

**THE RELATIONSHIP BETWEEN ORGANIZATIONAL  
CULTURE, ORGANIZATIONAL LEARNING CAPABILITY  
AND ORGANIZATIONAL EFFECTIVENESS IN HIGHER  
EDUCATION INSTITUTIONS IN INDONESIA**

**DIDIEN SUHARDINI**

**UNIVERSITI UTARA MALAYSIA 2005**

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CULTURE, ORGANIZATIONAL LEARNING CAPABILITY  
AND ORGANIZATIONAL EFFECTIVENESS IN HIGHER  
EDUCATION INSTITUTIONS IN INDONESIA**

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**by  
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## ABSTRACT (ENGLISH)

The studies on the relationship between Organizational Culture and Organizational Effectiveness in Higher Education Institutions in US, Europe and Australia had been published, but still reveals a gap in the literature on the relationship between Organizational Culture, Organizational Learning Capability, and Organizational Effectiveness in Higher Education Institutions setting. Higher Education Institutions in Indonesia has undergone enormous growth and changes in recent years, and the competition has intensified both between Public and Private, and local and foreign Higher Education Institutions. Therefore, Higher Education Institutions need to identify which type of culture and learning that support Organizational Effectiveness in order to survive and to be ahead in the competition. These facts led to the objectives of this study, which is to identify the relationships between the type of Organizational Culture, Organizational Learning Capability and Organizational Effectiveness in Indonesian Higher Education Institutions.

This study was based on the previous research on Organizational Effectiveness (Cameron, 1978; Quinn, 1983; Evan, 1993). Organizational Culture was based on the Competing Values Framework (Quinn, 1988; Cameron and Quinn, 1999) and the model of Organizational Learning Capability (Yeung et al., 1999). Research model was developed indicating the relationships among several culture and learning factor that have been argued as important to Organizational Effectiveness. The concepts of Organizational Effectiveness, Organizational Culture, and Organizational Learning Capability are operationalised and their relationships with each other are hypothesized. The instrument for this research was developed based on the earlier work by Cameron's (1978) research on Organizational Effectiveness for Higher Education Institutions; Cameron and Quinn (1999) and other researchers on Competing Values Framework for Organizational Culture in Higher Education Institutions, and Yeung et al., (1999) for Organizational Learning Capability and were pre-tested. Seven main hypotheses with twenty sub-hypotheses were developed and tested.

This study has adopted survey research design method, by which cross sectional data using the questionnaire that was collected by mail. The study has employed an area sampling approach, which is based on the Directory of Accreditation of Study Program (2002) for selecting sampling unit while data collection was conducted. Three hundred and two Study Programs in ten provinces in Indonesia participated in this study. Statistical analyses using SPSS version 11.5 employed Pearson-r Correlation, Levene's test, and multiple regression. Descriptive statistics were also employed.

The results of this study indicate that there are positively significant relationships between each type of Organizational Culture (Group Culture, Adhocracy Culture, Market Culture And Hierarchy Culture) and Organizational Effectiveness. Adhocracy Culture and Market Culture significantly explain the variability on the level of Organizational Effectiveness 50.3 % at 95% of confidence level with  $\beta$  coefficient:  $\beta_0=0.610$  ( $p=0.000$ );  $\beta_2 = 0.317$  ( $p=0.000$ ) of Adhocracy Culture; and  $\beta_3 = 0.433$  ( $p=0.000$ ) of Market Culture using stepwise regression. Group Culture And Hierarchy Culture was not significantly explained of the variance of Organizational Effectiveness.

Furthermore, there are positively significant relationships between each type of Organizational Culture (Group Culture, Adhocracy Culture, Market Culture And Hierarchy Culture) and Learning Style. Adhocracy Culture and Hierarchy Culture significantly explain the variability on the level of Learning Style 47.9 % at 95% of confidence level with  $\beta$  coefficient:  $\beta_0=0.886$  ( $p=0.000$ );  $\beta_2 = 0.283$  ( $p=0.000$ ) of Adhocracy Culture and  $\beta_4 = 0.425$  ( $p=0.000$ ) of Hierarchy Culture using stepwise regression. Group Culture and Market Culture are not significantly explaining the variance of Learning Style.

There are also positively significant relationships between each type of Organizational Culture (Group Culture, Adhocracy Culture, Market Culture and Hierarchy Culture) and Learning Capability. Adhocracy Culture, and Hierarchy Culture have highly significant and Market Culture has low significant explanation on the variability on the level of Learning Capability 56.5 % at 95% of confidence level with  $\beta$  coefficient:  $\beta_0=0.521$  ( $p=0.000$ );  $\beta_2 = 0.346$  ( $p=0.000$ ) of Adhocracy Culture and  $\beta_4 = 0.266$  ( $p=0.000$ ) of Hierarchy Culture, and  $\beta_3 = 0.138$  ( $p=0.044$ ) of Market Culture using stepwise regression. Group Culture is not significantly explaining the variance of Learning Capability. Learning Style and Learning Capability were found to be the intervening variable but not as moderating variable as per research hypothesized.

Learning Style and Learning Capability have significant influence to Organizational Effectiveness variability on the level of Organizational Effectiveness 51.3 % at 95% of confidence level with  $\beta$  coefficient:  $\beta_0=0.358$  ( $p=0.021$ );  $\beta_1= 0.209$  ( $p=0.000$ ) of Learning Style, and  $\beta_2= 0.680$  ( $p=0.000$ ) of Learning Capability. The result also revised the model of the relationships between the Organizational Culture, Learning Style, Learning Capability, and Organizational Effectiveness.

The final model represents that Adhocracy Culture and Market Culture are positively influencing Organizational Effectiveness; and Adhocracy Culture and Hierarchy Culture are influencing Learning Style. On the other hand, Adhocracy Culture, Market Culture and Hierarchy Culture are influencing Learning Capability. While, Learning Style and Learning Capability are influencing Organizational Effectiveness. It was observed also that the Organizational Culture of Higher Education Institutions is somewhat dominated by Group Culture, and the Learning Style is somewhat dominated by the Competency Acquisition. Thus, in order to obtain a high level of Organizational Effectiveness, Higher Education Institutions must be changed to have higher level of Adhocracy Culture and Market Culture (external orientation both flexibility and control focus), and higher level of Learning Style and Learning Capability.

## ABSTRAK (BAHASA MALAYSIA)

Kajian berkenaan dengan hubungan antara Budaya Organisasi dan Keberkesanan Organisasi pada pengajian tinggi di US, Europ dan Australia telah dipublikasikan tetapi masih mengungkapkan suatu lompong di literatur mengenai hubungan antara Budaya Organisasi, Kapabiliti Pembelajaran Organisasi dan Keberkesanan Organisasi dalam bidang pengajian tinggi. Pengajian Tinggi di Indonesia telah mengalami pertumbuhan yang amat besar dan berubah di tahun-tahun terakhir, dan persaingan menjadi lebih ketat baik diantara pengajian tinggi kerajaan maupun pengajian tinggi swasta, dan diantara pengajian tinggi tempatan dan asing. Pengajian tinggi perlu mengenal pasti tipe budaya dan pembelajaran yang menyokong Keberkesanan Organisasi dalam rangka untuk bertahan dan menjadi terdepan dalam kompetisi. Fakta ini menjadikan tujuan kajian ini adalah mengenal pasti hubungan antara Budaya Organisasi dan Kapabiliti Pembelajaran Organisasi, Budaya Organisasi dan Keberkesanan Organisasi.

Kajian ini diataskan penyelidikan terdahulu mengenai Keberkesanan Organisasi (Cameron, 1978, 1995; Quinn, 1988; Evan 1993), Budaya Organisasi atas Kerangka Nilai Berlawanan (Quinn, 1988; Cameron and Quinn, 1999) dan Kapabiliti Pembelajaran Organisasi (Yeung et al., 1999). Model penyelidikan dibangun menunjukkan hubungan antara beberapa budaya dan faktor pembelajaran yang sudah dinyatakan merupakan suatu yang penting untuk keberkesanan organisasi. Konsep Keberkesanan Organisasi, Budaya Organisasi dan Kapabiliti Pembelajaran Organisasi dioperasionalisasikan dan hubungan diantara masing-masing di hipotesiskan. Instrument untuk penyelidikan ini dibangun diataskan pada pekerjaan terdahulu oleh Cameron (1978) iaitu penyelidikan mengenai Keberkesanan Organisasi untuk pengajian tinggi, Kerangka Nilai Berlawanan untuk Budaya Organisasi pada pengajian tinggi oleh Cameron and Quinn (1999) dan peneliti lain, dan Yeung et al., (1999) mengenai Kapabiliti Pembelajaran Organisasi dan sudah di uji awal. Tujuh hipotesis utama dengan dua puluh sub-hipotesis dibangun dan diuji.

Kajian ini adalah menggunakan metod penyelidikan survei, data sesaat yang menggunakan soal selidik yang dikumpulkan melalui pos. Kajian ini menggunakan persampelan berdasar geografis didasari atas Direktori Akreditasi Program Studi (2002) untuk proses memilih unit persampelan untuk pengumpulan data. Tiga ratus dua program kajian di sepuluh provinsi di Indonesia ikut serta dalam kajian ini. Analisa statistik menggunakan SPSS versi 11.5 menggunakan korelasi Pearson  $r$ , Uji Levene's dan Regresi berganda. Statistik deskriptif juga digunakan.

Hasil kajian ini menunjukkan hubungan yang signifikan secara positif antara setiap taip Budaya Organisasi (Budaya Kelompok, Budaya *Adhocracy*, Budaya Pasar dan Budaya Hirarki) dengan Keberkesanan Organisasi. Budaya *Adhocracy* dan budaya pasar secara signifikan menerangkan variabiliti pada aras Keberkesanan Organisasi 50.3 peratus pada 95 peratus aras kepercayaan dengan koefisien  $\beta$ :  $\beta_0 = 0,610$  ( $p = 0,000$ );  $\beta_2 = 0,317$  ( $p = 0,000$ ); and  $\beta_3 = 0,433$  ( $p = 0,000$ ) menggunakan prosedur *stepwise*. Budaya Kelompok dan Budaya Hirarki tidak signifikan menunjukkan perbedaan pada aras Keberkesanan Organisasi.

Kemudian terdapat hubungan yang signifikan secara positif antara setiap taip Budaya Organisasi (Budaya Kelompok, Budaya *Adhocracy*, Budaya Pasar Dan Budaya Hirarki) dengan Gaya Pembelajaran. Budaya *Adhocracy* dan Budaya Hirarki secara signifikan menerangkan variabiliti pada aras Keberkesanan Organisasi 47,9 peratus pada 95 peratus aras kepercayaan dengan koefisien  $\beta$ :  $\beta_0 = 0,886$  ( $p = 0,000$ );  $\beta_2 = 0,283$  ( $p = 0,000$ ); and  $\beta_4 = 0,425$  ( $p = 0,000$ ) menggunakan prosedur *stepwise*. Budaya Kelompok Dan Budaya Pasar tidak signifikan menunjukkan perbedaan pada aras Gaya Pembelajaran.

Dan juga terdapat hubungan yang signifikan secara positif antara setiap taip Budaya Organisasi (Budaya Kelompok, Budaya *Adhocracy*, Budaya Pasar Dan Budaya Hirarki) dengan Kapabiliti Pembelajaran. Budaya *Adhocracy* Dan Budaya Hirarki secara sangat signifikan dan Budaya Pasar sedikit signifikan menerangkan variabiliti pada aras Keberkesanan Organisasi 56,5 peratus pada 95 peratus aras kepercayaan (confidence) dengan koefisien  $\beta$ :  $\beta_0 = 0,521$  ( $p = 0,000$ );  $\beta_2 = 0,346$  ( $p = 0,000$ );  $\beta_4 = 0,138$  ( $p = 0,000$ ) dan  $\beta_3 = 0,138$  ( $p = 0,044$ ), menggunakan prosedur *stepwise*. Budaya Kelompok tidak signifikan menunjukkan perbedaan pada aras Kapabiliti Pembelajaran. Gaya Pembelajaran dan Kapabiliti Pembelajaran berlaku sebagai variabel *intervening* bukan variabel permoderation seperti pada hipotesis penyelidikan.

Gaya Pembelajaran dan Kapabiliti Pembelajaran mempunyai pengaruh yang signifikan pada variabiliti aras Keberkesanan Organisasi 56,5 peratus pada 95 peratus aras kepercayaan (confidence) dengan koefisien  $\beta$ :  $\beta_0 = 0,358$  ( $p = 0,000$ );  $\beta_1 = 0,209$  ( $p = 0,000$ ); dan  $\beta_2 = 0,680$  ( $p = 0,000$ ). Penyelidikan ini juga merevisi model hubungan antara Budaya Organisasi, Kapabiliti Pembelajaran Organisasi dan Keberkesanan Organisasi.

Model akhir menunjukkan Budaya *Adhocracy* dan Budaya Pasar mempengaruhi secara positif Keberkesanan Organisasi; dan Budaya *Adhocracy* dan Budaya Hirarki mempengaruhi Gaya Pembelajaran. Selain itu Budaya *Adhocracy*, Budaya Pasar dan Budaya Hirarki mempengaruhi Kapabiliti Pembelajaran. Kemudian Gaya Pembelajaran dan Kapabiliti Pembelajaran mempengaruhi Keberkesanan Organisasi. Ditemukan juga Budaya Organisasi dari Institusi Pengajian Tinggi sedikit didominasi oleh Budaya Kelompok, dan Gaya pembelajaran sedikit didominasi oleh akuisisi kompetensi. Maka, untuk menjadi lebih efektif pengajian tinggi harus merubah budayanya menjadi lebih ke Budaya *Adhocracy* dan Budaya Pasar (orientasi pada eksternal baik fokus fleksibel maupun kendali), dan mempunyai Gaya Pembelajaran dan Kapabiliti Pembelajaran yang lebih tinggi arasnya.

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## TABLE OF CONTENTS

	Page
PERMISSION TO USE.....	i
ABSTRACT (ENGLISH).....	ii
ABSTRACT (BAHASA MALAYSIA).....	iv
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES.....	xv
LIST OF ABBREVIATIONS.....	xix
CHAPTER ONE: INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background of the study.....	2
1.2.1 Higher Education Institutions.....	4
1.2.2 Organizational Effectiveness.....	10
1.2.3 Organizational Culture.....	13
1.2.4 Competing Values Framework .....	18
1.2.5 Learning Organization.....	22
1.3 Statement of the problem.....	25
1.4 Objectives of the study .....	28
1.5 Significance of the study.....	29
1.6 Scope of the study.....	31
1.7 Definition of Terms.....	32
1.8 Organization of the report.....	34
CHAPTER TWO: ORGANIZATIONAL EFFECTIVENESS .....	36
2.1 Introduction.....	36
2.2 Definitions of Organizational Effectiveness.....	36
2.3 Criteria of Organizational Effectiveness.....	38
2.4 Factors Contributing Organizational Effectiveness.....	44
2.5 Models of Organizational Effectiveness.....	45
2.5.1 The Bass Model.....	45
2.5.2 The Bennis Model.....	46
2.5.3 The Yuchtman-Seashore Model.....	47
2.5.4 The Goal-attainment Model.....	48
2.5.5 The System Theory Model.....	49
2.5.6 The Strategic Constituencies Model.....	52
2.5.7 The Legitimacy Model.....	53
2.5.8 The Natural System Model.....	53
2.5.9 The Decision Process Model.....	54
2.5.10 Robey's Approach.....	54
2.5.11 Handa's Approach.....	55
2.5.12 The Competing Values Model.....	56
2.5.13 Model of Effectiveness of Bhargava and Sinha.....	57
2.5.14 Model Ridley and Mendoza.....	58
2.6 Measurement of Organizational Effectiveness.....	60
2.6.1 Contingency Effectiveness Approaches.....	60
2.6.2 Balanced Effectiveness Approaches.....	66
2.7 Organizational Effectiveness for Higher Education.....	71

2.8 Chapter Summary.....	76
<b>CHAPTER THREE: ORGANIZATIONAL CULTURE .....</b>	<b>77</b>
3.1 Introduction.....	77
3.2 Definitions of Organizational Culture .....	77
3.3 Typologies of Organizational Cultures.....	78
3.3.1 Harrison Typology.....	78
3.3.2 Ouchi Model.....	82
3.3.3 Deal and Kennedy Typology .....	84
3.3.4 Peters and Waterman Model.....	87
3.3.5 Schein Model .....	88
3.3.6 Quinn and McGrath Model.....	90
3.3.7 Scholz Typology.....	90
3.3.8 Cameron and Ettington Typology.....	91
3.3.9 Quinn Model .....	92
3.3.10 Hofstede Model.....	94
3.3.11 Organizational Culture Profile.....	96
3.3.12 Cameron and Quinn Model.....	96
3.3.13 Competing Values Framework (various studies.).....	99
3.4 Assessing the strength of Organizational Culture.....	105
3.5 Organizational Culture and Effectiveness.....	107
3.6 The Measurement of Organizational culture.....	113
3.7 Chapter Summary .....	114
<b>CHAPTER FOUR: LEARNING ORGANIZATION.....</b>	<b>115</b>
4.1 Introduction .....	115
4.2 Definitions of Learning Organization .....	115
4.3 Dimensions of Learning Organization.....	118
4.4 Measurement of Learning Organization.....	122
4.5 Organizational Learning.....	126
4.6 Organizational Learning Capability .....	128
4.6.1 Yeung et.al Model.....	128
4.6.2 Goh Model.....	130
4.6.3 Morgan, Katsikeas and Appiah Model.....	131
4.6.4 Morgan Model.....	133
4.7 Factor contributing Organizational Learning Capability.....	135
4.7.1 Day Model.....	136
4.7.2 Kreitner and Kinicki Model.....	136
4.8 Learning Disabilities.....	140
4.9 Learning Type .....	144
4.9.1 Learning Mode.....	144
4.9.2 Learning Style .....	147
4.9.3 Learning Orientation .....	150
4.10 Chapter Summary.....	154
<b>CHAPTER FIVE: MODEL AND HYPOTHESES.....</b>	<b>155</b>
5.1 Introduction .....	155
5.2 Organizational effectiveness as a Dependent Variable.....	156
5.3 The Independent Variable: Organizational Culture.....	157
5.4 The Relationship between Organizational Culture and Organizational Effectiveness.....	159
5.5 The Learning Style .....	161
5.6 The Learning Capability.....	163

5.7	Research Model.....	167
5.8	Hypotheses.....	167
5.9	Measurement Instrument.....	171
5.10	Chapter Summary.....	176
<b>CHAPTER SIX : RESEARCH DESIGN AND METHODOLOGY.....</b>		176
6.1	Introduction .....	177
6.2	Study setting .....	179
6.3	Research Design.....	179
6.4	Research Method.....	182
6.5	Sampling Procedure .....	188
6.6	Pilot Study .....	191
6.7	Data collection and Response Rate.....	192
6.8	Test for Reliability.....	194
6.9	Test for Validity.....	195
6.10	Methods of Analysis .....	197
6.10.1	Outlier cases.....	198
6.10.2	Multicollinearity Testing.....	199
6.10.3	Linearity testing.....	200
6.10.4	Normality testing.....	202
6.10.5	Homoscedasticity.....	203
6.11	Chapter Summary.....	205
<b>CHAPTER SEVEN: RESEARCH FINDINGS .....</b>		205
7.1	Introduction .....	205
7.2	The Sample of the study.....	205
7.3	Descriptive statistics .....	207
7.3.1	Dependent variable - Organizational Effectiveness .....	207
7.3.2	Independent Variable-Organizational Culture Type .....	208
7.3.3	Learning Style .....	210
7.3.4	Learning Capability.....	211
7.4	Correlation Among Independent Variables.....	212
7.5	Testing of Hypotheses .....	213
7.5.1	Testing of Hypotheses 1.1 to 1.5 ( $H_{A1.1}$ to $H_{A1.5}$ ).....	215
7.5.2	Testing of Hypotheses 2.1-2.5 ( $H_{A2.1}$ - $H_{A2.5}$ ) .....	221
7.5.3	Testing of Hypotheses 3.1-3.5 ( $H_{A3.1}$ - $H_{A3.1}$ ) .....	227
7.5.4	Testing of Hypotheses 4,5 and 6 ( $H_{A4}$ , $H_{A5}$ , $H_{A6}$ )).....	233
7.5.5	Testing of Hypotheses 7.1 and 7.2 ( $H_{A7.1}$ - $H_{A7.2}$ ).....	236
7.6	The Result Summary.....	238
7.7	Chapter Summary.....	241
<b>CHAPTER EIGHT: DISCUSSION AND FURTHER RESEARCH .....</b>		242
8.1	Introduction .....	242
8.2	Discussion of the Findings.....	242
8.3	Contribution of this study.....	250
8.3.1	Contribution to Academia.....	251
8.3.2	Contribution to the Practitioners.....	252
8.4	Implication of the study.....	253
8.4.1	Implications to Academia.....	253
8.4.2	Implication to the Practitioners.....	254
8.5	Limitations of the study.....	254
8.5.1	Generalizability.....	255
8.5.2	Methodological limitation.....	256

8.6	Direction for Further Research.....	256
8.7	Conclusion.....	257
REFERENCES.....		259

## LIST OF TABLES

<b>Table</b>	<b>Title of Table</b>	<b>Page</b>
2.1	Evaluation Criteria in Multivariate Models of Organizational Effectiveness .....	38
2.2	Frequency of Occurrence of Evaluation Criteria in 17 Models of Organizational Effectiveness .....	41
2.3	Criteria of Organizational Effectiveness - Indexes of Organizational Success.....	42
2.4	Factors Contributing to Organizational Effectiveness.....	45
2.5	Stakeholder and Criterion of Effectiveness.....	67
2.6	Dimensions of Organizational Effectiveness for Higher Education.....	74
3.1	Cameron and Ettington typology of culture.....	92
3.2	Organizational Culture Assessment Instrument (OCAI).....	97
3.3	Comparison the dimension of Competing Value Framework.....	104
3.4	Dimensions of Culture (Van der Post, 1998).....	113
4.1	Learning organization dimensions.....	126
4.2	Comparison of the Dimension of Organizational Learning Capabilities.....	135
4.3	Factors That Facilitate Organizational Learning Capabilities.....	138
4.4	Modes of learning.....	144
4.5	Learning orientations.....	151
6.1	The Number of Study Program by ranking of accreditation status .....	178
6.2	Number of Respondents Of Public Higher Education.....	186
6.3	Number of Respondents of Private Higher Education.....	187
6.4	Reliability Analysis For Pilot Study.....	190
6.5	Reliability Analysis for Research Questionnaire.....	193
6.6	Collinearity Statistics.....	198
6.7	Levene's test for Equality Variances.....	203
7.1	Sample of the Study.....	206
7.2	Descriptive Statistics of Organizational Effectiveness.....	208
7.3	Descriptive Statistics of Organizational Culture.....	209
7.4	Descriptive Statistics of Learning Style .....	210
7.5	Descriptive Statistics of Type of Learning Style.....	211
7.6	Descriptive Statistics of Learning Capability.....	212
7.7	Matrix of Correlation among Independent Variables.....	213
7.8	Matrix of Correlation between Four Organizational culture and Organizational Effectiveness.....	215
7.9	Summary of the Hypotheses Test 1.1 to 1.4 ( $H_{A1.1}$ to $H_{A1.4}$ ).....	217
7.10	Hypotheses Testing $H_{A1.5}$ .....	218
7.11	Regression Result with Organizational Effectiveness as Dependent Variable (standard regression, n=302) .....	218
7.12	Regression Result with Organizational Effectiveness as Dependent Variable (stepwise procedure, n=302).....	220
7.13	Matrix Correlation between Independent Variables and dependent variable – Learning Style.....	222

7.14	Summary of Test Hypotheses 2.1 to 2.4 (H <sub>A2.1</sub> to H <sub>A2.4</sub> ).....	223
7.15	Hypotheses Testing 2.5 (H <sub>A2.5</sub> ).....	224
7.16	Regression Result with Learning Style as Dependent Variable (standard regression, n=302).....	225
7.17	Regression Result with Learning Style as Dependent Variable (stepwise procedure, n=302).....	225
7.18	Matrix Correlation between Independent Variables and Learning Capabilities .....	228
7.19	Summary Test of Hypotheses 3.1 to 3.4 (H <sub>A3.1</sub> to H <sub>A3.4</sub> ).....	230
7.20	Hypotheses Testing 3.5 (H <sub>A3.5</sub> ).....	230
7.21	Regression Result with Learning Capability as Dependent Variable (standard regression).....	231
7.22	Regression Result with Learning Capability as Dependent Variable (stepwise method).....	232
7.23	Matrix of correlation Between Learning Style, Learning Capability and Organizational Effectiveness.....	235
7.24	Summary of Test Hypotheses 4 to 6 (H <sub>A4</sub> , H <sub>A5</sub> and H <sub>A6</sub> ).....	235
7.25	Testing of Hypotheses 7 (H <sub>A7.1</sub> and H <sub>A7.2</sub> ).....	236
7.26	Regression Result Learning Style and Learning Capability to Organizational Effectiveness (standard regression)	236
7.27	Regression Result with Organizational Effectiveness as Dependent Variable (moderating).....	237
7.28	The Result Summary.....	238
7.29	B Coefficient.....	240

## LIST OF FIGURES

<b>Figure</b>	<b>Title of Figure</b>	<b>Page</b>
1.1	Four Quadrants Competing Values Framework.....	20
2.1	Four Approaches to Organizational Effectiveness.....	55
2.2	Contingency Approaches to the Measurement of Organizational Effectiveness .....	61
2.3	The Competing Values Approach to Organizational Effectiveness.....	69
3.1	Handy's Organizational Culture.....	79
3.2	Organizational Culture Model (Schein).....	89
3.3	Competing Value Model (Quinn 1988, Lammond, 2003).....	93
3.4	Four Types of Culture Competing Values Framework (Zammuto and Krakower, 1991).....	100
3.5	Competing Values Framework for Organizational Culture.....	102
3.7	The Competing Values Model of OC (Van Muijen and Koopman, 1994,1998).....	103
4.1	Model of Organizational Learning Capability.....	130
4.2	Building an organization's learning capability.....	137
4.3	Four Learning Styles (Yeung. et.al, 1999).....	148
4.4	Six Learning Style.....	150
5.1	Dimensions of Types of Organizational Culture.....	158
5.2	The relationship between Type of Culture and Organizational Effectiveness.....	161
5.3	The relationship between Type of Culture and Learning Style...	162
5.4	The relationship between Learning Style and Organizational Effectiveness.....	162
5.5	The relationship between Type of Culture and Learning Capability.....	164
5.6	The relationship between Learning Capability and Organizational Effectiveness.....	164
5.7	The Learning Capability as intervening variable.....	165
5.8	The Learning Capability as moderating variable.....	166
5.9	Research Model.....	166
6.1	Scatter Plot Residual.....	200

6.2	Histogram Residual .....	201
6.3	Normal Probability Plot .....	202
7.1	Model of Organizational Culture and Organizational Effectiveness.....	220
7.2	Model of Organizational Culture And Learning Style.....	226
7.3	Model Organizational Culture and Learning Capability.....	233
7.4	Model of the relationship between Organizational Culture, Learning Style, Learning Capability and Organizational Effectiveness.....	240
8.1	The Result Model.....	250
9.1	Type of Organizational Culture.....	281
9.2	The Dimensions of Group Culture.....	282
9.3	The Dimensions of Adhocracy Culture.....	285
9.4	The Dimensions of Hierarchy Culture.....	288
9.5	The Dimensions of Market Culture.....	291
9.6	The Organizational Learning Capability.....	294
9.7	The Dimensions of Learning Style.....	294
9.8	The Dimensions of Learning Disability.....	296
9.9	The Domains of Organizational Effectiveness.....	300
9.10	The Dimensions of Moral Domain.....	300
9.11	The Dimensions of Academic Domain.....	302
9.12	The Dimensions of External Adaptation Domain.....	305

## LIST OF APPENDICES

<b>No</b>	<b>Title of Appendix</b>	<b>Page</b>
1.1	The Measurement.....	281
1.2	Questionnaire for Pilot Study.....	308
1.3	Deleted Items And Rewording.....	309
1.4	Research Questionnaire.....	318
2.	Reliability Analysis for Pilot Study.....	319
2.1.1	Reliability Group Culture.....	319
2.1.2	Reliability Group Culture after items deleted.....	320
2.2.1	Reliability Adhocracy Culture.....	321
2.2.2	Reliability Adhocracy Culture after items deleted.....	322
2.3.1	Reliability Market Culture.....	323
2.3.2	Reliability Market Culture after items deleted.....	324
2.4.1	Reliability Hierarchy Culture.....	325
2.4.2	Reliability Hierarchy Culture after items deleted.....	326
2.5.1	Reliability Learning Style.....	327
2.5.2	Reliability Learning Style after items deleted.....	328
2.6.1	Reliability Learning Capabilities.....	329
2.6.2	Reliability Learning Capabilities after items deleted.....	330
2.7.1	Reliability Organizational Effectiveness.....	331
2.7.2	Reliability Organizational Effectiveness after items deleted...	333
2.8	Critical Values of the Correlation Coefficient.....	334
3.1	Number of Study Program of Public Higher Education (Sampling Frame).....	335
3.2	Number of Study Program of Public Higher Education (Non Sample Frame).....	336
3.3	Number of Study Program of Private Higher Education (Sampling Frame).....	337
3.4	Number of Study Program of Privatec Higher Education (Sample Frame-not responding).....	340
3.5	Number of Study Program of Private Higher Education (Non Sample Frame).....	342
3.6	Number of Respondent and Response Rate Public Higher Education.....	343
3.7	Number of Respondent and Response Rate Private Higher Education.....	344

3.8	Number of Respondent and Response Rate Private Higher Education (Not Responding).....	346
4	Reliability Analysis for Research Variables.....	348
4.1	Reliability Group Culture.....	348
4.2	Reliability Adhocracy Culture.....	349
4.3	Reliability Market Culture.....	350
4.4	Reliability Hierarchy Culture.....	351
4.5	Reliability Learning Style.....	352
4.6	Reliability Learning Capabilities.....	353
4.7	Reliability Organizational Effectiveness.....	354
5.1	Descriptive Statistics.....	355
6	Explore – Normality – Linearity.....	357
6.1	Group Culture.....	358
6.2	Adhocracy Culture.....	359
6.3	Market Culture.....	361
6.4	Hierarchy Culture.....	363
6.5	Learning Style.....	366
6.6	Learning Capabilities.....	368
6.7	Organizational Effectiveness.....	369
7	Matrix Correlations.....	372
8.1	Multicollinearity Diagnostics.....	374
8.2	Scatterplot.....	376
8.3	Normal P-Plot .....	378
8.4	Histogram Residual.....	380
9.1	Regression Organizational Culture – Organizational Effectiveness (Standard Regression).....	382
9.2	Regression Organizational Culture – Organizational Effectiveness (Stepwise Regression).....	383
9.3	Regression Organizational Culture – Learning Style (Standard Regression).....	385
9.4	Regression Organizational Culture – Learning Style Organizational Effectiveness (Stepwise Regression).....	386
9.5	Regression Organizational Culture –Learning Capability (Standard Regression).....	388
9.6	Regression Organizational Culture – Learning Capability (Stepwise Regression).....	389
9.7	Regression Learning Style, Learning Capability -Organizational Culture.....	391

9.8	Regression Learning Style, -Organizational Culture moderate by Learning Capability.....	392
	VITAE.....	395

## LIST OF ABBREVIATIONS

AC	Adhocracy Culture
AD	Academic Domain
B1	Blindness
CI	Condition Index
CVF	Competing Values Framework
DD	Diffusion Deficiency
EAD	External Adaptation Domain
GC	Group Culture
GSF	Geographically Sampling Frame
HA	Hypothesis Alternative
HC	Hierarchy Culture
HE	Higher Education
HEIs	Higher Education Institutions
Hg	Homogeneity
LC	Learning Capability
LD	Learning Disability
LO	Learning Organization
LS	Learning Style
MC	Market Culture
MD	Moral Domain
MDS	Multi Dimensional Scalling
OC	Organizational Culture
OCAI	Organizational Culture Assessment Instrument
OE	Organizational Effectiveness
OL	Organizational Learning
OLC	Organizational Learning Capability
Pl	Paralysis
PrHE	Private Higher Education
PuHE	Public Higher Education
SEM	Structural Equation Modelling
SF	Sampling Frame
Sl	Superstitious Learning
Sm	Simplemindedness
SP	Study Program
SPSS	Statistical Product and Service Solutions
SPV	Substantial Proportion of Variance
TC	Tight Coupling
VIF	Variable Inflation Factor
CA	Competency Acquisition
CI	Condition Index
BC	Benchmarking
EX	Experimentation
SF	Sampling Frame

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This chapter provides a brief overview of the scope of the study, and presents a number of concepts and definitions. The first section explains the background of the study such as: problems of Higher Education Institutions in Indonesia, Organizational Effectiveness, Organizational Culture, Competing Values Framework, and Learning Organization. Then, it explains the statement of the problem and specifies research problems and research questions. The next section presents the objective of the study and followed by significance of the study section that points-out the importance of the study. After that, it specifies the scope of the study section that brings into unit of analysis and the theory used. The final section is the definitions of terms, and organization of the report.

### **1.2 Background of the study**

What makes an organization more effective than another one is a topic that has been interesting for organizational researchers over a long period of time. Organization theorists have defined Organizational Effectiveness in various ways.

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