
Cultural Organization Assessment: The Case of Bukidnon State University – College Of Education

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ABSTRACT

Organizational culture is always learning and developing. It rests on the identification and analysis of the different factors that may influence the productivity of the organization. It is important to understand these to let the organizational culture have the right impact on the management, as well as the employees. From the result of the study, it is very clear that the Clan Culture was dominant across all programs, both current and preferred. This means that the College of Education has a family-like type of environment where everyone's views and ideas are being valued. It also has a friendly, collaborative culture and are often compared to a large family.

KEYWORDS: *Organization, culture, OCAI, education, assessment*

INTRODUCTION

Organizational culture is always learning and developing. It rests on the identification and analysis of the different factors that may influence the productivity of the organization. Organizations and leaders should be willing to get employees commitment, which leads to improve the efficiency. The key to a successful organization is to have a culture based on a strongly held and widely shared set of beliefs that are supported by strategy and structure. It is the responsibility of the management to introduce the organizational culture to its employees that will assist the employees to get familiar with the system of organization.

An evaluation of organizational culture and the lessons learnt from other successful organizations is significant for the growth of the organizations. Despite the increased attention and research devoted to corporate culture, there is still some confusion about what the term “culture” really means when applied to organizations (Cummings and Worli, 2009). In general, the culture of a society comprises the shared values, understandings, assumptions, and goals that are learned from earlier generations, imposed by present members of the society, and passed on to succeeding generations (Deresky, 2008).

Culture shared by most organizational members determines how the organization relates with its internal and external environment in the search for solutions to organization's concerns such as performance and survival. Fellows and Liu (2013) argue that culture conditions behavior and in turn, behavior modifies culture thereby, promoting learning by members of the organization and hence, the generation of new answers to performance-oriented questions faced by the organization.

Managing diversified companies under the same leadership has an economic advantage, but the lack of strong leadership and effective organizational culture causes diversified companies to fail (Kenny, 2013; Lien & Li, 2013). Managers in the corporate group may suffer the loss of control when diversification increases within the group (Gajewski, 2013). Kenny (2013) noted that when an organization becomes more diverse, managers have more challenges to manage and control resources.

To underscore the importance of organizational culture, Bennett, Fadil, and Greenwood (1994) explain that the success of an organization depends on effective alignment between strategy, structure, and culture. Further evidence in support of the influence of organizational culture on performance is reported by Cooper, Cartwright, and Earley (2001) who argue that culture acts as a stabilizer of individual behavior. In addition, Giberson et al. (2009) emphasize that organizational culture is an integrating force that pulls organizational behavior in the direction desired by management.

Through decades of empirical research, scholars established links between organizational culture and organizational productivity. Before, organizations were either unaware of culture's importance or believed it too difficult to manage. At present, it is already recognized that it may be used as a competitive advantage. By leveraging culture innovation toward services as well as internal processes, it is possible to survive — despite challenges. However, to utilize culture strategically, an organization needs to understand its culture.

Acknowledging that organizational culture is a significant aspect, this paper provides an overview of four organizational culture types: Hierarchy, Market, Clan, and Adhocracy. Further work on defining how each characteristic was conducted by Kim Cameron and Robert Quinn (1999).

Hierarchy Culture

A highly structured and formal place to work. Rules and procedures govern behavior. Leaders strive to be good coordinators and organizers who are efficiency-minded. Maintaining a smooth-running organization is most critical. Formal policies are what hold the group together. Stability, performance, and efficient operations are the long-term goals. Success means dependable delivery, smooth scheduling, and low cost. Management wants security and predictability.

Market Culture

A results-driven organization focused on job completion. People are competitive and goal-oriented. Leaders are demanding, hard-driving, and productive. The emphasis on winning unifies the organization. Reputation and success are common concerns. Long-term focus is on competitive action and achievement of measurable goals and targets. Success means market share and penetration. Competitive pricing and market leadership are important.

Clan Culture

An open and friendly place to work where people share a lot of themselves. It is like an extended family. Leaders are considered to be mentors or even parental figures. Group loyalty and sense of tradition are strong. There is an emphasis on the long-term benefits of human resources development and great importance is given to group cohesion. There is a strong concern for people. The organization places a premium on teamwork, participation, and consensus.

Adhocracy Culture

A dynamic, entrepreneurial, and creative place to work. Innovation and risk-taking are embraced by employees and leaders. A commitment to experimentation and thinking differently are what unify the organization. They strive to be on the leading edge. The long-term emphasis is on growth and acquiring new resources. Success means gaining unique and new products or services. Being an industry leader is important. Individual initiative and freedom are encouraged.

Each quadrant represents those features a company feels is the best and most appropriate way to operate. In other words these quadrants represent their basic assumptions, beliefs, and values—the stuff of culture. None of the quadrants— Hierarchy, Market, Clan, and Adhocracy —is inherently better than another just as no culture is necessarily better than another. But, some cultures might be more appropriate in certain contexts than others. The key to using culture to improve performance lies in matching culture or attributes to organizational goals.

Studies focused on assessing the influence of the different types of organizational culture on performance have reported mixed findings. Tseng (2010) reported significant positive influence of adhocracy and hierarchical cultures on performance. Similar results were obtained by Calciolari, Prenestini, and Lega (2018). However, Fekete and Bocskei (2011) established that clan and adhocracy cultures were significant positive predictors of performance. They demonstrate that hierarchical culture has negative influence on financial performance. Zhang and Zhu (2012) found contrary evidence about hierarchical culture but reported significant positive impact of both adhocracy and market cultures on performance.

Morgan and Vorhies (2018) support the indirect positive link between market culture and market performance through customer satisfaction. However, they explain that market culture has direct positive effect on financial performance and indirect influence through innovation. In consistent with Choi et al. (2010), who argue that all types of culture are important predictors of performance, Chatman et al. (2014) conclude that all the four types of organizational culture based on CVF has significant positive influence on performance.

These organizational categories are helpful in that they provide a foundation upon which the management can begin to structure their solutions and thus account for the important role that culture plays. Each of the different organization types has different cultural attributes and preferred methods and concerns for work. The diagnosis makes the process more objective, but still allows— and demands— that the management must interpret the results. Indeed, it is their crucial talents of interpretation that add value and allow the production of the department that account for the way the organization think and behave as well as how they want to represent themselves to the world. The main purpose of this study is to examine the perceptions held by participating college about their department's current and preferred organizational culture. It is important to understand these to let the organizational culture have the right impact on the management, as well as the employees.

METHODOLOGY

Research Design

A single, cross-sectional design study was utilized. It involves looking at data from a population at one specific point in time. This type of research can be used to describe characteristics that exist in a community.

Research Locale

The study was conducted at Bukidnon State University, specifically the College of Education.

Participants

The research participants are composed of the faculty members of the BukSU-College of Education using a purposive sampling technique. Participants included 5 faculty from Bachelor of Early Childhood Education; 10 from Bachelor of Elementary Education; 10 from Bachelor of Secondary Education; and 10 from Bachelor of Physical Education School of Physical Education

Participants were informed of the purpose of the study, source of data collection, participation risks and benefits, voluntary participation and withdrawal, as well as its confidentiality, the researcher agreed on a schedule with the respondents on where and when to conduct the survey. These procedures and standards safeguarded the participants' rights to informed, consent, privacy, anonymity, and confidentiality

Research Instrument

The Organizational Culture Assessment Instrument (OCAI) is a carefully designed, tested, and validated for assessing organizational culture, developed by Robert Quinn and Kim Cameron at the University of Michigan. The OCAI is a well-researched and validated culture assessment, but also compact with six aspects that reliably represent an organization's culture.

Respondents are asked to score six aspects of culture: 1. Dominant characteristics; 2. Organizational leadership; 3. Management of employees; 4. Organization glue; 5. Strategic emphases; and 6. Criteria of success. For each aspect, respondents must divide 100 points over four statements. The most points to the statement that is most true, and the least or none to the statement that doesn't fit with their organization.

Statistical Analysis

Scoring the OCAI requires a simple arithmetic calculations and utilizes weighted mean. The first step is to add together all the A responses in the NOW column and divide by the number of participants. This is to compute the average score of the A alternatives in the NOW column. This shall be done for all the questions, A, B, C, and D. The same process was done for the PREFERRED data.

RESULTS AND DISCUSSION

The questionnaire data results further analyzed with Organization Culture Assessment Instrument (OCAI) using 6 (six) culture dimensions and 4 (four) culture types. OCAI instrument was adapted to describe the College of Education culture profile.

Table 1
PED Organizational Culture

Organizational Culture	Current	Preferred
Clan	37.75	37.75
Adhocracy	22.67	22.67
Market	20.40	20.40
Hierarchy	19.52	19.52

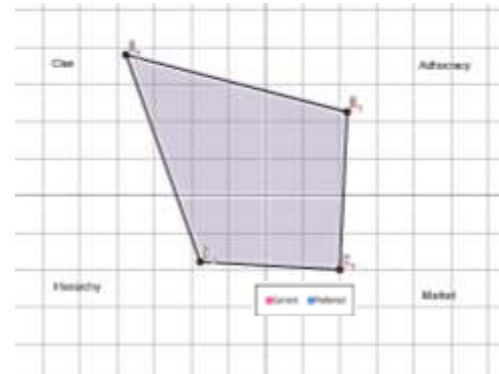


Figure 1. PED Organizational Culture

Table 1 and Figure 1 presents the result of the organizational culture assessment of the Physical Education Department (PED) of the College of Education. It can be gleaned from the table that the result of both Current and Preferred are exactly the same. It may be inferred that the PE Department are currently comfortable with Clan Culture and prefers the same organizational culture in the next 5 years. As interpreted through Cameron and Quinn (1999),clan culture means having an open and friendly place to work where people share a lot of themselves. It is like an extended family. Leaders are considered to be mentors or even parental figures. Group loyalty and sense of tradition are strong. There is an emphasis on the long-term benefits of human resources development and great importance is given to group cohesion. There is a strong concern for people.

Table 2
BECED Organizational Culture

Organizational Culture	Current	Preferred
Clan	28.13	32.30
Adhocracy	23.90	22.30
Market	27.43	21.50
Hierarchy	21.20	23.90

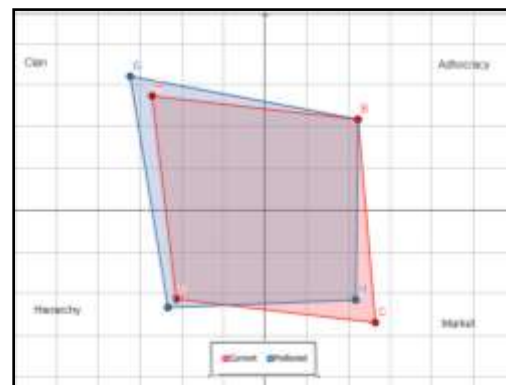


Figure 2. BECED Organizational Culture

Table 2 and Figure 2 above shows the result of the current and preferred organizational culture of the Bachelor of Early Childhood Education (BECED) of the College of Education. Through assessment of this profile, it can be observed that the Clan Culture is the current and preferred organizational culture of the said department. Also, it can be seen that currently there is a very small difference of the values among the four culture. Clan Culture means that

the working environment is friendly. People have a lot in common, and it feels like a large family. The leaders are seen as mentors or maybe even father figures. The organization values loyalty and tradition. There is great involvement. They emphasize long-term human resource Development. Success is defined within the framework of addressing the needs of the clients and caring for the people. The organization promotes teamwork, participation, and consensus as interpreted through Cameron and Quinn (1999).

Table 3
BEE Organizational Culture

Organizational Culture	Current	Preferred
Clan	27.00	34.33
Adhocracy	21.42	21.67
Market	25.42	19.00
Hierarchy	26.00	25.33

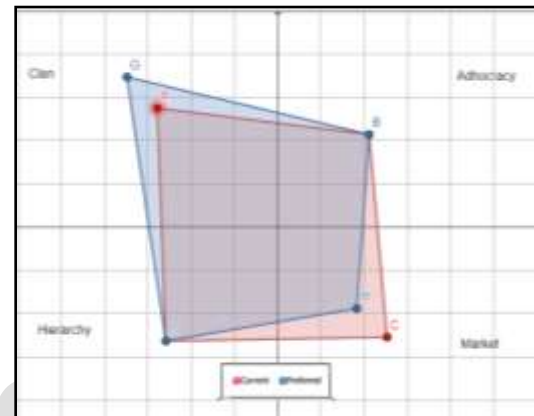


Figure 3. BEE Organizational Culture

Both Table 3 and Figure 3 displays the Bachelor of Elementary Education (BEE) of the College of Education current and preferred organizational culture. The same with the first two departments, the current and preferred organizational culture of BEE is Clan Culture. Currently, the values of the four culture are closely related to each other as compare with the preferred. Although the same result was shown, a difference of more or less seven points can be observed from the current organizational culture to the preferred. Teamwork, consensus and participation are important as well as the management of employees which matches the Clan Culture. This culture is rooted in collaboration. Members share commonalities and see themselves are part of one big family who are active and involved. Leadership takes the form of mentorship, and the organization is bound by commitments and traditions.

Table 4
BSE Organizational Culture

Organizational Culture	Current	Preferred
Clan	32.83	35.58
Adhocracy	21.78	22.67
Market	23.87	21.08
Hierarchy	21.52	20.67

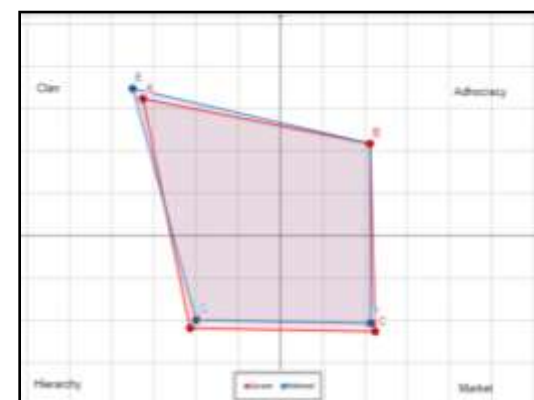


Figure 4. BSE Organizational Culture

Both Table 4 and Figure 4 exhibits the Bachelor of Secondary Education (BSE) of the College of Education current and preferred organizational culture. The same with the other departments, the current and preferred organizational culture of BSE is Clan Culture. A clan culture is people-focused in the sense that the company feels like one big happy family. This is a highly collaborative work environment where every individual is valued and communication is a top priority. Clan culture is often paired with a horizontal structure, which helps to break down barriers between the C-suite and employees and encourage mentorship opportunities. These companies are action-oriented and embrace change, a testament to their highly flexible nature.

Table 5
Overall College of Education Organizational Culture

Organizational Culture	Current	Preferred
Clan	31.43	34.99
Adhocracy	22.44	22.33
Market	24.28	20.50
Hierarchy	22.06	22.35

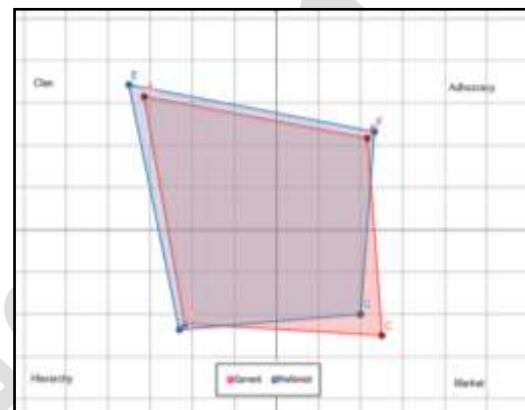


Figure 5. COE Organizational Culture

In this study, the researchers concluded that the Clan Culture is the current and preferred culture of the surveyed faculty in the College of Education of the Bukidnon State University. According to the faculty surveyed, the college exhibits a familial feeling, where senior faculty are seen as mentors or even parental figures. Commitment and cohesion are the two dominant characteristics of the college, as there is much emphasis on internal maintenance with flexibility, concern for people, and sensitivity.

Moreover, the graphical plot of the organizational culture indicated that the Clan Culture is the preferred culture that the surveyed faculty would like to see in the next five years. The clan culture represents the third form of organization, and is similar to a family-type organization. A clan culture emphasizes teamwork and employee development, as customers are considered partners. This form of organization promotes a humane work environment, with the managerial goal of empowering employees by gaining their participation, commitment, and loyalty (Cameron & Quinn, 1999).

CONCLUSION

From the result of the study, it is very clear that the Clan Culture was dominant across all programs, both current and preferred. This means that the College of Education has a family-like type of environment where everyone's views and ideas are being valued. It also has a friendly, collaborative culture and are often compared to a large family. Also, it emphasizes on the consensus of the employees while taking any official decision. Helping each other during working hour, eating lunch together, playing games in the evening, and celebrating each other's happy memories are the evident.

Organizational culture is one of the major element of functional decision making in universities. In order for administrators, faculty, and staff to effectively coordinate an efficient academic environment for the college, continuing cultural assessment and change are essential. In turn, every employee is clear with their roles and responsibilities and strives hard to accomplish the tasks within the desired time frame as per the set guidelines. Implementation of policies is never a problem in organizations where people follow a set culture. The new employees also try their level best to understand the work culture and make the organization a better place to work.

The present study did not examine all faculty in the College of Education at Bukidnon State University. Therefore, an increased sample size would strengthen the validity of the results. By broadening the scope of the current study to include non-teaching personnel, one could obtain a more collective view on the perceptions of the current and compare the cultural preferences. The study validates the need for further study on organizational culture at the university level. Future research may involve surveying the perceptions of more faculty from several departmental

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