



A STUDY ON ORGANIZATIONAL CULTURE OF EDUCATIONAL SECTOR IN INDIA – WITH SPECIAL REFERENCE TO MANAGEMENT INSTITUTIONS OF DELHI/NCR

Management

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ABSTRACT

For creating an effective and efficient work environment culture assessment is necessary. Organizational culture is a primary component of functional decision making and it also determines employee's behavior. Organizational culture holds its values in corporate as well as in academic set up. In order to pursue academic excellence it is important for leaders, faculty, and staff to understand the impact of prevailing assumptions, and core values on departmental practices, cultural norms, and outcomes. Hence the study aims in understanding the organizational culture in Management institutions of India and to identify culture gap (if any) among existing and preferred culture.

In order to meet the said objectives a sample of 203 academic and non-academic staff from 37 Management Institutes were taken for the study. The culture of management education institutes was studied using Competing value model (CVF).

Findings of the study reveal that in all the culture types' employees emphasized to increase the Human Relation and Open System culture traits and to decrease the Internal Process and Rational Goals culture traits. Respondents indicated a preference for a culture of openness, trust, and human development.

The scope of the study was confined to management institutions of Delhi/NCR only.

KEYWORDS

Organizational culture, Management institutions, Educational sector, Academic and Non-academic staff.

INTRODUCTION –

The Indian higher education system is one of the largest education systems in the World. During the Five Year Plan period (2012-17) aimed to achieve access to higher education through creating new universities and increasing the intake capacity of the existing universities and colleges, coupled with equity and inclusion by bridging regional imbalances. The objective is to enhance inputs for quality and excellence in all spheres of higher education - student intake, faculty enrichment, curricular and evaluation reform (University Grants Commission 2011). According to Bagga, T., et al., (2016), since then in India, higher education, especially management education is witnessing an exponential growth in terms of a number of institutes imparting management education are usually termed as Business Schools. India's higher education (HE) system consists different types of universities and colleges. They vary in terms of their academic, administrative and financial arrangements. Central Universities established by an Act of Parliament or state universities by the state legislatures. Some higher education institutions are granted the 'deemed to be university' status by the central government through gazette notifications. There are few institutions established by the parliament/state legislatures termed as institutions of national importance, such as Indian Institute of Management (IIM) (MHRD N, Selvaraj et al., 2015, Annual Report 2009-10, 2011-12; Deloitte Indian Higher Education Sector Opportunities aplenty, growth unlimited 2012. The All-India Educational Surveys 2015).

Management education in India

By global higher education standards, India is doing fairly well. It runs the third largest higher education system and has the third largest pool of skilled person in the world. If India wants to be the world's strongest economy, it must provide the qualitative higher education and technological skills, keeping the Indian and global market scenario and challenges in mind (Agarwal, P., 2006).

Table1: The Growth Intake in AICTE Approved Management Institutions (AICTE approval process handbook 2016-17)

Years	Management Institutes
2007-08	121867
2008-09	149555
2009-10	179561
2010-11	277811
2011-12	352571
2012-13	385008
2013-14	364816
2014-15	365352
2015-16	350161

The biggest challenge for Indian management institutes is to prepare students for their career with a working model comprising of business, service sustainability. The scope is not limited to secure enrollments and provides degrees, the challenge is to become a place, where leadership is promoted and nurtured with a long-term vision (Raju T V., et al., 2015).

Culture and Higher Education

The culture in any institution builds on the following three foundations; the beliefs, values, and assumptions of the founders and the learning experiences of group members as their organizations evolve. Culture is much more than common shared values, norms, culture include deeper basic assumptions (Schein, E. H., 1990). Values, beliefs, and assumptions rooted deep influence every action and processes at institutes/universities and shape individuals and organizational behaviors. Organizational culture research can be traced back to the 1930s, that time organizational climate was the focus area to research about behavior and organizational environment. The concept of culture gained attention in the early 1960s in the study of social sciences, anthropology, ethnographic or ethologist studies of universities and colleges, most of the studies were limited to the impact of culture on students (Clark, B.R., 1960, Trow M., 1960, Barton, A.H., 1961, and Pace, C.I.L, 1962). In a globally increasing market pressure on colleges and universities, higher education institutions must develop a culture of continued improvement, with an increased focus on its customers and staff for academic reform (Sporn, B., 1999).

As a shift was noticed from student's focused study, to the culture as a factor affect organizational effectiveness, and during 1980s, researchers struggled to define organizational culture and climate and how institutional effectiveness can be enhanced through manipulating institutional culture. Burton Clark's (1972) work on the organizational saga and Kuh, G. D., & Whitt's (1988), report on the invisible tapestry: Culture in American colleges and universities, found as the most influential work in the field of higher education literature. He introduces higher education as organizational cultures studied environment, mission, socialization, information, strategy, and leadership, are not the operational cultural concepts, but claimed as 'key dimensions of culture' themselves. Other authors those attempted to conceptualize organizational culture in higher education are Dill (1982), Masland (1985) and Bergquist (1992) emphasized on the quality aspect in higher education.

Various instruments were developed to analyse culture like College Characteristics Index (CCI) by Pace and Stern (1958) and he continued his work on measuring the impact of college cultures by developing measurement scales such as the College and University Environment Scales (CUES) and the College Student Experience Questionnaire

(CSEQ.), instruments were designed to assess specific aspects of the campus environment. Clark and Trow's (1966) also developed a typology of student culture and other several instruments, few named as the Institutional Functioning Inventory (IFI) (Peterson, R.E et al., 1970), and the University Residence Environmental Scales (URES) (Moos' R.H., 1979).

Riesman and Jencks (1962), work is one of the main recognized work in the studies of culture at a higher education institution. They advocated that college appeared not only as an organization, but as a subculture. They have attempted to describe all of the sociological influences which impact externally and as well as internally to the college and the student. They also suggested that there is a need for anthropological field work to investigate not only students, but also "the student culture", the "faculty culture", and other subgroups that make up the college.

Academic leaders, faculties, and administrators might utilize the concept of culture to solve specific administrative problems. Research in higher education, however, has moved toward defining managerial techniques based on organizational vision, strategic planning, and management control. Higher education researchers have made some attempts to study campus cultures. Burton Clark 1970s has pioneered work on distinctive colleges as a culture. The role of belief and loyalty in college organizations, he further extended his work included the study of academic cultures, leadership and the system of higher education as a culture.

The majority of recent studies in academic culture represents a shift from studying student's culture, institutional climate to academic leadership, value creation, strategic planning, performance, culture change, etc. Researchers find out that there is no systemic or holistic approach to organizational improvement and the values perspective is frequently ignored. For the significant positive changes, a whole-system improvement approach to cultural transformation is much needed rather than focusing of individual process re-engineering (Barret, R., 2006). "Organizational culture is a primary component of functional decision making in universities. In order for administrators, faculty, and staff to effectively coordinate an efficient academic environment for health education, continuing cultural assessment and

change are necessary" (Fralinger, B., & Olson, V., 2007). Very few culture studies were recorded Indian Higher educational context; researchers examined the culture at engineering colleges to determine its impact on the intrinsic motivation of the teachers (Sekar, P. C., & Narayanan, S. S., 2007).

Research expands in educational sector conceived that organizational culture is a primary component of functional decision making in universities or colleges. In order for administrators, faculty, and staff to effectively coordinate an efficient academic environment for quality education, cultural assessment and change are necessary. Culture has a direct relationship with individual and organizational outcomes. It is important to understand the language of culture, a strong mutual culture encourages people to identify with the organization; they feel a sense of belongingness and responsibility (Brown A. D., 1998). "The 'strength' of 'corporate culture' is directly correlated with the level of profits in a company (Denison, D., 1984)". An adequate consideration of culture is important to understand behavior complexity and also to eliminate barriers to improve global strategic performance (Lincoln, S., 2010). "Culture is clearly an important ingredient of effective institutional performance (Iqbal s., 2015)." But not many studies have been done to examine higher education culture in India. This study tried to examine the current as well as preferred culture, and also the similarities and differences in employee's perceptions towards the organization's values, practices, expectations, and behavior norms. Hence the study aims at following objectives –

1. To understand the organizational culture in educational institutions - with special reference to Management Institutions of Delhi/NCR.
2. To identify the culture gap, if any, between current and preferred organizational culture of management institutions of Delhi/NCR.

LITERATURE REVIEW–

Numerous definitions and methods have been used to classify organizational culture. While there is no single "type" of organizational culture, it differs organization to organization, commonalities or cultural differences do exist within the same organization or department. Some definitions and models are described below:

References	Definitions	CultureTheories (Models/Frameworks)
Clark (1972, 1985)	Clark outlines the “organizational saga” of colleges which he defines as a “Unified set of publicly expressed beliefs about the formal group that (a) is rooted in history, (b) claims unique accomplishment, and (c) is held with sentiment by the group”.	Irresponsible Country Club, Tumultuous Anarchy, Frozen Bureaucracy, Oppressive Sweat Shop.
Harrison (1972/1987)	“An organizational climate based on Mutual trust between the individual and the organization. In such an organization, people believe they are valued as human beings, not just as cogs in a machine.”	Role, Task, Power, and Person Ideologies/ Culture
Hofstede (1980)	Geert Hofstede has defined “culture” as “the collective programming of the mind thatdistinguishes the members of one group or category of people from others.”	Power Distance, Uncertainty Avoidance, Individualism versus Collectivism, Masculinity versus Femininity, Long Term versus Short Term Orientation,Indulgence versus Restraint.
Ouchi (1981)	Culture consist of symbols ceremonies and myths that communicate the underlying values and beliefs of that organization to its employees.	Clan, Bureaucracy, Market

Deal and Kennedy (1982)	The elements that make up a strong culture are the environment, values, heros, the rites and rituals and the cultural network.	Work-hard, play-hard culture, Tough-guy macho culture, Process culture, Bet-the-company culture.
Robert A. Cooke (1987)	Culture is the behaviors that members believe are required to fit in and meet their organization's expectations.	Constructive cultures, Passive/Defensive cultures, Aggressive /Defensive cultures.
Gerry Johnson (1988, 2008)	"Socially established structures of meaning".	The paradigm, Control System, Organizational structures, Power structures, Symbols Rituals and routines, Stories and myths.
Chaffee and Tierney (1988)	Informal codes and shared assumptions of individuals who participate in an organization.	Environment, Mission Socialization, Information Strategy, Leadership.
Bolman and Deal (1991)	"Interwoven pattern of beliefs, values, practices, and artifacts that define for members who they are and how they are to do things".	Human Resource frame Symbolic Frame, Structural Frame, Political Frame.
Schein (1992)	"Corporate culture is a pattern of shared basic assumptions that the group learned as it solved its problems that has worked well enough to be considered valid and is passed on to new members as the correct way to perceive, think, and feel in relation to those problems. The manifestation of the basic assumptions must be well-formed in order to be accepted by all members of the organization. Moreover, the assumptions also have to be passed over to new way members of the organization as the proper of detecting, reasoning and understanding organizational issues"	External environment Industry, Size and nature of the work-force, Technologies the organizations uses, Organization's history and ownership. (Artifacts, Espoused Values, and underling assumptions)
Dension & Mishra (1995)	The underlying values, beliefs and Principles that serve as a foundation for an organization's management system as well as the set of management practices and behaviors that both exemplify and reinforce those basic principles	Consistency, Adaptability Involvement, Mission.
Cameron & Quinn (1999)	"How things are around here."	Clan , Adhocracy, Market, Hierarchy

There are more than 160 definitions and multiple theories & models can be found in the literature. Therefore, a dynamic theory on the development of organizational cultures is indispensable. The provided comprehensive definitions more or less describing the same things.

Culture is a system based on assumptions, shared beliefs, values, customs, behaviors and artifact conveyed through stories, special language and institutional norms, that the members use to cope with (Cameron, K.S., & Freeman, S.J., 1991, Stewart Douglas 2010, and Bates, D. G., and F. Plog, 1990).

Harrison was the first who created a thorough model based on empirical data. He came out with four different "organization ideologies" in 1972, and named them "power orientation", "role orientation", "task orientation", and "person orientation". Terrence E. Deal and Allan A. Kennedy (1982), Schneider in (1999) introduced almost similar culture models. Cameron and Quinn present a statistically validated and widely used tool to diagnose culture. It is called "Organizational Culture Assessment Instrument" or "OCAI" and is based on the Competing Values Framework, which is founded on the work of Quinn and Rohrbaugh (1983).

The culture of any organization is incorporated in its goals and mission

statements, the various layers of culture (artifacts, values, and underline assumptions) influence employees at multiple levels. Organizational culture is a vast concept and widely debatable subject; researchers argued that individuals get influenced by various factors, external environment, political structure, organizational history department/functional divisions, technological changes etc. (Schein, E.H., 2004, 1992, Denison, D. R. and A. K. Mishra 1995, Tierney, W. G., 1988).

There is no single, transparent definition of culture; it is influenced by its surroundings: national, political, structural, individual and organizational characteristics & practices. Aiming to describe how culture works various models can be found.

Deal and Kennedy, (2000) stated that "each company faces a different reality in the marketplace depending on its products, competitors, customers, technologies, government influences, and so on. In short, the environment in which a company operates determines what it must do to be a success" (p. 13). They attempted to provide four different cultural personas that employees may have towards their company in making decisions.

- Tough guy macho –Rapid feedback with High risk

- Bet the company – Slow feedback with High risk
- Work hard play hard – Rapid feedback and Low risk
- Process – Slow feedback and Low risk

Schein's (2009) work has great importance and contribution in the field of organizational culture and also widely used and cited. Schein divides what culture is about into three areas:

External Survival Issues

- Mission, strategy, goals
- Means: structure, systems, processes
- Measurement: error-detection and correction systems

Internal Integration Issues

- Common language and concepts
- Group boundaries and identity
- The nature of authority and relationships
- Allocation of rewards and status Deeper Underlying Assumptions

Human relationships to nature

- The nature of reality and truth
- The nature of human nature
- The nature of human relationships
- The nature of time and space
- The unknowable and uncontrollable”

Cameron and Quinn present a statistically validated and widely used tool to diagnose culture. It is called “Organizational Culture Assessment Instrument” or “OCAI” and is based on the Competing Values Framework, which is founded on the work of Quinn and Rohrbaugh 1983, p-42. The given culture model represent organization based on the opposite or competing assumptions, called Flexibility, Stability, Differentiation, and Integration. They further link the four quadrants that emerged derived from the scholarly literature and management theories Clan, Adhocracy, Hierarchy, Market as the main culture values Cameron, K. S., & Quinn, R. E. (2011).

- Clan culture (internal focus and flexible) – A friendly workplace, commitment, communication, and development are the key value drivers.
- Adhocracy culture (external focus and flexible) – A dynamic workplace, derived by innovative outputs, transformation, and agility.
- Market culture (external focus and controlled) – A competitive workplace, derived by aggressive competing, customer focus and produce effectiveness.
- Hierarchy culture (internal focus and controlled) – A structured and formalized workplace, based on efficiency, timeliness, consistency, and uniformity.

After outlining various studies, researchers have developed the basic dimensions of organizational culture, to compare the leaders and employees' perspective on current cultural values. The research aim is to distinguish organizational culture from related constructs (Leadership, climate) and eliminate the overlapping.

RESEARCH CONSTRUCTS–

In the former related studies, scholars have their own emphases in organizational culture assessment study. The culture shape organizational structure, the structure model formed through the top management's interpretations. “Organizational culture thus creates the frame of reference in which organizational structure is designed. The organizational structure model formed in an organization must, therefore, be in accordance with the dominant cultural assumptions, values, and norms, but if the new structure implies a shift is required in the organizational culture, employees' values and behavior (Janićijević N., 2013).” The academic culture assessment model that is the focus of this paper is based on the functions of culture: external adaptation/internal integration and flexibility/control (Schein, 2010, p. 73-93, Quinn et. at., 1991). The model uses CVF quadrants to measure existing and preferred culture values.

Table 2: Key Measures for Culture Assessment

Culture Quadrant	Culture Assessment Measures
Human Relation Model	Management/Leader's Focus
Open System Model	People Management
Rational Goal Model	Participation -involved in decision-making
Internal Process Model	

	Motivation at work
	Nature of Environment
	Team Work & Coordination
	Work Assignment

This paper chooses seven measures from the four perspectives of Human Relation Model (HRM), Open System Model (OSM), Rational Goal Model (RGM), and Internal Process Model (IPM), and 28 specific targets to construct organizational culture assessment model (table 2).

To get higher performance results the value of the organization and employees should be aligned, “The strongest external brands are always those with the strongest internal cultures (Barrett, R., 2006)”. “An organizational culture is so important to the organization that, in the long run, it may be the one decisive influence for the survival or fall of the organization(Hofstede, G., 1998)”.

QUESTIONNAIRE DESIGN AND DATA COLLECTION–

The questionnaire includes two parts, the first part being the basic conditions of the people being surveyed, including age, educational background, and experience. The second part is based on the organizational culture assessment model, designed according to 7 measures to learn about the present and desired condition of the institutional organizational culture. The 7 measures were mainly developed on the premise of the Harrison (1992), Detert, Schroeder, Mauriel (2000) and CVF: Quinn & Rohrbaugh (1981) culture concept and questionnaires. Adopt 4-point Likert Scale for assessment, ranging from 1 to 4 (Strongly agree=4, agree=3, disagree=2, strongly disagree=1) to show the degree how the staff supports the stated opinions in 28 questions. The questionnaire was distributed to 60 colleges, 357 respondents were targeted and 203 usable returned back. The distribution of questionnaires was done through random sampling to ensure the authenticity of data.

Data Analysis of Organizational Culture Assessment

Data obtained from respondents was coded and typed in MS Excel-2010 worksheet and from there it was imported to SPSS-21.

Demographics Analysis

It can be seen from the valid questionnaires that respondents consist of 68% faculties and 32% non-academic staff. 35.5% are under 30, 45.3% aged between 30-39 years, 16.7% are in the bracket of 40-49 years and 2.5% are above 50 years. Out of the total respondents, 46.3% are having the 0-5 years of total work experience, 41.4% 6 to 10 years, 9.9% 11 to 15 years and 2.5% are into the educational sector from more than 15 years.

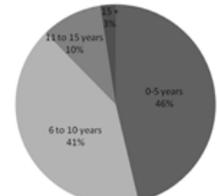
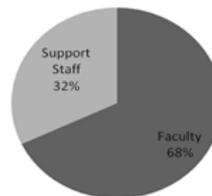


Figure1: Demographics–Employees Designation
 ■ Academic Staff
 ■ Non-Academic Staff

Figure 2: Demographics –Total Work Experience
 ■ 0-5 years
 ■ 6 to 10 years
 ■ 11 to 15 years
 ■ 15 and above

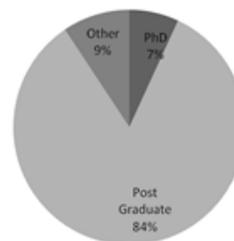


Figure3: Demographics –Highest Completed Qualification
 ■ Post Graduate
 ■ Doctrate
 ■ Other

Table 3: CVF Results (N=203) – all participants broken out by dimension.

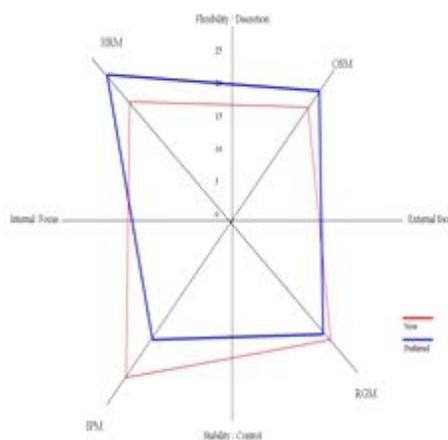
All Dimensions	Current	Preferred	Difference
IPM-Average of all responses	20.18	16.24	3.94(-)
RGM-Average of all responses	19.09	18.94	0.15 (-)
OSM-Average of all responses	17.21	20.38	3.17(+)
HRM-Average of all responses	17.99	21.60	3.61(+)
Management/Leader's Focus:	Current	Preferred	Difference
IPM-I am expected to give first priority to the needs and demands of my Leader's, HOD's and Directors.	11.78	9.63	2.15(-)
RGM-Facilitate to carrying out duties by staying within policies and procedures related to their jobs.	11.03	11.33	0.30 (+)
OSM-Facilitate autonomy to meet the challenges and finding a better way to do things	9.53	11.80	2.27(+)
HRM-Promote Cooperation within the group/people with you works to solve work and personal problems	10.54	12.29	1.75(+)
People Management-Employees are treated:	Current	Preferred	Difference
IPM-As "hands" whose time and energy are at the disposal of persons at higher levels of the hierarchy	11.36	9.43	1.93 (-)
RGM-As 'employees" whose time and energy are purchased through a contract, with rights and obligations on both sides	10.99	10.16	0.83 (-)
OSM-As "associates" who are mutually committed towards organization's Goals.	9.61	11.92	2.31 (+)
HRM-As "family" or "friends" we like being together and care and support one another.	10.34	12.61	2.27 (+)
Participation -Involved in Decision-Making:	Current	Preferred	Difference
IPM-Directives, orders, and instructions that come down from higher levels	11.66	9.33	2.33 (-)
RGM- The adherence to formal channels and reliance on policies and procedures for making decisions	11.05	12.34	1.29 (+)
OSM- Decisions being made close to the point of action, by the people on the spot.	9.71	11.36	1.65 (+)
HRM- We use consensus decision - making methods gain team acceptance and support.	9.91	12.41	2.50 (+)
Motivation at work is the result of:	Current	Preferred	Difference
IPM- Hope for rewards, fear of punishment, or personal loyalty to the supervisor	12.15	9.28	2.87 (-)
RGM- Getting a 'fair' days pay for a 'fair' days work	10.87	11.98	1.11 (+)
OSM- Strong desires to achieve, to create, and to innovate and peer pressure to contribute to the success of the organization.	9.71	11.84	2.13 (+)
HRM- Emotional Attachment with job and co-workers.	10.04	12.37	2.33 (+)
Nature of Environment:	Current	Preferred	Difference
IPM-Served the interests of those to whom I report.	11.21	9.71	1.50 (-)
RGM- Expected to carry out the duties and responsibilities of the jobs and avoiding actions that could surprise or embarrass your supervisors.	10.67	10.52	0.15 (-)
OSM- My Supervisor trusted on my abilities, I am allowed and promote to take the initiative to get things done; even I can question to those to whom I report if that is necessary to obtain good results.	10.26	11.88	1.62 (+)
HRM- A complex of potential threats and support.	10.24	12.45	2.21 (+)
Team Work & Coordination:	Current	Preferred	Difference
IPM- Competitive, with both looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so.	11.05	9.20	1.85 (-)
RGM- Helping with each other only when it is convenient or when directed by higher levels/HODs to do so.	10.69	11.01	0.32 (+)
OSM- Co-operative when they need to achieve common goals. People are normally willing to cut red tape and cross organizational boundaries in order to get the job done.	9.85	10.89	1.04 (+)
HRM- Friendly, with a high level of responsiveness cooperative with other groups.	10.85	12.00	1.15 (+)
Work Assignment is the result of:	Current	Preferred	Difference
IPM- The personal judgments and wishes of those in positions of power.	11.48	8.35	3.13 (-)
RGM- The need and plans of the organization and the rules of the system (seniority, qualification, etc.)	11.05	10.42	0.63 (-)
OSM- Matching the requirements of the job with the interests and abilities of the individuals.	10.14	11.84	1.70 (+)
HRM- The personal preferences of the individuals and their needs for growth and development.	10.00	12.27	2.27 (+)

The mean scores of the CVF (HRM, OSM, RGM, IPM) and seven measures (presented in Table 3) were illustrated on a four-quadrant plot. Average scores were computed and graphed for each measure in the Now and Preferred columns. The plot serves as an organizational culture profile and can be utilized as an important step in initiating a culture change strategy (Cameron & Quinn, 1999).

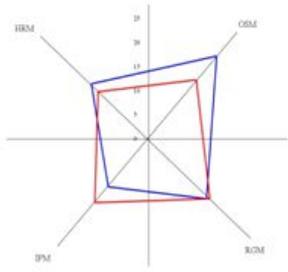
Results show for “current culture” the Internal Process culture score is highest in the case of every sub-dimension. The employees reported workplace as highly formalized and structured where procedures and people of higher rank govern what the person does. For the preferred scores, the Human Relation culture is most favorable and Open system scored as second most favorable one. The averages of four quadrants are plotted on a radar-style graph, which provides a visual depiction of the organization's culture profile. The red lines represent the current or the “current” cultural mix and the blue lines represent the “preferred” mix of cultures.

The figure 4: The Organizational Culture Mix Profile Plot-all dimensions- represent institutional value alignment as well as comparing the current and preferred cultural archetypes. The number of points for a particular cultural type determines how strong it is represented in the organization.

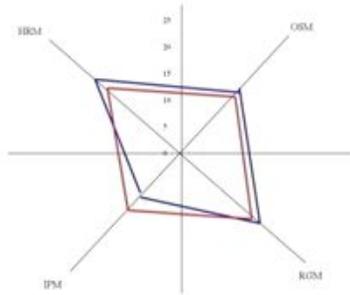
Figure 4: Visual Mapping of Results



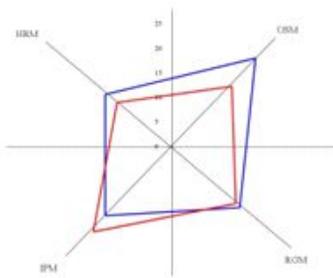
The Organizational Culture Mix Profile Plot (all dimensions)



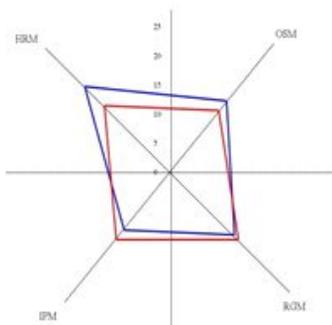
People's Management



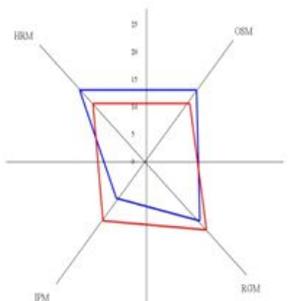
Team Work & Coordination



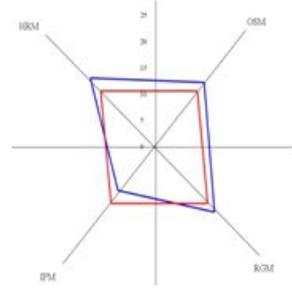
Management/Leader's Focus



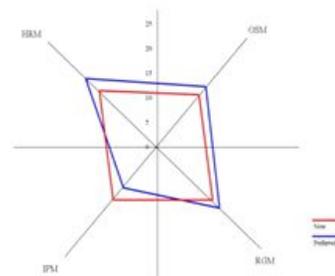
Nature of Environment



Work Assignment



Involved in Decision-Making



Motivation at work

Involved in Decision-Making The higher the means the culture type is more dominant. Table 3 shows the means on current and preferred organizational culture of the colleges. The most dominant current organizational culture is IPM (mean = 20.18), next is RGM (mean = 19.09), HRM (mean = 17.99), and the least is OSM (mean = 17.21), whereas in the case of preferred culture employees given the highest preference to HRM (mean = 21.60) followed by OSM (20.38), and IPM stands out as least desired (mean = 16.24).

Table4: Culture Difference between Academic and Non-Academic Staff.

Academic	N	Mean	S.D	Non-Academic	N	Mean	S.D
HRM (Now)	138	17.79	4.00	HRM (Now)	65	18.40	3.82
OSM (Now)	138	17.06	3.82	OSM (Now)	65	17.47	3.26
RGM (Now)	138	19.00	3.50	RGM (Now)	65	18.46	3.73
IPM (Now)	138	20.32	4.88	IPM (Now)	65	19.61	3.57
HRM (Preferred)	138	21.58	3.68	HRM (Preferred)	65	21.33	4.52
OSM (Preferred)	138	20.21	3.97	OSM (Preferred)	65	20.75	4.55
RGM (Preferred)	138	19.16	4.04	RGM (Preferred)	65	17.86	4.07
IPM (Preferred)	138	16.15	4.23	IPM (Preferred)	65	16.43	3.59

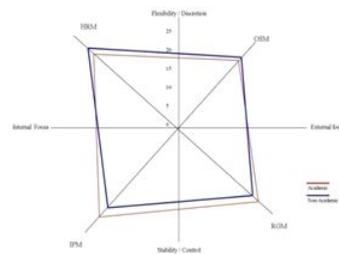


Figure 5: Current Culture (A Comparison between Academic and Non-Academic Staff)

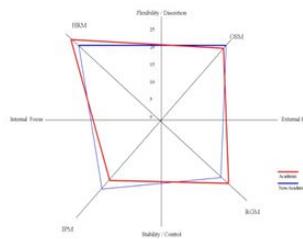


Figure 6: Preferred Culture (A comparison between academic and Non-Academic Staff)

Both groups, academic (n=138) red line and Non-academic staff (n=65) blue line indicated (in the case of current culture figure 5) that their institutes are operating strongly on Internal Process Model (20.32%) and (19.61%). Institutes are moderately operating in the rational environment (19.00 %) and (18.46) figure 5. The weakest culture types are human relation and open system with (17.79% & 18.40%) and (17.06 & 17.47). The results indicate that staff feels less sense of teamwork and belongingness and have no room for innovation and creativity. In the case of preferred culture, both academic and non-academic staff ranked HRM as the most desired one (21.58% & 21.33%) followed by OSM (20.21% & 20.75%), the academic staff is more focused towards RGM (19.16%) as compared to Non-Academic staff (7.86%). The IPM has the lowest mean value (16.15 & 16.43). Figure 6 represents the desired culture mix; no significant difference was recorded in academic and non-academic staff's opinions for current and preferred culture.

CONCLUSION-

This paper intended to be a preliminary investigation of the institutional culture of management institutes of Delhi/NCR. It included 138 teaching and 65 nonteaching staff (203) as total respondents. The analysis and results are appropriately rooted in sound evidence gathered using the competing value framework.

This study shows, internal process model (IPM) as the most dominating culture. This indicates an existence of the hierarchical structure, emphasizes an environment that is stable with a long-term perspective, and staff and their roles are under control. That actually represents a bureaucratic corporation, professional growth, and decision-making is highly controlled and governed by rules & regulations and access-able only by those are in power. Under this culture type control, order and predictability are important values. As far as rational goal model (RGM) is concerned employees paid relatively less emphasis on it as they prefer autonomy and responsibility in their work, but under this environment; people lost autonomy, roles and targets are defined by supervisors (Christine Hogan 2002). HRM and OSM were recorded as least practiced culture type.

Whereas participants exhibits familiar feelings for the human relation model (HRM) as the most desired culture type, the HRM defines this in terms of sensitivity and concern for people, encourage employee involvement, recognition, and freedom to participate and provide input on the operations of the organization, but it doesn't mean sacrificing discipline and freedom without accountability. An emphasis on human relation and open system model (OSM as the next most desired) quadrants indicated that employees are concerned to provide a collaborative learning environment, which can retain diverse faculty, staff, students, and integrate creative activity, and community service.

The result outcomes and the role of the underlying assumptions and behaviors that emerged from the assessments can be best utilized to develop and provide recommendations for leadership to improve the academic culture. Free from the influence and pressure of supervisors or bosses.

The culture of an organization has a great impact on its service or beyond. Being an educational industry is the organization has genuine concern for the interest of the employee's suggestions, customers, innovation, etc. Management needs to review is the prevailed culture is conducive to learning organization.

To communicate the new preferred culture; leaders have to paint a picture of what the new culture looks like. It must be demonstrated every day in the way they conduct themselves within the organization, the way they make the decisions, how the implementation take place and they effectively they become the model of the culture they want to see.

In culture mix plot one type of culture is preferred more or less than what is currently present within the organization. The culture type with the lowest score does not mean that aspects of another culture type should be ignored or disregarded. Instead, it means that there is a need to pay emphasis, or de-emphasis, on certain cultural characteristics to manipulate the organizational culture to best. The factors such as concern for people, encourage employee involvement, freedom to participate, and autonomy can not be undervalued. Any organization

can not survive for long by paying over emphasize on internal control in such a dynamic global market.

In this study the employees' participation was voluntary, and conducted in Management institutes of Delhi/NCR, these factors limited the possibility of generalization of findings.

Future research may involve surveying faculty/staff members from other departments too in order to increase both the internal and external validity of the results in this study.

There is still room for improvement in the implementation of the assessment strategy, particularly the methodology, the number of people participated, it does not cover the academic leaders and limited to management colleges only.

With the rapidly growing interest in studying the factors of organizational effectiveness, the role of the cultural values can also be explored in educational sector or beyond.

Different theories and frameworks, model and methodology may also be applied that might yield different results.

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