

A Measurement Model of Organisational Culture as Perceived by Staff at the Islamic University in Uganda

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Abstract

Organizational culture plays a pivotal role in the development and change of organizations. To achieve institutional competitiveness and repositioning on the world market all key players in the institutional development need to be on the same page in terms of organizational culture. A mammoth of studies have been done in the past to explore organizational culture structure but there were no attempts done to validate and measure the construct on employee behaviour and thoughts at the Islamic University in Uganda. The purpose of this study therefore is to measure and validate organisational construct as perceived by staff at the Islamic University in Uganda. The study employed four dimensions to examine organizational culture, and 361 staff through randomization participated in the study. To arrive at the intention of the study SEM-Amos technique of data analysis was used to confirm the hypothesized measurement model. The results indicated that meaningful value, support and promotion of values, discipline values and free style value are true and valid predictors of organizational culture structure.

Key words: organisational culture, meaningful value, support and promotion of values, discipline values and free style value

Today's universities are of no difference with the past whereby, universities are still focused on as places of generating quality services towards community transformation and development. This can be done by attracting staff and students from both local and international parts of the world. The global trends that have so far infiltrated the university settings, do not only call for better services but also require universities to change in the management style of students affairs since they are prepared for globalized world. However, this aspect of university management cannot be attained without reforms in employee working conditions and environment. Therefore, reform in the management of organisational culture is paramount since it is a key issue in the effective handling of both staff and students' affairs (Meyer, Bushney & Ukpere, 2011). Meanwhile, even though the world dictates are changing the situation to look more of one pillage in terms of behaviour and work ethics, there are very few universities that are responding to the phenomenon. Many universities have remained traditional

in their way of doing business forgetting that they are producing students who must cope with the demands of the time. Managers of students' discipline are rigid in nature to the extent that they are failing to adjust their management styles and understand the nature of their customers especially in Africa (Meyer et al., 2011; Ortiz, 2004). This kind of attitude among managers and administrators in the management of universities is attributed to the culture and failure to unlearn, learn and relearn in order to actualize and contextualize that the world demands new hybrid with open minds and positive attitude towards criticism and be ready to adapt and adopt different ways that have been put in place to produce high skilled human resources across the globe. For instance, Chinese universities today, are competing favourably on the world market due to infusion of compatible cultural behaviours and demands into their citizens (Douglas & Selin, 2012; Meyer et al., 2011). It is therefore imperative that African universities reform their strategies of organizational culture in order to stimulate the environment that can continuously help them attract a big number of customers and quality staff to sustain their total quality services and products (Frontiera, 2010). Thus, the purpose of this study is to establish the current perception of staff towards the strategies of organizational culture employed by Islamic University in Uganda across its campuses. The reason for examining the strategies is that Islamic University in Uganda has continued to dwindle in the number of staff whereas the strategies used to manage the culture at this institution are not examined to establish their role towards the staff. This study employed structural equation modelling to confirm the authenticity of the existing cultural dimensions used in this aspect.

Literature

The Concept of Organizational Culture

To date, organizational culture is a wide phenomenon in nature. Many scholars and authors in the field of management use several ways and scales to arrive at the elements of its composition and definition. For instance in the study carried out by Vilcea (2014) on quality culture in universities and influences on formal and non-formal education, he defines organizational culture as a composition of elements that cover beliefs, shared values, expectations and commitment towards achievement of quality services and production in an institution. It means that for an institution to attain change, there should be advanced preparation in form breeding positive organizational attitudes and practices, formation of a conducive climate based on mutual trust and support both staff and students coupled with inclusive environment that allows participation of all stakeholders, and at the same time empower members of that organization to learn self-management and continually advance processes of managing institutional business at all levels (Miuro, Othman, Sahari, & Burhan, 2016; Miuro, 2017; Vilcea, 2014). Conversely, in the qualitative study conducted by Frontiera (2010) on leadership and organizational culture transformation in professional sport, organizational culture is defined as the style of doing things in an organization and this should be termed as values embedded in the way, the talk

and walk of executing organizational business and they hold members of an organization together. These values should be meaningful, clear, desirable and understandable to all stakeholders and members of the institution (Al-bourini, Al-abdallah, & Abou-moghli, 2013; Imam, Abbasi, Muneer, & Qadri, 2013).

Moreover, the study done by Mersha, Bishaw, and Tegegne, (2013) on factors affecting female students' academic achievement at Bahir Dar University found that students had challenges emanating from family background, former schools, disco and traditional music and off campus activities, although the major springer of all these challenges was attached to the university academic environment that does not facilitate students towards proper counselling services and mental growth due to fear of laws and staff of departments where students enrolled.

Furthermore, organizational culture has been advanced as an important aspect that determines employee effective performance, behaviour and it is connected to achievement of organizational goals, job satisfaction, professional engagement, and turn over. And because of its relevance, extensive research has been done with an aim of establishing the sub-constructs that form its dimensionality. For instance, Saillour-Glénisson et al. (2016) in their study done on design and validation of a questionnaire to assess organizational culture in French hospital wards found out that organisational culture is made up of 6 dimensions and 21 sub-dimensions and 83 items. The sub-constructs used were work engagement, results oriented performance at departmental level, accountability and job description, interpersonal relationships and communication, customer care and support from the management and administrators.

Also, the results from the same study reflected that team training and the value attached to well-being of staff and customers was the ingenuity for improved staff performance at the hospital. Thus for an institution to get ready and reform its people and their way of managing organizational business, there should be assessment of organizational effectiveness and efficiency to avoid situations of ambiguity and when this level is handled with agility, a conducive climate and favourable practices will develop in handling of both staff and customer concerns (O'Donnell, Boyle, 2008). In addition, the same study was conducted with an aim of understanding and managing organizational culture and six dimensions were arrived at for instance; creating a climate for change, leaders as champions, employee engagement and empowerment, team orientation, tracking cultural change, training, rewards and recognition.

Meanwhile, Keup, Walker, Astin, and Lindholm (2001) in their review of previous studies found that for an institution to attain valued culture, it should embark on readiness and responsiveness and at the same time fight resistance to change in order to change wrong assumptions that its employees may have against approaches, behaviour, processes, products and at the same time develop yardsticks for establishing whether reforms are taking place with an aim of causing innovation. Likewise, in the study conducted by Maracine (2007) with

an aim of examining the practical valances ensued by organizational culture models, it was postulated that organisational culture strategies and practices propels employee performance levels in that, it reflected their behaviours in relation to organizational mission and at the same time draws snapshots from the reality in that the strength and weakness are very easy to be identified and their influence on both the functionality and development of an institution. It is therefore imperative for both managers and administration to normally examine and then make a comparison of both the desired and existing situation with an aim of establishing whether they are important tools that harness organizational development and at the same time attract customer satisfaction (Miir, Othman, Sahari, & Burhan, 2017a).

Meanwhile when institutional practices remain the same for years without assessing the new avenues of incorporating and adapting both customer and employee needs, there will always be a conflict of interest. In that some employees and customers may desire to quit due to rigidity and unfavourable language exposed by some of its workers and hence speak ill and defamatory statements against an organization (Kaweesi & Miir, 2016; Miir et al., 2016; Miir, 2016). Nevertheless, universities need to assess their models of operation in relation to organisational culture and whether their set values meet standards of the time. By doing so, they will be able to understand the positive values, their adaptability and flexibility in nature so as to address the challenges of the time and put more emphasis on guidance and counselling. With this kind of environment and climate, managers and administration will not need to spend a lot on marketing rather customers will be attracted naturally and hence gain support from outsiders. Also such institutions are able to have control over internal information, training and formal communication (Maracine, 2007; Pinheiro, Ouma, & Pillay, 2012; Vilcea, 2014).

It is therefore imperative that universities utilize models that lead to value of their human resources where cohesion of morals is agitated for. When this kind of approach is utilized, organizations are likely to have proper management of information and communication that avoid unnecessary disturbance from outsiders. Also handling of customers (students and parents) with sensitivity will be realized to avail stability and continuity, with readiness and mechanisms that influence flexibility and adaptability, and through which hope from both staff and students shall be raised with acquisition of resources that improve development to reach set goals through quality products and efficient systems and strategies. For instance in the study done by Du Preez, Simmonds, and Verhoef (2016) on South Africa trends of rethinking and researching transformation in higher education, results from a meta-analysis survey exhibited that organisational culture is paradoxical in nature whereby it requires logical thinking strategies due to its inherent sensitivity and complexity.

In addition, from 2005 to 2015, Du Preez et al. (2016) examined 1050 journals and findings of the analysis from 30 articles out of the 1050 revealed that rethinking and forging a new direction of the strategies towards transformation of

higher education institutions practices is a must do without which isolation of the rigid and unlearning institutions may happen.

Conversely, institutions require to adapt and adopt human resources with Denson model to achieve internal focus without aggressive defensive culture normally generated by their hierarchical positions if they intend to attain strong link between culture and performance. For example, in the study done by Miirio et al. (2017a), it was found that some universities were operating in kakistocratic manner, whereby some of their employees occupying influential positions were inept and untethered to the extent that some staff failed to perform to the expectations of the stakeholders but were still holding influential positions. In the same study it was found that university strategies, systems and values were still ill and traditional in the manner that staff who were developed and talented in nature were not able to still operate under the same systems. Therefore managers need to understand the essence of talented staff in the management and implementation of decision and thus utilize them effectively and efficiently to avoid rise of conflicts (Henry, Findlay & Freeman, 2016; Kaweesi & Miirio, 2016; Zeelen, 2012).

Meanwhile (Mazur, 2010) in his study conducted in Japan and Poland found that positive organizational culture as a new trend in cross-cultural management basic concepts are natured through positive values. Moreover, this study found that honesty, responsibility, respect for organizational traditions, respect for truth, loyalty were the key values advancing organizational development in Poland whereas, in Japan justice, loyalty, responsibility, commitment and respect for organizational traditions were the key driving values towards organizational stability.

Likewise, Peyrat-Guillard and Glińska-Newes (2010) while studying positive organizational potential, organizational commitment and organizational citizenship behaviour, employed a model that examined strategy, power, innovation, human resource management, company integration and employee identification and leadership and it was found that continuation of membership and organizational culture behaviours were low in France and all these behaviours had a lot of attachment towards employee commitment towards organizational development strategy. Moreover, in the study done on teamwork in a cross-cultural context in Austria, Poland and Turkey, Chwiałkowska (2012) found out that the organizational culture dimension was the determinant of teamwork and team spirit whereby workers cooperate and coexist in helping one another towards achievement of organizational goals.

Equally, Żarnik-żuławska (2012) contends that utilizing staff and provision of customer services appropriately is a key drive towards employee satisfaction if the strategic developmental strategies are made clear within the internal environment with norms that suit the demands of the time. In addition, in a study done by Walentynowicz (2014) on lean organizational culture as an example of a positive organizational culture, it was found that an organization that has the zeal to compete favourably on the world market must understand the

dictates of the time and adjust accordingly by leaning to its norms. Equally, Meurs and Koster (2014) while studying expectations and performance found out that environment with uncertainties creates psychological dissonance among employees of which in the end can affect the solidarity among the workers of an organisation. Therefore employers who expect quality work from employees must ensure that before embarking on high demand for quality services, they must provide an environment to their employees that breeds togetherness and team spirit so as to cause joint achievement of the intended goals.

Furthermore, in a study done on organizational culture and total quality management (TQM) by Al-Bourini, Al-Abdallah and Abou-Moghli (2013) it was found that organizational culture dimensions for instance meaningful values, support and promotion of values, discipline values and free style values are the basis for success and failure of quality services. Consequently, managers and leaders of organizations should depend on these key dimension and put them into consideration and ensure that staff move along with them in their direction. Since there is no agreed upon dimension of organizational culture among the different scholars and authors of management, this study was done to extend the earlier findings that have attempted to explore the organisational culture construct.

On the other hand, this study sought to unpack the underlying sub dimensions of organizations culture that include; meaningful values, support and promotion of values, discipline values and free style values as perceived by the staff at Islamic University in Uganda while basing on the theoretical foundation that is propounded by Al-Bourini et al. (2013), Chmura et al. (2016), Chwiałkowska (2012), Mazur (2010), Meurs and Koster (2014), Peyrat-Guillard and Glińska-Newes (2010), Walentynowicz (2014) and Żarnik-Żuławska (2012). The reason for choosing the sub-constructs from the reviewed literature, is that the institution under study was formed on values which are always emphasized in all its daily dealings. However little seems to have been done to ensure that both staff and student cope with these values.

From the literature above, it is important to note that organizational culture is a broad concept in the management of organisations. However, the common understanding by most of the scholars of management rotates on beliefs, shared values, expectation, staff commitment and these core elements should be used to concretize and cement staff job satisfaction, professional engagement, customer satisfaction and equally curtail staff turnover while executing institutional business and at the same time adjust according to the needs of the time. It implies that institutional managers will have an onus of ensuring that all the staff are orientated, trained, developed and supported towards protecting and operating within organizational culture dimensions.

Statement of the Problem

Today, many organizations from both business and education sectors attach a lot of importance to their culture and institutional set up. For instance, organizations use their culture to shelter and house values, technological values, and social patterns plus their likely effects (Al-Bourini et al., 2013; Chmura et al.,

2016). Even though some organizations from both education and business sectors have taken the lead to study their organizational cultural practices, many educational institutions in some parts of the world seem not to be at par. For instance; in Uganda, universities are facing serious burdens of staff turnover, usurpation of power, uncoordinated working environment, selfishness, low morale among staff, lack of training opportunities, dwindling numbers of students, their graduates (output) are affected with inept and untethered working behaviour, and some of the influential positions are occupied by rigid employees. (Asiimwe & Steyn, 2013; Bunoti, 2011; Mugabi, 2008). Students' complaints take long to be addressed (Al-Bourini et al., 2013; Asiimwe & Steyn, 2013; Bunoti, 2011; Imam et al., 2013; van Wyk, 2009). Moreover, these challenges may be coupled with challenging situations that result from negative perceptions from both the staff and students, and their unwillingness to learn, unlearn, relearn and adjust from traditional ways of executing business to swift approaches that meet the demands of the time (Kaweesi & Miir, 2016; Miir et al., 2017a; Miir et al., 2017b; Miir, 2016, 2017). Moreover, universities have tried their best to put in place strategies of improving staff welfare at all levels in terms of staff development programs, infrastructural development and an ideal organizational culture however, little has been achieved towards staff stability and commitment towards institutional development. This is attributed to the unpleasant state of university environment and the current state of universities in Uganda that does not seem to attract and sustain highly professionalized staff (Asiimwe & Steyn, 2013; Assie-Lumumba, 2006; Bailey, Cloete, & Pillay, 2011; Bigabwenkya, 2013; Bunoti, 2011, 2016; Byaruhanga, 2006; Cross, & Ndofirepi, 2017; Dichaba, Nwaozuzu, Pretoria, & Africa, 2015; Dushane, 2016; Freeman, Johansson, & Thorvaldsson, 2010; Higher, 2013; Jacob, 2010; Jibia, Mubarak, & Michael, 2013; Kabeba, 2010; Kasozi, Musisi, & Nakayiwa, 2003; Kasozi, 2014; Kasule, 2015; Liang, 2004; Lodhi, 1994; Lubaale, 2015; Mayer et al., 2014; Miir, Othman, Sahari, & Bruhan, 2017a, 2017b; Mpaata, A., 2010; Muriisa, 2014; Muwagga, 2011; Nabayego & Itaaga, 2014; NCHE, 2006, 2010, 2011; Oyo, Williams, & Barendsen, 2008; Pillay, 1995; Saymeh, 2014; Ssempebwa & Nakaiza, 2013; Tibarimbasa, 2010; Zeelen, 2012). Thus this study was designed to examine the gap in the reviewed literature related to organisational culture difference in definition and the methodology in data analysis, while discovering the role of organizational culture practices at the Islamic University in Uganda. This article envisaged to reveal the correlation between organizational culture dimensions as perceived by the staff. Furthermore the study sought to extend the understanding of the readers to organizational culture practices at university level since there is no similar study that has been done to extensively examine this situation at this level especially in Uganda.

Research questions

To address the purpose of the study, the following research questions were formulated to examine the sub-constructs of organizational culture:

- 1) What are the underlying sub-constructs of organizational culture structure as perceived by the staff of Islamic University in Uganda?
- 2) How genuine are the psychometric properties of the measurement model of organizational culture as perceived by the staff – with regard to convergent, discriminant validity and reliability?

Hypotheses

- H₁. Organizational culture structure has four main sub-constructs as perceived by university staff, these include; meaningful values, support and promotion of values, discipline values and free style values
- H₂. The four sub-constructs of organizational culture survey are psychometrically genuine with respect to reliability, convergent and discriminant validity

Method

Research Design

The study employed a cross sectional survey design as the best approach to attain data and measure the staff's perceptions of organizational culture practices at Islamic University in Uganda. The quantitative technique was deemed reasonable to acquire a big number of sample and at the same time utilize a sophisticated approach of structural equation modelling to analyse the data (Awang, 2015; Bolarinwa, 2015; Byrne, 2009; Cohen, Mannion, 2011; de Vaus, 2002).

Sample

The sample of the study covered 361 both academic and administrative staff of Islamic University in Uganda. This number was attained through randomization of study volunteers. Due to easy accessibility of the volunteers 800 questionnaires were given out across campuses of the university and only 400 were filled and returned and only 361 emerged fit for further analysis after data scrutiny. Since structural equation modelling requires a big number of respondents and the study was targeting 500, the sample employed was deemed reasonable enough to run structural equation modelling and the number attained from the sample was appropriate to further analysis of CFA (Muthén & Muthén, 2009; Wolf, Harrington, Clark, & Miller, 2015).

Instrument

The study employed a 24 item self-reported questionnaire for data collection. The survey tool was derived from reviewed literature pertaining to organizational culture construct and it was adopted and adapted to suit in the interest of this study. Twenty four items were used to represent the hypothesized dimensions (meaningful values 5 items, support and promotion of values 8 items, discipline values with 5 items and free style values with 6 items). However, none of the studies indicated the reliability of each of the four sub-constructs of organizational culture, hence giving a strong background for examining the tool. A Likert scale of 5 categories of responses was employed and it ranged from strongly agree, agree, undecided, disagree and strongly disagree.

Data Analysis Procedure

Results

To arrive at the validity of the four sub-constructs for the organizational culture structure, a confirmatory factor analysis was used in the study. From figure 1 below, it is reflected that the estimated measurement model score values are within the required parameters whereby CMIN = 350414, df= 113, CMIN/df 3.101, RMSEA = 0.76, and CFI = .914. thus leading to plausible and satisfactory good fitness of the results.

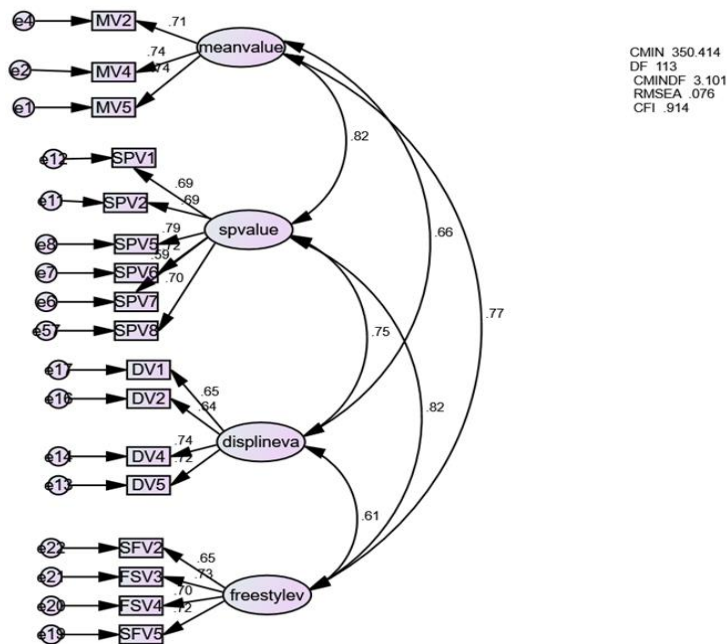


Figure1. Results of the four-factor organizational culture measurement model

Since CFA is for confirming the existing structure of the factor under study and at the same time proving the worthiness of the hypothesized model, the following requirements were met as shown in the results below; convergent validity loading on standard regression weight was greater than 0.5 or $CR > 1.96$, whereas discriminant was $p < \alpha = 0.05$ value and reliable at the value of $CR > 0.7$ (Barbara & Tabachnick, 2013; Khine, 2013).

The psychometric of the four factor organizational culture survey tool of Convergent validity and reliability

First of all, convergent validity is a technique used to examine whether different indicators of theoretically correlated and similar overlapping constructs are interrelated whereas discriminant is an indication that the latent variables are

not inter-correlated (Wang, French, & Clay, 2015). The results of convergent validity and reliability can be observed from Table 1 below as per the results generated from Amos Program version 22. Meanwhile, the table below shows the value score loadings and composite reliability for each of the indicators as embedded in the dimensions of organizational culture construct and the values for the four factor structure of organizational culture were above 0.5.

Table 1

Convergent Validity and Reliability Indicators of the Four Sub-dimensions of Organisational Culture Construct

Factor	Indicators	Convergent validity Factor loading	Reliability p-value	Squared loading	Composite reliability 0.773
Meaningful value (MV)	MV2 The university top management focuses on the quality of the services provided	0.71	****	0.5041	
	MV4 There are clear and definite instructions available in the university about work performance methods	0.738	****	0.5476	
	MV5 The university uses objectives as a standard to measure the performance effectiveness	0.735	****	0.5476	
Support and promotion of values (SPV)	SPV1 My university administration honors and stimulates creative people	0.69	****	0.4761	0.850
	SPV2 The university provides all required supplies for work performance	0.693	****	0.4761	
	SPV5 The university cares for the development of work relationships	0.794	****	0.6241	
	SPV6 The university shows interest in the social responsibility aspects	0.719	****	0.5184	
	SPV7 The university has definite bases for granting rewards and allowances	0.591	****	0.3481	

	SPV8 The university places high attention to strengthening the workers' relationships outside the work scope	0.695	****	0.49	
Discipline values (DV)	DV1 Both administrators and employees observe duty hours while executing their obligations	0.645	****	0.4225	0.782
	DV2 The duty hours in the university are utilized for work effectively towards achievement of institutions mission and vision	0.636	****	0.4096	
	DV4 The employees are adhering to the job description	0.742	****	0.5476	
	DV5 The employees of the university are adhering to the regulations, policies and instructions	0.719	****	0.5184	
Free style values (FSV)	FVS2 The university management supports development processes	0.647	****	0.4225	0.793
	FVS3 The university administration delegates powers at all levels for the purpose of career development	0.732	****	0.5329	
	FVS4 The university administration discusses work procedures	0.704	****	0.49	
	FVS5 The university leadership discusses work results	0.719	****	0.5184	

From the results reflected in Table 1, it can be observed that the score values of composite reliability for the four latent variables of the organizational culture structure are above the threshold of 0.7, implying that all the four factors are liable and true descriptions of theory for organizational culture.

Table 2

Inter-subconstruct Correlations, Construct Reliability, Average Variance Extracted, Shared Variance among the Constructs of Organisational Culture

Dimension	1	2	3	4
MV	0.73	0.67	0.44	0.59
SP	0.82	0.7	0.56	0.67
DV	0.66	0.77	0.7	0.37
FV	0.77	0.82	0.61	0.7
Composite Reliability	0.773	0.85	0.782	0.793

Note. Reflected lengthways are diagonals and the average variance extracted (AVEs) of each sub-factor; under the diagonal is the correlation matrix; and beyond the diagonal is the shared variance matrix.

In addition, Table 2 above indicates and affirms the psychometric properties of the survey tool employed in this study, that is, along the diagonal, the statistical scores indicate the average amount of variation (AVE) that each of the sub-constructs can contribute through its indicators to the organizational culture structure. Furthermore, since all the AVEs were greater than corresponding shared variances values (values above the diagonal), it can be observed that discriminant validity also exists. Conversely, the inter-sub-construct correlation in table 2 showed that organizational culture was multidimensional factor with separate but inter-connected sub-constructs. Moreover, the results from table 2 reflected that the composite reliability for the four-factors of organizational culture construct were above the minimum 0.7 in that, meaning value 0.773, support and promotion of values was 0.85, discipline values was scored at 0.782 and free style value was 0.793.

Discussion and Conclusion

The purpose of the study was to validate organizational culture measurement structure as perceived by staff at the Islamic University in Uganda. From the results therefore, it can be observed that the fit indices of the confirmatory factor analysis were within the required estimates and each dimension of the structure reflected plausible standard regression weight scores > 0.50. Also the factor loadings for all the four sub-constructs (meaningful value, support and promotion of values, discipline values and free style value) ranged between 0.591 to 0.794 and the correlation score values for four-factors ranged from 0.61 to 0.82 which reflected a strong relationship among the sub-dimension of organizational culture. These results are congruent with Al-Bourini et al. (2013) that the four sub-dimensions of organizational culture (meaningful values, support and promotion of values, discipline values and free style values) are true and valid. However, Ferda Beytekdin, Yalçinkaya, Miray, and Karakoç (2010) found out that organizational culture should be goals, mission, strategic objectives if the institution is to gain a competitive advantage on the world market. Since organizational culture is an area of much concern from both workers and

customers, higher education institutions should handle it holistically to ensure that all stakeholders are favoured and treated accordingly to ensure that the institutions are given a good face both within and outside community. The values, processes, goals and communication channels should always be active and sound to remind both the customers and employees of their roles and at the same time ensure that the best is achieved from all sides for purposes of improving the working environment and institutional development. To achieve plausible organizational culture practices, universities may need to train their staff and keep on orientating them to the needs of the society vis-à-vis the current demands of the time.

Implications

The four-factors of organizational culture are highly correlated and inter-related with the latent variables. The reliability for the four sub-constructs is sound enough as reflected in the fit indices in the figure above and future studies can still employ the same tool to do more studies in both business and education sector. The study sample was homogenous in nature since the entire sample was got from one university therefore, if other studies are done on a similar sample but in different universities the results may differ significantly.

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