Chapter 2
Literature Review
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This chapter discusses the work which is done in past in different industries and countries on organizational culture, effectiveness and individual readiness for change. It also focuses on the work done for organizational culture, organizational effectiveness and individual readiness for change in higher education in India and aboard. It will end with conceptual framework – based on the literature review and research hypothesis designed to study for this research work.

2. Literature Review: Introduction

While reviewing the literature, one should look at the “big picture” and common themes and pattern. Main purpose of literature review is to identify the gap which needs further research.

In this study, literature review moves surrounding to three key variables – organizational culture; organizational effectiveness and individual readiness for change in the field of higher education. So, entire literature review here is divided into six parts:

2.1 Studies Related to Organizational Culture;
2.2 Studies Related to Organizational Culture in Higher Education;
2.3 Studies Related to Organizational Effectiveness;
2.4 Studies Related to Organizational Effectiveness in Higher Education;
2.5 Studies Related to Individual Readiness for Change;
2.6 Studies Related to Organizational Culture and Organizational Effectiveness in Higher Education.

2.1 Studies Related to Organizational Culture:

Here studies related to organizational culture are covered in the chronological order covering Indian as well as international studies:

A study undertaken by Mohanty and Rath (2012) was to know the relationship between organizational culture and organizational citizenship and to check the influence of cultural factors on citizenship for three different sectors namely banking, information
technology and manufacturing. 344 respondents were finally considered who were asked 54 questions consisting of 3 point scale. In this study, beliefs and norms, individual autonomy, individual responsibility, conflict tolerance, structure, risk tolerance and support were the constituents of organizational culture. It was concluded that organizational culture was positively associated with all dimensions of organizational citizenship behavior and culture phenomena was the most significant determinant of employee citizenship.

OCTAPACE (Openness, Confrontation, Trust, Autonomy, Proaction, Authenticity, and Collaboration), a scale of organizational culture developed by Pareek U. (2002), was used in many studies of organizational culture by Indian researchers. It measures the organizational values in 8 ethoses through 40 items on three point scale, such type of studies are presented in the coming part of literature review.

In the study of Lather, Puskas, Singh and Gupta (2010) in manufacturing sector at North Central Region, concluded that there were differences in the perception of culture between executives and non-executives and weaker aspects of culture was suggested in terms of values which could be improved by the management.

Sharma and Sharma (2010) also examined the relationship of organizational culture and leadership style in the textile industry in north India with OCTAPACE model of Parikh. A convenient sample of 300 permanent employees was used in the research. Result of the study showed a positive association between cultural values and charismatic style of leadership styles. They also said that culture exhibiting the characteristics of accountability, collaboration, decentralized leadership, alignment and adaptability hold the key to successful survival.

Kashyap, Vohra and Kaur (2012) used OCTAPACE profile in case of four IT organizations at Mohali and found that organizational culture varies from organization to organization and in every culture employees should be considered as very important stakeholders. Pattern of the organizational culture was perceived in the same manner by the employees in the IT organizations, particularly openness, authenticity, proactivity and autonomy, where as confrontation, collaboration, trust and experimentation were different in all organizations.
In a similar type of study, OCTAPACE was used by Subramanian (2012), for descriptive study in an IT company having 200 employees and the study revealed that dimensions like collaborations and trust were needed to develop among employees for the effectiveness in the organization, where as authenticity, autonomy and experimentation showed very lower value than norms specified in their study, so they needed further investigation.

A study on culture and commitment was done by Dwivedi, Kaushik and Luxmi (2014) in 15 units of BPO sector and used OCTAPCE values to study organizational culture, where they approached top, middle and lower level employees. Study reveled that in smaller BPO, culture shaded well in comparison to medium or large scale BPOs. Six dimensions of culture proaction, confrontation, trust, authenticity, experimentation and collaboration were sensitive to commitment but autonomy and openness were not supporting to commitment.

An effect of HRM practices and organizational culture on organizational effectiveness was studied by Singh (2010). Two different public sector units were the units of analysis where total 119 employees became part of the survey to study the construct. A questionnaire was prepared of 3 parts of 103 items: HRD practices (69 items); Organizational culture (21 items), and; organizational effectiveness (13 items). Particularly in case of organizational culture, researcher has used the questionnaire developed by Super and Neivell (1986) and Sinha (1987), which covers the dimensions of self-realization, status enhancement, sulpitic values and socio-economic support to know the construct of organizational culture. In case of organizational effectiveness, researcher has used the Harris’ (1988) scale, which had training and development, self-realization, career management and socio-economic support as variables in the study. Singh concluded that HRM practices along with organizational culture play a significant role and affect the managerial effectiveness in the organization.

A study was undertaken to determine the relationship between organizational culture and climate with team building in banking sector by Gupta and Pyngavil (2012). The study tried to establish the importance of organizational development with the help of organizational culture profile, climate inventory and team effectiveness scales of
Parikh. It concluded that a visionary leader, friendly climate and rich embedded culture together contribute to organizational success.

Bhat and Shah (2013) worked to study the influence of family culture on the performance of the family in Ujjain District of Madhya Pradesh. Study used Chi-square Test for association between different variables and it revealed that loyalty, common value system of family business and family members may enhance the service quality and the employee’s satisfaction and they can reduce absenteeism and employee turnover. Overall study found that there is an association between performance and family culture variables.

Elangov and Jayashree (2013) studied the impact of six different factors on organizational culture in Steel Authority of India Limited. 40% employees were taken as a sample by applying proportionate random sampling method and correlation, multiple regression and structured equation modeling (SEM) techniques were used for data analysis. The study concluded that a positive and supportive organizational culture brought an enhanced effectiveness with increased level of production. All six factors, i.e. organizational policy, work environment, values and beliefs, attitudes towards work, work environment and interpersonal relationship, have the capacity to influence and build the latent variable organizational culture. In case of SEM model, exogenous and endogenous factors were found appropriate into good fit model.

Jain (2013) undertook a study to identify the impact of work environment, job satisfaction and organizational culture on organizational effectiveness in ABC laboratories at Himachal Pradesh. Scale of Dhar and Dhar consisting of 74 items was used in the study with bifurcation of 27 items for work environment, 19 items for job satisfaction and 28 items for organizational culture in all. Researcher has used correlation and regression analysis in the study. In case of multiple regression analysis, it was very clear that organizational culture had the highest contribution of 0.38 then other to work environment 0.36 and job satisfaction 0.27. This result showed that there was significant impact of organizational culture as well as work environment and job satisfaction on organizational effectiveness in the study.
Wani (2013) studied to know the present HRD climate and organizational culture in an FMCG company and an impact of acquisition in the company. Data was collected from management as well as workers of the organization. 38 item structured questionnaire of 5 point Likert Scale was used for the study, which covered questions related to general climate, HRD mechanism and organizational culture. Total 201 workers and 15 managers were involved in the primary data collection. Other than questionnaire, personal interviews were taken to know the view of overall culture and climate in the organization. Findings proved that organization had congenial HRD climate and people-oriented focus, but it was suggested to offer more autonomy in the organization. Not much change was found after acquisition in the organization, particularly among workers, because of static nature of their work. Attributes like openness and confrontation were lacking in the organization, which suggested a need of regular meeting to discuss the problems openly and encouragement for confrontation culture. In case of improving HRD climate and mechanism, better training, development and maturity were expected in the organization.

This first section of literature review was based on the study related to organizational culture, which took place in different sectors like IT, textile, manufacturing, banking, BPO, public sector units, laboratory unit and FMCG units in India and elsewhere. Next part of the literature survey will discuss organizational culture again, but in the field of higher education in India and abroad.

2.2 Studies Related to Organizational Culture in Higher Education in India and Abroad:

Here the study of organizational culture is discussed with more international context, the reason behind that is, in India, only a few studies have tried to highlight the culture in higher education:

Berrio (2003) has used competing values framework of Cameron to identify the type of culture – clan, hierarchy, market and adhocracy-in present and preferred situation that clan was the most effective in current and preferred situation.
Study used a mixed method, combination of case study and a survey with the help of competing values framework by Sanderson (2006) in a study to know the perception of stakeholder in changing organizational culture at an Australian University. Study used mixed method of data collection, i.e. archival records (Annual Report), semi-structured interview with focus questions and competing values framework based survey. The study verified the question whether the CVF be usefully applied to higher education or not? It also agreed that even though CVF was developed in private sector and often in for profit organization, its application for higher education is limited, it had scope of application in higher education. Second important finding was that the relationship between two symbolic parts of culture – collegial and mercantile form of culture. Site’s culture had shifted in favor of mercantile culture and more research was suggested to make organization more effective.

In nine state universities of Iran, a study took place to understand the relationship between organizational culture and untouched area of leadership by Mozaffari (2008). This study gave an unusual form of hierarchy culture in most of the universities as a current culture and adhocracy as a preferred culture and also reported that there were some weak relations between culture and effectiveness.

A comparative study of work culture and principal’s leadership style was done in B.Ed. colleges of Karnataka by Lagashetty (2009). Study was based on three major leadership style – autocratic, free rein and democratic and on work culture, which are the most important attributes of organizational culture. Here, work culture was shaped by structure communication, participation and motivation of the organization shape and study used the instrument of Pankaj Kumar for organizational culture and scale of Udai Parikh for organizational learning.

Bailey (2011) did a comparative case study to identify the relationship of culture – effectiveness and to know the dominating culture and their characteristics in three doctoral degree granting black institutions. Semi-structured interview and document analysis were the major sources of data. Three different types – balanced, market and clan culture were found as dominating culture in three different universities and issues related to lack of communication, increased faculty expectations and under-developed
partnerships were found in each of the institutions. Bailey also presented the components of organizational culture framework – environment, mission, socialization, information, strategy and leadership in case of all three universities in depth and with complete institutional profile, which is a good work for case study and culture-effectiveness study.

Ahmad and Mir (2012) analyzed the existing HRD practices and processes among 10 leading universities in India. Data was collected mainly through a well-designed questionnaire developed by XLRI Jamshedpur. Questionnaire covered three modules of general climate, OCTAPACE culture and HRD mechanisms. A sample of 549 teaching and non-teaching employees based on random sampling was approached for data collection. Result said that general climate, OCTAPACE culture and HRD mechanism was found to be of an average in the university, and each of them needed improvement.

Diagnosis of current and preferred organizational culture was examined by Gracia, Sanchez, Cuevas, Hernandez and Vargas (2012) in two categories-ancient and modern institutes of Mexican Technical Universities. It was concluded in the study that the most senior managers tend to have high results of the clan culture and in case of institutions, where hierarchy was dominating culture, results were lower. Study also revealed that leaders were preferring clan and adhocracy culture and hierarchy culture was preferred by leading educational institutions.

Mohammed and Bardai (2012) did a study to investigate the relationship of organizational culture and organizational innovation in higher education institutions in Libya. 3 universities and 390 employees were the sample data, which covered executives, administrators and faculty members of the university. Study found that all four types of culture were significant predictors for organizational innovation types. Among them, market and hierarchy culture had the highest impact on technical and administrative innovation respectively in the universities.

A study examined the perceptions of administrators at four Ontario colleges with above average student satisfaction about their institution’s current and preferred organizational culture and their management competencies (West-Moyes, 2013). Combined results from all four colleges concluded that clan and hierarchy culture have meaningful influence on the performances among them. Dominance type, strength and
congruence of culture were found linked with effective performance and role of leadership was also linked with effective performance in colleges, whereas dominant culture was differed with reference to gender and number of experience in the job.

Nagamani and Katayani (2013) studied academician’s perception towards organizational culture based on dimensions of work environment and organizational factors in engineering colleges. Study concluded that only designation, as a part of demographic variable had negative relationship with organizational dimension of culture and all other variables gender, age, educational qualifications and working experience had no relationship with working environment or organizational factors of culture.

In a study by Onasch (2013), organizational culture was compared among arts and sciences faculties at Ohio public universities based on Denison Organizational Culture Survey (DOCS) and the Denison model was considered as one of appropriate models for evaluating organizational culture of faculty members at university. Research concluded that the non-tenured, lower status and least experienced faculty reported more positive perceptions of organizational culture than their co-workers in all the five universities.

A study of Ponnuswamy and Manohar (2014) took place in very scant area on perception of academic staff on learning organizational culture and found positive relationship between learning organizational culture, knowledge performance and research performance. Study also tried to fill the gap of quantitative study in such area, because according to researcher all previous work was more with qualitative research.

In the study of Tiwari (2014), focus was to assess HRD climate, mechanism, and HRD values in case of higher education and concluded that general climate, HRD values and HRD mechanisms – all variables were found good in the study of the sample data of Madhya Pradesh colleges, but regarding HRD climate and dimensions there were variations among different group of teachers.

Yadav (2014) studied the prevailing and desired OCTAPACE culture in four private universities of Delhi (North Central Region - NCR) in India and in case of Openness—the desired level was found lower than the prevailing otherwise in all other
values—Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration and Experiment desired level was higher than the prevailing level in the sample universities.

This work says that the study of organizational culture in higher education is done in Ohio State, Australia, Iran and Madhya Pradesh, Delhi in India, as far as the referred literature in this part is concerned.

2.3 Studies Related to Organizational Effectiveness:

To measure the effectiveness of Information Systems, a study was conducted by Cyrus (1991). Study was based on six different schools of thought: user satisfaction, system usage, performance/usefulness, productivity, value analysis and cost-benefit analysis. Study was summarized based on empirical data that user involvement affects satisfaction and system usage, which are information system measures.

Gavera and Ilies (2011) undertook a study to identify variables and developed a model to evaluate organizational performance with the sample of 94 Romanian manufacturing companies. Researcher has used 11 variables in the study namely: strategy, leadership, structure, quality, innovation and development, information technology, performance measurement, employees, corporate governance, external environment and quantified results of the firms. They collected data on two indexes: 1) Practices of the firm 2) Performance. Study concluded that practices matter and firms with high practices index had also high performance index and vice-versa.

Bhatia, Deep and Sachdeva (2012) focused on finding out the relationship between job involvement and organizational effectiveness and found that job involvement is a crucial element for organizational effectiveness. Study also revealed that job involvement has direct relationship with effectiveness by the way of their working style, approach towards the attainment of the goal, quality improvement acquisition of new talent and skills etc.

Ullah (2013) identified the impact of leadership on organizational performance in D & R communication. Study used both qualitative and quantitative types of data, where questionnaire were sent to employees and interview of CEOs of D & R Communication.
Result driven from the research said that there was strong relationship between leadership and organizational performance and noted that behavior of the CEO of the company was very important reason of success. Employees expressed that they were satisfied in terms of freedom of action, conflict resolution strategies and their rewards.

A study conducted by Iwu, Kapondoro, Twum-Darko, Tengeh (2015) investigated the criteria for organizational effectiveness in non-profit organizations with the purpose that how the elements of sustainability fit within the criteria. Researcher concluded that both monetary and non-monetary criterions are important to assess organizational effectiveness. Reason behind the selection of non-profit organization was that NPO play a significant role in underdeveloped and developing countries.

**2.4 Studies Related to Organizational Effectiveness in Higher Education:**

Cameron (1981) concluded that organizational effectiveness was a multi-dimensional construct and undertook a study to identify the major domains in colleges and universities and assess the level of effectiveness in each domain, which was a new study on such topic which were further divided in four more different groups, i.e. – a scholarly high–morale group, an externally oriented group, a mediocre group and the scholarly medium moral group. Four identified domains of Cameron had different combinations of effectiveness dimensions shown in Table 6:

| Table 6 |  
|---|---|
| **According to Cameron Domains of Organizational Effectiveness** |  
| **Major Domains in colleges and universities** | **Effectiveness dimensions** |
| 1. External Adaptation | Student career development and system openness and community interaction |
| 2. Morale | Student educational satisfaction, faculty and administrator employment satisfaction and organizational health |
3. **Academic oriented**

   Student academic development, professional development and quality of faculty and ability to acquire resources

4. **Extracurricular**

   Student personal development

   **Note:** Later on this dimension was shifted and incorporated in morale domain.


Devadoss and Muth (1984) did the study that how power behavior affects job involvement and organizational effectiveness of one’s college. Study was done to give the guideline to academic administrators that how they should behave to improve the performance of their institutions and study revealed that influence was found to be positively related with involvement and effectiveness and coercion was negatively related to effectiveness but not with involvement. Researcher has included total 7 campuses and 372 faculty members with 94% level of response.

Kraipetch, Kanjanawasee and Prachyapruit (2013) conducted a study for developing the components and indicators and evaluation system of organizational effectiveness for higher education institutions under the ministry of tourism and sports in Thailand.

They included 41 participants comprising of administrators, faculty members and supporting staff through documentary study, interviews, observations and inquiry using assessment form. At the end of the study, researcher found 6 components namely; instructional management, research, academic service for society, preservation of art and culture, organizational administration and development and development toward excellent athletics with 21 different indicators in different category.

Solanke (2014) studied with reference to effectiveness of polytechnics in Nigeria. Solanke used ten different criteria in the study: staff training and development, remuneration, campus human relations, ability to acquire resources, physical infrastructure and equipment accreditation, strategic planning, accountability, internal
resource allocation, and information communication technology. Researcher approached
top-academic leaders, lecturers, non-academic staff, and students and also conducted
field visit. Study concluded with number of recommendations to the system’s
stakeholders. Researcher suggested generating more revenue, excellent training for staff,
better remuneration to faculty members, appropriate infrastructure and accountability
among different stakeholders.

On the basis of student perception, organizational effectiveness was evaluated by
Irissappane and Marei (2015) for Pondicherry University. Variables referred in the study
were: Techniques and Evaluation, Infrastructure facilities, Availability of Resources,
Social Life, Student Progress and Overall effectiveness of the institution. 712 students of
Pondicherry University were surveyed in the study. Study concluded that there is a
significant relationship of student’s perception on organizational effectiveness and
students studying in Pondicherry University which are mostly satisfied by their progress
and support given by the institution and other variables like teaching and evaluation,
social life have significant influence on the student’s satisfaction level on the
effectiveness of the institution.

2.5 Studies Related to Individual Readiness to Change:

Choi (2011) examined the conditions that encourage individual readiness for
organizational change. There were many conclusions in the study based on change, but
one finding was that change strategies are the most important set of variables in
understanding individual readiness for change, followed by the elements of learning
culture, which indicated that readiness was also connected with the type of change was
introduced in the organization.

Haffar (2012) investigated the mediating role of individual readiness for change
between organizational culture types and TQM implementation in Syrian manufacturing
organization. Study was based on survey, where 350 managers were approached through
self–administered questionnaire. Study concluded that TQM practices were significantly
and positively correlated with group and adhocracy culture and market and hierarchy
cultures had strongly and negative influence on TQM practices and finding showed that
IRFC play a mediating role between OC types and TQM services.
Imam, Abbasi, Munner, and Quadri, (2013) undertook a study to find out the relationship between organizational culture and organizational performance of higher educational institutions of Pakistan with mediating role of individual readiness for change. 307 doctoral degree holding professor were the respondents for a structured questionnaire in the survey. Organizational culture, performance and individual readiness for change were measured by the scale of Denison (2000), Cameron et al. (2005) and Hanpachern et. al. (1998) respectively in higher education. Study concluded that organizational culture and individual readiness for change plays a significant role in organizational performance, where individual readiness for change plays a partial mediator role and involvement trait resisted change for individual readiness for change. It was also said by the researcher that the study could be helpful for organizational performance, productivity, and quality research output in securing respectable place at international level research in higher education of Pakistan.

2.6 Studies Related to Organizational Culture and Effectiveness in Higher Education:

Cameron and Freeman (1991) investigated the relationship between congruence, strength and type of organizational culture and organizational effectiveness in higher education institutions based on the literature review that the strength and congruence of culture was associated with organizational performance. With an average of 12 to 20 participants per institute representing administrators, faculty department heads and trustees with 55% level of participation responded from 334 institutions of higher education in the study of Cameron and Freeman. Cameron questionnaire was used in both the cases of culture as well as effectiveness as a scale in the study. The study concluded that neither the congruence nor the strength of culture, no significant differences exist between strong or weak cultures relative to effectiveness, but the type of culture became important for organizational effectiveness. One more important conclusion was that no organization was characterized by only one culture type, but several had a dominant culture.

Smart and Hamm (1992) examined the effectiveness level with reference to the dominant type of culture in two year colleges. Survey was undertaken in 30 colleges with
662 usable responses and an instrument of 36 items was used, which was the combination with 32 items of organizational studies division at NCEMS and 4 items of Cameron. Four dimensions – institutional character, institutional leader, institutional cohesion, and institutional emphases - were used for identifying dominating culture’s characteristics. Study concluded that perceived effectiveness of two year colleges was strongly related to their dominant organizational culture, when their size and level of financial difficulty was controlled. In this two year college study, adhocracy emerged as a most effective type of culture, particularly with highest mean score on system openness and community interaction, professional development and quality of faculty, student career development and student personal development. Among other types of culture, clan and market occupied mid-range position and hierarchy had the highest mean score on all nine dimensions of effectiveness.

In an investigation of the relationship between organizational culture and organizational effectiveness in Hong Kong, higher education institutions was done by Kwan (2002), found that group and development culture types proved to be stronger determinants for organizational effectiveness than other types – hierarchical and rational. Staff and institution related dimensions of effectiveness were perceived more important than student–related dimensions in the study, which was given as a recommendation to increase the student-centered approach and funding to UGC by the researcher. One more conclusion was also drawn by the researcher that culture strength and cultural congruence were positively linked with effectiveness, but cultural compliance was negatively associated with institutional effectiveness.

A study was conducted to understand the relationship between organizational culture, organization learning capability and organizational effectiveness in Indonesia by Suhardini (2005). Study adopted a survey research design and cross-sectional data was collected through questionnaire on mail. It found that adhocracy and market culture have significant relationship with organizational effectiveness, where as group and hierarchy culture was not explained of the variances of organizational effectiveness. Dominating culture in organizations was clan culture, which was needed to be changed with adhocracy and market culture, which proved to be more effective. Suhardini also
concluded that learning style and learning ability also influence the organizational effectiveness in the study programs.

Jones (2007) investigated the relationship between leader’s values, organization culture and hospitality program effectiveness. In case of Cameron’s effectiveness dimensions, total seven dimensions out of nine, were found valid in this study. Researcher has studied from two angles, to know the perceptions of faculty and leaders also and concluded that there were significant differences between faculty and leaders perceptions of certain values, cultures and dimensions of effectiveness. According to faculty’s perception, clan culture found effective for six dimensions, i.e. student education satisfaction, student career development and student personal development, faculty and administrative educational satisfaction, personal development and quality of faculty, and organizational health, where as adhocracy culture found effective in case of four dimensions – student personal development, faculty and administrative educational satisfaction, ability to acquire resources and organizational health. Even in case of leader’s perception – SPD, PDQF and AAR were effective with adhocracy culture and in case of clan – SES, SCD, FAES, and OH were effective, and market was negatively associated with PDQF, but surprisingly hierarchical cultures were not predicting with any dimensions of organizational effectiveness in any perception.

A case study of Maloney’s (2008) attempted to determine whether the actions in institutional performance and learning varied systematically from one culture to another type of culture. Full time and part time faculty members, staff, in total 188 employees participated in the study. Study had found that clan, adhocracy and hierarchy culture had found significant relationship with eight performances and learning sub-systems. Two things were noticeable here that market culture was not found significant with any performances and this result was found inconsistent with previous studies, which demonstrated the relationship of dominant culture type to institutional effectiveness.

In an ethnographic study, three perspective frameworks are used to examine the link between organizational culture and organizational effectiveness by Mathew (2008). Study finds overall support for all three perspective framework and suggested that this framework could strengthened the conceptualization of integration and fragmentation in
developed country and particularly in MNCs. Study concluded that integration perspective presented positive relationship, because of inherent inconsistencies and conflicts had negative influence and fragmentation base analysis brought culture as a neutral factor vis-à-vis effectiveness, so it was concluded that the relationship of culture-effectiveness was based on a particular analytical lens.

In a study of Esposito (2009) studied the relationship of organizational culture and organizational effectiveness in student learning outside of the classroom and this study identified those institutions who had assessed their outside class room learning. Study concluded that clan and adhocracy culture characteristics have positive correlation with effectiveness in outside classroom learning, which supported the empirical evidences and market and hierarchy culture characteristics have negative relationship with outside class room learning.

Faerman (2009) studied organizational member and housing staff’s perception of organizational culture and effectiveness of residence hall association. Study used two research instruments - Residence Hall Government effectiveness instrument of Tucker (2001) and Organizational Cultural Assessment Instrument of Cameron and Quinn (1999, 2006) for quantitative data and personal interviews and group interview for qualitative data. Research work concluded that there was a organizational culture and organizational effectiveness in Residence Hall Association and greatest correlation was between clan culture and three indicators of RHA effectiveness.

An exploratory was done by Willis (2010) on organizational culture and organizational effectiveness relationship in a different area viz., distances education institutions, because vast majority study focused on traditionally two years or four years institutions. Conceptual model was developed on Cameron and Quinn’s (2006) CVF and Schein’s three levels of culture. Seven cultural elements were used for effectiveness in case of distance educational institutions, namely: innovation, collaborative engagement, mentor, team cohesion, morale, cutting edge, development of human resources. Findings from the study suggested that the type of cultural elements presents in the organization may influence the overall effectiveness of the organization, so there was a need to modify the prevailing culture to get better level of effectiveness.
Khan & Afzal (2011) did a study of organizational culture and performance with reference to the level of education by using a different scale of Denison’s instrument for culture (1990) and Baker and Sinkula (1999) for performance measurement. Study was different from the angle of performance aspect. This study revealed that there was positive impact of organizational culture on performance with respect to all type of qualification – graduation, post graduation and M. Phil. / Ph. D. s, excluding intermediate studies. In other words, it was said that with the increase of education grades, the involvement of the employee in his work improves, and the effort towards mission gets integrated.

Cruz (2011) did a study on the role of organizational culture, management strategy and decision making process in institutional effectiveness at a four year higher education institutions at Texas. In case of organizational culture, Cameron and Ettington’s typology (1988) and Cameron’s nine dimensions of institutional effectiveness were used in the study. Researcher used quantitative and non-experimental design for the study. Study showed the result that market culture was the best predictor, while adhocracy, hierarchy and clan were the least predictive culture of institutional effectiveness. On the whole, it was said that organizational culture and management strategies were better predictors of institutional effectiveness than decision- making processes and demographics.

Ehtesham, Muhammad and Muhammad (2011) undertook a study to understand the relationship of organizational culture and performance management practices. Usable responses were 42 which covered the respondents like faculty members, staff members, section heads and head of the departments in a institute of technology. Research work revealed the fact that involvement was highly correlated with consistency and adaptability in case of Denison’s model of culture and similarly other dimensions of culture had also positive significant relationship with performance management practices.

Hassan, Shah, Ikramullah, Zaman and Khan (2011) did a cross cultural study in higher education to know the association of culture and effectiveness in Pakistan. They did the study in 13 public and 11 private institutions and took full time faculty members and administrators as their respondents, which was 307 in number. Two questionnaires of Kim Cameron were used by the researcher team which was widely used in earlier studies
by previous researchers to study culture–effectiveness relationship in higher education. They concluded that organizational culture is a significant predictor of organizational effectiveness. Clan and adhocracy culture can make significant difference in the performance of educational organization; whereas bureaucratic culture and market were not noticed for any type of role.

Lejeune and Vas (2009) studied the impact of an accreditation process on organizational effectiveness and culture. Survey was adopted for data collection and 31 deans and director general of business school responded for the study of European Quality Improvement System. Lejeune and Vas found that adhocracy and market culture were strongly correlated with effectiveness. As researcher said that clan was correlated with five dimensions of effectiveness SES, SPD, FAES, SOCI and OH, and adhocracy culture was also positively associated with eight dimensions namely, SES, SPD, FAES, SOCI, OH, SCD, PDQF and AAR also. In this study, bureaucracy culture had negative association with four dimensions of effectiveness and surprisingly market culture was positively associated with SOCI and AAR.

Agboola (2011) examined the impact of organizational culture on performances of universities in Nigeria. Researcher used product movement correlation and regression for the data of 300 academic and non-academic staff of Convent University. Study revealed very different fact than other previous research work that culture has positive relationship with effectiveness. This research work concluded that there was no significant contribution of organizational culture in predicting the performances, but some elements of organizational culture contributed to organizational effectiveness of universities in Orgun state in Nigeria.

Heris (2014) examined culture and effectiveness among academic members of physical education at Iran. The researcher studied 104 academic members of physical education facilities perception with the instrument of Denison organizational culture and Hsu organizational effectiveness in the study. Research work concluded that organizational culture had significant positive influence on organizational effectiveness and only two indices, consistency and mission had a significant influence on effectiveness and organizational effectiveness had been affected 67.9 % by organizational
culture. Summary of organizational culture and effectiveness in higher education is shown in Table 7:

**Table 7**  
*Methodology and Major Findings of Empirical Research Studies on Organizational Culture and Organizational Effectiveness in Higher Education*

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<th>Sr. No.</th>
<th>Author, Year and Country</th>
<th>Unit of Analysis</th>
<th>Sample Size and Respondents</th>
<th>Research Approach</th>
<th>Analysis Techniques</th>
<th>Findings</th>
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| 1       | Cameron and Freeman, 1991, United States, Research Article. | 334 public and private sector colleges and universities with bachelor’s, master’s and doctorate programmes | 3406 (1317 Administrators, 1162 Faculty Departmental Head and 927 Trustees - 6 in each case) | Cross – Sectional Data and questionnaire | ANOVA and discriminant analysis | -Culture type is more important than congruence or strength.  
-Culture type has more association with effectiveness and different attributes of the institutions.  
-Every organization dominated by one culture, but there was no institution with single culture. |
| 2       | Smart and Humm, 1992, United States, Research Article. | 30 two-year community colleges | 662 faculty members and administrator | Survey based on stratified sampling | Multivariate analysis of covariance (MANCOVA) | -Out of 30, among 10 effective colleges, adhocracy culture was prevailing.  
-Adhocracy culture had higher adjusted mean scores with Student Educational Satisfaction, Student Career Development, Ability to Acquire Resources and Student Personal Development. |
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<th>Kwan, 2002, The Chinese University of Hong Kong, Thesis.</th>
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<td>Rest cultures found effective on other parameters.</td>
<td>-Group and developmental culture found more effective than hierarchy and market culture types in Hong Kong Higher Educational Institutions.</td>
<td>-Culture strength and congruence were more effective than culture compliance.</td>
<td>-Staff and institution related dimensions perceived more important than student related dimensions.</td>
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<td>Sr. No.</td>
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<td>4</td>
<td>Suhardini, 2005, University Utara Malaysia, Malaysia, Thesis</td>
<td>302 Study programmes</td>
<td>Not Available</td>
<td>Survey research design with cross sectional data</td>
<td>Pearson correlation, leven’s test and multiple regression</td>
</tr>
<tr>
<td>5</td>
<td>Jones, 2007, faculty of Claremont graduate university, California, Thesis</td>
<td>Two and four year undergraduat e hospitality programmes</td>
<td>246 Administrative leaders and faculty members</td>
<td>Web-base survey</td>
<td>SPSS 13 version, Factor Analysis, t test, multiple regression Analysis</td>
</tr>
<tr>
<td>6</td>
<td>Maloney, 2008, Clemson University Graduate School, United States, Thesis</td>
<td>Two – year technical colleges</td>
<td>188 Full time and part time faculty members and staff</td>
<td>Case study</td>
<td>Pearson correlation and multiple regression</td>
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<td>Sr. No.</td>
<td>Author, Year and Country</td>
<td>Unit of Analysis</td>
<td>Sample Size and Respondents</td>
<td>Research Approach</td>
<td>Analysis Techniques</td>
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| 7      | Esposito, 2009, University of Massachusetts Boston, United States, Thesis. | Outside class Room teaching of 14 institutions | 200 individuals | Purposive – snow ball sampling and survey | Paired Sample t Test and spearman correlation | -There was positive correlation between effectiveness in the assessment of out-of-classroom learning.  
-Clan and adhocracy culture characteristics found effective for out–of –classroom teaching. |
<p>| 8      | Fareman, 2009, Florida Atlantic University, Florida, Thesis. | Resident Hall associations at three public institutions | Legislative council members, hall council members and housing staff members | Assessments, interview and focus group interviews | ANOVA, correlation and regression | -There is a positive relationship between all ideal culture type scores identified by OCAI and effectiveness constructs identified by the RHA effectiveness instrument. |</p>
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Author, Year and Country</th>
<th>Unit of Analysis</th>
<th>Sample Size and Respondents</th>
<th>Research Approach</th>
<th>Analysis Techniques</th>
<th>Findings</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>Lejeune and Vas, 2009, Netherland, Research Article.</td>
<td>31 Business Schools</td>
<td>Director General and Deans</td>
<td>Questionnaire</td>
<td>-Adhocracy and market types of culture had significant impact on organizational effectiveness and programmes development and quality of the faculty, social openness and community interaction and ability to acquire resources had highest positive impact among the dimensions of effectiveness.</td>
<td></td>
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<td>10</td>
<td>Cruz, 2011, University of Texas, San Antonio, Thesis.</td>
<td>10 organizations with four year programme</td>
<td>478 Questionnaire full time tenured and non tenured faculty members</td>
<td>Questionnaire</td>
<td>Pearson correlation and factor analysis</td>
<td>-Market culture was the best predictor for organizational effectiveness and adhocracy, bureaucracy and clan were the least predictor of organizational effectiveness.</td>
</tr>
<tr>
<td>Sr. No.</td>
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<td>11</td>
<td>Hassan, Shah, Ikramullah, Zaman and Khan, 2011, Pakistan, Research Article.</td>
<td>13 public and 11 private institutions</td>
<td>Senior faculty members and administrator</td>
<td>Non-experimental and cross – selection data and survey was used, disproportionate random sampling</td>
<td>Correlation and Regression Analysis.</td>
<td>-Clan and adhocracy cultures have shown significant relationship with effectiveness and bureaucratic culture will have negative relationship.</td>
</tr>
<tr>
<td>12</td>
<td>Agboola, 2011, Nigeria, Research Article.</td>
<td>Three Universities</td>
<td>300 Academic and Non-Academic staff of universities, 100 from each university.</td>
<td>Survey Research Design, structured questionnaire and convenience sampling</td>
<td>Simple Frequency Tables, Pearson product movement correlation and multiple regressions</td>
<td>-There is no significant relationship between organizational culture and performances of universities.</td>
</tr>
<tr>
<td>13</td>
<td>Heris, 2014, Iran, Research Article.</td>
<td>Islamic Azad University of Iran</td>
<td>104 Academic members of physical education</td>
<td>Descriptive study and Data collection method was Questionnaire</td>
<td>Pearson Correlation, Linear Regression and Multiple Regression</td>
<td>-Organizational culture has a significant impact on organizational effectiveness. Organizational effectiveness is influenced 67.9 % by organizational culture.</td>
</tr>
</tbody>
</table>

**Source:** Author’s Own Configuration

**Special Note:** *Indicates that information regarding particular parameter is not available in the given source.

So, after referring to these references in literature review, it becomes absolutely clear that in India a study based on linking institutional culture and effectiveness or performance in higher education is not found, so there is a huge gap to study and work in the area of higher education. Even Shukla (2016) said that mostly organizational
effectiveness studies are conducted in industrial and business level and there is a huge requirement of research for the concept in the educational sector. So, this study is an effort in the direction to bridge that research gap – for the study of culture and effectiveness in undergraduate colleges, particularly here in this research. Research work is carried out in the colleges of Ahmedabad.

2.7 Conceptual Framework:

The conceptual framework for this study was based on theoretical and research findings in the areas of organizational culture, organizational effectiveness and individual readiness for change. This model is developed from the study done by Cameron (1986) on organizational culture and organizational effectiveness, which is extended by the researcher and one more scale of individual readiness for change is also added, which is developed by Hanpachern (1997), which is shown Figure 2:
Figure 2: Conceptual Framework and adaptation of Cameron and Hanpachern’s Model
**Conceptual Framework:** Developed by the researcher based on Organizational Culture and Organizational Effectiveness model of Kim Cameron and Individual Readiness for Change scale of Hanpachern.

### 2.8 Objectives of the Study:

1) To identify the prevailing type of organizational culture in undergraduate colleges of Ahmedabad;
2) To know the most prevailing type of culture in undergraduate colleges of Ahmedabad;
3) To study the impact of organizational culture on organizational effectiveness in undergraduate colleges of Ahmedabad; and
4) To identify the mediating role of individual readiness for change between organizational culture and organizational effectiveness in undergraduate colleges of Ahmedabad.

### 2.9 Research Hypothesis:

According to Cameron and Quinn (2011), there are four type of cultures: hierarchy, market, clan and adhocracy.

Hierarchy culture is associated with rules, system, and procedure; it is more stable in nature; tasks and functions can be integrated and coordinated; uniform products and services are maintained and workers and jobs are under control.

Market culture focuses on effectiveness and result oriented approach; more concerned with external environment. The main task is to achieve the planned goals in time and leaders are tough and demand oriented.

Clan culture is connected with teamwork, participation, commitment and loyalty. People work as a team. In clan culture organization focuses on internal problems and concerns for individual. Team management is clan culture.

Adhocracy culture is ad-hoc – implying something temporary, specialized, and dynamic. More opportunity is given to individuals to develop the things in their own way.
People in adhocracy culture are unique risk takers, who anticipate and understand change. Individuals are motivated, and innovation and creativity is promoted.

After knowing this background of various types, and based on literature review of previous research scholars, following hypotheses are framed:

**H1: Clan culture is the most prevailing type of organizational culture in higher education.**

In the study of Suhardini (2005), clan has emerged as a dominating culture in the higher educational institutions and Berrio (2003) of Ohio state extension personnel; it was clan culture which emerged as most effective type of culture in higher education. In the study of Mexican Technical Universities, Gracia, Sanchez, Cuevas, Hernandez and Vargas (2012) also concluded that effective universities had clan culture. So it is assumed with optimistic approach that most prevailing type could be clan culture. Even in the study of 334 institutions of higher education done by Cameron & Freeman (1991), it was concluded that neither the congruence nor the strength of culture play any role for organizational effectiveness in higher education, but the type of culture become important for organizational effectiveness and clan was the most frequent type, followed by hierarchies, adhocracies, and markets. Esposito (2009) also stated in the study that clan was the most prevailing culture in seven institutions, and added that even though in four institutions there was no difference between clan and hierarchy culture.

After referring the whole scenario, researcher designed first hypothesis that clan is the most prevailing type of culture in higher education institutions.

**H2: Clan, Adhocracy and Market cultures have positive relationship with organizational effectiveness in higher education.**

In the study of Jones (2007), researcher found that clan culture was effective for six dimensions and adhocracy was effective on four dimensions, even in the study done by Esposito (2009), clan and adhocracy cultures were found effective with outside class room teaching. In the study of Hassan, Shah, Ikramullah, Zaman and Khan (2011), it is concluded that clan and adhocracy culture can make significant difference in the performance of educational organizations. Result of Lejeune and Vas (2009) had the
same findings, i.e. clan and adhocracy cultures were strongly correlated with effectiveness.

On other side, in the study of Suhardini (2005), it is concluded that adhocracy and market culture were influencing organizational effectiveness, where as clan and hierarchy has more association with organizational learning. Even in the study of Lejeune and Vas, 2009, whereas in case of Cruz, 2011, a study on four years programmes market has emerged as a single culture which was effective.

Based on these studies researcher has hypothesized that clan, adhocracy and market cultures have positive relationship with organizational effectiveness.

**H3: Hierarchy has negative relationship with organizational effectiveness in higher education.**

In the study of Hassan, Shah, Ikramullah, Zaman and Khan, 2011, it is stated that hierarchy culture has negative relationship with organizational effectiveness. In the study of Kwan (2002), it is stated that hierarchy and market culture have less effective relationship with organizational effectiveness.

It is, therefore, hypothesized that there is a negative relationship between hierarchy culture and organizational effectiveness.

**H4: Organizational culture has positive relationship with organizational effectiveness in under graduate colleges of Ahmedabad.**

Many studies have explicitly concluded that organizational culture and organizational effectiveness have significant positive relationship (Hassan, Shah, Ikramullah, Zaman and Khan 2011; Heris, 2014; Imam, Abbasi, Muneer and Qadri, 2013; Willis, 2010). So, accordingly, it is hypothesized that organizational culture has positive association with organizational effectiveness.

**H5: Individual Readiness for Change has significant mediating role between the positive relationship of organizational culture and organizational effectiveness in higher education.**

To have a look the study from different perspective, individual readiness for change was added as a mediating variable. In the study of Imam, Abbasi, Muneer and Qadri (2013), relationship of individual readiness for change (IRFC) was tested a mediating
variable between organizational culture and organizational effectiveness and concluded that IRFC acted as partial mediator between the relationship of organizational culture and organizational performance in higher educational institutions in Pakistan and hence, researcher added the variable of Individual Readiness for Change as a mediating variable in the study.

So forth hypothesis was about testing individual readiness for change between organizational culture and organizational effectiveness.

**Summing up**

In this chapter a review of literature, conceptual framework, research objectives and hypothesis has been presented.