

## **Affects of Corporate Culture on Higher Education: A Review**

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### **Abstract:**

*This review paper consist effects of corporate culture in education sector, some definitions and concept are also appeared. It focuses on total quality management effect on education sector, also sheds the light on corporate culture effects on faculty's performance and importance of measurement of organizational performance in organizations. It is also states the cultural factors that can affect the organizational culture and faculty's performance. Also includes the theory of learning organizations which identify the best system and theory to break the system. B-Schools are going to face a lot of challenges and opportunities in the global knowledge economy. The big issue is how to compete in this changed scenario and take advantage of emerging opportunities. Many reviews have related to organizational culture and organizational performance but very few have results regarding corporate culture effects on faculty's performance and students' performance; on the other hand we have very few studies, but not the actually related to promoters' value system effects on organizational performance are from Ferral (1995), Cockerill's (1994) and Osbaldeston (1995).*

**Key words:** Corporate Culture, Organizational Performance, Quality education, Promoter's Value System.

## **CORPORATE CULTURE CONCEPT**

Every organization has a culture-good or bad. However there is more to a good culture than happy staff. In order to aid long-term performance, there are three main criteria needed to develop a suitable culture It must be strategically relevant; it needs to be strong in order that people care about what is important; and the culture must have an intrinsic ability to adapt to changing circumstances culture impacts most aspects of organizational life, such as how decisions are made, who makes them, how rewards are distributed, who is promoted, how people are treated, how the organization responds to its environment, and so on. Culture influences people's attitudes and behavior at work. Culture is clearly an important ingredient of effective institutional performance. There is a close relationship between an organization's culture and its performance. As the boundary between training and education have converged, the demand for the services of universities and the response of the traditional public have drifted apart, leaving a gap which has been filled by the development of the corporate university. In this favor the future of higher education felt the need to “education” and “training” as two separate entities with regard to their contribution to the future learning society [1]. Also that the “Training” has all but in favor of human resource development (HRD) and “Education” is being consumed within the wider concept of lifelong learning [2]. It is also finding that the organizational culture is a combination of value system and assumptions which lead an organization to run its business [3]. According to Fathiya Abubaker, Barjoyai Bardai they investigates the relationship between organizational culture types and organizational innovation and in particular, to identify the type of culture that has the greatest impact on organizational innovation in higher education institutions in Libya [4]. Here also a few studies have introduced evidence on the role of organizational culture in

organizational innovation from Obenchain and Johnson [5]. It is evident from a survey done by Fathiya and Barjoyai, data were collected from 390 employees in higher education institutions in Libya. This pattern of findings would suggest that higher education institutions were internally focused on efficiency and production costs minimization and characterized more by stability and dependability. This is a potentially difficult area for the managers, since the most prevalent culture type is hierarchical - that is, the least conducive to innovation. Hence it is necessary that managers of these institutions take steps in the coordination and organization of the responsibilities to facilitate cross-fertilization of ideas among employees with diverse backgrounds and training. In this regard, according to Paul Green Bank the factors influencing the development of widening participation policy in 16 higher education institutions. He argues against overly simplistic assumptions about the rationale underpinning higher education institutions policy on widening participation, the research discusses the complexities involved in the development of higher education institutions policy on widening participation [6]. In this concept Stewart mentioned that profitability is an organizational goal. One of the best places to start improvements is with an examination of the organization's work culture. He states that the strongest component of the work culture is the beliefs and attitudes of the employees. It is the people who make up the culture, he stated. He gave an example for the specification of the previous sentence, if the cultural belief system contains positive approaches, such as "Winners are rewarded here" or, " People really care if you do a good job in this outfit," that also will be reflected in the organization's performance [7]. He is also stated that an organization's cultural norms strongly affect all who are involved in the organization. Those norms are almost invisible, but if we would like to improve performance and profitability, norms are one of the first places to look. According to Bowen et

al. the relationship between innovation and performance has been uncertain [8].

## **ORGANIZATIONAL PERFORMOMANCE**

Organizational performance has been the most important issue for any organization be it profit or non- profit one. In any organization it has been very important for managers to know which factors influence an organization's performance in order to take appropriate steps to initiate them. However, defining, conceptualizing, and measuring performance have not been an easy task. According to Venkatraman & Ramanuiam the central issue concerns with the appropriateness of various approaches to the concept utilization and measurement of organizational performance [9]. However, according to Draft organizational performance is the organization's ability to attain its goals by using resources in an efficient and effective manner [10]. Hefferman and Flood stated that the organizational performance has suffered from not only a definition problem, but also from a conceptual problem, it means a concept in modern management, organizational performance suffered from problems of conceptual clarity in a number of areas; the first was the area of definition while the second was the measurement [11]. Quite similar to Draft and Richardo defined organizational performance as the ability of the organization to achieve its goals and objectives. Richardo argued that performance, education and training, concepts and instruments, including management development and leadership training, which were the necessary building skills and attitudes of performance management [10,12]. Hence, it is clear from the above literature, the term "performance" should be broader based which include effectiveness, efficiency, economy, quality, consistency behavior and normative measures. Hanson and Wernerfelt defines in his research those factors which determine organizational performance, in the

business policy literature, there was two major streams of research; e.g. economic tradition, emphasizing the importance of external market factors in determining organizational performance [13]. He also gave the economic model of organizational performance which provided a range of major determinants profit which included:

1. Characteristics of the industry in which the organization competed,
2. The organization's position relative to its competitors,
3. The quality of the organization's resources.

Another model "Organizational model of organization performance" focused on organizational factors such as human resources policies, organizational culture, and organizational climate and leadership styles.

Chien also found that there were five major factors determining organizational performance [14]:

1. Leadership styles and environment
2. Organizational culture
3. Job design
4. Model of motive
5. Human resource polices.

## **MEASUREMENT OF ORGANIZATIONAL PERFROMANCE**

In this context Chandler and Hanks asserted that assessing performance relative to competitors is a relevant concept when gauging organization's performance [15]. Whereas according to Doyale there was no single measure or best measure of organizational performance [16]. In this reference Kotter & Heskett et al. measures organizational performance by using quantitative data like return on investments, return on sales and so forth [17]. In this regard Stannack used organizational theory to evaluate organizational effectiveness and overall employee satisfaction. Most practitioners seemed to use the

term performance to describe a range of measurements including input efficiency, output efficiency and in some cases transactional efficiency [18].

Brush and Vanderwerf found owner-reported measures of performance to have considerable reliability [19]. Similarly, having reviewed how performance was measured in different works of strategic research stated by Venkatraman & Ramanujan and J.A. Arago-Correa et al., drew up an eight-item scale to measure organizational performance [20,21]. Whereas, Mowday, Porter & Steers and Mayer & Schoorman defines the non financial factors of measurement of performance like job satisfaction, organizational commitment, and employee turnover [22,23].

Weber and House et al., analyzes the performance orientation dimensions. Performance orientation is an important dimension of culture because it relates to the issue of external adaptation and internal integration [24]. Here the four dimensions are described in above table:

<b>The Performance Orientation versus Lower Performance Orientation Values</b>	
<b>Score Higher on Performance Orientation, tend to:</b>	<b>Score Lower on Performance Orientation, tend to:</b>
Value training and development	Value societal and family relationships
Emphasize results more than people	Emphasize loyalty and belongingness
Reward performance	Have high respect for quality life
Value assertiveness, competitiveness, and materialism rather than control	Emphasize seniority and experience
Expect demanding targets	Value harmony with the environment
Believe that individuals are in control	Have performance appraisal systems that emphasize integrity, loyalty, and cooperative spirit.
Have a “can-do” attitude	View feedback and appraisal as judgmental and discomfoting
Value and reward individual achievement	View assertiveness as socially unacceptable.
Have performance appraisal systems that emphasize achieving results	Regard being motivated by money as inappropriate.
View feedback as necessary for improvement	View merit pay as potentially destructive to harmony.
Value taking initiative	Value “attending the right school” as an

	important success criterion.
Value bonuses and financial rewards	Emphasize tradition
Believe that anyone can succeed if he/she tries hard enough	Have high value for sympathy
Value that you do more than who you are	Associate competition with defeat and punishment.
Attach little importance to age in promotional decisions	Value who you are more than what you do.
Value being direct, explicit, and to the point in communications	Pay particular attention to age in promotional decisions
Have a monochromic approach to time	Value ambiguity and subtlety in language and communications.
Have a sense of urgency	Have a polychromic approach to time
	Have a low sense of urgency

Source: Adopted from House et.al. (2004)

## SERVICE QUALITY IN EDUCATIONAL INSTITUTIONS

In the last two decades higher education institutions have increasingly adapted quality management systems such as Total Quality Management (TQM). According to Bardoel and Sohal there has been a rapid development of a variety of quality management systems such as total quality management (TQM) as a corporate strategy to gain a competitive edge [25]. The adoption of TQM implies that employees must learn qualitatively new ways of perceiving thinking, acting and behaving Spencer, 1994 [26]. In this reference one of the most clearly defined set of dimensions of quality for higher education has been identified by Harvey and Knight (1996) [27]. They argue that quality can be broken down into five different but related dimensions:

- (1) Quality as exceptional (e.g. high standards);
- (2) Quality as consistency (e.g. zero defects);
- (3) Quality as fitness for purpose (fitting customer specifications);
- (4) Quality as value for money, (as efficiency and effectiveness); and

(5) Quality as transformative (an ongoing process that includes empowerment and enhancement of customer satisfaction).

Whereas, Sahney et al. suggest that culture creates further difficulty in conceptualizing quality as the different component parts of the system have different requirements [28]. In this context Parasuraman, Zeithaml and Berry states that the service quality concept has focused on three issues: [29]

1. What is service quality
2. What causes service quality problems
3. What can service organizations do to improve quality?

## **DIMENSIONS OF QUALITY EDUCATION**

As shown in below Table some of quality dimensions with sample items by Owlia and Aspinwall's theoretical framework of quality dimensions with an emphasis on teaching aspects of education (academic resources, competence, attitude, and content) [30].

Waugh introduced model of administrative and supportive services quality it consist of [31]:

1. reliability and responsiveness
2. assurance and empathy

<i>Quality Dimension</i>	<i>Sample items</i>	<i>Number of items</i>	<i>Source</i>
Academic resources	Sufficiency of academic equipment, e.g. laboratories, workshops Ease of access to information sources, e.g. books. Journals, software, networks	5	Owlia & Aspinwall (1996)
Competence	Theoretical (relevance) knowledge of academic staff Expertise of academic staff in teaching/communication	4	Owlia & Aspinwall (1996)
Attitude	Extent to which academic staff understand students' academic needs	3	Owlia & Aspinwall (1996)

	Degree of academic staffs willingness to help Availability of academic staff for guidance and advice		
Content	Extent to which students learn communication skills Relevance of curriculum to the future job of students	7	Owlia & Aspinwall (1996)
Reliability and responsiveness	Administrative contact Confident and dependable administrative advice Early notification of administrative changes	9	Waugh (2001)
Assurance and empathy	Courteous and confidence in contact Personal contact and understanding Contact with caring	8	Waugh (2001)

## **DIMENSIONS OF ORGANIZATIONAL CULTURE**

According to Hofstede and Schein's there were many dimensions of organizational culture, but here two major ones that have been widely recognized [32,33]. These dimensions of organizational culture are a useful way of comparing the basic properties of organizational culture in general.

Here briefly defining the Hofstede cultural dimensions, according to Hofstede, he adopted this study because of certain reasons:

1. Hofstede's dimensions have been one of the pioneers in culture studies.
2. Hofstede's dimensions have used time and time has been internationally used by many researchers in many countries (Sin & Tze, Joiner, 2000; Thomas & Au,2002; Damanpuor et.al., 2002)

Due to its relevance to the managerial world, there has been scholarly development of this construct. The Global Leadership and Organizational Behavior Effectiveness (GLOBE) a research programme of 825 organizations including private Institutions in 62 countries from (1992-2000) has utilized and expanded Hofstede's cultural dimensions. In view of this, this

study has also adopted these new dimensions proposed by the GLOBE study. Using Hofstede's classification approach enables comparisons between studies which can be done neater and the level of objectivity involved is generally higher stated by Sackman [34]. In this context its dimensions have appropriate construct validity initially developed four "dimensions" of culture values namely given by Damanpour, Pothukuchi & Choi:

- **Power Distance** - The extent to which the less powerful members of an organization accept that power is distributed unequally.
- **Uncertainty Avoidance** - The extent to which people feel threatened by ambiguous situations and has created beliefs and institutions that they try to avoid.
- **Individualism/Collectivism**- This dimension reflects an ethnic position of the culture in which people are supposed to look after themselves and their immediate families, or a situation in which people belong to groups or collectives which are supposed to look after them in exchange for loyalty.
- **Masculinity/Femininity**- A situation in which the dominant values are success, money and professions as opposed to the situation in which the dominant values are caring for others and the quality of life.

The above-mentioned dimensions as the organizational culture was based more on differences in norms and shared practices, which was learned at the workplace and considered as valid within the boundaries of a particular organization. In addition, according to Hofstede, there were three factors that determined employees' behavior in the workplace:

- a. National culture
- b. Occupational culture
- c. Organizational culture.

Organizational culture practice was the most crucial factor that will determine organization success than national or occupational culture. The study of organizational culture should hence look into the differences in organizational culture which distinguished one organizational culture from another. Here, Hofstede identified the four dimensions of national culture values and the consequences of each dimension to organizations [35]:

<b>Four Values According to Hofstede and their Organizational Consequences</b>	
<b>Dimensions</b>	
<p>1. The Power Distance Dimension</p> <p><i>Low (Australia, Israel, Denmark, Sweden, Norway)</i></p> <ul style="list-style-type: none"> <li>• Less centralization</li> <li>• Flatter organization pyramids</li> <li>• Smaller wage differentials</li> <li>• Structure in which manual and clerical valued more than blue-collar jobs.</li> <li>•</li> </ul>	<p><i>High (Philippines, Mexico, Venezuela, India, Brazil)</i></p> <ul style="list-style-type: none"> <li>• Greater centralization</li> <li>• Tall organization pyramids</li> <li>• Large wage differentials</li> <li>• Structures in which white-collar jobs are workers are in equal jobs.</li> </ul>
<p>2. The Masculinity / feminity dimension</p> <p><i>Low (Sweden, Denmark, Thailand, Finland)</i></p> <ul style="list-style-type: none"> <li>• Sex roles are minimized.</li> <li>• Organizations do not interfere with people's private lives</li> <li>• More women in more qualified jobs.</li> <li>• Soft, yielding, intuitive skills are rewarded</li> <li>• Lower job stress.</li> <li>• Social rewards are valued.</li> </ul>	<p><i>High (Japan, Australia, Venezuela, Italy, Mexico)</i></p> <ul style="list-style-type: none"> <li>• Sex roles are clearly differentiated</li> <li>• Organizations may interfere to protect their interest.</li> <li>• Fewer women in qualified jobs</li> <li>• Aggression, competition, and justice are rewarded.</li> <li>• Higher job stress.</li> <li>• Work is valued as a central life interest.</li> </ul>
<p>3. The Individualism/collectivism dimension</p> <p><i>Low</i></p> <ul style="list-style-type: none"> <li>• Involvement of individuals with organization primarily calculative.</li> <li>• Employees expect organizations to look after employees from the cradle to the</li> </ul>	<p><i>High</i></p> <ul style="list-style-type: none"> <li>• Involvement of individuals with organizations primarily moral.</li> <li>• Organizations are not expected to look after them like a family and</li> </ul>

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very alienated if organization dissatisfies them.	can become grave.
<ul style="list-style-type: none"> <li>• Organization has great influence on member's well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization has moderate influence on member's well being.</li> </ul>
<ul style="list-style-type: none"> <li>• Employees expect organization to defend own interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Employees are expected to defend their interests.</li> </ul>
<ul style="list-style-type: none"> <li>• Policies and practices are based on loyalty and sense if there is duty and group participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Policies and practices should allow individual initiative.</li> </ul>
<ul style="list-style-type: none"> <li>• Promotion is from inside.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion is from inside and outside.</li> </ul>
<ul style="list-style-type: none"> <li>• Promotion is on seniority.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion is based on market value.</li> </ul>
<ul style="list-style-type: none"> <li>• Less concern with fashion in managerial ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Managers try to be up to date and endorse modern management ideas.</li> </ul>
<ul style="list-style-type: none"> <li>• Policies and practices vary according to relations.</li> </ul>	
<p>4. The uncertainty avoidance dimension</p> <p><b><i>Low (Denmark, Sweden, Great Britain, United States, India)</i></b></p>	<p><b><i>High (Greece, Portugal, Japan, Peru, France)</i></b></p>
<ul style="list-style-type: none"> <li>• Managers are more involved in strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Managers are less involved in strategy.</li> </ul>
<ul style="list-style-type: none"> <li>• Managers are more interpersonal oriented and flexible in the styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Managers are more task-oriented and consistent in their styles</li> </ul>
<ul style="list-style-type: none"> <li>• Managers are more willing to make individual and risky decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Managers are less willing to make individual and risky decisions.</li> </ul>
<ul style="list-style-type: none"> <li>• High labor turnover.</li> </ul>	<ul style="list-style-type: none"> <li>• Lower labor turnover.</li> </ul>
<ul style="list-style-type: none"> <li>• Lower satisfaction scores.</li> </ul>	<ul style="list-style-type: none"> <li>• High satisfaction scores.</li> </ul>
<ul style="list-style-type: none"> <li>• Less power through control of uncertainty.</li> </ul>	<ul style="list-style-type: none"> <li>• More power through control of uncertainty.</li> </ul>
<ul style="list-style-type: none"> <li>• Less structuring of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• More structuring of activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Fewer written rules.</li> </ul>	<ul style="list-style-type: none"> <li>• More written rules.</li> </ul>
<ul style="list-style-type: none"> <li>• More generalists.</li> </ul>	<ul style="list-style-type: none"> <li>• More specialists.</li> </ul>
<ul style="list-style-type: none"> <li>• Variability.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardization</li> </ul>
<ul style="list-style-type: none"> <li>• Greater willingness to take risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Less willingness to take risks</li> </ul>
<ul style="list-style-type: none"> <li>• Less ritualistic behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• More ritualistic behavior.</li> </ul>

Source: Adopted form Hofstede (1991)

## **ORGANIZATIONAL SYSTEM WITH REFERENCE TO MANAGEMENT INSTITUTIONS**

Principles of theory relating to the art and practice of learning organizations. To identify the best system and theory break the study into “Breadth” and “Depth” found by Peter et.al.

### ***Breadth***

For this purpose they have been done a critical analysis of complex organizations and the components of organizations and explain how the organizational model fits the field of education. Hence, it contains a description of general systems theory and its application to education, including an analysis of differences between open and closed systems and suggestions regarding which system best describes the education system.

### ***Depth***

This section concerning the role of systems thinking, general systems theory, and open and closed systems. An analysis of this concept of systems thinking as it relates to education, along with the general systems theory, is applied to guide school leaders through the process of organizational change. Here, according to the analysis, the intend outcome is to find strategies to develop a better learning environment for students from low income areas and determine how school leaders can better address social issues as an obstacle in the process of organizational change.

## **CORPORATE CULTURE IN MANAGEMENT EDUCATION SECTOR**

Many cultural researches appears to have evolved over time, from initial descriptive studies on its role in various sectors, we find few articles on corporate culture effects in Indian organizations but an extensive research in the field of Indian

education sector is not available. So, here we have to find out how corporate culture effect on educational sector and how its components effects the organizational performance? According to Schein, Krefting and Frost, and Kopelman, Breif, and Guzzo initial descriptive studies on culture and its role in organizational life to its connection with leadership and governance and improvement in productivity. With the increasingly popularity of quality management, organizational culture is viewed as a key element in the introduction systemic change [36]. Whereas, The learning organizations are places “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together”. He used the terms *enrollment* and *commitment* to describe the individuals who belong to learning organizations stated by Spencer. He felt that people must enroll in a vision if they truly believe in it. He also argued that organizations need to “discover how to tap into people’s commitment and capacity to learn at all levels [37]. Here, the cultural component also affects the performance of organization or we can say the education institutional performance (e.g. employee performance, student’s performance and quality of education).

The job satisfaction of employees occupies the important place in the list of main concerns of human resource management department. On one side it helps in retaining the employees and on the other side it raises their performance level. Job satisfaction is “any combination of psychological, physiological, and environmental circumstances that causes a person to say, e.g. “I am satisfied with my job” said by Hoppock [38]. Whereas, Ivancevich et al. stated that job satisfaction is something due to which a worker feels that how well he/she is in an organization [39]. Many researchers link job satisfaction with many factors e.g. fairness of rewards, growth

opportunities, participation in decision making, supervisory support and compensation etc.

Higher education institutes and universities are expected to produce human capital. Teachers of higher education institutes make a big community of this sector. Teachers train, teach and lead their students to work efficiently in the interest of society. Teachers are the mentors of their students. Students of higher education institutes are smart enough to observe the way things happen. They not only observe the things rather draw some conclusions as well. According to him a dissatisfied teacher cannot produce healthy and satisfied minds [40]. Peters also state that success of the organization depends on the brilliance or excellence of the culture. A supportive organizational culture of higher education institutes would play its role in two dimensions [41]:

- a. It would raise the satisfaction level of teachers which may be helpful for teachers to give good performance.
- b. When students would observe cooperation and mutual trust among teachers and between teacher's community and management they would try to behave in the same manner after joining their professions.

## **CORPORATE CULTURE KEY RESULT AREAS OF MANAGEMENT INSTITUTIONS**

Based on the different types several models of corporate culture are used in various organizations. However, corporate culture helps to any organization to improve its productivity, profitability and performance. Organizations used various models as per their cultural environment and which are suitable for its progression, goals as well as ideas. Many corporate culture models that are help organizations to achieve their goals, to improve organizational performance and work quality. So, that an organization achieve higher profitability and maintain a healthy environment. Furthermore, several

models that are available could not be directly applied as corporate cultural effects on Indian management education institutions. Because of certain reasons that are: (a) Non-availability of data on functional areas and promoters value's influences on a private management institution. (b) The lack of mutual understanding and trust between promoters and students. Hence, the research is based on actual factors that will be given by the respondents. Where, to identifies the performance of overall organization we can use the model "Organizational Model of Organization Performance" given by Chein [14].

### **CRITISICM OF CORPORATE CULTURE WITH REFERANCE TO MANAGEMENT INSTITUTIONS**

Initially, the vast majority of corporate culture literature focused merely on "Performance" and "Quality". How to improve performance? And what are the quality measures? These are the several questions focused by the several authors. Subsequently, an increasing number of authors have begun to question on, the effects of corporate culture in an organization. The literature in this context incorporates that culture research appears to have evolved over time, from initial descriptive studies on its role in organizational life to its connection with leadership and governance and improvement in productivity. With the increasingly popularity of quality initiatives such as total quality management, job satisfaction and organizational culture is viewed as a key element in the introduction systemic change in higher education sector (Detert et.al., 2000) [42].

### **CRUX OF CORPORATE CULTURE WITH REFERANCE TO MANAGEMENT INSTITUTIONS**

The role of B-Schools as providers of management development, and their interactions with the corporate marketplace, has

recently been the subject of research and analysis in the USA and in Europe.

Ferrel states that it is one that has blurred “the traditional lines that separate education from commerce” and questioned “the academic mission and its relevance to the corporate bottom line”. Using a sample of business schools currently competing successfully in this market, Ferrel identifies the nature and extent of the organizational adaptations reported by the schools include: the attainment of new levels of commitment and resource management; the provision of risk capital for salaries, marketing and facility costs; the requirement of new faculty with non- traditional skills; and the acceleration of programme development processes [43].

Cockerill’s (1994) have done comparative analysis of the US and European programme markets suggest similarities in term of their growth and direction wherein investment “is taking place increasingly in the form of tailored management development programs”. He argues that in response, business schools need to provide “particular and distinctive resources” including company and sector research capability, customized teaching materials and effective client management processes. Cockerill said that, however, doubts their ability to compete effectively without first undertaking “a process of re-ordering their goals and priorities and of changing the culture and values within which they work” [44].

Osbaldeston (1995) states the study provides an encouraging and optimistic picture of the future, but also raises many important challenges including the need for greater focus on client implementation of learning. In conclusion, Osbaldeston suggests that the central issue facing European business schools is whether they are able to “escape their past” sufficiently to be able to “re-invest their future” [45].\_

## **CONCLUSION:**

This is the big issue how to compete in this changed scenario, where the corporate culture has arrived in private institutions in India. Through the corporate culture major issues has been occurred in private management institutions in India. It affects both types of entities profit or Non Profit. Corporate culture has influenced the institutional policies, working conditions, procedures and also affects the employee and student's performance. There can be more positive effects on private management institutions. But some institutions has also negative effect, means the institutions made education cum business for the promoters.

There are more studies have been done so far. On the basis of many researchers' studies there is a significance of influence of corporate culture on institutional performance. It has also found that there are more studies on the basis of relationship between organizational culture and its institutional performance. Many researchers also comment on training prospect of faculty members or teachers, impact on employee behavior and of course employee development. Some studies lighted on role of corporate culture in management institutions. It consists more elaborated studies are also found; combination of value system and assumptions which lead to organization's run successfully. On the other hand many researchers said that corporate culture occurred as organizational innovation, and the innovation leads to better performance of employee and of course institution.

It has also found that corporate culture has a great effect on institutional profitability which leads to its success. Experts stated that corporate culture also helped in measurement of organizational performance as well as employee performance. They have given some models for measurement of performance of employee and organization such as: Economic model of performance (Hanson &

Wernerfelt), Organizational model of organization performance, and Employee performance measurement model (Chien).

The researchers also defined the quality concept in institutions. It has found that many studies have based on quality concept such as: TQM in Institutions, and Quality Dimensions. One of the researcher stated that corporate culture has a connection with the leadership and governance and also improvement in productivity. They defined organizational culture as a key element of the institution. There has also found that the corporate culture affects to the job satisfaction of the faculty members. Many researchers link job satisfaction with many factors e.g. fairness of rewards, growth opportunities, participation in decision making, supervisory support and compensation etc. Very few reviews has been found regarding the promoters' value system, but that are not actually the related with.

Lastly it has found that there are two or more studies define the effect of corporate culture in education sector or in private management institutions, one has identified in U.K. and other has been done in Pakistan. Both the studies are related but not actually same.

One of the researcher said that success of the organization depends on the brilliance or excellence of the culture.

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