



Analysis of University Culture Using the OCAI Instrument

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Abstract. The aim of this research is to identify the current and preferred cultures at Universitas Hasanuddin. A total of 87 respondents, consisting of academic staff, administrative staff, and undergraduate students from various faculties of Universitas Hasanuddin participated in this study. All respondents in the target group were randomly selected. This study used the Organizational Culture Assessment Instrument (OCAI) to determine how university culture influences respondents' perceptions, thoughts, and emotions. In this paper, we assess the results of OCAI and compare how participants perceive current university culture and the preferred culture five years from now. The types of cultures examined in this study are clan culture, adhocracy culture, market culture, and hierarchy culture. Research results indicate that respondents perceive clan culture as the current university culture, as well as the most preferred culture in the future. This is due to the culture of Universitas Hasanuddin emphasizing "a proper work environment with leadership goals to empower employees by winning their engagement, commitment and loyalty".

Keywords: organizational culture · OCAI · university · clan culture

1 Introduction

Researchers of organizational studies and managers have explored organizational culture as a concept in various settings to improve coherence and productivity in the workplace [1]. There has been significant research exploring the impact of organizational culture on employee performance and productivity [2]. Universities have begun to be viewed in the same ways as other institutions in terms of their productivity and other outcomes, and globalization and competition are increasingly important in shaping the organizational culture in higher education [3]. These pressures are being felt in Indonesia, especially among universities located outside of Java and farther from the mainstream of national culture.

Universities in South Sulawesi face considerable challenges in competing with top performing universities in Java. According to 4International College and universities (4ICU) Universitas Hasanuddin ranked 24th nationally [4]. Other universities in the South Sulawesi Province, public or private, rank above 100. Scimago Institutions Rankings 2022 and Quacquarelli Symonds Asia University rankings 2022 released the top

5 rankings are maintained by universities located in the Island of Java [5][22]. It is anticipated that each university will be subject to a specific set of influences from the community it serves because Indonesia is a very diverse, multicultural society that has several hundred local cultures. For this reason, this research takes the form of a case study of the top and largest public university in Eastern part of Indonesia, Universitas Hasanuddin, located in Makassar, South Sulawesi.

It is often assumed that the principles and practices developed in western institutions represent best-practice that will apply in a similar context, regardless of location. This has generally been assumed to be the case in Indonesia, where a range of institutions in various sectors, including education but also, health care, business, and others, have attempted to implement the practices of the west [6–9]. In many cases, the results have been disappointing or at least inadequate to address perceived problems they were intended to alleviate [10]. In the higher education sector specifically, certain issues related to productivity, research output, teaching quality, and the student experience remain unsolved, suggesting that current practices do not fully capture the complexity of the situation and the underlying causes of these issues.

The aim of this study is to evaluate the ways in which local cultural and social norms affect selected aspects of the higher education context with specific attention to their influences on student and staff expectations, work and study practices, and the degree to which they are compatible with the stated aims of the institution in question. At higher education level, culture is rooted in tradition and communicated verbally and non-verbally amongst the university's [11, 12]. In other words, university culture is a magnificent tapestry of beliefs and practices of society that together fundamentally shape its effectiveness.

Universities have characteristics that are strongly correlated with specific cultures [12, 13]. As opposed to corporate organizations, universities often have ambiguous and difficult-to-measure goals [12, 14, 15]. It is necessary to have a deep understanding of organization's traditions and history. [1] states that deciphering what is happening within a group or organization and identifying the most important issues for leaders and leadership requires a deeper understanding of the cultural issues of the group or organization. The Organizational Culture Assessment Instrument used in this study is expected to identify the current and preferred culture of Universitas Hasanuddin. Researchers postulate that clan, adhocracy, hierarchy, or market culture have a greater factor in determining organizational effectiveness than coherence nor [2, 3, 16]. This area of the higher education context has not been studied in Indonesia but will have major significance for stakeholders at the local, regional and national levels.

2 Methodology

There were 87 respondents participated in this study, which consisted of active academic staff, administrative staff and undergraduate students at Universitas Hasanuddin. The reason these three categories of internal stakeholders are chosen as subjects is because it can be assumed that they are able to give their perspective of the current university culture and also what is expected in the future. All respondents in the target group were randomly selected to participate.

The Organizational Culture Assessment Instrument (OCAI) is used to measure respondents' perceptions of the university culture. OCAI is used by over 1,000 organizations and has been shown to predict organizational performance. The intent is to identify the current culture of the organization and then identify the culture that members of the organization believe needs to be developed to meet the future needs of the environment and challenges ahead [16].

The OCAI instrument consists of six questions (i.e., Dominant Characteristics, Organizational Leadership, Management of Employees, Organizational Glue, Strategic Emphases, Criteria of Success). Each question has 4 options (A = Clan, B = Adhocracy, C = Market, D = Hierarchy). The individual completing the OCAI is asked to divide 100 points to the four options based on how similar each option is to the organization being assessed. Choices that are most similar to the issue in question receive higher scores. OCAI survey results are averages of response values for each option. Once all choice scores in both the current and preferred columns have been determined, they can be plotted to paint a picture of university culture. Plots serve as profiles of organizational culture and are a key step in initiating culture change strategies [16].

3 Results and Discussion

3.1 Result

Data from each of the 87 collected surveys were analyzed using the OCAI scoring system. An average score was calculated for each letter (A, B, C, D) in the Now and Preferred columns. For example, all A response scores in the Current column are added and divided by 6. The same process was repeated for all B, C, and D responses in the Now and Preferred columns. Each average rating of A, B, C, and D relates to the type of organizational culture choice (A = clan, B = adhocracy, C = market, D = hierarchy). We then plotted the results to depict the culture of Universitas Hasanuddin. Plots serve as profiles of organizational culture and are a key step in initiating culture change strategies [16]. By assessing this profile, it can identify stakeholder perceptions, thoughts, and feelings about university culture. It can also conclude whether respondents' perceptions of university culture are positively aligned with the university's overall mission, goals, and objectives.

In plotting the Universitas Hasanuddin organizational culture profile, the mean scores in Table 1 were used to illustrate the four-quadrant plot in Fig. 1 Mean scores for each letter (A, B, C, D) in the current and preferred columns of the OCAI questionnaire distributed to the 87 participating subjects were calculated and graphed. 2 The organizational culture profile plot in Fig. 1 indicates that Universitas Hasanuddin current culture and preferred organizational culture is The Clan Culture.

3.2 Discussion

3.2.1 Current Culture

Internal stakeholders currently perceive the university is practicing the clan culture, in which most of them think the university, including its faculties, provide them with a good

Table 1. Descriptive Statistics.

Category	N	Minimum	Maximum	Mean	Std. Deviation
A Now	87	11	49	30.95	7.452
B Now	87	9	42	22.99	5.135
C Now	87	7	56	22.06	7.088
D Now	87	11	40	24.01	5.469
A Preferred	87	13	53	35.53	8.687
B Preferred	87	13	50	24.04	6.274
C Preferred	87	0	31	18.60	6.088
D Preferred	87	0	40	21.82	5.858
Valid N (listwise)	87				

Source: Questionnaire data, 2022

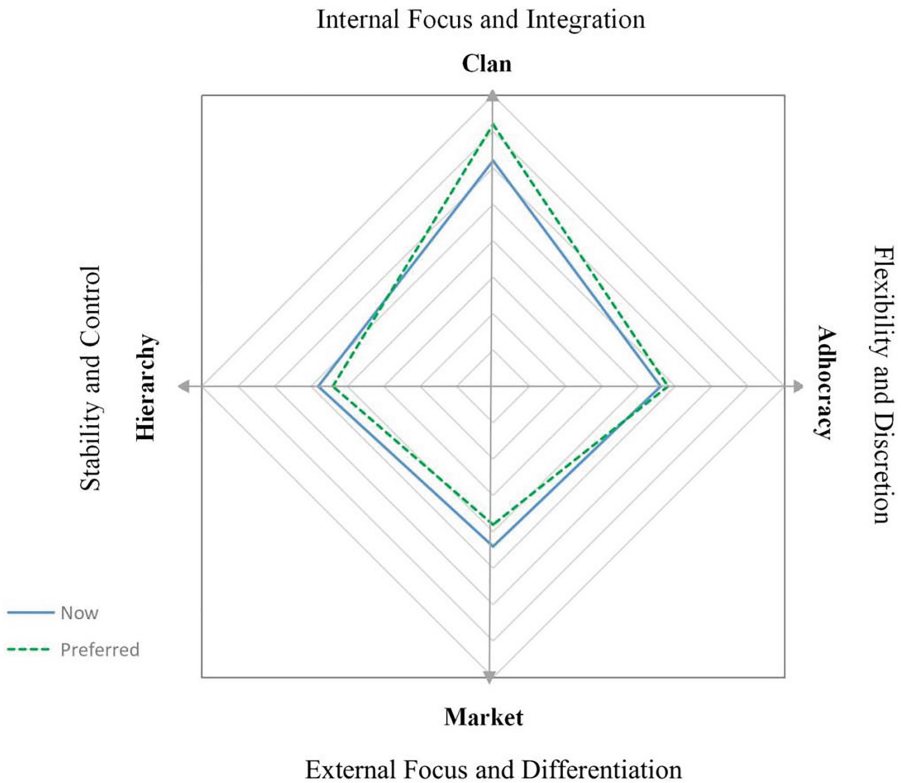


Fig. 1. Profile Plot of Universitas Hasanuddin Culture (Source: Questionnaire data, 2022)

working and academic environment. As pointed out by [16] the clan culture encourages a humane work environment, a friendly place to be in, and leaders are considered mentors or parent figures. Culture can be defined in many different ways, but in higher education context, culture can be referred to as the specific values that leaders seek to integrate into an organization [1].

At Universitas Hasanuddin students consider academic staff and administrative staff as friendly and helpful in accommodating their needs. This is in line with the clan culture characteristics where customers are considered partners [16] which in the university context students are one of its internal customers. Higher education culture can be viewed as the identity of an organization. One can learn a lot about university culture by observing the construction of buildings, maintenance of campus facilities, and student interaction [2].

Although most respondents perceive the clan culture as the most perceived culture at Universitas Hasanuddin, some internal stakeholders feel the university is also practicing the hierarchy culture since there is a clear role of authority, procedures, rules and standards. The hierarchy culture is associated with a formal and structured workplace, where individuals follow procedures [16]. In reality, the university hierarchy can contain a common mental model that allows all departments to give meaning to internal and external stakeholders. This mental model is typically communicated to university stakeholders verbally or in the form of a written charter or manual [17].

Further, a small percentage view the university is implementing the market culture by being competitive and the adhocracy culture in showing adaptability to its environment. [2] point out that university management is becoming increasingly aware of the concept of culture and the important role of culture in university change and development. Organizational change must be preceded not only by structure and processes, but also by cultural change. According to [18] to be effective agents of change, one must simultaneously adhere to correction and change. Organizational change efforts often fail. Such failures can be attributed to poor understanding of the critical role of culture within an organization.

3.2.2 Preferred Culture

When internal stakeholders are asked to determine the most preferable culture in the next 5 years, the result shows an increased preference for the clan culture. the importance of empowerment, participation, teamwork, and commitment were emphasized by a majority of respondents. As [16] postulate through teamwork, participation and consensus, a culture of caring can lead to success. on the other hand, this study also shows a slight increase preference for adhocracy culture as some respondents prefer the university to be more innovative and increase its adaptability to its environment. These factors can affect the effectiveness of academic programs, delivery systems, and internal relationships. [12, 19, 20] argued that rapid external demand often requires frequent adjustments and institutional changes to implement productivity-enhancing strategies.

Universities need to adapt not only to internal stakeholders, but also to the demands of external stakeholders and the rapidly changing nature of the educational system. Internal and external stakeholders are diverse and play unique roles [2]. Internal stakeholders

range from national and international students to undergraduate students, professionals and graduate students. External stakeholders include the surrounding community, political justice, licensing and accreditation bodies, trade unions and the press [12]. University culture should teach and demonstrate appropriate behavior to all stakeholders, motivate individuals, manage information appropriately, and form good internal and external relationships [17].

4 Conclusion

Over the past two decades, universities around the world have been under pressure to adapt to rapidly changing social, technological, economic and political forces [12]. There is continuous and cumulative pressure on higher education institutions to adapt to the changing environment [12, 21]. Using the OCAI framework can serve as a way to diagnose and initiate cultural changes that occur as an organization progresses through its life cycle and copes with external environmental pressures [16]. As a result of this study, in the future, Universitas Hasanuddin should not only focus on improving its clan culture but also consider the adhocracy culture which emphasizes understanding the changing environment and adapting to change through innovation. By understanding its current practices and adapting to change, Universitas Hasanuddin can better achieve its organizational goals, specifically in terms of staff productivity, research output, teaching quality, and student satisfaction.

There are some limitations in this study, such as: (1) time constraint which limits the researchers to collect larger and wider samples, (2) more in-depth study of the OCAI instrument is needed, especially when used to study organizational culture in Indonesia, and (3) further research may involve larger and wider samples, which could include studying different universities in order to increase the validity of the study result.

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