CHAPTER – II

REVIEW OF LITERATURE

The concept of Organizational Culture and Organizational Learning has been an area of interest for practitioners and academicians alike. An active perusal of the literature available through diverse sources reveals different views about Organizational Culture and Organizational Learning.

This section of the dissertation attempts to bring to the front various findings pertaining to Organizational Culture and Organizational Learning & technical education scenario that provided newer insights to the researcher to venture into the area of professional education with their applications. The findings are being grouped specifically under the heads of Organizational Culture and Organizational Learning.

ORGANIZATIONAL CULTURE

According to Pettigrew (1979)1 Organizational Culture comprises symbol, language, ideology, belief, ritual and myth. He further identifies the importance of leaders (entrepreneurs) in establishing Organizational Culture. Schein (1985)2 and Smith and Peterson (1988)3 have also emphasized the role of leaders. Schein (1985) suggests that one of the primary mechanisms by which leaders embed and transmit culture is by their reactions to critical incidents and crises.

Whipp et. al. (1989)4 state that organizations are often multicultural and that culture is both the shaper of human action and the outcome of a process of social creation and reproduction.

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Culture is viewed by Movondo et. al. (2003)\(^5\) as a set of broad tacitly understood rules and procedures that inform organizational members on what, and how to do under a variety of undefined situations. It is also stated that Culture minimizes the costs of drawing up employment contracts and minimizes the details necessary for controlling employees.

The study of Organizational Culture has been an issue of debate and two different views have emerged. On the one hand, culture is believed to be something that organization has (Deshpande and Webster, 1989)\(^6\), (Narver and Slater, 1990)\(^7\), (Kohli and Taworski, 1990)\(^8\), while on the other and it is believed as what the organization is and impossible to manipulate (Legge, 1994)\(^9\), (Knights and Willmott, 1987)\(^10\), (Ogbonna, 1993)\(^11\)

Smirich (1983)\(^12\) has suggested an approach besides the functional approach, which is seemed to be limited in examining the complex social interrelationships to studying Organizational Culture, is to consider culture as a "root metaphor". This approach is interpretive and considers culture to be something an organization is, rather than something organization has. The interpretive approach is concerned with understanding how members of a social group through their participation in social process enact their particular realities and endow them with meaning- The realm of meaning-the world of symbol and

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\(^8\) Kohli, A.K. and Taworski, B.J. (1990), Market Orentation: The Construct Research Propositions, and Managerial Implications", Journal of Marketing; Vol. 54, April, pp. 1- 18
thus of culture- must be integrated with the realm of behavior in this form of investigation (Rosen 1991)13

Pondy (1983)14 says that Metaphors help to "organize the objective facts of the situation in the minds of participants"

Patten (1992)15 Kim et al. (1995)16 and Hildebrandt et al. (1991)17 have all encouraged the acceptance and recognition of the Organizational culture construct within quality management, especially as a primary condition for its successful implementation.

Culture is defined by William et al., (1994)18 and Lundy and Cowling (1996)19 as " the way we do things around here" Schein (1984)20 on the other hand gives a widely accepted definition of culture as "the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and therefore taught to new members as the correct way to perceive, think and feel in relation to those problems.

Davis (1984)21 defines culture as "the pattern of shared beliefs and values that give members of an institution meaning, and provide them with the rules for behavior in their organization."

21 Davis, S.M. (1984), Managing Corporate Culture, Ballinger, Cambridge, M.A.
Hofstede (1980)\textsuperscript{22} has defined culture as "the pattern of shared beliefs and values that give members of an institution meaning, and provide them with the rules for behavior in their organization."

Jackson et al. (1999)\textsuperscript{23} identifies that creating and managing Organizational Culture was the most important role of a leader. However, it was also deemed paramount that the culture contains characteristics which included: behavior being supportive of organizational goals, decisions being made at the appropriate level by people who had to live with them, co-operation and teamwork, the organization being supportive of the needs of its employees and good upward, downward, and lateral communications.

Robbins (1986)\textsuperscript{24} defines culture as "social glue that helps hold the organization together by providing appropriate standards for what employees would say and do."

According to Smith (2003)\textsuperscript{25}, a company's culture differentiates it from other companies and helps explain why employees are attracted to one employer versus other employers.

As per Martins and Teblanche (2003)\textsuperscript{26} Organizational Culture appears to have an influence on the degree to which creativity and innovation are stimulated in an organization. The culture of an organization may be a contributing factor in the extent to which creativity and innovation occur in an organization (Johnson, 1996, Judge et al. 1997, Pienaar 1994, Shanghnessy 1988, Tesluk et al. 1997, Tushman and O’Reilly 1997)-

\textsuperscript{22} Hofstede, G. (1980), Cultures Consequences, sage, Beverly Hills, CA
\textsuperscript{23} Jackson, s., Hinchliffe, S., (1999)” Improving Organizational Culture through innovative development programs, International Journal of Health Care Quality assurance, Vol 12 No. 4 pp. 143-148.
\textsuperscript{25} Smith, M.E. (2003), Changing an Organizations Culture: Correlates of Success and Failure, Leadership and Organizational Development Journal, Vol. 24 No. 5 pp. 249-261
\textsuperscript{26} Martins, E.C. and Teblanche, F. (2003), Building Organizational Culture that stimulates creativity and innovation, European Journal of Innovation Management, Vol 6 No.1 pp. 64-74
Furham and Gunter (1993)27 summarize the function of Organizational Culture as internal integration and co-ordination. Martins and Teblanche (2003) have described internal integration as the socializing of new members in the organization, creating the boundaries of the organization the feeling of identity among personnel and commitment to the organization, and coordinating function as creating a competitive edge, making sense of competitive edge, making sense of environment in terms of acceptable behavior and social system stability.

Coffey et al. (199428) says that the expressive practice of culture is more a reflection of a way of saying things.

Martin (2000)29 states that- Organizational Culture fills the gaps between what is formally announced and what actually takes place. It is the direction indicator that keeps strategy on track. As per Thushman and O'Reilly (1997) Organizational Culture lies at the heart of Organizational innovation.

Barett (1997)30, Robbins (1996)31 point out that an Organization Culture that supports open and transparent communication based on trust will have a positive influence on promoting creativity and innovation.

ORGANIZATIONAL LEARNING

According to Pedler (1988)32 a learning organization is an organization that facilitates the learning of all the members of that organization and the organization keeps on continuously transforming itself. This definition lays down two important elements the first one is individual learning and the other one is organizational learning and transformation.

In the views of Pedler (1988) learning organization is not only considered with individual learning but this individual learning should be harnessed to create organizational learning.

Simons et al (2003)33 defined learning as the undertaking of activities (consciously and unconsciously) by individuals, groups and organizations that result in relative permanent changes in the knowledge, skills and attitude of individuals, in work processes and in organizational cultures and structures of groups and organizations.

Bomers (1989)34 has defined learning organizations as organizations that aim to extend their learning ability at all levels and continuously in order to optimize their effectiveness. Boekaerts and Simons (1993)35 have defined learning as relative permanent change in behavior or behavioral dispositions that can be attributed to learning activities and/or process.

Murray and Donegan (2003)36 studied Organizational Learning as being concerned with improving the behavior and capability of individuals so that organization can more effectively respond to its environment.

Garvan (1993)37 and Huber (1991)38 have stated that firms having strong learning culture are good at creating, acquiring and transferring knowledge and modifying behavior to reflect new knowledge and insight.

According to Argyris and Schon (TS)39 superior learning allow people to among other things, question and challenge paradoxes that various workplace systems institutionalize as standard behavior.


38 Huber, G.P. (1991) " Organizational Learning: the contributing processes and the literatures", Organizational Sciences, 2
Boekaerts and Simons (1993) defined learning as relative permanent changes in behavior or behavioral dispositions that can be attributed to learning activities and/or processes. Organizational Learning influences Organizational performance by increasing employee competence through upgrading of skills and knowledge to match the job requirements set out by the corporate vision and mission (Year 2003)40

As per Gudz (2004)41, Organizational Learning process is a critical to society's transition to sustainability. He further says it is possible to overcome barriers like the risk adverse nature of colleges and universities. Research on Organizational Learning is limited in three ways in terms of the type of organization and the types of employees, which are seen to benefit from learning culture, and in terms of consensual assumptions made about the nature of learning within the same place, assumptions which contradict the reality of the workplace for most people. (Findlay et al 2000)

Murray (2002)42 said that a culture of unbundled learning improves organizational performance over time. As per the assessment of Mc Adam et al (1998)43 academician and industry are talking a limiting polarized view of Organizational Learning and Total Quality Management and not obtaining the benefits." Learning Organizations "are currently the focus of considerable academic and practitioner attention (Matlay 2000)44

Choo (1995)45 defined Organizational learning synonymous with Organizational Intelligence and said that organizational learning process is a

39 Argyris, C. and Schon, D.A. (1978), Organizational Learning, Addison- Wesley, Leading, M.A
41 Gudz, A. N., (2004), Implementing the sustainable development policy at the University of British Columbia An analysis of the implications for Organizational Learning, _International Journal of Sustainability in Higher Education_ 5: 156-168
continuous cycle of activities that includes sensing the environment developing perceptions and generating meaning through interpretation, using memory about past experience to help perception, and taking action based on the interpretations developed.

Organizational Learning is defined by Dixon (1994) as the intentional use of learning processes at the individual, group, and system level to continuously transform the organization in a direction that is increasingly satisfying to its Stakeholders.

DiBella and Nevis (1998) concluded that there are three different assumptions or perspectives about organizations and learning the three perspectives are classified as Normative, Developmental and Capability.

Marquardt (1996) analyzed three levels of learning that have to take place in order for organizational learning to occur; these levels are individual, group/team and organization. He also defined four key components of organization system; these components are culture, vision, strategy, and structure.

Prange (1999) commented that one of the greatest myths of organizational learning is the 'who question', that is, 'the way in which learning might be considered organizational'. There are those who argue that it is individuals, not organizations, who learn. In other words, learning refers to the processes of thinking and remembering that take place within an individual's brain.

Organizational learning is the intentional use of learning processes at the individual, group, and system level to continuously transform the organization in a direction that is increasingly satisfying to its stakeholders (Dixon, 1994).

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According to Probst and Buchel (1997)\textsuperscript{49}, Organizational Learning offers an \textit{emative} paradigm by which systems can change, thus permitting to redefine the economy and society.

Argyris (1999)\textsuperscript{50}, Easterby-Smith (1997)\textsuperscript{51} and Tsang (1997)\textsuperscript{52} and others have argued that there are major disagreements and divisions between those advocating and / or studying Organizational Learning. Argyris (1999) asserts "We divide the literature that pays attention to Organizational Learning into two main categories: the practice-oriented, prescriptive literature of "the learning organization" promulgated mainly by consultants and practitioners, and the predominately skeptical scholarly literature of Organizational Learning produced by academics.

Fiol and Lyles (1985)\textsuperscript{53} consider that Organizational Learning means the process of improving actions through better knowledge and understanding. Argyris (1977)\textsuperscript{54} suggests that it is a process of detecting and correcting error.

As per Burnes et. al. (2003)\textsuperscript{55} the term Organizational Learning is often used interchangeably with the term learning organization. Tsang (1997, pp. 74-5) says that, "Organizational Learning is a concept used to describe certain types of activity that take place in an organization while the learning organization refers to a particular type of organization in and of itself. Nevertheless, there is a simple relationship between the two- a learning organization is one which is good at organizational learning.

\textsuperscript{49} Probst, G. and Buchel B. (1997), Organizational Learning, Prentice Hall, London
\textsuperscript{52} Tsang, e. W.k. (1997), "organizational Learning and the Learning Organization: a dichotomy between descriptive and perspective research", Human Relations, Vol.50 No.1 pp. 73-89
\textsuperscript{53} Fiol, M.C. and Lyles, M.A. (1985), Organizational Learning, Academy of Management Review, Vol. 10 No.4 pp 803-13
\textsuperscript{55} Burnes, B., Cooper, C., west, P. (2003), Organizational Learning: The New 'anagement Paradigm?, Management Decision Vol.41 No. 5 452-464
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Huber (1991)56 says, "An entity learns, if, through its processing of information, the rage of its potential behavior is changed.

Burgoyne (1995)57 describes single loop learning as the 'lowest level of learning in which habits are not only learned but also become resistant to change and future earning.' He further states that with 'triple loop learning, an organization can create its own environment at least as much as it adapts to it.

Garratt (1995)58 explains double loop learning in which people act as 'learning agents by reading and understanding the environment, developing appropriate -responses suited to new requirements, thereby enabling the organization to be adaptive and to manage change effectively.'

Senge (1990)59 stresses the systematic approach to learning. He argues that there are five inter related disciplines which needs to be fostered among individuals and groups in order to create a milieu for learning, which are as follows: personal ~mastery; mental models; shared visions; team learning; and the fifth and most important discipline, which is a capacity for systems thinking, "to see patterns •• here others see only events and forces to react to".

Probst and Buchel (1997)60 in consent with the Burgone (1992)61 who noted that organizations are highly individualistic, and each will have its own interpretation of the meaning of what it is to be a learning organization, assert that there are at ^east four different approaches organizations can take to promote learning viz., earning by developing strategy, learning by developing structure, learning by developing culture and learning by developing human resources.

60 Ibid
LITERATURE SURVEY OF TECHNICAL EDUCATION

I have gone through various reports, books, journals, internet and articles related to my field of research. Some of them are mentioned below.


   This much-publicized report under the chairmanship of U. R. Rao has taken a detailed perspective of Technical education in India and has stressed upon quality management in technical Education in the context of globalization. It has also reported performance review of AICTE functioning and its activities

2. **Promoting Excellence in Technical Education**- a report of the board on Faculty Development published by All India Council of Technical Education in March 2004.

   This report has stressed on the need for qualitative growth in terms of strategies for generation, recruitment, and retention of qualified faculty in the ever increasing number of technical Institutions in India.

3. **A range of issues relevant to Quality and accreditation in Engineering Education by Dr. R Natrajan**

   This paper published in The Indian Journal of Technical Education-Vol.26 by Indian Society for Technical Education deals with a range of issues relevant to need of quality and accreditation of engineering education. It also states basic features of quality as how to recognise it, quality indicators and the barriers to quality, with particular reference to this country.
4. **Shortage of Qualified teachers and remedies for quality assurance in Technical education system by Dr. J. P. Srivastava**

   This article looks at the quality assurance in Technical Education as a function related with students, teachers, infrastructure, management and policies laid down by controlling authorities and emphasizes that teachers play a vital roles.

5. **Higher Education Scenario in India and the need for Total Quality Management by Dr Sangeeta Sawhney**

   This article talks about the effects of consequences of socio-economic transformation on technical education system in India. The system now faces pressure from variety of stakeholders for greater responsiveness and accountability and thus stresses the need for quality.

6. **Quality in Technical Education: A critical Analysis of the Governing Factors by Dr M. C. Chandra Mouly.**

   This article takes a critical view of the astonishing increase in the number of private Engineering colleges where students have to spend more fees and the degrees from such colleges is accompanied by a stigma.

7. **Towards total quality in Engineering Education- A study by Dr D. N. Shivappa-**

   This paper highlights some aspects related to both teaching and learning focused education. Quality in technical education process is a must to meet the challenges posed by globalization; benefits of continuous quality improvement methods for educational process are briefly discussed in this paper.

   This report was prepared after a survey of innovative practices being used by the technical education institutions. The response to the questionnaire sent to all institutions were analyzed and the practices have been grouped in three categories viz. best practices, progressive practices and other practices.

9. **Quality Assurance in Technical Education : Recent Trends and Challenges Ahead by Prof. Prem Vrat, Director, IIT, Roorkee.**

   This report emphasizes on the accountability aspect of technical education. Technical education must be judged in terms of outputs and the contributions it makes to national development. To ensure useful output, there is a need to raise the qualitative standards of Technical Education.

10. **Technical Education Programs and Quality Assurance Process by Dr. R. S. Sirohi, Director, IIT, Delhi.** This report talks about the deterioration in standards of technical education in the country due to mushroom growth of technical education institutions, many of them without adequate facilities, proper faculty and infrastructure. Hence the quality assurance process should address specific academic issues including faculty development and faculty collaboration, strengthening of research Programs, curriculum development, etc. Further it says that in this connection networking of institutions and the accreditation policy may play a vital role in the quality assurance process.

11. **Quality Education In The Classroom: Converting A Course To Quality [by] Jean Lamkin May 1994 edition of TQM in Higher Education, pages 6-8** The old lectures are the backbone of my new, quality course. I add pre-assessment, student responsibility, and self-evaluation to the traditional program. More importantly, I've taken myself
out of the center of the course and placed the focus on the students. What they learn in the class depends more on their performance, than on mine.

“A little creativity and planning and it didn’t take me long to change a traditional course into a quality event.”

12. **Rethinking Management Education: A TQM Perspective Magazine:**
*Journal of Management Education, February, 1995*

Business, labor, and government leaders have acknowledged that improving the quality of products and services is key to competitiveness in both the global and the domestic marketplaces. Quality improvement has been implemented successfully in the entire spectrum of organizations manufacturing and service firms; small, medium, and large entities; union and nonunion environments (Berger, 1991).

The Total Quality Management (TQM) movement has been the primary vehicle for change in organizational thinking about quality processes. Although many colleges and universities offer courses in TQM or attempt to apply TQM in their business operations, few use this model as a framework to examine the basic processes of education. There is a need to share experiences and stimulate ideas about improvement of our primary service.

13. **Tools for Teaching by Barbara Gross Davis:**

The most widely used method for evaluating teaching is the end-of-course questionnaire. The questionnaires arrive too late, however, to benefit the students doing the evaluation. Nor do the questionnaires usually encourage students to give the specific comments an instructor might need either to identify how well students have been understanding the material or to spot weaknesses in classroom presentation, organization, pacing, and work load.
   Magazine: Management Review,
   When asked to name the greatest problem facing America today, most business executives respond that our young people are not receiving the training necessary to be the “knowledge workers” who will keep our businesses and our nation globally competitive in the 21st century.

15. Managing For Excellence in Higher Education William A. Cook,
   University of La Verne Texas 1996
   Higher education institutions have been forced, in recent years, to publicly demonstrate how they achieve and maintain quality in their programs. Invariably, comparisons have been drawn between the procedures and criteria used in industry and those used in academia. However, while certain comparisons can be drawn, the uniqueness of the services provided in academia warrant a different approach to advising and monitoring from that used in industry.

16. 1997 Author: Andrews, Hans A. from ERIC Clearinghouse for Community Colleges Los Angeles CA
   Total Quality Management (TQM), a form of management that emphasizes continuous quality improvement processes in institutional operations, represents a major shift in academic administrative circles from hierarchical to collegial management. Under a variety of names such as Continuous Quality Management, or Responsibility Center Management, TQM type principles have been successfully implemented at a number of community colleges, particularly in areas such as financial aid, admissions and registration, and clerical and staff performance (Spanbauer, 1992).
17. **TQM AND COLLABORATIVE LEARNING: A PERFECT MATCH**  
Linda Null  
Department of Computer Science  
Penn State Harrisburg 1997  
Total quality management has long been considered a philosophy of management and leadership in industry. Because educators are becoming increasingly concerned with various methods of teaching, TQM principles are also finding their way into the classroom.

Whatever the methodology employed, Enterprise Engineering is about the simplification of work to achieve higher quality, better results for customers, and lower costs. It is about replacing manual processes with automation, eliminating unnecessary bureaucracy, streamlining and minimizing handoffs across departments, providing the right information at the right time to the right people, eliminating unnecessary work, reducing unnecessary controls, empowering every employee, and getting it right the first time.

19. **Some Experiences of Implementing TQM in Higher Education 1998**  
Jens Jorn Dahlgaard & Ole Norgaard Madsen  
The Aarhus School of Business Research Group on Quality Management.  
The aim is to discuss some of the problems that may crop up with a high probability when higher educational institutions try to implement TQM principles.

20. **A Brief Summary of the Best Practices in Teaching ------ by Tom Drummond North Seattle Community College,, 2002**  
The teacher, as leader, brings a mature view of learner development, which will hopefully unfold over time, and brings a thoughtful perspective on the long-term aims of this educational endeavor. The teacher has experience in the evolution of knowledge, skills and
dispositions that lay beyond the learner's awareness. The teacher also brings his or her evolving understanding of the relation of the current study to what it means to be human.

21. **Technical education Quality improvement Program (TEQIP) MHRD India 2004**

   World Bank’s financial assistance is utilized to improve quality of education, to modernize the laboratory facilities and to make institutions, a Center of Excellence. Under this scheme a large scale initiative have already been initiated for providing a congenial ambience for learning.

22. **TQM implementation and students' satisfaction of academic performance**  
   P.B. Sakthivel, G. Rajendran, R. Raju, Anna University, Chennai, India, The TQM Magazine Volume 17 Number 6 2005 pp. 573-589 Abstract Purpose – The aim of the study is to develop a TQM model of academic excellence and empirically establish a relationship between TQM implementation and students' satisfaction of academic performance.

23. **SERVQUAL and Model of Service Quality Gaps:**
   A Framework for Determining and Prioritizing Critical Factors in Delivering Quality Services  Dr. Arash Shahin University of Isfahan, Iran International Journal of Quality & Reliability Management, 2005

24. **Involvement of all relevant stakeholders (CAF Model) – improvement of teaching methodology and technological innovation.**  
   planning and management Submitted by: Francesco Maiorano, Germana Berardi, Elisabetta Dalfino, Anna Maria Papapicco 2006-07-19

   The public sector also uses the **Common Assessment Framework (CAF)**, which involves the same principles as the EFQM Model. The first
version of the CAF was published in May 2000 and was subsequently reformed in 2002. The CAF is a model jointly developed by the EU Member States and the European Commission.

**Contradictory findings on teaching learning:**

- **Those Discussing the Conflict of Interest in Student Evaluation:**
  

- **Those Studying the Widespread use of Student Evaluation for Formative and Summative Purposes:**
  
  In the 1970s, the American Council on Education surveyed 669 American colleges and universities and found 65% using such student ratings; 35% used these for so-called "summative" purposes, i.e., for faculty hiring, tenure, termination or promotion. See: Payne, D.A. and Hobbs, A.M. (1979). Obviously this form of questionnaire was even more at home in schools of teacher education, where 86% of the American Association of Colleges for Teacher Education (AACTE) reported using these measures. See: Riggs, R.O. (1975).

- **Those Advocating "Consumerism" in Education:**
  

- **Those Attributing High Rating to Impact of Prior Interest in Subject:**
  

- **Those Believing that Ratings are Consistent for the Same Faculty Members from Year-to-Year:**
  

- **Those Finding that Smaller Class Size Produced Higher Ratings:**
  

- **Those Still Arguing that Class Size Has NO Effect:**
  
• Those Finding Student Ratings Correlate with Professional and Alumni Evaluation:

• Those Finding that Time of Day Affects the Survey (Afternoon Ratings Lower than Morning):

• Those Finding that Lecturers are Rated Lower than Professors:

• Those Finding that Students at Lower Levels Tend to Rank Lecturers Less Favorably than Professors:

• Those Finding that Students at Lower Levels Do NOT Tend to Rank Lecturers Less Favorably than Professors:

• Those Finding that "Grades Expected" Affect Ratings:

• Those Finding that "Grades Expected" Do NOT Affect Ratings:

• Those Finding that Ratings Are Consistent for the Same Faculty Members Regardless of Subject Matter Taught:

• Those Finding that Teaching Ratings and Learning are Only "Weakly Related":

• Those Who Surveyed the Literature on Validity:

- **Current Research Returning to the Conclusion that Grades Expected and Course Workload are Dominant Factors:**

- **Those Discussing the Disparity in the Concepts of Teaching and Learning:**