Abstract

Role of higher education has to teach student through appropriate educational process, training, and research; which should be ultimately benefited to the society but in India, according to Agarwal (2013), higher education is lack of culture and competition. This can be studied well by knowing the impact of culture on the performance of an educational institute, i.e. effectiveness.

So the purpose of this study was to assess the impact of organizational culture on organizational effectiveness in 30 under graduate colleges of Ahmedabad. A mediating variable Individual Readiness for Change was also a part of the study. The full time faculty of B.B.A. and B. Com. colleges of Ahmedabad were surveyed for the study. Organizational culture of the colleges was measured by Organizational Cultural Assessment Instrument (OCAI) and organizational effectiveness was assessed through organizational effectiveness instrument developed by Cameron (1986), where as individual readiness for change was assessed by the scale of Morgan.

Among three variables organizational culture was measured on six dimensions: dominant characteristics; institutional order; institutional glue; institutional climate; criteria of success and management style. Other variable organizational effectiveness was assessed on nine different dimensions: student educational satisfaction, student academic development, student career development, student personal development, faculty and administrator satisfaction, quality of faculty, ability to acquire resources, system openness and organizational health. Individual readiness for change was evaluated by participating, promoting and resisting change. The survey was administered in person for Gujarat University and Ahmedabad University colleges, which were located in Ahmedabad. Total 188 full time faculty members from 30 colleges participated in the survey.

The survey data were analyzed by mainly two statistical methods - ANOVA and regression analysis, after doing various tests of assumptions, i.e. – little test, Herman’s factor analysis and non-response bias. A software SPSS version 16 was used for data accuracy and analysis purpose.
The result of the study was that no single culture was prevailing in any one organization, but blend of cultures. Among the four major types of culture, clan and adhocracy was found positive on selected dimensions of effectiveness. Clan was found positive with faculty and administrator satisfaction and adhocracy culture found positive with ability to acquire resources. Most important finding was connected with hierarchy culture. It found negative relationship with student career development, student personal development and organizational health and market culture was not associated with any of the dimensions.

Implications of these findings for the academic leaders, principals, college management, trustees and innovators who want to contribute in the academic field are discussed and conclusions based on the analysis is presented.