

# THE COMPETING VALUES FRAMEWORK OF ADMINISTRATORS AMONG PRIVATE COLLEGES IN THE NATIONAL CAPITAL REGION

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## ABSTRACT

This article attempted to identify the competing values framework, differences on organizational culture, management practices, and skills of administrators utilizing the descriptive-evaluative method to 150 randomly selected respondents from private colleges in the Philippines. Data gathered were then computed for interpretation using percentage, weighted mean, t-test, and ANOVA. Results showed that the present and preferred organizational culture, management practices, and skills were that of clan culture based on Cameron and Quinn's (2006, 2011) competing values framework. Significant differences were found on the key dimensions of organizational culture while no significant differences were found with respect to the management practices and management skills of the respondent administrators when grouped according to their profiles. An Executive Training Program for Administrators was designed to improve administrators' weaknesses as reflected on the Competing Values Management Practices Survey and Management Skills Assessment Instrument.

Keywords: administrators, organizational culture, management practices, management skills

## INTRODUCTION

The concept of culture is one of the essential factors affecting the performance of any organization including educational institutions. Gonzalez (2009) emphasized that organizational culture has significant influence to people's organizational behavior. Knowledge in the different aspects of organizational culture results to understanding people's perceptions and expectations that can help or hinder the needed change in organizations. It also provides a common frame of reference to base decisions, create directional focus, and manage coordination.

Cameron and Quinn (2006, 2011) stated that most organizational scholars and observers have recognized the powerful effect of organizational culture on the performance and long-term effectiveness of organizations. Likewise, there were empirical researches that had produced an impressive array of results demonstrating the importance of culture in enhancing organizational performance. In addition, Robbins (2005) believed that the stable characteristic of an organization's culture, which was developed over many years, was rooted in deeply held values. As a result, the employees were strongly committed and there were number of forces continually operating to maintain the given culture. These would include written statements about the organization's mission and philosophy, the design of physical spaces and buildings, the dominant leadership style, hiring criteria, past promotion practices, entrenched rituals, popular stories about key people and events, the organization's historic performance evaluation criteria, and the organization's formal structure. Be that as it may, Matteson, Zwell, & Michael (as cited in Gonzalez, 2009) indicated that researchers who have suggested and studied the impact of culture of employees provides and encourages a form of stability as well as a sense of organizational identity. There were limited studies done, however, on cultural change and the difficulty in creating a culture was made even more complex when attempting to bring about significant cultural change. The emerging themes in discussing change were that (1) cultures are so elusive and hidden that they cannot be adequately diagnosed, managed, or changed as it takes difficult techniques, rare skills, and (2) considerable time to understand a culture and then another additional time to change it, wherein deliberate attempts at culture change are not really practical since cultures sustain people throughout periods of difficulty and serve to deflect anxiety. According to Katzenbach (as cited in Gonzalez, 2009) one of the ways they do change was by providing continuity and stability. Thus, people will naturally resist change to a new culture.

## THEORETICAL BACKGROUND

By and large, there were numerous studies conducted on organizational culture (Schein, 2010; Fey & Denison, 2003; Hofstede, Hofstede & Minkov, 2010; Sørensen, 2002) and climate wherein the respondents were from business organizations (Racelis, 2009, Hechanova, 2012) as well as some private and state education institutions. These studies revealed that there was no single type of organizational culture and that organizational cultures widely vary from one organization to the next (Desson & Clouthier, 2010, Salvador & Geronimo, 2011), commonalities do exist and some researchers have developed models to describe different indicators of organizational cultures.

### 2.1 Organizational Culture

Ravasi and Schultz (2006) defined organizational culture as a set of shared mental assumptions that guide interpretation and action in organizations by defining appropriate behavior for various situations. At the same time, although a company may have its "own unique culture", in larger organizations, there are a diverse and sometimes conflicting cultures that co-exist due to different characteristics of its management team. The organizational culture may also have negative and positive aspects. Schein (2010), however, specified that organizations often have very differing cultures as well as subcultures. Schein (2010) defined culture as the most difficult organizational attribute to change, outlasting organizational products, services, founders and leadership and all other physical attributes of the organization. The organizational model he had conceptualized illuminates culture from the standpoint of the observer described by three cognitive levels of organizational culture. On the other hand, Hofstede, Hofstede, and Minkov (2010) mentioned that cultural differences exist in regions and nations, and is important for international awareness and multiculturalism for the own cultural introspection. The cultural differences reflect differences in thinking, social action, and even in mental programs (Harris, 2002). They do not only associate culture to ethnic and regional groups, but also to organizations, professions, families, societies, sub-cultural groups (Brudett, 2007), national political systems (Shaw, 2012), and legislations, etc (Kotter & Heskett as cited in Harrower, 2011).

### 2.2 Competing Values Framework

Cameron and Quinn's (2006, 2011) study on organizational effectiveness and success was based on Competing Values Framework (see Fig. 1). They had developed the Organizational Culture Assessment Instrument that distinguishes four culture types together with the Management Skills Assessment Instrument. It has been found to be an extremely useful model for organizing and understanding a wide variety of organizational and individual phenomena, including theories of organizational effectiveness, leadership competencies, organizational culture, organizational design, stages of life cycle development, organizational quality, leadership roles, financial strategy, information processing, and brain functioning. Likewise, Witziers, Bosker and Krüger (as cited in Cameron & Quinn, 2006, 2011) suggest that the Competing Values Framework is an appropriate instrument to get more insight in the role of school leaders meeting the present administrative demands very well. The competing values framework for organizational culture, management practices, and skills developed by Cameron and Quinn (2006, 2011), which is robust in nature, is comprised of the competing or opposite values giving rise to the classification of organizational culture into four types. Each culture has been given a distinguished name noting its characteristics.

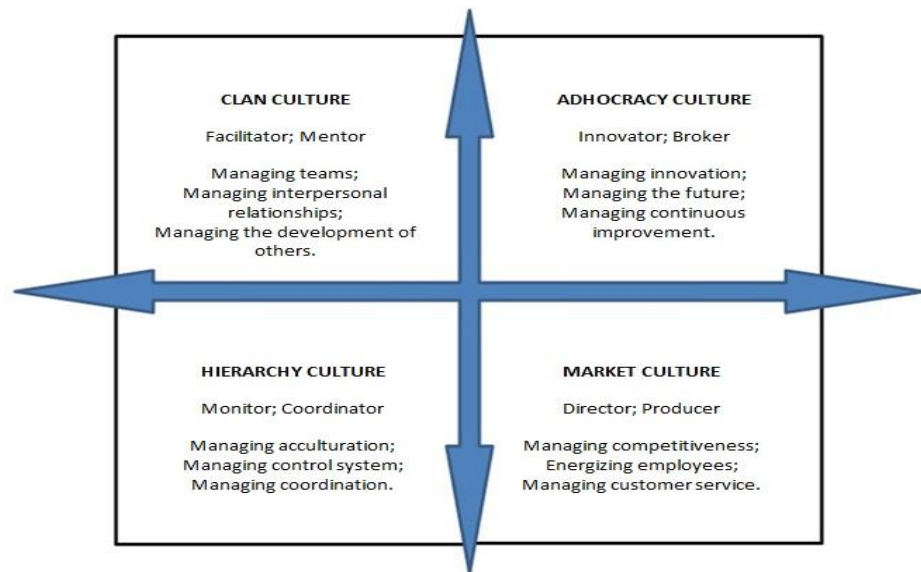


Fig. 1. Competing Values Framework

Cameron and Quinn (2006, 2011) developed the Management Skills Assessment Instrument (MSAI) and Competing Values Management Practices Survey (CVMPS) to identify the eight management practices and their respective management skills within the four organizational cultures which private colleges in the Philippines could possibly possess. In the *clan* culture, the management practices of an administrator are *facilitator* and *mentor* for they are expected to have the skills of managing teams, interpersonal relationships, and the development of others in the organization. Then, in the *hierarchy* culture, the management practices are *coordinator* and *monitor* with the management skills of managing acculturation, control system, and coordination within the organization. In the *market* culture, the management practices are that of *producer* and *director* with the skills of managing competitiveness, customer service, and energizing employees of the organization. Lastly, in the *adhocracy* culture, the management practices are *broker* and *innovator* with the management skills of managing innovation, future, and the continuous improvement of the organization.

### 2.3 Conceptual Framework

Private Colleges are unique in the competing values framework of their administrators in terms of organizational culture, management practices, and skills. These institutions are expected to possess their respective culture, management practices, and skills even if these colleges were private sectarian and non-sectarian. The levels of organizational culture among these colleges may vary from one another, which are presumed have an impact on their management practices and skills, motivating the researcher verifying that organizational culture has been an essential element in their management practices and skills. This study adopted the conceptual paradigm of systems approach. The Inputs include the demographic profile of the respondents, their organizational culture and management practices and skills based on the Competing Values Framework. The Process was composed of three survey instruments namely: Organizational Culture Assessment Instrument (OCAI), Management Skills Assessment Instrument (MSAI), and Competing Values Management Practices Survey (CVMPS) developed by Cameron and Quinn (2006, 2011). The input variables were statistically analyzed using frequency, percentage, weighted means, t-test, and ANOVA. In the light of contributing to the field of educational management, an executive training program for administrators was developed to promote desirable and highly improved organizational culture, management practices, and skills. This contribution, mainly in research, is the primary output of this paper.

### 2.4 The Present Study

Apparently, in the Philippines, studies concentrating on the competing values framework of administrators among private colleges were not widely addressed in the education literature. Given the context of tertiary education in the Philippines, the Commission on Higher Education (CHED) had issued a memorandum (Memorandum Order No. 46, series of 2012) providing standards to enhance quality education through an outcomes-based and typology-based quality assurance. With this mandate, educators are required to embody personal and professional values relevant to the college's mission, degrees offered, and social & developmental linkages. With these standards, the Commission on Higher Education (CHED) authorized the

Federation of Accrediting Agencies of the Philippines (FAAP), of which the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) and Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) are anchored to, in certifying the quality levels of accredited programs at the tertiary level for the purpose of granting progressive deregulation and other benefits. In addition, accrediting agencies such as the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) and Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) were formed to promote excellence in education through voluntary accreditation and to give formal recognition to an educational institution by attesting that its academic programs maintain excellent standards in its educational operations in the context of its aims and objectives. Not all private colleges, however, were fortunate to have their program accredited by the FAAP agencies, thus, the competing values framework of administrators among private colleges is a note-worthy issue needed to be addressed as most of the successful Filipinos had received their education and training from the said colleges. This study aims to aid other colleges as it identifies the present and preferred competing values framework of administrators in terms of organizational culture, management practices, and skills.

**METHODOLOGY**

**3.1 Sample**

This study attempted to test the difference of administrators in private colleges in the Philippines’ demographic profile variables to their organizational culture, management practices, and skills based on the competing values framework developed by Cameron and Quinn (2006, 2011). This study employed the descriptive-evaluative method using survey technique with questionnaire as a tool for gathering data. It was conducted to 14 colleges who favorably responded to the researcher’s request for survey administration. The samples were randomly selected administrators such as deans, assistant deans, college chairpersons or heads, and college secretaries from Private Colleges with at least level II college program accreditation from PAASCU and PACUCOA in the Philippines from January to March 2013.

**RESULTS**

**1.1 Demographic Profile of the Respondents**

Table 1: Demographic Profile of the Respondents (N = 150)

Profile		f	%	Profile		f	%
Type of Institution	Sectarian	76	50.7	Religion	Roman Catholic	137	91.3
	Non-sectarian	74	49.3		Christian	8	5.3
Admin. Position	Dean	46	30.7		Iglesia ni Cristo	4	2.7
	Asst. Dean	4	2.7		Adventist	1	0.7
	College Dept. Chair/Head	93	62.0		Highest Educational Attainment	Bachelor	8
College Secretary	7	4.7	Master	81		54.0	
Gender	Male	58	38.7	Doctorate		60	40.0
	Female	92	61.3	No response		1	0.7
Age	21-30	14	9.3	Years of Service as Administrators	1-5 years	53	35.3
	31-40	28	18.7		6-10 years	57	38.0
	41-50	71	47.3		11-15 years	16	10.7
	51-60	28	18.7		16-20 years	13	8.7
	61-70	9	6.0		21-25 years	4	2.7
	Single	42	28.0		26-30 years	6	4.0
Civil Status	Married	100	66.7		No response	1	0.7
	Separated	4	2.7				
	Widow/er	4	2.7				

Table 1 presents the demographic profile of the respondents. Saliiently, the administrators’ ages were from 41-50 (47.3%) who are female (61.3%) and are married (66.7%) Roman Catholics (91.3%). Their highest educational attainment was that of master’s degree (54%). They have at least served for about 6-10 years (38%) as administrators particularly as college department chairs/heads (62%) at sectarian colleges (50.7%).

1.2 Means on Organizational Culture

Table 2. Means on Organizational Culture of Selected Colleges

Key Dimensions	Organizational Culture							
	Clan		Adhocracy		Hierarchy		Market	
	Now	Preferred	Now	Preferred	Now	Preferred	Now	Preferred
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Dominant Characteristics	31.85	32.61	21.44	21.53	24.42	26.97	24.42	19.27
Organizational Leadership	29.11	29.93	23.10	23.44	21.49	21.82	26.29	25.66
Management of Employees	30.45	32.32	23.29	24.56	24.44	21.42	21.38	22.40
Organization Glue	30.33	30.64	24.34	24.18	23.32	23.23	22.27	21.81
Strategic emphasis	27.54	29.85	24.61	25.85	23.57	22.90	25.65	21.90
Criteria of Success	28.22	30.59	28.11	25.07	20.97	22.38	21.75	21.26

Table 2 shows the means on organizational culture of the colleges. The dominant organizational culture is *clan* as its dominant characteristics (mean = 31.85), organizational leadership (mean = 29.11), management of employees (mean = 30.45), organization glue (mean = 30.33), strategic emphasis (mean = 27.54), criteria of success (mean = 28.22) obtained the highest means across all the organizational cultures. Interestingly, the colleges' preferred organizational culture is *clan* as it obtained a mean of 32.61 for dominant characteristics, organizational leadership (mean = 29.93) management of employees (mean = 32.32), organization glue (mean = 30.64), strategic emphasis (mean = 29.85), criteria of success (mean = 30.59). Consistency is, hence, shown in the administrators' preference of organizational culture.

4.3. Weighted Means and Verbal Interpretations on Management Practice of Administrators

Table 3. Weighted Means and Verbal Interpretations on Management Practices

Management Practices		Weighted Mean	Verbal Interpretation (VI)
Hierarchy	Monitor	4.258	Very Often (VO)
	Coordinator	4.206	Very Often (VO)
Market	Director	4.278	Very Often (VO)
	Producer	4.218	Very Often (VO)
Clan	Facilitator	4.222	Very Often (VO)
	Mentor	4.283	Very Often (VO)
Adhocracy	Innovator	4.188	Very Often (VO)
	Broker	4.080	Very Often (VO)

Table 3 depicts the weighted means and verbal interpretations on the management practice of administrators. Results show that the respondent administrators are *mentors* in their management practice (mean = 4.283; VI = VO). On the one hand, being a *director* ranked second (mean = 4.278, VI = VO). On the other hand, being monitors (mean = 4.258), facilitators (mean = 4.222), coordinators (mean = 4.206), producers (mean = 4.218), innovators (mean = 4.188), and brokers (X = 4.080) are all verbally interpreted as *very often (VO)* indicating homogeneity of responses from the selected administrators.

4.4 Weighted Means and Verbal Interpretations on Management Skill of Administrators in Selected Colleges

Table 4. Weighted Means and Verbal Interpretations on Management Skills

Management Skills		Weighted Mean	Verbal Interpretation (VI)
Hierarchy	Managing Acculturation	4.334	Moderately Agree (MA)
	Managing the Control System	4.316	Moderately Agree (MA)
	Managing Coordination	4.324	Moderately Agree (MA)
Market	Managing Competitiveness	4.326	Moderately Agree (MA)
	Energizing Employees	4.342	Moderately Agree (MA)
	Managing Customer Service	4.392	Moderately Agree (MA)
Clan	Managing Teams	4.398	Moderately Agree (MA)
	Managing Interpersonal Relationships	4.438	Moderately Agree (MA)
	Managing the Development of Others	4.400	Moderately Agree (MA)
Adhocracy	Managing Innovation	4.378	Moderately Agree (MA)
	Managing the Future	4.376	Moderately Agree (MA)
	Managing Continuous Improvement	4.430	Moderately Agree (MA)

The management skill of selected colleges is *managing interpersonal relationships* anchored to the *clan* organizational culture (mean = 4.438, VI = MA) as shown in Table 4. The management skill of *managing continuous improvement* in the organizational culture of *adhocracy* ranked second (mean = 4.430, VI = MA). As much as homogeneity in responses exist, *managing the control system* from the *hierarchy* organizational culture (VI = MA) obtained the lowest weighted mean of 4.316.

**4.5 Significant Difference of Organizational Culture, Management Practices and Skills when grouped according to the Profiles of the Administrators**

There were more significant differences on the key dimensions of organizational culture in terms of the present organization glue, and preferred management of employees, and organization glue when grouped according to religion as well as the key dimensions of organizational culture in terms of the present dominant characteristics, organizational leadership, and management of employees when grouped according to years of service as administrator.

On the other hand, there were no significant differences on the management practices and skills when grouped according to the profiles of the administrators.

**DISCUSSION**

The focus of this article is to discover the competing values framework, management practices, and skills of administrators in the Philippines. It can be highlighted that older people make more use of higher-order reasoning schemes that emphasize the need for multiple perspectives, allow for compromise, and recognize the limits of knowledge (Nisbett and Grossmann as cited in Cohen, 2012). Despite a decline in fluid intelligence, complicated reasoning that relates to people, moral issues or political institutions become improved with age coinciding with the study’s results on age, administrative position, and years of service. It also implies that the respondent colleges were following the Commission on Higher Education (CHED) Memorandum that all faculty members, especially deans and chairpersons, should be at least master’s degree holders. On the other hand, since the study included the college secretary as respondents, all of them are bachelor’s degree holders for it is the least qualification set for their position. It is interesting to note that the respondent administrators do not hold onto their administrative position for a long period of time, preceding the opportunity of being trained for top level administration official of any institution.

It can also be implied that the prevailing organizational culture in these colleges can be described as a friendly workplace where leaders act like father figures, mentors, and/or like in an extended family. The organization is held together by loyalty or tradition, commitment is high, emphasizes the long-term benefit of human resource development, and attaches great importance to cohesion and morale. Success is defined in terms of sensitivity to customers and concern for people. The organization places a premium on teamwork, participation, and consensus.

Results run parallel with the study of Moynes (2012) having *clan* as the organizational culture both now and preferred by the respondents. This, however, was contrary with Aquino’s (2008) study where *adhocracy* was the dominant organizational culture and Mozaffari’s (2008) that *hierarchy* was the present culture in nine big universities in Iran and had perceived the *adhocracy* culture as the most effective culture type for colleges and universities (desired culture type). It implies that organizational culture varies from the perspectives of the respondents based from the studies cited as well as the present study.

It means that the result is consistent to the organizational culture of the respondent colleges since the

prevailing culture is *clan* and *mentor* as a management practice which are both within the said culture. It showed that the administrators are all associated with activities such as listening to subordinates personal problems, showing empathy and concern when dealing with subordinates, treating each individual member of a sub-unit in a sensitive, caring way, and showing concern for the needs of subordinates. Improvements on being a *facilitator* as a management practiced should be developed since the respondent administrators perceive and prefer to have *clan* as their organizational culture.

### CONCLUSION AND RECOMMENDATION

On the whole, this study found that the prevailing management practice of these selected colleges is described within the context of clan culture wherein the administrators work in a friendly environment where they act like father figures and like in an extended family they are considered to be mentors which is one of the mark of good management of interpersonal relationships because they give importance on teamwork, participation, and consensus.

Results of this study provide valuable information that can be used in optimizing the organizational performance of administrators by aligning their organizational culture with their management practices and skills. This paper hopes to maximize performance and enhance their overall institutional effectiveness as they should be conscious and responsive to the variety of cultures existing in their colleges and the counterpart management practices and skills of a particular culture resulting to unity and harmony in their respective institutions. This study also recommends that measures should be undertaken to enhance organizational culture, management practices and skills of administrators so that their institutional goals will be achieved successfully and their level of college program accreditation be improved. Then, an executive training program must be developed since the results have shown that there were some administrators who scored low in some of the items in the Competing Values Management Practices Survey and Management Skills Assessment Instrument.

On the one hand, the colleges in the country should conduct their own organizational culture assessment and include leadership competency analysis, based on the management practices and skills, and provide training for administrators to strengthen and improve appropriate management practices and skills associated with the type of culture the college has deemed suitable and the kinds of change emanating from comparisons between the present and preferred cultures. This includes an analysis by type of institution, position, age, gender, religion, highest educational attainment, and years of service.

On the other hand, another study should be conducted to understand the organizational cultures associated with the high performance of some higher education institutions and determine its influence in terms of their licensure performance examination results, expansions, level of accreditation, and enrolment. Furthermore, the researcher highly recommends that similar studies be conducted to other respondents such as the administrators from state colleges and universities, local government colleges and universities, and CHED deregulated and autonomous higher education institutions.

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