
**THE INFLUENCE OF ORGANIZATIONAL CULTURE DIMENSIONS
ON IMPLEMENTATION OF CHANGE MODEL**

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ABSTRACT

Today the organizational culture is treated as the main driver in change implementation in organizations and as a critical determiner of their effectiveness. The study is aimed at exploring the extent of conformity between organizational culture characteristics and their Influence on the development and implementation of the change model in Libyan Universities. It also set out to determine the culture type that dominates according to the dimensions of Organizational Culture (leadership, structures and systems, customer orientation, continuous improvement and innovation). The descriptive approach using the case study method is adopted in which a questionnaire is used to collect the data. The target population was the Libyan Universities. A sample was drawn from the population (N= 288) composed of two categories, academic staff and employees. The results show that the work analysis with SPSS (One-Sample T) Mean and results of the Z-test provides a detailed explanation of Organizational Culture. This analysis shows how organizational culture can operate as a barrier to the development and implementation of the change model. The main part summarizes the problematical characteristics of those cultures studied: five dimensions of organizational culture are identified and their effects examined. A number of issues are then discussed to bring about change or findings in contributing towards a collaborative model of managing change in the Libyan universities. The findings indicate that all the dimensions of the organizational culture influence the implementation of the change model.

Keywords: Organizational Culture, Change Model, Higher Education.

1.0 INTRODUCTION

For effective development in the organizational culture, there must be a convincing strategy, strong and sophisticated, containing a clear vision and common values of the culture of future development and a major commitment by working process of change and development to achieve the strategic objectives desired. This requires an awareness and commitment to change and development in organizational culture and the identification of capacity and resources for crisis events, development and strategic change in the nature of the organizational structure is inefficient because most models of cultural change are designed to reducing a hierarchical sequence of the traditional management structure of universities., and the need to restore the functions and procedures, responsibilities and obligations, tools and education programs, training and informal systems, and creating communication processes of two distinct models for decision-making.

The main objective for the dimensions of organizational culture would be an incorporation of new changes and new ways in the management systems of universities, through identification

and addressing of many different learning needs by developing the performance skills through many different learning opportunities. However, universities faces important challenges in the future, for which it is becoming more significant to describe, estimate and predict the dynamics of organizational structures. These challenges include leadership, structures and systems, customer orientation, continuous improvement and innovation.

The author addresses in this paper the dimensions of organizational culture in Libyan universities with regard to all the variables under consideration (Leadership, Structures and Systems, Customer orientation, Continuous improvement and Innovation) and the level of each variable to identify the extent of its positive factors and appropriateness in implementing the change model in Libyan universities.

The author finds that if the duty of the organization is to strengthen working through them, the duty personnel, in turn, should be ready to perform this operation well, usefully and effectively.

2.0 THE OBJECTIVE OF THE STUDY

The study is aimed at exploring the extent of conformity between organizational culture characteristics and their Influence in the development and implementation of the change model in Libyan universities. However, the study attempted to probe the extent to which such conformity influences the relation between culture-related variables and change-related ones. It also set out to determine the culture type that dominates according to the dimensions of Organizational Culture (leadership, structures and systems, customer orientation, continuous improvement and innovation).

3.0 RESEARCH METHODOLOGY

Descriptive approach using the case study method is adopted in which a questionnaire is used to collect the data. The target population was the Libyan Universities. A sample was drawn from the population (N= 288) composed of two categories, academic staff and employees. The results show that the work analysis with SPSS (One-Sample T) Mean and results of the Z-test provides a detailed explanation of Organizational Culture. A structured questionnaire was used to collect data on The Influence of Organizational Culture Dimensions on implementation of Change Model through measuring the opinions of sample towards the independent variables that reflect the dimensions. Questions for the study were tested by using Frequency, Means, Standard Deviation and Z Test.

4.0 CULTURAL PATTERNS OF ORGANIZATIONS

Cameron & Quinn (2000) find that through review of the outcome of research in the culture of many organizations, that there are four different types of prevailing cultures in the organization, and these patterns are divided into two axes, as shown in Fig 3.1 below:

- (1) A constant axis (static).
- (2) Moving axis (dynamic).

As seen from this figure these types of organizations are as follows:

1. Steadiness organizations + focus is on the inside:

Bureaucratic prevails in these organizations, and it is incumbent upon each employee to implement the orders; the primary consideration in the implementation of the work in the same way, similar to the culture of these organizations' pyramid in terms of entrenched traditions, and the sequence of positions and orders and the degree of steadiness, and the lack of change that characterize it.

2. Steadiness organizations + external focus:

These organizations are focusing on market conditions and competing movements, which often resort to the development of products and price wars; they are pursuing a dynamic style only with regard to its external movements, but it remains static with respect to what is happening inside. It is improvement and development more than the innovation or replacement, so as to maintain the minimum degree of internal consistency, but at the same time trying to compare with market developments and therefore can be likened to a ship, where it is at the obligation of internal orders, but at the same time is run in accordance with the directions of waves and external winds.

3. The change organizations + focus on the inside:

These organizations are characterized by dependence on teamwork, where team spirit, participation in decision-making and horizontal organizational decentralization, and so strongly involved in decision-making, as well as the high degree of job security that they enjoy. The spread of these organizations within the so-called "jobs rotation" where workers voluntarily perform various functions in the organization.

4. Change organizations + concentration on the outside:

New organizations are those that have emerged with the possibility of networking through the use of the communications revolution. These organizations in response to These organizations have created in response to special and temporary circumstances, characterize by a high degree of effectiveness, high morale, understanding among the members of the Organization, the prevailing the spirit of the initiative and innovation.

The author found that it can be a combination of several patterns for extracting useful purposes and trying to achieve, so that the preservation of the dynamic, which will enable the organization to deal with the changing environment, while focusing on the inside organization in order to achieve the effective participation of employees, the team spirit at work, decentralization, encourage a sense of loyalty and belonging within the organization. In addition to focusing on the outside, to follow up on relevant changes, an increase in the acquisition opportunities, in order to achieve efficiency to meet the requirements of the strong competition.

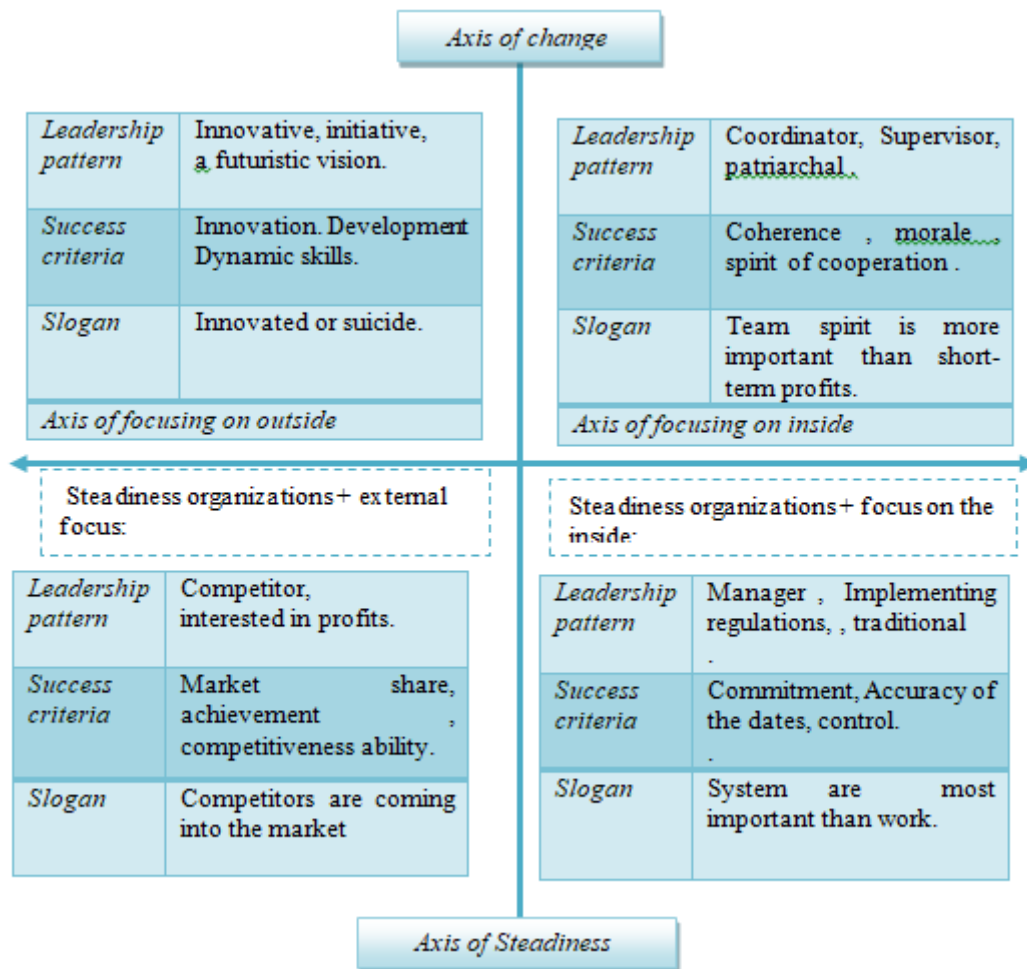


Figure 1: Patterns of Organizational culture (Cameron & Quinn, 2000)

5.0 INFLUENCE OF FOCUSING ON THE CUSTOMER AND CUSTOMER ORIENTATION, ON THE DEVELOPMENT OF ORGANIZATIONAL CULTURE

Reichheld (2004) explained that customer satisfaction was clearly linked with the multiple dimensions of organizational performance in different ways. The organization adopts the concept of customer-oriented strategies and the change processes, adopting innovative thinking and the development of applicable innovations, which are based on performance customer expectations and wishes through the development of task forces and authorities delegated to departments and small units and task forces to think and innovate and develop innovations into practice, (Hawwari1999).

Beagrie (2003)] pointed to the importance of internal customers and marketing effectively to the internal personnel and career sections, and the influence on the behaviour of workers, attitudes and motivation for change and development and the achievement of organizational goals, which affects the development of organizational culture, and contributes to the enhancement of opportunities for career development and the achievement of high levels of satisfaction, better survival rates and lower levels of absenteeism and wider acceptance of any programme or strategy change made. Improving job performance (including organizational

culture) is through strategic business customer orientation, through motivating the employees, and some focus on profitability. Customer orientation contains values and trends aimed at customer service, creating value for consumers and filling their needs, and these values, attitudes and behaviours and implementations are part of the organizational culture.

6.0 CULTURE OF TOTAL QUALITY

One of the characteristics of the service is that it is intangible and difficult to assess, where the safety of the quality of service cannot be verified before it is carried out, where production and consumption are located immediately, so it is necessary to build a culture or direction of the quality of workers through the organization and to achieve a culture of real quality it is necessary to get the commitment of senior management and embrace a policy of continuous improvement in the normal way of doing business, (Cavaness and Manoochehri 1993). This means that the organizational culture, with the participation of leaders, is reflected in the values and beliefs associated with the strengthening of the concept of quality.

The total quality management based on the fundamentals of cultural specifics are based on the quality of information and appropriate authority with responsibility, and based on cooperation between individuals, not competition, is in an atmosphere of clarity and justice. Total quality can be established by focusing on the following set of principles, (Atkinson 1996):

- Reducing the number of levels of management to improve the efficiency of communication.
- Focusing on horizontal communication between jobs and departments to bring about a kind of integration.
- Development of human resources strategy in the selection, training and manpower planning and team building.
- Cultural change which helps individuals to complete the work and increase their desire to continue with the organization.
- Development of participation factor either by customers or suppliers or even competitors through common projects.
- The belief of the importance of change, and realize that the change is not something fixed, but that the rate of increase continues, and we must love change and encourage others to love the change to improve performance.
- There are five basic elements underlying total quality management, namely:

1. Continuous Improvement
2. Competitive Benchmarking
3. Employee Empowerment
4. Team Approach
5. Knowledge of Tools, (Stevenson 1996)

The following table shows a comparison between the entrance of TQM culture and the culture of the traditional entrance for Quality, (Stevenson 1996),(Ahmadi, B . et al. 1997) :

Table 1: comparison between the entrance of TQM culture and the culture of the traditional entrance for Quality, (Stevenson 1996),(Ahmadi, B . et al. 1997)

Area of comparison	The traditional entrance of quality	Entrance of TQM
General mission	Increasing return on investment.	Meet or exceed the wishes of the customer
Objectives	Focus on short-term goals and inconsistent objectives at times.	Balancing between short and long-term goals and consistent goals
Management	Do not follow an open-door policy.	Follow an open-door policy and encouraging workers to participate
Manager's role	Issuing orders.	Training, the removal of barriers, building of confidence
Customer desires	Not top priority and unclear.	Ranked first, and quite clear
Problems	Determining its responsibilities and penalties.	Identification and precise definition of the problem and then the solution
Solving Problems	In an unorganized way by individuals	Organizationally been through task forces.
Improvement	Discontinuance	Continuance
Suppliers	Antagonists	Partners in decisions of achieving quality.
Functions, or business	Narrow - specialized - many individual efforts.	Widening - general - clarity of team purpose.
Focus	Focus on the product	Focus on the process
Quality responsibility	Specialization of quality management or other bodies.	Specialization and responsibility of everyone in the organization.
Quality level	The re are standards and limits (high and low), and allowances, which are based on it the production.	Trying to achieve Zero Defective
Costs	Quality improvement requires a high costs.	Improving the quality reduces costs and increases productivity.

7.0 DIMENSIONS OF ORGANIZATIONAL CULTURE

Numerous studies have addressed the organizational culture and stakeholder dimensions of the management positions are divided as the dimensions of the organizational culture to include (Zainuddin1996): the style of leadership, infrastructure and management, customer orientation, the orientation of employees, attention to detail, stability, collective work,

cohesion and capacity to adapt, process and measurement, continuous improvement, innovation, open systems.

The following table shows the dimensions of organizational culture and the elements covered by the study conducted; it clarifies the criteria for evaluating prevailing organizational culture in the Libyan universities: The following methods were used to describe the current dimensions of organizational culture in Libyan universities through questionnaire analysis.

Table 2: Dimensions of organizational culture and criteria for assessing its prevailing components, (Zainuddin1996).

The dimensions of the organizational culture in the implementation of the change model	Evaluation criteria in the framework of total quality and change strategies:
<p><u>First dimension: Leadership</u></p> <p>This dimension includes the following elements:</p> <ol style="list-style-type: none"> 1. Recognize the role of management 2. Management role 3. Management responsibility for quality 4. Transformation of TQM of the implementation of the change model 5. Behaviour and motivation 6. Work teams 7. Participation 8. Encouraging new ideas towards development for implementing change model 	<ul style="list-style-type: none"> ▪ Management is aware that workers are not normally passive and considers that its mission is to strengthen the desire of workers to shoulder responsibility and the desire to evolve. ▪ Management is aware that its role is to identify priorities under the strategic objectives based on scientific methods to predict. ▪ Evaluating employees in accordance with the ability to deliver on time ▪ Administration believes that most quality problems not only for workers but there are other reasons. ▪ TQM need to change the overall pattern of the current administration. ▪ Administration to follow the methods of physical and moral motivation together. ▪ Belief in the importance of management task forces. ▪ Follow the principle of participation of workers in decision-making. ▪ Encouraging new ideas among workers in all administrative levels.
<p><u>Second dimension: the structures and systems</u></p> <ol style="list-style-type: none"> 1. This includes a dimension the following elements: 2. Communication systems 3. Collective action 4. The clarity of the tasks 5. Training and education 6. Stability goal 7. Progress towards a total quality for 	<ul style="list-style-type: none"> ▪ The importance of sharing information between different departments and sections. ▪ Create a cooperative atmosphere between the workers to complete the work and solving problems. ▪ Absolute clarity of the list of tasks for all workers. ▪ Providing training programs at all levels of management to improve performance. ▪ Encourage workers to continue their education and learning. ▪ Management commitment to continuous improvement of the quality of service. ▪ Create the appropriate environment for the

<p>implementing change model</p>	<p>implementation of the model change</p>
<p><u>Third dimension: customer orientation</u> This includes a dimension the following elements:</p> <ol style="list-style-type: none"> 1. Importance of external customers 2. Importance of internal customers 3. Relationship with suppliers 4. Participation in planning 5. Customer Information System, perspectives, views, trends, interest, etc. 	<ul style="list-style-type: none"> ▪ Full knowledge of the requirements of the labour market (external customer) in terms of educational programs. ▪ Giving an more attention to the concept of internal customer orientation ▪ The relationship between the institutions of tertiary education and pre-university. ▪ Participation of all parties involved in the planning process. ▪ The availability of information systems on internal and external customers
<p><u>Fourth dimension: Continuous improvement</u> This includes a dimension the following elements:</p> <ol style="list-style-type: none"> 1. Continuous improvement of all activities 2. Strategic thinking 3. Follow-up plans for improvement 4. Encouraging new ideas for improvement 5. Small improvements to the way the overall quality for implementing change model 	<ul style="list-style-type: none"> ▪ Continuous improvement means improvement for all activities, not just improving some operations. ▪ Department's commitment to strategic thinking when confronted with problems of improving quality. ▪ Encourage management to new ideas for improvement. ▪ Comprehensive quality and the implementation of the change model due to an infinite number of small improvements.
<p><u>Fifth Dimension: Innovation</u> This includes a dimension the following elements:</p> <ol style="list-style-type: none"> 1. The importance of innovation 2. The importance of renewal by workers 3. The use of new roads for implementing of change model 4. Encouraging everyone to creative thinking 	<ul style="list-style-type: none"> ▪ Innovation is important and essential to any service activity. ▪ The importance of creativity and innovation by workers. ▪ The importance of using the new roads in non-traditional work systems. ▪ Encourage employees at all levels of management on innovative and creative thinking. ▪ Freedom of opinion guaranteed to all workers in all administrative levels.

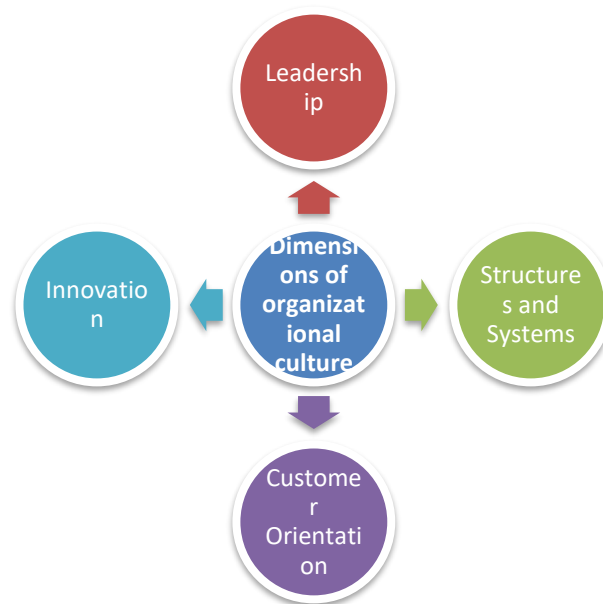


Figure 2: Patterns of Organizational culture

8.0 RESULTS AND DISCUSSION

The relationship between variables of organization culture in universities and change management models are explored in this paper: two instruments for measuring using SBSS are used: Tally for Discrete Variables (frequency) and One-Sample T. And Means and results of (Z) test analysis reveals that there is multiple correlations between dimensions of the organizational culture and link total quality and change management.

The results show that the work analysis with SPSS (One-Sample T) Mean and results of the Z-test provides a detailed explanation of organizational culture. The results can serve to build an idea of the present situation in the universities. Moreover, this approach is intended to serve the purposes of taking full advantage of change models through improving the present situation in terms of Organizational Culture dissemination, in order to build the capacity of Leadership, Structures and Systems, Customer orientation, Continuous Improvement and Innovation in the universities

This analysis shows how organizational culture can operate as a barrier to the development and implementation of the change model. The main part summarizes the problematical characteristics of those cultures studied: five dimensions of organizational culture are identified and their effects examined. A number of issues are then discussed to bring about change or findings in contributing towards a collaborative and national model of managing strategic change in the Libyan universities.

Table 3: Relative frequencies of the study sample responses on the phrases relating to the Dimensions of Organizational Culture at LUs

Vari	Phrase	Str	Agre	agr	Disag	Stro
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able		ongly agree		e		ee		ree		ngly disagree	
		F	%	F	%	F	%	F	%	F	%
	Variables of Leadership										
A.1	Leadership believes that the development of individual skills among workers leads to better outcomes than a task force style.	58	20	40	14	95	33	81	28	14	5
A.2	Encourages leadership in the university (or college) all workers to participate in decision-making and participation in all aspects of the change from even thinking about its first implementation.	1	0	57	20	86	30	92	32	52	18
A.3	Leadership believes in the university (or college) to encourage workers to provide new ideas for improving the service level and provide support to them.	3	1	17	6	83	29	100	35	85	30
	Variables of Structures and Systems										
A.4	Management issuing instructions to employees, whether written or oral, sees no importance in the exchange of information between them and workers or between different departments with each other.	97	34	92	32	66	23	28	10	5	2
A.5	There is clear definition and concept of the list of tasks to be implemented by employees and is advertised and communicated to all employees.	21	72	12	42	91	32	44	15	10	3
A.6	University (or college) systems currently available does not give the department or its employees the ability to culturally change course and use modern management techniques to make progress towards comprehensive quality.	12	43	12	45	19	7	12	4	3	1
	Variables of Customer orientation										
A.7	No definite relationship between the higher education institutions and pre-university education in order to coordinate and improve the quality of educational services.	35	12	11	39	13	39	29	10	0	0
A.8	Management of the university is conducting a survey to determine the market needs of different disciplines as well as the numbers	4	1	37	13	88	31	86	30	73	25

	required from each speciality.										
A.9	Management of the university does not realize the importance of an information system on external and internal customers to analyze their needs and expectations towards the service provided to them.	7 5	2 6	63	2 2	1 0 0	3 5 4	4 4	15	6	2
	Variables of Continuous improvement										
A.10	Senior management is focusing on solving current problems of quality, and does not invest in strategic thinking in the development of future plans to improve operational quality of performance for implementing of the change model.	1 6	6	10 2	3 5	1 2 8	4 4 2	4 2	15	0	0
A.11	The university administration to encourage and support all ideas for improving the quality, whatever its source.	2 3	8	88	3 1	1 3 1	4 5 1	4 1	14	5	2
A.12	University administration is aware that it required an infinite number of small improvements to reach a comprehensive quality and the extent of its appropriateness for implementing of the change model.	4 3	1 5	79	2 7	1 2 0	4 2 2	3 9	14	7	2
	Variables of Innovation										
A.13	University administration believes that innovation is important and the basis for the success of any activity for the production of goods rather than services.	3 4	1 2	10 2	3 5	1 0 8	3 8 4	3 4	12	10	3
A.14	University administration seek unconventional methods and ideas in the face of problems of operational of performance quality.	9	3	37	1 3	1 2 2	4 2 2	8 3	29	37	1 3
A.15	Management is promoting creative thinking and innovative performance in senior management levels.	5 5	1 9	11 5	4 0	9 9	3 4	1 8	6	1	0

The Quantitative Data in Table 3 shows an analysis of the frequency of study sample responses on the variables of leadership. From the table we can note that the frequency distribution of answers about phrase A. 1, 35% indicated 'disagree' and 29 % chose 'agree somewhat', total frequencies equal to 183, or 67%: this indicates the universities are failing to encourage workers to provide new ideas for improving the service level and provide support to them. For a quantitative comparison of current images of responses to questions correlated with variables of A.2, and A.3 may be especially sensitive to the integration with the Dimensions of Organizational Culture at LUs.

The table above shows the frequency distribution of the Variables of structures and systems, respondents answers to variable A.6 shows over one-third of the survey sample (frequency = 45%) agree that university (or college) systems currently available do not give the department or its employees the ability to culturally change course and use modern management techniques to make progress towards comprehensive quality. However, according to the study sample response the universities (understudy) answers reflect the views of managers, academics and staff of the Influence of organizational culture dimensions on implementation of change model. We note that the distribution of relative frequency on the other phrases (A.4, A.5, respectively) take the form of right-skewed distribution, or high frequency in the 'agree' category, gradually declining in the classes of low approval and scoring lower in the category of full agreement, indicating a high degree of approval of the phrases. Recent statistical data has shown an increasing number of challenges facing universities requiring it to exchange of information between them and workers or between different departments with each other and define the list of tasks to be implemented by employees and is advertised and communicated to all employees.

Extrapolating from the above table, the trend in the survey sample into the variables of customer orientation tends toward fluctuations, as the class of 'agree somewhat' has a value (Likert scale) = 35%, A.9 reflecting the heterogeneity of opinion on this phrase moderately, which means that the Management did not effectively realize the importance of an information system on external and internal customers to analyze their needs and expectations towards the service provided to them.. On the other hand, in contrast with variable A.8, the above table also shows that the trend of the survey sample response tends to 'disagree' (30%) reflecting the homogeneity of opinion on this phrase, which means that the management did not conduct a survey to determine the market needs of different disciplines as well as the numbers required from each speciality. As for A.7 (No definite relationship between the universities and pre-university education in order to coordinate and improve the quality of educational services) scored a value (Likert scale) = 39%, (i.e. 'agree').

The table shows the frequencies of the study sample responses on the variables of continuous improvement. From the table, we can note that the distribution of the relative frequency of answers about phrase A.10 that 44% indicated 'agree somewhat' and 35% chose 'agree' from a total of 230 responses indicating disagreement, or 79 %: this indicates that the Senior Management is focusing on solving current problems of quality, and does not invest in strategic thinking in the development of future plans to improve operational quality of performance for implementing of the change model. We note that the distribution of relative frequency answers on the other phrases (A.11, A.12, respectively) take the form of natural distribution, or frequency is high in the class of 'agree somewhat', and gradually reduces in the classes of high-approval and low approval, which indicates that the degree of consent is (medium-approval) for the terms.

Investigating factors that influence innovation, statistical results of the responses to variable A.15 show that more than 34 % of respondents reported having some concern about the change. Although the high score in the 'agree' class, with value (Likert-scale) of 40%, indicates that universities are interested in influencing innovation to promote creative thinking and innovative performance in senior management levels.

The table also shows that the frequencies of the study sample responses on the questions of variables of the innovation. On the table, we note that the distribution of answers to the frequency distribution about phrases A.13, A.15 showed strong agreement with percentages of 47% and 59 % respectively, while the phrase A.14 on the frequency distribution (122) was 42% indicating that the universities are not consistent with the variables of Innovation.

Table 4 : Mean, Standard Deviation, and Z-Test results about phrases relating to dimensions of organizational culture

Variable	Mean	Standard Deviation	95% Confidence Interval of the Difference		Z test
			Lower	Upper	
<i>Variables of Leadership</i>					
A.1	3.2	1.18	3.0	3.3	2.34
A.2	2.5	1.02	2.4	2.6	-7.95
A.3	2.1	0.95	2.0	2.3	-15.38
<i>Variables of Structures and Systems</i>					
A.4	3.9	1.05	3.7	4.0	13.96
A.5	3.3	0.94	3.2	3.5	6.25
A.6	4.3	0.84	4.2	4.4	25.45
<i>Variables of Customer orientation</i>					
A.7	3.5	0.83	3.4	3.6	10.74
A.8	2.4	1.04	2.2	2.5	-10.61
A.9	3.5	1.10	3.4	3.7	8.43
<i>Variables of Continuous improvement</i>					
A.10	3.3	0.79	3.2	3.4	6.87
A.11	3.3	0.87	3.2	3.4	5.62
A.12	3.4	0.98	3.3	3.5	6.75
<i>Variables of Innovation</i>					
A.13	3.4	0.96	3.3	3.5	7.11
A.14	2.6	0.97	2.5	2.8	-6.22
A.15	3.7	0.86	3.6	3.8	14.09

Extrapolating from Table 4 above, it is clear that the statistical mean values and standard deviations computed by SPSS for the study sample responses on the variables of leadership, which reflect that the Leadership believes that the development of individual skills among workers leads to better outcomes than a task force style, has varied between (3.2 -1.18), and

if we compare these averages of 'agree somewhat' which has been allocated (3) we can conclude that all the variables are less than this value, indicating that the universities don't address the dimensions of organizational culture, despite the importance of assessing influences of the relation between culture-related variables and change-related ones, leadership, structures and systems, customer orientation, continuous improvement and innovation to bring about change model.

The result of the Z-test showed that the result corresponding to A.2 - A.3 are less than somewhat, which meant (> -1.96) respectively $(-7.95, -15.38)$, indicating they have been approved by a low mean 2.5 -2.1 (less than 'agree somewhat'). We can also note that the result of the Z-test corresponding to A.1 is 2.34 (greater than 1.96), indicating it was approved by a high mean of 3.2 (more than 'agree somewhat').

Analytically, it is clear for the variables of structures and systems, through the relative frequency of the respondents answering of the research questionnaire with the result of variable A.6 value (Likert-scale) = 45 % the result shows that the study sample agreed that the University (or college) systems currently available does not give the department or its employees the ability to culturally change course and use modern management techniques to make progress towards comprehensive quality., with a high response frequency (129). The trend in the survey sample on these terms tends largely to 'agree' (42%) with a standard deviation of (0.94), reflecting the heterogeneity of opinion on the terms, indicating respondents are not convinced that the definition and concept of the list of tasks to be implemented by employees and is advertised and communicated to all employees. However, the results of data analysis show there is also insufficient use of exchange of the information between them and workers or between different departments with each other.

The data shows there is also insufficient use of Continuous improvement to improve operational quality of performance for implementing the change model. Table 4 shows the result of variable A.10 where the mean value = (3.3) and standard deviation = (0.79), which shows that the Organizational Culture Dimensions of the LUs need to pay more attention to Continuous improvement. The result of variable A.11 in Table 4 shows where the mean value = (3.3) and standard deviation = (0.87) are revealing that it is necessary to encourage and support all ideas for improving the quality, whatever its source. Moreover, the result shows that the University administration is aware that it required an infinite number of small improvements to reach a comprehensive quality and the extent of its appropriateness for implementing of the change model according to the result of variable A.12 where the mean value =(3.4) and standard deviation = (0.98).

Extrapolating from Table 4 above it is clear that the statistical mean values and standard deviations computed by SPSS for the study sample responses on the characterization of the indicators affecting the variables of customer orientation, which reflect Factors affecting Information system, market needs and quality of educational services in Universities. A mean score is calculated of the response for each variable: A.7 indicates an urgent need to the definite relationship between universities and pre-university education in order to coordinate and improve the quality of educational services scored a mean value of 3.5 (i.e. 'agree'). As for A.9 (Management of the university does not realize the importance of an information system on external and internal customers to analyze their needs and expectations towards the

service provided to them, aspects scored a mean value of 3.5 (i.e. 'agree'). Furthermore, the mean score for variables of innovation had varied for each variable, in promoting creative thinking and innovative performance in senior management levels was 3.7 compared with 2.6 faces of problems of operational of performance quality., and mean value for the success of any activity for the production of goods rather than services was 3.4. These statistics also estimate a scale score value for each item for each respondent. Overall, the survey data revealed there is a need to assess all the dimensions of organizational culture (under consideration) in line with the influence of current organizational culture dimensions and existing organizational culture to the readiness for implementing change from within universities and colleges.

9.0 CONCLUSION

Circumstances and existing conditions in the organization's environment, both internal and external, structure and Systems, leadership, customer orientation, Continuous improvement and Innovation all affect the organizational culture, values and beliefs, facts and material and the behaviour of individuals that contain them. This demonstrates the deep understanding and analysis of organizational culture that can be produced in the organization, as in Libyan universities, which possess an understandable culture and influential on the quality of performance of the institution; it can manage the organizational culture and change their strategic thinking despite the existence of the resistance to change. It is possible to identify special cultural features which facilitate access to good performance, and therefore it is appropriate for managers to design effective models for change and cultural development, although many of the tools used in measuring organizational culture have been developed for use in universities. The examination of research questions gives a qualitative explanation of the results of the questionnaire using 5 dimensions describing organizational culture indicators, and the consideration of the tables, which show the frequency, weighted means, standard deviations and Z-tests. The dimension of leadership represents an important dimension of organizational culture; it proved quite negative and can not be suitable for the development and implementation of the management model change, and this explains the lack of administrative aspects, lack of leadership patterns stimulating and encouraging creativity and performance of employees, Absence of the spirit of participation and no reliance on team-work in achieving the work. The dimension of the structures and systems also proved positive and non-suitability of the implementation for the development and implementation of the management model change, and this indicates that there may be organizational problems: the absence of collective action, inefficient communication systems, inadequate training programmes at different administrative levels to develop the capacities of workers. The dimension of customer orientation proved to lack relevance for the development and implementing of the change model, and this lack of correlation in the universities under consideration the needs of students and their expectations and the requirements of the labour market. The dimension of continuous improvement does not achieve the degree which makes it appropriate to accept the implementation of total quality management in universities, and this shows declining motivation and the commitment of universities under consideration regarding the principle of continuous improvement, which is considered one of the basic variables in the philosophy of total quality management. Also, the dimension of innovation does not achieve the degree which makes it suitable for development

and implementation of the change model, and this indicates the lack of interest in innovation and management innovation, discouraging workers' creativity and opinion.

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