

## RESEARCH ARTICLE

## Differential Analysis of Organizational Culture of LCUP: Implications for Enhancing Management Operations

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### Abstract

The study focused on the school's organizational culture of LCUP in their efforts to respond to the societal demands, particularly of the province of Bulacan. Regarding the tangible elements of LCUP's organizational culture, the five groups of respondents seemed to be most homogenous when it comes to LCUP's organizational culture about the tangible expression and symbolism/conceptual verbal manifestation, behavioral and visual/material manifestation. It means that they do not differ significantly in their perceptions. The culture is visible through the organization. They do not have different perceptions about organizational culture of LCUP. In terms of perceived strengths of LCUP, the academic community were embedding and enforcing organizational culture, have played its role in creating, embedding and enforcing school's organizational culture. Furthermore, the school should strategically plan for change to face the challenges of the third millennium. Therefore, resources both human and financial must be available to support the plan of change.

**Keywords:** *Organizational culture, Analysis, LCUP, Management operations.*

### Introduction

Universities today have become an object of study, debate, and reflection. Changes in the societal sphere, globalization, economic and political trends push universities towards new forms and roles. Universities are still deeply bounded to their own history and their own culture indeed. In this study culture is taken as an exploratory factor for organizational differences. Culture is operationalized through specific indicators which in turn produce its own organizational culture.

Organizational culture is the collective interaction of employee's experiences, environments, peer relationships and behaviors that are consistently and authentically supported and demonstrated within an organization. It creates a unique outcome which becomes the way the employees perform [1]. According to Kohun *et al* [2] the curriculum and decision making processes involves attempts to follow the global norms of accreditation, accepted practices and conventions are still contextualized within the local socio-cultural frame of every organization. According to Ojo [3] organizational culture is the pattern or the way the group has invented, developed or discovered in carrying out a particular task and sometimes solving problems. All these patterns must be taught to new members and if learned, these patterns may pretty well work enough for

the members. The correct way of perceiving, thinking and feeling to solve problems is important because organizational culture are set of values that help members know that which is and which is not acceptable within the organization.

Organizational culture exists in all organizations, and it has important effects on the morale and motivation of all organizational members. Culture is communicated through conceptual/verbal, behavioral, and visual/material manifestations that are both visible and invisible. These appear to be distinct culture in an organization. Culture plays out in a variety of ways, how the information is communicated, feedback is given, performance is managed, and projects are co-ordinated within the organizations. Culture is reflected in the same way the corporation or institution is structured, how the hierarchical level is set up, and the types of job titles used. Culture is often defined by the systems operations used, processes followed, rituals, symbols, ceremonies, stories abounding the organization. Culture is even reflected in the organizational rules, regulations, rewards, sanctions and individual interactions. Culture is even reflected on how meetings are held. Culture is the glue that holds an organization together and forms an

integral part of any organizational strategy. Culture is about individuals in a group sharing patterns of behavior. We saw an increase in the attention paid to organizational culture as an important determinant of organizational success. Each organization has a unique social structure and that this social structure drives much of the individual behavior observed in an organization. There is no cultural obsolete because culture can be created that can best fit the organization's future direction. The concept of culture is particularly important when attempting to manage organization-wide change. Organizational culture is the collection of human behaviors which form a crucial part within the organization. It may also refer to the attached meanings of the employees on their actions within the organization.

According to Lunenburg & Ornstein [4] the idea of organizational culture and organizational environment was initially approached with the concept of organizational climate in the late 1960s and early 1970s. These two concepts are today somewhat overlapping. The concept of organizational culture is understood as the strength of the organization thereby leading to business performance increase. According to Wiete [1] cultivating a performance culture allows administrators to effectively leverage the talent as well as the skills of the employees, best positioning organizations to achieve increased success and simultaneously preparing for the future. Performance culture is the promotion of an organizational culture characterized by growth and operational productivity. It is a type of organizational culture that maintains a positive effect on achieving specific goals. Organizational culture refers to the culture of any organizational types and kinds. The organization may be a university, a school, a government agency, a not profitable organizations or any business establishment. The terms company culture and corporate culture meant the same concept. The idea of organizational culture was recognized in the corporate world in the late eighties and early nineties [5]. The school organizational culture emerges when these people share the same world view about what education is, when their educational paradigms are generally consistent with each other or when their core assumption about certain education becomes sufficiently homogeneous. The emergence of this organizational culture is dependent on the ability of people to identify with and live the beliefs and values embodied in the school's mission statement. School organizational culture evidences the factors that could differentiate effective schools from ineffective schools. Recent

researcher in management pointed out that the best schools are those that developed a culture, which has influenced how learning takes place. Moreover, this study hopes to provide information for assisting the improvement of La Consolacion University, Philippine's operation management to meet the challenges towards academic excellence.

## Framework

This study is anchored on the Organizational Culture Theory. According to David [6] organizational culture theory became a major theory and instrumental in researchers' direction toward the understanding of many organizations. The organizational culture theory emphasizes complexities of organizational life. The researchers must consider the employees' activities, stories and especially their behaviors. This theory studies the stories of undergraduate students. It also focuses on student's perceptions of fitting in at college. The theory is even more relevant in higher education. The approach of this theory is also useful because many of the information from stories, symbols, and rituals may have direct relevance to the organization and their employees. The researcher's work is based on organization with real employees.

The conceptual/verbal manifestations of the school organizational culture are those that have been committed to writing or art conveyed in words among members of the school community. They include aims, objectives, curriculum, language in which the insiders use, metaphors, organizational stories, organizational heroes who become the role model, and organizational structures. The *aims and objectives* verbalize the educational intent of an LCUP. The *curriculum* may be viewed in three levels: (a) the formal curriculum which refers to the program of subject offering, sequence and timetable showcasing the school's emphasis and balance in the curriculum offerings and reflects its educational purposes; (b) the informal curriculum which includes all the activities, experienced by the students other than those in the formal curriculum, such as opening and closing ceremonies, academic and cultural festivities, etc.; (c) the hidden curriculum includes activities not included in the formal and informal curricula but are strong conveyors of school culture like campus clean-up by students. Likewise, *language* used by the people in the school community reflects values prevailing in the school. Language may include an "in language" tenor of oral and written memoranda, notices, and other forms of communications, nonverbal communication in the form of body language. A *metaphor* is a linguistic device through which one

is compared with another by linking, by classifying their qualities or substituting one for another.

*Organizational stories* refer to particular incidents in the life of a school that have gained enough significance that they are told and retold over time. These may also include *stories of organizational heroes* who become symbols of values and ideals important to the school. These stories are potent conveyors of organizational values. Organizational structure reveals the way its administrators conceive its operations, procedures, and interrelationships.

The *behavioral manifestations* of school organizational culture include rituals, ceremonies, teaching and learning, operational procedures, rules and regulations, rewards and sanctions, psychological and social supports, and parental and community interaction patterns. Behavioral manifestations may be viewed as purely routinely and functional but it become forceful vehicle for communicating school culture when deliberately contrived. Rituals are procedures and routines designed for efficiency and ease in administration such as regular assemblies and meetings of various groups of teachers and students, medical and dental check-up, prayers before and after sessions. Ceremonies are celebrations to commemorate significant events or honor particular individuals. Rituals are regular while ceremonies are infrequent, special, and many times formal. *Teaching and learning* are the *raison d'être* of school. The primary focus therefore of the administrators teachers and support staff is to create the environment most conducive to effective teaching and learning. This includes ensuring relevance of curriculum content, teaching methods and techniques, support materials and resources, evaluation mechanism, etc. Operational Procedures include

communication patterns, decision-making procedures, techniques for dealing with conflicts and changes, etc. Rules and Regulations are drawn-up to define the scope and limitations of behavior and activities for the members of the school community. They also act as guidelines toward desirable achievement and for character building. They are usually accompanied by a system of rewards and sanctions. Psychological and Social support systems such as counselors, chaplain, support groups, and others indicate the degree with which the school tries to enrich the environment or the attainment of its aims and objectives. The quality of school parental and community interaction process is a clear indicator of its culture. This may include parent's organization, alumni association that is actively in certain school's activities. The visual/material manifestations and symbolism of school organizational culture includes facilities and equipment, artifacts and memorabilia, creed and mottos, and uniforms. Facilities refer to the buildings and grounds, configurations of the building, their quality and architecture, office and classroom furnishings. The equipment generally refers to hardware and materials used for school's operations. Artifacts and memorabilia like trophies, photographs, banners and publications preserve records of the school history and culture. Creed and mottos are valuable means of culture development, community affiliation and represents the school's highest ideals. Creed is visual representations of a school's values philosophies and ideologies while mottos are a choice phrase that serves as the school's battle cry. The school uniform provides a sense of identity and affiliation with a particular institution. These elements are represented graphically as four semi-overlapping circles (Figure 1), which together influence the cultural paradigm.

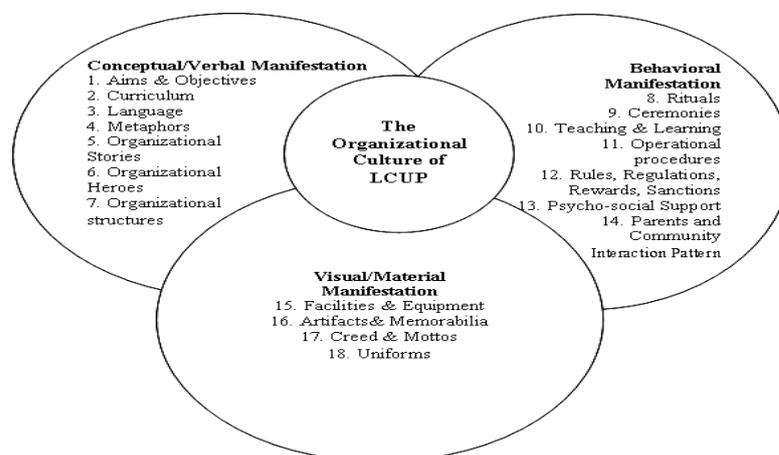


Figure1: Conceptual paradigm of LCUP organizational culture (cultural web model)

## Statement of the Problem

Specifically the study sought to answer the following questions:

1. What is the historical development of La Consolacion University Philippines?
2. How did the administrators, faculty, students, parents and alumni perceive the organizational culture in terms of:
  - 2.1. Conceptual Verbal Manifestations:
    - 2.1.1. Aims and objectives;
    - 2.1.2. Curriculum;
    - 2.1.3. Language;
    - 2.1.4. Metaphors;
    - 2.1.5. Organizational stories;
    - 2.1.6. Organizational heroes;
    - 2.1.7. Organizational structures.
  - 2.2. Behavioral Manifestation
    - 2.2.1. Rituals;
    - 2.2.2. Ceremonies;
    - 2.2.3. Teaching and learning;
    - 2.2.4. Operational procedures;
    - 2.2.5. Rules, regulations, reward & sanctions;
    - 2.2.6. Psycho-social support;
    - 2.2.7. Parents and community interaction patterns.
  - 2.3. Visual/Material Manifestation
    - 2.3.1. Facilities and equipment;
    - 2.3.2. Artifacts and memorabilia;
    - 2.3.3. Creed and mottos, and
    - 2.3.4. Uniforms.
3. Are there significant variations on the perceptions towards organizational culture of the following stakeholders:
  - 3.1. Students;
  - 3.2. Faculty;
  - 3.3. Parents; and
  - 3.4. Alumni
4. What are the perceived strengths and weaknesses of the LCUP organizational culture?
5. What implications may be drawn from the study to enhance the management?

## Materials and Methods

### Design

The study is a descriptive research and involved the use of a case study method pattern after cultural web model that aims at examining the organizational culture of La Consolacion University Philippines. According to Schunk [7] descriptive research is characterized by intensive study, descriptions of events, and its interpretation. The theories and methods used are referred to under various labels including qualitative, ethnographic, participant observation, phenomenological, constructivist, and interpretative. Descriptive research is

especially useful when researchers are interested in the structure of events rather than their overall distributions, when the meanings and perspectives of individuals are important, when actual experiments are impractical or unethical, and when there is a desire to search for new potential causal linkages that have not been discovered by experimental methods. In this study, the quantitative portions involved the frequencies that were computed to determine the respondents' perception of LCUP organizational culture. In the qualitative portion of the research, the researcher applied survey techniques. This entailed a fieldwork, an immersion in the everyday life of LCUP to seek the respondents' perspectives and meanings of the school organizational culture. In the qualitative portions involve the frequency distribution of the number of response and the parametric test using the ANOVA for significance tests to determine the respondents' perception of LCUP organizational culture.

### Respondents

The respondents of the study were members of LCUP academic community: Administrators, faculty, non-teaching personnel, students, parents and alumni. The sample was drawn from this population, using the Sloven's formula for proportional allocation. The stratified random sampling was employed to identify the respondents and only purposive was employed in parents and alumni. All the faculty and non-teaching personnel were qualified for having in LCUP for at least two years. The researcher decided that the student respondents came from those who have been studying at Basic Education Department BED and Graduate School of LCUP for at least two trimesters. The last groups included as respondents were the LCUP alumni and parents.

The second group of respondents was LCUP faculty and non teaching personnel NTP. The sample of faculty/NTP members were drawn from this population, using the formula for proportional allocation. The stratified random sampling was employed to identify the respondents. The last group to be taken as respondents was the group of alumni and the same questionnaire was used with all the respondent members. The sample of alumni members was drawn from outside the school premises, using the formula for proportional allocation. The purposive sampling was employed to identify the respondents. The researcher visited private and government offices, Finance Office of LCUP during enrollment, where parents/alumni paid the tuition of their sons and daughters. The

researcher also asked friends to identify who were from LCUP formerly known as Nuestra Señora Del Carmen, Regina Carmeli College, and University of Regina Carmeli.

### Scales and Measures

The present study instrument used a questionnaire which includes a precise and clear direction of a carefully, courteously and cordially composed cover letter. The letter was neatly organized and encoded with the following information:

- The date, name and address of the respondents and the opening letter.
- The greetings, the subject and brief statement of the importance of the study.
- The role of the respondents in answering the questions.
- The place where to return the questionnaire including the deadline.
- Guarantee of the confidentiality and anonymity of the respondents.
- Statement of thanks and gratitude for the participation and cooperation to the respondents and willingness to give them the results of the study.
- Name and personal signature of the investigator.

The main instrument of this study has three divisions. Part A focuses on the Conceptual/Verbal Manifestation of LCUP Organizational Culture measured in terms of: (a) aims and objectives, (b) curriculum, (c) language, (d) metaphors, (e) organizational stories, (f) organizational heroes, and (g) organizational structures. Part b of the instrument focuses on the Behavioral Manifestation of LCUP Organizational Culture measured in terms of (a) rituals, (b) ceremonies, (c) teaching & learning, (d) operational procedures, (e) rules, regulations, rewards, sanctions, (f) psycho-social support, and (c) parents & community interaction patterns. Part C targets the Visual/Material Manifestation of LCUP Organizational Culture measured in terms of its (a) facilities & equipment, (b) artifacts and memorabilia, (c) creed and mottos and finally the LCUP (d) uniforms.

The instrument was basically researcher made. As bases for the construction of the instrument, the researcher drew on local studies on organizational culture and made adaptations to suit his objectives for the study.

Part A of the questionnaire contains the conceptual or verbal manifestation of organizational culture of La Consolacion

University Philippines in terms of: aims & objectives, for the study the researcher made used of eight questions. In terms of curriculum, the researcher made nine questions to suit and adapt with LCUP organizational settings. In terms of language, the researcher made eleven questions. In metaphors, the researcher made four questions. In terms of organizational stories, the researcher made eight questions. Organizational heroes have five and an organizational structure has six questions respectively.

The question required the systematic collection and evaluation of data related to the aims & objectives, curriculum, language, metaphors, organizational stories, organizational heroes, and organizational structures of the organizational culture of LCUP. The researcher used Table 2 to describe the part A of the questionnaire. It consisted of a total of 51 items. For Aims & Objectives, it has eight questions, and constitutes 15.69 percent of the survey instrument. In terms of LCUP Curriculum, it has a total of nine questions, which constitutes 17.65 percent of the total. Language constitutes 21.57 percent of total and composed of eleven questions. Metaphors constitute 4 questions with 7.84 percent of the survey instrument. The Organizational stories have 15.69 percent, an Organizational Heroes has 9.8 percent, and Organizational Structures has 11.76 percent respectively of the survey instrument. The researcher decided beforehand the whole process of data collection involving the selection or design of the instruments and the conditions under which the instruments were administered.

Part B of the questionnaire measures the behavior manifestation of organizational culture of LCUP in terms of rituals, ceremonies, teaching & learning, operational procedures, rules, regulations, rewards, sanctions, psychological support, and parents & community interaction patterns. Rituals have six questions while in terms of ceremonies it has eight questions respectively. Teaching & learning has eight questions. The operational procedure has nine questions. Rules, regulations, rewards, sanctions have ten questions. Psycho-social support has eight questions and the parents & community interaction pattern has five questions respectively.

The question required the systematic collection and evaluation of data related to the rituals, ceremonies, teaching & learning, operational procedures, rules, regulations, rewards, sanctions, psychological support, parents & community interaction patterns of the organizational culture

of LCUP. The researcher used Table 3 to describe the behavioral manifestations as the second component of LCUP organizational culture. It consisted of a total of 54 items. For rituals, it has six questions, and constitutes 11.11 percent of the survey instrument. In terms of LCUP ceremonies, it has a total of eight questions, which constitutes 14.81 percent of the total. Operational Procedures constitute 16.67 percent of total and composed of nine questions. Rules, regulations, rewards, sanctions constituting ten questions with 18.52 percent of the survey instrument. Psychological support has 14.81 percent, Parent, community interaction patterns has 9.26 percent, and parent's community interaction patterns structures have 9.26 percent respectively of the survey instrument. The researcher decided beforehand the whole process of data collection involving the selection or design of the instruments and the conditions under which the instruments were administered.

Part C of the questionnaire is the visual/material manifestation of LCUP organizational culture in terms of: facilities & equipment, artifacts and memorabilia Creed & mottos, and uniforms. Facilities & equipment has four questions; artifacts & memorabilia has also four questions. Creed & mottos and uniforms have both four questions.

The question required the systematic collection and evaluation of data related to the facilities & equipment, artifacts & memorabilia, creed & mottos, and uniforms of the organizational culture of LCUP. The researcher used Table 4 to describe the part c of the questionnaire. It consists of 16 items in total. For the facilities and equipment, it has four questions, and constitutes twenty five percent of the survey instruments. In terms of LCUP artifacts & memorabilia, it has a total of four questions, which constitutes twenty five percent of the total. Creed & mottos of LCUP constituted twenty five percent of total and composed of four questions. Uniforms constituted four questions with twenty five percent of the total To answer the items in Part A, B & C of the questionnaire the following scale was used: 5 - Strongly agree, 4 - Agree, 3 - Moderately Agree, 2 - Disagree, 1 - Strongly Disagree.

The quality of the survey instrument used in a research was very important for the conclusions to be drawn which were based on the information obtained through the instrument. This was to assure the researcher to draw correct conclusions. The researcher felt that the instrument used in this study was valid and acceptable for the topic, in as much as this was previously used by Reyes,

Bulandan, Panganiban and Fernandez and content validated by experts in the field of Business Administration Dr. Lorna BD. Romero, Dr. Lynn De Claro and Dr. Oscar Moreno of the University of the East. The instrument's content validity was validated by expert groups having almost shared to researcher their field of specialization.

### Data Analysis

The questionnaire was filled out/distributed personally by the researcher. Later, the researcher followed up the returns of the completed questionnaire to each respondent. Many of the respondents who were not in their offices when the researcher visited them to pick up the completed questionnaires are visited again by the researcher on a time convenient to them. Other supplementary data containing other information were taken from pamphlets, student hand book, journals, SEC registration, articles of incorporation, by-laws, magazines and school newspaper which provided help in the study. Those dealing with topics similar to the study were also reviewed. The researcher went to libraries of leading institutions like UST, UE, De La Salle University and the National Library in Metro Manila including the OSA convent (Mother House) in San Juan, Metro Manila to have an exhaustive review of related studies. The study involved the communication which was addressed to them requesting their availability and kind cooperation.

The researcher finalized the schedule of data gathering with the Dean. He, then, communicated through letters and personally approached them to agree upon the time and venue of the data collection process. As scheduled, the researcher collected the data. In this particular study, the researcher, aside from being familiar and knowledgeable of the research environment as he was a student of the academic community from 1988 to 1992 and 1994 to present, immersed himself again in the university campus during the duration of the field research. The desired data of Part A were collected from the following respondents: administrators, faculty/ non-teaching personnel, students, parents and alumni. With the permission from the President, Executive Vice-President and the Dean of the Graduate School, the researcher met the respective respondents in different allotted time and venue that was taken place in LCUP campus.

Data collection from the alumni took place as the researcher personally went to their respective offices, homes and places where the researcher retrieved the questionnaires as quick as possible

time. During enrollment, the students' parent who paid the tuition of their sons and daughters were also the alumni of the university and they were given survey questionnaires, too.

The data gathered through the questionnaire using Likert's 5 point scale for Part A, were given weight ranging from 5 (*strongly agree*) to 1 (*strongly disagree*) for school organizational culture. This type of qualitative ranking was used to provide quantitative basis for the interpretation of results. The researcher then coded, scored, tallied and tabulated the responses, in the tabulation sheets prepared beforehand.

The general documents and remarks were classified according to topics. Similarities and differences were noted. Frequency distribution was employed to determine the degree of performance on unique and distinctive organizational culture of LCUP and its desired changes.

The data gathered were statistically treated using the following formulas:

1. Frequency. The data gathered are presented in the tables, most of them in frequency distribution.
2. ANOVA for significance tests. ANOVA stands Analysis of Variance to determine the contribution of a given factors or variables to the variance. It is otherwise the F-test to compare the means of two or more groups. An *F-value* with varying degrees of freedom is found in the F- table with 0.25 level of significance.

## Results and Discussion

### Historical Development of La Consolacion University

La Consolacion University Philippines, formerly University of Regina Carmeli, Regina Carmeli College, and Colegio de Nuestra Señora Del Carmen, is a coeducational Catholic school established and administered by the Augustinian Sisters of Our Lady of Consolation (ASOLC).

Doña Estefania del Rosario Vda. De Jacinto established the school in 1937. She is one of the sisters of Mother Catalina De Jesus, OSA. She donated a property for the education of the children of poor families in Barasoain, Malolos, Bulacan. It was the only educational institution in the locality during those days.

The university management reexamined its thrusts of becoming more responsive to the demands of the Third millennium to live up to its mission of producing competent and world class-learners. A consultancy group called the Strategic

Technology Research Application and Management Development Foundation, Inc. (STREAM) was commissioned. It aimed to conduct a one-year systems review of the inventory using the College of Commerce as its pilot program.

The exciting events of the third millennium demonstrate the URC's ability to sustain its thrusts of giving the province of Bulacan and other nearby provinces of Luzon educational services in the arena of effective instruction, research, functional extension service and above all quality catholic tertiary education. URC is the only catholic Augustinian university in the province of Bulacan.

URC started translating its commitment to world class education as the university enters the third millennium. It started with expansion of infrastructures. The BARCIE International Center; Information Technology builds up: streamlining of the faculty recruitment retention and promotion standards; enhancing its visibility in the national and local community by taking up active leadership role among CEAP schools, more especially the Augustinian schools in the country and intentionally through its promotion of alternative social programs for poverty alleviations.

A more extensive-five year (2000-2005) institutional development plan evolved to assist the university to strategize the position itself in the roster of educational service in the country. The plan includes concrete strategy to move the university toward global positioning of its programs.

LCUP prides of its physical infrastructure build-up. It has 68 classrooms in its two campuses, more than 400 computer units enabling a 1:1 student-computer ratio per session, a nursing lab, an X-ray room, 3 science laboratories (anatomy, physics and chemistry laboratories), 3 fully equipped computer laboratories, 2 HRM culinary laboratories and bar, 2 speeches laboratories, a micro-teaching lab and two campuses with Wi-Fi facilities. It also takes pride in its own 89-room hotel- the BARCIE International Center- with 1 penthouse, 4 suite rooms and five function halls, its own 100-bed capacity state-of-the-art tertiary hospital (LCU General Hospital), 2 clinics, a mini-hotel/training hub, two multi-purpose gymnasium (1,250 and 2,500-seating capacities), a speech lab, a 350-seater cafeteria, 6 student lounges, a cosmic garden, 2 audio-visual rooms, 2 home economics rooms, 4 libraries, a 3-storey 14-bedroom cloister,

2 chapels, a wellness center, a 20m x 25m mini-Olympic-size pool and an open stage for the holding of commencement exercises and other special university affairs.

Coinciding the celebration of the feast of St. Augustine on August 28, 2013, was the blessing of the new Doña Estefania Del Rosario Vda. De Jacinto Theatre which replaced the former Audio-Visual Room situated at the LCUP Barasoain campus. This was followed by the ground-breaking ceremony of the Proposed Five-storey Academic Building that will house state-of-the-art laboratories, function halls, offices, classrooms, a centralized library and the future Venerable Mother Consuelo Auditorium.

To date, LCUP is a picture of strength, courage and invincibility. It has remained steadfast to its vision of producing graduates who are globally competent stewards of their communities animated by the teachings of Christ, and by Marian and Augustinian ideals and principles. For more than seven decades, it has established an unparalleled reputation not only in the locale, but also in the global arena as an institution that nurtures the heart and mind.

### **Perceptions of Administrators, Faculty, Students and Alumni on the Organizational Culture of LCUP**

The data were collected using the Organizational Culture survey instrument. The respondents were Administrators, Faculty/ Non-teaching personnel, Students, Parents and Alumni. The questionnaire using Likert's 5 point scale were given weights ranging from 5 (strongly agree) to 1 (strongly disagree) for LCUP organizational culture. The researcher felt that it was necessary to have a criterion as basis for the interpretation of the results. The following is the criterion adapted from the concept and justified the data for the purpose of the study. The following are the results of the Organizational culture survey instrument in terms of conceptual or verbal manifestation of LCUP according to the respondent administrators, faculty/non-teaching personnel, students, parents and alumni.

### **Significant Variations on the Perception of Stakeholders on the Organizational Culture**

The data were collected in this regard using the Organizational culture survey instrument. The respondents were faculty/ non-teaching personnel, students, parents and alumni. The following were the results of the perceptions of stakeholders on the organizational culture of LCUP. The presentation covered the respondents' responses regarding LCUP's conceptual/ verbal

manifestations with regards to aims & objectives, curriculum, language, metaphors, and organizational stories, organizational heroes, and organizational structures. Moreover, presentation covered the behavioral manifestation in regards to: rituals, ceremonies, teaching & learning, operational procedures, rules, regulations, rewards, sanctions, psycho-social support, parents & community interaction patterns. Finally, the visual/ material manifestation in regards to: facilities & equipment, artifacts & memorabilia, creed & mottos, and uniforms were presented in Table 2.

### **Perceived Strengths and Weaknesses of the LCUP Organizational Culture**

Verbal communications are essentials in the working environment in responds to specific events or changes made in the institution. Every member of the academic community should know what is happening in the institution and should be communicated both downwards and upwards and maintain the family relationship among its the members [8-47].

### **Conclusions**

Based on the findings of the study, the following conclusions are drawn:

- From the historical developments of LCUP organizational culture, the longevity of this university is largely attributed to its careful management within the confines of well-established rules. Its statues and regulations had not been wanting, yet have been as rigid as to shun change. Change has thus become an important characteristic in the growth of this university. LCUP has been making so many changes without academic detours that never kept away from its basic aims of imparting to its student's high level of both civic and sacred sciences and promote their moral, educational and cultural formation and development of culture conducive to increasing students' learning and exemplary staff's working performance.
- Regarding the tangible elements of LCUP's organizational culture, the five groups of respondents seemed to be most homogenous when it comes to LCUP's organizational culture about the tangible expression and symbolism/conceptual verbal manifestation, behavioral and visual/material manifestation. It means that they do not differ significantly in their perceptions. The culture is visible through the organization. They do not differ in their

perceptions about organizational culture of LCUP.

- Regarding perceptions of the stakeholders on organizational culture, the five groups of respondent seemed to be homogeneous when it comes to their perception regarding the tangible elements of LCUP as manifested in conceptual/verbal, behavioral and visual/material manifestations of LCUP structure and system, almost of the respondents seemed to be homogeneous when it comes to their perception of LCUP's: a. conceptual/verbal manifestations in terms of: aims & objectives, curriculum, language, metaphors, organizational stories, organizational heroes and organizational structures; b. Behavioral Manifestation in terms of: rituals, ceremonies, teaching & learning, operational procedures, Rules, regulations, rewards, sanctions, psycho-social support, parents & community interaction pattern; c. Visual/material manifestation in terms of: facilities & equipment, artifacts and

memorabilia, creed & mottos and uniforms, but seemed to be homogeneous in the overall groups.

- In terms of perceive strengths of LCUP, the academic community were embedding and enforcing organizational culture. The academic community played its role in creating, embedding and enforcing the university's organizational culture.
- Regarding on the implication of the study, and for better enhancement of culture indicates the role of founders, the academic community school leadership really matters in relation to create, embed, and enforce culture; the school leaders are the persons who have great impact on the development of culture conducive to increasing students' learning and staff's working performance. Furthermore, the school should strategically plan for change to face the challenges of the third millennium. Therefore, resources both human and financial must be availed to support the plan of change.

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