

The University Aims to Establish a Relationship between the Concept of Specific Educational Leadership and Cultural Perspectives

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Abstracts

This article aims to identify the concept of specific educational leadership and cultural perspectives of the university in the field of education, to establish connections between self-learning organizations, concepts of culture, an organization in a cross-cultural context, and university "organization Culture "examines the essence of the concept of" culture ", and also analyzes the problems associated with it. Since any university has distinctiveness, the cultural dimensions are the activities of universities as organizations, mainly related to studies, including teaching, academic Leadership, and research are included.

Keywords: Specific Educational Leadership, Self-learning Organization, Organizational Culture, Cross-cultural Management, Cultural Approach.



Introduction

The activities of universities are mainly related to studies, which include teaching, educational leadership, and research. Nevertheless, the question arises: This is a sufficient reason to consider a universal. Cultural dimension as organizations. Many characteristics were analyzed when constructing a self-learning organization from a theoretical point of view as the fundamental

concept of organizational culture. Is clearly outlined. Cultural characteristics of the environment of self-learning organizations, or the cultural identity of the people involved.

Thus, the purpose of this work is to consider the concepts of self-learning organizations and organizational culture, as well as the organization of a system for organizations in terms of applying cross-cultural dimensions to them to improve performance. , Is set to acquire and transfer, as well as modify people's behavior, reflecting new knowledge, a self-learning organization an organization that promotes the training and continuous self-improvement of all its members Engaged in, seeing that such an organization is distinguished as "the ability to create, acquire and transfer knowledge, as well as the modification of any natural behavior according to new knowledge and ideas. A self-learning organization. Are the main features?

Culture of self-education encourages the organization's climate

Free exchange and flow of information: Availability of appropriate systems, self-learning culture means learning and innovation are welcome, ensuring the development of knowledge and experience through the network.

- Commitment to learning and personal development policies: Support top management from outside, encouraging employees of all levels to learn.
- Awareness of the value of people: Creativity is encouraged, by promoting the development of personality, which is seen as an advantage.
- An environment of openness and trust: encouraging the development of personal ideas, decisive leadership in defending them to challenge any task.
- Learning from experience: Learning from mistakes is often more effective, learn from successful experiences. These organizations are characterized by a tolerant attitude to failure, conducting appropriate training.
- For other researchers, avoid intentionally exposing any specific processes, follow this opinion. Cultures of self-learning organizations should be organized.

Universities as self-learning organizations

Universities as self-learning organizations have serious disagreements over the use of experience on the question of whether universities can become self-learning organizations. Over time, many scholars have wondered whether this concept can be applied to educational institutions. A systematic approach is needed, in which the organization of responsibilities and activism must converge. Focus on innovation, not just to solve current problems, which knows how to transition to creative, highly collaborative, organizational models, self-learning. The organization is only one such model. There is an opinion that universities do not meet the criteria for self-study organizations, as these institutions operate for very different purposes. It is believed that universities are designed to promote talent for student achievement. The solution to this issue is becoming increasingly important, the application of business models to higher education institutions is becoming a major feature of the policy of national reforms in education.

A key feature of teaching staff depends on permanent employment

It is assumed that universities are divided into divisions (faculties, departments), the leadership of higher education institutions, competition, as well as narrow specialization, as self-learning organizations depend on intra- and inter-, the above characteristics often assumed as the former. The barriers to cooperation that need to be overcome to adapt to rapid change are: Definition of Organization Culture (Corporate Culture) Corporate culture is a complex phenomenon. It is a means by which the representatives of a culture, the employees of the organization, are aware of the importance of their work, the culture of the organization became a major subject of study in the 1980s. It has been used to solve all management problems, increasing the intensity of labor. Along with this, it has a positive effect on such values of the organization to develop its strategy, goals and philosophy are mainly business environments.

The University examines the essence of the "organization's culture" concept

Since the deepest levels of culture represent representations, subconscious, beliefs, feelings, thoughts, and sensations, they are the most difficult to change in the organization. Therefore, managers cannot do this. You need to be aware of them and track them so that they match the strategy. Earlier attempts to implement a culture in an institution were relatively recent. "Corporate Culture" in 1982 Published was derived from the title of Deal and Kennedy's book. In this work, we use both terms, treating them as equivalent to each other. The differences in definitions of corporate culture reflect the status of each, from the author's point of view. Observes how he considers the phenomena he describes. The main difference is that many authors consider culture as a meta-handicapped one, even though other researchers consider it objective reality.

Culture from this point of view, each part of the organization is considered as its part. Experts disagreed on this issue. Others believe that culture is "organization", that is, it is an adaptive phenomenon that develops and changes internally, and Gaffe and Jones also suggest that it is a culture that provides the integrity of the organization, adding to its Acting as a power, for them the members of the organization are the bearers of the culture, which allows them to succeed. Evidence is given by him. Definition: An organization's culture is "a set of widely interpreted, implicit, rules that tell workers what to do for each of the many, Shane calls corporate culture a" basic pattern. Defined as (model) the beliefs, actions, and beliefs shared by the members of the organization and acquired over time.

Collective beliefs are a conscious set of unified

Shaping the values and expectations that individuals believe to be true, fair or unfair, etc., in their environment. The denominations expressed orally or in writing, as a rule, are the phenomena of what people want to do or think. Work Views are public actions that form every day. The new behavior of company employees, as noted above, culture is especially in the "assets" of any organization, self-learning. If culture is an asset, then corporate culture is, many characteristics

can be attributed. In particular, we can say that corporate culture can affect many organizational functions, most experts emphasize the importance of the role that culture plays, promoting the cohesion of the members of the organization. Even though, as a rule, culture is judged as positive.

Impact of culture on self-learning organizations

Culture is the key to long-term performance, self-learning organizations and universities are devoted to the subject matter, although some elements may be considered culturally related, while the scope of the concept may be different from what organizations are considered to be. All are intrinsically involved. Interaction and intraoral-interactive interactions with others in this company involve the establishment of both formal and non-formal structures that foster a culture of cooperation. For example, Keizer finds that "university states with a high degree of cooperation" show a tendency to create both formal structures, such as interdisciplinary centers, and to exchange informal strategy experiences such as events. Also, cooperation in inter-organizational related discussions emphasizes the need to establish between institutions, promoting the relationship of formal and informal partnerships.

Effects of cross-cultural dimensions on the process of university change

In the literature on self-learning organizations, this often occurs with special attention to models of collaboration in which internal and external boundaries of the organization are blurred. For example, Borzois and Hunter-indicate the inclusion of students as equal partners in the decision-making process, in their university partnership model. Such blurring is also part of a national policy that encourages everyone to have greater interconnection of institutions into each other, although - whether or not these elements are relevant, it is clear that any cultural references are specific to a specific organization. , About the concept of culture, or the culture of the organization. For a self-learning organization to pay attention to the impact of cross-cultural dimensions on the process of university change, perhaps the reason is that the case for the cross-cultural aspect of most of the problem is not explicitly explored. To begin implementing the changes according to the recommendations, grants to be made within the self-learning organization concept, the cultural profile of all involved participants should be considered. Whereas it was imagined in cases where any university committee would plan to introduce a culture of stimulating change and exchange of experience, the cultural dimensions could be variable.

Will be allowed to carry out, or, conversely, will lead to its rejection. Status is also heavily influenced by culture, cultures, which are characterized by the status previously assigned by organizations, are given respect to employees with higher seniority, meaning social status also career advancement across cultures to attain status. The organization is based on the idea of status achieved in the university itself when the principles of self-learning are introduced.

Conclusion

The approach to collaboration can also be decisive for universities that want the goal of becoming self-learning organizations the concept of a culture that people feel a strong need for cooperation. The term "self-learning organization" applies to a company that promotes, trains its members, and is constantly engaged in self-change. The culture of the organization plays an important role here. Also, corporate culture is a collection of collectives, until now, there is an intense discussion among experts as to whether universities may be considered self-learning organizations. If we consider that product university is the education of students, then between universities and business, which aims to make a profit. In this case, the principles of self-learning organizations can be applied in universities, to increase the intensity of labor, as in the examples above, the problems of self-learning organizations of experts are not taken into account. In our opinion, ignoring this when examining the improvement in universities that characterize self-learning organizations, therefore, we recommend conducting a systematic study, cross-cultural dimensions that are most likely self-learning. Will affect the development of universities as organizations.

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