Chapter 5: Conclusion

This chapter gives the gist of the work done by researcher and explains the interpretation of the results, limitations of the study, and scope for future studies.

5.1 Findings of the Study:

First important conclusion is that among 30 colleges of B.B.A. and B. Com., no college possesses one single culture; it was a combination of all the four types. The same scenario of multi-culture was also found in the study of Cameron & Freeman (1991), where they stated that no organization had only one culture, but several had a dominant culture. In this study, researcher found that clan has emerged as a dominating culture in 24 out of 30 colleges, whereas hierarchy culture was dominating in 4 colleges and in 2 colleges, adhocracy culture was prevailing.

Second important conclusion was about identifying the impact of culture – on effectiveness. This conclusion is on the track of what is stated by Agboola (2011) that there is no significant contribution of culture on effectiveness, but some elements of culture contributes to the effectiveness of organization. In this study, among individual dimensions, clan and adhocracy culture emerged with positive impact on selected dimensions of organizational effectiveness, which is very much similar to the study of Jones (2007), where researcher found clan culture was effective in case of six dimensions and adhocracy was effective on four dimensions. In this study, clan was effective with one and adhocracy with one dimension. Looking at the results from one another perspective, even though clan culture was dominating in 24 institutions of B. Com. and B.B.A., but found positive with only one dimension, i.e. - faculty and administration employment satisfaction and adhocracy culture had shown positive relationship with ability to acquire resources. Similar results of positive relationship of clan – adhocracy with effectiveness was found in many other studies (Esposito, 2009; Hasan, Shah, Irmaullah, Zaman and Khan, 2011; Kwan, 2002; Lejeune, 2011).
Third and very important outcome of the study is about hierarchy culture. Hierarchy culture found negative relationship with three different dimensions of organizational effectiveness, namely: student career development, student personal development and organizational health, so higher education institute should not encourage and allow to establish hierarchy culture. Same perception was concluded in the study of Maloney (2008) that hierarchy culture type had a strong negative relationship with essentially all effectiveness indicators. This type of negative relationship between hierarchy and effectiveness was also found in the study of outside class room learning of Esposito (2009) and also in the study of higher education institutions in Pakistan of Hassan, Shah, Ikramullah, Zaman and Khan (2011).

Forth important conclusion is for market culture. This particular culture was not in the entire picture for culture–effectiveness relationship. Maloney (2008), in the study of 188 faculty members, also concluded that market culture was not found consistent with any performances and Hassan, Shah, Ikramullah, Zaman and Khan (2011) also stated that they could not find any inferences of market culture.

In case of testing mediating effect of individual readiness for change, very negligible effect was traceable in the study. This finding was very different than the study of Hassan, Shah, Ikramullah, Zaman, and Khan (2011) who did their study in Pakistan for culture–effectiveness in higher education and concluded that individual readiness for change acts as a partial mediator between the relationship of organizational culture and organizational performance.

Last important overall conclusion is that in case of undergraduate colleges and particularly the geographical location of Ahmedabad, concept of organizational culture is not much significant, which depicts that culture does not play a significant role in the effectiveness of an academic institute, but individually cultures have significant impact on selected dimensions of organizational effectiveness. A similar result was also found in the study of Agboola (2011), where researcher found no significant contribution of culture in predicting the performance in Nigerian Universities and suggested to study other areas also which may influence university effectiveness. A study of Esposito (2009) also got very much similar finding and stated that clan and adhocracy cultures have
positive correlation with organizational effectiveness and hierarchy culture have negative, excluding the relation of market culture.

5.2 Academic Implications:

At the end of this research works, learning outcomes can be a good guideline for the academic leaders, principals, college management, trustees and innovators who want to contribute in the academic field. This understanding can be overviewed from the following points suggested for them:

1) There is a strong need to understand for the academic practitioner that under any circumstances hierarchy culture should not enter in their college as a dominating culture, because it has many negative associations with the dimensions of organizational effectiveness like student career development, student personal development, ability to acquire resources and organizational health.

2) This particular hierarchy culture has shown negative association with many dimensions, so the principal-management should not focus on controlling and fall much in procedures and using or showing rules and policies in their practices, but education needs freedom and creativity to grow and bring effectiveness in an institution.

3) Most acceptable type of culture is clan in previous studies, but in this particular study, it differs. In case of only faculty and administrative employment satisfaction, clan culture has shown positive association. This indicates that management should develop an ambience to increase employee involvement and participation in the routine as well as policy making work- decisions, which in turn can increase the level of commitment and satisfaction among employees, which can produce world-class results and here, the principal or management should play the role of facilitator, mentor or team builder for students, faculty, administrators or society at large (Cameron, 1986). And that’s why Budd (1996) seem to have said that in studying culture also, faculty members are the key
elements and most permanent members than even students and administrators.

4) Adhocracy culture has positive association with ability to acquire resources, where according to Cameron (1986) ability to acquire resources cover high quality faculty, student, administrative staff or financial resources. To bring such quality, it is proved here, that an institution should encourage adaptability, flexibility and creativity and it needs decentralization of power and allow people to do new experiment and project and provide platform for innovativeness, obviously after necessary verification.

5) As it is mentioned in the earlier studies, market culture has not emerged as a dominating culture or not shown association with any dimension of organizational effectiveness, so it is strongly recommended that the institution should not entertain practices of market culture like, increasing market share, or increasing revenues at least in the academic field.

6) Individual readiness for change-mediating variable is not playing any role for organizational culture, which suggests that in these institutions, change is not mediating and affecting culture-performance relationship in the organizations study here. As it has been mentioned earlier, the majority of the faculty in these colleges did not have an open mind innovations and change. Accordingly, it may be useful for the college administration to take steps to encourage change in education practices, which are required from the perspective of improving quality of education and training in these colleges. It is only than the products of these colleges would be in tune with requirements of modern industry and trade.
5.3 Limitations of the Study:

Researchers found the following limitations in the research work:

- Finding of this study was based on a single model of Cameron and Morgan.
- This study has used only quantitative aspects for the key variables of organizational culture, organizational effectiveness, and individual readiness for change.
- According to Budd (1996), faculty is the only permanent feature in higher education, so the study was based on faculty’s perception but in fact, faculty was only one constituent from a large group of total constituencies.
- This study was restricted to undergraduate level and commerce and business administration colleges only.

5.4 Scope for Future Research:

After passing through the vast journey of thesis work on organizational culture, many areas come to the mind of the researcher for further work in the similar direction, they are mentioned here, for the lovers of culture and effectiveness in higher education:

1. Other models of culture and effectiveness can be used in the study for future.
2. Case study and grounded theory methods could throw some more light on the intricacies of organization culture and organizational effectiveness in future.
3. Study could be made more diverse by using other constituencies such as administrators, students, trustees in future study.
4. In future, researchers who are interested to carry their research work in higher education, can extend similar work at post graduation, doctoral level, distance education or even school level and may be in other disciplines like engineering and social sciences.
5. Likewise in depth-study of culture in education institution can also be attempted, such as faculty culture, sub culture, anti culture and disciplinary culture in higher education.
Summing Up

To sum up then major findings is that certain types of culture are associated with a few dimensions of organizational effectiveness. This finding is based on the perception of 188 faculty members drawn from 30 undergraduate colleges of Ahmedabad. The limitation of the study was arises from the fact that the theoretical model is based on the study by Cameron and Hipacharen and that it is only limited to undergraduate study in commerce and business administration. In future therefore a research study can be attempted by widening the scope of this study by applying different models and extending the sample in different direction.