

The Types of Organizational Culture in Private Higher Education

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Abstract. The research aims to analyze and explore the dominant type of organizational culture, especially in a number of departments of accredited private universities in East Java using competing values framework approach. The data was collected through a survey using proportional random sampling. The population is all lecturers of accredited A departments of the private universities in East Java, including 1131 people scattered in 37 departments at ten private universities. To determine the number of respondents, the formula proposed by Slovin was applied to 130 people. To analyze the data, the researcher used qualitative descriptive analysis and path analysis. The results showed that all indicators of organizational culture comprising adhocracy culture, clan culture, hierarchy culture, and market culture used in the study departments of private universities with clan culture as the most dominant.

Keywords: *organizational culture, clan culture, departments of private universities*

INTRODUCTION

Law No.20 of 2003 concerning the National Education System Article 19 states that Higher Education is a level of education after secondary education which includes diploma education programs, bachelor, master, specialist, and doctoral degrees held by higher education [1]. Regarding professionalism, Law No.12 of 2012 states there is no different status between public and private universities [2]. The quality of higher education is mainly determined by the accreditation, which includes service quality and university performance.

The development of universities today has progressed rapidly, both in terms of quantity and quality, which leads to competition among higher education institutions, especially private universities. Higher education, which continues to survive and grow, indicates the existence of public trust in the universities. Therefore, higher education institutions are expected to maximize all resources they have by involving all elements of the academic community.

The resources management which covers human resources, financial resources, and physical resources can be used as a reference to assess the organization to join in the competition. The globalization of technology and knowledge management are the main issues in an organization which requires every organization to

optimally manage its resources, especially human resources, as the main role of controlling factors in the organization.

Furthermore, the success of a college is determined by three factors, namely input factor in the form of new students accepted, instrumental factor in the form of lecturers, administrative staff, curriculum, teaching methods, facilities, and infrastructures such as buildings, lecture halls, and equipment that supports the education process, and the last factor is the graduates' quality [3]. Additionally, human resource factors, namely lecturers, employees, and leaders, have the most important role in developing higher educational institutions. As stated in Law No. 20 of 2003 [1] concerning the National Education System article 35 paragraph 3, achieving the quality of education is not only determined by the elements of education staff such as lecturers, but also how to manage the higher education on the basis of content, processes, graduates' competence, facilities and infrastructure, management, financing, and educational assessment.

Private universities in East Java are under the auspices of Kopertis Region VII, which oversees 328 colleges (www.dikti.go.id), ten of them (3.05%) are private universities that have successfully obtained accreditation A in the study program while others are accredited B or C. The phenomenon illustrates the diverse quality among the existing study programs. Law No 19 of 2005 [4] states that higher education institutions are required to carry out quality-based higher education. Thus, all study programs are required to improve their education quality. Proper management of organizational culture will result in a more effective organization. Certain types of culture might be effective in an organization yet ineffective in other organizations [5].

There are seven characteristics of organizational culture [6] and three degrees of culture [7]. The purpose of this study is to analyze and explore the type of the culture that is dominant in the study programs, especially accredited A study programs in East Java by using a competing value framework approach [8]. Knowing the effective type of organizational culture in an accredited A study program in private universities in East Java could be used as input for

METHOD

The current research is in the form of a survey using questionnaire techniques as a data collection tool. The study was carried out in accredited A study programs in

Private Universities in East Java. Based on the data obtained from the National Accreditation Board of Higher Education, there are 37 accredited A study programs from ten private universities in East Java. The population of this study was all permanent lecturers in accredited A study programs in private universities in East Java, consisting of 1131 people who were then selected using proportional random sampling.

The operational definition of organizational culture in this study is a value, norm, or shared assumption adopted by all lecturers in the study programs. Organizational culture uses Competitive Value Framework (CVF), consisting of (a) Adhocratic culture which refers to organizational values or norms by focusing on external placement, high flexibility, and individuality; (b) Clan Culture (Team) which is organizational values or norms that prioritize internal improvement with flexibility, attention to people, and sensitivity to members of the organization; (c) Hierarchical culture which is organizational values or norms that focus on internal improvement with the need for stability and control, and (d) Market Culture which refers to organizational values or norms that focus on external observations with the need for stability and control [3]. Furthermore, the indicators described in questionnaires are adapted from the Organizational Culture Assessment Instrument (OCAI) which consists of dominant characteristics, management style, organizational ties, strategic emphasis, and success criteria used by the organization [10].

The collected data were analyzed using descriptive analysis to provide an empirical description [11]. The description interprets the respondents' answers to the research variables, while the characteristics of the respondents were used to clarify the discussion on the findings. The Inferential Statistical Analysis used is path analysis with Partial Least Square (Smart PLS3 program).

RESULT

Description of Organizational Culture Variables. The organizational culture in this study is reflected in 4 indicators, namely adhocratic culture, clan/team culture, hierarchical culture, and market culture. The indicators are elaborated through the question items with the total number of 20 questions.

Description of Adhocratic Culture Indicator. The result of the respondents' answers to the adhocratic culture indicator are as follows:

Table 1: Description of Adhocratic Culture Indicators

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Question Item	Respondents' answers										Score Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
1. 1	2	1.9	11	8.3	25	19.2	57	43.8	35	26.9	3.86
2. 0	0	0	7	5.4	16	12.3	62	47.7	45	34.6	4.12
3. 2	1.5	1.5	4	3.1	24	18.5	59	45.4	41	31.5	3.83
4. 2	1.5	1.5	4	3.1	28	21.5	58	44.6	36	27.7	3.88
5. 1	0.8	0.8	10	7.7	22	16.9	63	48.5	34	26.2	3.82
Average Adhocratic Culture Indicator											3.87

Source: processed primary data, (2018)

Table 1 indicates that the average score of the Adhocratic Culture indicator is 3.87, which includes in

the moderate category. The result of this study shows that the study program is considered a fairly dynamic place for people to take risks or to have the commitment. The management style used by study programs is fairly enough for innovation, enough to create new challenges, and enough to define success on the basis of excellence.

Description of Clan / Team Culture Indicator. The result of the respondents' answers to clan/team cultural indicator is as follows:

Table 2: Description of Clan / Team Culture Indicators

Question Item	Respondents' answers										Score Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
1. 4	3.1	11	8.5	20	15.4	57	43.8	38	29.2		3.88
2. 0	0	0	7	5.4	16	12.3	62	47.7	45	34.6	4.12
3. 2	1.5	1.5	4	3.1	24	18.5	59	45.4	41	31.5	4.02
4. 2	1.5	1.5	4	3.1	28	21.5	58	44.6	36	27.7	3.92
5. 1	0.8	0.8	10	7.7	22	16.9	63	48.5	34	26.2	3.92
Average Clan / Team Cultural Indicator											3.97

Source: processed primary data (2018)

The result of the respondents' perceptions analysis towards clan/ team cultural indicator showed an average score of 3.97, which is categorized as moderate. It shows that the study program emphasizes family aspects. Loyalty is a bond which strengthens lecturers, and team collaboration is a management style applied in the study programs. In short, the study programs emphasize high trust and commitment among lecturers to define success in their study programs.

Description of Hierarchical Culture Indicator. Respondents' perceptions of the Hierarchical Culture indicator are as follows:

Table 3: Description of Hierarchical Culture Indicator

Question Item	Respondents' answers										Score Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
1. 1	1.3	1.3	10	7.7	22	16.9	62	47.7	31	23.8	3.82
2. 1	0.8	0.8	12	9.2	28	21.5	57	43.8	32	24.6	3.82
3. 1	0.8	0.8	11	8.5	27	20.8	71	54.6	29	22.4	3.75
4. 2	1.5	1.5	7	5.4	29	22.3	65	50	37	28.6	3.83
5. 2	1.5	1.5	15	11.5	42	32.3	50	38.5	21	16.2	3.56
Average Hierarchical Culture Indicator											3.76

Source: processed primary data, (2018)

The average score of the Hierarchical Culture Indicator is 3.76, which is considered moderate. It describes that the study program has enough formal procedures, formal rules, and formal policies which bind the lecturers. The management style used is defined by the stability of the relationship among lecturers and the stability of operational smoothness. The study program outlines success on the basis of perceived efficiency performed by lecturers.

Description of Market / Market Culture Indicator. The description of respondents' answers to market/ market culture indicator are as follows:

Table 4: Description of Market Culture Indicator

Question Item	Respondents' answers										Score Average
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
1. 1	0.8	0.8	9	6.9	36	27.7	56	43.1	28	21.5	3.78
2. 0	0	0	8	6.2	28	21.5	65	50	29	22.3	3.88
3. 0	0	0	9	6.9	39	30	61	46.9	21	16.2	3.72
4. 3	2.3	1.8	18	13.8	57	43.8	35	26.9	17	13.1	3.35
5. 1	0.8	0.8	9	6.9	39	30	60	46.2	21	16.2	3.70
Average Market / Market Culture Indicator											3.69

Source: processed primary data (2018)

The average score of Market Culture Indicator is 3.69 and categorized as moderate. It explains that the study program is result-oriented and tied through achievement.

The management style is characterized by high demands on achievement. The study programs define success based on competitive advantages.

Among the 4 indicators of organizational culture examined using path analysis, it was found that clan/team cultural indicators were the most decisive indicators of organizational culture variables as evidenced by the factor loading of clan/team culture of 0.909 greater than other indicators, namely adhocratic culture of 0.881; hierarchical culture of 0.843, and market/market culture of 0.853. The results of the analysis can be seen in Figure 1 below:

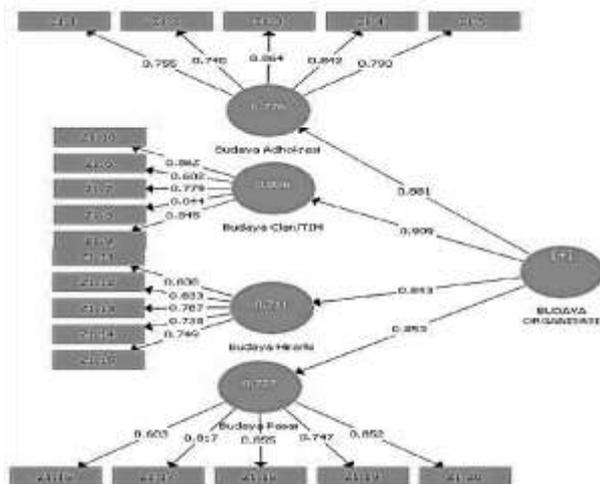


Figure 1: Outer Model Results of Organizational Culture Variables Source: processed primary data (2018).

Discussion. The study programs at private universities in East Java use organizational culture consisting of adhocratic culture, clan/team culture, hierarchical culture, and market/market culture. Commitment, loyalty, and teamwork are perceived well and are considered as important factors in the study program. The findings indicate that the type of organizational culture mostly used in accredited A study programs in private universities in East Java is the clan culture or team culture. The average score of 3.97 and a factor loading value of 0.909 in the path analysis is greater than the other three cultures.

This specifies that the study program emphasizes internal aspects and flexibility to define their success, including loyalty, teamwork, trust, and commitment. The clan/team organizational culture is associated with organizational effectiveness based on the theory [3]. It means that the clan/team culture is considered as the most effective cultural type used among accredited A study programs as the research object, although other types of organizations (hierarchical culture, adhocratic

culture, and market culture) are also found in the study programs.

CONCLUSION

The findings show that the average score of adhocratic culture, clan/team culture, hierarchical culture, and market culture are insufficient categories. Another finding is that clan or team culture is the most dominant culture used in the study programs. This study has practical implications for Higher Education study programs which intend to improve the effectiveness of their organizations through managing organizational culture. The findings show that accredited A study programs in East Java use team culture more than adhocratic culture, hierarchical culture, and market culture. The findings can be used as recommendations for other study programs in other universities to get accredited A.

Suggestion for other researchers is to examine the culture in depth using more comprehensive measurements related to the use of the Organizational Culture Assessment Instrument (OCAI), especially since leadership was not included as one of the instruments in this study.

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