

Association of University Culture with its Research Productivity



Misbah Iqbal*

Sahibzada Shamim ur Rasul†

Anila Ali‡

Pages: 359 – 370

DOI: 10.31703/gsr.2023(VIII-I).36

URL: [http://dx.doi.org/10.31703/gsr.2023\(VIII-I\).36](http://dx.doi.org/10.31703/gsr.2023(VIII-I).36)

Abstract: *The purpose of the study is to explore the association between the culture of the university and its research productivity. The population of the study were all the faculty members of all the general public sector universities of Punjab Pakistan. Five general public sector universities of Punjab were selected then four departments from five randomly selected faculties were randomly selected from each university then from each department, 50% of faculty members were randomly selected. Two self-developed research instruments i.e., the 'Supportive Culture scale', and 'Checklist for research productivity' validated through experts' opinions and pilot testing were used, reliability coefficient Cronbach Alpha for the Supportive Culture scale and checklist were 0.92 and 0.95 respectively. Data were analysed using descriptive statistics and Spearman rho. A moderate positive correlation between supportive culture and the research productivity of universities was found.*

Key Words: Supportive Culture, Research Productivity, General Public Universities

Introduction

Higher education institutions are the major source for providing the human capital required for knowledge production. Higher Education is the process which is managed by the people who strive for the ultimate goals of higher education one of the major goals of higher education is to create a profession that can contribute a significant role to the progress of the society (Nagoba & Mantri, 2015). Though these professionals have remained marginal to developmental concerns they are playing a fundamental vital role in producing new knowledge, and in gathering and applying innovative ideas (Gumja, 2009).

According to Mujeeb et al. (2011), the ultimate goal of higher education institutions (universities) is to develop knowledge-based societies. They suggested that universities should strive to foster their own individual version of the knowledge society and excellence in teaching learning and advanced research.

The competitive capacity of universities can be increased by developing strong professionals through effective management which is the essence of productivity of higher education institutions. Strong professionals contribute to the development of productivity of institutions of higher education. The development of strong professionals would be enhanced by the prevailing culture within institutions. The culture of higher education institutions also has been considered to be an important element in determining performance in research of teaching faculty. In an academic unit culture re-counts to shared attitudes and values. A research-based culture happens when all faculties are socially connected with each other, motivated and have value of knowledge sharing (Coman & Bonciu, 2016).

For achieving a knowledge-based economy, knowledge sharing is one of the important preconditions. There are a lot of barriers that originate from the organizational circumstances for knowledge sharing as in the view of Bhagat et al. (2002) that the

* Lecturer, Institute of Education, University of Sargodha, Punjab, Pakistan.

† Lecturer, Institute of Education, University of Sargodha, Punjab, Pakistan.

‡ Lecturer, Institute of Education, University of Sargodha, Punjab, Pakistan.

success of knowledge sharing has been affected by organizational culture. Many researchers express that the important factor of organizational culture is knowledge sharing (Holden & Kortzfleisch, 2004; Glisby & Holden, 2003).

The people who are managing processes of higher education have almost equal status and common purpose but individual differences are always there which cannot be ignored. When individuals act together in a group, collective programming of the mind emerges and a relationship is developed within the group which is called the culture of that group (Hofstede, 2011). The insight, the beliefs, the valuing and the action of all members of a particular society is influenced by the culture. In the organization people's thoughts, behaviors and emotions are shaped by the culture which has been confirmed as an influential force in organizations. The role of emotions in organizational culture has been less addressed by the academicians. In recent times it has been agreed that the supremacy of culture is primarily due to the emotional management of individuals (Pizer & Hartel, 2005; Beyer & Nino, 2001). Without any doubt, a social medium is provided by culture in which individuals can recognize and shape emotional bonds with each other, to ensure the needs for belonging, individuality and societal assimilation (Schein, 2004; De Dreu et al., 2002; Beyer & Nino 2001).

The culture is described as a system of values which is created by the physical activities of human beings by interacting with their social and natural environment. The social environment is the working environment where culture is created. This implies a kind of system where culture exists in three dimensions, where the subject of the culture is formed by humans, the time dimension is the activities performed by the humans and the natural and social environment will be the space of the culture. Culture consists of multiple factors such as moral standards, values, habits and customs, religion, languages, lifestyles, opinions, arts, education, and public institutions for example family, school, policies, etc. (Hager, 2011).

Ugoani (2016) describes culture as a combination of meanings which are shared among the members of the group and are unique and exclusive in their nature. These meanings are then transmitted to the next generations. This depicts that culture has the characteristic of being shared and learnt. According to

Chatman and Eunyoung (2003), it is a system which guides people in inappropriate and appropriate behaviours through the system of shared assumptions, values, and beliefs.

Alvesson (2002) described organizational culture as a way of thinking or an umbrella concept which focuses on cultural and symbolic phenomena. Organizational culture may also be defined as a collection of certain norms, values and meanings which are accepted and followed by the members of a certain community (Potecea & Georgiana, 2009).

However, a useful and famous definition was offered by Schein (1999), it is a pattern of shared assumptions and beliefs that the group uses to solve different problems and they acquired them from their own experiences, that have been proved correct and valid in order to be taught to the other members so that they can utilize them to solve various problems. It can be concluded from the above-stated definitions of organizational culture that organizational culture is one of the levels of culture; moreover, other levels are team culture and national culture (Hofstede & Minkov, 2010).

It means that organizational culture is the embodiment of different elements of a culture. Moreover most important aspect of the culture is the communication through which the beliefs, values and customs of the organizational culture are passed on to the new members generally it can be said that organizational culture consists of all cultural elements such as values, habits, norms, customs, language, and dresses etc. which are selected by the organization and creates a distinctive identity of a culture (Schein, 2004). These days there can be seen a competition between different organizations to succeed in terms of their performance and capabilities. They seem much more focused on achieving their desired targets by improvising and restructuring their processes. They are hiring more competitive staff and technicians in order to compete in the market and to meet their future aspirations (Oatey, 2012).

The Higher Education Institutions must switch towards learning new modern ways of working including admiration and openness to different opinions, ideas, experiments and information collection ways. According to Joo and Park (2010), employees show optimum performance if they are comfortable in the working environment of the organization. Those institutions are called learning

communities where the working environment is friendly and faculty members and other staff members are engaged in a healthy learning environment (Shein, 2004). Learning culture is promoted by the learning organizations where the ideas and vision are shared for mutual benefit (Jung, 2003). However, there still needs to be a consensus for making learning organizations a model for other organizations. There is doubt among the executives over this decision which can be credited to their lack of understanding of the organizational culture (Zeinalipour, Fini & Faghihi, 2014). The organizational culture is created by the personnel of the university; if the culture is supportive then the performance of the individuals may increase and ultimately it affects the research productivity of the university.

Objectives of the Study

The objective of the study was to investigate the association between supportive culture and research productivity in higher education institutions.

Research Questions

The research questions of the study were:

- i. What is the prevailing research productivity level of teachers from general public universities of Punjab?
- ii. What are the practices of the supportive culture of general public universities of Punjab?
- iii. Is there any association between supportive culture and research productivity of general public sector universities of Punjab?

Research Methodology

This research was descriptive exploratory and non-contrived and for the collection of data survey technique was used.

Population and Sampling

All teaching faculty of all general public universities of the province of Punjab, Pakistan included in the population of the study. From Punjab province five general public universities were randomly selected. Among them, two universities were selected from old universities and three universities were selected from new universities randomly. From each university, five

faculties were selected and from each faculty, four departments were selected randomly. 50% of the teaching faculty was selected from each selected department randomly.

Research Instruments

A scale was developed for supportive culture whereas a checklist was also developed to find out the research productivity of the universities. The indicators of supportive culture were explored through a literature review (Goic, 2013; Momot & Litvinenko, 2012; Al-Alawi, Adel Ismail, 2007; Denison 1996; Denison & Mishra, 1995). After discussion with the experts and colleagues, the indicators were selected which were; organizational structure, capability development, creating change, Student focus, goals objectives vision, innovation, conflict management, collaboration, and empowerment whereas a checklist was used for the productivity of the university teachers. The language and content of the items were used according to the needs of the contextual setting. This scale was validated through 5 experts in the field of education to judge the suitability, appropriateness and logical sequence of the items. The pilot testing of the scale was conducted on 510 university teachers from the general universities of Punjab which were not included in the actual sample. Data obtained through pilot testing was analyzed using the Extraction Method: Principal component analysis, rotation converged in eight iterations. The Cronbach's alpha value of the scale was 0.925 which represents the very strong reliability of the research instrument as recommended by Hogan (2019). The checklist consisted of three main indicators which were extracted from the literature review and finalized after incorporating experts' suggestions.

The questionnaires were administered in person by the researcher to the teachers of selected departments.

Data Analysis and Results

Data were analysed through SPSS 22 by applying descriptive and inferential statistics. University-wise analysis of views of university teachers about supportive culture from general public universities of Punjab is in the following table.

Table 1

Views of teachers about the supportive culture of the Universities

S#	Universities	Highly Supportive culture	Somewhat supportive culture	Less Supportive culture	Least supportive Culture	Not supportive
1.	University of Sargodha	83 38%	98 45%	27 12%	11 5%	0
2.	Faisalabad University	42 20%	123 59%	38 18%	7 3%	0
3.	University of Gujarat	55 28%	77 39%	46 24%	18 9%	0
4.	Islamia University Bahawalpur	32 52%	22 36%	7 10%	1 2%	0
5.	University of the Punjab	17 14%	71 56%	30 24%	8 6%	0
6.	Total	229 28%	391 48%	148 18%	43 5%	0

Table 1 depicts the views of teachers about supportive culture in the general public sector universities of Punjab. The majority of the university teachers (76%) expressed that general public sector universities have highly supportive and somewhat supportive cultures. 83% of the faculty from the University of Sargodha, 79% of teachers of Government College University Faisalabad 88% of teachers of Islamia University of Bahawalpur and 70% of teaching faculty of the

University of Punjab claimed that these universities had highly supportive or somewhat supportive culture. While only 67% of teachers from the University of Gujarat (UOG) opined that the University of Gujarat has a highly supportive and somewhat supportive culture in the university. The trend showed that Islamia University Bahawalpur and the University of Sargodha had a more supportive culture among all universities.

Table 2

Indicator-wise Comparison of Supportive Culture Universities

Sr. No	Sub indicators of Supportive Culture	University of Sargodha	G.C University Faisalabad	University of Gujarat	Islamia University of Bahawalpur	University of the Punjab
1.	Organizational Structure	67% (OT+A)	71% (OT+A)	70% (OT+A)	65% ST	65% ST
2.	Capability Development	69% (OT+A)	64% (ST)	68% (ST)	63% (ST)	67% (ST)
3.	Creating Change	68% (OT+A)	67% ST	67% (OT+A)	67% (OT+A)	65% (ST)
4.	Student Focus	60% (OT+A)	67% ST	67% (OT+A)	74% (OT+A)	65% (ST)
5.	Vision, Goals and Objectives	69% (OT+A)	59% (ST)	64% (OT+A)	76% (OT+A)	69% (OT+A)
6.	Innovation	71%	66%	66%	77%	63%

Sr. No	Sub indicators of Supportive Culture	University of Sargodha	G.C University Faisalabad	University of Gujarat	Islamia University of Bahawalpur	University of the Punjab
		(OT+A)	(ST)	(OT+A)	(OT+A)	(ST)
7.	Agreement	62% (OT+A)	66% (ST)	72% (ST)	73% (OT+A)	63% (ST)
8.	Collaboration	67% (OT+A)	61% (OT+A)	71% (OT+A)	77% (OT+A)	68% (ST)
9.	Empowerment	68% (OT+A)	60% (OT+A)	63% (ST)	85% (OT+A)	64% (OT+A)

NAA = not at all, RT=rarely true, ST=sometimes true, OT=often true, A= always, NA= not applicable

Table 2 depicts the views of university teachers about sub-indicators of a supportive culture. 67% of teachers of Sargodha University, 71% from G.C.U Faisalabad, and 70% from the University of Gujarat opined often true and always about organizational structure whereas 65% of teachers from Islamia University Bahawalpur (IUB) and Punjab University opined for some time true about organizational structure. 69% of teachers of the University of Sargodha opined often true and always about capability development whereas 64% of teachers from G.C University Faisalabad, 68% from the University of Gujarat, 63% of teaching faculty of Islamia University Bahawalpur and 67% of teaching faculty from Punjab University opined sometimes true about capability development. 68% of teachers of Sargodha University, and 67% of teachers from Gujarat University opined often true and always about creating change whereas 67% of teachers from G.C.U Faisalabad and 65% of teachers of Punjab University opined sometimes true about creating change. 60% of teachers of Sargodha University, 67% of teachers of Gujarat University, and 74% of teaching faculty of Islamia University Bahawalpur opined often true and always about student focus whereas 67% of teachers of G.C.U Faisalabad and 65% of teachers of Punjab University opined sometimes true about student focus. 69% teaching faculty of Sargodha University, 64% of teachers of Gujarat University, 76% of teachers of Islamia University Bahawalpur and 69% of teachers of Punjab University opined often true and always about vision goals and objectives whereas 59% of teachers of G.C. U Faisalabad opined sometimes true. 71% of teachers of Sargodha University, 66% of the University of Gujarat, and 77% of teachers of Islamia University Bahawalpur opined often true and always

about innovation whereas 66% of teachers of G.C.U Faisalabad and 63% of teachers of Punjab University opined sometimes true about innovation. 62% of teachers of Sargodha University, and 73% of teaching faculty of Islamia University Bahawalpur opined often true and always about agreement whereas 66% of teachers from G.C.U Faisalabad, 72% of teachers of Gujarat University and 63% of teachers of Punjab University opined sometimes true about agreement. 67% of teachers from Sargodha University, 61% of teachers of G.C.U Faisalabad, 71 teachers from Gujarat University and 77% of teachers of Islamia University of Bahawalpur opined often and always about collaboration whereas 68% of teachers of Punjab University opined sometimes true about collaboration. 68% of teachers of Sargodha University, 60% of teachers of G.C.U Faisalabad, 85% of teaching faculty of Islamia University Bahawalpur, and 51% of teachers of Punjab University opined often true and always about empowerment whereas 63% of teachers of Gujarat University opined sometimes true about empowerment. The trend shows that the organizational structures of the University of Sargodha, University of Gujarat, and Government College University Faisalabad were better whereas the capability development practices were better in of University of Sargodha and Islamia University of Bahawalpur while creating change practices were better in all general public universities of Punjab. The vision, goals and objectives were more clear at the University of Sargodha, Gujarat University, University of the Punjab and Islamia University of Bahawalpur whereas innovation practices were better at the University of Sargodha, Gujarat University and the Islamia University of Bahawalpur while the agreement about key matters was better in University of Sargodha

and the Islamia University of Bahawalpur. The collaboration practices were better in the University of Sargodha, the University of Gujarat, G.C University Faisalabad and the Islamia University of Bahawalpur. The trend shows that empowerment practices were better at the University of Sargodha, G.C University Faisalabad, the University of the Punjab and Islamia University of Bahawalpur. The overall supportive culture is better in the University of Sargodha and Islamia University Bahawalpur as compared to G.C.U

Faisalabad, the University of Gujarat and the University of the Punjab.

Analysis of Research Productivity of Universities

University-wise analysis of the views of teaching faculty about the productivity of general public sector universities of Punjab is presented in the following table.

Table 3

Comparative views of teaching faculty of general public sector universities of Punjab about research productivity of universities

S#	Universities	Highly Productive	Productive	Less Productive	Least Productive
1.	Sargodha University	27%	23%	20%	30%
2.	Gujarat University	23%	16%	23%	38%
3.	G.C U Faisalabad	12%	25%	50%	13%
4.	Punjab University	56%	24%	20%	0
5.	Islamia University of Bahawalpur	50%	27%	12%	11%
6.	Overall	47%	22%	25%	6%

Table 3 shows the views of university teachers about the research productivity of general public universities of Punjab. The 69% overall university teachers stated that general public universities were highly productive and productive. 50% of teachers from the University of Sargodha (UOS) opined that the UOS is highly productive or productive whereas 50% of teachers opined that UOS is less or least productive. 61% of teachers from the University of Gujarat (UOG) opined that UOG is less or less productive, similarly, 63% of

teachers of G.C. University Faisalabad opined that the university is less or less productive. 80% of teachers of the University of the Punjab (PU) opined that PU is highly productive or productive. 77% of teachers from Islamia University of Bahawalpur (IUB) opined that IUB is highly productive or productive. The trend shows that Punjab University and Islamia University Bahawalpur are highly productive whereas Sargodha University is productive while Gujarat University and G.C.U Faisalabad are less productive.

Table 4

Views of universities teachers about research productivity

S. No	Research Productivity	University of Sargodha	University of Gujarat	G.C.U Faisalabad	University of the Punjab	Islamia University Bahawalpur
Research Publications						
1.	HEC Recognized Articles	22%	3%	11%	25%	13%
2.	Published Books	46%	7%	42%	82%	68%
3.	Published Monographs	31%	1%	47%	45%	54%
4.	Article Published in newspaper	48%	11%	44%	53%	66

S. No	Research Productivity	University of Sargodha	University of Gujarat	G.C.U Faisalabad	University of the Punjab	Islamia University Bahawalpur
5.	HEC/University-sponsored Publications	44%	28%	47%	36%	71%
6.	Overall Research Publications	18%	15%	22%	30%	16%
Research-Based Activities						
1.	Project Proposal Submitted	61%	22%	47%	57%	79%
2.	Project Proposals accepted	53%	40%	57%	65%	60%
3.	Reviewed Articles for Professional Journal	68%	20%	57%	34%	85%
4.	Serving editorial board of the journal	43%	30%	39%	45%	38%
5.	Attended conferences	52%	46%	61%	57%	39%
6.	where presentation was made	50%	29%	39%	42%	36%
Research Supervision						
1.	Supervised M.A Thesis	77%	87%	85%	99%	99%
2.	Supervised M.phil Thesis	66%	74%	65%	77%	89%
3.	Supervised PhD Thesis	50%	50%	46%	67%	46%
4.	Supervising M.A Thesis	71%	77%	80%	86%	87%
5.	Supervising M.Phil Thesis	36%	40%	45%	60%	50%
6.	Supervising PhD Thesis	19%	18%	11%	46%	26%

Table 4 shows the views of university teachers about the research productivity of general public universities of Punjab. In comparison, the teachers from the University of the Punjab had more published articles and published books whereas teachers from Islamia University Bahawalpur had more published monographs and more published articles in newspapers and teachers from Islamia University Bahawalpur had more HEC/University-sponsored publications while teachers from University of the Punjab had more overall research publications. In comparison research-based activities the teachers from Islamia University Bahawalpur had more project proposals submitted to different bodies whereas teachers from the University of Punjab and G.C.U Faisalabad had more project proposals accepted to different bodies while teachers from Islamia University Bahawalpur had more reviewed articles for professional journal whereas more teachers from

Punjab University and Sargodha University were serving as an editorial board of a journal. In comparison, the teachers from Sargodha University, G.C.U Faisalabad and the University of the Punjab attended more conferences while teachers from Islamia University Bahawalpur. In comparison of research supervision teachers from Punjab University supervised more students of master level whereas teachers from Islamia University Bahawalpur supervised more students of M.Phil while teachers from Punjab University supervised more students of the Ph.D. level while teachers from Islamia University Bahawalpur and Punjab University supervised more students of the master level while teachers from Islamia University Bahawalpur and Punjab University was supervising more students of M.Phil level while teachers from Punjab University was supervising more students of Ph.D. level. The trend shows that Punjab University and Islamia University Bahawalpur were

better in research publications whereas Sargodha University, Gujarat University, Punjab University and Islamia University Bahawalpur were better in Research

activities while Gujarat University, Punjab University, Islamia University Bahawalpur and G.C.U Faisalabad were better in research supervision.

Table 5

Correlation among supportive culture and research productivity of higher education institutions

Variables	N	Spearman rho Correlation	p-value
Supportive Culture Productivity	813	.514	.001

Table 5 shows the relationship between supportive culture and productivity of general public universities of Punjab. The Spearman rho value $r(813) = .514$ at $p = .001 < \alpha = 0.05$ revealed a moderate positive relationship between supportive culture and productivity.

Conclusion

The conclusions of the study were as follows;

1. Most of the general public universities of Punjab had a somewhat supportive culture. Comparatively, Islamia University Bahawalpur and Sargodha University were ahead of all other universities with a highly supportive culture. G.C. University Faisalabad had a somewhat supportive culture while Gujarat University and Punjab University had a less supportive culture.
2. In all of the general public universities of the Punjab organizational structures, collaboration, empowerment and innovation practices were better whereas creating change practices and focusing on students were good in all general public universities of Punjab while capability development and vision, goals and objectives were somewhat focusing in all general public universities of Punjab.
3. The organizational structures of Sargodha University, Gujarat University and G.C.U Faisalabad were better as compared to Islamia University Bahawalpur and Punjab University. The capability development was better in Sargodha University and Islamia University of Bahawalpur as compared to Gujarat University, G.C.U Faisalabad and Punjab University. The practices of creating change were better in Sargodha University, Gujarat University and Islamia University of Bahawalpur as compared to G.C.U Faisalabad and Punjab University.
4. In all general public sector universities of the province of Punjab, Pakistan teachers focus on students who were better at the University of Sargodha, Gujarat University and Islamia University of Bahawalpur as compared to G.C.U Faisalabad and Punjab University. The vision objectives and goals were clear to the University of Sargodha, Gujarat University, Punjab University and Islamia University Bahawalpur were better than G.C.U Faisalabad. The practices of innovation were better in Sargodha University, Gujarat University and Islamia University Bahawalpur as compared to G.C.U Faisalabad and Punjab University. The agreement on different matters of the department such as timetable, conduction of exams, conduction of different seminars or conferences etc. In this regard, Sargodha University and Islamia University Bahawalpur were better than the University of Gujarat, G.C.U Faisalabad and Punjab University.
5. The collaboration practices were better at the University of Sargodha, University of Gujarat, G.C.U Faisalabad and Islamia University of Bahawalpur than at Punjab University. The practices of empowerment of teachers were carried and in this regard, Sargodha University, G.C.U Faisalabad, Punjab University and Islamia University of Bahawalpur were better than the University of Gujarat.
6. The majority of general public universities in Punjab were highly productive. Comparatively Punjab University and Islamia University Bahawalpur were highly productive in terms of research and ahead of all other universities

whereas the University of Sargodha was somewhat productive in terms of research but the University of Gujarat and G.C.U Faisalabad were less productive in terms of research.

7. There was a moderate positive relationship between a supportive culture and the productivity of universities. It means when a supportive culture is enhanced, the productivity of the university increases.

Discussion

The supportive culture practices in general public universities of Punjab were analyzed by different indicators in this study. The first indicator of supportive culture was organizational structure and it was found that the organizational structure of universities' was better and there is no significant difference between the organizational structures of general public sector universities of Punjab. This result was contradictory to the findings of Bleiklie and Kogan (2007) in their study "Organization and Governance of Universities" findings of the study were there is variation among university structures with special reference to nations and regime types within the universities as he discussed that the reason for this variations is the way in which universities are operated and funded. The possible reason for the contradictory result is that in Pakistan the universities are mostly funded and operated by the provincial Higher Education Commission. The findings of the second indicator of supportive culture were capability development practices are somewhat focused and there is a significant difference between general public universities of Punjab about capability development are in line results of Suwaed and Rahouma (2015) in their study "A New Vision" for professional development for university teachers in Libya It's "not an event, it is process" findings of this study were universities are not much focused on the future capability of the teachers. However, no findings were found about the finding of the current study that there is a significant difference between the capability development practices of universities. The findings of further indicators such as creating change, student focus, innovation, agreement, collaboration and empowerment practices were somewhat better and there is a significant difference between the practices of creating change, student focus, vision, goals and objectives, innovation, agreement, collaboration and empowerment of general public universities of Punjab

but no such findings were found of another study. The reason might be that these are sub-indicators of supportive culture and the other studies focused on collectively the practices of supportive culture and did not find the status and difference of each sub-indicator. But in the current study each sub-indicator was analyzed and then collectively it was found that culture was somewhat supportive in the general public universities of Punjab and there is no significant difference between the views of teachers about the supportive culture within universities as it was in line results of the study of Vasyakina and Ileva (2016), a study of organizational culture at a higher education institution (case study: Plekhanov Russian University of Economics (PERU), findings are the culture is need to be improved which means culture was somewhat supportive.

The finding of this study is that there is a moderate positive relationship between supportive culture practices and the productivity of the Universities, these results are in line with Jasim Uddin and Luva (2013) in their study "Impact of organizational culture on employee performance and Productivity: A case study of telecommunication sector in Bangladesh" finding is numerous attributes of organizational culture have a significant positive influence over the performance of the organizations and another study of Kamamia (2017) was found that there is a strong positive relationship between organizational culture and organizational performance in his study "the effect of organizational culture on organizational performance: A case study of Kenya school of Monetary Studies (KSMS). These findings are in line with the results of a study of Mayowa (2011) which is "impact of organizational culture on performance of universities." The findings are that the culture of various Universities is very low, therefore having a negative impact on their performance.

Recommendations

1. University teachers' professional capacity development especially of newly recruited teachers or junior teachers may be carried out through training workshops for monitory problems universities may ask for funds from the Higher Education Commission, Pakistan (HEC) as it is concluded that professional

capability development practices were not focused properly in universities.

2. In general public universities of Punjab, teachers' focus on students' demands, needs and satisfaction with teaching teaching-learning process was weak. Hence it is recommended that the head of the departments develop a monitoring system for teachers and may provide guidance and counseling to teachers for the improvement of student focus for better learning.
3. Many university teachers were not good at interpreting of vision of their universities into goals, objectives and achievement of objectives. So it is recommended that the management of universities conduct seminars for the teachers to inculcate the vision and guide and motivate them for achievement of objectives.

References

- Al-Alawi, A. I., Al-Marzooqi, N. Y., & Mohammed, Y. F. (2007). Organizational culture and knowledge sharing: critical success factors. *Journal of Knowledge Management*, 11(2), 22–42. <https://doi.org/10.1108/13673270710738898>
- Alvesson, M. 2002. *Understanding Organizational Culture*. London: SAGE Publications. Accessed March 2019. <https://epdf.tips/understanding-organizational-culture.html>
- Bhagat, R. S., Kedia, B. L., Harveston, P. D., & Triandis, H. C. (2002). Cultural Variations in the Cross-Border Transfer of Organizational Knowledge: An Integrative Framework. *Academy of Management Review*, 27(2), 204. <https://doi.org/10.2307/4134352>
- Bleiklie, I., & Kogan, M. (2007). Organization and governance of universities. *Higher Education Policy*, 20(4), 477–493. <https://doi.org/10.1057/palgrave.hep.8300167>
- Chatman, J. A., & Eunyoung, S. (2003). Leading by leveraging culture. *California Management Review*, 45(4), 20–34. <https://doi.org/10.2307/41166186>
- Coman, Adela, and Catalina Bonciu. 2016. "Organizational culture in Higher Education: Learning from the Best." *European Journal of Social Sciences Education and Research* 3 (1): 135-145. Accessed September 2019. http://journals.euser.org/files/articles/ejser_jan_apr_16/Coman.pdf
- De Dreu, C., West, M., Fischer, A., & MacCurtain, S. (2001). Origins and consequences of emotions in organizational teams. In R. L. Payne, & C. L. Cooper (Eds.), *Emotions at Work: Theory, Research and Applications for Management* (pp. 199-217). Wiley.
- Denison, D. R., & Mishra, A. K. (1995). Toward a Theory of Organizational Culture and Effectiveness. *Organization Science*, 6(2), 204–223. <https://doi.org/10.1287/orsc.6.2.204>
- Denison, D. R. (1996). What is the Difference between Organizational Culture and Organizational Climate? A Native's Point of View on a Decade of Paradigm Wars. *Academy of Management Review*, 21(3), 619. <https://doi.org/10.2307/258997>
- Mujeeb, U., Muhammad, M., & Muhammad, S. (2011). Relationship between Organizational Culture and Performance Management Practices: A Case of University in Pakistan, *Journal of Competitiveness* (4): 78–86. <https://www.cjournal.cz/files/77.pdf>
- Glisby, M., & Holden, N. (2003). Contextual constraints in knowledge management theory: the cultural embeddedness of Nonaka's knowledge-creating company. *Knowledge and Process Management*, 10(1), 29–36. <https://doi.org/10.1002/kpm.158>
- Goić, S. (2013). ORGANIZATIONAL STRUCTURE, ORGANIZATIONAL DYNAMICS, AND ORGANIZATIONAL CULTURE: A RESEARCH FROM CROATIAN ENTERPRISES. <http://www.toknowpress.net/ISBN/978-961-6914-02-4/papers/ML13-284.pdf>
- Gumja, D. 2009. "Changing role of teachers and Quality Education in Arunachal." <http://www1.arunachalnews.com/>
- Hofstede, G., Minkov, G., & Minkov, Michael. (2010). *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival* / (3rd ed.). New York: McGraw-Hill.
- Hofstede, Geert. 2011. "Dimensionalizing Cultures: The Hofstede Model in Context." *International Association for Cross-cultural Psychology (Online Readings in Psychology and Culture)* 2 (1). Accessed February, 2018. <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1014&context=orpc>.
- Hogan, T. P. (2019). *Psychological testing: a practical introduction*. Wiley.
- Holden, N. J., & Von Korfzeisch, H. F. O. (2004). Why cross-cultural knowledge transfer is a form of translation in more ways than you think?. *Knowledge and Process Management*, 11(2), 127–136. <https://doi.org/10.1002/kpm.198>
- Uddin, M. J., Luva, R. H., & Hossain, S. M. M. (2012). Impact of Organizational Culture on Employee Performance and Productivity: A Case Study of Telecommunication Sector in Bangladesh. *International Journal of Business and Management*, 8(2). <https://doi.org/10.5539/ijbm.v8n2p63>
- Joo, B. (Brian), & Park, S. (2010). Career satisfaction, organizational commitment, and turnover intention. *Leadership & Organization*

- Development Journal*, 31(6), 482–500. <https://doi.org/10.1108/01437731011069999>
- Jung, D. I., Chow, C., & Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. *The Leadership Quarterly*, 14(4-5), 525–544. [https://doi.org/10.1016/s1048-9843\(03\)00050-x](https://doi.org/10.1016/s1048-9843(03)00050-x)
- Kamaamia, Anne Tunda. 2017. "THE EFFECT OF ORGANIZATIONAL CULTURE ON." 2017. United State International University Africa <http://erepo.usiu.ac.ke/bitstream/handle/11732/3134/ANNE%20TUNDA%20KAMAAMIA%20%2>
- Mayowa, Agboola Gbenga. 2011. "Impact of organizational culture on performance of Universities." Department of Business Studies, School of Business, Covant University.
- Momot, V, and Litvinenko, L. M. (2012). "Relationship between corporate culture and effectiveness of an organization." *ZESZYTY NAUKOWE WYŻSZEJ SZKOŁY ZARZĄDZANIA OC I* (8): 5-20. <https://wszop.edu.pl/wp-content/uploads/2021/01/Relationship-between-corporate-culture-and-effectiveness-of-the-organization.pdf>
- Nagoba, B. S., and Mantri, M. B. 2015. "Role of Teachers in Quality Enhancement in Higher Education." *Journal of Krishna Institute of Medical Science University* 4 (1): 177-182. <https://www.jkimsu.com/jkimsu-vol4no1/JKIMSU,%20Vol.%204,%20No.%201,%20Jan-Mar%202015%20Page%20177-182.pdf>
- Spencer-Oatey, H. (2012). *Core Concepts What is Culture? What is Culture? What is Culture? A Compilation of Quotations Compiled by.* https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-what_is_culture.pdf
- Pizer, M., & C. E. J. Härtel. (2005). For Better or For Worse: Organizational Culture and Emotions. *Psychology Press EBooks*. <https://doi.org/10.4324/9781410611895-30>
- Valeriu, P., & Georgiana, C. (2009). ASPECTS OF ORGANIZATIONAL CULTURE. *Annals of Faculty of Economics*, 1(1), 241–244. https://econpapers.repec.org/article/orajournal/v_3a1_3ay_3a2009_3ai_3a1_3ap_3a241-244.htm
- Schein, E. (2004). *Organizational culture and leadership (3rd ed.)*. San Francisco, CA: Jossey-Bass.
- Schein, E. H. (1999). *The corporate culture survival guide: sense and nonsense about culture change*. Jossey-Bass.
- Suwaed, H., & Rohouma, W. (2015). A New Vision of Professional Development for University Teachers in Libya "It's Not an Event, It Is a Process." *Universal Journal of Educational Research*, 3(10), 691–696. <https://doi.org/10.13189/ujer.2015.031005>
- Ugoani, J. N. N. (2016). NONPERFORMING LOANS PORTFOLIO AND ITS EFFECT ON BANK PROFITABILITY IN NIGERIA. *Independent Journal of Management & Production*, 7(2), 303–319. <https://doi.org/10.14807/ijmp.v7i2.406>
- Vasyakin, B.S., Mleva, M.I., Pozharskaya, Y.L., & Shcherbakova, O.I. (2016). A Study of the Organizational Culture at a Higher Education Institution (Case Study: Plekhanov Russian University of Economics (PRUE)). *International journal of environmental and science education*, 11, 11515-11528.
- Zeinalipoor, Hossein, Ali Akbar Sheikhi Fini, and Masoud Faghihi. 2014. "The Relationship between organizational culture and Job satisfaction of teachers in Bastak city schools job." *American Journal of Life Science* 2 (1): 96-107. <http://ajlsr.worldofresearches.com/articles/AJLSR,%202,%201,%20202014,96-107.pdf>