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Culture Underpinning the Academic Department of Myanmar Imperial College (MIC)

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Abstract
This study examines the organizational culture of the academic department at Myanmar Imperial College (MIC) using Goffee and Jones' (1996) Culture Typology framework. The objective was to identify the dominant culture by assessing levels of sociability and solidarity among academic staff. A deductive approach was adopted with a descriptive, mono-quantitative research design. The study applied a survey strategy utilizing self-administered delivery-and-collection questionnaires. Data were collected through a census method within a cross-sectional time horizon, supported by both primary and secondary sources. Findings reveal that employees in the academic department report equally high levels of sociability and solidarity, each with a mean score of 6. This indicates that the culture underpinning the department is communal in nature, characterized by strong interpersonal relationships and collective commitment to shared goals. Based on the results, several recommendations are offered to strengthen and sustain the communal culture, while potential directions for further research are also discussed.

Keywords: *organizational culture, sociability, solidarity, communal culture, higher education, Myanmar Imperial College*

Introduction

Background of the Research

This study is an organizational-level analysis conducted at Myanmar Imperial College (MIC), which was founded in 2004 and has since grown into one of the leading private universities in Myanmar. MIC offers internationally recognized degree programs through collaborations with the University of Northampton (UK) and Pearson UK, including MBA, DBA, and various diploma programs in business and English. As of 2018, the institution reported a student network of 2,942, with 1,378 graduates and 1,800 active students (Myanmar Imperial College, 2023).

Currently, MIC employs over 100 staff members across different functional departments. The academic department represents one of its core units and includes academic directors, program managers, senior lecturers, lecturers, assistant lecturers, and other academic staff. According to Johnson, Whittington, Regnér, Scholes, and Angwin (2017), organizations often host multiple subcultures that emerge from the unique functions and work patterns of different departments. Recognizing and understanding these subcultures is critical for effective decision-making and institutional performance.

This research focuses on identifying the culture underpinning MIC's academic department, conceptualized as one of the university's organizational subcultures. The framework of Goffee and Jones (1996) provides the analytical foundation for examining the levels of sociability and solidarity among academic staff.

Statement of the Problem

MIC operates in a dynamic and competitive higher education environment, influenced by both micro and macro-level forces. One major external factor has been the liberalization of the private education sector, with the Myanmar Investment Commission (MIC)

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allowing full foreign capital investment in private educational institutions, and the Directorate of Investment and Company Administration (DICA) introducing guidelines for local and foreign-owned universities and training centers (Lwin, 2018).

Academic quality is a decisive success factor in this market, and it is largely driven by the effectiveness of the academic department. Since organizational culture strongly shapes employee behavior, commitment, and performance (Mullins & Christy, 2016; Robbins & Coulter, 2021; Watkins, 2013), understanding the cultural dynamics within MIC's academic department is critical. By examining its culture, MIC can assess whether its current organizational subculture enables the university to respond effectively to competitive pressures and align its practices with long-term strategic goals.

Aim, Objectives, and Research Questions

Research Aim

The aim of the study is to identify the type of culture underpinning the academic department of MIC based on the "Culture Typology" model by Goffee and Jones (1996).

Research Objectives

1. To measure the level of sociability among employees in the academic department of MIC.
2. To measure the level of solidarity among employees in the academic department of MIC.
3. To determine the type of culture underpinning the academic department of MIC based on the levels of sociability and solidarity.

Research Questions

1. What is the current level of sociability among employees in the academic department of MIC?
2. What is the current level of solidarity among employees in the academic department of MIC?
3. What type of culture underpins the academic department of MIC based on these measures?

Justification of the Research

Although various cultural typologies exist (Rashid, Sambasivan, & Johari, 2003; Hatch & Cunliffe, 2019), the Goffee and Jones (1996) model is chosen for its flexibility to assess both organizational and subcultural levels. The framework measures sociability, defined as sincere friendliness and positive interpersonal ties, and solidarity, defined as the ability to collectively achieve objectives despite personal differences. This dual focus makes it particularly suitable for analyzing departmental subcultures.

The academic department is strategically vital because academic quality represents a core differentiator in Myanmar's private higher education sector. As noted by Alvesson and Sveningsson (2016), culture directly influences employee behavior, teaching quality, and institutional reputation. Thus, analyzing the department's culture will not only provide insight into current strengths and challenges but also inform management decisions regarding cultural alignment and development.

Scope and Limitations of the Research

This study focuses exclusively on the academic department of MIC, acknowledging that the university comprises multiple subcultures that together shape its corporate culture. Time constraints limited the scope to this single department.

Methodologically, the research is descriptive and relies on a mono-quantitative approach, specifically self-administered questionnaires and descriptive statistics. While this approach is suitable for identifying the cultural type, it does not explain the underlying reasons for the observed patterns. Future research should consider qualitative methods, such as interviews or focus groups, or a mixed-methods design to provide richer insights into why certain cultural dynamics prevail.

Literature Review

Research Literature

Organizational culture has been widely discussed in management and organizational studies, though scholars agree that it is a complex and multifaceted concept with no single definition (Rashid, Sambasivan, & Johari, 2003; Abu-Jarad, Yusof, & Nikbin, 2010; Mullins & Christy, 2016). Johnson, Whittington, Regnér, Scholes, and Angwin (2017) distinguish among national culture, field culture, and organizational culture, and emphasize that organizations often host subcultures shaped by the

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specific work of different departments. In the context of Myanmar Imperial College (MIC), the academic department represents such a subculture.

Goffee and Jones (1996) define organizational culture as the outcome of how members relate to one another, sustained through patterns of social interaction, shared interests, and mutual obligations. This definition highlights the relational dimension of culture, contrasting with national culture, which Robbins and Coulter (2021) describe as values and attitudes shared among people of a particular country that shape collective behavior. Models such as Hofstede's cultural dimensions (Hofstede Insights, n.d.) and Lewis's cultural categories (Lewis, 2006) help explain cultural variation across nations, but for organizational-level analysis, frameworks such as Schein's model and the cultural web are more appropriate.

In the case of MIC, the academic department plays a critical role in ensuring academic quality, which is a major success factor in Myanmar's competitive higher education sector. As argued by Alvesson and Sveningsson (2016), organizational culture directly influences employee performance, teaching effectiveness, and institutional reputation. By applying the Goffee and Jones (1996) framework, this study aims to measure levels of sociability and solidarity among employees in the academic department of MIC and identify the cultural type that underpins this unit.

In summary, while national cultural models provide valuable insights into country-level behaviors, organizational culture frameworks such as Schein's levels, the cultural web, and cultural typologies are more suitable for institutional analysis. Among these, the Goffee and Jones (1996) typology offers a practical and focused tool for assessing the subculture of MIC's academic department, thereby contributing to both organizational understanding and strategic decision-making.

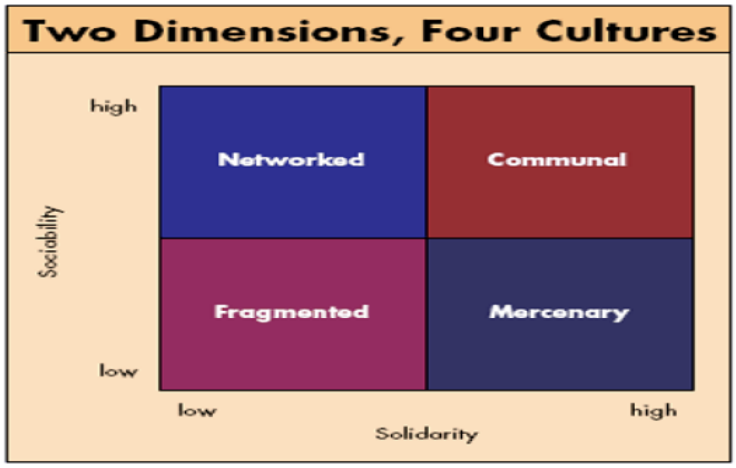


Figure 1: Cultural Typology
Source: Goffee & Jones (1996)

Related Studies

The four culture types proposed by Goffee and Jones (1996)—networked, fragmented, mercenary, and communal—provide a useful framework for understanding organizational dynamics. Networked cultures are characterized by high sociability but low solidarity, fragmented cultures by low sociability and solidarity, mercenary cultures by low sociability but high solidarity, and communal cultures by high sociability and solidarity. As Goffee and Jones emphasize, no single culture is inherently superior; each is appropriate for different contexts and organizational environments.

Organizational culture strongly influences how employees think, act, and interact (Robbins & Coulter,

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2016; Johnson et al., 2017; Armstrong & Taylor, 2020). Empirical research has demonstrated its role in shaping organizational competitiveness (Sadri & Lees, 2001), employee productivity (Cancialosi, 2014), performance (Narayana, 2017), and commitment (Ramdhani et al., 2017). Within higher education institutions, culture has been linked to employees' quality of work life (Valizadeh & Ghahremani, 2012), job satisfaction (Bashayreh et al., 2016), and organizational effectiveness (Gochhayat et al., 2017). Studies also show culture influences human resource practices, such as recruitment and training, in private universities (Adewale & Anthonia, 2013).

Research using cultural typologies highlights that different types of culture produce different organizational outcomes. Rashid et al. (2004) found that acceptance of organizational change varies with culture type, while Ponnu and Hassan (2015) showed performance management is influenced by culture. Similarly, Silverthorne (2004) linked organizational culture to job satisfaction and commitment in Taiwan. These findings confirm the importance of identifying which culture underpins a given organization.

In the case of Myanmar Imperial College (MIC), analyzing the type of culture that characterizes its academic department is essential. Given the evidence from prior studies, applying Goffee and Jones' (1996) typology provides a suitable lens for understanding whether sociability and solidarity are present and how these dimensions shape organizational effectiveness at MIC.

Beyond academia, culture has been shown to impact strategy implementation (Isaboke, 2015; Tasgit et al., 2017), productivity and quality management (Kelepile, 2015; S & Chopra, 2015), and overall organizational performance (Kamau & Wanyoike, 2018). A positive culture is also associated with competitive advantage (Sadri & Lees, 2001) and improved employee outcomes, including job satisfaction, motivation, and retention (Zain et al., 2009; Habib et al., 2014; Sokro, 2012).

Theoretical Framework

The theoretical framework of this study is grounded in the culture typology developed by Goffee and Jones (1996), which evaluates organizational culture through the dimensions of sociability and solidarity. Sociability reflects the extent of friendly, interpersonal relationships among members, while solidarity captures the capacity of members to work collectively toward shared goals. By measuring these two dimensions within the academic department of Myanmar Imperial College (MIC), the study aims to classify the prevailing culture as networked, communal, fragmented, or mercenary. Identifying this culture type provides insights into how employees interact, the strength of collective goals, and the implications for management practice and organizational effectiveness.

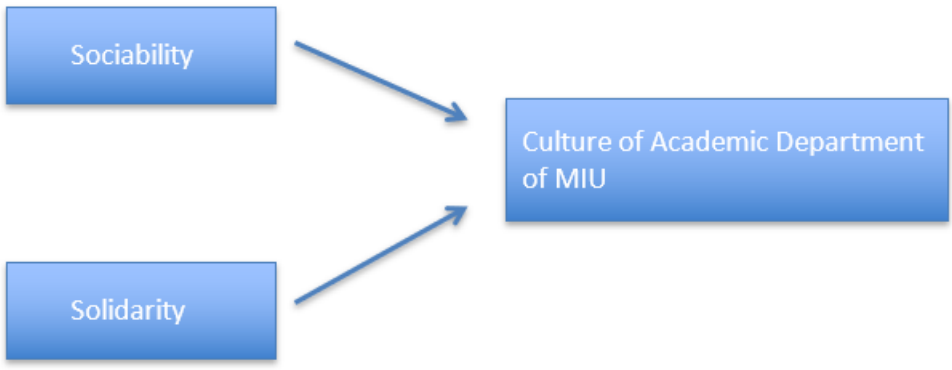


Figure 2: Theoretical Framework
Source: Own illustration based on Goffee & Jones (1996)

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Methodology

Research design provides the overall framework for answering research questions. Collis and Hussey (2021) define it as a detailed plan for conducting a study, while Saunders et al. (2019) describe it as the general plan that outlines how research questions will be addressed. Following Saunders et al.'s (2019) research onion, the design of this study is explained across philosophy, approach, nature, method, strategy, time horizon, sources of data, population and sampling, questionnaire design, pilot testing, and ethical considerations.

Research Philosophy

Research philosophy reflects assumptions about how knowledge is developed. Among the options outlined by Saunders et al. (2019)—positivism, interpretivism, realism, and pragmatism—the present research adopts a positivist stance. Positivism emphasizes collecting data about observable reality using structured techniques to test theory. In this study, the observable reality is the organizational culture of the academic department of MIC. Data were collected using a structured questionnaire derived from Goffee and Jones's (1996) cultural typology. Responses were analyzed to identify regularities in sociability and solidarity among staff, enabling generalization about the type of culture underpinning the academic department.

Research Approach

Research can proceed inductively, where theory emerges from empirical data, or deductively, where theory guides data collection and testing (Collis & Hussey, 2021; Saunders et al., 2019). This research adopts a deductive approach. A theoretical framework was first established using Goffee and Jones's (1996) model. Data were then collected to measure the level of sociability and solidarity in the academic department of MIC in order to test whether the culture aligns with a communal, mercenary, fragmented, or networked orientation.

Research Nature

Saunders et al. (2019) distinguish between exploratory, descriptive, and explanatory research. Exploratory studies seek new insights, explanatory studies identify causal relationships, while descriptive studies portray characteristics of a phenomenon as they exist. The present study is descriptive. It measures and reports the current level of sociability and solidarity in the academic department without seeking to establish causality.

Research Method

Research methods can be mono-method or multi-method, and either quantitative or qualitative. This study employs a mono-method quantitative design. Quantitative research emphasizes measurement, numeric data, and statistical analysis (Collis & Hussey, 2021). A structured questionnaire using closed questions and Likert scales was applied, and descriptive statistics were used for analysis. Quantitative methods are appropriate as they allow for generalization about the cultural characteristics of the academic department, unlike qualitative approaches which focus on depth but are less generalizable (Bryman, 2016; Saunders et al., 2019).

Research Strategy

A range of strategies such as experiments, case studies, ethnography, action research, and surveys are available (Saunders et al., 2019). Given the objectives of the study, a survey strategy was selected. Surveys allow researchers to collect standardized data from a sizeable population efficiently and to compare responses systematically. A self-completed, delivery-and-collection questionnaire was distributed to all academic staff in the department. This ensured clarity and convenience for respondents while maximizing the response rate.

Time Horizon

Time horizons may be longitudinal, studying change over time, or cross-sectional, capturing data at one point in time (Saunders et al., 2019). This study is cross-sectional. Data were collected in March 2024 to provide a snapshot of the cultural characteristics of the academic department during that period.

Sources of Data

Two types of data sources are used: primary and secondary. Primary data are collected directly for the

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research at hand, while secondary data were originally gathered for other purposes but can be re-analyzed (Saunders et al., 2019). The study's primary data came from questionnaires distributed to staff in the academic department. Secondary data, including peer-reviewed articles, textbooks, and reports, were used to frame the literature review and provide context for interpreting results.

Identifying the Population

The population is defined as the complete set of cases or group members relevant to a study (Collis & Hussey, 2021). The population for this research consists of all employees working in the academic department of MIC. The choice of this population reflects the study's aim of identifying the culture underpinning this specific unit within the college.

Sampling Frame

A sampling frame is the list of all members of the population from which respondents can be selected (Saunders et al., 2019). In this case, the complete list of academic department employees was obtained from the Human Resource Management office at MIC.

Census Method

Rather than selecting a sample, the study applied a census method, involving all members of the defined population (Saunders et al., 2019). The total population was relatively small, comprising 32 academic staff. This allowed for the inclusion of every eligible respondent, thereby enhancing the accuracy and representativeness of the findings.

Questionnaire Design

Questionnaire design followed the structure recommended by Saunders et al. (2019). The instrument was self-completed, ensuring respondents could provide answers privately and at their own pace. It was divided into four sections: demographic information, general perceptions of departmental culture, sociability, and solidarity. Closed-ended questions were used throughout. Specifically, list questions, category questions, and Likert-style items were included. The Likert scale ranged from 1 (strongly disagree) to 7 (strongly agree), enabling nuanced measurement of attitudes and perceptions.

Pilot Test

Pilot testing is essential to ensure clarity, reliability, and validity (Saunders et al., 2019). A pilot test was conducted with three respondents who provided feedback on the questionnaire's layout, instructions, and question wording. All three completed the instrument in about 15 minutes and reported no difficulties. Their input confirmed that the questionnaire was clear, reliable, and appropriately structured.

Ethical Considerations

Ethical issues in business research include informed consent, confidentiality, voluntary participation, and avoidance of harm (Collis & Hussey, 2021; Saunders et al., 2019). In this study, respondents were fully informed of the research purpose and provided consent before participation. Participation was voluntary, with the right to withdraw at any time. Data were anonymized to ensure privacy, and responses were used solely for statistical analysis. Care was taken to ensure that the questionnaire contained no offensive or discriminatory language. Reliability and validity were prioritized: reliability refers to consistency of results, while validity concerns whether the instrument measures what it intends to measure (Saunders et al., 2019). Data were reported transparently without manipulation, ensuring academic integrity throughout the research process.

Results and Discussions

Response Rate

There are altogether 32 respondents that participated in the research and there is 100 per cent response rate (100%) and the findings are based on the data collected from all 32 respondents.

Reliability Statistics

It is necessary to test reliability and internal consistency plays an important role and Saunders et al. (2012) define internal consistency as ' correlating the responses to questions in the questionnaire with one another and there are many methods to calculate internal consistency. Cronbach's alpha is a frequently used method to measure the consistency of responses to a set of questions (scale items) that are combined as a scale to measure a partiuclar concept and an alpha coefficient is used which is a value between 0 and 1 and values of 0.7 or above indicate that the questions

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combined in the scale are emasuring the same thing (Saunders et al., 2012). 'There are different reports about the accpetbale values of alpha, ranging from 0.70 to 0.95' (Tavakol & Dennick, 2011).

Table 2: Reliability Statistics

Factors	Reliability Statistics	Number of Item
Organizational Culture (OC)	0.698	5
Sociability (SOC)	0.695	7
Solidarity (SOD)	0.694	6

The alpha value of all three variables are about 0.7, indicating that they are within the accpetbale values, with orgnazational culture having alpha value of 0.698, sociability having alpha value of 0.695 and solidarity having alpha value of 0.694.

Demography of the Respondents

The demography of the respondents of the research will be analyzed in terms of their gender, age group, highest education level, work experience and employment position and all of which are important demographic elements for the research.

Gender of Respondents

The gender of the respondents will be analyzed.

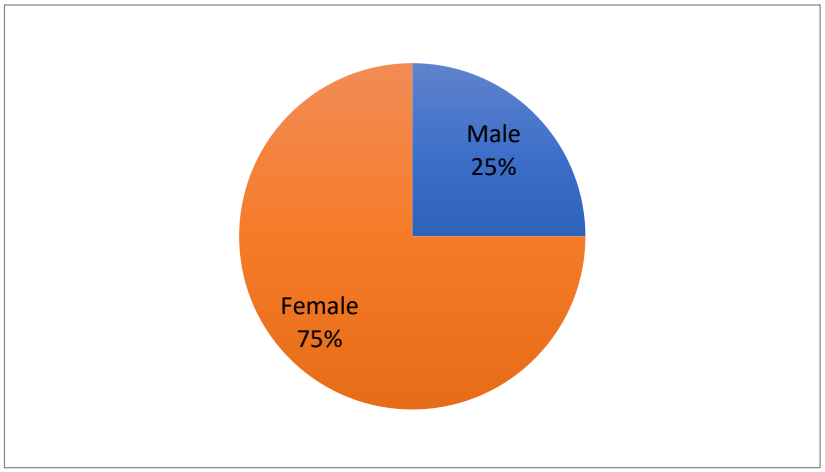


Figure 4: Gender of respondents
Source: Survey data of the researcher

The majority of the respondents are female (75%), while female respondents form other remaining 25 %.

Age group of Respondents

The age group of the respondents will be analyzed.

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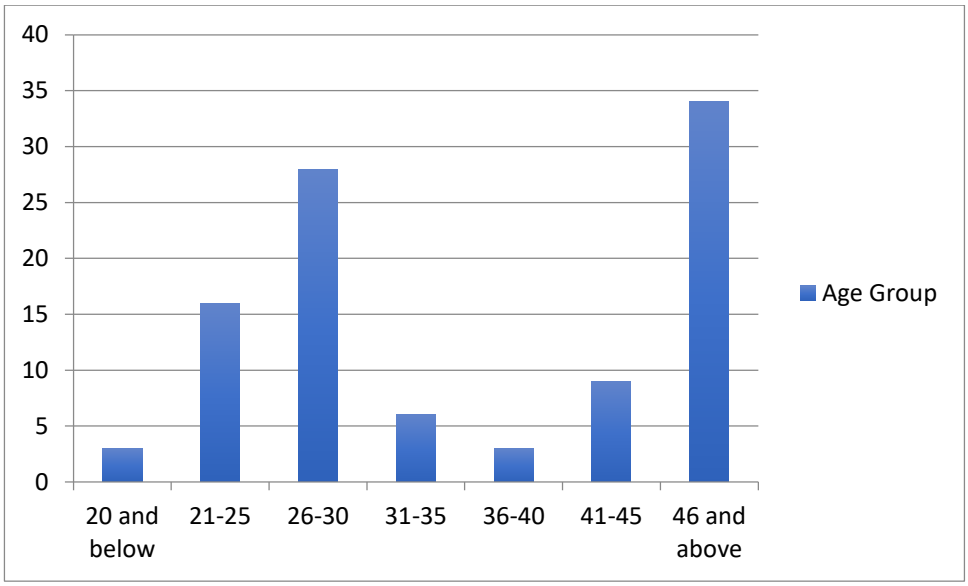


Figure 5: Age groups of respondents
Source: Survey data of the researcher

The considerable number of the respondents are 46 years and above (34 %) and those in the 26-30 age group (28%) and in the 21-25 (16%) age group collectively form another significant part of the total respondents (34%).

Highest Education Level of Respondents

The gender of the respondents will be analyzed.

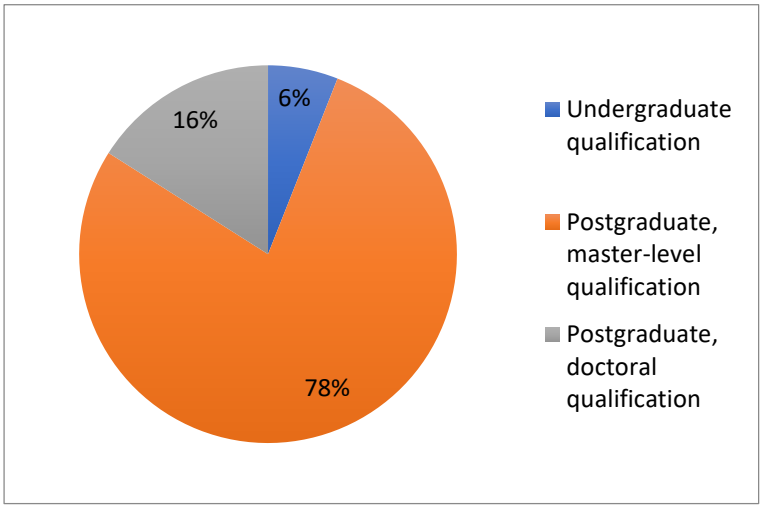


Figure 6: Highest education level of respondents
Source: Survey data of the researcher

Work Experience of Respondents

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The work experience of the respondents at the academic department of MIC will be analyzed.

The majority of the respondents are the holders of postgraduate, master level qualification (78%), with the remaining respondents are holders of undergraduate qualification (6%) and postgraduate, doctoral qualification respectively.

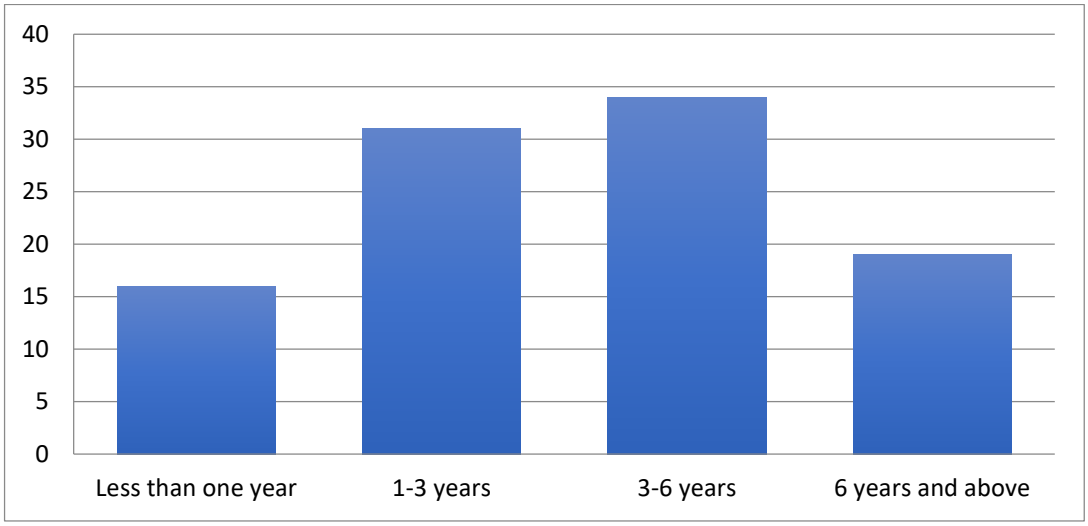


Figure 7: Highest education level of respondents
Source: Survey data of the researcher

The 31 % of the respondents have one to three work experience years at the academic department of MIC and the 34 % of the respondents have three to six years of work experience while the remaining respondents have less than one year of work experience (16 %) and have six years and above of work experience at the academic department of MIC

Employment Position of Respondents

The employment position of the respondents will be analyzed.

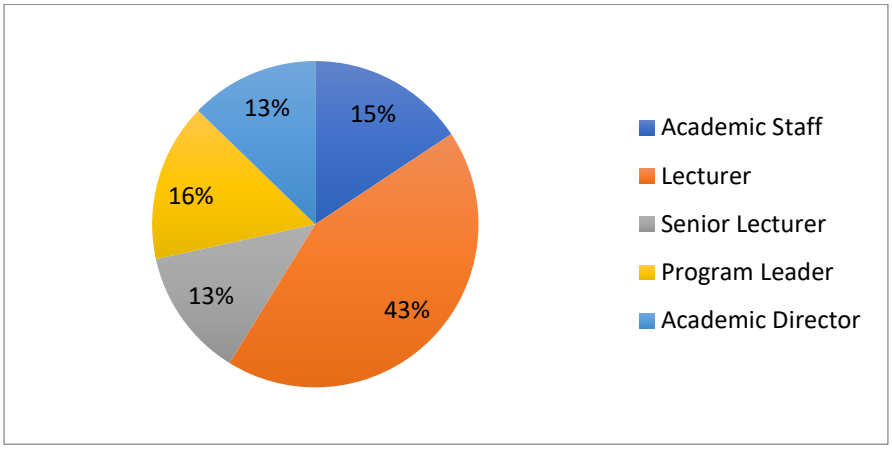


Figure 8: Employment Position
Source: Survey data of the researcher

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The majority of the respondents are academic lecturers, comprising 43 % lecturers and 13 % senior lecturers, totaling 56 %. The remaining respondents are program leaders (16%), academic staff (15%) and academic directors (13%).

Sociability

The sociability of the academic department of MIC will be analyzed. The likert-style rating is a 1-7 likert scale with one meaning strongly disagree (SD), two meaning disagree (D), three meaning somewhat disagree (SWD), four meaning neutral (N), five meaning somewhat agree (SWA) , six meaning agree (A) and seven meaning strongly agree (SA).

Table 3: Sociability of the academic department of MIC

Variable	Agreement Level (%)						
	SD	D	SWD	N	SWA	A	SA
Employees of the academic department of Myanmar Imperial College (MIC) try to make friends and to keep their relationships strong.	0	0	0	0	28	41	31
Employees of the academic department of Myanmar Imperial College (MIC) get along very well.	0	0	0	3	19	47	31
Employees of the academic department of Myanmar Imperial College (MIC) often socialize outside the office.	0	0	0	3	19	56	22
Employees of the academic department of Myanmar Imperial College (MIC) really like one another.	0	0	0	0	22	50	28
When an employee of the academic department leaves his or her job, the employees in employment of the academic department stay in touch with him or her.	0	0	0	0	19	56	25
Employees of the academic department of Myanmar Imperial College (MIC) help one another because they like one another.	0	0	0	0	25	47	28
Employees of the academic department of Myanmar Imperial College (MIC) often confide in one another about personal matters.	0	0	0	0	16	56	28

Source: Survey data of the researcher

Generally, all the respondents agree that employees of the academic department of MIC try to make friends and to keep their relationships strong, with 41% of the respondents agreeing, 28 % agreeing somewhat and 31 % agreeing strongly. Almost all of the respondents agree that employees of the academic department get along very well, with 47% of the respondents agreeing, 19 % agreeing somewhat and 31 % agreeing strongly. Almost all of the respondents agree that employees of the academic department often socialize outside the office, with 56% of the respondents agreeing, 19 % agreeing somewhat and 22 % agreeing strongly. All the respondents agree that employees of the academic department really like one another, with 50 % of the respondents agreeing, 22 % agreeing somewhat and 28 % agreeing strongly. All of the respondents agree that when an employee of the academic department leaves his or her job, the employees in employment of the academic department stay in touch with him or her., with 56 % of the respondents agreeing, 19 % agreeing somewhat and 25 % agreeing strongly. All of the respondents agree that employees of the academic department help one another because they like one another, with 47 % of the respondents agreeing, 25 % agreeing somewhat and 28 % agreeing strongly. All the respondents agree that employees of the academic department often confide in one another about personal matters, with 56 % of the respondents agreeing, 16 % agreeing somewhat and 28 % agreeing strongly.

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Solidarity

The solidarity will be analyzed. The likert-style rating is a 1-7 likert scale with one meaning strongly disagree (SD), two meaning disagree (D), three meaning somewhat disagree (SWD), four meaning neutral (N), five meaning somewhat agree (SWA) , six meaning agree (A) and seven meaning strongly agree (SA).

Table 4: Solidarity of the academic department of MIC

Variable	Agreement Level (%)						
	SD	D	SWD	N	SWA	A	SA
Employees of the academic department of Myanmar Imperial College (MIC) understand and share the same departmental objectives.	0	0	0	0	34	50	16
The assigned work needs to be carried out effectively and efficiently.	0	0	0	0	28	44	28
Performance is important and serious action is taken to address poor performance in the academic department of Myanmar Imperial College (MIC).	0	0	0	0	22	59	19
The collective will to win as the academic department as a whole is high among the employees of the academic department of Myanmar Imperial College (MIC).	0	0	0	0	34	47	19
Upon sensing the presence of opportunities for competitive advantage, the academic department as a whole moves quickly to capitalize on them.	0	0	0	0	25	66	9
The academic department as a whole shares the same strategic goals.	0	0	0	0	31	44	25

Source: Survey data of the researcher

Generally, all the respondents agree that employees of the academic department of MIC understand and share the same departmental objectives, with 50 % of the respondents agreeing, 34 % agreeing somewhat and 16 % agreeing strongly. All the respondents agree the assigned work needs to be carried out effectively and efficiently, with 44 % of the respondents agreeing, 28 % agreeing somewhat and 28 % agreeing strongly. All the respondents agree that performance is important and serious action is taken to address poor performance in their academic department, with 59 % of the respondents agreeing, 25 % agreeing somewhat and

9 % agreeing strongly. All the respondents agree that the academic department as a whole shares the same strategic goals, with 44 % of the respondents agreeing, 31 % agreeing somewhat and 25 % agreeing strongly. All the respondents agree that the collective will to win as the academic department as a whole is high among the employees of the academic department, with 47 % of the respondents agreeing, 34 % agreeing somewhat and 19 % agreeing strongly. All the respondents agree that upon sensing the presence of opportunities for competitive advantage, the academic department as a whole moves quickly to capitalize on them, with 66 % of the respondents agreeing, 22 % agreeing somewhat and 19 % agreeing strongly.

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Culture

The culture of the academic department of MIC will be analyzed. The likert-style rating is a 1-7 likert scale with one meaning strongly disagree (SD), two meaning disagree (D), three meaning somewhat disagree (SWD), four meaning neutral (N), five meaning somewhat agree (SWA), six meaning agree (A) and seven meaning strongly agree (SA).

Table 5: Culture of the academic department of MIC

Variable	Agreement Level (%)						
	SD	D	SWD	N	SWA	A	SA
As an employee, I feel that our overall corporate organizational culture is important to MIC	0	0	0	0	25	41	34
As an employee working for the academic department, I feel that the academic department has its own culture.	0	0	0	3	22	50	25
As an employee working for the academic department, I feel that the culture of the academic department has its own values, beliefs, behaviors and paradigm.	0	0	0	0	34	41	25
As an employee working for the academic department, I feel that the culture of the academic department is important for our departmental performance.	0	0	0	0	28	38	34
As an employee working for the academic department, I feel that my job satisfaction, motivation, engagement, performance, innovation and learning are shaped significantly by the culture of the academic department.	0	0	0	0	22	50	28

Source: Survey data of the researcher

Generally, all the respondents agree that overall corporate organizational culture is important to MIC with 25 % of the respondents agreeing somewhat, 41 % agreeing and 34 % agreeing strongly. All the respondents agree that their academic department has their own culture**,** with 50 % of the respondents agreeing, 22 % agreeing somewhat and 25 % agreeing strongly. All the respondents agree that their departmental culture has its own values, beliefs, behaviors and paradigm**,** with 41 % of the respondents agreeing, 34 % agreeing somewhat and 25 % agreeing strongly. All the respondents agree that the culture of the academic department is important to their departmental performance, with 38 % of the respondents agreeing, 28 % agreeing somewhat and 34 % agreeing strongly. All the respondents agree that their job satisfaction, motivation, engagement, performance, innovation and learning are shaped significantly by the culture of the academic department, with 50% of the respondents agreeing, 22 % agreeing somewhat and 28 % agreeing strongly.

Overall Level of Culture, Sociability and Solidarity

The overall level of culture, sociability and solidarity will be analyzed using the overall mean scores.

Table 6: Overall mean score of culture, sociability and solidarity

Variables	Number of Respondents	Mean
Organizational Culture	32	6

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Sociability	32	6
Solidarity	32	6

Source: Survey data of the researcher

The overall mean score for all three variables is 6, which is 'agree' on the agreement scale of 1-6 used in the research. This means that the respondents believe that culture is important and that the level of both sociability and solidarity is high.

Discussions

Based on the findings, it can be conlduded that the employess of the acadmeic departemnt are signicantly different in terms of their demogprahic profile which inlcue their gender, age, educaiton, working expeience at MIC and employment position and such variability will have an impact on the way how different emplpoyeess with different demgraphic backgrounds perceive about culure.

shows close relationship between organizational culture and human resource practices such as recruitment, training and performance management.

Moreover, the findings suggest that culture shapes many different aspects of employees (Robbins & Coulter, 2012; Watkins, 2013; Mullins & Christy, 2016; Johnson et al., 2017; Armstrong & Taylor, 2017) such as their productivity (Cancialosi, 2014), performance (Narayana, 2017) and commitment (Ramdhani et al., 2017), quality of working life of employees (Valizadeh & Ghahremani, 2012) and job satisfaction (Bashayreh et al., 2016).

Based on the analysis of the overall mean score, both sociability and solidaity at the academic department of in one another about personal matters. Such high degree of sociability seem to be associated with their productivity, performance, commitment, quality of working life and job satisfaction as suggested by Cancialosi (2014), Narayana (2017) and Ramdhani et al., 2017), Valizadeh & Ghahremani (2012) and Bashayreh et al. (2016) respecitvley.

Based on the findings of the research, the employeess of the academic departemnt, despite their demogrpahic differences, are aware of the presence and importance of both overall coproate culture and the subcultre of their acadmeic deparment. They are also aware of different cultural components of their department such values, belifs and paradigm. They also believe that their departmental culture is important at both departmental level in terms of departmental performance and individual employee level in terms of their job satisfaction, motivation, engagement, performance, innovation and learning.

The findinds highlight the importnace of culture in human resouce management prctices of MIC and is in line with Adewale & Anthonia (2013) whose study MIC is high. Since sociability and solidaity are two dimensions used to identify a type of culture based on 'Culture Typology' by Goffee & Jones (1996), it can be concluded that the type of culture underpinning the academic department is communal culture that has high level of both sociability and solidaity.

As defined by Goffee & Jones (1996), sociability is the presence of sicnere friendship among orgnazaitonal members that share ideas, attoudes, interests and values. Sociabiligy is high with employees getting along very well, liking one another, trying to make friends and to keep their relationships strong, often socializing outside the office and confiding

Based on the findings of the research, solidarily is also important to the employeess of the academic deaprtment of MIC. As defined by Goffee & Jones (1996), solidarity is the ability of the academic department to attain departmental objectives quickly and effectively despite their personal ties. Solidarity is high in the the academic deaprtment of MIC, with employeess understanding and sharing the same departmental objectives, understanding the need to

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perform the assigned work effectively and efficiently, understanding the importance of performance how poor performance can lead to serious action, sharing the collective will, responding quickly to opportunities for competitive advantage and sharing the same strategic goals. The presence of high sociability seems to be associated with organizational competiveness advantage (Sadri & Lees, 2001), organizational effectiveness (Gochhayat et al., 2017) and strategy implementation (Isaboke, 2015 and Tasgit et al., 2017), productivity and quality management (Kelepile, 2015), productivity and quality of businesses (Botswana. S & Chopra, 2015) and other major dimesions.

Thereofore, the acadmeic deaprtment of MIC has understanding of culutral components and importance and has commnal culture with both sociability and solidaity being high.

Conclusion

This study examined the organizational culture of the academic department at MIC using Goffee and Jones' culture typology. Data collected before March 2024 indicated consistently high levels of both sociability and solidarity among employees, with a mean score of 6 in each dimension. Based on these findings, the academic department can be classified as having a communal culture.

The results answered the research questions as follows. First, sociability within the department is strong, reflecting an environment where staff work well together and maintain close personal connections. Second, solidarity is equally strong, showing that employees are aligned with shared goals and capable of collective action. Finally, the combination of these two attributes confirms that the underpinning culture of the academic department is communal.

Recommendations for MIC Management

While communal culture is often difficult to achieve and sustain, the findings show that MIC already benefits from it. Management should focus on preserving and strengthening both sociability and solidarity. This involves:

- Recruiting staff whose values and personalities align with existing team dynamics.
- Promoting informal interaction through gatherings and team activities to maintain trust and openness.
- Reducing unnecessary hierarchy and encouraging decentralized decision-making.
- Building awareness of external competition and communicating strategic goals clearly.
- Reinforcing ambition and commitment through performance standards, rewards, and opportunities for growth.

By capitalizing on the advantages of communal culture, such as collaboration, creativity, and strong morale, while guarding against risks like excessive consensus-seeking, MIC can maintain a culture that supports its competitiveness in higher education.

Implications for Further Research

This study was limited to one department, which represents only a subculture within MIC. Future research should investigate the cultures of other departments to gain a holistic view of the university's overall culture. Researchers are also encouraged to apply additional cultural models beyond sociability and solidarity to capture other dimensions of organizational life.

Since this study relied solely on quantitative surveys, future work could adopt qualitative or mixed-method approaches to explore why such a culture exists and how employees experience it in depth. Interviews or focus groups, for example, could provide richer insights into the values and assumptions driving MIC's communal culture.

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