

A Study of Organizational Culture in Bukidnon State University-Elementary Laboratory School (BukSU-ELS) Work Environment

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Abstract:- The study determined the strengths of each of the type of organizational culture in the BukSU-ELS work environment and the extent it was practiced, and identified its dominant organizational culture type. It was conducted in the Bukidnon State University-Elementary Laboratory School (BukU-ELS) during the School Year 2018-2019. The respondents were the purposively chosen twenty-one (21) ELS faculty members. It utilized the descriptive research method through the use of the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn. Findings revealed that all four (4) organizational culture types were observed in the ELS work environment. The topmost strengths include commitment, emphasis on innovation and development, setting measurable goals, and following the established procedures. The dominant organizational culture type is the Hierarchy culture.

Keywords:- Organizational Culture, OCAI Instrument, ELS Work Environment.

I. INTRODUCTION

Culture is the social behavior and norms found in human societies that have been developed over time and considered valid, based on shared beliefs, attitudes, customs, and written and unwritten rules. Theorists pointed out that culture is the collective programming of the mind that distinguishes the members of one group or category of people from all the others [1]. Culture is a set of commonly-held values, behaviors, and beliefs by a society, derived as a framework for understanding 'primitive' societies from the socio-anthropological perspective [2].

Looking at organizational culture, there now arises the valid question whether there is any legitimacy in transferring the concept of culture to organizations. It can be understood that an organization is a collection of individuals formed into a coordinated, interdependent system of specialized activities for the purpose of achieving certain goals over some extended period of time [3]. Based on recurring features and themes in the definition of culture, one can safely deduce that organizations also have a form of culture of their own.

The theme of culture in the organizational context was first underscored by Dr. Elliott Jaques in *"The Changing Culture of a Factory,"* a book he published in 1951. The book

is an extensive report of a case study of developments in one industrial community's social life between April 1948 and November 1950 covering the description, analysis, and development of corporate group behaviors. Culture of a factory is its customary and conventional way of thinking and doing things, which is shared by all its members to a greater or lesser degree, and which new members must learn, and at least partially accept, in order to be accepted into service in the firm [4]. Simply put, to the extent that people can share common wishes, desires, and aspirations, they can commit themselves to work together as one cohesive unit.

From this, several authors and theorists further explicated the meaning of organizational culture. As indicated in the Business Dictionary, organizational culture comprises an organization's experiences, philosophy, expectations, and the values that guide member behavior, which in turn is expressed in member self-image, inner workings, interactions with the external world, and future expectations.

Likewise, organizational culture is viewed as a set of shared assumptions that guide collective behaviors, the pattern of which are taught to new members as a way of perceiving, even thinking and feeling. The way people set objectives, perform tasks, and administer the necessary resources to achieve objectives, reflect organizational culture. It influences the way people and groups interact with each other, with clients, and with stakeholders [5].

Years ago, most organizations looked the same. However, today, new organizational culture models are emerging, causing many organizations to rethink their approach to culture altogether. Quinn and Rohrbaugh in 1983 authored the "Competing Values Framework" (CVF), and out of it, a method was developed to assess organizational culture called the Organizational Culture Assessment Instrument (OCAI) [6]. From the framework, four organizational culture types emerged: Clan culture, Adhocracy culture, Market culture, and Hierarchy culture.

The organizations with the Clan culture resemble a big family whereby the leaders are seen as advisors, facilitators, and team builders. United through loyalty or tradition, members share much private information; the commitment of the members towards the organizations is high. Such organizations also emphasize long-term benefits in human resource management. The metric for organizational success

is hinged on people or persons, rather than things or products; care for other people and sensitivity towards customers is paramount.

Adhocracy culture highlights output production that is innovative and implements transformation. The organization with this type of culture permeates a highly dynamic and creative character. Further, the leadership has high innovative visions and members of the organization are willing to take risks. The organization governed by this culture type is focused on growth and needs new resources. Success in the organization is achieved when new and unique products or services are achieved or obtained [6].

By contrast, Market culture in an organization as emphasizing on quality results in completing any tasks [7]. Members of organizations governed by this culture are competitive in achieving goals and put much emphasis on achieving set goals and targets. Reputation and success are highly valued.

On the other hand, Hierarchy culture is characterized by a formal and structured setup where maintaining the organization's efficiency, stability, and coordination is the priority [8]. Control is rigid and formal rules and policies bind the organization. Smooth scheduling, organizationally-controlled task implementation, and low-cost human resource management define success, which in turn emphasize job guarantees.

Discussions on the concept of organizational culture in the academic setting have been an integral part of educational research. In fact, several studies on organizational culture were already conducted in the early twentieth century. Recent studies have yet again revealed the relevance of this concept in educational discussions today, especially concerning findings that describe the influence of organizational culture on pertinent school variable outcomes, such as student achievement [9-11]. Moreover, the purpose of its existence is to improve internal solidarity and cohesion, improve economic efficiency and production, and stimulate employees' enthusiasm and creativity in the organization.

Alongside this, the extensive research of Cameroon and Quinn found out that though organizations have rarely had only one sole organizational culture, most have developed a dominant culture-type. Every organization has its own combination of these four types of organizational cultures, albeit in varying degrees.

With these in mind, it is the intent of the researcher to identify and gauge the extent of how the culture types were practice and applied, determine the dominant culture-type within the Bukidnon State University–Elementary Laboratory School (BukSU-ELS) work environment, and the strengths and implications of the type or types present in the organizational unit. The result of this study would be of help to the leaders and members of the ELS Community, to understand and become aware of the current and preferred culture among them, thereby ultimately leading to a more

productive, cohesive, and learning- and teaching-conducive school environment.

It would serve as a guide to the present human resource environment and condition of the unit, and how it can proceed and generate the momentum for change leading to all kinds of positive results. To those outside of the BukSU-ELS work unit or community, the organizational conditions, facts, findings, and other nuances herein contained, might find similarity and would prove instructive and useful to effect positive and desired outcomes within their own distinct organizational unit/s.

Objectives

The study aimed to identify and gauge the four (4) organizational cultures found in the BukSU-ELS work environment and the extent to which it was practiced, determine the strengths of each of the organizational culture type found, and identify the dominant culture within the unit.

Framework of the Study

This study was anchored on the Competing Value Framework Model (CVF) [12]. In the field of organizational research, the CVF as an organization model is very influential and is widely used compared to other organization models [13]. The instrument used in the CVF model, the OCAI, has been recognized as having high value in terms of validity and reliability. In this model, four (4) types of organizational cultures are identified, vis, the Clan, Adhocracy, Market, and Hierarchy cultures [6].

In Clan culture, the working environment is less formal and a friendly one, similar to a large family. The leaders or the executives are seen as father figures and mentors, wherein the organization is held together by a high sense of loyalty and tradition. There is great commitment and involvement pervasive among members, and colleagues are effectively bonded by morals. Furthermore, the organization emphasizes long-term Human Resource development, and success is defined within the person- and people-centered framework; of addressing the needs of clients and caring for the people. The organization encourages teamwork, participation, and consensus.

Adhocracy culture has a dynamic and creative working environment. Employees take risks. Leaders are not only seen as bold risk-takers, but creative and resourceful innovators as well. Prominence is emphasized. Creativity has a high premium, individual initiative and freedom is promoted within the organization. Experimentation and innovation are the bonds that glue the organization together. To grow and create new resources is the great and long-term goal. The availability of new products or services is seen as a success.

Market culture is results-based that emphasizes getting things done and finishing assigned work. In organizations governed by this culture, members are highly competitive and focused on goals. Leaders are tough and hard drivers that have high expectations, producers, and rivals all at the same time. The emphasis on producing results keeps the organization together. Reputation and success are the most

important ethic that drive the organization onwards. Market penetration and stock are what define success. The long-term focus is on rival activities and reaching goals. Competitive prices and market leadership are important. This culture type is based on dynamic competition.

On the other hand, a formalized and a structured work environment is the main defining feature of the Hierarchy culture. The ethos of procedure and order of leadership govern what members do. Leaders are proud of their efficiency-based coordination and organization, keeping the organization functioning smoothly. Order is most crucial. Formal rules, leadership, and policies hold the organization together. The long-term goals are stability and results, paired with the efficient and smooth execution of tasks. Trustful delivery, smooth planning, and low costs define success. Personnel management has to guarantee work and predictability.

In this study, the indicators under each of the four (4) culture types were used to identify the extent, strengths, and dominant culture type observed in the BukSU-ELS work environment.

II. METHODOLOGY

The study utilized the descriptive method of research to determine the strengths and implications of the types of organizational cultures in ELS work environment and identify its dominant culture-type. It was conducted in BukSU-ELS Malaybalay City, Bukidnon, during the school year 2018-2019.

BukSU is a premier state institution in the Province of Bukidnon and the whole of North Central Mindanao Island of the Philippines, with six (6) Colleges: Education, Arts and Sciences, Business, Law, Nursing and Social Development and Technology. The ELS belongs to the College of Education (CoE), which is the flagship course of BukSU. The Institution submits to accreditation and standardization organizations like the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), International Organization for Standardization (ISO), and CHED-DBM State Universities and Colleges (SUC) Levelling to continually provide quality instruction and services to its stakeholders.

The respondents of the study were all the twenty-one (21) teachers comprising the whole BukSU-ELS Unit. Sixteen (16) of them were females, and the remaining five (5), males. All have “permanent-regular” status and have participated in the AACCUP accreditation, ISO certification, SUC leveling, and other high standard and recommended academic-related activities. They are supervised by a School Principal and headed by the CoE Dean. For ethical consideration, letters of consent were sent to the respondents, and participation was voluntary.

The data was gathered using the Organizational Culture Assessment Instrument (OCAI) [6]. It is comprised of the four organizational culture types: Clan, Adhocracy, Market, and Hierarchy, with four (4) indicators each. The data was statistically analyzed using the mean and the standard deviation. The following scoring was followed:

Scale	Range	Qualitative Description	Qualitative Statement
5	4.21 - 5.00	Strongly Agree	The culture was observed in the ELS work environment all the time
4	3.41 - 4.20	Agree	The culture was observed in the ELS work environment most of the time
3	2.61 - 3.40	Somewhat Agree	The culture was observed in the ELS work environment sometimes
2	1.81 - 2.60	Disagree	The culture was rarely observed in the ELS work environment
1	1.00 - 1.80	Strongly Disagree	The culture was not observed in the ELS work environment.

III. RESULTS AND DISCUSSIONS

The organizational culture types are discussed in the tables that follow. The indicator with the highest mean in every table is considered the strength for the specific culture

type as observed in the ELS. Table 1 shows the indicators for clan culture. A clan culture is a family-like or tribe-like type of corporate environment that emphasizes consensus and commonality of goals and values.

Table 1. On Clan Culture Type

Indicator	Mean	sd	Qualitative Description
The bond that holds my organization together is loyalty and tradition. Commitment to this firm run high.	4.00	1.15	Agree
The head of my organization is generally considered to be a mentor, sage, or a father or mother figure.	3.93	1.03	Agree
My organization emphasizes the human person/resources. High morale and cohesion in the firm are important.	3.93	1.03	Agree
My organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	3.73	1.03	Agree
Overall	3.90	1.06	Agree

As shown in the table, the overall result is Agree, which means that the culture was observed in the ELS work environment most of the time. The standard deviation indicates that the responses were spread out, but this culture type was highly observed. The highest among the indicators is on loyalty, tradition, and commitment, which was agreed, and that these strengths were observed in the ELS work environment most of the time.

The word commitment is highlighted in the Quality Policy of BukSU. The faculty members in the ELS adhere to this by collaboratively working together to achieve the Vision and the Mission of the Institution. This is especially seen during accreditations, ISO certification, and SUC leveling, where everybody continues to work tirelessly to raise the level of quality and stakeholder satisfaction. Due in large measure to these attributes of family-like teamwork and high commitment, the BukSU got granted the ISO 9001: 2008 certification.

Moreover, the College where the ELS belongs is recognized as Center of Development by the Commission on Higher Education (CHED), and actively now in pursuit of the Center of Excellence recognition. The College's Programs are mostly also working on AACUP Level III accreditation. This is the recognized highest level of accreditation, and the ELS faculty members are contributing greatly to achieving it.

This high level of selfless commitment jibes with what described about Clan culture [6], being less focused on control and structure, and where greater emphasis on flexibility and teamwork is underscored. With a Clan culture organization, employees are driven through shared commitment, goals, and causes.

Table 2 presents the indicators for Adhocracy culture. Adhocracy oriented culture is dynamic and entrepreneurial, with a focus on risk-taking, innovation, and "doing things first."

Table 2. On Adhocracy Culture Type

Indicator	Mean	sd	Qualitative Description
The adhesive that holds my organization together is a commitment to innovation and development. There is an emphasis on being first.	4.53	1.16	Strongly Agree
My organization emphasizes growth in acquiring new resources. Readiness to meet new challenges is important.	3.87	1.13	Agree
My organization is a very entrepreneurial and dynamic place. People are willing to stick their necks out and take risks.	3.8	0.94	Agree
The head of my organization is generally considered to be an entrepreneur, an innovator, or a risk-taker.	3.6	0.99	Agree
Overall	3.95	1.06	Agree

Table 2 reveals that the overall result is Agree, which indicates that the culture was observed in the ELS work environment most of the time. The standard deviation shows that the responses were heterogeneous. The emphasis on being first is the topmost indicator which the respondents strongly agreed with. This has been observed in the ELS work environment all the time and is considered a salient strength in this study.

BukSU seeks to achieve the status of a premier institution of innovative and ethical leaders for sustainable development, as stated in its vision. Its vision is its public declaration to describe its high-level goals for the future, what it hopes to achieve if it successfully fulfills its organizational purpose or mission. With this, the ELS faculty,

together with all of BukSU's personnel, work collaboratively aiming to achieve its vision of becoming a leading learning institution in--and outside of--the Philippines even.

The finding indicating a very high commitment to excellence and being ahead of the pack is in line with the prevalent feature about Adhocracy culture in an organizational unit--that it is focused on the desired outcome and is more forward-looking [6].

Table 3 displays the indicators for Marketing culture. The Market-oriented culture is results-oriented, with a strong focus on competition, achievement, and "getting the job done."

Table 3. On Marketing Culture Type

Indicator	Mean	sd	Qualitative Description
My organization emphasizes competitive actions and achievement. Measurable goals are important.	3.87	0.99	Agree
What holds my organization together is the emphasis on tasks and goal accomplishment. Production orientation is commonly shared.	3.73	1.1	Agree
My organization is very production-oriented. A major concern is with getting the job done without much personal involvement.	3.67	1.05	Agree
The head of my organization is generally considered to be a producer, a technician, or a hard-driver.	3.6	1.19	Agree
Overall	3.72	1.08	Agree

As exhibited in Table 3, the overall result is also Agree and had been observed by the respondents that the culture exists most of the time. The standard deviation further indicates that the responses of the respondents were diverse, much like clan and adhocracy.

In the academe, setting goals and objectives which are specific, measurable, attainable/achievable, relevant/realistic, and time-based (SMART) is a must. This is the reason why it is in the uppermost indicator. The ELS also conforms to this culture in its work environment as it creates verifiable trajectories towards a certain objective, with clear milestones and an estimation of the goal's attainability.

Table 4 reveals the indicators of Hierarchy culture. The Hierarchy oriented culture is structured and controlled, with a

focus on efficiency, stability, and "doing things right." It shows that the overall result is Agree. Just like the three (3) other culture types mentioned, the Hierarchy type is also observed by the respondents most of the time in the ELS work environment. Similar to the other types of organizational cultures in this study, the responses of the respondents, as shown in the standard deviation, were varied.

The highest indicator is on "established procedures generally govern what people do." The offices, departments, and units in BukSU are governed by its respective procedural and functional parameters. The procedures and functions of each department or unit are specified in the Operational Manuals. The ELS as a unit has its own manual in accordance with the University Code.

Table 4. On Hierarchy Culture Type

Indicator	Mean	sd	Qualitative Description
My organization is a very formalized and structural place. Established procedures generally govern what people do.	4.33	0.62	Strongly Agree
My organization emphasizes permanence and stability. Efficient, smooth operations are essential.	4.07	1.1	Agree
The head of my organization is generally considered to be a coordinator, an organizer, or an administrator.	3.93	1.07	Agree
The glue that holds my organization together is formal rules and policies. Maintaining a smooth-running institution is important here.	3.8	1.03	Agree
Overall	4.03	0.95	Agree

The manual provides guidance for its faculty and staff to perform their functions correctly and reasonably efficiently. It documents the approved standard procedures for performing operations safely to provide quality services. Historically, the Hierarchy culture was the ideal form of leadership behavior because standardized rules and procedures make the lines of communication clear, leading to an efficient and stable environment.

Table 5 conveys the summary of the Organizational Culture types. These types were arranged according to the mean, from the highest to the lowest. Through this, the dominant culture type was identified.

Table 5. On the Dominant Culture Type

Type	Mean	sd	Qualitative Description
Hierarchy	4.03	0.95	Agree
Adhocracy	3.95	1.06	Agree
Clan	3.90	1.06	Agree
Market	3.72	1.08	Agree

It is highlighted that all four organizational culture types exist and are in active interplay in the ELS work environment. Further, the dominant culture, as shown in the table, is the Hierarchy culture. The dominance of the hierarchy culture indicates that structure, stability, and efficiency, are the central themes that are prevalent in the ELS unit. Stable environments produced in a hierarchical culture allow this

strategy to be successful, particularly for large and dominant organizations [14].

IV. CONCLUSION

Currently, the ELS work environment is a dynamic interplay of all four (4) types of organizational culture, with the Hierarchy culture showing to be the prevalent and dominant culture type. At the same time, it adheres to the age-old but innovative longings and dynamics of its faculty striving hard in fulfilling the vision of the whole Universtiy to becoming a premier institution of teaching and learning, which is the hallmark of the Adhocracy culture. To achieve this vision, the ELS faculty retains its high commitment to the Institution and the individual persons and members that comprised it, the strongest feature of the Clan culture type.

Moreover, the ELS faculty incorporates the SMART goals to help focus their efforts and increase the chances of achieving BukSU's visions and goals, which is the hallmark of the Market culture type. Clearly, there is a synergistic interplay of the four (4) culture types at work, and the BukSU-ELS organizational culture will have to be consistently adjusted, refined, and stimulated according to necessity, reality, and the demands of the increasingly fast-paced times.

As to how each of the four different organizational culture types affect each other, the ideal levels for which they overlap and interplay to achieve the maximum positive results of a highly productive, united, and harmonious

working environment of the Faculty within the BukSU-ELS unit or community, and how it can affect and contribute to high levels of teaching and learning outcomes--is a further subject of study that this researcher, or anyone for that matter, can explore in the near future.

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ACKNOWLEDGMENT

I sincerely give my deepest gratitude to my husband, to my mentors in BukSU, and to the faculty of CoE-ELS.

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