used because it has been found to be a good technique of assessing organizational culture in thousands different organizations (Cameron and Quinn, 1999), in form of a questionnaire that requires individuals to respond to just six items i.e Dominant characteristics, Organizational leadership, Management of employees, Organizational glue, Strategic emphasis and criteria of success. Each question has four alternatives (A=Clan, B=Adhocracy, C=Market, D=Hierarchy). Individuals completing the OCAI are asked to divide 100 points among the four alternatives, depending on the extent to which each alternative is representative of the organization assessed. The higher numbers of points are to be given to the alternative that is most similar to the organization in question.

Results of the OCAI survey are obtained by computing the average of the response scores for each alternative. Once scores are determined for all alternatives in both the Now and Preferred columns, they were plotted to draw a picture of St Mary's university college organizational culture. The figure so obtained serves as an organizational culture profile and is an important step in initiating a culture change strategy (Cameron & Quinn, 1999). The second tool used in this study was interviews, done with judgmentally selected samples of academic, administrative, supportive personnel of the University College and students, as explained above in the data sources part. The interview was semi-structured to maintain some sort of flexibility for the interviewer and interviewee as well. Besides, such approach provides the investigator with qualitative data too on perceptions

and attitudes of target population organizational culture, aspect difficult to get via another instrument. The university college's documents were also used to gather data as a supplementary source. Using these three instruments, the researcher had tried to triangulate the information, valuable especially for qualitative data, improving as much as possible the quality of analysis and, subsequently, the accuracy of the findings.

Procedures of Data Collection

To conduct this study, getting permission from appropriate authority was mandatory. Once permission was granted the researcher decided on the research design and the instruments to be used in the study. In addition to this, the sample size and sampling techniques were determined. Then, the researcher discussed on the type of orientation given to respondents of the Organizational Culture Assessment Instrument (OCAI). The researcher proposes the questionnaire to selected respondents grouped in four categories (administrative personnel, supportive personnel, academic staffs and students) with appropriate orientation. After the questionnaires were successfully processed, the researcher interviewed judgmentally selected samples of the population. The first step of the interview was to introduce the purpose of the study and to what extent respondents' opinion is crucial to the reliability of the study, for increase interviewed awareness. Semi-structured interviews were employed to add flexibility. During the interview, questions useful to assess culture of the organization were asked. The final step was analyzing relevant documents in the issue under study and filled questionnaires.

All the information gathered in the study were kept confidential and securely stored. The information obtained were analyzed and explained in the following section.

Data Analysis Methods

In this study the researcher used both qualitative and quantitative data analysis methods, depending on the type of data gathered. As stated above, Cameron's (1999) organizational culture assessment instrument (OCAI), interviews and document analysis were utilized. Data obtained from 50 samples via OCAI, were then analyzed according to the OCAI scoring method. Average scores were computed for each of the letters (A, B, C, D) in the "Now" and "Preferred" columns. For example, all scores for A responses in the "Now" column were add together and then divided by 6, and the same was done for B, C and D values. Respectively A corresponds to clan culture, B to adhocracy, C to market and D to hierarchy. The scores were then plotted to draw a picture of St. Mary's university college organizational culture. The plot served as an organizational culture profile and an important step in initiating a culture change strategy (Cameron and Quinn, 1999). Through assessment of this profile, one could identify perceptions, thoughts, and feelings of respondents regarding the organizational culture. Also, is possible to investigate if respondent's perceptions of organizational culture positively coincide with the overall mission, goals, and core values of St. Mary's university college organizational culture. Regarding information obtained via interview and document analysis, the researcher tried to summarize it. For the purpose of the study, instrument validity and reliability were checked using a coefficient of internal consistency within the questionnaire calculated using Cronbach's alpha methodology (Santos, 1999). The results for the statements contained in the OCAI for both current and preferred situations are shown in Table 1.

Table1: Coefficients of Internal Consistency Using Cronbach's Alpha Methodology

Culture Type	Reliability Coefficients for Current Situation	Reliability Coefficients for Preferred Situation	Comparison Reliability Coefficients*
Clan	.78	.71	.82
Adhocracy	.77	.75	.83
Market	.73	.76	.67
Hierarchy	.65	.72	.78

* Reliability coefficients reported by Cameron & Quinn (1999)

Data Analysis and Presentation

Data were collected via questionnaires, interviews and document analysis. Among the 50 questionnaires distributed for academic, administrative, support staff personnel's and students 44 were gathered back, which is 88% response rate. Among these, 40 responses were useable (80%).

Dominant culture type - Current situation

Table 2 illustrates the perceived current dominant culture type of SMUC by demographic groups. An analysis of the highest mean scores obtained (Mean= 32.34) shows that the dominant perceived culture type for SMUC main campus is the Hierarchic one. As shown in the table, the dominant culture type exhibited by SMUC in respondents' opinion, under category of Gender (both male and female) and years of service is hierarchy. In addition to this, in categories labeled as educational qualification (BA/BSC, Diploma & Certificate, and students), age (15-24yrs, 25-34yrs, 35-44yrs, and 55 and above), and job position (Support staff and Students) Hierarchy resulted as the current dominant culture. Only the group categories labeled as qualification-masters and above, age 45-54yrs, job position-management staffs and academic staff respondents consider a market dominant culture present. In the semi-structured interview numbers of

questions were asked (see appendix A) and find responses that strengthen the result.

Table 2: Dominant Culture Type of SMUC in Current Situation

Category	Sample size	Mean	Dominant culture	df	F	P
Variables						
Total	40	32.34	Hierarchy			
Gender				2	3.124	.428
Male	23	29	Hierarchy			
Female	17	34	Hierarchy			
Qualification				3	.154	.423
Masters and above	17	28	Market			
BA/BSC	9	29	Hierarchy			
Diploma/ certificate	6	36	Hierarchy			
Students	8	39	Hierarchy			
Age				1	.187	.012
15-24yrs	11	33	Hierarchy			
25-34yrs	16	32	Hierarchy			
35-44yrs	7	36	Hierarchy			
45-54yrs	4	28	Market			
55 and above	2	34	Hierarchy			
Job position				4	.213	.378
Management	5	28	Market			
Support staff	12	39	Hierarchy			
Academic	14	26	Market			
Students	9	35	Hierarchy			
Years of service				2	.197	.143
0-2yrs	7	37	Hierarchy			
3-5yrs	19	31	Hierarchy			
6 and above	14	31	Hierarchy			

In the documents observed also, the following characteristics emerged for hierarchical culture: existence of standardization of procedures,

multiple hierarchy culture, emphasis on rule enforcement, centralized decision making, high degree of formality, and non self-selected work team's characteristics, quite similarly with the information gathered via OCAI instrument.

Dominant Culture Type - Preferred Situation

Table 2 below illustrates the dominant culture type of SMUC organized by demographic groups but in the "Preferred" situation. An analysis of the highest mean scores obtained (mean = 28.89) shows that the dominant culture type for SMUC in the preferred situation is the clan culture. The dominant culture type wished by SMUC in all group categories labeled as gender (sex), educational qualification, age, years of service and job position was indeed the clan culture.

Figure 1 shows a graphical representation of the mean scores obtained for each of the four culture types for both current and preferred situations of SMUC Main Campus using the competing values framework axis and quadrants. Figure 1 show that the mean scores diminishes in the Hierarchy and Market culture quadrants (current), and increases in the Clan and Adhocracy quadrants (preferred).

Table 3: Dominant culture type of SMUC in preferred situation

Variables	Sample size	Mean	Dominant culture	Df	F	P
	40	28.89	Clan			
Gender				2	.0156	.765
Male	23	27	Clan			
Female	17	30	Clan			
Qualification				3	1.342	.068
Masters and above	17	28	Clan			
BA/BSC	9	33	Clan			
Diploma & certificate	6	27	Clan			
Students	8	34	Clan			
Age				4	1.005	.542
15-24yrs	11	32	Clan			
25-34yrs	16	26	Clan			
35-44yrs	7	36	Clan			
45-54yrs	4	31	Clan			
55 and above	2	35	Clan			
Job position				3	3.564	.324
Management	5	28	Clan			
Support staff	12	32	Clan			
Academic	14	28	Clan			
Students	9	33	Clan			
Years of service				2	.175	.554
0-2yrs	7	35	Clan			
3-5yrs	19	29	Clan			
6 and above	14	29	Clan			

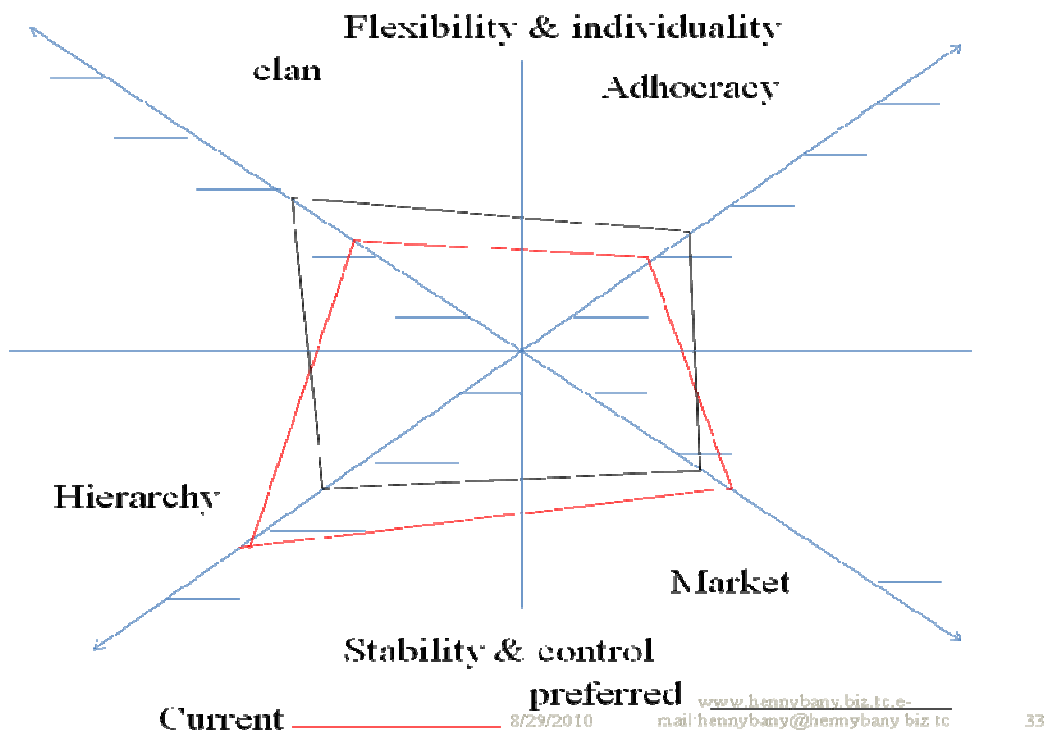


Figure 1: Graphical representation of the highest mean scores in the four culture types for both actual and preferred situations of SMUC main campus.

Dominant Culture Type Strength

The strengths of the dominant culture type exhibited by SMUC main campus is related to the number of points assigned to a specific culture type. In the current situation the Hierarchy culture type exhibited by SMUC main campus is moderately strong, while in the preferred situation the Clan culture type is considered slightly strong. In the case of the dominant Hierarchy culture type exhibited by SMUC in the current situation, a mean score of 32.34 was considered stronger than the dominant Clan culture type a mean score of 28.89 in the preferred situation (Smart & St. John, 1996; Cameron & Quinn, 1999). When the mean scores of the culture types Adhocracy, market, and Clan, are compared with the mean score of the dominant Hierarchy

culture exhibited by SMUC, statistically significant differences was found between the dominant Hierarchy culture and the Clan and Adhocracy culture types in current situation. This finding suggests the presence of characteristics of both Hierarchy and Market culture type in the organization. In addition, when the mean scores of the culture types Adhocracy, Market, and Hierarchy, were compared with the mean score of the dominant Clan culture exhibited by SMUC, statistically significant differences were not found between the dominant clan culture and the Clan, Market and Adhocracy culture types in preferred situation. This finding suggests the preference of characteristics of Clan culture type in the organization. Table 4 shows the scores by culture type for SMUC in both current and preferred situations.

Table 4: Mean scores by culture type for SMUC in both current and preferred situations

Culture type	Current Situation				
	Mean	S.D.	df	F	P
Hierarchy	32.34	4.43			
Adhocracy	19.58	1.95	55	1.252	0024*
Market	25.29	4.45	55	2.341	.1124
Clan	22.4	4.66	55	4.678	.0034
	22.4	4.66	55	4.678	

Table 5: Mean Scores by Culture Type for SMUC in both Current and Preferred Situations

Culture type	Preferred Situations				
	Mean	S.D.	Df	F	P
Clan	28.89	3.84			
Hierarchy	23.16	4.77	51	5.321	.000**
Adhocracy	24.24	2.72	51	2.453	.0458*
Market	22.89	3.45	51	3.475	.0021*

Dimensions of Organizational Culture

Six dimensions were analyzed by the organizational culture assessment using the competing value framework. The highest mean score for each of the culture type in both current and preferred situations of SMUC are shown in table 4. In the current situation the highest mean score exhibited by SMUC was in the dominant characteristics (mean=38.1), while the lowest mean score recorded was in the criteria for success dimension (mean=29.13).

Table 6: Highest Mean Scores in the Organizational Culture Dimension for SMUC

	Current			Preferred		
	Mean	S.D	Culture type	Mean	S.D	Culture type
Dominant characteristics	38.1	19.43	Hierarchy	27.25	14.74	Market
Organizational leadership	37.37	15.81	Hierarchy	30.73	12.34	Hierarchy
Management	29.33	17.85	Hierarchy	34.58	15.55	Clan
Organizational glue	32.72	14.64	Hierarchy	31.1	9.85	Clan
Strategic emphasis	30.15	13.13	Hierarchy	29.98	13.01	Clan
Criteria for success	29.13	16.83	Market	31.88	13.08	Clan

In the preferred situation the highest mean score exhibited by SMUC was in management dimension (mean= 34.58), while the lowest mean score recorded was in the dominant characteristics (mean=27.25). One

dimensional profile demonstrated to be different from the overall Hierarchy culture profile in the current situations, criteria for success (Market). Two dimensional profiles demonstrated to be different from the overall clan culture profile in the preferred situation, dominant characteristics (market) and organizational leadership (hierarchy).

Conclusions and Recommendations

The findings of this study are that almost two thirds of SMUC currently have a hierarchy culture type. Even though similar studies carried on universities of developed countries, between administrators, students and department chair persons concluded the clan culture as the most effective culture type for colleges and universities (Fralinger & Olsen, 2007, Barrio, 2005, Smart & Hamm, 1993, Smart St. John, 1996). The hierarchical classification portrays that the organizational culture in SMUC, as assessed in the OCAI, is characterized by a formalized and structured place to work. In SMUC procedures govern what people do. Effective leaders are usually good coordinators and organizers. Maintaining a smooth running organization is important. The long-term concerns of the organization are stability, predictability, and efficiency. Formal rules and policies hold the organization together. In the current situation, the hierarchical culture type exhibited by SMUC is moderately strong, while in the preferred situation the clan culture type is considered slightly strong. According to the organization culture contributors, SMUC requires a slightly stronger clan culture in the future.

That is in harmony with what research has revealed about organizations with strong cultures, always associated with homogeneity of efforts, clear focus, and higher performance, in environments where unity and common vision are required (Cameron & Quinn, 1999). The clan culture preferred by SMUC in the future indicates organizational members desire to have family type of organization, a need to concentrate on internal

maintenance with flexibility, concern for people, and sensitivity for customers. Besides that, the need for a friendly place to work where people may share more about themselves is felt too. The clan culture views its leaders as having the role of mentors or facilitators more than bosses. In such situation, the glue maintaining the organization together became loyalty and tradition, with a high level of commitment among its members. Clan culture emphasizes individual development, morale, team work, participation and consensus (Cameron & Quinn, 1999).

Three dimensions of organizational culture displayed a distinctive profile from the overall culture profile exhibited by SMUC in current and preferred situations. The dimension labeled as "Dominant Characteristics" is concerned with what the overall organization is like. The market classification in the preferred situation is not in agreement with the overall culture desirable profile of SMUC (Clan), there is statistically significant difference between the mean scores of the hierarchy and market cultures in the preferred situation. The dimension labeled as "Organizational Leadership" is related to the dominant leadership style and approaches used by leaders and administrators in the organization. The Hierarchy classification in the preferred situation of this dimension disagrees with the overall preferred culture profile of SMUC (Clan). In terms of the leadership style, SMUC personnel perceive its leaders and administrators as currently having a Hierarchical type of culture.

The dimension labeled as "criteria for success" is concerned with the market share, market penetration, competitive pricing and market leadership. Some demographic groups considered in the study displayed a different culture type from the overall dominant current hierarchy and preferred clan culture of SMUC. The demographic group labeled as qualification-masters and above, age-45-54yrs, job position-management staffs and academic staff exhibited market dominant culture approach for the current situation. However, number of evidences advocates the fact that the culture type which

is effective in colleges or universities is the Clan culture (Smart & Hamm, 1993, Smart & St. John, 1996). In addition, organizational success is said to depend on matching the culture type with the demands of the external environment (Smart & St. John, 1996; Cameron & Quinn, 1999). In the case of SMUC, where characteristics of the hierarchy and market culture coexist, the strengths of both culture types should be used to conform to the external environment. Unlike the Clan Culture as interpreted through Cameron and Quinn (1999), the Hierarchy Culture description is not indicative of students feeling that the department is a very friendly place. The professors or instructors do not share a lot of themselves. The leaders, or teachers and department heads, are not considered by students as mentors or possibly parent figures. The organization is not held together by loyalty or tradition, and commitment is not perceived as high. That implies the organization do not have currently an objective of supporting student learning outcomes through the advising process. (Fralinger & Olsen, 2007). Further, results of the organizational profile also indicate that the department do not emphasizes the long-term benefit of human resources development but attaches great importance to cohesion and morale (Cameron & Quinn, 1999).

If the business guiding statements such as mission, goal and core values of SMUC are compared with the current dominant Hierarchy culture characteristics, some of the core values of SMUC like Efficiency, Quality and Standard in particular to the monitoring and evaluation, Transparency, Trustworthiness and Accountability could be considered supported by it. However, the core values like High regard for Students, Tolerance, Team work excellence, Integrity, Self initiative, Positive thinking and Team spirit are still not supported by such dominant culture. Although, size of the sample population might mitigate the generalization and conclusion power of the findings, one can infer that the respondent's perceptions of the current Main campus culture negatively coincide with the overall mission, goals, and most core values of the University College.

Therefore, it is possible to conclude that:

- The study validates the need for further deepening on organizational culture at the university level. Such studies may need to incorporate and utilize new methodologies and sampling techniques beyond the scope of this study. The following additional studies may be useful:
 - Surveying of all students in all campuses and in all programs
 - Surveying of all Departmental Faculty, Staff, and Administrators

Moreover, studies shall be conducted using different research instruments than just the OCAI instrument and under different contexts to enhance the chance of findings generalization and enable institution management to adopt the ideal organizational culture.

- The dominant preferred culture resulted clearly the Clan one, the most appropriate one for higher level educational institutions according even to the existent literature. So, it is advisable to comprehend, include and practice it in the organization environment. Since the dominant culture in SMUC resulted the 'Hierarchical' one, leaders, department heads, and professors are not perceived as mentors or possible parent figures. Such a stakeholder's opinion has, at minimum, a double negative impact: on one side, it compromises the relationship that has to be developed between students and their respective instructors, impinging on the possibility of optimal transfer of knowledge. On the other hand, the existing dominant culture does not lend itself to the formation of strong and fruitful relationships among leaders, department heads and instructors alike. Hence, the organization should channelize its way of doing to gradually transform its culture into the preferred culture type: the Clan Culture. With this aim, initiatives have to be taken by the top management to introduce

necessary cultural adjustments, by drawing up management guidelines on the findings of researches as well as situational analyses. From a more universal vantage point of view, such a prevailing culture indeed do not hold the organization together through loyalty and high commitment values and castigates some objective of the organization, such as support to student learning process via advise.

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