

The Organizational Culture at the University

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Abstract

Organizational culture is a vital element of effective management practices in universities. Lately, researchers are motivated to study on the organizational concept to provide managerial effectiveness in the universities. Furthermore, one should analyze the typologies of organizational culture to understand the organizational behaviours in higher education institutions. The purpose of this study is to explore the concept of current organizational culture at Ege University so the effective management strategies will be developed. The Competing Values Framework was employed to identify the organizational culture type displayed by Ege University faculty. This framework assesses the dominant organizational culture based on four culture types: Clan, hierarchy, adhocracy, and market. According to the results of this study, Ege university faculty exhibits hierarchy culture type as dominant in the current situation. The hierarchy culture represents Ege University as an organization that concentrates on internal maintenance with stable and where individuals follow procedures, and leaders effectively coordinate and organise activity to maintain a smooth running organisation. However, the strategic objectives of Ege University emphasize the attributes of mainly adhocracy and clan culture types and market culture to some extent. This implies that Ege University's mission, goals, and strategic objectives are not mostly being met with the dominant current culture type. On the other hand, the second dominant culture type for Ege University is the market culture which is mostly adequate to the strategic objectives of the university. The market culture organization concentrates on results to be achieved and the competition is the significant attribute in this type. Researches on organizational culture indicate that mission, goals and strategic objectives of an organization shouldn't conflict with the current culture and they must work together to enhance effectiveness of the organization.

Keywords: Organizational Culture, University Management, Competing Values Framework.

1. Introduction

Organizational culture has been recognised as an important element which can influence organizational success. Since then organizational culture became a very important field of investigation. Organizational researchers and managers have examined the concept of culture in a variety of settings in order to develop more consistency and productivity in the workplace (Fralinger & Olson, 2007). There have been so many definitions provided for organizational culture. Schein, one of the most outstanding theorists of organizational culture, manifested the following very general definition. According to Schein (1984), organizational culture is the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptations and internal integration, and that have worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. Culture formation process begins with a leader or a founder proposing courses of actions and as these continue to be successful in solving group's internal and external problems, they come to be taken for granted and the assumptions underlying them cease to be questioned and debated. Each organizational culture has its system of facts which members use to explain how and why the organization operates the way it does.

Researchers across various disciplines began examining the role of culture within

organizational life and then connected it to effectiveness and central processes of the organization in the last decades of 20th century (Kezar & Eckel, 2002). Organizational culture can be used to increase organizational effectiveness because it controls the way members make decisions, the way they interpret and manage the organization's environment. Organizational culture can be treated as one of the main subject which shapes the relations, working processes, and decision making and problem solving processes in a university. Thus, culture has a notable impact on the organization's performance, effectiveness and competitive position in its environment. It can be suggested that there is no one best type of culture, rather, different culture types are related to higher levels of performance on different effectiveness dimensions (Cameron & Freeman, 1991).

The current changes in the twenty-first century university provide the relevance of early researches as issues of interest to stakeholders. Culture shifted from being used as a descriptive device to becoming linked with improvement and success. Higher education followed that pattern. Early researches used culture to illustrate that campuses had unique cultures from other types of institutions, describing the myths and rituals of university stakeholders (Kezar & Eckel, 2002). Administrators and leaders play a critical role on the formation of culture in universities. Furthermore the most recent competitive evolution of universities worldwide has led to the changing nature of higher education. The changing social, political and economic forces have affected the institutions in every aspect and as a consequence of these changes; the researches on the culture of universities became more of an issue.

1.1. Organizational Culture at the University Level

During the last two decades universities worldwide have come under increasing pressures to adapt to rapidly changing social, technological, economic and political forces emanating from the immediate as well as from the broader postindustrial external environment (Bartell, 2003). The unprecedented growth, complexity and competitiveness of the global economy with its attendant socio-political and technological forces have been creating relentless and cumulative pressures on higher education institutions to respond to the changing environment (Cohen, 1997). The rapid increasing globalization and international competition have put pressure on colleges and universities. The creation of common markets, the increasing mobility of students and staff, and the free movement of capital accelerate the push for academic reform (Sporn, 1999).

Researchers have been studying organizational culture to create an effective and efficient organization in today's competitive environment. There is empirical evidence that culture of an organization has an impact on establishing ties among stakeholders. Cameron & Quinn (1999) investigated the relationship among three dimensions of organizational culture; congruence, strength and type, and organizational effectiveness. They found that the type of culture i.e., clan, adhocracy, hierarchy or market was a greater determinant of organizational effectiveness than were either congruence or strength. In addition, effective strategy and culture must be intact before a functional organizational mission can be defined. Besides, the most successful campus cultures appear to be those support both group cooperation and individual achievement (Fralinger & Olson, 2007). At the university level, culture can be referred to as the key for the success. Culture affects the individual's behavior in the workplace and influences both individual and organizational success. The study of the organizational culture has risen in importance in the analysis of the universities. The analysis of a university's organizational culture is important because it is interested in the adaptation of its culture to the values and the behaviour of its members, so as to maintain a healthy state of mind and foster permanent improvement (Folch & Ion, 2009).

University culture is a distinct type of organizational culture whose values and beliefs and basic assumptions are held in common by all universities (Salonda, 2008). For example, universities have regular ceremonies. Furthermore, people should celebrate at work not only events connected with their professional promotion but also their personal events, such as wedding, birthday or retirement (Antic & Ceric, 2008). University culture cannot be formed by individuals acting alone. Exchange and collective acceptance of same values and artifacts are a common key role in university culture.

According to Kuh & Whitt (1988), university culture can be defined as collective mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide behaviour of

individuals and group. This provides a frame of reference within which to interpret the meaning of events and actions on and off campus. University culture allows us to see and understand, interactions of people outside the organization and special events, actions, objectives and situations in distinctive way.

University culture basically comes from three sources; the beliefs, values, and assumptions of founders of organizations and the learning experiences of group members as their organizations evolve. Values, beliefs and assumptions can be thought greatly influence decision making processes at universities and shape individuals and organizational behaviors. Behaviors based on underlying assumptions and beliefs are conveyed through stories, special language and institutional norms (Cameron & Freeman, 1991). University Culture is also created by new beliefs, values and assumptions brought in by new members and leaders. According to Schein (1994), it is the leaders who play the crucial role in shaping and reinforcing culture.

In university settings, it is especially important to investigate interactions between members of faculty and between faculty and students. There are many different ways how university culture can be assessed (Antic & Ceric, 2008). For example, Sporn (1996) differentiates two types of university organizational cultures: strong and weak. Strong university culture is characterized by shared values, strong norms of behavior and willingness of faculty to obey these norms. In contrast, weak culture is characterized by disagreement about main values, absence of norms and violation of written and unwritten norms of behavior at university (Antic & Ceric, 2008). Sporn defined strength as the degree of fit between cultural values, structural arrangements, and strategic plans within the whole university. The view here is that strength of culture doesn't necessary reflect homogeneity of views but rather showed under lying values, assumptions, meanings, and understandings (Bartell, 2003). A strong culture is one that not only tolerates debate and discussion of diverse and alternative views and strategies but rather actively encourages them for the sake of improvement of the quality of decision making and problem solutions (Bartell, 2003). According to Schein (1984), the strength or amount of culture can be defined in terms of the homogeneity and stability of group membership and the length and intensity of shared experience of the group. If a stable group has had a long, varied, intense history it will have a strong and highly differentiated culture. By the same idea, if a group has had a constantly shifting membership or has been together only for a short time and has not faced any difficult issues, it will, by definition, have a weak culture. By this definition, one could understand, a strong culture and a congruent culture is more effective than a weak and an incongruent or disconnected culture that is to say a strong culture is associated with organizational excellence (Cameron & Ettington, 1988).

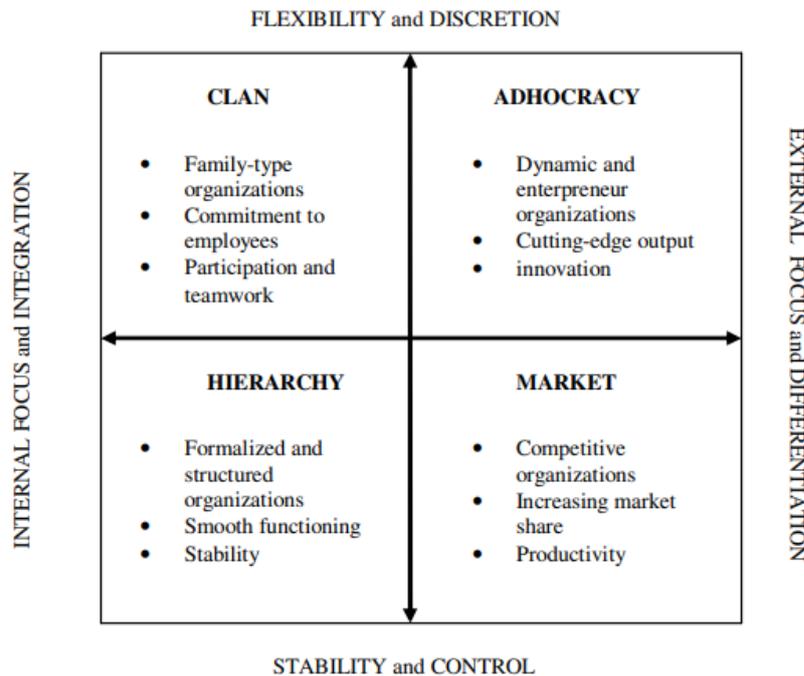
1.2. Cultural Typology in Competing Values Framework

The Competing Values Framework came out from empirical studies on the concept of organizational effectiveness (Quinn & Rohrbaugh, 1983). The name of The Competing Values Framework was given because at first it seemed like the models carry conflicting meanings. Quinn & Rohrbaugh observed two dimensions of effectiveness in their studies. The first one is associated with the organizational focus, from an internal emphasis on people in the organization to an external focus of the organization itself. The second dimension symbolizes the contrast between stability and control and flexibility and change.

The Competing Values Framework is possible to be used in organizational context. Moreover, it can also be used to determine the existing and desired cultures of organizations. Besides that it can also be used to examine organizational gaps in a change process of an organization. It assists to understand and realize different kinds of organizational functions and processes. It also provides better understanding of an organization in all levels to lead more effectively. Concerning the Competing Values Framework as a basis (Cameron & Quinn 1999), organizational culture is classified based on the flexibility of the relationship pattern inside the organization, and focus in conducting efforts toward goals. These cultures formed certain characteristic on their dimensions, including dominant character, leadership, management, organizational bonding, strategic emphasis and success criteria.

Figure 1

A Model of Cultural Congruence for Organizations



Source: Cameron & Quinn (1999)

The Competing Values Framework determines two major dimensions and four main clusters (see Figure 1). The first dimension differentiates between organizational focus; internal versus external, while the second one indicates the preference about structure; stability and control versus flexibility and discretion. These two dimensions form four quadrants, each representing a different set of organizational culture indicators. Each quadrant is given a distinguishing label that denotes its most notable cultural characteristic; clan, adhocracy, market and hierarchy cultures (Cameron & Quinn, 1999). Although the models appear as four totally distinct scopes, they can be considered as tightly associated and interlinking. They are four territories of a larger frame which correspond organizational and managerial effectiveness. The four types in the framework reflect the hidden values of people, programs, policies, and organizations in the current, past and future.

The horizontal dimension distinguishes between cultures with an internal emphasis, short-term orientation, and smoothing activities at one extreme and those with an emphasis on external positioning, long-term orientation, and achievement-oriented activities at the other end of the continuum. The vertical dimension distinguishes between cultures characterized by flexibility, individuality, and spontaneity at one extreme and those characterized by stability, control, and predictability at the other end of the continuum.

1.3. The Clan Culture/Family

The Clan culture can be defined as a family-type organization so that this kind of organizations promotes teamwork and participation in group processes. This form of organization promotes a human work environment, with the managerial goal of empowering employees by gaining their participation, commitment, and loyalty (Cameron & Quinn, 1999). This type is based on cohesion and morale with emphasis on human resource and training. People are seen not as isolated individuals, but as collaborating members of a family. There is an informal approach to work, a weak hierarchical structure, and an emphasis on team management in clan culture.

The organisation focuses on internal problems and concerns of individuals. In fact, it is a friendly oriented place of work where people share a part of themselves. A leader is perceived as paterfamilias with almost unlimited rights and charges. The organisation is held together because of traditions and devotion to the family values (Pushnykh & Chemeris, 2006). Cameron & Freeman (1991) revealed that clans were the most numerous type of culture among the congruent cultures in their sample. Their analysis showed that, the effectiveness of institutions is closely associated with the internal congruence and the type of existing culture.

1.4. The Adhocracy Culture/Entrepreneurs

Adhocracy is an organizational culture which gives a lot more opportunity for individuals to develop in their own way, as long as they are consistent with the organization goals. Within an adhocracy, power flows from individual to individual or from task team to task team depending on what problem is being addressed at the time. Therefore, individuals in an adhocracy are often unique risk takers who anticipate and understand change (Cameron & Quinn, 1999). This type carries out innovation and creativity. Individuals are not kept under control but inspired.

The adhocracy culture in organisation is concentrated on flexible interaction with the external environment. It is characterised as a dynamic, creative workplace where entrepreneurship and individual results are especially encouraged. Employees incline to take initiative and risk, and independence and freedom are highly respected. Leaders are also innovators and experimenters, and are respected for their creativity. The main task of both an organisation as a whole and each employee individually is to be on a cutting edge of a problem and leader in their area of expertise. Commitment to innovation holds an organisation together. Organisation feels a need for complex challenging tasks. The criterion of success is in the possession of unique technologies, products and services. It is supposed that readiness for changes and innovations are able to open new resources and to increase profit (Pushnykh & Chemeris, 2006).

1.5. The Market Culture/Competitive

Market culture is type of culture which stresses on the effectiveness on goal achieving. This organization is primarily concerned with external environment, as it focuses on transactions with such externalities as suppliers, customers, contractors, licensees, unions, regulators, etc. The market operates primarily through monetary exchange, as competitiveness and productivity in these organizations. They are dependent on strong external positioning and control (Cameron & Quinn, 1999). In this type all the activities are based on profit and emphasis on rational action. It assumes that planning and goal setting results into productivity and efficiency.

The market culture in an organisation is a result-oriented entity that is concentrated on interaction with the external environment, stability and controllability. The main task of both an organisation as a whole and each employee individually is the achievement of planned goals by a fixed time. And these goals, as well as the striving for their achievement, hold an organisation together. As a rule, these goals are defined in quantitative economic terms. For instance, to increase a profit by 15% by the end of the year, or to expand a market niche twice. In this culture, the organisation emphasises competition both outside and inside. Leaders are tough and demanding competitors. Success is defined in terms of market winning (Pushnykh & Chemeris, 2006).

1.6. The Hierarchy Culture/System

This culture can be simply identified through the domination of rule, system and procedure. Hierarchy culture emphasizes an environment that is relatively stable, where tasks and functions can be integrated and coordinated, uniformity in products and services can be maintained, and workers and jobs are under control (Cameron & Quinn, 1999). Hierarchy type act as functionally best when the duty to be done is well perceived and when duration is not a vital element.

The hierarchy culture in an organisation is concentrated on internal problems, stability, predictability, controllability, and efficiency. All kinds of work are formalised and structured. Everything is governed by procedures, guidelines, instructions that are mainly in writing. Orderliness is especially encouraged...Any changes in organisation are absolutely impossible without official changes of corresponding procedures, guidelines and instructions (Pushnykh & Chemeris, 2006). The dominant leadership style in hierarchy cultures is that of the coordinator or organizer, rules and policies are the primary bonding mechanisms, and the strategic emphasis is on permanence and stability (Smart & John, 1996). The Hierarchical culture is self-centred, autonomous culture so the outside-oriented, competitive and innovative goals are poorly understood by those organisations sharing this type of culture. Besides, the hierarchical culture provides insufficient flexibility for university environment. The developments have to be attended with a number of special programmes, procedures, guidelines and instructions to lead the members of the organization. Hierarchy culture organisations need a well-marked strong leadership. However, this kind of leadership causes to

decrease the flexibility of an organisation and make it critically dependent on the personality of a leader.

1.7. Improvement Strategies of Ege University

Ege University, in the last decade, has been challenging more of its resources to attain its goal of becoming one of the world's best universities in the globalizing world. In 2001 Ege University prepared a Continuous Improvement and Change Project in accord with the requirements of EFQM (European Foundation of Quality Management). Subsequently a Strategic Planning Council was established. Between 2001-2004, the council analysed the feasibility studies and categorized the data collected by the working groups and finally prepared a draft document about the mission, vision, norms and values and strategic goals for the University.

Finally, each Strategic Planning Board prepared and submitted a strategic activity report including the mission, vision and goals of their units to the upper council. All the suggestions and activity reports were carefully studied by the University Strategic Planning Council. The council integrated all the new ideas and defined the mission, vision and the strategic goals of Ege University. Consequently, Ege University has felt the need to seek the guidance of an international accreditation agency and has applied to the European Universities Association for an assessment. With this application, the University aims to obtain an objective and quantitative feedback on its existing system, to assist its efforts of continuous.

1.8. The Vision of Ege University

The vision of Ege University is to become one of the top leading Universities in the World in teaching and research by forming and developing contacts, collaborations and co-operations with national and international platforms of science and technology, and by promoting a strong institutional culture and identity.

1.9. The Mission of Ege University

Dedicating its resources in expense of progresses in social and natural sciences at both national and international levels and also educating its students in order to be aware of the national and global issues, besides making them productive and research-oriented and indoctrinate them with the ambition of augmenting the living standards of the society is the mission of the Ege University.

In order to increase the quality and quantity of these services, Ege University aims;

- To improve the qualified studies,
- To increase the income of the university,
- To lessen bureaucratic operations,
- To support Ege University's academic staff's participation in scientific research projects,
- To increase Ege University's involvement and participation in the European Union Projects,
- To collaborate with the other world universities,
- To keep going with the programme that aims to educate the academic staff for other universities of the region,
- To reach the European standards in undergraduate and graduate education.

As a university which has developed connections to the national and international platforms of science and technology, and having a strong institutional culture and identity, Ege University sets its goal as becoming a part of the best-quality universities in the world and believes that European University Association Institutional Evaluation Programme will be very beneficial for the University (Ege University Self-Evaluation Report, 2007).

2. Methodology

The main purpose of this descriptive research is to investigate, current dominating Ege University's organizational culture. This study implemented a survey to describe the current culture of Ege University and reviewed the documents (Ege University Self-Evaluation Report, 2007) to define the strategic objectives of Ege University.

During this study, following questions were elaborated to find answers:

- What is the standing of the cultural profile of Ege University according to Cameron and Quinn's culture model?
- Is there any coherence with the current dominant culture and mission, vision and objectives of the Ege University (Ege University Self-Evaluation Report, 2007)?

Is there any difference among the subgroups of demographic variables: Age, gender, experience, job position in the organizational culture typology?

The Organizational Culture Assessment Instrument (OCAI) adapted by Açıkgöz (2006) was the survey used in this study. This instrument assesses four types of organizational culture based on a theoretical framework of how organizations work and the kinds of values upon which cultures are founded (Cameron & Quinn, 1999). 32 questions including demographic variables were used where each conceptual item were accompanied by a 5- point Likert-type internal rating scale. Factor analysis and reliability tests were conducted to test the validity and reliability of the research by Açıkgöz (2006).

The study was applied to 136 faculties to determine the organizational typology of the Ege University. The data was collected during 2009 -2010 educational semester. Randomly selected 136 faculty members participated in the study and 126 of the responses were included in the analysis. T-test was also conducted to find differences among the subgroups of the demographic variables.

3. Results

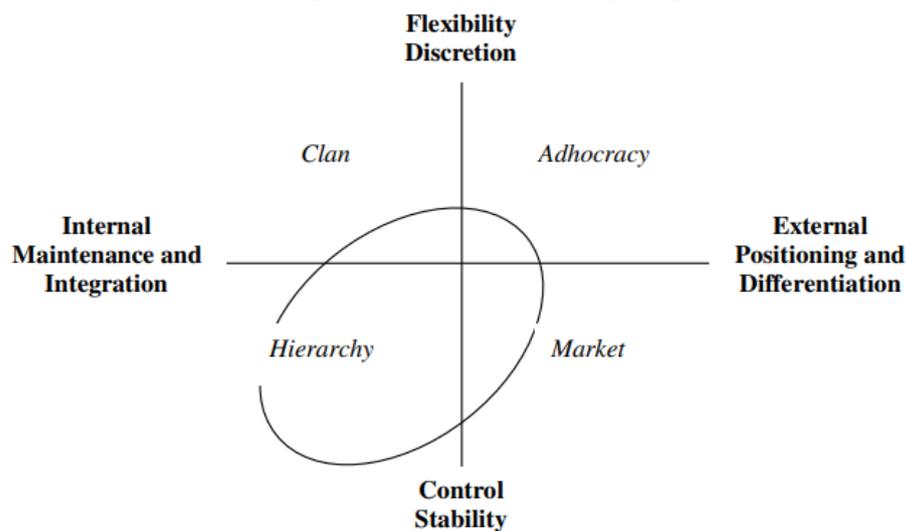
The descriptive statistics of organizational culture profile of Ege University is illustrated in Table 1. Table 1

Descriptive Statistics of Organizational Culture profile of Ege University

| | n | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|-----|---------|---------|--------|----------------|
| Market | 126 | 1,50 | 7,00 | 4,1349 | 1,16518 |
| Hierarchy | 126 | 2,00 | 7,50 | 4,5290 | 1,17200 |
| Clan | 126 | 1,00 | 5,00 | 2,7302 | 1,20938 |
| Adhocracy | 126 | 1,00 | 5,00 | 2,8968 | 1,04941 |
| Valid N (listwise) | 126 | | | | |

Table 1 demonstrates the perceived current dominant culture type of Ege University faculty members. An analysis of the mean scores obtained ($\bar{X} = 4,5290$) shows that the dominant culture type for faculty in the current situation is the hierarchy culture in Ege University. Market ($\bar{X} = 4,1349$) comes second with an another perceived less dominant culture, clan ($\bar{X} = 2,7302$) and adhocracy ($\bar{X} = 2,8968$) are the other two cultures perceived to exist in Ege University.

Figure 2 Cultural Profile of Ege University in the Competing Values of Framework



As illustrated in Figure 2 and according to the mean scores in data analysis, Ege University has dominantly hierarchy culture which has a traditional approach to structure and control as in bureaucracy. This type focuses on well-defined policies, processes and procedures in organizational management practices. Besides, in the second dominant type is the market which is driven through vision, shared goals, outputs and outcomes. The market culture seeks control but does so by looking outward and it is driven by results and is often very competitive to reach the goals and achievements.

The differences among the subgroups of demographic variables: Age, gender, experience, job position in the organizational culture typology no significant difference was observed except administrative position. The results of t-test to find out the differences in administrative position between the head of the departments and faculty are illustrated below in Table 2.

Table 2

Group Statistics of Organizational Culture Profile of Ege University

| | | n | Mean | Std. Deviation | Std. Error Mean | sd | t | p |
|-----------|------------------|-------|--------|----------------|-----------------|-----|-------|------|
| Market | Head departments | of 23 | 4,6304 | 1,06832 | ,22276 | 124 | 2,29* | .023 |
| | Faculty | 103 | 4,0243 | 1,16185 | ,11448 | | .267 | .790 |
| Hierarchy | Head departments | of 23 | 4,6030 | 1,16100 | ,11965 | 124 | .801 | .425 |
| | Faculty | 103 | 4,4560 | 1,18300 | ,12006 | | | |
| Clan | Head departments | of 23 | 2,9130 | 1,27611 | ,26609 | 124 | 3,28* | .001 |
| | Faculty | 103 | 2,6893 | 1,19664 | ,11791 | | | |
| Adhocracy | Head departments | of 23 | 3,5217 | ,94722 | ,19751 | 124 | | |
| | Faculty | 103 | 2,7573 | 1,02389 | ,10089 | | | |

P<0,05

The results of the t-test about administrative position revealed that there is a significant difference between head of departments and faculty members in market culture which shows that head of departments ($X = 4,6304$) hold this culture more than faculty members ($X = 4,0243$) do ($t=2,29$; $p<0,05$). A significant difference was also observed between head of departments ($X = 3,5217$) and faculty members ($X = 2,7573$) in adhocracy culture. As a result of the t-test ($t=3,28$; $p<0,05$) the mean scores show that head of departments hold adhocracy culture more than the faculty members.

4. Discussion

This study is set out to investigate the culture types in Ege University and to comment on the consequences of dominant culture type and the effectiveness of the organisation. Besides that, the aim of this research is to discuss whether the dominant existing culture types in Ege University explain organizational strategic objectives of the university.

The vision, mission and the strategic objectives of Ege University, some of which are to follow a management policy which is open to improvement and entrepreneurship, to lessen bureaucratic operations, and to pursue teamwork and sense of family, to improve standards and competition (Ege University Report, 2007) support organic and competitive processes like in adhocracy, clan and market culture type.

However the study revealed that the dominant two culture types of Ege University are hierarchy and market. In hierarchy and market culture there is an emphasis on mechanistic processes such as stability, control and predictability in the organisation and intense competition and goal orientation (Cameron & Freeman, 1991; Smart & John, 1996). The reason for being dominant culture at the Ege University may be explained by the national cultural structure of the Turkish society. As Hofstede (2004) claimed that the culture in Turkey has revealed hierarchical attributes in his power distance index. Hierarchy, a more Weberian image of organizations was also once a common framework for viewing the organizational patterns and administrative activities of colleges and universities (Corson, 1960), but was never an image of organizations that was highly compatible with the basic instincts of many faculty who frequently emphasize collegiality over standardized rules and procedures (cited in Smart & John, 1996).

The market culture shares an emphasis on external positioning, long-term time frames, and achievement-oriented activities with the adhocracy culture, but differs in its valuing of stability, control, and predictability (Smart & John, 1996). This culture type is the second highest culture in the current study which means the head of departments and faculty members like stable working

environment, goal oriented activities, long term plans etc. And the market culture shows that competitiveness, goal achievement, market superiority are the existing features of Ege University.

The findings also have implications for the administrators of Ege University. Firstly, administrators should notice the significant difference between head of the departments and faculty in the market and adhocracy culture in Ege University. A significant difference was observed in market culture type according to the administration position and so head of departments hold market culture more than faculty members do. A significant difference was also observed between head of departments and faculty members' views about "adhocracy culture" head of departments hold more than faculty members do. Market culture mainly signifies competition and goal orientation being the second dominant culture type could be admitted effective for change strategies and strategic objectives in the university. Nevertheless, adhocracy mainly signifies creativity and this type is weak for Ege University faculty and the lack of creativity can have negative effects for a university.

This study revealed that adhocracy and clan cultures are not so dominant as hierarchy and market types in Ege University. The adhocracy culture like the clan culture emphasizes flexibility, individuality, and spontaneity, but unlike the clan culture, it is characterized by an emphasis on external positioning, a long-term time frame, and achievement-oriented activities. (Smart & John, 1996). The entrepreneur and innovator leadership styles are prevalent in adhocracy cultures, the bonding mechanisms emphasize innovation and development, and growth and the acquisition of new resources constitute the primary strategic emphases.

The lowest existing culture type in this study is clan with its emphasis on cohesiveness, participation, teamwork, developing human resources. The dominant attributes of this culture are: cohesiveness, participation, team work and sense of family; the leader in clan culture is like a mentor, facilitator, and a parent figure; loyalty, tradition, interpersonal cohesion are important; the strategic emphases are towards developing human resources commitment and morale (Cameron & Freeman, 1991). Cameron & Quinn (1999) provided practitioners who aim to diagnose and change organizational culture a practical and concise approach. For example, if an organization plans to increase clan type of culture, the organization can provide team building, internal communication, and participation opportunities to its employees.

Smart & John state (1996) that the most prevalent type of organizational culture in American higher education was the clan form, with nearly two thirds of the institutions participating in their study exhibiting a predominantly clan culture. In contrast, hierarchies, another culture type with a long history in the higher education community, are not among the more effective culture types on any of the effectiveness dimensions. Strong clan cultures are far and away perceived to be the most effective on performance dimensions that have been traditionally valued in the higher education community, while strong hierarchic cultures are perceived as consistently ineffective. On the other hand, the results of this study and some others which were carried out in Turkey show that hierarchy culture is still the common culture in higher education institutions (Açıkgöz, 2006; Halis, 2001; Turan et al, 2005; Sezgin, 2009).

Existing university structures through their bureaucratic and collegial nature often hinder collaboration, adaptation and entrepreneurial behavior (Sporn, 2001). Academic organizations will have to pay more attention to missions and goals in accordance with changing external needs and expectations. The whole university community has to be integrated through different mechanisms ranging from working groups and committees consisting of faculty and administration to a technology infrastructure supporting exchange of knowledge. An entrepreneurial culture will help universities to develop a new climate for innovation and change.

5. Conclusion

Strong-culture proponents suggest that the mere presence of a shared system of beliefs, values, and symbols is not sufficient to enhance organizational performance. Rather, they claim that those beliefs and values central to an organization must be closely aligned with actual policies and practices if the management system is to obtain a high degree of integration and coordination (Smart & John, 1996). Culture strength in this study reflects the extent to which the beliefs and values central to the organisation aren't aligned with the actual management policies and practices. So that the conflict between current culture and policy of the Ege University may cause decline in the

effectiveness and performance of organisation.

The findings from this study have important implication for researchers given the challenge of identifying Ege University's organizational culture. This studies may need to incorporate methodologies and sample sizes beyond the scope of this study. The following additional studies are suggested to practitioners and researchers:

Organizing in service training seminars to the faculty, staff, administrators and students about the strategic objectives of Ege University.

Surveying of all departmental faculty, staff, administrators for the current and desired culture.

Surveying of all students at Ege University for the current and desired culture.

This study did not examine all faculty members at the Ege University. Therefore, an increased sample size would strengthen the validity of the results. Future research may involve surveying the perceptions of more faculty members from several faculties or surveying students in order to increase both the internal and external validity of the results in this study. Moreover research may be carried out to compare the organizational culture of the state universities and private universities to see the differences about the organisational types.

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