# RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND ORGANIZATIONAL EFFECTIVENESS IN PUBLIC AND PRIVATE SECTOR UNIVERSITIES OF PAKISTAN

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**ABSTRACT:** *This research is an attempt to examine, identify and compare the organizational culture and organizational effectiveness of public and private sector universities of Pakistan. The population of the study comprised of all public and private sector universities recognized by the Higher Education Commission (HEC). Two different inventories were used to collect data from a total of 700 faculty members working in public and private sector universities. This study will provide assistance in ranking universities of Pakistan with respect to their cultural characteristics and organizational effectiveness. Moreover, the results will serve as guidelines for organizational development in terms of improving culture and effectiveness of the higher education sector for the administrative leadership of the higher education sector.*

## 1. INTRODUCTION

An organization prospers if its culture becomes the breeding ground for its effectiveness. The management of culture and creation of synergies across various cultures is a critical managerial challenge of today. Higher Education Institutions (HEIs) / universities provide intellectual and professional output to a society. In higher education institutional perspective, culture can be described as the beliefs and values of the stakeholders (faculty, board members, administrators, support staff and students), which has a basis on tradition and is verbally and nonverbally communicated [1]. Effective culture management is essential to guarantee the success of important organizational changes which implies that managing culture is definitely a critical management challenge. Organizational culture is a key element of organizational effectiveness. The human aspect of the organization is highlighted nowadays as being vital to the effects it bears on the performance of an organization ([2]. The fact that organizational culture is vital factor in a social system which enhances the effectiveness of the organization was reflected in earlier research of [3]. Hence, previous research has emphasized that healthy organizational culture plays a pivotal role in organizational effectiveness whereas a poor or unhealthy culture has adverse effects on the organization.

The universities provide output in three main categories: (a) manpower which is highly qualified (b) scholarship and research and (c) various social benefits e.g. sustenance, development and growth of national culture, community contributions etc. Hence it is important to measure as well as improve the organizational effectiveness of these higher education institutions. One of the most effective ways to accomplish this task is by identifying, sustaining and improving their organizational culture. The external and internal stakeholders of universities are diverse and possess very varied roles, hence making the measurement of organizational effectiveness a complex task in which undoubtedly a healthy organizational culture plays a vital role [1, 4].

Hence, keeping in view the importance of organizational culture and effectiveness, this research attempted to evaluate the organizational culture and effectiveness of public and private sector universities. The Higher Education Commission (HEC) has long been taking initiatives for the development of higher education sector of Pakistan by the ranking of universities / Degree Awarding Institutions (DAIs). In the context of Pakistan, there is a dearth of research studies which address the culture and organizational effectiveness of universities. Therefore, this thorough study of the organizational culture and effectiveness of universities was attempted to contribute and serve the purpose of development in the higher education sector and research in this area.

**Statement of the Problem**

The problem focused in this study was to provide an in-depth understanding of the organizational culture and to investigate how it affects the organizational effectiveness of higher education institutions. The sector of higher education was in the past and still in the spotlight in terms of government priorities, massive foreign funding and discussion in intellectual circles throughout the country. The organizational effectiveness of universities is undoubtedly always questioned all over the globe, on the basis of which universities are globally ranked. For the purpose of development and assessment of the overall organizational effectiveness of higher education institutions, the HEC has setup a Quality Assurance Division in Pakistan. The delivery of quality services by these institutions, which serve the nation for a higher purpose, will only be possible if the culture of these organizations complements and contributes to their effectiveness.

The vitality of inter-relatedness in which organizational culture is bound to affect the performance and effectiveness of an organization is an authenticated fact based on empirical evidence [5]. Hence, the problem addressed in this study, was to identify the organizational culture of public & private universities and explore its relationship with their organizational effectiveness. Moreover, this research also aimed to examine the differences of organizational cultures between the public and private sector universities. Last but not the least, the difference between the organizational

effectiveness of universities in each of the two sectors was also explored.

**Significance of the Study**

According to effectiveness Kotter and Heskett [6] organizational culture which is conducive and progressive is understood to be a basis for efficiency and effectiveness. The assessment and improvement of organizational culture remains a critical factor for the success of any organization due to the importance of the fact that it immensely affects the effectiveness of an organization. Recent as well as previous research has produced empirical evidence that organizational culture is vitally related to organizational outcomes and processes, particularly on its effectiveness [7-12]. The current study also aimed to extend and develop the body of knowledge in the context that explores the link between organizational culture with effectiveness.

Early researchers have shown great deal of curiosity in studying the organization culture of universities in order to understand the effectiveness of organizational and managerial performance, because universities provide input to the society and organizations [13-16]. However, there has been a mounting concentration in the researchers to explore the culture and effectiveness link [17-19]. In the context of Pakistan, some of the research studies conducted in the area of organizational behavior were organizational structure, leadership style and physical facilities of public and private secondary schools [20], academic functioning of the universities in Pakistan [21], and quality of higher education in public and private sector [22]. Much more recent research by [23] has confirmed that organizational culture affects effectiveness of secondary schools. However, there has been a dire need for research studies to be conducted pertaining to the organizational culture and effectiveness of universities. This fact has also been endorsed by [24].

The performance of universities / DAIs / HEIs has been rigorously discussed and assessed since the establishment of Higher Education Commission (Presidential Ordinance, 2002). Higher education institutions serve the nation with a higher purpose to sustain and develop in the rapidly changing global environment of these times. Hence, the need of an investigation on this topic in the sector of higher education was sought. This research has helped in the understanding of organizational culture and effectiveness of universities / DAIs. It has also generated crucial information regarding the prevailing cultures and organizational effectiveness of public and private universities. Moreover, it produced useful empirical data utility to the current or future quality assurance bodies that exist within or outside the universities. Apart from the assistance in ranking these universities with respect to their cultural characteristics and organizational effectiveness, the results of the study suggest beneficial guidelines for organizational development in terms of improving culture and effectiveness of the higher education sector.

**2. RATIONALE**

In the context of Pakistan, some of the research studies conducted in the area of organizational behavior were organizational structure, leadership style and physical facilities of public and private secondary schools [20], academic functioning of the universities in Pakistan [21], and quality of higher education in public and private sector [22].

Much more recent research by Arshad [23] has confirmed that organizational culture affects effectiveness of secondary schools. However, there has been a dire need for research studies to be conducted pertaining to the organizational culture and effectiveness of universities. This fact has also been endorsed by [24].The performance of universities / DAIs / HEIs has been rigorously discussed and assessed since the establishment of Higher Education Commission Presidential Ordinance, 2002. Higher education institutions serve the nation with a higher purpose to sustain and develop in the rapidly changing global environment of these times. Hence, the need of an investigation on this topic in the sector of higher education was sought. This research has helped in the understanding of organizational culture and effectiveness of universities / DAIs. It has also generated crucial information regarding the prevailing cultures and organizational effectiveness of public and private universities.

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**3. RESEARCH QUESTION**

The problem focused in this study was to provide an in-depth understanding of the organizational culture and its effects on organizational effectiveness of the higher education institutions in Pakistan. The results of this research can help quality assurance bodies to rank these universities with respect to their cultural characteristics and organizational effectiveness and suggest relevant guidelines for improvement in these areas of the higher education sector of Pakistan.

**4. HYPOTHESES**

$H_{o1}$: There is no significant relationship between the mean scores of Adaptive culture and Effectiveness scores of universities.

$H_{o2}$: There is no significant relationship between the mean scores of Adaptive culture and Effectiveness scores of Public universities.

$H_{o3}$: There is no significant relationship between the mean scores of Adaptive culture and Effectiveness scores of Private universities.

$H_{o4}$: There is no significant relationship between the mean scores of Unadaptive culture and Effectiveness scores of universities.

$H_{o5}$: There is no significant relationship between the mean scores of Unadaptive culture and Effectiveness scores of Public universities.

$H_{06}$: There is no significant relationship between the mean scores of Unadaptive culture and Effectiveness scores of Private universities.
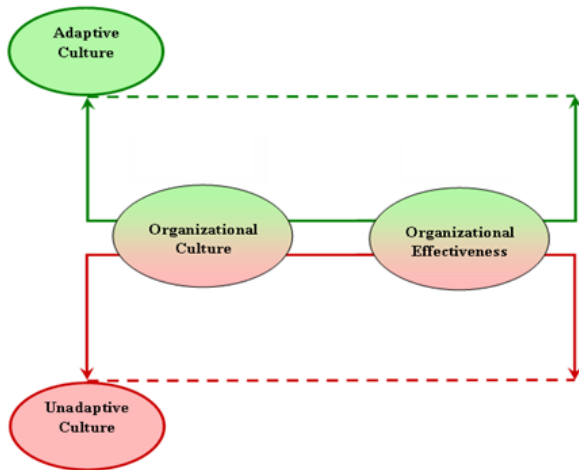
## 5. THEORETICAL FRAMEWORK

Organizational culture is the independent variable whereas organizational effectiveness is the dependent variable of the study. Adaptive culture and Unadaptive culture are the two major categories of organizational culture and both are independent variables. This study focused on investigating the relationship between adaptive culture and unadaptive culture with organizational effectiveness of universities.



**Theoratical Frame work**

## 6. LITERATURE REVIEW

Even though the theory of organizational culture caught consideration in the early 1980s, its roots can be trailed back to the early view of human relations which initiated in the 1940s. The human relations viewpoint builds its foundation from prior anthropological and sociological work on culture related with groups and societies [25-27]. The link between organizational culture characteristics and organizational effectiveness has been reflected in early research studies [28, 29]. The relationship between organizational culture and effectiveness by using the competing value framework as a theoretical foundation was examined [30]. The findings of Smart and John [31] maintain the proposition that organizational effectiveness is vitally linked with the values and shared beliefs that are fundamental to the organization. This proposition was also evident in a study conducted by Fjortoft and Smart [32] which elaborated the impact of organizational culture and mission agreement on organizational effectiveness.

Research study conducted by Kotter and Heskett [6] has endeavored to discover the 'successful' organizations and explained the key factors which distinguished these organizations from the less successful organizations. It was indicated in the results that organizational culture was a key factor in organizational success. Accumulating the facts, Denison and Mishra [8] also provides empirical endorsement in his research that the performance of an organization is correlated with higher levels of employee participation. A conceptually overlapping argument is presented by Schein [33] that the creation and management of culture is of crucial

importance to leaders and one of their distinguished endowments is their capability to comprehend and work within culture.

**Research on Organizational Culture and Effectiveness**

There are many research studies conducted to assess the organizational culture and effectiveness of educational institutions throughout the world. A research conducted in Hong Kong examined the importance of various dimensions of organizational effectiveness of higher education institutions [34]. In a much similar research by Obenchain, Johnson [35], it was suggested that organizational culture effects innovation in higher education. The results of Fralinger and Olson [36] showed that organizational culture, departmental performance and students' perception are linked and affected by each other.

Research has rendered the fact that a high level of faculty commitment with their job, positively adds to the university effectiveness [37]. This proposition is also reinforced in recent studies that members of an organization will be more committed to their jobs if more autonomy is offered in their functions [38]. There are also many studies which proclaim a link between social adjustment of organizational members with employee satisfaction and eventually to the organizational performance and productivity [39].

Earlier studies of Fulmer [40] emphasized that teamwork is an important contribution in culture rather than individual efforts whereas Woodcock, Francis [41] has also advocated that employees who are coached to develop and advance their skills accomplish superior level of performance. The success of an organization can be predicted by analyzing its organizational culture and effectiveness [42]. Research is evident of the fact that an effective management is well aware of the traditions, customs, historical and philosophical foundations, political structures either formal or informal and views of organizational culture as a crucial framework for the growth and development of its organizational effectiveness [43].

Collaboration among organizational members was an affective aspect that made contribution to the overall effectiveness of an organization [44]. Recent research has explored the relationship between culture strength and organizational effectiveness and found that effectiveness was undoubtedly influenced by culture [6, 8]. The objective of any management is to bring improvement in the performance of the organization by developing its effectiveness and empirical research is abundantly evident of the notion that adaptive organizational culture positively impacts organizational effectiveness [45, 46]. In the context of Pakistan, a much relevant research conducted by Arshad [23] highlighted the relationship between organizational culture and effectiveness of secondary schools of Punjab.

**Organizational Culture**

Culture is referred to as "social glue" by Schein [3] which holds the organization together and drastically influences the organizational effectiveness, and it helps in the internal integration and external adaptation issues of the organization. It is highlighted by Ogbonna [47] that the constituents of culture are customs, norms and beliefs commonly held by members of a group or social unit, and it is the intertwining of the individual into a community. Researchers have shown

interest in studying the organizational culture and effectiveness of HEIs throughout the world. It is established through research conducted by Fey and Denison [48] that organizational culture gives a sense of direction towards goals, employee motivation, and helps to develop and improve organizational effectiveness. For the improvement of organizational effectiveness, it is expected from new members of an organization to seek and learn about the organization's culture.

**Organizational Effectiveness**

Organizational effectiveness highlights the control of process, management of information, integration, coordination, participation, decentralized decision making, building teamwork and importance of goal setting [45, 49]. An organization is created and designed to achieve some end, which is decided by the chief executive officer and / or the top management team. With reference to Kotter [50] the primary responsibility of top management is to determine organizational goals, strategy and design, therein adapting the organization to a changing environment. It is very crucial to comprehend the predilection of organizational members in order to attract, retain and develop the quality of workforce [51]. Faculty plays a very decisive role in institutional effectiveness by being a critical factor in the implementation of effectiveness measures [52]. The asset of knowledge in a university which is its faculty must definitely be retained for the purpose of achieving constant productivity [53].

## 7. RESEARCH METHODOLOGY

**Research Design**

This study was a combination of two research designs. The first was Ex Post Facto (also called Causal-Comparative) design which implies that the variables of the study were not under control of the researcher. The second was the Correlational design which implies that the relationship between two variables was investigated. The variables of the study include 'organizational culture' and 'organizational effectiveness' which already exist and were not manipulatable by the researcher. This study aimed to explore the relationship between these two variables.

**Population**

The population of the study comprised of all public and private sector universities / Degree Awarding Institutions (DAIs) / Higher Education Institutions (HEIs) of Pakistan which are recognized by the Higher Education Commission (HEC). The population of this study comprises of two strata: (a) Public universities, and (b) Private universities. The total numbers of public and private universities / DAIs / HEIs in Pakistan are 168.

**Sample and Sampling Procedure**

Random and Proportionate sampling method was used to select sample from the universities / DAIs of Punjab and Islamabad Capital Territory. This was done due to the delimitation of the study. Gay, Mills [54] suggested that the sample size should be 30 for causal-comparative and correlational research. Similarly, Fraenkel, Wallen [55] also recommended that the sample size should be 30 subjects for a causal-comparative study and 50 for correlational study. Hence, there is enough rationale for adopting the selected sample size. A total of 35 universities were randomly selected

using SPSS of which 26 universities were from Punjab region whereas 9 universities were from Islamabad Capital Territory (ICT). The faculty members were the unit of observation for data collection. The lists of faculty members were obtained from the respective universities and a total of 735 faculty members were also randomly selected using SPSS. The rationale for selecting these respondents was that faculty members are the official position holders who can influence organizational policy, rules and regulations, direction, implementation and performance [35]. Faculty members are not merely the subject specialists but their personality and interactions also create and build organizational culture. In our local context, the Higher Education Commission also gives significant importance to faculty members in evaluating and ranking of universities. Hence, reliance on faculty members in assessing organizational culture and effectiveness is common [31, 56, 57].

**Research Instruments**

In this research three instruments were used to collect data.
1.     OCI (Organizational Culture Inventory)
2.     OEI (Organizational Effectiveness Inventory)
3.     Form for Demographic Information of participants

The researcher had corresponded for the purchase of OCI and OEI from Human Synergistics/Centre for Applied Research (HS/CAR). The written correspondence for the reference of use and application for acquisition of instruments were obtained. The Organizational Culture Inventory which was used to identify the culture of universities consists of 132 items that measure culture in two broad clusters of Adaptive and Unadaptive culture. These clusters are divided into three categories Constructive, Passive/Defensive and Aggressive/Defensive cultures. Further these categories are divided into twelve culture types which are Achievement, Self-actualizing, Humanistic-encouraging, Affiliative, Approval, Conventional, Dependent, Avoidance, Oppositional, Power, Competitive, and Perfectionist cultures. The Organizational Effectiveness Inventory was used to measure the organizational effectiveness of universities which consists of 128 items that measure organizational effectiveness in seven categories which are Organization, Nature of Communication, Quality of Service, Department, Immediate Supervisor, Job & Workgroup, and Goals.

The pilot study was conducted and instruments were administered to 80 participants. The internal consistencies of the scales were tested using Cronbach's alpha measuring 0.82 for Organizational Culture Inventory and 0.79 for Organizational Effectiveness Inventory, which indicated good internal consistency. In a recent doctoral study of organizational culture and effectiveness of secondary schools by Arshad [23] both instruments OCI and OEI have been used. These instruments have been locally adapted, translated in Urdu language, reviewed by a panel of experts and verified by the Human Synergistics/Centre for Applied Research (HS/CAR).

**Data Collection**

After the purchase of research instruments from Human Synergistics/Centre for Applied Research (HS/CAR), the Organizational Culture Inventory (OCI), Organizational Effectiveness Inventory (OEI) and Demographic Information Forms were administered to the faculty members of the

randomly selected sample of universities/DAIs. Every questionnaire of the OCI and OEI had a computer generated serial number which was used for follow up and keeping record of non-respondents. Data collection was done in person in the universities/DAIs present in Lahore. Whereas, for the outstation universities, telephone, email and postal correspondence was utilized to maximize the response rate. The survey was administered to a total of 735 participants among which 399 participants were from public universities and 336 participants from private universities. The overall response rate was 95%. A follow up schedule was developed by the researcher in order to keep track of the date of administration of survey, date of receiving for filled surveys, one week reminder date in case the respondent does not return the survey.

**Delimitations**
This study was delimited to all the universities / DAIs / HEIs of Punjab and Islamabad Capital Territory (ICT) due to limited time, mobility and lack of financial resources. However, it is worth mentioning that more than 40% of the total population (which consists of universities / DAIs / HEIs of Pakistan) falls in the Punjab and ICT region (Academy of Educational Planning & Management, 2008).

## 8. RESULTS
There were 700 participants of the study in which 380 participants were of public universities and 320 participants of private universities.

Table 1: Hypothesis results

| H | N | $r$ | $r^2$ | Sig. (2 tailed) | % of Variation |
|---|-----|---------|-------|-----------------|----------------|
| 1 | 700 | .806** | .649 | .000 | 64.9 |
| 2 | 380 | .755** | .570 | .000 | 57 |
| 3 | 320 | .787** | .619 | .000 | 61.9 |
| 4 | 700 | -.698** | .487 | .000 | 48.7 |
| 5 | 380 | -.714** | .509 | .000 | 50.9 |
| 6 | 380 | -.714** | .509 | .000 | 50.9 |

**. $p < 0.05$ *. $p < 0.10$

$H_{01}$: There is no significant relationship between the mean scores of Adaptive culture and Effectiveness scores of universities.
The correlation coefficient r is .806**. It indicates that there is a strong positive relationship between the mean score of adaptive culture and effectiveness score of universities. The p-value is .000 which is less than .05; therefore the hypothesis H01 was rejected. The empirical evidence clearly reveals that there is a strong, positive and significant relationship between the mean scores of adaptive culture and effectiveness scores of universities. Coefficient of determination $r^2$ is .649 therefore it is concluded that 64.9 percent of the variation in effectiveness score of universities is due to the adaptive culture. Hence, the results render that adaptive culture can highly affect the organizational effectiveness of universities.

$H_{02}$: There is no significant relationship between the mean scores of Adaptive culture and Effectiveness scores of Public universities.
The correlation coefficient r is .755**. This indicates that there is a strong positive relationship between the mean score

of adaptive culture and effectiveness score of public universities. The p-value is .000 which is less than .05; therefore we reject the hypothesis H02. The empirical evidence has established that there is a strong, positive and significant relationship between the mean scores of adaptive culture and effectiveness scores of public universities. Coefficient of determination $r^2$ is .570 therefore the conclusion was drawn that 57 percent of the variation in effectiveness score of public universities is due to the adaptive culture. Hence, the results reflect that adaptive culture can greatly affect the organizational effectiveness of public universities.

$H_{03}$: There is no significant relationship between the mean scores of Adaptive culture and Effectiveness scores of Private universities.
It was observed that the correlation coefficient r is .787** which signifies that there is a strong positive relationship between the mean scores of adaptive culture and effectiveness score of private universities. The p-value is .000 which is less than .05; therefore the hypothesis H03 is rejected. The statistical evidence shows that there is a strong, positive and significant relationship between the mean scores of adaptive culture and effectiveness scores of private universities. Coefficient of determination $r^2$ is .619 therefore it is conclusive that 61.9 percent of the variation in effectiveness score of private universities is due to the adaptive culture. With no doubt, the results reveal that adaptive culture can vitally affect the organizational effectiveness of private universities.

$H_{04}$: There is no significant relationship between the mean scores of Unadaptive culture and Effectiveness scores of universities.
It is reflected that the correlation coefficient r is -.698** which is indicative of a strong negative relationship between the mean scores of unadaptive culture and effectiveness score of universities. The p-value is .000 which is less than .05, hence leading to the rejection of the hypothesis $H_{04}$. There is a strong, negative and significant relationship between the mean scores of unadaptive culture and effectiveness scores of universities. Coefficient of determination r2 is .487 which concludes the fact that 48.7 percent of the variation in organizational effectiveness of universities is due to the unadaptive culture. The results establish that unadaptive culture can highly affect the organizational effectiveness of universities.

$H_{05}$: There is no significant relationship between the mean scores of Unadaptive culture and Effectiveness scores of Public universities.
The Statistical evidence is indicates that correlation coefficient r is -.714** which shows that there is a strong negative relationship between the mean scores of unadaptive culture and effectiveness score of public universities. The p-value is .000 which is less than .05, leading to the rejection of $H_{05}$. A strong, negative and significant relationship between the mean scores of unadaptive culture and effectiveness scores of public universities is reflected here. Coefficient of determination $r^2$ is .509 hence concluding that 50.9 percent of the variation in organizational effectiveness of public universities is due to the unadaptive culture. This suggests

that unadaptive culture can affect the organizational effectiveness of public universities to a great extent.

**H_{06}:** There is no significant relationship between the mean scores of Unadaptive culture and Effectiveness scores of Private universities.

The correlation coefficient r is -.614** which reveals that there is a strong negative relationship between the mean scores of unadaptive culture and effectiveness score of private universities. The p-value is .000 which is less than .05; therefore the hypothesis H06 is rejected. The empirical evidence clearly establishes that there is a strong, negative and significant relationship between the mean scores of unadaptive culture and effectiveness scores of private universities. Coefficient of determination $r^2$ is .376 therefore it is concluded that 37.6 percent of the variation in organizational effectiveness of private universities is due to the unadaptive culture. The results have clearly defined that unadaptive culture can affect the organizational effectiveness of private universities to a great degree.

## 10. DISCUSSION

Sector specific results have portrayed that public universities scored better on adaptive culture and organizational effectiveness as opposed to private universities. Recent research studies have authenticated the fact that organizations with adaptive culture are also enhanced in organizational effectiveness as compared to those possessing unadaptive culture [58, 59].

The management must be able to evaluate the functionality and functioning of culture and when and how it needs to be changed, 'if' it needs to be changed. The organizational culture of Higher Education Institutions is discussed in intellectual circles of the country and their organizational effectiveness is more seriously assessed. Hence, the HEIs in Pakistan are now adopting the standard of developing a structured mission statement and expressing it openly in the external and internal environment as a part of the organizational culture in order to add to their organizational effectiveness [60]. In order to improve overall organizational performance, the notion is undoubtedly accepted that university management must develop a behavioral insight to gain understanding of the attitudes of its members [61]. Behavioral studies have proven that the workforce or human element of the organization is a very significant factor which contributes to the overall success of an organization [62].

The empirical evidence of this study clearly revealed that there is a significant positive relationship between adaptive culture and organizational effectiveness and also a significant negative relationship between unadaptive culture and organizational effectiveness. The idea that adaptive culture improves organizational effectiveness becomes of great interest when the research of Goodman, Zammuto [63] also discovered that the traits of team orientation, job enthusiasm, taking responsibility individually, being organized influence organizational effectiveness. A similar investigation by Bodla and Danish [64] also suggests that organizational politics adversely affect the work performance, which is verified by this research that those universities with oppositional and power cultures also have poor organizational effectiveness.

Recent research evidence suggests that in an organization where the work contributions made by members are acknowledged with concern, the overall environment of care will play a pivotal role in the organizational development [65]. This notion is also supported that an organizational culture based on mutual cooperation and achievement contributes to organizational effectiveness as compared to a culture based on competition which results in conflict between hierarchies of the organization.

## 9. CONCLUSION

In general, most of the universities have adaptive culture contrary to unadaptive culture. On the whole, the organizational effectiveness of all the universities was reasonably well. Adaptive culture was prevalent in the majority of public universities. Unadaptive culture was prevalent in majority of the private universities. The organizational effectiveness of public universities was greater as compared to private universities. The universities which had adaptive culture were more effective. On the other hand, the universities which had unadaptive culture were less effective. The organizational effectiveness of those public universities with adaptive culture was higher as compared to the organizational effectiveness of those public universities with unadaptive culture. Similarly, the organizational effectiveness of those private universities with adaptive culture was higher as compared to the organizational effectiveness of those private universities with unadaptive culture.

## 11. RECOMMENDATIONS

Faculty development programmes whether they are offered within the organization or by any autonomous training organization should incorporate 'Culture' as a target construct in their plan of action. The human resource department of universities should ensure the proper orientation of newly inducted faculty in terms of 'fitting in' as well as 'healthy improvement' in the culture of that organization. In the process of policy making of universities, the fact should be considered that such policies, practices and procedures be integrated in the organization which promote adaptive cultures. On the other hand, such policies, procedures and practices should be changed which promote unadaptive cultures in an organization. There should be 'Department Performance Appraisals' in which the indicators of culture and organizational effectiveness should be evaluated. The reports of these appraisals can further reflect upon how each department is contributing in terms of improvement of culture and organizational effectiveness of the university. 'University Culture Circles' and 'University Effectiveness Circles' can be organized every year in which university effectiveness and cultural aspects are targeted to promote adaptive cultures and improvement in organizational effectiveness.

## 12. CALL FOR FUTURE RESEARCH

As an extension to this study, similar type of research can be carried out in other regions of Pakistan i.e. Azad Jammu and Kashmir, Balochistan, Northern Areas, North West Frontier Province and Sindh so that the results could be generalized on

a national level. These types of studies which diagnose the culture and organizational effectiveness of organizations can be used as a tool in 'Organizational Development Programmes'. Culture is one of the elements of organizational change so this study can also be extended to the area of organizational change and change management. Similar types of studies can be conducted in the public and private colleges of the country. This study can also be extended to the area of Organizational Citizenship Behavior. This research can also be conducted in the corporate public and private sector and to different kinds of organizations.

Cultural differences among female and male dominant organizations and their effectiveness can be explored in another research of this kind.

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