



**DOCTOR OF BUSINESS (DBA)**

**Lebanese Private Higher Education and Its Societal Contributions: Institutional Cultures, Drivers and Barriers**

Mekdach, Wael

*Award date:*  
2020

*Awarding institution:*  
University of Bath

[Link to publication](#)

**Alternative formats**

If you require this document in an alternative format, please contact:  
[openaccess@bath.ac.uk](mailto:openaccess@bath.ac.uk)

Copyright of this thesis rests with the author. Access is subject to the above licence, if given. If no licence is specified above, original content in this thesis is licensed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivs 4.0 International (CC BY-NC-ND 4.0) Licence (<https://creativecommons.org/licenses/by-nc-nd/4.0/>). Any third-party copyright material present remains the property of its respective owner(s) and is licensed under its existing terms.

**Take down policy**

If you consider content within Bath's Research Portal to be in breach of UK law, please contact: [openaccess@bath.ac.uk](mailto:openaccess@bath.ac.uk) with the details. Your claim will be investigated and, where appropriate, the item will be removed from public view as soon as possible.



# LEBANESE PRIVATE HIGHER EDUCATION AND ITS SOCIETAL CONTRIBUTIONS: INSTITUTIONAL CULTURES, DRIVERS AND BARRIERS

University of Bath School of Management  
Doctorate of Business Administration in Higher Education  
Management Thesis

Wael Mekdach  
August 2020

Attention is drawn to the fact that copyright of this thesis rests with the author and copyright of any previously published materials included may rest with third parties. A copy of this thesis/portfolio has been supplied on condition that anyone who consults it understands that they must not copy it or use material from it except as licensed, permitted by law or with the consent of the author or other copyright owners, as applicable.

## ACKNOWLEDGMENTS

I would like to thank the following people for all the support and assistance provided throughout this thesis. My supervisors Dr. Jack Lee and Emeritus Professor John L. Davies whose insight, expertise, knowledge and support have guided me throughout the whole process of this thesis. The University of Bath DBA in Higher Education Management team who have provided the full support and guidance since the first day of the DBA program. The research participants who have provided valuable contributions throughout the research. Finally, I would like to thank my family for encouraging me all the way, my father and mother for their unlimited support and encouragement and my wife and daughter for their love and patience.

# ABSTRACT

This thesis explores the development of private higher education in Lebanon. The Lebanese private higher education market illustrates distinctive traits such as a large number of private institutions, diverse academic and nonacademic institutional drivers, and varying levels of societal contributions across the sector. It is evident that Lebanese society could benefit from the contributions from private higher education in terms of economic, educational and social development. This study investigates the ability of private universities to respond systematically to a changing environment, given the prevailing cultures of these universities. This thesis addresses the topic through the collection of qualitative data from interviews and focus groups. The research has been designed upon the notion of grounded theory. An analysis of the current organizational cultures amongst the prevalent institutions takes place through examining four distinctive private HEIs as a sample that represents the whole market. Research participants include faculty and staff members, HEI leaders, students, government officials and human resources executives from the private sector. Further, analysis of the values, drivers, contributions and the relationship between these notions takes place thus addressing the Lebanese case from a cultural point of view. In addition to the analysis of institutional cultures and their operational manifestations, the concept of the entrepreneurial and adaptive university and its characteristics is used to frame discussions on the evidence and on possible lines of development for the universities and their partners to enhance societal contributions. This thesis identifies gaps in the existing literature on private higher education that have failed to explain developments in the Lebanese context. The Lebanese private higher education market demonstrates immature and noncompetitive traits, while coupled with a lack of academic drive. The presence of nonacademic objectives has detracted most private institutions from making a substantial contribution to society. Specifically, theoretical framings of organizational culture are inadequate in illuminating the traits and behaviors of private HEIs in Lebanon. Further, theories about the development and implementation of an entrepreneurial culture in private HEIs are described in the Lebanese setting and their limitations are highlighted, this is done through examining traits of Lebanese private entrepreneurial universities currently in operation. Finally, recommendations are presented in the final chapter of this thesis based on the results and findings of the research.

## Table of Contents

Acknowledgments .....	3
Abstract .....	4
<b>Chapter 1: Introduction.....</b>	<b>10</b>
<b>Topic Description .....</b>	<b>10</b>
Research Questions .....	11
<b>The Literature Review Chapter .....</b>	<b>12</b>
<b>The Methods and Methodology Chapter .....</b>	<b>13</b>
<b>The Data Analysis Results and Findings Chapter.....</b>	<b>14</b>
<b>The Discussion Chapter .....</b>	<b>15</b>
<b>Conclusion Chapter .....</b>	<b>16</b>
<b>Chapter 2: Context.....</b>	<b>18</b>
<b>Lebanon Brief History .....</b>	<b>18</b>
Sectarian Nature.....	19
<b>Lebanese Economy and Demographics .....</b>	<b>19</b>
<b>General Education Setting.....</b>	<b>20</b>
<b>Lebanese Higher Education Introduction .....</b>	<b>22</b>
<b>Historical Phases.....</b>	<b>23</b>
<b>Key facts and trends about the Higher Education System in Lebanon .....</b>	<b>25</b>
<b>Current Reality.....</b>	<b>26</b>
<b>Governance and Laws .....</b>	<b>29</b>
Lebanese University .....	29
Private Universities.....	29
<b>Link to Labor Market and Societal Engagement .....</b>	<b>31</b>
<b>Conclusion .....</b>	<b>32</b>
<b>Chapter 3: Literature Review.....</b>	<b>35</b>
<b>Introduction .....</b>	<b>35</b>
<b>Distinctions between Private and Public Higher Education.....</b>	<b>35</b>
<b>Growth in Private Sector Higher Education .....</b>	<b>36</b>
<b>Geographic Distribution of Private Sector Higher Education.....</b>	<b>38</b>
<b>Current Issues Confronting Private Sector Higher Education .....</b>	<b>38</b>
<b>Types of Private HEIs.....</b>	<b>39</b>
<b>Changes in the Market for Higher Education and Consequences for Private HEIs.....</b>	<b>41</b>
<b>The Contributions of Higher Education to Societal Needs.....</b>	<b>47</b>
<b>The Contribution of Private Higher Education to Societal Needs .....</b>	<b>51</b>

<b>Introduction of New Values into Higher Education .....</b>	<b>52</b>
<b>Institutional Values in Higher Education .....</b>	<b>54</b>
<b>Institutional Cultures in Higher Education.....</b>	<b>57</b>
<b>Relationship Between Institutional Values and Culture.....</b>	<b>61</b>
<b>The Entrepreneurial Culture .....</b>	<b>62</b>
<b>The Entrepreneurial University Concept .....</b>	<b>63</b>
Tribulations of the Entrepreneurial University .....	65
<b>Challenges for HEIs in Moving Towards an Entrepreneurial Mode .....</b>	<b>66</b>
<b>Private Sector Higher Education and the Entrepreneurial Concept .....</b>	<b>67</b>
<b>Research Questions .....</b>	<b>68</b>
<b>Conclusion .....</b>	<b>70</b>
<b>Chapter 4: Methods and Methodology .....</b>	<b>73</b>
<b>Introduction .....</b>	<b>73</b>
<b>Research Philosophy .....</b>	<b>74</b>
<b>Research Approach .....</b>	<b>75</b>
<b>Data Collection .....</b>	<b>76</b>
Data Collection and the Research Questions .....	78
<b>Data Analysis .....</b>	<b>85</b>
<b>Ethics.....</b>	<b>88</b>
<b>Validity and Reliability .....</b>	<b>89</b>
<b>Chapter 5: Data Analysis Results and Findings .....</b>	<b>95</b>
<b>Introduction .....</b>	<b>95</b>
<b>Institution A.....</b>	<b>96</b>
Values of Institution A .....	97
Culture at Institution A .....	98
Motivation of the Institution .....	101
Contributions of Institution A.....	102
Institution A, a Unique Case .....	103
<b>Institution B.....</b>	<b>104</b>
Values at Institution B .....	104
Culture at Institution B .....	106
Institution B Motivations.....	110
Contributions of Institution B.....	111
Institution B, the Common Institution .....	112
<b>Institution C.....</b>	<b>113</b>
Values at Institution C .....	114
Culture at Institution C .....	116
Institution C Motivations.....	119
Institution C Contributions .....	120
Institution C, the Ambitious University .....	121
<b>Institution D .....</b>	<b>121</b>

Values at Institution D .....	123
Culture at Institution D .....	124
Institution D Motivations .....	128
Contributions of Institution D.....	129
Institution D, the International Institution .....	132
<b>Government Actors.....</b>	<b>134</b>
Motivations of Private HEIs .....	134
Expected Outcome .....	135
HEI Contributions.....	136
The Official View of the Status Quo .....	137
<b>Employers.....</b>	<b>139</b>
What Employers want from HEIs .....	140
Barriers to Development .....	141
Relationship with HEIs .....	142
<b>Students .....</b>	<b>142</b>
Values .....	143
Culture .....	145
Motivations.....	147
Contributions.....	148
<b>The Lebanese Private HE Setting .....</b>	<b>148</b>
Lebanese Private HEIs' Characteristics.....	149
<b>Chapter 6: Discussion .....</b>	<b>156</b>
<b>Institutional Values.....</b>	<b>156</b>
<b>Institutional Cultures .....</b>	<b>160</b>
Shortcomings in Literature on Institutional Culture .....	163
<b>Institutional Contributions to Society .....</b>	<b>165</b>
A Focus on Teaching .....	166
Increasing HE Accessibility.....	167
An Active Role for Elite Institutions.....	168
Social Cohesion in Light of a Sectarian Society .....	169
Contributions and the Lebanese Unique Case.....	169
<b>Institutional Culture and the Contribution to Societal Engagement and Impact .....</b>	<b>170</b>
Elite Institutions, Entrepreneurship and Contributions .....	172
Institutional Contribution and Sustainability .....	172
Implications and Limitations of Stating that More Resource Rich HEIs Have a Higher Contributory Role .....	173
A Need for Change.....	174
<b>Lebanese Private Higher Education and the Entrepreneurial Drive .....</b>	<b>175</b>
<b>The Evolution Towards an Entrepreneurial Culture in Lebanese Private HEIs.....</b>	<b>177</b>
Pathways for the Entrepreneurial University.....	178
Pathways Applicability in the Lebanese Setting .....	178
The Pathways are Not Enough .....	181
<b>Conclusion .....</b>	<b>181</b>
<b>Chapter 7: Conclusion .....</b>	<b>184</b>
<b>Thesis Overview.....</b>	<b>184</b>
The Literature .....	185
General Findings.....	186



Findings in Relation to Research Questions .....	187
Research Question 1 .....	187
Research Question 2 .....	188
Research Question 3 .....	189
Research Question 4 .....	190
Research Question 5 .....	191
Entrepreneurial Pathways at Elite Institutions.....	192
An Absence of Market Encouragement of Entrepreneurial Activity.....	193
<b>A Critique of the Existing Literature in Respect of the Lebanese Setting .....</b>	<b>194</b>
New Cultural Indicators .....	194
Institutional Culture and Contribution .....	194
An Unobserved Market Orientation in the Bureaucracy Culture .....	195
Lack of Suitability of Internationally Recognized Contributions .....	196
Entrepreneurial Drive Outside a Competitive Market .....	196
Barriers of Applying Entrepreneurial Concepts in Private HEIs .....	197
<b>Original Contribution and Theory Generated in The Thesis .....</b>	<b>197</b>
<b>Findings in Respect of Research Question 6: Recommendations for Future Development in Lebanese Private Higher Education .....</b>	<b>198</b>
Action on the System and Regulatory Levels .....	199
Raising Awareness .....	199
Action on the Regulatory Level .....	201
Institutional Adaptation .....	202
<b>Thesis Limitation and Future Research .....</b>	<b>206</b>
Thesis Limitation.....	206
Future Research.....	207
<b>References.....</b>	<b>209</b>

# Chapter 1

## Introduction

# CHAPTER 1: INTRODUCTION

## TOPIC DESCRIPTION

Higher education is a vital sector in any community. The academic, social, economic and developmental roles attributed to public and private higher education institutions (HEIs), are numerous and in continuous development. World-wide, the private higher education sector has grown to cater to a wide array of student and social needs and is being further attributed developmental functions. Furthermore, many perceive this sector as an investment opportunity in various parts of the world. The specific interest in the topic of higher education of the researcher for this study stems from personal and the professional experience of the researcher in the private sector of the Lebanese higher education system. After holding administrative and academic positions for nearly ten years in the sector, the researcher felt a need to contribute to the current Lebanese system by explaining the intriguing nature of the field in Lebanon, and by providing recommendations for its improvement. Given its unique background in education, and the distinctiveness of a Lebanese education when compared to regional and international systems elsewhere, the Lebanese higher education scene is intriguing. Currently Lebanon has 48 private HEIs that have over 100 branch campuses, and one public university under the name of the Lebanese University (LU) that has approximately 50 active branch campuses throughout the country. The expansion of the Lebanese higher education setting is what truly makes it an interesting case for study. The vast expansion of the private sector began post the Lebanese civil war in 1990. However, the expansion was coupled with an outstanding deficiency in fulfilling the contributory role anticipated from the higher education sector, as well as a heavy influence from various academic, financial, political, and religious factors over the sector. Today, the Lebanese private higher education setting comprises elite historical institutions and smaller newer ones, this has resulted in a heterogeneous institutional setting with varying capacities, resources and contributions. It is generally observed that the Lebanese private HEIs are more oriented towards instruction, rather than other services, and is motivated by a variety of academic and nonacademic objectives and drivers. Such an observation carries negative connotations for Lebanese private higher education, as a Lebanese education has been historically perceived to be of a superior academic quality in the region in addition to serving a wide array of research and social functions. The next chapter provides an in-depth description

of the Lebanese context while portraying the Lebanese education system and the developmental phases of Lebanese higher education. This thesis addresses the rising concern of a fragile contributory role of Lebanese private HEIs in light of evident nonacademic drivers, more specifically this thesis is interested in addressing the varying levels contributions by the different types of private HEIs in the Lebanese setting. Such a topic has yet to be researched in the Lebanese setting and is of major significance to the societal wellbeing of the country. A higher education system that fails to cater to societal needs while focusing on institutional benefit is detrimental for the hosting society, changes in institutional perception of their purpose and role is then essential. The topic is addressed from a cultural point of view aiming at attending to the topic through influencing a culture that promotes external orientation and societal engagement. Given the above, the researcher's desire to better understand the Lebanese setting through addressing a higher-level element in the private HEIs, an element that surpasses superficial notions of operations and results, increased. This element is the institutional cultures prevalent amongst the Lebanese private HEIs, and possible connection between the culture, values, drivers, and contributions of the Lebanese private HEIs. Institutional culture serves as an indicator of institutional ability and willingness to interact with the external world, thus reflecting directly on institutional contribution. This has influenced the research question and sub-questions to interrogate the prevalent attributes of the private HEIs and methods of instigating social engagement within the prevalent institutions.

## Research Questions

The research question of this thesis has been determined to be "How does organizational culture shape the objectives and outcomes of private HEIs in Lebanon?" the sub-questions are listed below:

1. What are the prominent organizational cultures in the Lebanese Private Higher Education sector?
2. What are the common institutional values visible in the Lebanese Private Higher Education market?
3. What motivates the Lebanese private HEIs?
4. What are the expected academic and societal contributions and to what extent are the Lebanese private HEIs' achieving them?
5. How does the culture impact the performance and output of Lebanese PHEIs?

6. What are the means by which the private universities and the system level organs might move the universities to a mode of operation where they are more externally focused and societally engaged?

The elements included in the research question and sub-questions aim at addressing the fundamentals of Lebanese private HEIs. By creating a greater understanding of the relationship between relative culture and other elements of private HEIs, the researcher hopes to provide insight on the interaction of the institutional traits and thus assist in understanding the development of such cultures and future direction to achieve greater institutional sustainability and societal engagement in the field. The original contribution of this thesis is in the field institutional culture and contributions, the contribution determines a relationship between institutional contribution, culture, resources and support while providing methods of developing the institutional contributory role. Chapters six and seven of this thesis provide an elaborate description of the contributions of this thesis. New cultural indicators are described in addition to the ones prevalent in the frameworks described in the literature. Additionally, institutional traits affiliated with certain cultures are revisited and addressed in light of the Lebanese case. Internationally recognized institutional contributions are examined in the Lebanese setting and their generalization over various types of settings and markets is questioned while placing other institutional contributions, which might prove more suitable to an immature and troubled setting, in focus. Finally, attributes of the entrepreneurial concept specifically relating to influence and applicability as described in the literature, are criticized in the private setting and further recommendations for applicability are provided.

## THE LITERATURE REVIEW CHAPTER

This thesis builds on existing notions in the literature that pertain to the research topic. The literature review discusses the development of the private higher education sector alongside its expanding contributory role. Arising market forces are described to explain the changing dynamics which have led to the development of the higher education sector. The roles and contributions of private HEIs are attributed significant attention in the literature as these form the basis of the internationally recognized contributions that would later be used as a benchmark to assess the roles of the Lebanese private HEIs. Throughout this section academic and social institutional influences are described while conveying the merits of such contributions to the local and regional setting, and addressing the topic of institutional

contributions versus the public need. The literature further delves into portraying the various values endorsed by HEIs highlighting emerging trends and developments in this topic. This section is largely based on literature from the Living Values Project developed by the Magna Charted Observatory (MCO). The described values will be used to assess the values present in the Lebanese private HEIs as a result of the conducted research. Institutional culture stands out as a central topic in the literature review as it sets the fundamental basis for the theoretical frameworks utilized during the qualitative research. This section describes institutional cultures according to two frameworks. The first framework is the Competing Values Framework (CVF), developed by Robert E. Quinn and John Rohrbaugh in 1981 and portrayed in their article “A Competing Values Approach to Organizational Effectiveness”, while the second is by Ian McNay in 1995 and appeared in his article “From Collegial Academy to the Corporate Enterprise: The Changing Cultures of Universities”. The institutional cultures discussed are the bureaucracy, corporation, collegial and entrepreneurial cultures alongside specific descriptions of each culture while focusing on the institutional orientation and governance levels. The entrepreneurial culture as externally focused and encouraging of social engagement is highlighted in the literature while providing specific details of the relative culture and its implementation in the higher education setting, thus leading to the description of the entrepreneurial university concept. The entrepreneurial concepts are mainly based on the works of Clark (1998b) and Davies (1987), the theories presented by Clark and Davies are revisited in the discussion section and addressed in light of the Lebanese setting. The literature review reveals a gap in available works that aim at analyzing the interaction of the drivers behind the establishment of private HEIs and the relationship of that to the cultures and contributions of the institutions both in general and in the Lebanese setting. Furthermore, a gap between the societal expectations and actual contributions of HEIs is observed. This served as a further motive to engage in further research in quest of providing a contribution to the literature and contributing to the solution of the issue at hand.

## THE METHODS AND METHODOLOGY CHAPTER

The research conducted in this thesis is qualitative and addresses the topic through interviews and focus groups of key stakeholders. The research revolves around four private HEIs selected to be representative of the whole market. The institutions selected are one elite historical institution, a new small institution with modest quality and tuition, a new small institution with above average quality and tuition and a unique institution being the largest

private provider in Lebanon while having low tuition. Participants are affiliated with the relative institutions in their roles as institutional leaders, faculty, staff, and students. Additionally, participants from the Lebanese government who are directly concerned with governing private HEIs are included in this research as well as participants with senior human resource positions in prominent Lebanese organizations operating locally, regionally, and internationally.

Utilizing the qualitative data analysis (QDA) technique, data analysis follows a continuous progressive manner, modeled on the Grounded Theory (GT) and utilizing classic methods recommended by it. The data collected was coded by category and the themes extracted and further analyzed in light of the emerging data. The analysis is based on the above-mentioned frameworks whereby descriptive analysis follows arranging the data and is followed by the second order analysis of data. During the process of data analysis special attention was attributed to ensure the validity and reliability of the research. Rigor was exercised throughout the whole activity to ensure the trustworthiness of the thesis. Concepts upheld throughout the whole process to ensure trustworthiness were credibility, transferability, dependability and conformability, details about the validity and reliability of this thesis are provided in the Methods and Methodology chapter.

## THE DATA ANALYSIS RESULTS AND FINDINGS CHAPTER

The results and findings of the research are presented in a separate chapter. Each institution of the four institutions is addressed independently. Notions such as the values, cultural traits, institutional motivations, institutional contributions and institution specific information are portrayed per institution. The data is presented based on the analysis of the content of the semi-structured interviews conducted with the leaders, faculty, and staff of the relative institution. The data gathered from the semi-structured interviews with the government actors are presented alongside the analysis in a separate section. This section includes insight about the motivation of private HEIs as perceived from an official point of view, the anticipated contributions on behalf of private HEIs, the perceived contributions of private HEIs and the official view of the status quo of the Lebanese private higher education setting. Further, the data from the employer participants is presented whereby employers discuss the perceived contributory role of private HEIs and their relationship with them. The participants in this section also address points of improvement that private HEIs might need to address especially

on the labor market relationship level. The last group of participants is that of student participants. The data collection for these participants constituted two focus groups of four participants each, with each participant from one of the four institutions. The student participants provide input on the perceived values, cultural traits, motivations and contributions of their relative institutions in light of a larger discussion revolving around the whole sector. The results and findings generated as a result of the analysis are utilized in forming a general description for each of the individual institutions thus yielding to the generation of a clear perception of the Lebanese private higher education setting.

## THE DISCUSSION CHAPTER

The discussion chapter links the results and finding back to the literature and presents the contributions of this thesis in light of the results and findings. This chapter mainly discusses the Lebanese higher education setting in terms of values, culture, contribution, and entrepreneurial drive. The values portrayed in the Lebanese setting are discussed considering internationally recognized value sets described in the literature review. The institutional cultures prevalent in the Lebanese setting are also described in view of the literature on the topic while shortcomings in the literature pertaining to the institutional culture are highlighted in the Lebanese setting. On the contributory level, the Lebanese private HEIs' contributory role is described through its academic and social functions while highlighting the outstanding role of elite institutions on that level. Limitations in the literature are described pertaining to the internationally recognized institutional contributions and its suitability to the Lebanese case. The chapter also portrays the relationship between the institutional cultures and the contribution to societal engagement and impact, whereby details are provided about the vast contributory role observed in the entrepreneurial elite HEIs. The importance of a significant contributory role to institutional sustainability and societal impact is also highlighted in this section, while raising the voice for a need for change in the Lebanese setting. As the entrepreneurial concept utilizes a major section of this chapter, the fundamentals for the application and development of this concept are described and analyzed in the Lebanese setting while critiquing existent literature in light of the prevalent data at hand. The final section of this chapter describes the evolution towards an entrepreneurial culture in the Lebanese private HEIs. Pathways towards the entrepreneurial university, previously addressed in the literature are described in the Lebanese setting while highlighting limitations of their applicability and the need for a more tailored approach for the Lebanese setting.



## CONCLUSION CHAPTER

The conclusion chapter recaps over the entire thesis. The main objective of this chapter is to provide clear answers to the research questions; thus, this chapter addresses the research questions and presents the findings on a per question basis. The chapter provides highlights of the thesis, most prominently the relationship between institutional culture and contribution in addition to the Lebanese setting and entrepreneurial drive. The contributions to the literature are reviewed and topics such as new cultural indicators, lack of suitability of internationally recognized contributions, and barriers to applying entrepreneurial concepts in the Lebanese setting are presented. The chapter provides an extensive list of recommendations on the government, social, and institutional levels that ought to yield more externally focused and socially engaged private HEIs thus answering the sixth and last research sub-question. Finally, thesis limitations and further research topics are described.

The following chapter provides imperative input and information on Lebanon as a country and more specifically the Lebanese higher education setting. The information portrayed in the following chapter later facilitates comprehension of the outstanding traits in the Lebanese setting which are highlighted in the results chapter and thus are attributed special attention in the discussion chapter and the recommendations section of the final chapter.

# Chapter 2

## Context

## CHAPTER 2: CONTEXT

This chapter defines and describes the Lebanese setting in general and the higher education setting in particular. Throughout this chapter a brief background is provided for the Lebanese setting, while the general education setting and its phases are portrayed and described. Describing the higher education setting is the main objective of this chapter thus it highlights key features of the setting, its historical development, its governance, emerging trends in Lebanese higher education, and linkages to the labor market.

### LEBANON BRIEF HISTORY

Lebanon is a small middle eastern country, with an area of 10,452 square kilometers and a population of just over six million (Lebanese Republic Economic and Social Council, 2017, p2). Historically, Lebanon has served as the link between the west and the east due to its geographical and demographical traits. Lebanon's convenient location on the Mediterranean Sea, and its culturally and religiously diversified population, has differentiated it from other Arabic countries in the area (Soroush and Hartwell, 2017, p5), thus Lebanon was historically the hub of trade in the area of not only goods but education too.

During the early 16<sup>th</sup> century Lebanon was a part of the Ottoman Empire until the of World War I. Lebanon then became part of the French Mandate until the year 1943, during this period Lebanon, and as a result of colonial influences, opened up to the western culture (Coleman, 2018, p12). Lebanon remains a country of continuous conflict. Regional incidents have always had an effect on the country, most prominently the Israeli-Arab conflict in the area which translated into a direct war in Lebanon both externally and internally. Continuous clashes yielded a 15-year civil war that extended from 1975 up until 1990 and set the country back, economically, socially, and academically; thus, destroying the public education system (Buckner et al, 2017, p447). During the post-civil-war era many misfortunate events have taken place in Lebanon that again halted its development. These include, but are in no way limited to, the Lebanese-Syrian conflict following the assassination of the Lebanese business and political tycoon Rafik Al Hariri, the adverse effect of the Syrian crisis on Lebanon, continuous international interferences in Lebanese internal affairs and continuous clashes with Israel leading to a six week war during in 2006 costing hundreds of innocent lives and millions of dollars in substructure losses (Soroush and Hartwell, 2017, p8).

Although Lebanon has had its share of conflicts, the country has proven to have great potential in various fields during the short-lived times of peace it has witnessed. Lebanon is often considered to be a business and touristic hub in the area with attractive nature and solid human capital. This yielded a great position for Lebanon during the 50s, 60s and 70s of the 20<sup>th</sup> century in terms of attracting tourists from all over the world, in addition to becoming the business center of the area being the headquarters of most of the international corporations operating in the Middle East. Lebanon remains home to the most reputable education institutions in the region, serving as home to the first, modern era, higher education institution in the Middle East. Since higher education is directly linked to general education, the following section will briefly describe the general education setting in Lebanon.

### Sectarian Nature

Lebanon can be labelled as a sectarian country, having a diversified combination of 18 religions and sects present in its social formation with major social and political influences. The unique structure of the Lebanese society in terms of religious diversification has yielded a rigid system that glorifies religious differences and incorporates it into the various components of the social and political life of the country. Social and political roles and positions are often determined on the basis of religion. This has introduced sectarian notions to politics, thus further increasing the segregation tendencies in the Lebanese population. On the higher education level, sectarian notions are exhibited through observing the founders of HEIs which are in many cases religious or political organizations. The development of the Lebanese higher education system, especially the public university, was also influenced by notions of locality and equity between Lebanese areas, thus yielding a very high number of branches to satisfy the different religious and political groups. The specific influence of the sectarian nature of Lebanon on higher education on a more detailed level needs to be observed in order to be determined, this is presented later in the Discussion chapter.

## LEBANESE ECONOMY AND DEMOGRAPHICS

The Lebanese economy is service oriented. Lebanon has a tradition of the principle of non-interference. Lebanon's constitution guarantees private ingenuity and the right to private

estate. The main productive sectors are the finance, agriculture, and tourism. Up until the 2019 financial crisis, the Lebanese economy had been stagnant. GDP growth in 2018 was at 0.2%. The country also suffers from “brain drain” characterized by the fact the 46.3% of the Lebanese migrants are graduate students (Hamadi, 2017). This is primarily because the Lebanese economy cannot accommodate the large influx of graduates every year due to the saturation of the market and the limited capacity for development of the economy for various reasons. As per the ministry of labor the Lebanese unemployment rate was 25% in 2017 with the youth unemployment rate being 37% (Lebanese Republic Economic and Social Council, 2017). On the demographic level the Lebanese population is fairly young one and is just over six million legal residents. Lebanese citizens aged from 15 to 24 amount to about 15% of the population while citizens aged from 25 to 54 amount to 45% of the population. Students receiving education at any level in Lebanon amount to around 32% of the total population (Badre, 2012). The literacy rate in Lebanon is high at around 94%.

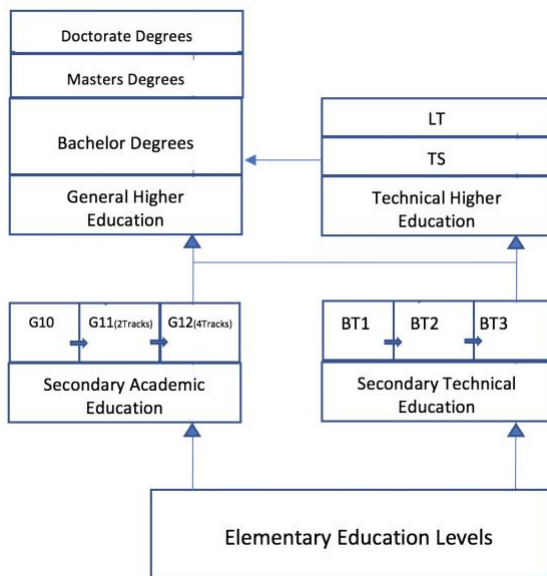
## GENERAL EDUCATION SETTING

Students from various educational streams feed into the higher education system through different paths and at various points of entry to higher education. The Lebanese education system is divided into two categories: general education and technical education. The general education system receives the vast majority of students at about 85% of the total intermediate and secondary level students (CRDP, 2017) while technical education is reserved for students aiming at attaining a vocational degree in specialized technical fields. Both education systems feed into higher education, below I will briefly describe the characteristics of each system.

The general education system is organized into three cycles of elementary level education, and one cycle of secondary level education (Vlaardingerbroek, Al-Hroub and Saab, 2017, p257). Each cycle is constituted of 3 academic years, thus the total number of educational years in Lebanon, post kindergarten, is 12. The student sits for official exams conducted by the government in his 9<sup>th</sup> and 12<sup>th</sup> year, and after successfully completing the 12<sup>th</sup> year the student is entitled to enroll as a sophomore in higher education or continue in the technical higher education system. As of the 11<sup>th</sup> year the student is required to select a track to complete their studies in (refer to the figure 2-1 below).

The technical education system is different in setting. Students can only enroll in technical education after completing their 5<sup>th</sup> year in the general education system. This means that the first level of technical education is equivalent to the 6<sup>th</sup> year of general education. Students are able to choose from various tracks beginning the first year of technical education. The first two years of technical education are referred to as “training programs” (TP), the student shall sit for official exams after completing his second year in technical education. The following two years are referred to as “professional brevet” (BP), at the end of the second year the student also shall sit for official exams to be able to proceed to the next level. The following level is referred to as “technical baccalaureate” (BT) and is constituted of three years in the end of which the student also sits for official exams in their field of study (Vlaardingerbroek, Jaber, & El-Masri, 2008). After completing the third year of the technical baccalaureate the student is then entitled to enroll in higher education as a sophomore student in a field similar to the one that they specialized in in technical education (Vlaardingerbroek, Al-Hroub and Saab, 2017, p258). Another alternative is for the student to continue their higher education in the technical education system through receiving two more years of education under the “superior technical” (TS) program and one further year to attain the “technical bachelors” (LT). It is worth noting that the student is entitled to convert from general education to technical at any point of time under restricted boundaries to determine transfer points. The technical student is allowed to transfer to general higher education at only two points: after completing their third year of technical baccalaureate or after completing their second year in the superior technical program and attaining an average of 12/20 or more. Below is a Figure to illustrate both education systems viewed in a parallel manner.

Figure 2-1 General and Technical Education Levels



## LEBANESE HIGHER EDUCATION INTRODUCTION

Lebanese higher education has gone through various stages since its origination. Since the mid 19<sup>th</sup> century, the period of establishing the first higher education institution in Lebanon, the number of higher education institutions has grown to become 48 institutions of various backgrounds, types, and orientations. This chapter aims at providing the reader with a solid background of the Lebanese higher education setting by describing the nature of the setting that gave rise to the thesis topic relating to organizational culture, objectives and outcomes of the Lebanese private HEIs. In the aim of delivering a wide perspective over the topic, this chapter will be providing a historical timeline demonstrating the phases of the Lebanese HEIs establishment alongside with the current reality in the sector including prevailing types of HEIs and observable elements that differentiate Lebanon from other countries. The attributes of the sole Lebanese public university, the Lebanese University (LU), will be also discussed in terms of significance and magnitude in the Lebanese higher education setting. This chapter will also shed light on the features of the Lebanese higher education governance to better understand its role in the orientation, influences, and effectiveness in the Lebanese HEI setting. Throughout the chapter key facts and data demonstrating various trends in higher education will be provided in the aim of drawing a complete picture of the Lebanese higher education setting extending from establishment and till present day.

## HISTORICAL PHASES

The Syrian Evangelical College, today the American University of Beirut (AUB), was established in 1866 in Beirut, Lebanon (EACEA, 2010, p15). Lebanon then became the home of the first ever HEI in the MENA region. AUB remains one of the most highly regarded academic institutions in the Middle East, known for academic excellence, diversity, and international exposure (AUB Website, 2017). In 1875, shortly after the establishment of the Syrian Evangelical College, the Saint Joseph University (USJ) was established and also remains till date a highly reputable academic institution. The Beirut College for Women was established in 1947 and is currently the Lebanese American University, another institution with sound reputation. Bashour (1997) refers to the period extending from the mid-19<sup>th</sup> century till the mid-20<sup>th</sup> century as the initial stage of the higher education development in Lebanon (Bashour, 1997, p15). He further states the period as characterized by religious and political influences, mainly Protestant and Catholic missionaries and the political influence of the United States of America and France.

Public higher education in Lebanon is constituted of a sole public university under the name of the Lebanese University (LU). LU was established in 1951 (EACEA, 2010, p11) under social and political pressures that arose after the need for public higher education came to the forefront of the education setting. Four years later Hagazian University was established followed by the Beirut Arab University (BAU) in 1960. Both of which have cultural orientation and drive, Hagazian University being established by the Armenian community in Lebanon and the BAU being established with an Islamic/Egyptian background. This era extending from 1950 till 1975 ended with the beginning of the Lebanese civil war that affected all the Lebanese sectors including higher education. However, all of the HEIs established prewar continued to operate during the period of struggle.

During the Lebanese civil war from 1975 until 1990, the higher education system in Lebanon came to a halt in terms of new institution development. However, due to the difficulty of student mobility and political pressures, various HEIs developed branches throughout Lebanon. Most significantly LU developed 47 branches throughout Lebanon and also established new faculties such as the Faculties of Engineering, Pharmacy, Medicine and more. This, along with other social and economic factors, resulted in an increase in the enrolment



rates in LU visible by the increase of the LU share of all the Lebanese higher education students from 27.8% in 1975 to 49% in 1980 (Freiha and Murr, 2009).

The post war era which began in 1990 has been characterized by reconstruction and development, themes which have also impacted the education and higher education sectors in Lebanon. This resulted in the establishment of over 28 new private HEIs reaching 48 HEIs in 2015 (Sakr, n.d., p104). The astonishing growth of the number of HEIs was directed to cater to the enormous increase in demand for higher education reflected by the increase of student enrolment in HEIs from approximately 70,000 in 1982 to around 190,000 in 2015 (GDHE, 2016) with a significant part of that increase occurring after 2000. Also, an obvious trend after the year 2000 was the conversion of numerous university colleges to universities through developing new faculties thus attaining three or more faculties entitling them to the “university” status as per the Lebanese law. The newly developed private institutions also affected the enrollment percentage at the Lebanese University leading it to drop from 60% of the total students enrolled in HE in 2001 to 37% in 2013. This is partly due to the fact that the noticeable increase in student enrolment after 2000 was directed towards the private sector instead of LU due to capacity considerations at the public university, in addition to the fact the newly established private institutions provided affordable higher education.

The historical demonstration above depicts the various stages that the Lebanese higher education system has witnessed, which has determined what it has become today. The information portrayed above allows us to see variance and inconsistency in the process of HEI development, whether it was the public university that witnessed peculiar growth during a turbulent political and security period, or the private sector that observed an influx of local and international students post war, more than doubling the number of enrolled tertiary students leading to a 140% increase in private HEIs. This abnormal setting in the higher education developmental process has imposed a reality that needs to be addressed. At the forefront of the reality at hand are questions directed towards the roles of the newly developed institutions, the objectives that they are serving, and the cultures they are endorsing. The development of the new private institutions was not based on a structured plan with strategic objectives in mind, it was and still is the result of political and religious agendas that aim at a share in the higher education sector in Lebanon. This is reflected by the fact that around half of the private HEIs are founded by religious entities in Lebanon and a significant amount of the other half have been founded by political parties or groups (Abourjeili, 2009, p9).

Based on the developments above, an issue needs to be addressed about the prevalent cultures in the Lebanese higher education setting, in addition to inquiring about the motivations of the current private HEIs and their contributions to the Lebanese society on the teaching, research, and service levels. The thesis is inspired by the current reality of the private higher education sector and aims at determining a link between the organizational cultures prevalent in HEIs and their objectives and contributions, in order to determine the cultural transformation needed to balance out the anomalies in the Lebanese higher education system. Below is a description of key facts and trends in the Lebanese higher education sector.

## KEY FACTS AND TRENDS ABOUT THE HIGHER EDUCATION SYSTEM IN LEBANON

Lebanon is home to 48 private HEIs and one public institution. According to the Center for Educational Research and Development the total number of students enrolled in higher education is around 200,000. The private sector dominates in terms of student allocation with 60% of all the higher education students in Lebanon. Table 2-1 below shows the evolvement of student enrollment in higher education post the Lebanese war till the year 2017. On average the female ratio of the total students enrolled in higher education is around 53% (CRDP, 2017), thus the female gender dominates higher education in Lebanon, this is prominently visible in the LU with ratios reaching 80% in fields such as humanities and public health studies. The vast majority (over 80%) of the private HEIs in Lebanon provide business and economics programs, in addition over half of these institutions offer sciences programs. A small number of private institutions dominate the higher education market, thus around 15 institutions receive 80% of the student share (Abourjeili, 2009, p11) and the remaining institutions are of small size of with less than one thousand students enrolled at each institution. In terms of graduation ratios, around 28% of the total students enrolled in private HEIs complete their education and graduate, the figure is significantly less in the public sector. This low graduation ratio is attributable to the underperformance of the Lebanese higher educational system in pedagogical and functional manners. This is reflected in little to no student follow-up mainly visible in the Lebanese University, in addition to the loose admission criteria to some programs as allowed by some private institutions (Sakr, n.d., p113). The socio-political influence over the higher education sector, specifically the public sector, is rendering weak pedagogical and

administrative development. With all the growth witnessed in the number of institutions and student enrolment in the higher education sector in Lebanon, there remains a gap in the quality of education delivered influenced by the drivers of the private higher education field and the lack of resources to the public one. The exponential growth in these numbers has led to the development of a mainly immature higher education setting with unclear traits. This thesis aims at addressing the current reality of the Lebanese private higher education setting thus to be able to understand the basis that this sector is founded upon and its contributory role to the Lebanese society. Furthermore, having a large number of relatively newly established institutions has major cultural implications which in turn reflect on the quality and relevance of the services offered.

Table 2-1 Higher Education Enrolment

Year		1993	1997	2003	2005	2007	2013	2016*
LU	Enrolment	39936	49755	65530	70065	72961	71440	75956
	Percentage	45%	57%	53%	50%	45%	37%	38%
Private Inst.	Enrolment	48753	38202	57861	71414	87403	120348	124851
	Percentage	55%	43%	47%	50%	55%	63%	62%
	No of Inst.	20	25	42	42	42	45	48
Total	Enrolment	88689	87957	123391	141479	160364	191788	200807
	Percentage	100%	100%	100%	100%	100%	100%	100%

Source CRDP Reports

\*The latest available data from CRDP

## CURRENT REALITY

According to the General Directory of Higher Education (GDHE) website, Lebanon's 48 HEIs are distributed in the following manner: 36 universities and 12 colleges, 3 of which are for religious studies (List of Higher Education Institutions, 2018). All the established institutions post war have been licensed by the Lebanese Government and are governed by the Ministry of Education and Higher Education (MEHE) through the GDHE (EACEA, 2010, p9). The public and private HEIs in Lebanon offer 160 graduate and undergraduate programs according to the Center for Educational Research and Development (CRDP, 2017, p91). According the history timeline demonstrated above, one can conclude that the Lebanese private higher education system consists mainly of two types of institutions: on the one hand there are the eleven elite and semi-elite institutions established pre-Lebanese civil war; and on the other

hand, there are the newer institutions established post-civil war in 1990. As mentioned above the newer institutions developed during a turbulent phase and their objectives and contributions need to be addressed, and perhaps remedied, on the cultural level. Since these institutions today form the majority of the private higher education sector in Lebanon, their structures, internal mechanisms, and drivers determine the direction of the entire higher education system and strategy, shall it exist.

The older institutions seem to be operating according to well established institutional processes and procedures with a solid operational structure for the administrative and academic functions, examples are AUB, LAU, USJ and BAU. However, the newer institutions are generally less organized with structures put in place strictly for regulatory purposes while the administrative and academic decisions are decided upon centrally by the small circle of “owners” or stakeholders. Given the large number of HEIs in Lebanon and in comparison, to the Lebanese population and the number of higher education students (around 200,000) (GDHE, 2018) it can be concluded that the majority of HEIs are of a small size, with a few hundred students each. The high supply illustrated by the large number of HEIs has created a visible competition, and even rivalry, amongst the private HEIs. The admission offices of all the private HEIs race to recruit students through various means of advertising and student facilities. The marketing campaigns of universities in Lebanon are visible during the student registration season on all marketing platforms including outdoor media, TV ads, and on online platforms. In addition, tens of university fairs are held in Lebanon year-round with the full participation of the HEIs. The rivalry has also impacted the tuition fees of some of the “newer” institutions which are seen to immorally advertise a lower tuition fee to attract students under the mantra of “education for all”. Therefore, cultures of rivalry are visible in the Lebanese higher education setting; however, a culture that utilizes competition and promotes differentiation for the sake of institutional sustainability while keeping in mind societal obligations has yet to be implemented in the Lebanese setting. Later research will better clarify the social setting in more depth.

In terms of visible roles of the HEIs, there seems to be a focus on teaching with little focus on research visible by the low number of institutions offering research degrees at 14 out of the 48 institutions with approximately 1% of higher education students enrolled in research programs (CRDP, 2017). Further, little initiative is visible from the Lebanese private HEIs in terms of providing any form of societal service or contribution, on the contrary a trend has been

noticed in the higher education sector in Lebanon amongst the newly established institutions for profit generation. Institutions are aiming to reap financial proceeds out of their delivered academic functions, mainly through tuition fees, thus transforming the sector into a haven for financial investors. Clearly, this has raised issues about the effect on the academic and societal roles delivered by the HEIs. The majority of Lebanese higher education students are recruited in the newer and nonelite institutions receiving low quality education, the issue which according to Naidoo and Rancho (2018) is a disadvantage that yields a lack of needed developmental skills acquiring. An education system that is not balanced in terms of HEI contribution implies the need for a culture that accommodates and promotes societal contribution while upholding notions of sustainability, the research will indicate the position of the Lebanese HEIs with respect to such a culture.

The consumers of higher education services in Lebanon are mainly students. The nature of the students utilizing the services of the Lebanese higher education institution varies by social background, location, and financial ability. The elite and semi-elite institutions are perceived to provide the highest quality of service and therefore are sought after for their academic merit and reputation. However, due to the high tuition fees and the strict admission requirements of such institutions a limited segment of the Lebanese society is able to enroll in such universities and thus these are limited to the well-educated and financially capable students. The Lebanese University, being the only public university, is the destination of the majority of students with an adequate academic background but lack the financial means to enroll in elite universities. These are approximately 40% of the students enrolled in the Lebanese higher education system. Newer higher education institutions serve the students who also lack the financial means to enroll in elite universities and have either failed to enroll in the Lebanese university or do not trust the academic quality of instruction provided there. The Lebanese society, and as a result of the growing supply of higher education and the increase of accessibility, is witnessing a growth in the number of students enrolling in HEIs. A significant percentage of these students are first generation higher education students, many of whom reside in rural areas which previously had no HEIs in the area, this according to Ashwin et al (2018) can have a major transformative influence for graduates and their families. On the academic level, as demonstrated by the graduation rates, Lebanese students are struggling to complete their higher education studies for various reasons related to academic and social capabilities. The graduation rate is significantly higher in elite institutions and reaches 90%,

indicating a problem present on the academic, social, and financial levels of students enrolling in the newer private HEIs.

## GOVERNANCE AND LAWS

### Lebanese University

The Lebanese University, as mentioned previously, was established in 1951 and has developed in various stages until present. These expansions are characterized by branch campuses and faculty developments. Today LU operates 17 faculties within 50 branches throughout Lebanon distributed throughout the Lebanese territory (LU Website, 2018). Over 70,000 students receive their education in LU amounting to around 40% of Lebanon's 200,000 higher education students. Thus, LU has the highest single share of students amongst all the Lebanese HEIs.

LU is subject to a special set of laws that govern its operation. In addition, its relationship with the Ministry of Education and Higher Education is governed by decrees that are different from those that relate to the institutions of the private sector (Abourjeili, 2009, p10). The laws and decrees that govern LU's operation were passed between the years of 1967 and 1981 (Khodr, 2001). The laws in discussion were subject to various changes throughout the following years such as amendments in 1977, 1983 and 2009. In addition, various decrees were passed to organize issues such as doctoral programs in 1983 and 2009, the LU council in 1991, the adoption of the European LMD diploma scale in 2005 and the adoption of the semester system in the academic calendar in 2009. LU still operates under obsolete laws and decrees that require revision due to the vast expansion that the university underwent during and post the years of the Lebanese civil war. On the structural level LU is headed by the university president and a University council oversees the operation of the institution with the aid of committees formed from administrative and academic personnel.

### Private Universities

Up until the year 1961 the higher education sector in Lebanon was not controlled by the government under any formal laws. The higher education activities were practiced independently by the private institutions in coordination with overseas "parent" institutions. On December 12<sup>th</sup> 1961 a higher education law was passed to regulate the sector. At that time

the Lebanese higher education system was constituted of 11 institutions only (Aouit, 1997, p110). This remained the case for the following 25 years. Another law was passed on December 28 1997 to create the High Council of Universities however this council never played a serious role in the Lebanese higher education system. In 1996 the Lebanese government published two decrees pertaining to the establishment of higher education institutions, these are decree number 9275/96 and decree number 8864/96. Most recently, in 2014, a new and comprehensive law was passed to govern all aspects of Lebanese private higher education, law number 285/2014. Moreover, a law project was submitted to the Lebanese parliament that aims at founding an agency for higher education quality assurance and it has yet to be approved. The new law passed in 2014 includes regulatory text for the establishment of a University (with a minimum of 3 faculties), a University College, and a College of technology. The law covers issues such as the numbers and qualifications of instructors and the governing structure of committees within the HEI . It also states the guides for the formation of the GDHE committees that oversee the implementation of the said law. The law leaves the curriculum setting up to the discretion of the HEI, however it retains the power to criticize any program delivered by any HEI through the technical and specialized committees appointed in the GDHE. On the structural level, as per the new law, the private sector is supervised directly by the GDHE through various councils and committees. The most prominent council is the Higher Education Council headed by the Minister of Education and Higher Education (MEHE) with members on board representing the GDHE (the director) in addition various governmental and private entities. The higher education council delegates the executive part of the work to committees such as the Technical and Specialized committees, in addition to the equivalence, colloquium and engineering committees. Today, and by law, any private HEI is to be governed by a board of trustees or administrators, depending on the type of the institution, further councils shall be formed to overlook academic and administrative functions (Law 285, 2014). The law stresses the fact that any HEI should not have a for profit status, which is not the case as observed in the Lebanese higher education sector indicating an illegal setup in the Lebanese higher education sector.

The law has received many criticisms for lack of clarity and coherence in certain articles, in addition to the inclusion of detailed processes and procedures that are usually not included in such laws. Some perceive that the law has gone overboard to include text about technical higher education, which is currently governed by a separate general directory. The law also mentions the governing regulations for the establishment of the Higher Education

Council which has been criticized for having a tight criterion for the eligibility of attaining a seat on the council that only a small number of the 48 institutions comply with. Further, the ratios pertaining to the students, instructors, and areas have been found to lack flexibility and any contextual relation. Finally, the law mentions financial penalties in case of infractions by the HEIs, an issue which was criticized to be an unacademic reprimand that does not suit any higher education system thus dishonoring the Lebanese system.

The governance of the higher education sector does not seem to live up to the challenges observed in the sector. On the regulatory level there does not seem to be any explicit national policy statements towards the future developments expected from HEIs, nor does there seem to be a solid quality assurance structure at hand. This is visible by a lack of strategic planning on behalf of the GDHE whose sole role continues to be the regulation of the sector rather than the development of the potentials of the institutions and their expected deliverables. Further the laws play a minimal role in determining the orientation of HEIs in terms of objectives and contributions, the input from the law in these terms is limited to stating that the requestor of licensing shall be a civil company that does not seek profit. The absence of the regulation in terms of controlling the higher education market and the HEI drivers and contributions gives rise to the need of a new solution on the market level, this solution is a cultural one evident in the need of implementing a self-governing system that ought to fill the gap created as a result of the absence of clear policy directions and expectations. This thesis aims at targeting the HEIs' cultures and examining the relationship with the objectives and contributions of the HEIs.

## LINK TO LABOR MARKET AND SOCIETAL ENGAGEMENT

The higher education market in Lebanon witnesses a weak link with the labor market, rendering a high unemployment rate within the Lebanese labor market. Other factors influence the relationship between the higher education and labor markets in Lebanon, such as the enormous supply of workforce as compared to the limited demand for jobs as a result of the fragile status of the Lebanese economy, there also exists a gap of the quality between of graduating students of different types of institutions (Elite vs New Vs Public Institutions). Concurrently, the curricula presented in most of the HEIs does not cope with the ever-evolving technological requirements and advancements in the labor market. This is a direct result of the absence of coordination between HEIs and the labor market. A weak link to the labor market,



entails a need for stakeholder engagement in the process of higher education, this can only be implemented as part of an endorsing environment that promotes client engagement and market orientation. On the societal engagement and noneducational services level, the Lebanese private HEIs appear to be falling short on serving on that level. Very little noneducational activity is spotted amongst the Lebanese private HEIs, there is absence of services commonly provided by HEIs such as R&D, consultation, societal service and continuing education. Such activity seems to be limited to very few elite universities which purposefully provide such services as result of their culture and vision.

## CONCLUSION

The current reality of the higher education sector in Lebanon has influenced and motivated the topic of this thesis. The key facts presented above illustrate a fragile and immature higher education sector. Low graduation rates, a lack of strategic program development and a skewed student distribution amongst HEIs are all signs of flawed system. In a market such as the one at hand with unique traits such as a sole public university and numerous private HEIs with visible rivalry cultures and various motivations for existence and operation, in addition to little focus of research, service and community contribution and an absence of public policy; it is interesting to consider institutional performance when compared to internationally recognized standards of teaching, research, and community contribution. Further the various cultures of the HEIs that have been shaped by the reality of the market also form significant influence over the objectives and outcomes of these HEIs. The absence of a solid government strategy for higher education or societal development further complicates the setting and allocates the responsibility to the private sector for the adequate contribution to societal development.

The current reality then necessitates a culture that is able to live up to the challenges present in the Lebanese higher education field, a culture that is able to fill the gap in the supervisory sense and impose a self-regulatory system to ensure the providing of high-quality market-related content and societal contribution, a culture that keeps in prospect the society and the labor market while promoting the real role of the HEIs, a culture that endorses competition and enables quick response and adaptation on the institution level. This includes a new scope of engagement, at the institutional and market levels, specifically addressing the cultures of the institutions and aiming at directing the cultures externally thus influencing

societal engagement. The challenges of such a thing might be the lack of governmental strategy or support in such initiatives in addition to the reluctance of private HEIs to engage in such an activity as it is not originally in line with the institutions' primary objective which might be under financial, political, or social influence. The research aims to provide insight as to the prominent cultures of the HEIs and the relationship between these and the relative objectives and outcomes delivered by the HEIs, thus facilitating the process of remedying the case at hand at the cultural level.

# Chapter 3

## Literature Review

## CHAPTER 3: LITERATURE REVIEW

### INTRODUCTION

The research topic of the thesis is concerned with private higher education, mainly the objectives and contributions of private HEIs and how these are shaped by the organizational culture of the relative institution. The literature review section is comprised of two sections, the first pertains to private higher education and the higher education market in general, while the second focuses on examining organizational cultures and values present in the higher education sector. The first section describes the private higher education sector portraying issues such as key traits of the field, the growth it underwent, types of private HEIs, concerns associated with the field and the higher education market changes. This section also covers literature concerned with the drivers and objectives of private HEIs, in addition to roles and contributions of such institutions, indicating the functions of HEIs in light of the new market changes and benchmarking these to the social expectations. Through the chapter content the gap whereby research is needed in terms of determining a link between the objectives and outcomes of private HEIs with their relative organizational culture becomes evident. This gives rise to the analysis of literature pertaining to organizational culture in the second section of the literature review, covering issues such as the prevailing types of organizational cultures, institutional values, and the rising entrepreneurial culture observed in such institutions, then further examining the merits of the entrepreneurial university alongside with its application and challenges.

### DISTINCTIONS BETWEEN PRIVATE AND PUBLIC HIGHER EDUCATION

The higher education sector accommodates both public and private institutions, with a recent progress of the private sector in both numbers of institutions and market share. “A public organisation can be a government organisation, an organisation with goods and services having public goods characteristics, or an organisation charged with operating in the public interest”

(Bozeman and Bretschneider, 1994, p. 199). Private higher education, on the other hand, is a type of education that is owned, operated and financed by the private sector (Hauptman, 2007, p91). Public and private institutions are inherently different; they vary in terms of a wide array of characteristics. One can differentiate the public and the private higher education sectors through ownership, financing and service to social community (Buckner, 2017, p298). The public higher education sector is owned and financed by the state and is often associated with the public wellbeing of the state (Cheng, 2009, p51), through contributing to the advancement of a proficient workforce in addition to utilizing the research produced in aiding the solution of economic and social problems (Buckner, 2017, p298). The private sector however is financed by various means other than public funds including student tuition, endowments, and contributions from religious groups (Altbach, 1999a, p314). The contributions provided by the private sector institutions are not seen to be benefiting to the public good (Altbach, 1999a, p312), on the contrary; all the outcomes of such institutions, in case these were financial or knowledge contributions, are directed towards individual rather than public benefit (Altbach, 1999b, p57). In terms of governance private HEIs are self-governed while being publicly regulated by governmental bodies. Despite the varying differences between the two sectors; recent literature implies that the difference between the private and the public sector of higher education is becoming more and more trivial, with public institutions relying on private funding and private institutions perceived to have a public contribution (Jamshidi et al, 2012, p791). A specific section is dedicated to discussing the contributions of private HEIs later in this chapter.

## GROWTH IN PRIVATE SECTOR HIGHER EDUCATION

“Private higher education (PHE), which was undeveloped in many parts of the world, is the fastest growing segment of higher education worldwide” (Buckner, 2016, p1295). The private higher education sector had witnessed vast growth by the end of the 20<sup>th</sup> century. While this was due to a wide array of factors that influenced the need for such institutions, these factors are mostly perceived to be political and economic. This outbreak in the private higher education sector yielded the development of private institutions to a level whereby today the number of private HEIs exceeds the number of public ones globally (Buckner, 2017, p298), that in addition to the fact that the vast majority (80%) of nations worldwide are home to at least one private HEI.

Numerous factors have contributed to the growth of the private sector of higher education, the most visible factor would be the rising need for such institutions as the public sector was not able to keep up with the ever-growing demand for higher education. In a significant number of developing countries public higher education was only able to meet 50% of the demand for higher education (Bjarnason et al., 2009, p1). This gave rise to the need for private higher education which is labeled as “demand absorbing” (James, 1986). The growing need for knowledge evident in the mass education concept and the growing calls for generating knowledge for social and economic purposes has given rise to institution development with little regard to the nature of institutions being public or private (Frank and Meyer, 2007, p290). Consequently, the private sector was attributed special attention to compensate for the lack of ability of the public sector both, financially and operationally, to continuously cater to the growing need for an evolving knowledge economy. Another factor that might have contributed to the growth of the private sector might be the need for a higher level of quality of education, this is referred to as “differentiated demand” (James, 1986), as it is perceived in certain countries that public higher education might be offering education according to low academic and admission standards thus, private HEIs would be then contributing to a higher level of academic quality (Kinser et al., 2010, p3). Further, international organizations representing the outlook of the powerful global forces are seen to have contributed positively to the empowerment of private HEIs through attributing the sector with roles similar to public ones through initiatives offered by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and World Bank for example (Bjarnason et al., 2009, p52). Finally, the outspread of the privatization concept upon the end of the cold war and the descent of the United Soviet Socialist Republics (USSR) also significantly affected higher education and led to the development of the private sector in Higher Education (Altbach, 1999a, p312).

The vast growth witnessed in the private higher education sector, evident by the three-year mean upsurge of six hundred private HEIs during the last 10 years of the 20<sup>th</sup> century (Buckner, 2017, p299), has placed greater dependence on the sector. It shed the light on the importance of the role to be played by such institutions on the developmental level. Private HEIs became the center of attention and must live up to societal expectations. Certain societies depend exclusively on the private sector to receive higher education therefore this sector proxies, in some sort, the public sector and cannot but assume the role it is attributed with the higher level of commitment to the public good. Below is a description of the geographical distribution for the presence and dependence on private HEIs

## GEOGRAPHIC DISTRIBUTION OF PRIVATE SECTOR HIGHER EDUCATION

The prominence of private higher education varies throughout the globe, there are countries and cultures that depend heavily on private HEIs for higher education while there are other countries that are still being introduced to the concept with the majority of higher education conducted by public institutions. In east Asia for example, private higher education dominates around 80% of the sector in countries such as South Korea and Japan (Levy, 2006, p225). The view is different in western European countries whereby the public sector accommodates over 90% of the higher education students. In eastern Europe however, private higher education has been in constant development ever since the end of the cold war (Levy, 2015, p8). A mixed model is observed in north American countries, with observation of esteemed private institutions in USA with a unique funding method that relies on donations rather than solely on tuition. In Latin America, private higher education receives almost half of the demand for higher education, this is due to the historic availability of privately-owned religious establishments in addition to the modern civil institutions that have been developed recently (Cheng, 2009, p51). In Africa private higher education has been witnessing vast growth due to the lack of government funding in addition to the post-colonial effects that influenced the need for growing knowledge contribution (Levy, 2015, p8).

## CURRENT ISSUES CONFRONTING PRIVATE SECTOR HIGHER EDUCATION

Private HEIs are frequently faced by concerns regarding their functions, drivers and contributions. The fact that these institutions are perceived to be serving a personal rather than a public agenda creates a gap between the private institution's wellbeing and the public. Issues raised pertain to the operation of these institutions in terms of the types of programs offered such as their contribution to knowledge through research and their communal contribution. Programs offered at private institutions are often ones that aim at maximizing profits, leading to providing niche programs with limited research functions (Bjarnason et al., 2009, p2). Consequently, program redundancy is often observed amongst the private higher education institutions which also may indicate low academic standards. Another concern might be the

high dependence of private institutions on private funding, most significantly tuition fees. This renders such institutions vulnerable to fluctuation in enrolment rates or tuition fees changes. In addition, this poses a great risk of corporatization of higher education (Schrecker, 2010). Private institutions are also believed to contribute to social segregation through providing financial barriers to entry to higher education which further contributes to the expansion of the social gap between the various social levels of the community (Bjarnason et al., 2009, p48). Another concern is the academic quality of the services offered by the private institutions, again going back to the objectives and drivers of such institutions which might lower academic standard in aim of generating higher financial revenues (Matzler and Abfalter, 2013, p137). The fact that private HEIs are not subject to the direct control of the state poses a regulation concern to authorities and serves as an obstacle in aligning the contributions of the private HEIs with the public need. This is visible in the lack of ability of the state to continuously monitor and implement quality assurance policies in the private sector (Kinser et al, 2010, p2). The lack of control mainly stems out of the ownership and financing concerns, thus serving as the largest and most challenging concern that needs to be addressed regarding the private higher education sector, especially due to the sector's ever-growing role in national systems of higher education (Altbach, 1999a, p318). Such a concern might translate to the violation of academic ethical behavior and the exploitation of public needs, an issue that requires accountability measures on behalf of the regulatory authority (Bjarnason et al., 2009, p85).

This section has addressed the types of HEIs in addition to concerns associated with the private higher education sector, the next section provides a comprehensive overview of the drivers and objectives of HEIs in addition to the expected outcomes and contributions on their behalf.

## TYPES OF PRIVATE HEIS

Private HEIs fall under a number of types, ranging from relatively small institutions with niche specialties to large institutions with numerous programs. The criteria of differentiation amongst the types of HEIs varies between drivers of establishment, institution affiliation, funding, contribution, and social perception. The categories elaborated below have been identified as a result of studies conducted by Daniel C. Levy and Philip Altbach over the past few years. Public HEIs remain relatively larger in size than private ones which are



developed for specific purposes relating to political and religious influence, demand capturing, or social benefit (Levy, 2015, p8).

Elite universities are ones that enjoy a prestigious reputation resulting from high academic standards, a reputation for research excellence and a high level of community service and engagement. Examples of such universities are the Keio and Waseda Universities of Japan established in the 1800s, in addition to the Colombian University Javeriana which has been established in 1623, and Yale University of the US which was founded in 1701 (Levy, 2006, p223) to name a few. Some of the Lebanese HEIs described above fit into the elite classification as these have been historically recognized for their academic excellence and continuous strive for development. Another type of institutions is the semi-elite which is credited for providing quality educational services while not enjoying abundant financial resources, institutions which fall under this type are believed to utilize entrepreneurial concepts in their methods of operation (Levy, 2015, p9).

Another type of HEIs is religious affiliations. In this type of HEI religious organizations exercise administrative and financial control (Levy, 2009, p16). The motivation of these HEIs is the dissemination of religious authority over the society, most prominently the elite members (Altbach, 1999a, p315). Indonesia is an example whereby private HEIs established by religious organizations claim a significant chunk of the higher education sector (Jamshidi et al, 2012, p796). Institutions that have been recently developed but have attained a high academic ranking are yet another type of private HEIs. These usually enjoy hefty financial resources in addition to human capital. They exercise proper leadership and display a high level of commitment to the institutions' purpose; an example is the INSEAD School of Management which was established in 1957 but has managed to become a global leader in Business programs.

Although profit generation might not be considered an academic trait expected out of HEIs, there are many HEIs that have been classified for profit and this forms yet another type of private HEIs. It has always been the case that HEIs are developed for the contribution of the development of society through the dissemination of knowledge utilizing teaching, research, and service (Altbach, 1999a, p315), however some institutions have aimed at reaping financial returns from offering financial services and this has been the cause of debate over the past years. Profit generation out of higher education services is forbidden by law in a significant number of countries, moreover it might not be a culturally acceptable concept in certain

societies (Cheng, 2009, p65). On the other hand, there has been a surge in for profit HEIs worldwide (Diederiks, 2019, p5), for example there have been large international providers of higher education that have identified themselves as for-profit organizations that are in the business of higher education, of these are Whitney International, Apollo and Laureate. Such institutions are informally referred to as demand absorbing or non-elite institutions (Levy, 2012, p32). In Eastern Asian countries such as Japan and South Korea for example, the law allows the development of HEIs that aim to generate profit however it regulates the structure of such institutions, dictating that these be governed by boards of trustees or administration (Altbach, 1999a, p315). As with all the different sectors of the various fields, higher education too accommodates providers whose sole aim is revenue maximization with little regard to quality of service or any of the supreme contributions of higher education. These degree mills could be observed in any unregulated higher education market such as the US, Middle East, Central Asia, and Eastern Europe. In general, the for-profit universities are regarded to exclude significant social functions (Diederiks, 2019, p7)

Understanding the various types of private HEIs serves as an introduction to the world of drivers and contributions of such institutions. It helps us perceive that not all private HEIs are driven by the same objectives nor do they offer similar contributions. Following in this chapter, the researcher addresses the topics of changes in the higher education market and the contributions anticipated out of HEIs in light of the new transformations, and how these relate to the trinity of higher education being teaching, research, and service. This will facilitate the link to the context in question in terms of understanding the prevalent types of Lebanese private HEIs and their roles and contributions that surface as a result of the to be conducted research.

## CHANGES IN THE MARKET FOR HIGHER EDUCATION AND CONSEQUENCES FOR PRIVATE HEIS

Many factors have helped shape the higher education market globally, influences such as arising competition market forces (Shattock, 2000, p97), internationalization (Altbach and Knight 2006, p294) and public policy (Gibb, Haskins, Robertson, 2013, p13) have all had their impact on the higher education reality. According to a report published by the World Bank in 2017 titled “Higher Education for Development”, the pressures exercised over higher education

are mainly characterized by a growing demand for higher education evident in the increased numbers of secondary graduates, a demographic bulge across the globe, and a growth of the middle class, in addition to the growing demand for the knowledge economy characterized by the need for a greater value and the need for specialized skilled workers. Naidoo and Ranchod (2018) state that: “Transformation in higher education has been framed by wider aspirations for transformation linked to the public good role of higher education”. Furthermore, challenges constantly facing the higher education sector are issues related to equity, access, quality, efficiency, finance and relevance (World Bank, 2017, p8). The increased demand on higher education globally and the up rise of private HEIs, discussed above, changed the higher education market as it was known. The role of HEIs has been transformed to provide private goods for all stakeholders including students and businesses, this has been emphasized through the funding and governance schemes of higher education (Brennan et al., 2018, p15). Internationalization has also affected the higher education sector implying a global outreach for HEIs thus expanding their area of operation from local societies to global communities (Lee, 2017, p199). Internationalization of higher education as elaborated by Buckner and Stein (2019) is a set of organizational practices that serve as a guide for best practices. This has impacted various areas of higher education including the internal operating schemes and the expected outcomes of private HEIs (Clark, 2000, p16).

The previous mode of knowledge generation for academic purposes has been replaced by the need for knowledge generation for societal contribution, knowledge that is complex rather than simple (Matzler and Abfalter, 2013, p144). The public increasingly demands new complex knowledge to be generated and utilized in society, governments continuously exert pressures on HEIs to generate knowledge that is utilizable in the social surroundings as a method of contribution to society and in the aim of realizing the gains of the funds invested in education (Kweik, 2005, p334). The European Commission has supported European Governments in such calls since the 1980s through urging the implementation of policies to ensure the adequate utilization of knowledge generated from HEIs (Gibb, Haskins, Robertson, 2013, p19).

In addition to these pressures, HEIs are also pressured to provide education that is of high quality and labor market appropriate, to ensure graduate employability in light of the rising calls for specialized graduates (World Bank, 2017 p14). The labor market expects university graduates to demonstrate a minimum level of proficiency characterized by cognitive

skills, however recently employers search for graduates with applied and innovative skills as well. HEIs therefore, are pressured to provide field-specific curricula, improved facilities, faculty with pedagogical capacity, hands-on experience opportunities, and more. They are expected to improve the processes of teaching and learning through selecting more and more qualified instructors and continuously working towards enhancing the faculty knowledge and skills through constant training, additionally HEIs are asked to utilize technology in instruction methods such as online classes (World Bank, 2017, p13). Another concept gaining popularity in the higher education field is quality assurance, a concept that has become essential in the field of higher education to ensure that HEIs are providing the expected quality and teaching attributes to their students.

The need to build competitive knowledge economies mandated change in the higher education sector, especially in Europe, whereby the Lisbon Strategy of 2000 called for increasing Europe's knowledge competitiveness (Council of the European Union, 2000). The competition of nations for a position in the global higher education setting is visible by the American interest in the "European" Bologna Process whereby stakeholders such as the National Academy of Science, the National Education Association the Council of Graduate Schools and more, released articles about the effect of the Bologna Process on the American competitiveness in the Knowledge Economy (Birtwistle and McKiernan, 2008, p318). Since the late 90s of the 20th century, various initiatives have taken place in the aim of reforming and reconstructing the higher education market, starting with the Bologna Process in 1998 which today accommodates 47 members working to establish the European Higher Education Area (EHEA) through concepts such as mobility, degree structures, academic frameworks, lifelong learning and more (Birtwistle and McKiernan, 2008, p317). Other milestones include:

- The Lisbon Recognition Convention of 1997 developed by the Council of Europe and UNESCO to facilitate student mobility and degree recognition.
- The Sorbonne Declaration of 1998, which served as a foundation of the Bologna Process and aimed at facilitating student mobility and creating a common European degree structure.
- The Bologna Declaration of 1999, which intended at enhancing transparency in quality, accreditation and more academic concepts in the aim of establishing the EHEA.

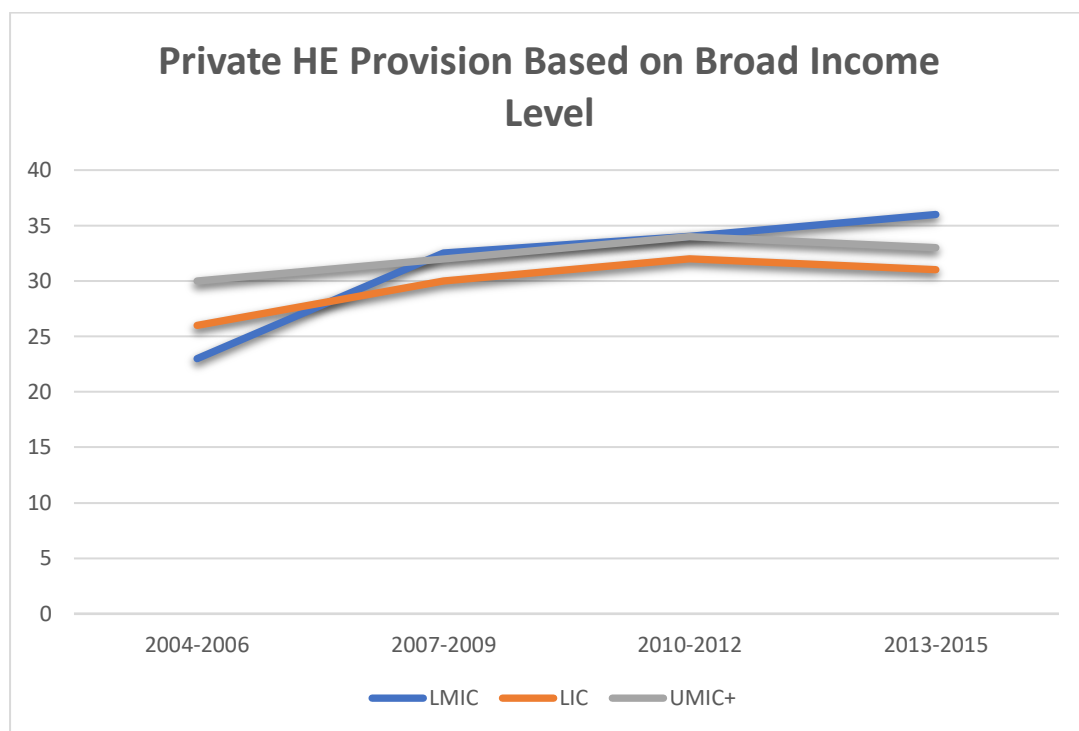
- The Lisbon Strategy of 2000, which called for a competitive Knowledge Economy throughout Europe.
- Prague 2001, whereby lifelong learning was introduced as a major policy theme in higher education.
- Berlin 2003, which established a common qualification framework in the process of achieving the EHEA
- Bergen 2005, whereby two concepts were introduced, the expansion and acknowledgement of joint degrees and the attraction of disadvantaged students.
- London 2007, which focused on quality assurance policies and yielded the establishment of a record of quality assurance agencies.
- Vienna 2010, which has recognized the establishment of the EHEA and supported the continuance of the Bologna Process.

Other international influencers played major roles in shaping the higher education sector, organizations such as UNESCO, the World Bank, the OECD and the EU have had various demands and influences over HEIs, an issue that further contributed to a changing higher education market. The World Bank for example has diligently promoted “greater access and equity, relevant and quality teaching and research, improved management and financial systems, and institutional diversification and innovation” (World Bank, 2017, pX). The World Bank has engaged in higher education enhancement strategies in one third of their projects globally and have identified specific themes for each region based on their needs, for example they have focused on governance issues in Europe and Central Asian countries, employability matters in the MENA region and access and equity issues in African countries (World Bank, 2017, pX). As a result of their extensive engagement in supporting higher education globally the World Bank has devised a set of recommendations pertaining to the quality of education and ways of measuring it, the engagement of employers in higher education, the normalization of international curricula and the structure of external financing (World Bank, 2017, p XII). UNESCO and other international bodies have also engaged in higher education in a very similar manner to the one described in the World Bank example and issued similar recommendations and enhancements as part of its global role.

The demand for higher education has increased over the years as a result of several factors, of them is the demographic bulge reflected in the increasing percentage of youth

globally who are eventually likely to enroll in higher education. In 2010, for example, the youth aged between 10 and 24 accounted to 28% of the total population at 3.2 Billion (UNFPA, 2014), this figure is expected to grow significantly by the year 2020 and reach 4.9 Billion by the year 2030 (Pezzini, 2012). The public sector in both developed and developing countries is not capable of catering to the increasing demand for higher education, thus the role of the private sector has evolved in higher education to fill the gap in the supply of knowledge (Jamshidi et al, 2012, p790). The increased demand for higher education has introduced the concept of “mass education”, which has urged countries such as the UK for example to endorse the model of mass education abandoning the concept of elitism and academic excellence (Findlow, 2012, p119). A new observed trend is the growth of the number of private higher education providers in lower income countries as compared to upper middle-income countries since the beginning of the millennium as shown in figure 2-1 below.

Figure 3-1



Source World Bank 2016

Note: LIC= Low Income Country; LMIC= Low Medium Income Country; UMIC+= Upper Medium Income Country and Above

In addition, the introduction of new stakeholders to the higher education sector, such as investors, requires a new level of contribution on behalf of the private HEIs which is efficiency in its functions (OECD, 2006, p1). This has raised calls on the behalf of both national and institution policy makers for restructuring the institutional processes to achieve the desired efficiency. National European governments and the European Union for example have begun,

as per the Bologna Reforms and New Public Management, to adopt a deregulatory strategy in the aim of introducing new elements on the managerial and structural levels (Olivares and Wetzel, 2014, p653), this has yielded the introduction of the “marketization” concept.

Competition, is yet another concept that has been introduced to the higher education market. The level of efficiency needed in higher education has yielded competition for students, faculty and resources in order to cater to the need of the labor market which is, in turn, also competing for skilled workforce and specialized graduates (Clark, 2000, p12). Concepts of differentiation also came into the picture as a form of response to competition and a method of achieving institutional sustainability. European Governments for example are instigating the development of “points of power” amongst European institutions to achieve vertical and/or horizontal differentiation (Olivares and Wetzel, 2014, p653) to be able to realize sustainability in the global race for knowledge. Differentiation occurs at the service level whereby HEIs are in the process of rethinking their services in terms of the program levels offered, disciplines endorsed, type of research generated (cutting edge vs industry specific) and the quality of their services offered (Daraio et al., 2011).

Globalization, and consequently internationalization, are believed to have further augmented the need for knowledge generation and contributed to a larger effect on the expected outcomes on behalf of HEIs (Foskett and Maringe, 2010). The need for internationalization in higher education is believed to stem out of multiple rationales such as the contribution to a knowledge economy that requires graduates to have a set of cross continental skills or its role in increasing the revenues generated from the higher education sector (Buckner, 2019, p317). Ranking and internationalization have been seen as challenges for HEIs to overcome in a globalized field (Brennan et al., 2018, p20). The effect of internationalization can be observed by the significant increase of international students from 2 million in the year 2000 to 4 million in 2012, which implies a greater need for action on behalf of the HEIs to accommodate the international trend and respond to it adequately. A continuously changing market implies the need for adaptation on behalf of the stakeholders, in our case the HEIs. What are the expected roles and contributions of the HEIs in light of the market changes?

# THE CONTRIBUTIONS OF HIGHER EDUCATION TO SOCIETAL NEEDS

Higher education has since its establishment assumed the role of knowledge generation. It is the process whereby humans are transferred into resources thus enriching a country with growth and wealth (Geethanjali et al., 2008). Both public and private HEIs are attributed a public purpose (Lee, 2017, p182). This is visible in the higher education trinity of services being teaching, research and community service (Knight, 2003, p5). The trinity of services extends to all the stakeholders of the community, these are generally students, government, businesses (employers and utilizers of knowledge) and more, therefore the services affect the whole constituents of society being local, regional and global. Naidoo and Ranchod (2018) in their study of the higher education system in South Africa stress the importance of higher education in influencing social cohesion and enhancing citizenship. Today knowledge contribution remains the center of the HEIs' roles, however the higher education market has evolved and so did the roles and contributions anticipated out of private HEIs. Tasks of economic advancements, for example, have been introduced to the list of contributions anticipated from HEIs (Etzkowitz, 2001, p28).

Reichert (2006) in her publication "The Rise of Knowledge Regions: Emerging Opportunities and Challenges for Universities" has discussed rising considerations for HEIs in contributing to the development of what she called knowledge regions. In this publication the author has discussed growing demands and their implications for institutional contributions. New demands described were in the domains of educating students and researchers, conducting and maintaining research, knowledge transfer, stakeholder engagement in knowledge creation and the creation of a knowledge environment. These demands addressed by Reichert (2006) aimed at directing the HEI's services towards the catering to the rising societal needs such as capable graduates, mobile knowledge sources, innovative research that cater to societal problem solving and the development of knowledge economies. In the same publication Reichert has discussed four models of HEIs roles all of which attribute the university an essential role in societal development (Reichert, 2006, p 23). The sober view is the first model and it views HEIs as a knowledge generator whose role is the exchange of knowledge with the society. The social view is the second model by Reichert and it portrays HEIs as a social actor



that assumes the role of widening access to knowledge in a given society. The third view is the creative view which promote HEIs as institutions that are concerned with nurturing the creative drive in individuals for the sake of supporting creative environments. The final view is the purist view which believes that HEIs should be segregated from other social, political and economic components thus maintaining a high level of objectivity. Below a description of institutional services and their development takes place.

On the student level there has developed an emphasis on the teaching portion of the higher education trinity to cater to the increasing demand for higher education, in addition to the need to adapt to the new market conditions. The need for differentiation amongst HEIs, especially private ones, is reflected in services offered, new solutions have been devised to accommodate the widest range of students such as the increased attention attributed to part-time programs, especially for postgraduate degrees, providing facilities for working students to complete their higher education studies, the introduction of new majors based on the developing market needs, and the adaptation of the curricula to accommodate arising issues in the technology and labor markets. HEIs are also becoming required to introduce new delivery methods such as online courses in an effort to reach the largest student segment (MOOCs for example). HEIs are also augmenting new concepts in their instructed material such as concepts of lifelong learning, innovation and applied knowledge. At the employer level, the job market is demanding a higher level of specialization fed by the rising need for skilled labor (Clark, 2000, p12), this has been established by public policy changes to comprehend the new standards of education (Papayannakis et al, 2008, p203). The contribution of higher education in that sense is realizable both on the student level (as aiding in securing employment) and the labor market (as developing the local labor skills) (Brennan et al., 2018, p66). Therefore, the rising demand for higher education has exhorted pressure on private HEIs to develop their teaching service contribution, however not to the extent ignore or eliminate the other functions being research and community service.

Research functions have been attributed major roles in society, and HEIs are continuously urged by governments and businesses who utilize academic research to contribute to knowledge generation through research not only to feed academic curiosity but to participate in communal problem solving (Clark, 2000, p13). According to outcomes of programs by the OECD and the EU, research functions have a major role in contributing to the society in economic terms, examples are contributions to business through consultancy services, the

creation of new business services, and researching new products leading to product development (Brennan et al., 2018, p19). Any knowledge created as a result of academic research is ultimately feeding into the public stream of knowledge, whether it is a scientific discovery or a scholarly study (Jongbloed et al., 2008). European governments, for example, have demonstrated interest in the knowledge generated by the research of European universities to be utilized under the patronage of the European Commission (Gibb, Haskins and Robertson, 2013, p19). Institutions are urged to make a shift 'Mode 1' knowledge to 'Mode 2' knowledge whereby the latter is distinguished in being "cross-disciplinary, applied and socially accountable" (Findlow, 2012, p119). In defining scholarship Ernest Boyer has defined four models that describe scholarship, these are the scholarship of discovery, the scholarship of integration, the scholarship of application and the scholarship of teaching (Boyer, 1997). These notions described by Boyer elaborate the generation of knowledge for the purpose of discovery and feeding curiosity highlighting the importance of the process as well as the result, in addition to the application of this knowledge for the solving of communal problems for individuals and institutions, thus assuming an engaging role in society whereby the resources of HEIs are connected to social problems. Boyer's definition of scholarship emphasizes the cross-disciplinary notion of the Mode 2 knowledge and places the data in a larger context. Therefore, the research function of HEIs is not only a center of attention, but is also attributed a major role at various levels.

This allows for the examination of the third function of HEIs, communal service, which has been recognized as an imperative contribution provided by HEIs, and observed amongst the missions of such institutions (Scott, 2006). All institutions, including elite universities, are attributed "social responsibilities" that they are required to assume (Nowotny et al., 2001, p84). HEIs are required to be more and more susceptible towards community services such as neighborhood initiatives and after school program initiatives in addition to health initiatives such as blood donation campaigns and disease awareness campaigns (Miller, 2008). The contribution to a specialized workforce and the involvement in societal problem solving also, serve as cornerstones for services and contributions of HEIs to society. In general, HEIs are continuously compelled to engage and interact with the social components (Davies, 1987). Imperatives that drive HEIs towards such interactions might be related to a series of factors such as governmental expectations, an obligation to service society, economic regeneration, interuniversity competition, contribution to an educated society and ensuring the institutional financial sustainability (Davies, 1987).

In conjunction of the functions described above, Higher Education, on the macro level, is attributed a developmental role on various levels. Universities are expected to contribute at the regional level to a greater knowledge economy through the generation of knowledge and the transformation of the local community to be able to meet the arising economic demands (Brennan et al., 2018, p14), more specifically, HEIs are perceived as businesses with a wide range of stakeholders leading to a “multiplied” impact as a result (Goddard and Vallance, 2013, p24). HEIs are considered to be assets to their communities, ones that attract talent, generate innovation, implement social equity, facilitate social mobility and drive financial investments (Goddard, 2009). Innovation is key to the development of the knowledge society as it is the driver of the new market. According to a report by the OECD, HIEs are attributed a vital role in driving economies and instigating social cohesion (OECD, 2006, p1). This ought to aid in the development of the desired knowledge society alongside with its perquisite demands (Reichert, 2009, p8. The relation to the knowledge society, as mentioned previously, has been the focus of the work of international agencies such as the World Bank and the OECD for example (Mattelart, 2003, p113). Other functions that also serve as part of the higher education developmental role might be the “humanist and social capital building” functions which are seen to be vital for the public wellbeing of the global society (World Bank, 2002, p4). On a different level, HEIs are believed to have a financial impact over the society in a business sense, meaning that the financial decisions of HEIs are considered significant market forces that impact fields such as real estate, business development and purchasing power. The functions described in this paragraph are public ones that relate not only to the stakeholders directly engaged in higher education; but rather to the whole society, in the US calls from a wide range of associations involved in higher education have been raised to reclaim the social value of higher education, an issue which is also relevant to Europe as well (Goddard et al., 2016).

Complex knowledge generation nowadays expected out of HEIs is to ultimately contribute to societal development (Matzler, Abfalter, 2013, p144), therefore the higher education trinity of functions are closely interrelated and should not be addressed on individual basis. Instructional services for example aim at the enhancement of the human capital but ultimately are a communal contribution on the economic level (Lee, 2017, p187). All the contribution components of HEIs today are required to have sufficient impetus to be able to fulfill their societal contributory roles in public sectors such as healthcare, economy and urban planning (Clark, 2000, p13). However, not all HEIs attribute the same level of commitment to

the three sectors of contribution, institutions with an orientation towards research, for example, are observed to have little communal contribution as they believe that their research serves that part (Lee, 2017, p193). The evolving contribution required by the private HEIs has given rise to adaptation on the institution level, one that needs further examination in light of continuous market changes. However, are the HEIs living up to the social expectation in terms of contribution?

## THE CONTRIBUTION OF PRIVATE HIGHER EDUCATION TO SOCIETAL NEEDS

Private HEIs as depicted previously are structured in such a way as to serve their institutional interests rather than public ones. Financial, operational and strategical constituents orient and influence the HEIs outcomes and methods of operation. According to Lee's study on the effect of resources on outcomes of HEIs, institutions that do not depend on public funding seem to have a lower research outcome, this is explained by the fact that government funds are in many times oriented towards research in form of grants (Lee, 2017, p196). According to Buckner's study conducted in 2019 that aims at understanding the benefits on internationalization, one of the conclusions was the high focus of private HEIs on the financial outcome of internationalization thus indicating a further focus on institutional interests. In addition, in light of the novel dynamics, an arising concern was the inability of academics to carry on with their traditional mode of operation given the occurring pressures (Rinne, 1999, p161). Furthermore, Lee in his study has observed that the higher the dependence of the institution on tuition fees the lower its social contribution and the higher its teaching contribution (Lee, 2017, p196). This observation confirms the concern that privately owned HEIs do not have their interests and contributions aligned with the public ones. The perception of the students as customers and education as a product (Jamshidi et al, 2012, p792) diverts the institutions' attention away from community service and research and towards the core service which is education, this implies a weak tie between such institutions and their community (Lee, 2017, p198). Further, HEIs are pressured to cater to their funders'/investors' wishes which are oriented towards revenue generation rather than the public wellbeing (Clark, 1998b, p 9). Commercialization forces in addition to personal objectives of private HEIs, have caused institutions to diverge from their expected outcomes, rendering a lower perception of value of HEIs from a traditional service perspective (Rinne and Koivula, 2005, p110). A continued

focus on the private benefits on the expense of the public need by private HEIs ought to transfer this concern to a larger scale thus raising the need for a sustainable solution to align the HEIs' contributions with the public need.

Most of the research available for private higher education addresses the topic in a uniform manner. There seems to be a focus in literature on the growth of the private higher education sector as a result of massification of HE and the lack of public funds or policy to cater to the rising need, in addition to the many factors discussed above. However, there seems to be a lack of research on the drivers that have instigated the development of private HEIs from their point of view. The need is visible and justified, the state has also been seen to be encouraging private activity in the higher education sector to cater to the rising demand, but what are the reasons that prompted institutions to respond to the demand? A part of the answer might be apparent in the types of private HEIs section, whereby it is evident that not all private HEIs are of the same type, thus not all of them have been developed for the same reasons. In addition, with regards to contributions of private HEIs there also seems to be a focus on the functions that cater to the arising needs of higher education that public institutions are not able to, but there seems to be little information and research on whether private HEIs are living up to the society's expectations for their public contributions. Meaning are the private HEIs meeting the demand effectively and efficiently, are the private HEIs generating utilizable knowledge and are these institutions assuming their roles in social service? Following in the literature review, organizational culture will be addressed demonstrating the various sides of the field in the aim of providing a cultural orientation to the research at hand to be able to delve further into the topic of the research and most prominently the observed cultures and values of HEIs.

## INTRODUCTION OF NEW VALUES INTO HIGHER EDUCATION

The higher education market changes portrayed above have not only affected the higher education market but have also influenced the new roles and responsibilities of HEIs. The introduction of new stakeholders, the change in funding mechanisms, an alteration in the perception of knowledge and the new roles and contributions expected out of HEIs all necessitate the consideration of resources that were once readily available for HEIs. This has introduced the need for a new set of values in the higher education market inspired by the commercial market. The traditional model of the university consisted of independent

departments and disciplines; the new model, however, calls for a central management for the HEIs with common tasks throughout the departments (Husen, 1996, p7). HEIs became required to engage in a competitive search for elite students and members of faculty, they are also expected to broaden their area of operation in response to globalization through enhancing their internationalization strategies, further the need to explore new income generating activities became a necessity alongside with the need to introduce cost cutting techniques in light of the shrinking external funds. The uprising changes the higher education market underwent resembled the traits observed in commercial markets, notions of strategic managements and market terms were brought into the picture (Matzler, Abfalter, 2013, p138). The traditional collegial values were quickly replaced by the newer market values, this has been reflected in the changes in the academic workplace thus influencing the roles and functions of the academics and administrative staff and their relationship (McInnis, 2001, p45). A collegial culture was not perceived to be able to live up to the new requirements and contributions expected out of HEIs. HEIs became bound to adopt a new set of values to be able to secure their academic and commercial sustainability.

Benner and Sanstrom (2000) believe that the new market influences provide a chance for HE growth and success. Commercialization forces influencing the higher education market are not necessarily a negative influence over the field, the way HEIs choose to respond and adapt dictates whether the new developments aid in the progress of the field and its functions or instigate the deterioration of the quality of higher education functions alongside with its overall purpose. This view is confirmed by Enders (2002), whereby he believes that the consideration of external factors does not necessarily post threats to the academic core functions of universities, Enders labeled such actions as “bridging strategies”. The challenge is for the HEIs to cater to the need for knowledge generation, however, not solely for academic purposes under the government financial sponsorship, but rather for the generation of social value under private financial “investments”. The set of values and consequently the culture that influence the HEIs’ operations need to be carefully examined in light of the changes to achieve a perfect balance between collegiality and commercialism. Functions such as market orientation and strategic outlook could serve as good enhancements over the collegial values, however while preserving the academic autonomy, flexibility and discretion. The real concern is not of HEIs retaining their collegial values, rather, it is of HEIs falling into the trap of becoming commercial businesses while attempting to adapt to the commercial forces. The new

values raise concerns about the notion of the university and the difference between the traditional business culture and the uprising academic one (Kirp, 2003, p56).

The quest for the values that best preserve collegial traits while introducing commercial ones stems out of the financial inelasticity of the collegial model in addition to the lack of innovation observed in such model (Clark, 2015, p2), the traditional university model is not able to respond to the rising challenges, thus there arises a need for a new model (Clark, 1998, p 31). The new model we seek aims at satisfying the market and social needs simultaneously while ensuring the academic prosperity and commercial sustainability of the institution (Clark, 2000, p10), the amalgamation of the business and academic values might as well generate a new culture in the higher education market (Johnson, 2002, p153). In what follows the researcher depicts the institutional values needed in light of the portrayed market changes and then portrays the prominent higher education institutional cultures in quest of the desired values.

## INSTITUTIONAL VALUES IN HIGHER EDUCATION

Higher education institutions are frequently founded on values that are common to the students, academics, and administrative staff (Matzler and Abfalter, 2013, p141). The common values influence the culture that enhances the sense of institutional belonging and facilitates the institutions' functions. The market changes depicted previously that have influenced the role of the university and placed it in the center of the economy has influenced its values (Rinne and Koivula, 2005, p111). Traditional academic values have included unbiased scientific exploration, intellectual autonomy and commitment to knowledge (Rinne and Koivula, 2005, p111). For a university to be successful in light of the new market dynamics, it is to be built upon values of innovation, competition, adaptation and good reputation (Shattock, 2003, p40). Innovation is at the top of the list of values required by HEIs, notions of innovations have been stressed in EU statements pertaining to higher education to what it holds of significance in influencing the internal operation and external orientation of the institutions (EC, 2002a, p141). Innovation is stressed in all HEIs' functions including teaching, research and service, while enhancing this value through rewarding innovative actions, by that influencing students, faculty and staff to become risk takers and initiative leaders (Matzler and Abfalter, 2013, p150). Innovation, thus, ensures that the market and social request for entrepreneurial outcome is catered to. Market orientation is of significant importance for the HEIs as it insures that the

institution is always up to date with regards to the arising needs of stakeholders, including society, through maintaining a continuous line of contact with these stakeholders and formulating its strategies in light of their needs and interests (Mars et al., 2012, p277). Market orientation dictates a new set of values that reflect the market culture, these are competition and efficiency, whereby the HEIs are forced to engage in the competitive market in order to sustain their operation as a result of scarce financial and human resources (Neave, 2000, p18). Efficiency is stressed by Clark(1998), Sporn (2001) and Lorange (2001) while discussing the new model of operation in higher education, and they mention central professional management that engages in strategic planning as key for achieving efficiency. Flexibility is at the heart of the values expected out of HEIs, not only academic flexibility and discretion but rather market flexibility and adaptability (Rinne and Koivula, 2005, p96). A market outlook might not serve its purpose in the absence of flexibility; rigidity hinders the development of the institution; therefore, the presence of innovation and flexibility generate a high adaptation ability in the aim of catering to the market and social needs. A market orientation coupled with flexibility renders an institution capable of reacting to external pressures while developing innovative mechanisms internally in line with the innovation encouragement system (Paasio, 1998, p96). As mentioned above, academic discretion is of great prominence, the traditional collegial model preserves the HEIs' academic stance and so should the new model. In light of commercialization forces, at the core of HEIs' services remains the academic drive, and preserving this yields to retaining the social value of these services provided by HEIs. HEIs would, in addition, utilize quality values to enhance their competitive position in the market rather than relying on commercial concepts such as efficiency for example (Rinne and Koivula, 2005, p100). Differentiation is a value that HEIs might also adopt as it is with differentiated service these institutions will be able to engage in nontraditional activities thus harnessing the drive of the new knowledge and directing it towards serving the societal needs and requirements that the traditional services are not able to cater to (Gibb, Haskins, Robertson, 2013, p27). Therefore, HEIs are to continuously develop innovative competencies to be utilized in enhancing the institutions' stance in nontraditional arenas through fueling these areas with the required resources including monetary and human capital.

The Magna Charta Universitatum (MCU) is as document celebrating the European university traditions while encouraging collaboration amongst them, it serves as an inspiration for the 388 signing universities to engage in academic development and collaboration (MCU website). The Magna Charta Observatory (MCO) has developed various projects and engaged



in numerous activities, most recently in 2018, MCO has worked on the “Living Values Project”. The aim of this project is to “enable universities across the world to define, achieve engagement with and live effectively in accordance with their values” (MCU Website). The project has utilized ten pilot sites, which are HEIs from all over the globe who have participated in the development and identification of their values according to a specific framework in the aim of insuring that their institutions are living up to their mission statements and are achieving their unique identity. The list of institutions includes Cardiff Metropolitan University (UK), The Arab Academy for Science, Technology and Maritime Transport (Egypt), The University of Mauritius, Stockholm University and more.

The common values observed amongst all of the institutions were prominently the ones described above and extend to cover the functions, practices and philosophy of the institutions. Values such as “academic freedom, institutional autonomy, and the concomitant responsibility to society” (MCU Website) were common to all the institutions in addition to values inspiring motivation, fairness and diversity. The values differ from institution to institution, however in general Magna Charta encourages institutions to promote integrity and fairness in all its operations, and to exercise equity amongst all the institutional actors such as students, faculty and staff. Further on the contributory level notions of creativity and innovation are highlighted in services provided by the institutions while maintaining the highest level of service excellence. The excellence extends to academic and non-academic functions of the institutions. Social responsibility and community service are attributed special attention as institutions endorsing the Magna Charta Living Values Project are encouraged to be socially aware with an active societal role and recognized contributions to society. In a world of segregation and discrimination, institutions are expected to be welcoming of diversity and pluralism while exercising inclusiveness and acceptance of all actors and stakeholders. On a more general level, institutions and as it is the case with any caring institutions, HEIs serving as communities for learners, educators and other stakeholders are to preserve the wellbeing of their communities and prioritizing its health and security above all other considerations.

It seems that the academic and professional values might be quite similar in the sense that both carry notions of creativity, autonomy and control (Rinne and Koivula, 2005, p106). The values discussed in this section function in tandem, an absence of one value renders a different institutional orientation, therefore there develops a need for a nurturing setting for these values to develop and advance to serve their functions. This setting is the institutional

culture which according to (Shattock, 2000) is the key to achieving a “self-directed autonomy” which is a prerequisite of success. Institutional culture is to be discussed in the higher education setting in the following section.

## INSTITUTIONAL CULTURES IN HIGHER EDUCATION

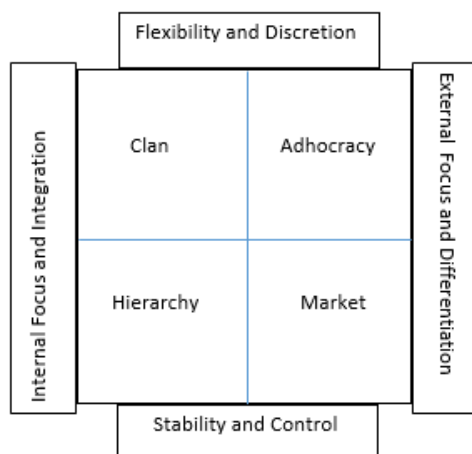
In light of the market changes and the continuously developing needs of the society, HEIs are becoming more and more required to consider their adaptation strategies taking into account that these stem out of the institution’s organizational culture and endorsed values. A culture of novelty is therefore essential for continuous adaptation in a dynamic market such as the higher education market (Gibb, Haskins, Robertson, 2013, p30). Institutional culture is an important topic to be considered when discussing institutional contributions of HEIs and its relationship to public good (Schendel, 2018, p144). Culture is the set of stakeholder actions that inspire and reflect the values of a certain organization (Leslie, 1996, p110), these actions would be the ones adopted by an organization in solving both internal and external problems and consequently are passed on to the new members of the organization (Schein, 1992). Following is the presentation of the prominent organizational cultures in the higher education sector, describing the traits of each culture in the aim of depicting a clear picture of the current cultural orientation of HEIs.

To be able to properly identify an organizational culture, a specific framework must be utilized measuring certain values and qualities of an institution. Therefore, needless to say there have been numerous frameworks developed by academics throughout the years to describe and identify organizational cultures both in academic and non-academic organizations. Vijay Sathe, Edgar Schein, Stuart Albert and David Whetten, John Kotter and James L. Heskett are examples of academics who have developed frameworks in the aim of analyzing and identifying organizational culture. Each and every framework has its own virtues in terms of studying organizational culture, therefore there is no ultimate framework but rather an individual one that fits a specific purpose (Cameron and Quinn, 2006, p32). This section aims at identifying the prominent organizational cultures in the aim of understanding how each culture interacts in light of the dynamic market and its changing needs and requirements. Various cultures do coexist in organizations, however the most prominent one is the one that determines the cultural orientation of the institution (McNay, 1996, p106). I have chosen to utilize two frameworks in identifying the organizational cultures, the first is the Competing

Values Framework (CVF) developed by Robert E. Quinn and John Rohrbaugh in 1981 and portrayed in their article “A Competing Values Approach to Organizational Effectiveness”, while the second is developed by Ian McNay in 1995 and portrayed in his article “From Collegial Academy to the Corporate Enterprise: The Changing Cultures of Universities”.

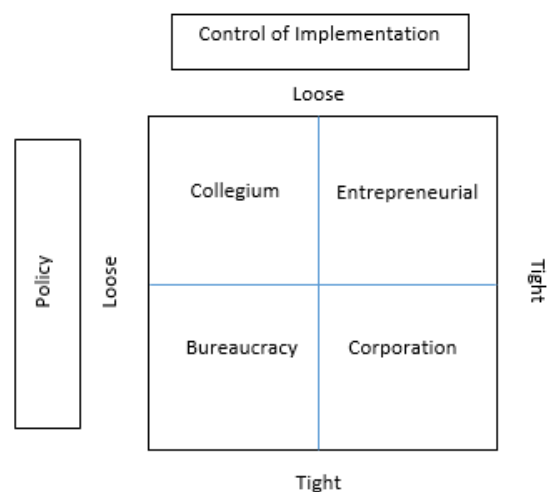
CVF is a framework that has aimed at identifying organizational culture in generic fields, it exploits a two-dimensional matrix measuring flexibility and individuality of an organization in addition to its market orientation and strategic positioning (Cameron and Quinn, 2006, p33). This framework, although not developed specifically for higher education, could be very well utilized in identifying the cultures of HEIs. Ian McNay’s framework similarly utilizes a two-dimensional matrix, however it uses notions of “control of implementation” and “policy” to identify the respective cultures (McNay, 1996, p106). This framework has been specifically devised for the identification of cultures in HEIs.

Figure 3-2 Cultural Values Framework



Source: Cameron and Quinn (2006)

Figure 3-3 McNay’s Framework



Source: McNay (1996)

The figures above show the classification of organizational cultures according to both frameworks, each framework depicts four quadrants describing cultures according to a specific set of trait combination. I have modified the matrices in such a way as for the quadrants to resemble equivalent cultures. Below is a description of each of the cultures and their respective traits.

The Clan/Collegial culture endorses the notions of freedom and autonomy (Davies, 2001, p26), thus stressing the importance of human competencies and accomplishments. This culture promotes flexibility while retaining an internal focus of operations. This is also reflected by a loose control of implementation and policy definition and enforcement. Therefore, keywords in this culture are “institutional freedom” and “academic autonomy” (McNay, 1995, p106). This culture introduces a pleasant work environment thus influencing “commitment through mentorship” (Omerzel, Biloslavo and Trnavcevic, 2011, p118). The overdependence on the academic ensemble for decision making might introduce inefficiency in the institutions’ processes (McNay, 1995, p106). This is a result of the focus on teaching and research functions with little regards to the external market needs. The overdependence on academic functions and personnel translates into inadequacy in decision making (Clark, 1998b, p7), leading to the formation of individual academic departments with their own structures rather than one solid institution, thus hindering any initiative for differentiation or modernization. The passive administration engagement reflects a slow adaptation to change with individual initiatives taking place on the department levels, this also is reflected in the absence of quick policy endorsement and implementation (Davies, 2001, p26). The Clan/Collegial culture therefore seems to lack a united positioning thus influencing its ability for adaptation and development.

The Hierarchy/Bureaucracy culture also promotes internal focus and orientation while retaining a loose policy definition and implementation, however this culture reflects a high level of control exercised in in favor of achieving stability. This culture denotes a well-structured institution with clear deliverables implying a controlled working environment (Omerzel, Biloslavo and Trnavcevic, 2011, p118). Efficiency and consistency are keywords in this culture and are achieved through standardization of services (McNay, 1995, p107). The success criteria as perceived in such culture are efficacy and reliability. It is clear that such a culture exercises a high focus on the administrative sector of the institution with an aim of advancing the administrative services, this is visible through the tight control exercised over the academic functions leaving little space for academic autonomy, flexibility and discretion thus contradicting the basic elements of collegiality (Cameron and Quinn, 2006, p38). The rigidity of such culture translates into a lack of market adaptability and institutional rejuvenation, this is also visible in the gap created by the inward focus of such culture which eliminates the market surroundings and leaves the institution in a susceptible state. This culture

is seen to be suitable for adoption in a stable market rather than a dynamic one such as the higher education market (McNay, 1995, p107).

The Market/Corporate culture similarly to the Hierarchy/Bureaucracy cultures emphasizes stability and control, however it promotes differentiation and a market focus rather than an internal one, while maintaining a high level of policy adoption and implementation. Having an external focus implies a market orientation with a competitive drive, thus requiring a high level of adaptability alongside with a clear strategic orientation. This culture renders the institution to be objective oriented with a high level of engagement in the market game, building on values such as “productivity and competitiveness” (Omerzel, Biloslavo and Trnavcevic, 2011, p118). This culture is believed to have disadvantages, these are summarized by the over focus on the managerial game to the extent of effecting the morals of the institution (Rinne and Koivula, 2005, p113). The tight exercise of control renders a weak academic stance, although an institution endorsing the market culture will have an outward orientation, the deep separation between the administrative and academic departments is viewed as a weak point (Amaral et al., 2002, p288). The academic functions are core to HEIs and a sort of discretion is attributed to the academic stakeholders, thus allowing for the realization of the full potential of the all-important market orientation. This culture lacks a unified institutional stance visible in the gap between the managerial and academic departments. Further, the financial risks resulting from this approach might further enhance the bureaucracy in the organization, a concept which contradicts the initial call for a market orientation (Rinne and Koivula, 2005, p109). Finally, the implementation of control with little academic discretion renders a low level of academic engagement thus hindering innovative activity and stance.

The Adhocracy/Entrepreneurial Culture seems to combine the merits of the Clan/Collegial and Market/Corporate cultures. Having an external market orientation with a solid strategic positioning while providing flexibility and discretion in its academic operation (Davies, 2001, p33). Institutions adopting this culture, formulate explicit policies but exert little control over implementation. Innovation is a keyword in this culture and coupled with a market orientation renders a need for constant entrepreneurial activity. The external focus requires a high level of planning thus strategic planning is key in such a culture (Davies, 2001, p28). The strategic planning in this culture considers the internal and external influences and accounts for individuality with emphasis on achieving efficiency through commitment to the policies and procedures of the institution. The high focus on policy stems out of the need for client

satisfaction and providing the best customer experience. A stress on innovation and ingenuity translates into success measures based on the generation of original ideas. This culture promotes financial awareness thus rendering a commercially oriented institution (Davies, 2001, p28), therefore such a culture is suitable in “a world of resource constraint and accountability” (McNay, 1995, p107). The openness promoted in this culture reflects a high level of peer accountability thus empowering the institution through evading trivial problems (Davies, 2001, p27). UK universities since the early 90s have been increasingly embracing the entrepreneurial culture, this has been visible through the increase of market consciousness amongst the UK universities, in addition to the incrementing level of income generated from activities other than the traditional ones (Shattock, 2009, p5). This culture has also been recently gaining popularity amongst European and North American institutions since the beginning of the 21<sup>st</sup> century (Kweik, 2015, p10). As with any client-oriented culture, this culture is accompanied with the concern of allocating attention to the client demands on the expense of the academic and research excellence standards. Another concern might be the annihilation of the academic values in light of the financial pressures prominent in the higher education market, especially with respect to a financially aware institution. Furthermore, there is concern that the student recruitment process might adopt a commercial strategy on the expense of the prestigious image of higher education. A final concern is that of the standardization of education in the aim of financial savings, which ought to negatively impact stakeholders such as the recruiters and the global students (Davies, 2001, p35).

## RELATIONSHIP BETWEEN INSTITUTIONAL VALUES AND CULTURE

Institutional values are a core part of institutional culture. Values of HEIs are cultural constituents and indicators. The four described cultures in HEIs enjoy a wide array of values that represent their respective characteristics, and condition how they behave. However, there are common institutional values that might be present in multiple or all cultures that supersede the culture specific traits. Collegial and Entrepreneurial cultures uphold academic autonomy values in addition to highly regarding the human capital and their contributions to institutional development. Market values such as competitiveness, productivity and strategic orientation are common between the entrepreneurial and corporation cultures. Further, these cultures highly regard the differentiation values which are reflected in their services. The bureaucracy

culture is one that demonstrates values of efficiency, reliability and control. While this culture has its own set of values that are related to administrative control and hierarchy, it does in fact share common values with the corporation culture and these are the administrative control and stability. The bureaucracy and collegial cultures share values of internal focus and integration as opposed to values of differentiation and external focus. The values discussed above are culture-specific ones that are visible on the cultural levels, however there are different sets of values that are not affiliated with certain institutional cultures, these values are equity, fairness, integrity, ethics, service excellence and good reputation. The relationship between values and cultures is not a mutually exclusive one and is directly related to the definition values however it is safe to say that whereas some values are culture-specific all values serve as core constituents of cultures.

## THE ENTREPRENEURIAL CULTURE

The values required for sustainability and adaptability much needed for serving the required societal contribution are prominently reflected in the entrepreneurial culture. John Davies (2001) has described the distinctive traits of the entrepreneurial culture that distinguish it as a prevailing culture amongst traditional ones, these are answerability, market focus and communication. The traits mentioned render an adaptable institution free of rigid corporate engagements, while influencing a proactive culture through uniting the values and efforts of departments. The required societal interaction described earlier in this chapter, as described by Davies (1987) can only be achieved through entrepreneurial initiative characterized by the following: an open culture and values, open communication with external stakeholders, internal organizational structures (to be elaborated later), facilitating factors in the financial and administrative functions and flexible and market driven operation. The entrepreneurial culture was the center of the French policy in higher education in 1999 after raising awareness for the importance of introduction of entrepreneurial activity to HEIs through introducing an incentive plan linked to entrepreneurial activity for the faculty and staff (Etzkowitz, 2016, p86). Further, Oxford University's Said Business School has also called for a support of entrepreneurial activity and received the full support of the Vice Chancellor. The entrepreneurial culture is one that promotes innovation thus calling for abandoning traditional modes of activity and moving towards the concept of the self-learning organization (Miller and Katz, 2004). The entrepreneurial culture, thus, is an important tool to be utilized in a dynamic market such as the higher education one, the adoption of such culture in higher education produces the entrepreneurial university described below.

# THE ENTREPRENEURIAL UNIVERSITY CONCEPT

HEIs aiming at adopting and promoting the entrepreneurial culture aim to enhance their existing competencies while developing new competencies in the aim of achieving sustainability. HEIs are the “generators of new and unique knowledge” (Carayannis and Formica, 2013, p49), therefore the developed competencies reflect notions of innovation and flexibility. This will enable the HEIs to have the desired market orientation rendering it an active market participant through the development of “dynamic and complex processes” (Carayannis and Kaloudis, 2009, p8). HEIs are to adopt the entrepreneurial culture while retaining the academic values as it is believed that having an academic orientation will lead to economic success and sustainability (Rinne and Koivula, 2005, p112).

Entrepreneurship is the production and employment of innovative concepts and ideas (Amabile, 1997, p20) in the aim of enhancing adaptability in a complex and dynamic environment (Casson, 1982). Innovation is utilized in producing new combinations of production factors and processes (Gibb, Haskins, Robertson, 2013, p12) to insure the profitability and sustainability of the institutions (Carayannis, 2009). The entrepreneurial university concept, thus, is the result of the application of the entrepreneurial culture in the higher education sector.

The entrepreneurial university engages all the stakeholders, from students to staff to faculty in the innovative activity (Secundo et al., 2019, p3), this is achieved through the promotion of a culture of shared values and autonomy rather than tight control (Gibb, Haskins, Robertson, 2013, p25). The term innovative activity is frequently mentioned in literature related to the entrepreneurial concept in higher education. It is important to identify the term and specify what is exactly meant by it. In general innovation is related to the development of pioneering services and methods of carrying out operations. Innovative activity in higher education takes place on various levels and affects various stakeholders. On the academic instructional level, innovation implies the development and utilization of new teaching methods and the continuous development of curricula, the aim behind instructional innovation is to serve the developing needs of the labor market. On the research level, innovation implies the exploration of novel concepts, especially through multi-disciplinary perspectives, and the translation of these concepts and findings into commercial and practical applications, while



utilizing continuously developing techniques. Innovation in research is not only limited to these concepts however. The purposes of the research, the affiliates as well as the methods of funding of the research observe innovative activity through the development of new purposes, partners and funding schemes. On the service level, innovative activity raises new notions for institutional social and market awareness thus allowing the development of unusual linkages to society. Administratively, the methods of conducting administrative functions such as human resources, accounting and finance function also exhibit innovation through the utilization of best practices concepts while deploying cutting edge methods of managing funds such as incentivizing inducing financially autonomous departments and new near market satellite units that conduct noncore and non -routine activity for example, which is more effectively carried out outside the faculty structure and norms. The students, staff and faculty relationship and characters are affected as a result of the entrepreneurial status of the HEI (Barnett, 2003, p65). Clark (1998a) provides the following definition on the entrepreneurial university “a university that actively seeks to innovate in how it goes about its business”, while Etzkowitz et al. (2006) define it as a university aiming at contributing to the local economy while enhancing its financial position. The call for autonomy in addition to stakeholder engagement is perceived as a paradoxical concept in the entrepreneurial university (Etzkowitz, 2016, p83). The role of academics, both instructors and researchers, is developed in the entrepreneurial university, leaving behind the Newmanian and Humboldtian notions (Etzkowitz, 2016, p84). The market orientation promoted by the entrepreneurial culture affects the curricula implemented in the university thus promoting entrepreneurial skills such as a high market focus, innovation, technology and strategic planning (Sam and van der Sijde, 2014, p897). It is essential that the academic staff be on board the concept of market orientation for them to be able to serve efficiently in the decision-making process and more importantly to reduce their resistance to the market concept (Johnson, 2002, p153). The entrepreneurial university, as stated above, retains its traditional merits and most significantly the upholding of academic drive (Secundo et al., 2019, p7), however this drive is merged with a practical one keeping in mind best financial and operational practices (Todorovic et al., 2005, p121), this is the function that Clark (1998b) aimed at elaborating when discussing the “academic heartland”. The financial practices insure that the dependence on a single source of financial income is eliminated and a “diversified funding base” (Clark, 1998b) is introduced to insure the independence and flexibility of the organization (Etzkowitz, 2001, p28). The flexibility, frequently mentioned throughout the text, is a prerequisite of the entrepreneurial university as it enables the institution to cater to the dynamically changing requirements of society and the

market (Gibb, Haskins, Robertson, 2013, p26); this however, impacts the internal functions of the institution in the sense that individual departments become required to perform new tasks in collaboration with other departments, an example might be the elimination of the discipline distinctiveness as a result of the introduction of transdisciplinary research (Marginson, 2000, p32). Thus, introducing notions of efficiency and the need to eliminate the less efficient departments (Secundo et al., 2019, p2). Davies (1987) has discussed approaches of implementing change towards an entrepreneurial university, these range from a generic revolutionary one that he called “Big Bang” to the subtler and more evolutionary incrementalist approach. The route to entrepreneurial university is not a challenge free one, below is a presentation of the prominent challenges.

### Tribulations of the Entrepreneurial University

The entrepreneurial university, although enjoying numerous merits, has certain concerns at academic and administrative levels that need to be raised and highlighted. The entrepreneurial university is a client-oriented institution, and whilst the entrepreneurial concept calls for upholding certain academic merit and a differentiated approach in servicing students, concerns are raised over the prioritizing of “client” demands over traditional academic and research functions. The commercial concept of the client as compared with the academic notion of the student are believed to be difficult to reconcile. This, according to Davies, (2001) serves as a problem in the entrepreneurial university as opposed to traditional academic concepts which uphold academic merit over everything else. Clark (1998a) has described notions of the entrepreneurial university and has highlighted its market orientation and drive. When describing notions of the entrepreneurial university financial awareness comes into picture as being a key link to the market and notions such as a diversified funding base and financially autonomous units are raised. Concerns revolving around the financial awareness of the institution are highlighted by scholars and the rising financial awareness of the institution is said to render higher sensitivity to financial pressures which are prominent in any market, including the education market, thus raising concerns for the upholding of academic values by entrepreneurial universities in the light of the mentioned financial pressures. The entrepreneurial university concept calls for academic innovation and continuous evolution, and this is said to be achieved in coordination with the private and public sector to cater to the needs of the labor and research market. However, as the entrepreneurial university adopts commercial notions of a certain level, concerns are raised regarding the conflict between the concept of

academic ingenuity concept and the commercial orientation. Thus, the entrepreneurial university might be oriented towards utilizing the standardization concept in academic matters to serve commercial and financial purposes. Competitiveness, which is a key term in the changing dynamics of the higher education market, has raised the need for active student recruitment. This concept, which is promoted at entrepreneurial universities, is believed to yield a disreputable outcome that disrupts the prestigious image of higher education. The entrepreneurial university as a general concept is believed by many to carry the solutions for many rising challenges developing in the higher education sector globally, however the introduction of commercial notions and enhanced administrative functions into HEIs is believed by some to be disruptive of the traditional academic image and functions of HEIs. However, Davies (1987) uses the term Entrepreneurial and Adaptive University. This implies, as he demonstrates, far more in terms of engaging users collaboratively rather than a simple profit motive. Such activities would be firmly based on principles of social responsibility and service to the community and region.

## CHALLENGES FOR HEIS IN MOVING TOWARDS AN ENTREPRENEURIAL MODE

For HEIs to be able to achieve the entrepreneurial status, they should augment notions of entrepreneurship in all their functions and on all the operation levels. These include the private sector, the public one and the higher education market. The dynamics between these levels is referred to as the Triple Helix Model (Etzkowitz, 2004, p69). The route to entrepreneurial higher education, thus, is a difficult one filled with barriers and obstacles (Tuunainen, 2005, p185). The current reality of HEIs renders the application and adoption of the entrepreneurial culture a challenging one. More precisely, the collegiate nature of the HEIs alongside with the bureaucratic mode of operation serve as barriers to the application of entrepreneurial concept (Hay et al., 2002, p140). Traditional universities that are discipline led ones prove to have inward orientation rather than a market one. The lack of market orientation renders a lack of strategic planning and inefficiency, whereby the call towards an introduction of a market perspective would be heavily criticized under the title of combating commercialization in the higher education field, this stems out of the continuous traditional calls for upholding the ivory tower values illustrated by the functions of research and teaching

(Etzkowitz, 2016, p87). Further hidden agendas might drive the resistance on the entrepreneurial concept, it is believed that commercial firms are instigating these calls to retain access to knowledge directly from the source rather than through technology transfer offices, a concept which is enhanced in the entrepreneurial culture. Internationalization, the most prominent response to globalization is an important concept that traditional universities prove not to be able to utilize as a strategy, as it requires the introduction of new innovative educational techniques and disciplines. The lack of an external orientation renders weak stakeholder connections, thus further hindering the process of developing an outward market orientation required for the continuous innovative processes. The challenges presented in this section are not ones to be overcome in a single step, the application of the entrepreneurial university concept is not a linear process (Linton and Klinton, 2019); but rather a continuous practice that utilizes and exponential learning curve (Clark, 2001, p17).

## PRIVATE SECTOR HIGHER EDUCATION AND THE ENTREPRENEURIAL CONCEPT

While elaborating the entrepreneurial university concept and describing the challenges of its application, institutional prerequisites come into the picture, elements pertaining to academic, financial, governance and organizational aspects are needed for a smooth application of the entrepreneurial concept. The fundamental difference between public and private universities in terms of the aspects above indicate a smoother application of the entrepreneurial university concept in the private higher education sector. Autonomy is a keyword while discussing entrepreneurial initiatives, private HEIs are designed to be autonomous and to function independently according to the well-being of their stakeholders. (Altbach, 1999a, p313). Private HEIs are naturally not dependent of public funds, rather they depend on student tuition fees and other revenue generating activities for funding, thus being closer to Clark's (1998b) diversified funding base than traditional public institutions. The financial and organizational structure of private institutions allows for a flow of funds across departments to cross subsidize underperforming departments and provide financing for the institutions "developmental periphery" (Clark, 2000, p14). Further, private HEIs also naturally enjoy the merits of a steering core, being the board entrusted over the functions of the institutions and the stakeholders' interests including students, staff, faculty and even investors. Thus, the steering core is responsible for the continuous development of the institution assuming the

leadership role for the stakeholders crossing traditional boundaries seeking new innovative methods of operation (Clark, 1998b, p 9). Private higher education enjoys an excellent relationship with the private sector of other fields due to common interests both financial and operational, thus facilitating notions of collaboration in terms of developing new ideas and functions such as technology transfer, continuing training services, consultancy or business research facilities (Clark, 2000, p15). This lives up to the concept raised by Clark (1998b) which is the developmental periphery. The structure of private universities, being significantly different than public universities, does facilitate the implementation of the entrepreneurial concept. The public sector, mostly, is constituted out of discipline led departments with varying visions and methods of operation; while private HEIs normally enjoy a homogenous set of values amongst all of the departments thus facilitating the flow and adoption of new initiatives. Academics, prominently faculty, are to be engaged in the process of the entrepreneurial concept adoption as they are the key to outspread of the new values throughout the institution, serving as the academic heartland that instigates or hinders change. Administratively, the functions present in private institutions in terms of finance and human resources enjoy the merits of the commercial functions to a further extent than those of the public HEIs. This is visible in terms of the presence on concepts of budget centers, flexible recruitment processes and human capability development in the private sector, notions which are present in the business world and are needed to insure the flexibility and continuous development of the institution. The elements described above insure the all-important flexibility needed in the application of the entrepreneurial concept which seem to be present naturally in private HEIs.

## RESEARCH QUESTIONS

The literature review presented above serves as the backbone of the theoretical framework to be used in this thesis. The thesis is concerned with studying the organizational culture in Lebanese HEIs and its impact on the drivers and contributions of these institutions. The research question has been identified to be “How does organizational culture shape the objectives and outcomes of private HEIs in Lebanon?” the sub questions are listed below:

1. What are the prominent organizational cultures in the Lebanese Private Higher Education sector?

2. What are the common institutional values visible in the Lebanese Private Higher Education market?
3. What motivates the Lebanese private HEIs?
4. What are the expected academic and societal contributions and to what extent are the Lebanese private HEIs' achieving them?
5. How does the culture impact the performance and output of Lebanese Private HEIs?
6. What are the means by which the private universities and the system level organs might move the universities to a mode of operation where they are more externally focused and societally engaged?

The thesis therefore mainly revolves about concepts of organizational culture in higher and contributions of private HEIs.

The literature review has presented various definitions for the above concepts, going forward the research will be built upon the following notions: The Competing Values Framework developed by Robert E. Quinn and John Rohrbaugh (1981) and Ian McNay's (1996) organizational culture framework, Burton Clark's (1998b) definition of the Entrepreneurial University and his five pathways for achieving it in, alongside with Davies' (1987) domains of cultural transformation and strategies of cultural change.

As demonstrated in the literature review, various frameworks have been developed to analyze organizational culture, this study utilizes the Competing Values Framework alongside McNay's framework to study organizational culture. The significance perceived in these frameworks is the identification of four distinctive cultures each with its own characteristics pertaining to leadership, bonding and strategy. The models depict on their axis notions of control and policy, evaluating flexibility versus stability, and internal vs external orientation. This is particularly beneficial to this thesis since these same notions are used to determine the prevalent cultures, also evaluate the contribution of the private HEIs as required by the changing nature of the higher education market. More precisely, utilizing these frameworks facilitates the flow of information throughout the thesis, with determining the prevalent cultures as the first step of research and consequently the identified culture, whether entrepreneurial or not, would indicate the role of the HEI as to be viewed from Brennan et al.'s (2018) perspective. Flexibility and innovation for example, which are prerequisites of adaptation, are measured in the frameworks utilized and directly indicate the level of

contribution that the HEI is providing as demanded by society as well as the engagement of the institution in its regional role.

As for the entrepreneurial university concept, this has been discussed extensively by a number of scholars, including Burton Clark, Henry Etzkowitz and John Davies. The literature review has presented definitions of the Entrepreneurial University and methods of viewing the concept. The research will build on the notions developed by Clark (1998b) and Davies (2001) whereby the notions and concepts presented by the models allow for the analysis of the merits of entrepreneurial universities in light of the cultural framework to be utilized. They provide a deeper insight of the cultures that to surface as a result of the research thus paving way to analyzing the contributions of the relative HEIs.

## CONCLUSION

The literature review chapter has shed light on private higher education in general, in addition to concerns associated with private higher education. Research has indicated a lack of alignment between the contributions of private HEIs and the public need (Lee, 2017, p199). Further, the presence different types of private HEIs has indicated varying drivers behind the development of such institutions other than the rising market forces depicted throughout the text. A gap in research is evident, and this thesis aims at addressing this gap in the Lebanese Higher Education market. From the knowledge currently at hand little is known about the real drivers of private HEIs and their relative contributions which are effectively driven by these drivers. Researchers allocate the micro level of operations to the private HEIs and the macro level to the public policy (Jamshidi et al, 2012, p799). The macro level could very well be a different concept than the public policy, it might as well be an endorsed culture. The research question of this thesis revolves around the organizational cultures of the Lebanese private HEIs and cultural influence on shaping their drivers and contributions. The gaps evident in the study are ones of literature pertaining to the drivers behind establishing private HEIs, in addition to a gap between societal expectation and institutional performance in higher education. The literature review has also shown that there is a market change in the higher education sector that needs adaptation on the behalf of HEIs. A new set of values is required for the adaptation leading to a specific culture that will be able to accommodate and implement change. The research addresses the cultural issue in the aim of understanding the prominent cultures and

common values in the Lebanese higher education setting, identifying the drivers of the private HEIs, pinpointing the contributions of these institutions and recognizing the link between all these elements. The literature review will aid later on in the discussion section serving as a guideline for formulating the recommendations in light of the research discoveries.



# Chapter 4

## Methods and Methodology

# CHAPTER 4: METHODS AND METHODOLOGY

## INTRODUCTION

This chapter aims at identifying and describing the research methods and methodology, topics such as the research philosophy, the research approach, data collection and analysis, ethical considerations and validity and reliability are addressed in this chapter. This chapter delves into the type of data to be collected and sources of data, determining the specific approaches of data collection and the justifications behind them. The chapter also provides a detailed description of the data analysis process leading to the complete depiction of the general picture and answering the research questions. The chapter further addresses ethical issues of the research and highlights the elements of validity and reliability existent in this research.

Considering the research topic of this thesis, both quantitative and qualitative approaches are feasible and applicable. However, the approach used in this thesis is a qualitative one, aiming at gathering and analyzing data in an iterative manner in order to arrive at a theory explaining the existence and the role of private higher education institutions in Lebanon in light of their respective cultures. The qualitative method was selected based on the research topic and objectives; this thesis aims at understanding the ways that organizational culture shapes the Lebanese private HEIs' drivers and contributions thus further sub-questions arise related to organizational culture and values in addition to Private HEI (PHEI) drivers and contributions in the Lebanese setting.

Research on culture often utilizes the qualitative method as the notions involved are of a theoretical and intangible nature that are believed to be best addressed in a qualitative rather than quantitative approach due to their nature especially in light of the involvement of secondary information that demonstrate these notions such as policy documents, missions and visions of HEIs and official public statements. The objective of this research is to capture the subjective side of the concepts mentioned above, the perceptions and realities of the participants are of major importance to this research as it is built upon the personal contributions of stakeholders and analysis of the researcher. The topic of this thesis has arisen as a result of the inquisitiveness of the researcher and the objective is to better understand this

Lebanese higher education setting from the stakeholder perspective, including, but not limited to students, staff, and decision makers. Utilizing qualitative research, the research approach is an inductive one, being utilized alongside related research philosophy and worldviews. Although to a limited extent, the research models after the Grounded Theory (GT) and utilizes some classic methods recommended by it. In what follows, the research components utilized are going to be explained, starting with the research philosophy and research approach up until reaching the data collection and analysis methods and ethical and limiting considerations of the research.

## RESEARCH PHILOSOPHY

The backbone of the research is the research philosophy, as it supports the research process with the necessary worldviews and provides a general orientation for the whole process through highlighting the epistemological and ontological concerns. The perception of the social units and their relation to the world is an important aspect to be determined to be able build the research on a solid theoretical foundation and direct the whole research process. Epistemological concerns guide the identification of the relevant knowledge employed in the research process (Bryman, 2012, p27), it also dictates the approach to knowledge management depending on its nature; more specifically if the social knowledge could be managed similarly to natural science knowledge (Creswell, 2013, p7). The two main epistemological approaches are positivism and interpretivism. Positivism acknowledges the utilization of the natural science approach to analyzing social data, while interpretivism states that social sciences are different than natural sciences by virtue thus each should be managed differently (Crotty, 1998, p18). Ontology, however, is concerned with the worldview of social entities relative to their surroundings, more specifically, objectivism calls for the objective examination of social entities with no regard to their surroundings while constructivism acknowledges the social complexities and the relation of social entities to their surroundings which have been developed as a result of social actions and forces (Bryman, 2012, p32).

The research subject of this thesis is a social one, that observes higher education institutions in a cultural setting and in relation to their social world, thus, epistemological and ontological considerations serve a major role at this stage to guide the whole research process. The research takes place in a social context and the knowledge generated is best analyzed by the guidelines of social sciences rather than natural science, further social entities are viewed

as social constructs which are subjectively and dynamically influenced by social factors (Creswell, 2013, p8). “Interpretivism” and “Constructivism” are thus the worldviews upheld in this thesis. Social actors are distinctive and are addressed in a subjective manner within their context, to be able to extract the knowledge and data needed for theory generation, this concept is adopted by the interpretivism convention (Creswell, 2013, p7). The subjectivity promoted by this orthodoxy promotes a high level of engagement of the research participants in the topic in addition to the researcher’s engagement. Human interaction drives social meanings, thus social entities cannot be perceived objectively (Crotty, 1998, p42), this influences the research methods of researchers adopting the constructivist view, through the use of flexible research approaches in the aim of obtaining the virgin opinions of the participants. The participant backgrounds are also considered throughout the data collection process as these greatly influence the data extracted. Qualitative research, being highly inductive, benefits from the utilization of the worldviews described above. This thesis utilizes an inductive approach, thus, working its way towards theory generation rather than testing. The relationship between the research and theory is then an inductive one whereby theory is generated as a result of extensive data collection and analysis (Myers, 2008, p21).

## RESEARCH APPROACH

The research approach utilized in this thesis is qualitative, alongside the qualitative data collection and analysis methods. Qualitative research is described as “the development of concepts which help us to understand social phenomena in natural settings, giving due emphasis to the meanings, experiences and views of the participants.” (Pope & Mays, 1995, p42). In order for theory to be generated from the data, the views of the participants are grounded in their relative observation of the social context. Glaser and Strauss (1967) contributed to the development of the grounded theory method in the aim of developing a technique that grounds the theory in the data rather than building on existent theories, thus generating new ones from the relative contexts (Willig, 2013, p70). Grounded Theory, thus, is used to generate theory and to examine and investigate puzzling processes, the thesis is examining the process of HEI establishment and societal contribution in light of the respective cultural orientation, thus the theory to emerge would be one related to the influence of the culture on the drivers and contributions of higher education, whereby the need has been

identified as a result of an increasing development of private HEIs and the need to assess the contributory roles of these institutions in light of their respective cultures and drivers. The utilization of the grounded theory concept is limited to certain tools that have directed the research approach, data collection and data analysis. This thesis does not deploy a fully-fledged grounded theory model. However, it utilizes certain characteristics and features of the concept to be able generate a theory that is linked to the Lebanese context, and is able to describe its characteristics throughout a semi-defined process guided by existent and emerging concepts.

## DATA COLLECTION

The topic of this thesis revolves around the higher education sector in the Lebanese setting, more specifically the cultures, drivers and contributions of private Lebanese HEIs, the qualitative data extracted are from the mentioned setting. Raw data is extracted through various research methods, followed by coding and categorizing to be able to infer emerging trends up until arriving at the final theory. Research participants are stakeholders involved in higher education from various point of views, the research aims at engaging such stakeholders as the topics dictate a universal view to be able to depict the state of affairs in the Lebanese setting. Culture engages all the constituents of the organization, every single stakeholder has their own personal view of the relative culture and is subjectively engaged in it, the challenge is to extract the qualitative data from participants and analyze it in such a way as to determine the prevalent cultures. The values observed in the culture dictate the same level of engagement from a wide array of participants. Drivers and contributions of private HEIs are not easy to determine as these range from direct impacts on students and stakeholders to large social implications as a result of the institutions' operations, consequently the data collection process acknowledges the situation and incorporates a wide array of participants with different views over the topic to accommodate the whole theme. Research participants are higher education students, higher education staff and faculty, senior higher education officials, and government officials. The data extracted from participants answers the questions about the nature of the institutional cultures, the HEI drivers and contributions and the relationship between these concepts. Participants provide insight about their relative institutional cultures, students provide insight from their point of view as education receivers and participants in the daily campus life. Staff and faculty also provide valuable insight in terms of the “unspoken” values visible in their

everyday lives. Students, staff and faculty contribute to providing a holistic view over the perception of institutions also contributing to the driver and contribution themes of the research. The “official” strategic orientation and direction of private HEIs is determined through the data obtained from the high-level officials, who contribute to the process through providing insight about the strategic positioning of their institutions and the stated missions and visions alongside with the relative approach of living up to these. Government officials are also major stakeholders in the Lebanese higher education setting, they provide valuable input concerning the governmental perception of private HEIs alongside with their drivers and contributions in addition to future plans for higher education.

The qualitative data, as mentioned previously, is collected through various methods. The research process utilizes the merits of interviews and focus groups, the language of the interviews and focus groups was mainly English; however, some participants preferred the native Arabic language while switching between languages. The data collected in Arabic was translated with special care attributed for any misinterpretations that might occur as a result of translation. Adequate qualitative sampling ensures the gathering of as much insight as possible while applying the above methods. The sampling process aims at identifying the most prominent and engaged voices in the topic while adding the missing voices along the way thus contributing to a larger pool of participants while making sure that the sample retains its qualitative merits. The personal experiences of participants are conveyed through semi-structured interviews, the nature of such interviews allows for the discovery of new emerging topics that might not have been within the immediate scope of the research, this is particularly beneficial in the inductive process of theory generation through the identification of emergent categories. Various types of questions are positioned in the semi-structured interviews, of these are provocative, hypothetical, and interpretive.

Focus group is defined as “group discussion whereby the researcher is actively encouraging of, and attentive to, the group interaction.” (Kitzinger and Barbour, 1999, p5), this method is frequently used in studies with a social orientation and are able to provide insight about the general perception of a sample with regards to a certain topic in addition to providing insight about the common practices in a specific setting (Morgan and Krueger, 1993, p15). Power dynamics might influence the course of the focus group discussion possibly diverting from the topic of discussion thus limiting the benefit of this method, in addition such influences might alter participants’ opinions and influence their responses. The data collection methods

would efficiently produce the required data if properly deployed, better insights are extracted when combining the raw data generated from interviews and focus groups alongside with analyzing policy documents from both official and HEI origins. Lingard and Kennedy, (2007) described the merits of the qualitative approach as “authentic” as it takes place in a natural social setting aiming at examining the actions of humans alongside with the prevalent practices and dialogues while also examining the available manuscripts. They also highlighted the complexity of the qualitative approach as it generates different patterns, categories and discrepancies amongst the gathered raw data. Another feature highlighted is the situatedness of the approach prevalent in the subjectivity of the collection method with respect to the relative culture and context, thus implying that the data generated is grounded within the respective context. The traits described mandate that special care must be attributed to the data collection process to prevent the extraction of false or altered information and consequently further care must be attributed to the process of data analysis. The data complexity introduces a challenge in the data analysis process, a process which transforms the raw data into subsequent categories and then an emerging theory.

### Data Collection and the Research Questions

The research design is specifically crafted to answer the research questions, more specifically each type of participant is able to provide insight for a set of questions and therefore was carefully selected to provide the most accurate and valuable data for the research. Table 4 below specifies the research questions that each set of participants ought to answer in addition to the selection methods of these participants, their profiles and the content of discussion.

As mentioned in the context chapter, the Lebanese HE market is made up of 48 institutions differentiated by their relative status. Elite and semi-elite institutions constitute 11 and claim the majority of students while the rest are of medium to small size institutions with a few hundred students each. Therefore, the research aims at representing all the types of institutions present in the Lebanese private higher education system. The pool of HEIs selected is constituted of one elite university, two small sized institutions, and an institution that has a unique status claiming a large number of students while being established less than 20 years ago.

The number of elite institutions in Lebanon is defined and the elite HEIs are well known for their historic presence in the market, the strive for academic excellence and their relatively large number of students. The selected elite HEI is a typical one that has been established in the 19th century and enjoys the elite academic status with a high level of research outcome and a focus on academic excellence depicted by the high number of international accreditations enjoyed by the programs of this institution by accrediting bodies such as Association to Advance Collegiate Schools of Business (AACSB), Commission on Collegiate Nursing Education (CCNE) and Accreditation Board for Engineering and Technology (ABET). This elite institution educates around 10,000 students every year in its only campus. As for the tuition fees, this elite institution ranks as one of the most expensive HEIs in terms of credit prices. Another type of HEIs, and the most prominent one, is the “small and common” type of HEIs with most of the institutions falling under this category being established post the Lebanese war and while not enjoying a high-level academic status nor do these educate a large number of students per institution. This research includes two institutions that fall under this category. The first selected “common” HEI is a one of the institutions that have been established post the end of the Lebanese civil war, this specific institution has been established in the late 90s of the 20<sup>th</sup> century, as the case of other newer institutions this HEI has a limited number of programs with little reputation for academic excellence, its reputation is rather in the provision of affordable higher education, a concept very popular amongst the category which this institution belongs to. This “common” institution educates around 5000 students per year distributed over 7 campuses. The second “common” institution has been established in the early 90s on the 20th century, directly after the end of the Lebanese civil war, this HEI has a significant number of programs, it has not yet achieved the academic excellence status, however it provides the perception of a better academic status than other common institutions, though, not to the extent of achieving the elite level. The tuition fees of this institutions are on average higher than the other institutions that fall under this category. This HEI educates around 5000 students in 3 campuses. The final selected HIE, is a unique case amongst all the Lebanese HEIs, it has been established in the early 2000s however it has managed to become the largest HEI in terms of student numbers and number of campuses, with around 30,000 students receiving their education in 9 campuses throughout Lebanon. This institution is known for providing highly affordable higher education by providing financial aid and scholarships to a majority of its student body. This HEI does not enjoy a high level of academic status, however it continuously strives to achieving a better status, an issue which has been achieved in various levels across the different programs. The pool of institutions aims at representing the Lebanese



higher education market adequately with all its constituents, the selected institutions are fairly representative of the whole market as a sample and of the relative higher education group they belong to on the other hand.

As mentioned earlier in this paper, the research question identified is “How does organizational culture shape the objectives and outcomes of private HEIs in Lebanon?” the sub questions are listed below:

1. What are the prominent organizational cultures in the Lebanese Private Higher Education sector?
2. What are the common institutional values visible in the Lebanese Private Higher Education market?
3. What motivates the Lebanese private HEIs?
4. What are the expected academic and societal contributions and to what extent are the Lebanese private HEIs’ achieving them?
5. How does the culture impact the performance and output of Lebanese Private HEIs?
6. What are the means by which the private universities and the system level organs might move the universities to a mode of operation where they are more externally focused and societally engaged?

Table 4-1 Participants and Interview/Focus Group Content

<b>Participants</b>	<b>Research Question</b>	<b>Selection Method</b>	<b>Profile of Participants</b>	<b>Interview/Focus Group Content</b>
<b>Students</b>	<ul style="list-style-type: none"> <li>• RQs 1, 2 and 4</li> </ul>	Typical Sampling	<p><u>Two focus groups, 4 students in each group</u></p> <p>Students selected as participants are standard students of various levels including both undergraduate and post graduate students (where available)</p> <p>Students are be selected from the four</p>	<p><b>Focus Group</b></p> <p>Cultural constituents of the institutions (characteristics, leadership, management, strategy and success)</p> <p>Prominent values observed and the participants’ impression of these</p>

			PHEIs and randomly placed in groups.	Observed institutional contributions both direct and indirect. Does the participant believe that the institution is living up to the contributory role? Answer to be justified in both cases.
<b>Staff and Faculty</b>	<ul style="list-style-type: none"> <li>RQs 1 ,2 and 3</li> </ul>	Maximum Variation Sampling	<p><u>4 per institution, total 16</u></p> <p>Staff and faculty selected as participants are also be affiliates of the institutions with varied traits. It is important for the participants to have visible differences in status, years of experience, domain and functions to be able portray their authentic view of the prevalent values and cultural characteristics from various sides of the institution</p>	<p>Cultural constituents of the institutions (characteristics, leadership, management, strategy and success)</p> <p>Prominent values observed and the participants impression of these</p> <p>Unspoken drivers of institutions and main influencers of operations</p>
<b>HEI President/Owner Level</b>	<ul style="list-style-type: none"> <li>RQs 3, 4, 5 and 6</li> </ul>	Criteria Sampling	<p><u>One per institution, total 4</u></p> <p>Participants are at the Owner or President Level depending on the structure of the institution. Total number of participants is three.</p>	<p>The drivers of institutions</p> <p>Institutional strategic orientation and drive</p> <p>The contributory role of the HEIs and its current status in these terms</p> <p>The influence of the drivers over</p>

				<p>the contributions of the institution, is it positively influencing contributions or not?</p> <p>Prevalent culture and influence over the contributions both direct and indirect. How does the culture steer the contributory role of institutions?</p> <p>Means of enhancing institutional external focus and societal engagement</p>
<b>Government Officials and Stakeholders</b>	RQs 4, 5 and 6	Convenience and Criteria Sampling	<p>Former Lebanese Minister of Education and Higher Education</p> <p>Former Advisor to the Lebanese Minister of Education and Higher Education</p> <p>Former General Director of Higher Education</p>	<p>Views of the relative cultures</p> <p>Obstructions blocking institutional contributions</p> <p>Missing factors and values: attitude, conflicts, flexibility, quality etc...</p> <p>Means of enhancing institutional external focus and societal engagement</p>
<b>External Stakeholders (private sector)</b>	RQs 1, 4, 5 and 6	Maximum Variation	Three executives in the Lebanese private sector that deal with human resources or utilize academic research	<p>The participants perception of the general traits of HEI graduates</p> <p>The culture that is portrayed by the</p>

				<p>HE graduates through the employment process.</p> <p>The skills and competencies of the employees depending on their institutional background</p> <p>The perception of any relationship between the institutional culture and the contributions of the different HEIs</p> <p>Means of enhancing institutional external focus and societal engagement</p>
--	--	--	--	--

Students are a major constituent of the participants involved in this research. The information extracted from these participants is utilized in the determination of the relative cultures and values present in the three private HEIs, in addition to the view of the students regarding their institutions' contributory role. The sampling method utilized in selecting the students is a typical one with no predetermined traits of the participants. The contribution needed out of the stated participants only requires the personal input to get the general feel of the institutions' cultural orientation, as this is not a case study, the purpose is to determine the dominant cultural positioning of the private institutions in preparation to link this with the drivers and contributions of the relative institutions to form an idea over the whole market and not just one institution.

As for the faculty and staff, the aim behind including this type of participants is to understand the perception of the people involved in the daily operations of the HEI culture, values, and drivers. Answering culture and value related questions during the semi-structured

interviews provides the needed insight to be able to determine the prominent cultures, an issue which cannot be found in the policy documents of the institutions. In addition, participants provide a sense of the driving agent of the institution, regardless of the ones stated in the mission and vision statements. The sampling method utilized with this type is the maximum variation method, as the researcher aims at attaining the input from participants representing the various levels and disciplines at the institution, taking into consideration the various academic and career backgrounds, academic qualifications and area of expertise.

The HEIs owners/presidents' level is perceived to be very critical to this thesis, as it provides input for strategic terms such as the drivers of institutions, institutional contributions and cultural impacts over the contributions of the institutions. Selected participants under this category are selected utilizing the criteria sampling technique, whereby one interviewee is selected per institution.

Government officials have been also allocated a spot as participants in the research, the pool is formed of 3 participants, these are the former Minister of Education and Higher Education, the Former General Director of Higher Education and the Former Advisor for the Minister of Education and Higher Education. Officials provide insight on their views of the prevalent cultures and institutional drivers and their impacts over the contributory roles of the institutions, in addition they provide official views pertaining to the levels of societal and academic contributions on behalf of the private Lebanese HEIs. Participants also provide input in terms of obstructions and missing factors that hinder institutional contribution. The highest governmental position directly related to the higher education in Lebanon would be the Minister of Education and Higher Education, the aim behind including the minister in the pool of participants as he sets the policy pertaining to higher education and his input would be very valuable especially in terms of the contributory roles of institutions and the government position with respect to it. Other participants under this category also serve the same purpose and would definitely provide valuable input pertaining to the obstructions and facilitators of HEI contribution, the relative dominant cultures and any missing factors in the Lebanese higher education domain. The selection of the participants under this category utilizes the criteria sampling technique whereby the most prominent criteria is the involvement of the participants with private HEIs as part of their official tasks and duties, in addition to another criterion, expertise in the field of higher education as a contribution in the Lebanese setting. An additional sampling technique is convenience sampling, which is utilized specifically with the

Minister of Education and Higher Education, as although this position fits the criteria specified above, such a position is not a typical one to interview and requires a direct connection with the interviewee which renders it a “convenient” participant

Employers are able to provide an external perception over the whole cultural and contribution discussion. Two executives from different private sector institutions provide input pertaining to the perceived cultures of private HEIs as demonstrated by their graduates, in addition to the perceived level of contribution as compared to the expected one and the relationship between both concepts, it was not very feasible to include private sector institutions that collaborate with HEIs in the research level due to the lack of availability of such collaborations due to a very low research output produced by the Lebanese private HEIs. The sampling method is maximum variation sampling, this method has been chosen in order to include input from private sector institutions that deal with HEIs on various levels starting with recruiting graduates from different backgrounds up until utilizing academic research and consultancy services from private HEIs.

## DATA ANALYSIS

The orientation of this thesis has been identified as a qualitative one, data analysis is based on qualitative notions in extracting and identifying themes from the qualitative data. “Qualitative Data Analysis (QDA) is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating” (Taylor and Gibbs, 2010, p1). Data analysis occurs naturally during the process of data collection, the process of categorizing and identifying emerging themes is the first step of data analysis, the data extracted guides the process to more precise conclusions through the iterative movement between the data and categories. Qualitative analysis then enjoys the merits of a cyclical process while remaining progressive at the same time (Strauss and Corbin, 1990, p121).

The basic process of QDA is utilized, beginning with arranging the data in preparation for the deployment of the framework selected in data analysis, then moving on to the descriptive analysis building up to the second order analysis. Quality concerns are important in this process and serve as a major determinant of the attributes of the research conducted,

issues such as credibility, conformability, dependability and transferability are amongst the virtue upheld (Taylor and Gibbs, 2010, p1). A continuous detailed surveillance of the process alongside with permanent audits and the use of a reflexive journal ensures the maintenance of the data quality.

Thematic analysis is applied in this thesis as the method of data analysis, it is defined as “a type of qualitative analysis used to analyze classifications and present themes that relate to the data. It illustrates the data in great detail and deals with diverse subjects via interpretations” (Boyatzis, 1998, p21). Thematic analysis identifies the implicit and explicit concepts in the process of coding while building up the categories in order to facilitate the further analysis process (Namey et al., 2008, p138). Thematic analysis naturally enjoys the merits of data interpretation and enables the researcher to accommodate the participants’ understandings and the relative influences. This type of analysis provides a smooth application for the inductive approach adopted in this research, this is enhanced by the flexibility of this type of analysis. Most importantly, thematic analysis allows for the utilization of flexible coding and categorizing methods (Miles and Huberman, 1994, p41), thus allowing for the smooth identification of the notions in questions such as the cultures, drivers and contributions of the private HEIs.

As this thesis utilizes limited classic methods recommended by grounded theory, a description of the methods is presented. Tools such as different levels of coding, comparative analysis and iterative movement between data and analysis for example have been deployed in the data analysis process. However, as the tools are affiliated with grounded theory, it is worth noting the theory generated is not in its entirety constructed from the data, but rather is arrived at as a result of a combination of research concepts and a semi-defined research trajectory. The process begins with the identification of categories after the coding process which aids in the identification of descriptive traits at the beginning up until arriving at analytical ones, the descriptive traits are identified through low-level categories progressively building up to high-level ones which elaborate the analytical implication. Comparative analysis is key to the identification of categories as new categories emerge as a result of the iterative movement between the data and the categories, thus identifying new subcategories as a result of recognizing discrepancies and connections amongst the data. This process aids in the identification of the emergent trends thus finally arriving at the final theory. Throughout the iterative process, it is natural that some information inferred would not agree with the general

orientation of the data, the analysis of such cases is called “negative case analysis” and is quite important for the addition of depth to the argument and providing a basis for challenging the emergent theory. The process above takes place in a continuous manner up until reaching theoretical saturation whereby the process is no longer generating new categories and sub categories and thus a theory would then be generated.

The coding strategy utilized considers the subjects under consideration and aims at the identification of the current situation in light of the extracted themes. Grounded theory dictates the use of an open coding strategy; however, the research topic and trajectory imply the emergence of codes such as: academic culture, entrepreneurial culture, social expectations, drivers of higher education, contributions of private HEIs and more. Further codes are developed throughout the process of data collection and analysis. The process of code generation is also a cyclical one, this is achieved through the revision of generated codes while inferring new subcategories and the determination of links between existent ones. The research utilizes a coding software for the aid of coding, categorizing and theme identification. Upon the completion of the data analysis process emergent themes are identified such as the prevalent cultures in the Lebanese private higher education setting in addition to the state of affairs of these institutions in terms of societal contributions and the relationship of these with to the drivers of establishing private higher education institutions.

The open coding strategy is influenced by the grounded theory approach and has generated a set of categories which mainly described the culture, values, contributions and objectives of HEIs, these have been generated after analyzing the contributions of the HEI stakeholders directly involved in the activities of the institutions such as the leaders, faculty, staff and students of the institutions. Upon further analysis and as a result of an iterative movement between the generated categories and the data at hand further categories were generated such as policy and control under culture, financial and academic objectives under objectives and various types of values under the general category of values. Further the contribution of External and Government Stakeholders have further generated categories and subcategories such as the official view of HE in Lebanon and the expected contributions from HEIs from both types of stakeholders for example. The exact categories and sub-categories are described throughout the section below. The generation of new categories and subcategories was the result of the comparative analysis that has been utilized after identifying the primary categories from all types of participants, further analysis has been conducted based on the



generated categories and this has resulted in the generation of all the categories and subcategories amounting to 40 after having started with around 10 categories. Negative case analysis has also been utilized throughout the analysis of the data as it is presented further in this section, the cases that do not agree with the general orientation of the research are highlighted in each institution and are used to add detail and depth to the cases analyzed. The below analysis and findings have been reached after completing the research process and analysis iteratively and simultaneously up until reaching a point where no new categories and subcategories have emerged while the data at hand explained the depicted generated theory.

The analysis and presentation of the data is presented on an institutional basis. Each institution is attributed an alias such as Institution A, B, C or D. Specific details about each institution are provided in the following chapter alongside with a detailed description of affiliated participants and their contributions. Thus, building up information to form an overview of the institution and its institutional culture, values, drivers and contributions. Government and labor market participant information and contributions are presented separately. Student focus group information is also presented independently. The whole of the analyzed data is utilized in forming a general description for each of the individual institutions thus yielding to the generation of a complete perception of the Lebanese private higher education setting.

## ETHICS

The commitment to the highest ethical standards is amongst the highest priority of issues considered while conducting the research, this is achieved through pinpointing ethically challenging issues and addressing them beforehand. A general set of standards are upheld during the process of research, this set includes the general welfare of participants, commitment to privacy and confidentiality of information, engaging only with participants with confirmed consent, classifying the affiliation with participants, avoiding coercive methods and intrusion, upholding knowledge ownership considerations and circumventing fraudulent information. Adhering to the mentioned set of standards aids in the process of maintaining a high level of ethical commitment. The topic of this thesis is a sensitive one that naturally influences presumptions over cultures and contributions of private HEIs due to the contextual context and with no solid data or research background, this is evaded through the continuous assurance of objectivity of the researcher, an issue that might be difficult to accomplish yet is a necessity.

Interviews, for example, with stakeholders in the higher education field are managed objectively and transparently without imposing or reflecting the author's personal background and experience during the process of data collection and analysis. Another issue is the data collection from students which is managed with care as students might find themselves obliged to provide contributions that live up to the expectations of the researcher, an issue which would negatively influence the data quality. Many more examples of ethical issues during data collection come to mind that would influence the quality of the data such as perfectionist replies from higher education staff and higher management that would be persuaded by the fact that a colleague in higher education is the one conducting the research. All of the above concerns were addressed before the beginning of the data collection process as well as during the process, this was achieved through constant assurance of objectivity, anonymity and professionalism. The data collected from participants, in recording and transcribed format, was securely preserved in the researcher's personal computer.

## VALIDITY AND RELIABILITY

This research is concerned with studying the organizational cultures and values of private higher education institutions in the aim of understanding the role of the relative cultures in shaping the drivers and contributions of the institutions. This stemmed from a gap observed both in the literature and the field, meaning that literature relating to private higher education in general is available in addition to literature about organizational cultures and the institutions' contributions; however, there is absence of literature pertaining to the drivers of establishing of private HEIs and the relationship of that to the cultures and contributions of the institutions both in general and in the Lebanese setting. Further, the gap in field is one between the expectations of societies and contributions of HEIs the issue which has required further research for providing a contribution to both research and the solution of the issue at hand. The selection of the qualitative approach in general alongside with the inductive method and notions from the grounded theory concept, was based on solid conviction that these methods would be able to best direct the research at hand. Studies concerned with organizational culture are frequently conducted utilizing the qualitative method, this specific research aims to generate a theory initiated from the data in the Lebanese context relating to the cultures, drivers and contributions of private HEIs.

The approach utilized in this research depends on the inclusion of various HEIs in addition to governmental and private sector stakeholders. As this is not a case study this research has opted to include four HEIs, the selected institutions are representative of the Lebanese private higher education market and have been selected based on academic reputation, period of establishment, number of students and number of campuses. The aim was to include institutions that would fairly represent their respective categories, in addition for the pool of HEIs to represent the Lebanese private higher education market. This has been achieved through the selection of one elite institution, two common institutions and a unique case amongst the Lebanese private HEIs. The selected institutions meet the criteria of their relative groups, the criteria have been portrayed in the context section and revisited in the Methods and Methodology chapter.

The participants in this research have been selected as to provide valuable input to be utilized in the analysis, five types of participants are included in the research for mainly two purposes, the first would be the inclusion of as much point of views as possible, in order to provide objective perceptions and commentaries, the other reason would be the triangulation of data sources and using the multiple sources as a means of assuring reliability of the data extracted. The types of participants are students, staff/faculty, presidents/owners, governmental stakeholders and employers; as the research topics is related to organizational culture and institutional contribution, the researcher has emphasized the need to include as much valuable input as possible. Each and every type of participant has a special relationship with the HEI, students serve the “clients” with their own experience pertaining to the available cultures, values and contributions of institutions. Staff and faculty provide input on similar topics to those of the students however from a different point of view, in addition to providing information pertaining to the drivers of their institutions. The president/owner level is essential for this research as it is the single official voice of the institution that provides input on various topics from the point of view of the HEIs. Topics that are addressed are the motivations and contributions of the relative institutions in addition to the relationship between culture and contributions as observed in the participants’ HEIs. Government perception had to be included in data collection, it is essential that the government position with regards to the cultures and contributions of private HEIs be elaborated as it is the regulatory body that regulates the operation of the sector with very valuable input pertaining to missing values, links and factors that hinder the contributory role of HEIs. Finally, the private sector has been included as an external stakeholder with perceptions over the cultures of HEIs and their contributory role as

perceived externally through the experiences on the employment level in addition to the services and research utilization level.

The sampling techniques for each and every participant have been elaborated throughout the chapter, each type of participant has a specific sampling method depending on the desired role of the participant, utilized techniques are typical sampling, maximum variation, criteria sampling and convenience sampling. As for the data collection methods, three methods are used thus emphasizing the concept of triangulation of data collection methods, the methods are document analysis, focus groups and semi-structured interviews. As research aims at addressing the topic from various angles, it was essential to utilize various data collection methods depending on the type of data source, students for example have been placed in focus groups rather than interviewed individually, the aim behind this step is to include various opinions from students with various backgrounds to spark a discussion over the cultures and values of the different HEIs in addition to the contributory role of HEIs, while semi structured interviews seemed more suitable for the other types of participants due to the importance of the personal interaction with the interviewer, in addition to the logistical difficulty with cases such as the Owners of HEIs or the government stakeholders.

Throughout the process described above the researcher understands the need to maintain rigor throughout the whole activity rather than just adhere to a set of standards post the completion of the research process. This research being a qualitative one requires special attention to the validity and reliability of the research and analysis processes especially in light of the high possibility of researcher subjectivity with respect to the research, analysis and findings. The researcher has aimed to exercise rigor in aim to be as precise and accurate as possible in order to produce a high-quality research material that's is accurate and thorough. Trustworthiness being key in ensuring the high quality of qualitative research in addition to ensuring authenticity and honesty of the research findings is attributed special attention. Concepts that have been upheld throughout the whole process to ensure trustworthiness are credibility, transferability, dependability and conformability (Lincoln and Guba, 1985) which are the rationalistic terms to preserve the quality of qualitative research. In the aim of demonstrating the high quality of this qualitative research a thorough depiction of the research process is portrayed.

The first concept that was adhered to, credibility, is defined as providing research findings which are credible and believable. The accurate depiction of the participant's experiences leading to the determination of the HEI's culture, drivers and outcomes has been achieved through the truthful presentation of the participant feedback resulting from in-depth interviews that were structured in a way as to extract truthful experiences through addressing the subjects iteratively from various sides. For example, in depicting the HEIs' cultures students, faculty and staff were asked to describe their daily observations of the culture of their relative institution, then later on in the interview they were asked to portray the perceived values of the institutions in an aim to confirm the previous answer pertaining to culture. Transferability, the second concept refers to the extent that the research findings can be generalized and applied in different settings. Transferability was achieved in this research through the use of the triangulation method for both data collection methods and data sources while ensuring that the proper sampling methods are utilized to extract the desired data in an objective manner. Maximum variation sampling, for example, has been utilized as a sampling technique for the faculty and staff to ensure that a broad spectrum of HEI stakeholders are taken into consideration with varying traits in an aim to produce data that is as generalizable as possible both within the institution and amongst other institutions. In this study, and as described previously, data saturation was a key concept throughout the process and as a result the research continued up until a point whereby no new concepts or trends kept emerging. Special care was adhered to collection and analysis of the data collected for this study, the researcher has dedicated all his resources to thoroughly understand and absorb the concept under research, from utilizing a semi-structured interview technique down to the transcription of the interviews whereby special care was taken during and post the interview process to extract the truthful data out of the interview. During the analysis phase special care was attributed to documenting the whole process, from categorizing data to extracting themes meticulous effort was made to manage methodological and analytical resources. Dependability, the third concept, establishes the consistency and repeatability of the research findings. The researcher has been able to utilize his expertise in the field of higher education in addition to that of his supervisors to crosscheck for abnormal or unidentified themes, the topic of this research being a higher education concept facilitated the process of insuring dependability as it is the field of expertise of both the researcher and the supervisors who have worked closely to manage the research from all sides as not to leave out any unexplained or identified concepts. Confirmability, the last concept adhered to in this research ensures that the study findings are free of any researcher subjectivity but rather based purely on the participants'

narratives. As the researcher has an active administrative role in a Lebanese private HEIs, it was vital to ensure confirmability to maintain objectivity and soundness. The utilization of a reflexive journal was seen as a key to achieving confirmability, again as this topic is the daily lived experience of the researcher special care had to be taken when gathering and analyzing the data. The journal includes the relevant observations on behalf of the researcher that have been recorded throughout the whole process. Reflexivity insured the researcher stayed aware of any biases and presuppositions in order to eliminate as much as possible of these during the whole process. As the researcher understands that presuppositions would most definitely exist with respect to the topic of this researcher, bracketing was additionally utilized as a further control of objectivity of the whole process and findings. Bracketing was therefore conducted through separating presumptions from actual data and to further ensure the objectivity of the process, the finding were presented to the participants in the aim to attain their “consent” prior to finalizing the findings.

It is without a doubt a challenge to produce a highly dependable piece of research, however, with the proper definition of the scope of research, the selection and application of solid and dependable research techniques, and the utilization of reliable data collection and analysis methods, the research outcome would certainly contribute to the knowledge available on the topic with solid views and dependable outcome.

## Chapter 5

# Data Analysis Results and Findings

# CHAPTER 5: DATA ANALYSIS RESULTS AND FINDINGS

## INTRODUCTION

The previous chapter described the research methods and methodologies of this thesis and after having conducted the required interviews and data collection for the purpose of this research this chapter analyzes the data and present the findings in preparation for discussion. The following section depicts the analysis of the data and findings in a manner as to answer the research questions on a case by case basis for each of the four institutions and then presenting the external and governmental views of the whole sector. The research question addresses the culture at Lebanese Private HEIs and the relationship with motivations and contributions of these institutions, the input provided by participants, aids in answering these questions as the research was designed with these topics in focus. Consequently, the aim behind this chapter is to investigate the prominent organizational cultures in the private HEIs and to examine their motivations and contributions in aim of understanding the links between these variables which will eventually allow us to understand whether the prevalent institutions are supporting and fulfilling the various expectations as to what the role and contributions of such HEI should be in various domains of university provision and whether their motivations and cultural orientations are providing support on this matter or not. This chapter explores indicators of the above topics extracted and analyzed from the interviews with related stakeholders, notions discussed in previous chapters are addressed for example cultural indicators such as values, policy and control are examined in this chapter to allow the examination the relative prevalent cultures. Further the motivations and contributions of the 4 HEIs described in the previous chapter are addressed and described based on the data generated from the interviews with the participants. This, consequently, gives us a sense of how these notions are related and the influence of the organizational culture and institutional drivers on societal needs and expectations. The data is presented on an institution by institution basis followed by the analysis of data of government actors, employers and students.



## INSTITUTION A

The first institution to have its data presented and analyzed is the unique institution discussed in the previous chapter, again this institution has been established in 2001 and has grown to become the largest private provider of higher education in Lebanon. At Institution A, the following participants took part in the research representing their institution, the Vice President, the Dean of the Faculty of Education, the Chair of the Industrial Engineering Department, the Director of Quality Assurance, Institutional Effectiveness and Accreditation and the Head of the Registration and Admissions Department. Below is a description of the participants and their affiliation with Institution A.

**Participant 1A:** The Vice President for Administrative Affairs, has been affiliated with his institution since 2003. He began his career with Institution A as an administrative director and progressed to become a VP in the year 2008.

**Participant 2A:** The Dean of the School of Education at Institution A, has been assuming this role since the year 2010.

**Participant 3A:** The Director of Quality Assurance, Institutional Effectiveness and Accreditation, has previously assumed the role of Dean of the Faculty of Engineering and has been serving in his current role since 2018.

**Participant 4A:** The Head of Registration and Admissions office. Has been affiliated with Institution A since the year 2003, he began his career as an admission officer and progressed to become the head of the department in the year 2015.

**Participant 5A:** The Chair of the Industrial Engineering Department. Has been affiliated with the institution since 2012, he started as an associate professor and has assumed his current position in 2016.

Below is the analysis of the participants' contributions as per the information that emerged as a result of the data analysis that took place

## Values of Institution A

As part of the research process the participants engaged in this research were asked about the values portrayed by their institutions, most prominently staff and faculty members had the major contribution in this respect. In Institution A, many values arose to the surface as discussed by the participants. As the interview is semi-structured and based on the grounded theory concept, different categories were generated throughout the process, and one of them was the values of HEIs. In Institution A, participants provided valuable input in this respect and the data generated depicted different values that represented and described this institution, and as a result of the data analysis process and the data coding and categorizing the researcher was able to narrow it down to a set of values that described the institution as per the interviewee contributions.

Of the values clearly visible at Institution A: affordability. Every single participant of this institution mentioned affordability of education as a value promoted at Institution A. “Money will never be an obstacle to any person who is willing to continue his education, his higher education”, Participant 4 said. While Participant 2A said “our Teaching Diploma is very cheap”.

The affordability value became clearer as the researcher progressed with data collection and analysis. The VP of the institution has made sure on various occasions throughout the interview to stress the affordability value, through mentioning it five times throughout the interview. The slogan “Education for All” was also an indicator of this value and has been discussed by Participants 1A,3A and 4A.

Academic excellence and student focus are as well amongst the values promoted at Institution A, however not nearly highlighted as the affordability value. “We grow the university one student at a time...we are here for the student...we are student centered” Participant 1 elaborated. “Our most important value, is serving the learners” Participant 3A said.

The new values described in the literature review are ones that pertain to market orientation, innovation, flexibility and differentiation. In light of the values presented in the literature review Institution A appears to indeed have a market orientation mainly characterized by the high regards to affordability indicating price awareness which is an important market constituent. Further academic awareness is as well a noticeable market value highlighted in the literature review whereby attention to academic matters might as well be used for enhancing the competitive stance of the institution. Values of innovation, flexibility and differentiation, however, were not highlighted by participants, the absence of such values indicates the retrograde setting of such institution.

### Culture at Institution A

The interviews and data collected throughout the research process were designed to collect data about the specific cultures of the concerned HEIs, therefore naturally the culture category was generated alongside with further notions. In Institution A, notions such as policy, control and focus came into picture to describe the culture of the institution.

As a first indicator the concept of “control” came up thirteen times during the interviews with the staff, faculty and leader of the institution. The aim behind asking questions about control was to understand the level of institutional control exercised in each institution, as the exercise of control is a major indicator of the relative organizational culture as per the institutional culture frameworks described in the literature review. The centralization of operations at Institution A is prominent, in addition exercise of control is also visible. Participant 1A used the term “strict unified management” while describing the control exercised over their nine campuses. “We are a tuition driven university so yes we do exercise control, control in resources and controlling teaching excellence” Participant 3A said. Participant 4A mentioned that there is freedom of faculty however it is defined and he continued to state that all campuses are accountable in front of the VP, “the unknown soldier”, for their results.

On the other hand, in terms of decision making, there seems to be a process whereby a certain hierarchy is present at Institution A with a role for committees. Participant 5A did discuss the structure of the faculty listing the roles of the members such as the dean, the chairs and the coordinators for example, the director of Registration and Admissions also discussed

the same hierarchy and continued to discuss that the role of the committees in aiding the decision-making process, however it was not very clear when committees are responsible and when administration controls the decision. The university council was also mentioned and was said to be responsible for managing the campuses. It is worth noting that this was the only time this council was mentioned throughout the whole process.

Control is a metric that has been used in the matrices described in the literature review to indicate the relative institutional cultures of the HEIs. As per (McNay, 1996) a tight exercise of control is a feature of Bureaucracy and Corporation cultures. A tight exercise of control indicates a focus on administrative services, as visible in institution A, in addition to the centralization of operations as is the case with the institution at hand.

Another indicator for culture is “policy”, this topic came into picture in the aim of understanding the influence of policy over the operations of the institution under examination. This institution seems to have a confused sense of policy orientation, there seems to be a presence of policy with a variant level of commitment.

In this respect the Participant 3A said when answering a question that he asked himself about whether his institution has well written policies, he said “yes and no”. Participant 4A stressed the importance of policy and said that the institution would fall apart without policies, however on various occasions he discussed the case by case technique used in solving matters in the institution he said “ we study each case by case to give the benefit of the doubt”. Participant 5A did mention that policies are implemented at the institution when talking about the governance system policy and its metrics.

Policy orientation is yet again a cultural indicator whereby a loose policy orientation indicates a Collegial or a Bureaucracy culture. In the case of Institution A, the policy enforcement appears to be more so loose than tight, however there seems to be efforts in the aim of enhancing the role of policies in the institution. Therefore, this data provides a further indicator of the Bureaucracy culture evident at Institution A with signs of the presence of a Corporation culture as well.

Institution A further, seems to have an outlook for continuous development. Participants were keen to demonstrate their institution’s attitude towards advancement through

discussing outlook for international accreditation such as Participants 2A,3A and 5A mentioned alongside with discussing its merits and importance for the overall strategy of the institution. Participant 2A mentioned on that level and I quote “is to always stay green”

The institutional orientation is a cultural measure in (Quinn and Rohrbaugh, 1981), an outlook for continuous development and differentiation is an indicator of the Market culture synonymous with the Corporation culture, Institution A, as mentioned above does in fact demonstrate an outlook orientation and a tendency for differentiation.

Further on the cultural level, Institution A seems to enjoy a family atmosphere as depicted by the participants. “We are one big family... with a healthy environment that leads to a negligible turnover” Participant 4A said. “We don’t, seldom, or never, we recruit from the outside” Participant 1A mentioned and continued to elaborate how they rather provide the opportunity internally to their faculty and staff to develop as part of what he described to be a “career path”, using the Provost and the Dean of Arts and Sciences as examples of full-time professors who advanced in their careers to hold academic positions at this institution.

Institution A utilizes an open admissions policy, as described by participants. There has been a controversial discussion over the subject, whereby some of the participants are in favor of the policy while others believe that it compromises the level of student quality. Participant 5A said “an entrance exam is just not feasible and the administration is correct on the decision of having the open admission policy” while Participant 2A said “our Sophomore students are weaker than the Choueifat High school students”. Participant 2A continued to add that the language skills of their students are very elementary as the majority of their students, 92% as he mentioned, come from official state-owned schools.

This institution seems to lack significant financial resources, most prominently external ones. This has generated high dependency on student tuition and rendered little ability to provide campus and academic facilities such as advance laboratories. Participant 5A said:

“...if you have state of the art facilities and labs this will enrich much more the student experience whether academically or in terms of innovation and creativity... this does not mean we do not innovate, even in our setting we have a lot of innovations and breakthroughs”.

Furthermore, the high dependency on tuition makes it difficult for this institution to manage their financials as Participant 1A explained however he said that “the institution has succeeded in achieving its founder’s vision of providing accessible and affordable higher education”.

### Motivation of the Institution

Another category that is essential to this research and was addressed in one of the sub-questions is the motivation of the institution. In this specific institution various notions emerged relating to the motivations of the institution.

Academic motivations are amongst the objectives that the institution was founded to serve. Providing a well-rounded student experience in addition to achieving high student employability and instilling a sense of community service in students are amongst the drivers and objectives of Institution A. Participant 2A said that this institution was founded first and foremost to teach, other objectives, as he mentioned, are “providing a vibrant student experience in addition to having global prominence”. Participant 5A also stressed the fact that this institution has its prime objective being academic performance and that the institution has been building up expertise for the past 20 years to serve this goal, he continued to mention that getting international accreditation is also amongst their objectives. “We cannot survive unless we are accredited” said Participant 3A, it being the vision of the president in addition to continuing to learn from their expertise to provide a better student experience. Participant 5A said “we want our students to be savvy of the environment... and to be actively involved in socially responsible and sustainable research projects”.

In terms of financial objectives Institution A does in fact seek financial compensation and does have financial objectives on its agenda, Participant 4A said “sir with all respect, we are not a charity” he continued to say “we aim for profit ... in a more reasonable way actually”. Participant 3A said

...the vision of the President is social service; however, the president is surrounded by family, partners and investors and at the end the institution does have a business agenda and its neither forbidden nor shameful. (Participant 3A)

In addition to the financial objectives, market share is amongst the concern of this institution and enhancing their market position is of top concern. Participant 1A said:

increasing market share is amongst our objective not only to be sustainable but to continue being the largest provider of private higher education in Lebanon. (Participant 1A)

Institution A markets its services extensively, it uses various sorts of marketing tools including direct marketing to enhance its market position Participants 1A and 5A confirmed that the institution markets its services extensively through billboards, tv ads and social media. as Participant 1A added that “the institution enjoys good relationships with schools”, meaning that the schools do guide their students to register at their institution.

### Contributions of Institution A

The contributions of the relative institutions are a matter that was addressed in the interviews with the institutions’ leaders with some contribution from the faculty and staff. In the literature the contributions of HEIs are mainly divided over three categories these are, teaching, research and service (Knight, 2003, p5).

The foremost prominent contribution visible in Institution A is the social component which corresponds to the service section. Institution A, as per the participant views, is seen to be a very noticeable social contributor, in terms of enhancing accessibility to higher education through being physically present in rural areas in addition to providing affordable tuition. Further the institution provided opportunity for first generation university students in addition to providing accessibility to female students in rural areas. Participant 1A said: “we succeeded in giving opportunities to students that would not have an opportunity to pursue higher education”. Participant 1A also said “Community service is the jewel of our institution... we run an orphanage in Bekaa area for example”. The literature has highlighted social functions that HEIs are expected to serve, these are prominently social initiatives, the contribution to a skilled workforce, the participation in the knowledge economy, serving the purpose of social cohesion and facilitating social mobility. Institution A, although active on the social level, is only serving a part of the societal contributions, mainly the one relating to micro-functions such as social initiatives. Macro functions such as the contribution to a skilled work force and

to the knowledge economy was not highlighted as much and this may be attributed to the little focus attributed to the quality of education provided and research.

Contributions of Institution A are more oriented towards community service than academic excellence as little was mentioned in this regard during the participant contribution however Participant 1A in this regard said: “if you get your teaching right, you are sustainable and that is what we have been doing for the past 10-12 years”. The teaching component of the HEI contribution is obviously present, however, academic excellence is not a focus of this contribution, rather mass education is the prominent feature in this institution.

The third contributory component, research, is a weak point at Institution A, there seems to be little research effort historically however the researcher has observed an orientation towards improving this issue through recent initiatives that aim at enhancing institutional research. Participant 2A had to say on this topic: “We are now at this moment a teaching entity, we are not a research university”.

Participant 1A also said “we are proud to say that we were and still are a teaching university”, however, he elaborated how his institution has launched a research program about five years ago and has allocated 1.8% of the budget to research, the VP specifically said: “We have a plan to increase our research power”

### Institution A, a Unique Case

In comparison to other HEIs Institution A perceives itself to be providing comparable education to elite institutions however with affordable tuition. Participant 2A said “elite universities are seen to be academically superior to their institution, however, our faculty work even harder than those of elite universities”. Participant 2A used the fact that his institution won a tender to educate a number of Palestinian students in the teaching diploma program versus elite institutions as an example to prove that his institution is academically equal or even superior to those elite institutions. On the same topic Participant 3A said “we are far above these institutions” when comparing his institution to ones of similar background and traits. Participant 1A said:



elite universities provide American style higher education which might not be affordable to all the Lebanese youth, however we provide the same type of education for a much more affordable price per credit, we take that model, and we try to make it as affordable as possible. (Participant 1A)

## INSTITUTION B

The second institution whose data will be presented and analyzed is Institution B, this institution is the first of the two “common” institutions selected for the purpose of this interview. In Institution B the participants who contributed to the research are the President of the University, The Dean of the School of Business, the Head of the Admissions Department, an Instructor in the Computer Department and an Instructor in the Arts Department. Below is a detailed description of the participants:

**Participant 1B:** The President, is the founder and owner of the University he has headed the institution ever since its establishment in the year 2000.

**Participant 2B:** The Dean of the School of Business, the Dean has been affiliated with the institution since establishment in the year 2000. He started his career as a part-time instructor he then became a full timer at the institution in 2008 also serving as the chair of the management department. In 2010 he was appointed as the Dean of the School of Business and remains in this position till date.

**Participant 3B:** The Head of the Admissions Department, this participant has joined the institution in 2002 as an admissions officer and has remained in this department for 18 years whilst evolving to become the head of the department in the year of 2013. This participant is also currently responsible for the external and quality affairs.

**Participant 4B:** An Instructor at the University at the Computer department providing courses in Computer Sciences and Computer and Communication Engineering since 2014.

**Participant 5B:** An Instructor at the University at the Faculty of Arts, the Department of Radio and TV. This participant has acquired his undergraduate and postgraduate degree from this institution and has been a part time instructor at the university since 2010.

### Values at Institution B

Values of the institution being an important topic to this research was also a part of the categories that came up as a result of the contribution of the participants from Institution B.

The noticeable issue is that there was not a single institution-specific value that the participants suggested but rather a group of generic values that might be present in all HEIs.

Institution B appears to promote a friendly environment whereby students are to enjoy their campus life the value therefore promoted is student wellbeing in addition to the value of communication also in the aim of serving the wellbeing of students. Participant 4B discussed that the administration encourages a student welcoming environment whereby instructors are required to facilitate the student learning process and life on campus. Participant 5B has also discussed the same point saying “ the focus is for students to have and enjoyable and stable environment to enhance the learning process”. Participant 3B mentioned that students are center of attention at their institution and he said “ all the values that we promote are to serve the students’ interests”. In terms of the open doors policy Participant 2B said “any students who has a problem is welcome to discuss it directly with the Dean”, Participant 3B also said “ the doors of the higher management are open to all the students and staff”.

On the academic values level, little was discussed or was evident on that level, however scattered information that relate to this regard were recorded such as staying up to date with the material and student employability. Participant 5B said “graduates should be capable as they hold the Radio-TV degree from their institution”, he also said “there is follow up over the students so that they would at least understand the material instructed to them”. Participant 2B on that topic said “we prepare the environment for the students and faculty so that they are able to deliver information in the best ways possible”. Participant 2B said “we have for example the technology that we use which is electronic books...we use the books of 2021 as soon as they are available” Participant 3B also added the value of employability and said that it is their driver for development and they use it as an indicator to improve the level of their services. Participant 2B also mentioned this issue as a value and said that they make sure to have good relationships with the private sector to ensure that their services cater to the needs of the labor market to ensure their students’ employability.

The values evident at Institution B again are representative of the ones described in the literature review, whereby student focus could be attributed to the market orientation and is considered a form of customer focus in the aim of achieving customer satisfaction. Again, an absence of values such as innovation, flexibility and differentiation has been detected whereby this indicates the focus of the institution on core functions and mainly retaining students.

Further academic quality, as mentioned in the literature, does not appear to be a stressed value at this institution, this ought to be explored in later sections.

### Culture at Institution B

As with all the institutions considered in this research, culture was a major category discussed with the participants. The faculty, staff and President had a lot to say about the culture and its constituents, almost half of the coded segments, amounting to 60, are culture related.

To begin with it, a culture determinant that says a lot about the organizational culture of the institution is control. Institution B appears to have a strong dependency on control in its operations, control on daily tasks such as instructor attendance and student registration in addition to academic control. There seems to be a strong dependence on the “upper management” as it was referred to during the interviews to manage even small decisions such as financial aid, grading and attendance. The control concept came up 30 times during the analyses of this institution. When asked about the presence of administrative control over the operations all the faculty and staff members replied with a positive answer.

Participant 2B said: “yes control is there, you can feel it is there”.

Participant 3B also said: ”yes 100% control is there”

owners are looking after their business and they are willing to reprimand wrongdoers through many ways of which are warnings and even salary deductions (Participant 3B)

Participant 5B also confirmed that administrative control is present and that the general system is applied and followed up by the “head of the pyramid” as he mentioned with reference to the president.

Participant 1B on that topic said that there is academic freedom for the instructors however control is exercised through a “well defined process” so that faculty and staff do not surpass their “permitted limits”.

Participant 4B said

control is mostly visible in attendance issues for both instructor and students, whereby the instructor is required to punch in and out before and after instructing his or her class whereby punching machines are placed on the doors of all classes. (Participant 4B)

Staff members make spot checks to ensure that instructors are on time and in their classes (Participant 4B)

Control over academic matters such as grading is also a trait at Institution B. Participant 4B mentioned that in some cases the head of the department asked to review the grade of a failed student and Participant 4B also added that as faculty members they are frequently “surprised” with binding decisions that are circulated by the management.

Participant 2B said

the person with the problem should not waste time and shall go directly to the person of authority to solve his or her issue... the full authority is vested in the upper management and the medium level management has limited authority. (Participant 2B)

Participant 1B on the whole issue of control insisted that there is full academic freedom as this institution has historically had “an open culture, with full control of the instructor inside the classroom”. Participant 3B on the same issue said “control is present and policies are as well whereby each department knows its duties and has the sufficient authority to conduct its business”.

As with the previous institution, the evident exercise of control indicates the presence of a Bureaucracy or a Corporation culture, Institution B seems to demonstrate presence of control in its operations evident in the examples provided by the participants which describe daily functions. The presence of the upper management indicates the aim for achieving stability as mentioned in the literature, in addition to high dependency on the administrative sector of the institution.

Another indicator that is also very essential to analyzing the institutional culture is policy. It is evident that in Institution B policy is neither stressed nor implemented. The

research sensed confusion and a lack of commitment to policy from the replies of participants. On that topic Participant 1B said: “we have policies but very loose policies”.

Participant 4B said “there is policy, however I sense looseness in its application”. “We do have policies, just not high standard one, we are not here to punish students” Participant 2B said. he continued that they take action in case of “extreme violations” however they are “cutting students some slack” so that they can achieve their reasonably determined objectives. Participant 3B was the only one to mention that they did in fact have strict adherence to certain standards with a few exceptions as he mentioned. The loose policy implementation as discussed in the literature is a trait of the Collegial and Bureaucracy cultures, Institution B demonstrates a very loose policy implementation whereby there seems to be a higher dependency on control than policy.

Participant 1B however blamed the rigid Lebanese system for not being able to develop, saying that developing a single program takes between 3 and 4 years to receive the governmental approvals. He continued to say that. Participant 3B has also discussed the lengthy process of developing new programs.

Institution B seems to have an internal outlook with little efforts for differentiation and a focus on current operations due many factors as discussed by the participants. Factors such as government bureaucracy and market competition play a major role in the lack advancement of the institution and its ability to differentiate itself. Participant 1B said :

developing a single program takes between 3 and 4 years to receive the governmental approvals... the process is not lengthy because of certain standards or indicators but rather it is because of “barriers” put in place due to the political over the field. (Participant 1B)

Participant 4B when asked about the focus of the institution and whether there has been an outlook for development or not said:

ever since I joined in 2014 and till date, except for the development of the teaching diploma program, all issues are running in the same way even academically I did not notice a specific change”. (Participant 4B)

Participant 2B when asked about their progression dynamics said: “we have held a stable position without development going three years back due to heavy competition”.

Other voices described a varying opinion and said that Institution B in fact has advancement and differentiation strategies. Participant 5B said “there is always internal development however the external one is more visible in terms of international affiliations”. Participant 3B also said “ we are in continuous development as this is the “obvious” path of the institution”.

As per the Competing Values Framework (CVF) developed by Robert E. Quinn and John Rohrbaugh in 1981 and described in the literature review, internal focus and orientation accompanied by lack of differentiation and the exercise of control are traits of the Hierarchy culture synonymous with the Bureaucracy culture. Therefore, Institution B is mainly demonstrating traits of this culture as a result of the portraying of various related indicators.

Institution B appears to be promoting a business culture throughout the institution and instilling measures that are business-like rather than academic. Issues such as franchising campuses to investors, curving the grades above the average and using marketing tools to attract students.

Participant 4B said: “some of the branches are not listed on the advertising material of the university and said that this might be due to the fact that these branches are franchised”  
He continued

Sometimes a student comes and thanks me that he passed the course while I am sure that he has failed it. (Participant 4B)

He rendered this occurrence to the fact that the administration does not want to lose students especially in the first year.

Participant 2B said:

competition has increased over students from this social level which encourages the institution to think of new innovative ways to attract students, of these ways to attract students is the school visits to promote the services of the institution. (Participant 2B)

### Institution B Motivations

Institution B is motivated by financial drivers. The research did indeed highlight and generate data to imply that Institution B is driven by financial objectives however data indicated that their aim does not contradict the academic quality delivered by the institution. Participants affiliated with Institution B when asked about whether the motivations of the institution are pure academic and social objectives all answered in an analogous manner referring to the financial drivers of the institution.

Participant 1B said:

our institution by law is a nonprofit organization and the surplus of operations has to be reinvested, however one is able to create a trust fund so that financial investors can claim a percentage of the profit. (Participant 1B)

Participant 1B continued to say that although his institution has a message to deliver which is “serving the Lebanese higher education and the community” they do however have an “investment side” as he said.

Participant 4B on this topic said:

our institution being a private institution definitely seeks profit however, they do focus on good academic credentials as well and continued to stress that there is no compromise on the academic side as they provide their courses with utmost professionalism. (Participant 4B)

Participant 5B continued with the same theme and stated:

any institution working in Lebanon to attract students will definitely not have pure academic goals, it would also be profit seeking...at the end of the day someone is investing thousands of dollars to get them back. (Participant 5B)

Participant 2B said:

Since we are a nonprofit organization we require at least profit to survive and develop and to get a return on the invested funds... the owner funds the financial aid grants and scholarship allocated to students and does not seek obscene wealth. (Participant 2B)

Participant 1B when asked about the objectives of his institution also elaborated about objectives of other private institution highlighting that a number of institutions are driven by political agendas and others are driven by financial objectives. He continued to elaborate that the political drivers are not to spread a certain political mentality but rather to use the HEIs to do “favors” to the public which in return helps them serve their “political objectives” as he described.

#### Contributions of Institution B

The input in this section is mainly provided by the leader of the institution which is participant one in this case. Institution B mainly provides contribution on the academic level, their lack of funding and financial means mainly affects their ability to contribute on the social and research levels that in addition to different issues such as the Lebanese security situation.

Participant 1B said: “the basic function of any HEI is to provide education so that graduates could find a job and become the educated people of the society”.

Participant 1B continued to say

HEI should be engaged in social activity such as environmental initiatives, we are trying to achieve that but are facing obstacles such as the Lebanese security situation... however we are serving as a melting pot for the various society components. (Participant 1B)

In terms of research Participant 1B highlighted the lack of activity conducted on this level and said that research requires funding, and that neither the government nor the private



sector are contributing on this level and said “the economy we are in does not support this culture” referring to the research culture.

Institution B seems to be lagging behind in terms of the contributory role, the functions described in the literature review appear to be absent in this institution with focus on the teaching metric and limited attention societal contributions, both micro and macro and no attention attributed to research. Societal functions such as social cohesion and social mobility might as well be intrinsic functions of any HEI and but have not been discussed or highlighted by the participants.

### Institution B, the Common Institution

Institution B was selected as one of two common institutions included in this research. Institution B appeared as a common institution with limited capabilities and support that is there to serve students in an affordable manner. Local institutions that have been established in the same era as international elite ones are not seen by Institution B to live up to how they are perceived by society.

Participant 1B said:

newer institutions that were established post the year 2000 were trying to imitate historical ones...only two of the historic HEIs in Lebanon provided true contributions as expected from private HEIs as these were established on governance systems imported from American and French systems that initiated as a result of missionaries, and one of them was a branch of a reputable French University during a time whereby there was no Ministry of Education and Higher Education at the time (Participant 1B)

Participant 1B said:

...for example, two old men smoking “shisha” decided to open a university or a priest that has not academic capabilities and suddenly found himself a president of a university. (Participant 1B)

Participant 1B elaborated that these universities that do not enjoy a solid governance are partners in quasi-governmental committees that control Lebanese Higher Education and impose barriers for the development of newer private HEIs. In comparing his institution with one elite institution in Lebanon, Participant 1B said: “ their tuition is 3 to 4 times our tuition, we charge \$4000 per year while they charge \$20,000”. He continued to say that elite institutions generate much more revenues that they do in addition they enjoy the merits of donations to cover their capital expenditures. Participant 2B on the same topic said: “our target students differ from that of elite universities both academically and financially”.

On the topic of the relations with the government Participant 1B said that the government provides no incentives for institutional development, in addition he stated that the government neither provides guidelines for advancement nor any sort of quality assurance control. On the contrary he said

the committees that are responsible for overlooking the sector are rigid ones that place barriers for development so that institutions stay within the borders that they have drawn for them. (Participant 1B)

It is essential to add that during the preparation of this thesis, this institution suffered major sanctions due to infractions on its behalf, ranging from a low academic level to franchising out their business and serving as degree mills, selling degrees to citizens and public servants.

## INSTITUTION C

Institution C is the second of the common institutions included in this research. Participants affiliated with this institution who contributed to this research are the Vice President, The Dean of the Faculty of Arts and Sciences, The Head of Registration, a Digital Marketing Instructor and a Quantitative Analysis Instructor at the Institution. Below is a description of the participants:

**Participant 1C:** The VP of the Institution and the son of the Founder, has assumed the role of the VP for the past 13 years and is responsible for the administrative and academic affairs of the institution.

**Participant 2C:** The Dean of the Faculty of Arts and Science, has been affiliated with the institution for 13 years. The Dean started his career at Institution 2 as an instructor and progressed in the institution to assume the current position in 2012.

**Participant 3C:** The Head of Registration at the institution, has been affiliated with the institution since 2007. Began this career as the secretary of the Vice President then became appointed in the registration department and progressed to assume the role of the head in the year 2018.

**Participant 4C:** An instructor of Digital Marketing, delivers both undergraduate and graduate courses in all three campuses of the institution. Has been affiliated with the institution since 2017.

**Participant 5C:** An instructor of Quantitative Analysis, delivers both undergraduate and graduate courses in the main campus of the Institution and has been affiliated with the institution since 2016.

### Values at Institution C

As with other institutions, at Institution C the values topic has been addressed as this topic is seen to be crucial for the determination of the prevalent culture at the institutions. The prominent orientation of the values visible at this institution are student focus and academic excellence.

Institution C seems to value the students and promotes student focus within its operations, as most of the discussion that has taken place with respect to this topic has revolved around student focus. There appears to be an orientation towards the student experience at the institution in addition to insuring that the students enjoy a fruitful academic involvement that yields an effective result that is translated through proper career allocation.

Participant 3C on that level said :

Now in daily meetings that we conduct, always, always paying attention to the student, listening carefully to whatever they are saying, before any pre-judge or any assumptions.  
(Participant 3C)

And Participant 2C on that topic said:

it is crucial that the student is our point of focus, and it is crucial that the student is the center of attention of any topic that is to be discussed in the university, since everything that we are doing is in the aim of providing a comfortable academic experience for the student so for him or her eventually to be able to find jobs with the degrees they receive. (Participant 2C)

Participant 5C said:

The most prominent value visible at this institution is the focus on the student especially not to feel pressured academically, we divide the schedule for them in such a way as it not to be a difficult one. (Participant 5C)

Another value that is very prominent at Institution C is academic excellence. This has been mentioned by all the parties either directly or indirectly. The institution seems to have decent academic standards and alongside with the campus experience there is a focus over graduate careers later on in their lives. On that level the data has shown that the institution provides special focus on professional certifications as it believes that these will aid in the professional development of its students.

Participant 5C said: “there is a focus on staying up to date with the newest educational developments, for example we are always required to use the latest versions of the books”.

Participant 1C said: “... there is a difference if you graduate the students with a bit of experience and some professional certifications then the student is more proficient in a specific topic”. He continued to say “we are obliged to equip the students with the newest artillery” in reference to education.

The general feel at this institution is that it is there to provide quality education for students in the aim of improving their, not only career prospects, but their whole lives as well. Although there was no reference to financial affordability ,it was implied by continual referral to the prospects of improving the quality of life of their students post-graduation. Participant 1C for example said: “you are graduating students that need to secure a living for themselves and their families”.

As with the previous institutions Market orientation is highlighted at this institution through the adoption of a client focus visible through student focus. However, academic focus is visible as well and might serve here two functions, on the one hand to improve the competitive stance of the institution and on the other to provide truly superior quality education. This is evident again through the adoption of values that resemble flexibility and novelty in the academic function of the institution. Institution C has so far been the one that has demonstrated the values evident in the literature review to a further extent than others.

### Culture at Institution C

Culture being an important aspect of this research was addressed as well similar to the previous institutions. Notions mentioned previously such as the institution's practice of control, its orientation with respect to policy and its focus were discussed during the interviews. The results are discussed below.

With respect to control, this institution seems to enjoy a fair level of control exercised by its administration, however this control seems to be placed within the organization hierarchy and mode of operations. Meaning that not strict control is exercised by the owners of the institution even though they are present in the institution, however, functions are delegated to concerned parties as was indicated by the interview, in addition the utilization of committees with the President and Vice President on board, sort of provide the control employed with a legitimate path rather than being applied arbitrarily.

Participant 5C said in this regard:

I don't sense the interference of the Dean in issues such as instructor allocation and schedule, these things are left to the discretion the department Chair...so you feel that all your relationship is restricted to the Chair and the Chair in turn corresponds with the Dean.  
(Participant 5C)

Participant 4C said: there is control at this institution however when the administration trusts the instructor and that he is very professional then they leave things to his discretion.  
(Participant 4C)

In the aim of indicating the presence of control however under a sense of institutional unity and commitment to a specific set of standards, Participant 2C said:

...when someone comes to me with an issue and I provide an answer this person is entitled to go to a person with higher authority than me who will probably provide him with the same answer...so yes, the administrative control is there however it enforces the policies of the institution. (Participant 2C)

Participant 3C has mentioned that:

The presence is... the presence of control is... is one of the main factors that can tell the success story of University C. When I mentioned earlier the committees, among the members of the various committees, we have the President and the Vice President on board. (Participant 3C)

Participant 1C as well has said:

we as a university select the instructors that would implement our mission and vision” then continued to say I tell the instructor, those are you students, this is your material, show me what you can do. (Participant 1C)

Rational exercise control is visible in this institution, there does not seem to be an overdependence on control in operations due to the presence of a clearly defined system of operations. The literature in this case indicates the presence of traits of the Corporation culture whereby there is a presence of stability and control to a certain extent. The institution however does seem to be an increasing dependence on committees that are governed by policies rather individual discretion, therefore in addition to the Corporation culture there are hints of an Entrepreneurial culture as reflected by the notions of control on its own, this ought to become more evident discovering the policy and institutional orientation on the university.

This institution seems to utilize a tight policy implementation. Throughout the interviews there have been discussions about the exercise of policy implementation and its importance for the continuity of the institution operations, participants from this institution seem to value the process of implementing policy and understand its importance to their institution and have demonstrated their commitment to it. Participant 4C said that both tight policy and control are exercised and this is in the favor of the “paying students”.

Participant 2C in this regard said:

We have written and elaborated on policies in a way for them to reflect our mission statement, today of course all of the policies are being implemented, however our policies are not incapacitating terms (Participant 2C)

he continued to say “always always always there are committees, this is the only way you are protected of any decision taken”.

Participant 3C on this level said: “you cannot operate without rules and regulations, you cannot operate if you don’t have a norm, if you don’t have a catalog”

Participant 1C when discussing policy said:

the academic administration is required to note down its policies...this serves as the minimum requirement that the student must commit to, you cannot leave it up to each person’s discretion. (Participant 1C)

The high dependence on policy is visible in the institution and it is accompanied by a dependence on control as demonstrated earlier, these traits do in fact describe the corporation culture whereby the institution such institution would have an outward market focus and a drive for differentiation, this is yet to be confirmed by the following section.

Another cultural indicator that has also been discussed in Institution C is the organizational focus, Institution C appears to have both an internal focus towards its services and an external orientation in the sense of continuous development. Participant 3C said in this regard:

To be able to evolve, and to stay unique, and to cooperate with all... all the updates that are going on, on the local and international level, it... one of the main issues that we take care of is the... the update of our... programs, and the focus on our target internally and externally. (Participant 3C)

Participant 2C also highlighted the internal and external focus and linked one to the other through mentioning how internal developments influence external progress, Participant 2C said:

I believe that both work side by side, the eyes of the administration are always internal and thinking how this could affect the external environment and what is important here is for one to select the activities that quickly reflect success from the internal side. (Participant 2C)

And simply put Participant 1C the VP of the Institution stated that they want to be a different university. Further in an effort to elaborate the differentiation strategy of the institution Participant 5C has mentioned the harsh competitive environment that the institution is working in and said: “I believe that the institution has an external outlook and focus to be able to prove itself, it has been working for the past 20 years in a competitive environment”.

Differentiation and market outlook seem to be visible traits of Institution C, ones that have been described by (Quinn and Rohrbaugh, 1981) to portray Corporation and Entrepreneurial cultures.

#### Institution C Motivations

Institution C is motivated by various drivers of which seem to be academic objectives and other might be financial drivers. The participants assured that their top objective is delivering high quality higher education. Participant 5C said: “we are really only working so that the students are satisfied and have no problems in addition to giving them proper education”. Further Participant 3C elaborated how his institution is driven by the objective of providing accessible American-style higher education that is now available to all the social levels as he mentioned. Participant 1C stated that any objective other than academic will doom this institution he said:

any person who has objectives other than social and academic should not found a university, if he is seeking a business or prestige so he could achieve political goals it is only a matter of time before the university is finished. (Participant 1C)

Participant 1C continued to use the elite universities as an example and mentioned that these universities graduated leaders that built Lebanon comparing them to some universities that seek business or other gains and said that these are destroying the higher education image of Lebanon and advised the owners of universities to engage in any “business” other than education.



Although there has been emphasis on higher level objectives, however, there has been a discussion about financial objectives behind the establishment of Institution C. Participant 4C mentioned that although he is sure of the noble objectives of the institution however, assumes that there is financial profit behind it, he said: “this institution is definitely here to provide education for the young men and women, however I believe that all institutions work for profit one way or another”. Participant 2C said: “no private institution suffers financial losses and continues its operations”. Participant 2C linked the financial income to the quality of education provided and said it is essential that this income is reinjected into the institution to cover the high cost of providing high quality services.

### Institution C Contributions

When asked about the contributions of the institution the focus was on research and community service. Institution C seems to take research very seriously and is proud to be an active contributor to its society. Participant 3C elaborated on how Institution C has affected the area surrounding it, not only on providing higher education opportunities to middle class but also on the neighborhood level whereby the presence of the university has had an economic and cultural impact. Participant 4C said: “we focus a lot on corporate social responsibility” and gave the example of collaborating with the Lebanese Red Cross for example. On the research level the institution seems to encourage research however no specific plan for research development was highlighted during the interviews. Participants did discuss the encouragement provided by the institution administration to conduct research Participant 5C for example said: “we as instructors know that if one of us did a publication and the Dean knew about it then he would be congratulated and celebrated”. Participant 1C discussed the importance of research and its merits inside the classroom without referring to the social or academic merits of research. Participant 1C said: “if the instructor that you hire does not engage in research, this person will soon become obsolete”

The trinity of services discussed in the literature review seem to be present at this institution, academic excellence is interlinked with the teaching arm of the HEI contributions, further the societal role is attributed a significant magnitude at Institution C whereby it understands its role as an active contributor to society on both micro and macro levels and is

aiming at fulfilling that role. On the research level, this role is perceived to be an important function of the institution however, it still lacks clear plan for research contribution as evident by the contributions of participants.

### Institution C, the Ambitious University

Institution C, and throughout the interviews came out as an institution with a continuous drive for development. The institution not only has an external outlook for differentiation and a student focus it has demonstrated a real effort for development, in addition the institution shows great interest in its graduate capabilities and qualifications. Participant 2C has discussed traits about his institution, highlighting the fact that they have received international accreditations such as the ABET and the IACBE he said: “you don’t have to be rich to get higher education and the institution doesn’t have to be rich to get accredited” . Participant 3C has also discussed the accreditations received by his institution and stated that these are playing a very important role in the institutional development. The focus of the institution is the elite level and they are working on achieving this issue with efforts such as adopting new technologies in education such as the “blackboard software” as Participants 4 and 5 have mentioned with pride stating that this institution has bought this system and that they are currently being trained on using it. Participant 2C has mentioned that the agility that they enjoy allows them to develop at a very high rate due to the lack of bureaucracy and said “I don’t believe it should take us more than 30-40 years to reach where others have reached in 100 years”. Further Participant 2C has discussed the unique feature that this institution enjoys which is hosting a state-of-the-art forensic lab that is utilized by the Lebanese government. Further Participant 1C has elaborated on how their institution encourages student academic excellence and differentiation he explained how this institution’s students must complete certain external examinations to be able to graduate he said:

I know very well that all our graduates are good in English and have good computer skills, this is because they have minimum requirement before they can graduate, they should pass the Michigan English Exam and the Microsoft Certification, so I know very well that our students are distinguished in these two materials... Each finance graduate from this institution should as well pass the CFA level 1 exam. (Participant 1C)

## INSTITUTION D

Institution D is the elite university that has been selected for this research. It is widely known for being a high quality HEI and established more than 150 years ago. At institution D the following participants engaged in the research: The Vice President for Advancement, the Director of Financial Aid and Admission, A full Professor at the department of Civil and Environmental Engineering, an Associate Professor at the School of Business and a Data Analyst at the registrar office. Below is a detailed description of each participant:

**Participant 1D:** The Vice President for Advancement, has been affiliated with Institution D since 1997 and commenced his career with it as an assistant professor. The VP has assumed various roles throughout his career at Institution D such as the Director of the School of Business and Management, the Director of Office of Development and External Affairs and Associate VP for Development up until being appointed the VP of Advancement in 2016.

**Participant 2D:** The Director of Financial Aid and Admissions, assumed his role in 2019, has been affiliated with the institution since 1999, has assumed various roles throughout his career serving as a faculty member and a member of the management team of the school of business, the Director of Student Services and Alumni Relations, the Executive Director of the Undergraduate Program as of 2013 and until 2019 when he assumed his current position.

**Participant 3D:** A Full Professor at Institution D, serving in the Department of Civil and Environmental Engineering, has been affiliated with this institution since 1980. Began his career as a lecturer, in 1990 he became an Assistant Professor, in 1995 he became an Associate Professor and has received the title of a Full Professor in the year 2000 and continues to serve the institution till this date. This participant is an active member at the School of Engineering and serves on various committees, in addition to being an active researcher with various scholarly contributions.

**Participant 4D:** An Associate Professor at the School of Business at Institution D, has been affiliated with the institution since 2009. Participant 4D is an active member of the School of Business being the Founding Director of a healthcare unit at the School of Business and an active contributor to the executive programs at the school serving as a consultant. Participant 4D in addition is an active researcher at the School of Business with tens of publications and scholarly contributions in the fields of management, human resources and organizational psychometrics.

**Participant 5D:** A data analyst at the registrar office, has been affiliated with the institution for the past 19 years all of which have been served in the office of the registrar.

### Values at Institution D

Various values have come up during the data collection phase, Institution D is a complex one with more than 150 years of operation, it is evident from the initial phases of data collection that this institution is unique to the others included in the same research. Values that have been unveiled are not only academically related but rather ones that describe principles of transparency, integrity, accountability and social commitment. One could sense that the discussion at this institution assumes a distinctive dimension away from the microlevel of teaching, however, teaching still does come into picture with a call for academic excellence and superiority and continuous advancement. Participant 1D had elaborated how his “community” is people focused and the standards it adopts value the human being, he said “this institution is all about people, your institution is all about people right?” he continued to say: “The issue of transparency accountability, the issue of... of... of equality, issue of rule of law, the issue of... of... diversity, respect for the other, right? I mean those are values that we teach”. The transparency issue seems to be taken very seriously at Institution D as Participant 4D elaborated and said:

there’s always a thrive and a push for more transparency, from you know the faculty an ongoing conversation between faculty and administration; how to create this... you know... more open places, more open discussions, more transparency around everything, from budget to hiring decisions, to everything that is being done (Participant 4D)

So, there is a general orientation towards having a high level of ethical commitment that is present in all the functions of the institution, Participant 5D said: “what is important is ethics and academics, these two notions work side by side for us”. The value of excellence, is present at this institution as well. Excellence in the general sense and in the academic sense. Participants demonstrated pride in the fact that excellence is a core value at their institution, Participant 3D said: “your renewal contract or promotion, or acceptance of tenure application, is based on three things: excellence in teaching, excellence in research, and in service to the institution”. While Participant 5D demonstrated how the excellence ins student service at her

department differentiated her institution. Academic excellence, in the sense of teaching is also amongst the values present at Institution D, there seems to be a drive towards continuous academic advancement and the educator role is highly valued in this institution. Participant 2D elaborated on the commitment to academic excellence as a value at Institution D and how it is linked to their role as an institution, an issue which will be later discussed throughout this section.

Institution D commits to the new higher education values described in the literature review, with a clear academic focus accompanied by a drive for innovation and uniqueness in academic and nonacademic functions. The literature has described market values evident in differentiation, ones that Institution D has excelled at through providing profound values of student focus not only related to student retention but to genuine student and community wellbeing. Continuous advancement and differentiation are also amongst the values that the literature has described whereby Institution D demonstrates flexibility in this regard to achieve the desired status of excellence.

### Culture at Institution D

As with the values of the institution, the culture of Institution D directly appears to be a varying one from the other institutions included in this research. The coding utilized for the purpose of this research has almost generated similar results for all the institutions, in terms of culture, except for this particular institution. Little has been said about the policy, control or focus as these are notions that are taken for granted, ones that have been established a significant number of years ago and are not ones that are discussed frequently at this institution. The control exercised in the institution is in the form of a joint governance as was explained, committees formed of administrators and academics control virtually all the operations of the institutions, as a matter of fact the President of the University is appointed to be an academic before serving an administrative role, a notion that contradicts what has been seen in other private institutions. In terms of policy, the institution seems to be running “by the book”, everything at this institution has policies set for it. Participant 1D even said: “there is policy of how to change the policy”. Again, committees come back into picture when discussing the policy topic as mentioned by Participant 3D: “the system is not governed by on individual, it is governed by committees... it is not a one man show”. It was not directly stated however, there is a lack of the need of control as the presence of the rules and regulations in addition to

the sense of commitment eliminates the need for a tighter control, Participant 2D said on that topic when asked about how instructors manage their classes: “it is expected from them... but nobody comes and tells them you know you should do this and that” further Participant 1D has elaborated:

They’re always always always there are committees okay? That... that send its recommendations, committees that make decisions, final decision, for example the admissions committee...committees send its recommendations to the President, or the Provost, or a Dean, for approval. (Participant 1D)

Participant 2D also on the topic said:

Eventually, all committees, they recommend to the head of the unit, however this head of unit also abides by the rules and regulations that are set and policies by university. So, it is consistent and constant, it’s not rigid, and why do we have committees? So mainly we deal with the exceptions, and what we do we take those exceptions, we learn from them, and maybe what we do we change the policies to accommodate sometimes given certain changes. (Participant 2D)

As per the matrix of McNay and the Competing Values Framework of Quinn and Rohrbaugh, Institution D seems to be showing signs of an entrepreneurial culture with a very high dependency on policy and absence of control, the dependency on policy as described in the literature aims at providing superior services and Institution D appears to be doing well on that level. The innovation visible in the values section enhances this perception of the institution and what remains is the orientation of the institution to be examined next.

Institution D, as described before is a complex one and defining its focus is not an easy task. However, what is evident is the institution is engaged in various noncore initiatives that do in fact demonstrate the external outlook of the institution. The activities conducted throughout the university do not appear for the purpose of differentiation, however each activity aims to serve a specific objective. Some of the initiatives, as described by the participants, are externally funded for social purposes, others are ideas that developed into initiatives then into functioning departments for example. Participant 4D said:

...early on, after joining the institution, I came up with the idea of starting an interdisciplinary unit that focuses on healthcare research, and I got the support and funding from the Medical School, to do something in collaboration with the university hospital, so that we did practitioners as well as faculty members from all different departments, from engineering, from health sciences, business school, nursing, Faculty of Medicine. (Participant 4D)

The institution is not focused on the external environment for its own sake but rather the culture drives this focus, this culture instigates activities that are seen to distinguish this institution however their objective is not solely differentiation as mentioned previously, it is rather development. Participant 3D for example said: “if you remain within the borders of the campus your whole life, how are you then getting exposure? How will you get new ideas to your university?”

Participant 2D in describing his institution’s outlook said: “we try to always be proactive, preemptive, take the first steps, venture into new areas, take initiatives, and you know this is shown mainly if you want in the focus on research that our faculty members are conducting”

Thus, development is key to this institution and Participant 1D did mention that the institution is “not afraid to change... this is why we were able to make it through all this time”. Participant 1D elaborated on this issue walking through the phases of the institution describing how it changed from a sectarian institution founded by missionaries to a civil institution who serves the whole community. Further this institution demonstrates continuous development in the services offered and the methods of conducting its operation Participant 5D said:

the institution is developing itself on a daily basis, all you hear is that the institution has opened a new department, in the School of Medicine for example, or received a new accreditation (Participant 5D)

Outward market orientation coupled with differentiation is visible at Institution D, the functions performed by the institution which are noncore to the academic functions do in fact set it apart. The continuous dynamism that the institution observes is truly what describes an Entrepreneurial culture as elaborated by (Davies, 2001). The dynamism that serves not only the purpose of differentiation but serves the purpose of development is an entrepreneurial trait that is also visible at this institution through the values of innovation and flexibility.

The culture that has emerged from this institution is truly a unique one, it appears to be one that promotes academic collaboration in a sense of both encouragement and cooperation. The culture at this institution does “bring out the best” of its faculty and staff. The institution instigates a sense of contribution in its faculty and staff members, whether the contributions are academic or community service related the people affiliated with this institution do in fact take pride in contributing and do value the input they receive from the institution whether it was moral, technical or financial support. Participant 1D for example said:

I bet you we did not come back here for the money, because you can have easily made more in the US, but we came here because we believe that we can contribute to this community, and we can contribute through this institution specifically. (Participant 1D)

Further, Participant 4D discussed her personal experience whereby the culture of the institution has instigated a sense of encouragement in her to in fact achieve more she said:

when I first came to this institution, the first thing that I started noticing from the culture are what are the things that are valued in this institution. For example, whenever someone publishing a paper, everyone... that it circulates and we talk about it, and we congratulate the person, so there are always hints in the culture like things that we do, behavior that kind of give you an indication. (Participant 4D)

Participant 4D further elaborated how the institution financially encourages its junior faculty to pursue their research goals through allowing them a budget to cover research costs which is one way of many ways to encourage faculty engagement in addition to having various funds to support various initiatives.

The sense of belonging to this institution is extended beyond the level of a professional relationship, students, faculty and staff demonstrate sentimental attachment to the institution and truly believe in its values, mission and vision. Participant 3D has elaborated how this university is a part of his life, he explained how he studied there, met his wife there, educated his sons there and worked there for over 40 years. Participant 5D said: “I go above and beyond to provide the best image for my institution, I feel like this is my university and whatever I can do to contribute I am ready to do it”.



## Institution D Motivations

Institution D has been around for the excess of 150 years, one would expect that the motivations have altered during one and a half century, however, the general feel is that this institution ultimately is there to serve the community, either academically or socially. To accurately portray the motivations of Institution D, one must do a short historical description of the institution, Institution D was established in 1866 by missionaries whose initial goal was to create an institution with high academic value. Participant 4D said: “the institution was initially built by missionaries” while Participant 1D elaborated:

the university was established by missionaries, the Assembly Hall, it was a chapel! right? Our first President was a reverent, okay? And the Founding Fathers where all priests..., okay? so the university was established as a missionary, okay? (Participant 1D)

The initial goal from the beginning was a social one with an academic and medical execution, Participant 2D elaborated:

No I believe that at that time, 150 years ago, there wasn't any other driver than the... you know it was established by the Protestant missionaries if you know the history, and those missionaries did not have any mission – in my opinion –than just to bring. what we call it.. so that they can have life and have it abundantly. (Participant 2D)

Ever since the establishment of Institution D, then, the main objective was to serve the community and till this day Institution D is seen as to be driven by academic and social drivers. Participants believe that this is the true reason behind the continuity and thriving of the institution, Participant 5D said: “the spreading of education and social awareness, this has been the mission of AUB ever since its establishment” Participant 2D said:

I do believe the initial core - and still is you know – is academic, for sure it is educational, certainly intellectual, and this is how it flourished. I don't believe it has other purposes, simply it would not have survived for 150 years if it did not have this core, you know mission. (Participant 2D)

However, Institution D is believed to have one of the highest tuition fees amongst the Lebanese private HEIs in addition to millions of dollars of donations received every year, this has sparked the discussion about the financial objectives of the institution and whether it is truly a nonprofit organization or not. Institution D in fact does operate a huge 280,000 square meter campus with millions of square meters in built areas, as Participant 2D explained, further Institution D benefits from the expertise of many highly proficient and highly paid faculty and staff members as Participant 3D highlighted and said “to recruit to people from the US you should pay a high compensation...you need to tempt those talents or else they will stay abroad”, Participant 5D has also explained how the institution is recruiting the best talents from abroad on its own expense in order to maintain the highest level of education. “This is a not for profit institution, which also makes a whole lot of difference, it’s a not for profit – but it doesn’t mean that you have to lose” said Participant 1D, in an effort to demonstrate that all the funds generated are reinvested in the institution as the institution has no owners as he explained. The funds reinvested are used to cover the costs of operation of the institution and so the institution has no financial objectives at all as was explained by the participants. “We are not a university to make money...if it wasn’t for the donations we would be in deficit” said Participant 3D while Participant 4D said “we do not seek profit”. Yet another concept that is related to the financial matters is the financial aid that is provided to students, participants used this concept to elaborate further on how their institution is utilizing its own funds in educating students rather than reaping financial profits, Participants 2 and 3 described that the institution spends millions of dollars on financial aid each year.

It is worth noting that the only participant to have mentioned an objective other than the ones stated above was Participant 2D and said “I am sure that in certain times, maybe the university served other purposes, political or otherwise, maybe, I’m not sure myself, but you know sometimes you hear or you learn.” This is an important element to highlight as it serves as an outlier to the points discussed previously and suggests that Institution D does in fact serve other agendas other than the academic and social ones.

### Contributions of Institution D

As one would expect and institution in the magnitude of Institution D has a very active role in the Lebanese community. Institution D is foremost a social actor in the Lebanese community and, its basic functions and operations hold a great social value, not to mention the social initiatives that are conducted by the institution and its different constituents “We open

the door to community and civic engagement, to volunteerism” said Participant 2D. Participant 4D said:

By having a direct contribution into the economy, and into... the culture you know, and everything of its surrounding, this is for me something that has been around forever, and will always continue, and that’s mainly what is this institution. (Participant 4D)

One would not be exaggerating if he said that “teaching” comes in the bottom of the list of the institution’s contributions, although it is one of the largest and most prestigious education providers in the area, and not just Lebanon “it goes beyond education” said Participant 1D. This became more visible during and post the data collection process as the focus on the contributions of the institution was mainly over its social impact and the research output produced. On the social level, Institution D, for example, owns and operates one of the most prestigious university hospitals in the area and this hospital as Participant 1D elaborated has played a very important social role in treating people in events such as World War 1, the Lebanese Civil War and the Lebanese Israeli War in 2006, this is part of the social role played by the institution as he explained. The social level of the contribution became more and more visible as the participant provided examples of how the institution and its students are engaged in social activities, Participant 3D for example said: “we have every summer we make camps in different remote areas in Lebanon, where we take our students in to help the community, repair houses, repair infrastructure.” While Participant 1D said:

the 2006 War... and this is where actually the nucleus of that center started, it was faculty members and students from engineering, from health sciences, from business, from medicine, who got together and said okay now, we have a role to play, and... and we need to start working. (Participant 1D)

...the Syrian crisis, you know, the university is playing a key role in attending to the Syrian refugees, particularly in areas of education and healthcare. (Participant 1D)

Further, Participant 4D elaborated how she and her faculty members participated in an initiative to train hospital managers on efficiency an initiative that covered both private and public universities. This institution is “changing people’s lives” “we are breaking the cycle of deprivation” said Participant 4D while explaining the numerous educational and

noneducational opportunities that the institution is granting people and added this to the list of the social contributions. “The institution is the largest private employer in Lebanon” said Participant 1D, this ought to show the level of social and economic impact that the institution has over the Lebanese community and the work opportunities that it has created.

On the research level, Institution D is known to be the largest research contributor in the Lebanese community, “we are a research institution” said Participant 3D, Participant 4D said: “this institution emphasizes the quality of research more so than anything else”. Research is imbedded in the institution activities whether it was teaching or community service. Participant 2D said:

in 2016-2017 academic year we spent around 38 million dollars, between us and the hospital, on research. The research. what do I mean? Meaning people went to conferences, to workshops, went on sabbatical leaves to do more research. (Participant 2D)

Participant 3D elaborated how the institution has utilized the social initiative of helping Syrian refugees in camps with mobile clinics in generating data that could be used in academic and medical research around the topic, in addition Participant 1D further discussed how the Faculty of Education is able to generate research quality data out of their community service offered to schools educating Syrian refugees. Research seems to be a unique trait for Institution D that sets it apart from other institutions, the level of research conducted is facilitated by the research grants offered to the institution which are not accessible to others as Participant 1D explained. Further, the quality of the research generated is one that is of international journal level, Institution D is present on that level and is a major contributor to international journals, which is yet another differentiating train as Participant 2D explained.

The educational level, as mentioned before is present, the fact that it is shadowed by the social and economic activities and research does not lessen of its importance at all. Institution D is one of the most prestigious education providers in the area with over 7000 students and a reputation for excellence in teaching. “We are here to educate...there is an educational component in our mission” said Participant 1D while Participant 4D elaborate on the importance attributed to the quality of teaching and instruction. Instruction at Institution D is not an ends on its own but rather it is the means of creating leaders, “this institution from a very long time, had been the institution that is there to help develop leaders” while Participant

1D said: “I mean it’s in the broad sense not only what they learn in textbooks, but also the experience that they get... that’s why student leadership is important”. Leadership was stressed throughout the interviews and was mentioned many times as most of the Lebanese leaders such as presidents and pioneers are affiliates of this institution, therefore creating leaders is a contribution that prides Institution D and is ensured through the proper education and skills building provided by the institution. It is worth mentioning that the institution actually enjoys a large number of international accreditations in all its faculties and little was mentioned about this during the interviews, Participant 3D, however, did mention the ABET accreditation of the school of engineering and elaborated how they are in continuous quest for academic excellence through constant development he explained how they constantly aim to meet the job market requirements and allow the students to have a chance to experience the real market environment through the final year projects, a concept that was recently introduced at the faculty of engineering.

The examples provided of the contributions of Institution D when compared to the ones listed in the literature review, most prominently societal micro and macro contributions seem to be a match. Institution D being very active on the teaching level is also an active participator in the knowledge economy contributing to the growth of the economy through providing a skilled workforce and a continuous flow of knowledge through research contributions. Various initiatives take place on the campus level which do count as societal contributions as described by the participants. Further Institution D being a major contributor on the research output level allows it to fulfil the expected contributory role on the research level.

#### Institution D, the International Institution

It is evident throughout the research than Institution D sets itself apart from other local private HEIs, it does not use any of the local institution as benchmarks it rather perceives itself as a regional or international player in the global league of elite HEIs. This enhances the position of Institution D relative to its contributory role, as an international strategy and orientation plays a great role in supporting the societal contribution of the institution and reinforces the community strategy of the institution.

This institution... is... is an institution that is driven by its mission, and it’s a very noble mission, and this literally sets it apart from many other institutions of higher learning – I am not only talking about Lebanon, I am talking about in the world (Participant 1D)

We try to provide our students high quality teaching, which is almost equivalent to top schools in the world, and we are proud that our programs are even - we think that we can compare to top programs... academic programs in the US. We try to give them the most updated knowledge in every field (Participant 3D)

Participants elaborated on the international level of their institution and how the research produced at their institution is of international quality standards, in addition the insisting of the institution of attracting foreign and Lebanese expat staff and faculty to unceasingly improve the level of the institution. Noteworthy is a fact stated by Participant 3D whereby she mentioned that after the establishment of the United Nations, The UN charter aimed to visit Eleanor Roosevelt and 19 out of the 50 members where in fact alumni of Institution D, she said “even Harvard didn’t have this number of Alumni”, this says a lot about the perception of Institution D with respect to the international community. Further, Collaborations with international NGOs further enhance the notions mentioned above whether it was in the aim of funding student scholarship or in the form of research grants, Participant 3D said:

So it’s given many people like this a chance, people from the region... from Lebanon, the region, also recently, in the past 5 years or so, from Africa a lot, Master Card Foundation, Syrians and Palestinians (Participant 3D)

The international exposure that Institution D demonstrates further augments the novel institutional values required from HEIs alongside with the Entrepreneurial culture of the institution in addition to its perceived contributions. The literature has specifically discussed international orientation as a required value for facing novel challenges such as globalization for example. Further, the Entrepreneurial culture as discussed by (McNay, 1995), (Davies, 2001) and (Clark, 1998a) was described to accommodate a continuous drive for development and an external orientation, traits that are demonstrated by an international strategy. Further an international strategy is believed to support the institutional community strategy through broadening the prospects of the institution thus offering better opportunities to all the institution stakeholders for international exposure, in addition to contributing favorably to the knowledge economy of the local community and enhancing its international exposure.

## GOVERNMENT ACTORS

This research has included government actors to factor in an official voice, the inputs of these actors will pertain to issues such as expected academic and societal contributions of the Lebanese Private HEIs, the motivations behind the establishment of HEIs, and cultural issues pertaining to the HEIs. Below is a list of participants under this category:

**Participant 1G:** The Former Minister of Education and Higher Education who served from February 2016 till February 2019.

**Participant 2G:** The Former General Director of Higher Education who served from 2002 till 2019.

**Participant 3G:** The Former Advisor for the Minister of Education and Higher Education, has also served as the Dean of College of Technology at the Lebanese University for 18 years, in addition to serving as the Advisor to the Minister of Vocational Education.

### Motivations of Private HEIs

The participants have discussed the motivations behind establishing Private HEIs in Lebanon, there appears to be a general orientation reaching the level of conviction that a significant number of the Lebanese Private HEIs do in fact seek profit and are “in it for the money”. The Minister, Participant 1G has said “There is a part of the Lebanese Private HEIs that is engulfed with a commercial label, these Institutions seek to recruit students in any way even through violating the law sometimes”. Participant 2G has also expanded heavily on that topic discussing how this sector is perceived to be one for profit generation, while really it is not. “In short, I can tell you that most of institutions are seeking profit...they think it is a dairy cow while in fact it is very costly if you aim to provide proper service”. “The law states that institution should not seek profit but rather should have other various objectives... the truth is most of them do seek profits” said Participant 3G.

The other main objective discussed by participants and which is visible in the Lebanese Higher Education Market is the establishment of Institution by religious institutions to serve their own purposes. Virtually every religious group in Lebanon owns their own private HEI, however this does not directly indicate the level of services provided as Participant 2G elaborated and said:

In Lebanon, don't forget we have institutions that are related to religious groups...some of these institutions are perfectly carrying out their higher education role but with a touch of their own culture and philosophy. (Participant 2G)

The minister has also walked through the establishment of HEIs on the basis of religion and also mentioned that these institutions function well on the academic level however with the introduction of "religious thought" to a certain extent as he described it.

### Expected Outcome

The outcomes expected on behalf of HEIs are many, as described by the participants. However, the level that the expected outcomes was described is one that does not delve deep into the micro level of operations, the terms discussed by the participants were general ones that describe the results rather than the methods of achieving them, meaning there was little reference to the actual operations of institutions but rather their general role.

In general, the role of higher education institutions in society cannot be limited to a specific aspect. The role of universities has multiple dimensions: scientific, educational, intellectual, social, economic, and humanitarian. (Participant 3G)

However there seems to be a focus on the social role of HEI, even on the level on education and research the ultimate aim that the participants have focused on is the development of active citizens, promoting civic engagement and sustainable development. Participant 2G said: "we need institutions that indulge in the people's concerns and set the foundation for a civic community. Lebanon seems to be in need of proper contributions from HEIs, ones that aid it out of the current unfavorable economic and social situation, the active participation of HEIs ought to yield the development of concepts that will contribute to the prosper of the country, these notions are promoting active citizenship and community engagement that would be very favorable as portrayed by the participants. Participant 2G has explained how the Directorate of HE has put in place a set of measures to ensure that HEIs are properly catering to their community service role more so than anything else, the role would include active participation in issues such as "environmental concerns and economic affairs". In addition, HEIs, as described by participants, are expected to have academic outcomes, these outcomes would have direct impacts on students and graduates who in turn would contribute



to the social and economic development of the Lebanese society allowing them to face the upcoming challenges through being equipped with notions such as lifelong learning. Participant 3G said:

Collectively, universities have to develop advanced tasks to keep pace with the era of knowledge economies and informatics, as it requires preparing students for the new economic conditions by preparing graduates ready for life-long learners. (Participant 3G)

In higher education, building the graduate's personality and qualifications is the result of processes, and intellectual, scientific and skill building that makes him an effective contributor on the social and economic levels. The learning process should lead to positive shifts in the qualifications of the student and the acquisition of skills and the growth of his critical and civil personality (Participant 3G)

Participant 1G, the minister, had totally varying expectations from the ones mentioned by the other participants, he discussed the expected outcomes on a macro level and stated that he expects from institution to commit to the law of higher education, to cater to the HE needs of rural areas and to commit to the general guidelines and morals of HE with reference to the commercial activities.

## HEI Contributions

The Higher Education setting was also addressed by the participants from the HEI contribution side, there seems to be a general agreement over the decent quality of education provided by the HEIs, however, there has been a demonstration of a condemning perception of the other functions especially research. "80% of the students are receiving good quality education, this is from the education side, from the research side there is severe dereliction" said Participant 2G. The private HE sector in Lebanon did in fact play a great role in the advancement of the community and the development of a capable and skilled workforce which has not only served the Lebanese community but is widespread all over the globe, Participant 3G elaborated and said: "Of course, in general terms, institutions of higher education contributed to the spread of this education to large groups of students who completed high school". When describing the contributions of the Lebanese private HEI one should differentiate between the various type of HEIs described above, whether their objectives are

for pure academic contributions, business and profit or the dissemination of religious and political ideologies, Participant 1G did in fact mention that there are some private HEIs that are perfectly carrying out their contributory role in the Lebanese community, without stating what the exact role is, he said:

...some institutions are graduating students that are of a superior level, I am not comparing these institutions to our elite institutions, however we do have in Lebanon private institutions that are providing decent contributions while having the characteristics of a private institution. (Participant 1G)

On the research level there seems to be a general agreement over the poor level of contribution provided by HEIs on that level. Participant 2G discussed the numbers of institutions that participate in actual research and said that these would amount to about 10 percent of the operational HEIs. “Research is the last of their concerns” he said. The discussion that went on described the current situation in terms of research and how the Lebanese academic society has a long way to go before being place on the global map of research countries, further, participants noted that a lot of the conducted research is attributed to the personal efforts of faculty members and not to institution efforts. The institutions that operate in Lebanon seem to lack both the culture and resources for proper research activity and this has directly resulted in the marginalizing of the research function.

### The Official View of the Status Quo

Participants were asked about how they perceive the Lebanese Higher Education market from their point of view as officials in the Lebanese government, they have provided imperative point of views that pertain to the qualities and traits of both the market in general and the HEIs in specific. “Why the 48 universities? This is an unnatural reality, in my view, there are at least 10 to 15 universities that are not worth continuing” said Participant 1G. This reality is not one that is perceived to be a suitable one for a country such as Lebanon, the large number of institutions in unexplained by any variables it was rather attributed to factors mentioned in the motivations sections that pertain to the religious sects pressuring the government to establish their own institutions, then followed by “business seekers” who penetrated the market post the end of the Lebanese civil war, all of that with the absence of any

regulatory action on behalf of the Lebanese government to control or guide the development of institutions. Participant 3G said:

The expansion of higher education in Lebanon was not within the framework of a deliberate and systematic plan, so the establishment of university institutions during the past three decades was not based on actual needs in terms of specializations and regions and the needs of the labor market and on the academic and professional level required for graduates (Participant 3G)

While Participant 1G said on this topic:

The great pressure on successive Lebanese governments came first from the sects, and this accompanied the sectarianization of the Lebanese system more and more when we advanced from independence to the tensions that overwhelmed the country in the 1970s and 1980s, then the civil war and the post-civil war, which provided the opportunity for violations in giving licenses to universities and this what has led to the development of commercial universities. (Participant 1G)

Throughout the interviews participants focused at some point on the level of commitment of the HEIs to the Lebanese law, a significant number of HEIs seem to be in continuous violation of the higher education law in the Lebanon. Participant 3G explained that the Lebanese private higher education sector is mainly governed by Law 285/2014 alongside with following executive decrees, the law and the decrees are mainly concerned with regulating the process of licensing HEIs alongside with regulations of processes of developing new majors and faculties, this as explained by Participant 2G limits the role of the General Directorate of enforcing the contributory role as the documents do not interfere with the cultures or contributions of the institutions. Participant 2G said “the role of the directorate is limited in this respect, we cannot do much when it comes to the contributions of the institutions”, however, he continued to say “the law of founding the Lebanese Committee of Quality Assurance has yet to be published and is still stuck in the Lebanese Parliament” this ought to provide the government a sort of control over the output of the Lebanese private HEIs. The participant continued to highlight issues on the motivations side affirming that the law specifically states that institutions are to be nonprofit institutions founded by either a nongovernmental organization or a civil company that does not seek profit, an issue which as mentioned above is perceived as a major violation. Participant 1G said that his request from

HEIs is to commit to the law and not to violate it on the basis of achieving personal and financial gains. Since a significant number of the HEIs in Lebanon have a family ownership this has resulted in further complications and tendency to violate the laws. Participant 2G elaborated on the topic and provided an example of the Board of Trustees and the Presidents at Lebanese HEIs, there seems to be an insistence on the behalf of the owners of some HEIs to serve as their presidents while they retain the full control of the board of trustees. Participant 2G said on this topic:

Owners “pivot and spin” to become the presidents of their institutions, they should not serve as presidents, there is a conflict of interest and sometimes they do not have the qualifications, it not a matter of prestige, the President has roles to perform, this is Higher Education we are talking about! (Participant 2G)

## EMPLOYERS

This research included participants from the Lebanese private sector market, in order to consider their input on the Lebanese private HEIs. Two HR personnel where selected for the participation in this research.

**Participant 1E:** Head of the Human Resources department at one of the leading private banks in Lebanon, has been an HR practitioner for 30 years.

**Participant 2E:** HR Business Partner at a leading Lebanese software development company with a significant international presence, has been affiliated with her institution for 8 years, started her career as a recruitment officer and progressed to assume her current position in 2015.

As elaborated by both participants, their relationship with Lebanese HEIs is of the pure form of graduate recruitment. It is obvious that the Lebanese private sector differentiates clearly between the graduates of various universities. Universities as described by participants are of variable levels and their processes do indeed automatically filter out graduates from “low level” institutions as they described. Participant 1E said: “there are various levels of the institutions, similar to banks whereby they are classified by quality of service”. Elite university graduates seem to be the most sought after as they are well rounded with good technical soft and language skills. “The level of elite university graduates is more advanced than others” said

Participant 2E. In this regard, there seems to be caution with selection of graduates from “middle and low level” institutions as described by participants as they would not demonstrate an adequate level of proficiency and even sometimes the credibility of their degrees is questioned, Participant 1E said: “I make sure sometimes to ask for an authenticated degree from the Ministry of Education and Higher Education”.

### What Employers want from HEIs

Away from differentiating between the types of institutions and graduates there seems to be a general agreement on the points of improvement that need to be implemented on the HE level for the graduates to be more suitable for employment. Employers seem to focus mainly on two spectrums when addressing what they anticipate or need from private HEIs. Both spectrums are related to graduate traits, the first is the range of technical skills that the graduate acquires during his or her higher education studies covering topics learnt, learning methods and real-life applicability. While the second is the range of life, work and soft skills that the student acquires throughout his or her years in higher education, and these are the nontechnical skills that polish the graduate ability and personality in the labor market. The first level is a very important concept as the employers seem to be struggling with graduates on that level due to outdated information and pure theoretical concepts with no actual applicability or practice. On that level as well, employers have stressed the need for practical application of theoretical concepts in a manner that simulates the real-world experience. Both participants stressed on the necessity of introducing real life examples and exposure for undergraduate students, whilst they confirmed that they are indeed required to complete internships, however this is not enough, hands-on experience should be transferred to higher education students for them to be able to excel. Participant 2E said:

The more the institutions are able to enrich the curriculum with hands-on experience and new technologies the more the graduates will become employable and the easier it is for us to recruit and deploy them efficiently. (Participant 2E)

Further Participant 1E elaborated on the need to provide curricula that is suitable and tailored for the Lebanese market whereby graduates attaining degrees in Banking for example are not aware of the banking rules and regulations regardless of their institution. In addition, there seems to be an absence of guidance exercised by universities to match the labor market

needs rather a significant bulk of students are opting study business topics and the universities are not doing anything to change this fact as Participant 1E elaborated.

In addition to the technical skills there also seems a room for improvement in the soft and language skills whereby participants elaborated on the need to have graduates who have a sense of collaboration and communication and this needs to be gained at the university level, further, recruiters seem to be struggling with the language skills of graduates as Participant 1E highlighted that even in some case from elite universities this is an issue. Participant 1E said:

Universities should prepare graduates for the real life to become employees and entrepreneurs, not everything should be academic, soft skills are very important they need to know for example how to negotiate. (Participant 1E)

The range of life, work and soft skills as elaborated by the participants have recently become very important as a criterion of employment in current times. In the past as explained by Participant 1E the main focus was technical ability with little regard to the social one. Today the latter is as important as the former due to the rising competition for labor market positions and the growing need for efficiency. Graduates with adequate levels of technical and soft skills have proved to be very efficient workers, good communicators and fast learners as explained by Participant 2E. Participants have made it very clear that their focus is not solely academic merit anymore, social wittiness is a very important graduate trait that was previously perceived as an individual trait of job candidates however today is expected to be a core element taught in the higher education system.

### Barriers to Development

Participants have expressed concerns of issues that might serve as barriers of achieving the needed points of private HEIs. These concerns revolve around the ability and willingness of private HEIs to cater to the labor market needs in terms of technical and soft graduate skills. The general perception of the Lebanese private HEIs is described by profit seeking and lack of academic orientation. Obviously, this is not generalized over the whole sector, however the perception is there and was elaborated during the interviews, Participant 1E said: “I am seeing now that the most important thing over there is money, universities are making efforts to brand themselves rather than improve their education level”. Institutions which are profit seeking,

seem to forgo specific details of their services needed by the labor market, directing their focus towards revenue generation and cost cutting which eventually leads to deteriorating the quality of the service provided. The participants have described work, life and soft skills instruction as a feature that requires deep understanding of the concept on behalf of the institution accompanied by certain financial burdens that might not be directly reflected in the generated revenues. This issue serves as a barrier for the provision and inclusion of such skills as they are perceived to be a costly trivia by private HEIs. Further, the capacity of private HEIs to provide a high-quality higher education with all the desired up to date information and practical experiences is heavily related to the operational and financial ability of the HEIs. As explained by Participant 1E not all institutions have the financial ability or vast experience of elite institutions, resources are required to generate a good quality service and plenty of Lebanese private HEIs lack these resources.

### Relationship with HEIs

The relationship between HEIs and employers seems to be generally an insubstantial one, as little ties were visible between the two parties. One would expect a higher level of coordination on the level of content provided by HEIs as to match the needs and requirements of the employers perhaps through an involvement of businesses in governance through jointly serving as members on committees at the private HEIs, the issue which was not perceived neither in the data generated by HEI participants nor through the employer's contributions. Further, as mentioned in previous sections HEIs might be slow in adapting to the labor market requirements due to their lack of ability to rapidly develop new programs to cater to arising needs as a result of the tedious and bureaucratic governmental process. However, the relationship between the HEIs and the private sector seems to still be influencing the recruitment of graduates, as mentioned by Participant 2E the elite universities have developed historical relationships with the sector the issue which further facilitates the process for their graduates, this relationship is, however, limited to forwarding graduates for recruitment at the relative institution with little prospect for academic coordination.

## STUDENTS

This research has aimed to include the voice and perceptions of students in the Lebanese private HE system to be able to generate a comprehensive view of the Lebanese private HE

setting. As discussed in the previous chapter two focus groups were conducted, each group contained one student of each of the HEI considered in this research. Participants were from different levels and academic fields, ranging from undergraduate to doctorate level students in fields such as business, technology, engineering and psychology.

Focus Group 1:

**Participant 1F:** A junior student at Institution D studying Psychology.

**Participant 2F:** A junior student at Institution B majoring in Events Management.

**Participant 3F:** A senior student at Institution C majoring in Digital Marketing

**Participant 4F:** A master's student at Institution A majoring in Computer Sciences

Focus Group 2:

**Participant 1H:** A PhD student at Institution D specializing in Mechanical Engineering

**Participant 2H:** A senior Student at Institution B majoring in Computer Science

**Participant 3H:** A Masters student at Institution C specializing in Mechatronics

**Participant 4H:** A sophomore student at Institution A majoring in Accounting

The topics discussed in the groups mimic the ones described previously, these are mainly the values, cultural traits, motivations and contributions of private HEIs, each student has contributed to these topics out of his or her own personal experience.

## Values

In terms of values, the students demonstrated varying opinions of their perceived institutional values, academic values were described by some but not all participants, Institutions C and D are the ones whose students have discussed academic values as ones perceived by them, whilst the others did not provide input on this topic. Participant 3F for example said:

I believe that my institution has come a long way in academic development, they are continuously enhancing their programs and introducing new ones such as Forensic Science, Optics and Digital Marketing... further students with high GPA are distinguished from others (Participant 3F)



Participant 1H described the noteworthy focus on academic value at Institution D and said:

...there is significant focus on student academic skills and innovation, it depends on the level, for example there is a focus on the GPA for bachelors and masters students, my focus now is research excellence (Participant 1H)

Participant 4F discussed a varying trait which he criticized saying it contradicts academic values and it is mass education with no regards to level he said: “the qualified and the unqualified students are entitled to register and enroll”

The same participants who discussed academic values also discussed diversity values and described how their institutions do in fact promote diversity and the acceptance of others, values that seem to be absent from Institutions A and B. Participant 1F said:

...in terms of values, our university focuses a lot on diversity, there is a lot of diversity in terms of nationalities ethnicity and religions... they focus on sexual freedom especially in what concerns the LGBT community (Participant 1F)

Whereby on the contrary Participant 2F demonstrated how diversity is not promoted at her institution rather religious discrimination is, she said:

...there is unbearable hate, if any student says that he is from a certain religion the hate begins from students and instructors and it is not stopped by the university as we feel that this is its orientation (Participant 2F)

Other values came into picture such as the financial focus of the institution and this sparked a discussion between students who elaborated how their institutions deal financially with students whereby Participant 4F elaborated how his institution is very flexible in these terms and everyone is entitled to get an education even if they have an outstanding balance, an issue which as described by participants is not present at their institutions.

## Culture

The culture is a topic that was addressed by the students in the focus groups, they were asked to describe cultural traits important for this research such as notions of policy, control and institutional positioning and orientation. It seems that all the students confirmed the presence of some sort of policy in their institutions although in various levels. Participant 3H said: “there are policies and rules being implemented but at the same time there is flexibility”. The highest level of policy implementation and the most visible one was visible at Institution D described by Participant 1F whereby she said: “At our institutions there are plenty of policies, to the extent that once you step foot in the university you are told about this and that policy and the implications of violations”, the least visible policy implementation was in institution B whereby Participant 2F said:

...last year we skipped classes, no one enforced a withdrawal from classes, no one cared if you came or not, we would ask for makeup exams whenever we want, and for example if you missed the final exam they would put the midterm exam grade instead... policies were just not there, this year they started exercising more control. (Participant 2F)

In terms of control the all the students reported similar input with regards to their institutions except for Institution D, students reported that their direct relationship was with the head of their department or dean of the school and that they felt that they are responsible of their issues and represent the power of control of the university when it comes to their affairs, Participant 1F from institution D had a varying input whereby she elaborated that all the student matters are addressed by committees and she expressed frustration of that issue due to the bureaucracy implemented in decision making. She said:

...things are kept very professional to the extent that you feel it is dehumanizing, since there are 100 committees and 7000 steps to take it is easier for the student to opt out of the whole issue. (Participant 1F)

Participant 1H from the same institution discussed the role of committees in exercising control rather than individuals.

Participant 3H, on the other hand, discussed cases whereby the Deans are not able to resolve the outstanding issues in his institution and said: “in this case the issue is raised to the VP at the university, this person has all the control at our institution”.

In terms of institutional orientation and outlook participants expressed their views of their institutions which varied from a highly external outlook and actively engaged to very limited external activity and orientation. Institution D seems to be the most active on this level as described by participants affiliated to this institution, all the activities conducted by this institution even if internal aim to serve an external purpose. “the motive behind everything they do internally is external” said Participant 1F, whilst institution A and C have a fairly external outlook as described by participants whilst maintaining the inward-looking strategy to maintain a certain academic level. Participant 4F said:

...on the masters level, you can feel that it is different from the general setting of the university, the administration aims at differentiation and excellence, they encourage research and even sponsor students' PhD programs in some cases (Participant 4F)

Participant 3H said:

...our institution is constantly introducing new academic material and courses for the sake of development, they also host seminars and workshops in the aim differentiating themselves and developing our skills (Participant 3H)

A noteworthy issue discussed on that level was mentioned by Participant 2F, it is that her institution had never showed signs of differentiation or external orientation but rather was content with the status quo, however after certain events that took place over the last year which has led to the deterioration of the reputation of the university, students have started to witness a change, the participant also mentioned that “franchised” branch campuses of this institution were doing a better job on that level. While Participant 2H has also addressed the issue in a very similar manner to his colleague from the other focus group and said:

...differentiation needs risk taking and our university are not risk takers, you need risk to excel at something... other franchised branches at our institution are doing much better on that level. (Participant 2H)

## Motivations

When discussing the motivations that influence the operation of the institutions all the participants unanimously agreed that there is a presence of financial objectives, they stated that even if the institutions state that they are nonprofit ones, they are still generating income. Participant 1F said: “Our institution is a nonprofit institution, but if you tell that to anyone they will mock you, everyone knows that this institution generates profit”, while Participant 3F said: “there is no operation without profit, I know that as a business student, if you don’t make profit there is something wrong”. Participants from Institutions C and D did however mention that they believe that their institutions are founded on basis other than financial notions, Participant 3F for example said: “I believe that the founders of our institution aimed at building a university that provides high quality affordable education”. Participant 1H mentioned the societal and research objectives of the institution stating that it is no secret that the institution has been there for very large number of years with objectives other than student instruction. Participant 1F noted that she believes the institution is also there to import western mentality to the Lebanese eastern setting she said:

...they are not very innocent motives, for example the Liberal Arts program is the same one instructed in the US, so it is instilling a lot of the western values in our eastern setting, this is why there is heavy American funding. The institution promotes concepts related to LGBT community and politics and this is not very innocent. (Participant 1F)

An interesting and outstanding motivation that was mentioned by Participant 4H from Institution A is the political motivation, whereby she described how political influences play a major role in the university and she gave the example of financial aid and said: “I think there is a political motivation behind the institution, political parties use services at this institution to polish their image.”

## Contributions

The groups also discussed the contributions of their institutions and again everyone discussed the general contributory role of education, especially at institutions A and B whereby the students were not able to identify or relate to other contributory roles by their institutions. Institution C seems to be lacking social and research contributions, the difference between Institution C and the others is that the participants from Institution C were aware of this shortage in contribution and did mention that their institution is aiming to fill this gap, Participant 3H said: “We are a small university, we are not able to provide vast contributions other than academic ones, but our institution is trying to contribute to our learning as much as possible”. Whereby the case with institution A and B was different and was characterized by an absence of an answer. When it came to institution D the participants made it very clear that their institution is a research one in the first place and contributes heavily to the research, second, they described the teaching role of the institution and demonstrated the high level of academic excellence present, third they portrayed the level of societal contribution provided on behalf of this institution. Participant 1F said:

...they tell us, your education is a byproduct of us needing money to fund research... they encourage social initiatives like environmental awareness, they allow the student to become an active citizen rather than just having an academic degree. (Participant 1F)

## THE LEBANESE PRIVATE HE SETTING

The information collected and analyzed has been very useful in terms of providing clear indicators of the prevalent Lebanese private higher education setting. More specifically, the organizational cultures visible amongst the HEIs, in addition to the perception of their motivations and contributions have become more and more visible upon the completion of this research. The four institutions included in this research are fairly representative of the whole private higher education market, consequently their relative cultures, motivations and contributions will be of great value in providing a clear image of the whole market. The results and findings presented previously seem to have a homogeneous outcome, the input provided

from faculty, staff and students do indeed provide a clear identity for each institution, in addition the input provided by the governmental and employer actors did indeed provide a clear picture of both the motivations and contributions of the Lebanese private HEIs.

### Lebanese Private HEIs' Characteristics

The data presented previously has indicated the presence of the four cultures described in the literature review in the Lebanese private higher education setting with a focus mainly on three cultures, these are the Bureaucracy, Corporate and Entrepreneurial Cultures. The indicators that were used in determining prevalent cultures were ones extracted from The Competing Values Framework developed by Robert E. Quinn and John Rohrbaugh (1981) and Ian McNay's (1996) organizational culture framework. These are notions of control versus policy, in addition to determining the institutional orientation being either internal with integration or external with differentiation. In terms of motivations, there seems to be a wide array of drivers influencing the operations of the HEIs, these range from pure academic to financial. While in terms of contributions the majority of the institutional contributions seem to be on the educational side with a visible absence for research and societal contributions.

Institution A enjoys a combination of bureaucracy and corporate cultures mainly characterized by the tight exercise of control visible in the data demonstrated above in addition to an indistinct position relative to policy whereby on some instances there has been recognition of tight policy implementation while on other instances there has been the description of absence of policy. The institution seems to be driving itself towards a greater policy authority as described by participants in addition to its continuous drive to implement differentiation, although this is still in the early stages. In terms of values the most prominent values visible in this institution are accessibility and affordability. The motivations of this institution are wide and vary from academic to financial and even to political. The founder and the president of this institution is a renowned Lebanese politician and entrepreneur, and the drivers that this institution serves as per the data collected are a combination of objectives that serve the founder's vision. The contributions of this institution are not limited to education but rather they extend to societal contribution such as increasing accessibility to higher education geographically and financially, however this institution still falls short on the research level but with visible efforts on progressing on that level.

The evident cultures of this institution greatly influence its contributions. Institution A is one that understands the value of the market and has dedicated its resources to serving this market. The competitive drive that resulted from the external focus has been evident by the data collected, whereby the participants highlighted the fact that this institution is the largest private higher education provider and aims to remain so. This is also evident by the marketing and pricing strategies conducted by the Institution A to remain in the lead. The teaching function is an active one in this institution and efforts to enhance the quality of instruction are driven by the market orientation of the institution which aims to enhance its competitiveness through enhancing its services. However, the separation between the academic and administrative functions and the financial focus of this institution is hindering it from properly achieving full academic enhancement, as described by student participants and some staff members, the open admissions policy and the academic delivery criteria raise questions about the authenticity of academic advancement as described by the institution. On the societal level, participants have demonstrated a level of communal engagement provided by this institution and this has been demonstrated through providing highly affordable education which in many cases has resulted in the enrolment of first-generation university students; this however could be easily justified by the market orientation of the culture in addition to the financial and political drivers whereby there is a continuous drive to recruit students at any cost. Further on the societal contributory level, this institution failed to demonstrate serious macro level contributions on the level of the whole society, such as contributing to the solving of country-wide problems or addressing arising issues in fields related to majors instructed at this institution, this is mainly due to the lack of academic discretion perceived in Bureaucracy and Corporate cultures whereby the tight control limits academic influence and replaces it with managerial concerns that are not aligned with major societal contributions. The endorsed cultures further have failed to stimulate the research role of the institution for the same reasons mentioned above, whereby little initiative and activity have taken place on that level due to the absence drive and a focus on competition and student recruitment more so than any other function.

Institution B give the impression of an institution that enjoys a combination of bureaucracy and collegial cultures. The prominent feature that indicates the presence of these two cultures is the absence of policy, this has been prevalent by the data collected and analyzed, the absence of policy seems to be sometimes compensated by the practice of control as has been demonstrated by participants and the institution seems to be currently in a dynamic stage

shifting between cultures to a tighter exercise of control due to a series of factors. In addition, the institution has shown little to no differentiation efforts or external outlook. The values that have been discussed at the level of this institution demonstrate the absence of academic values but the presence of student welcoming values that might be in the effort of retaining students. In terms of motivations, the data has shown that this institution is driven mainly by financial drivers, ones that were evident by the contributions of the participants most prominently to the fact that this institution franchises out branch campuses. The contributions of this institution are very limited, this is seen to be directly correlated with the financial drivers and institutional culture of the university, this institution demonstrates little to no research and societal contributions.

The Bureaucracy culture of this institution is characterized by rigidity and lack of market adaptability, the tight control exercised leaves little space for flexibility. The adverse effect of this culture on the contributions of the institution is visible since, as described previously, this institution is falling short on achieving on the contributory level. As mentioned previously, and based on the input from both faculty and students the institution has been in a halt for a number of years, little to no new initiatives have been observed on the academic and nonacademic levels, in addition to the inability to keep up with the market competition has rendered the institution stranded on the level of contribution. As described by the President/Founder of the institution there is a 100% dependence on tuition fees with no access to external funds the issue which dis-incentivizes the institution to be active on the research level. Add to that the inflexibility of pricing due to a number of factors including competition, the issue which creates internal frustration. Additionally, as described by participants, the bureaucratic and tedious effort that need to be exerted for the sake of receiving approvals for new academic majors and levels has also yielded the halt of development of academic programs. The drivers of this institution were described to be mainly financial, this alongside with a Bureaucratic culture formed a damaging factor to the societal role of the institution, whereby there appears to be extremely shy attempts at minor student social engagement such as environmental activities for example, however as described by the actors of the institutions this has also been suspended due to country security reasons. Macro level societal contributions are completely absent and this is attributed to the inward-looking attitude and limited capabilities whereby the institution does not visibly contribute to the development of the community or the enhancement of the knowledge economy, even of the level of social cohesion



as described by one of the students, this institution on the contrary advocates discrimination on a certain level.

Institution C is a dynamic institution that enjoys a corporate and entrepreneurial cultures, with visible presence of both policy and control, however with a varying level of control of implementation. Being a private family owned institution with the President being the founder and the Vice President being the son of the Founder there seems to be an effort to releasing the control of the institution and shifting dependence on the existent policies, however this issue still has a long way to go before achieving full implementation. This institution does in fact aspire to be in continuous progress in quest of differentiation and in fact has been successful on that level. In terms of values, this institution seems to promote both academic and student focus values. The motivations of this institution seem to be both academic and financial, however with a greater focus on the academic drivers as asserted by all participants. The contributions of this institution are academic and societal contributions however with little research efforts although while maintaining the high perception of the research value.

The Corporation and Entrepreneurial cultures observed in institution C allows it to be market oriented however not to an extreme level as to forgo the basic academic functions of the institution. Visible is the external market orientation alongside the solid strategic orientation at Institution C. The teaching function is clearly stressed at Institution C with an obvious drive for academic excellence, this drive is the result of the alignment between the academic and administrative functions that seem to be operating hand in hand to achieve the institution's objectives. The innovation that is coupled with the entrepreneurial notion is visible through the academic functions described by faculty, staff and students. the presence of revolutionary and unique majors at Institution C such as Forensic Sciences demonstrates the strive for differentiation through innovation, the issue which has positively influenced the teaching function at this institution and attributed it a decent academic level. On the societal contribution level, the "corporate" influence is still taking effect over this function whereby the market orientation is present and the academic discretion has been introduced however not to the extent of achieving a high level of contribution on the communal level. This does not mean there is a complete absence on that level as this institution is in fact utilizing its labs for example, as described by participants, to serve the community through allowing government agencies to use the forensic lab. The institution also has demonstrated an effective method of enforcing social cohesion and eliminating religious and political discrimination through

adopting a pure civil status as explained mainly by the students of this institution. The entrepreneurial culture implies the presence of boards and committees that do in fact provide an edge for the contributions and policy implementation, however this has yet to be observed on the research level. As the boards are mainly formed of administrative personnel with little academic engagement, this renders a weak academic contribution reflected in the absence of research contribution. The drivers of this institution appear to be both financial and academic, this demonstrates the administrative and academic balance that the institution aims to strike by endorsing an entrepreneurial culture, however it might be a challenging objective as the institution is a family owned one headed by its founder.

Institution D is one with the most prominent cultural orientation being the entrepreneurial culture. Extremely visible traits of this institution clearly indicate the domination of this culture, a very high dependency on policy with a low-level control of implementation that has been the result of over 150 years in operation. This institution has achieved differentiation and is in continuous quest of international exposure and competition, various examples depicted above describe the distinguished nature of this institution. Institutional flexibility and academic discretion are visible throughout this institution and are regulated exclusively by policies. The values described at this institution are described to be profounder than ones visible in other institutions, these would be student wellbeing, diversity, entrepreneurship, innovation and academic excellence for example. The motivations of this institution are believed to be academic in the first place with a focus on providing excellence in all the service provided, there seems to be a discussion about financial drivers of this institution as a result of its relatively high tuition rates, the issue which has been explained by stakeholder to be reinvested in the institution as the price to pay to maintain a large campus and recruit expat staff and faculty is very high. On the contributory level, this institution seems to be a significant research and societal contributor more so than academic instruction, however instruction does remain a core service of this institution with the excess of 7000 students receiving education of international standards.

Institution D is an example of an Entrepreneurial University, it endorses an Entrepreneurial culture alongside its constituents. External market orientation, academic discretion, flexibility, and academic drivers have influenced contribution at all levels on behalf of this institution. Administrative control is not present to hinder the development of the institution on the academic level, this is evident by the various initiatives conducted by faculty

demonstrated in the data above such as the student engagement in labor market portrayed by Participant 3D for example. The institution is controlled mainly by boards and committees all of which include student and faculty representatives, the issue which contributes favorably to the contributions of the institution in terms of ensuring that the institutional activity does is in fact driven not solely by administrative personnel but by faculty and students as well. All the functions of the institution being teaching, research and service are part of a strategic orientation on behalf of the institution driven by both market and academic factors. The flexibility of the institution has rendered it able to survive for more than one and a half century as explained by the VP for Advancement. The societal role of Institution D as was evident is a major one, it has been serving the community ever since its establishment, the institution is active on both micro and macro levels, undoubtedly contributing to social notions such as social cohesion and social mobility through offering learners the chance to enroll in a versatile community that enhances the chance of social and economic development. In addition, the institution and through its versatile facilities has aided in serving the Lebanese and regional community through offering medical services in the times of war during the civil war of Lebanon for example or through aiding in the reconstruction of damaged areas during the Israeli war. Further, the institution and through its academic faculty was able to implement initiatives for hospitalizing and educating Syrian refugees during the Syrian crisis. The institution further is continuously investing in new innovative market related initiatives such as the interdisciplinary research unit discussed by Participant 4D for example. This is facilitated by the sum of grants and donation that provide the required liquidity for conducting such initiatives, in addition that fund research projects ones that are, as described above, versatile and have gained the institution international recognition.

The majority of the private Lebanese HEIs are neither similar to Institution D nor C, the majority rather are ones similar to Institutions A and B with a bureaucracy culture and motivations representing the owner's interests. As explained in the context section the Lebanese private HE setting is one that is crowded with institutions which are family owned and operated, in addition to institutions with political or religious agendas away from the traditional HE objectives and contributions. The input provided by the government actors provides a clear indication of the status quo of the HE setting, institutions which are profit seeking are violating the law that regulates higher education in the aim of achieving their objectives being financial, political, religious or whatever else. The government participants have expressed their worries of such actions and highlighted the lack of contributions that

benefit the society and economy. The former minister has even stated that a number of the 48 institutions should be closed down. The employers have also expressed their concern of the outcome of the Lebanese institutions highlighting the fact that they are only able to recruit graduates from a limited number of institutions due to the lack of an adequate academic level.

## Chapter 6

# Discussion

## CHAPTER 6: DISCUSSION

This chapter links the data inferred from the previous chapter to the information presented in the literature review in the aim of describing the Lebanese private higher education setting and answering the related research questions. Topics that are presented in this chapter are the institutional values visible in the Lebanese private higher education setting, the main institutional cultures that are present amongst the Lebanese private HEIs, the institutional contributions prevalent amongst the Lebanese private HEIs and the relationship to the institutional culture. The entrepreneurial drive in the Lebanese setting is also discussed alongside its influences over the contributory role of private HEIs, finally the evolution towards an entrepreneurial culture in the Lebanese higher education setting is discussed.

### INSTITUTIONAL VALUES

The literature presented earlier in this thesis has portrayed the introduction of new values to the higher education field, this has been a result of the changes that higher education underwent such as the introduction of new stakeholders, changes in the need for funding, the introduction of new roles and attributions to HEIs and new definitions and concepts of knowledge. Further the Magna Charta Observatory which is popular association that has come together to agree over practices promoted in the Magna Charta Universitatum has highlighted internationally recognized values to be promoted and endorsed by HEIs globally. Through the Living Values Project the Observatory has highlighted “fundamental” institutional values that represent academic freedom, institutional autonomy, integrity, diversity and social responsibility. Changes in institutional values as described in the literature resembled traits similar to those of commercial markets (Matzler, Abfalder, 2013, p138). New values described by the literature were competitiveness, innovation, financial orientation, flexibility and efficiency (Shattock, 2003, p40) for example.

Lebanese Private HEIs exhibit endorsing a part of the values described in the literature; however, there seems to be an overarching concept dominating the values of the institutions and it is the commercial values that pertain to serving a market of clients with business notions. Internationally recognized values seem to be absent from the majority of the Lebanese private

institutions, throughout the research the values that arose to the surface were mainly commercial ones with very little regard to values such as the described in the Magna Charta Living Values Project for example. Notions of innovation and efficiency although exhibited in some institutions such as Institutions C and D; however, are not visible in the majority of the Lebanese private HEIs.

As mentioned in the literature new values on their own are not a negative concept; however, when accompanied by a lack of academic orientation to the favor of business notions this produces adverse consequences that are often reflected by the contributions of the institutions (Enders, 2002). If the commercialization forces were ever to overcome the academic drive the outcome would not be a favorable one for the higher education setting (Kirp, 2003, p56). In the Lebanese setting there seems to be an orientation for ‘marketizing’ the higher education sector while adopting values not for the sake of these values but rather to their impact on the business of education, a general overview of the values in the Lebanese private higher education setting follows.

The institutions involved in this research seem to be mainly driven by income generation, even with institutions which do in fact contribute favorably to the academic and societal setting, there seems to be a financial driver represented by the high tuition fees as explained by the student participants, this implies that the academic and market values are not mutually exclusive and can indeed coexist in certain institutions. The values observed by these institutions in addition to the perceived drivers have allowed the researcher to form an idea over the trending values in the Lebanese market and their relation to the literature pertaining to this topic. Values in the Lebanese higher education setting are indeed commercial ones characterized mainly by competition, client focus and financial orientation. With the exception of Institution D representing elite institutions, there seems to be a noticeable absence of values such as efficiency, innovation, academic excellence and integrity, equity, social responsibility, diversity and community wellbeing. Absence of such values does not indicate their complete exclusion; however, it signifies that these values are in fact not ones that are prioritized or highlighted. The absence of such values is mainly attributable to the lack of perception of the need of such values in light of the focus on the revenue and income generation, further details below would discuss this phenomenon in the Lebanese setting.

Institutions such as Institutions A and B with an evident business focus promote pure commercial values such as “client” retention and competitiveness, with minimal attention to academic values the issue which is unfortunately reflected in the institutions’ operations and contributions. Participants from the above institutions have failed to demonstrate an orientation towards endorsing general notions of excellence, community service, justice, and integrity for example. This lack might be attributable to a series of factors, institutions might consider such values to be evident and perhaps failed to recognize the need to highlight them. Another explanation might be the fact that these institutions do in fact work by the bare minimum of such values and guidelines, and attribute a higher focus on other values. Commercial values for example, such as client focus, competitiveness and financial focus were frequently highlighted and visible throughout the data collection and analyses process. Institutions A and B in comparison to other institutions have demonstrated a lack of maturity in both implementing and expressing the internationally recognized and promoted values, this was evident through the frequent implication of promoting academic excellence and student wellbeing for example without a solid indication or evidence to support such claims. A more comprehensive analysis of the institutional traits such as the institutional motivations and contributions has confirmed the lack of the described values, a subject to be elaborated in further sections of this chapter.

On the other hand, there are few institutions in Lebanon similar to Institution D which have demonstrated a commitment to promoting internationally recognized values in addition to the new emergent ones described in the literature, it is such institutions that understand the significance of academic values and the need to adapt to the new market changes described in the literature review. As a result, Institution D promotes values such as academic and research excellence in addition to commercialism, innovation, entrepreneurship, community wellbeing, diversity, freedom of expression and community service. Institution D, in various occasions throughout the research, demonstrated examples endorsing the above-mentioned values, student participants have indicated the institutional keenness to promote student and community wellbeing. Further examples of diversity and acceptance were highlighted by participants through the discussion of the institutional stance towards the LGBT community especially in light of the surrounding conservative community. Freedom of expression, although challenged by one of the student participants, was however highlighted by the participating staff and faculty and exhibited by the yearly democratic elections of the student committee which is an active component of the decision-making mechanism at the institution.

Commitment to community service, research and academic excellence were frequently highlighted by the VP and the actors of the institution, further details about this topic are provided later on in this chapter. The institution has, as well, appeared to endorse market values characterized by its high market awareness and engagement in noncore activities described by the research participants. International competition has been further highlighted frequently by Institution D participants thus highlighting the market orientation of the institution. A further indicator of the commercial orientation of elite institutions is the fact that these charge the highest tuition rates amongst the 48 Lebanese private HEIs. The information about the values endorsed by elite HEIs indicates a balance between academic and market values, rendering institutional flexibility and market orientation while retaining traditional academic values and internationally recognized and promoted values.

Institution C, is an example of an institution which is trying to strike a balance but is yet to be successful in this regard, this is due to the nature of such institutions most of which are either family owned or founded by religious or political groups for individual purposes. The values of such institutions, as seen in institution C, do in fact hold from within academic merit; however, other commercial values overtake the academic ones, an issue characterized by the drivers of such institutions and evident through their lack of comprehensive academic and societal contributions. However, Institution C has demonstrated an adequate level of commitment to values of community wellbeing, integrity, professionalism, valuing the student voice and innovativeness. Institution C exhibits a market drive described by the active participation in the competitive higher education market, the market drive is also visible in the outward orientation of the institution and its engagement in noncore activities described in the contribution section of this chapter. Although family owned, the institution has demonstrated an orientation to endorse the more profound values that describe the internationally accepted ones, notions such as student wellbeing and acceptance of others were frequently highlighted by student participants, further academic integrity and professionalism were highlighted by the faculty and staff of the institutions and were visible upon the analyses of the elements of the institution such as the motivations and contributions.

In the Lebanese setting private HEI are mainly non-elite ones represented by Institutions A and B, the values demonstrated by institutions are variable depending on the institution; however, the research has highlighted general features on this level, further

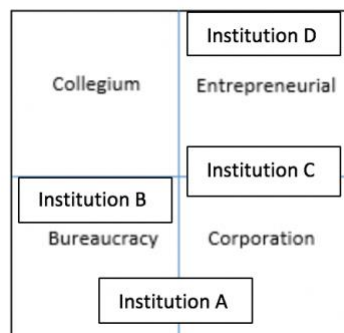


discussion pertaining to culture and contribution ought to enhance the picture described in this section.

## INSTITUTIONAL CULTURES

The data collection and analyses has helped in the identification of prevalent cultures in the Lebanese Higher Education setting, cultures described in the literature were Collegial, Bureaucracy, Corporation and Entrepreneurial (McNay, 1996) . However, the data has shown that the cultures visible in the Lebanese market are mainly limited to Bureaucracy, Corporation and Entrepreneurial. The cultures are present in the Lebanese setting in varying levels with the majority of institutions endorsing the Bureaucracy culture, the figure below classifies the institutions included in this study by their prevalent cultures.

*Figure 6-1 Institutional Cultures Among Research Sites*



The majority of institutions seem to mainly enjoy features of the Bureaucracy culture as a result of a series of factors. This culture as explained in the literature review is described by a tight control and loose policy orientation while promoting an internal focus and positioning (McNay, 1995). Such institutions seem to be rigid and lack market adaptability, a trait which is not very favorable in a market that requires dynamism such as the higher education market. Although with varying magnitude, Institutions A and B demonstrated a tight level of control and loose policy implementation with dependability on administrative power to function, demonstrating a lack of market adaptability to a certain extent in addition to absence of innovation and novelty in operations. Further the focus of the institutions has appeared to be mainly internal with little efforts of differentiation as was evident by the

contributions of the institutions which are mainly teaching-oriented. Institution A; however, demonstrated a drive towards increasing dependency on policy with no visible efforts to decrease the exercised control, this alongside with the drive to increase the institutional exposure and develop the outcomes of the institution, most prominently societal and research contributions, introduced traits of the Corporation culture. In terms of leadership approach and style, Institutions A and B demonstrated a deep segregation in the duties, functions and authority levels. The hierarchy is visible in the operations of such institutions and the president and vice president of the institution are mainly regarded as custodians which are there to control operations, rendering their roles to become monitors or coordinators rather than producers or facilitators (Quinn, 1988). The functions observed at institutions A and B and as described by the leaders of the institutions have indicated the persistent need for conformity and continuity. As described at Institution A for example, the Vice President is the one who personally supervises operations and ensures the compliance with the President's vision through overseeing the functions of all the departments and branch campuses. At Institution B the President/Founder has, on various occasions, demonstrated the commitment to system he has set in place for the achievement of the determined institutional administrative outcome.

Institution C is one that has already demonstrated established traits of the Corporation culture evident through a tight policy implementation accompanied by a tight control of operation; however, the high dependability on committees and rules and regulation has shown that this institution is also aiming to increase the level of policy implementation over the level of control exercised. Such institutions also demonstrated serious efforts for external orientation and differentiation through implementing a set of procedures to set themselves apart from other institutions in the market most prominently through academic excellence and the introduction of new revolutionary academic majors. Accordingly, this implies the presence or the introduction of an Entrepreneurial culture to institutions such as Institution C. In terms of leadership approach and style, administrative and leadership authority exists in committees with an executive focus. There seems to be a strategic goal portrayed to the institution's stakeholders while setting in place clear policies and procedures to achieve the stated strategic objectives. The faculty and staff members of the institution seem to be empowered by the upper management while being motivated to uphold a certain level of efficiency. As described by the Head of the Registrar office at Institution C, his role is one that is greatly supported by the President of the institution and his career has developed overtime under her direct supervision and encouragement.

Institution D is one that demonstrated an entrepreneurial culture showing extreme dependency on policy with little perceived control of operation, the institution has demonstrated a market orientation with a strategic outlook visible in the high adaptability of this institution and its drive towards catering to the market on all the levels of its contribution. Such traits are in line with Davies' (2001) description of the entrepreneurial culture. The institution is one of a few elite institutions in the country which have been established for a significant number of years and have managed to achieve differentiation on various levels through offering high standards of academic quality alongside with active societal and research participation. A further point of difference not perceived in any other private HEI would be the academic flexibility and autonomy attributed to faculty, whereby faculty members have been shown to hold significant institutional power visible through representation in the majority of committees, in addition to the strict requirement of an academic background for the president as a pre-requisite, this is also in line with the entrepreneurial traits described by Davies (2001). In terms of leadership approach and style, the institution appears to be operating through the presence of decentralized satellite units. The institution, being a very large one in terms of student and unit numbers, is managed by a number of independent stakeholders that come together to form the whole institution. Committees play a major role in overseeing operations through acting on the macro level and managing macro decisions, little was discussed about the jurisdiction power of the President and Vice Presidents. The leaders of the institution are then mainly concerned with developing and maintaining relationships external to the institution that ought to develop its operations, these are mainly related to ensuring the continuous development of projects and insuring the presence of funds through donations and endowments. The leaders therefore serve the role of brokers on that level. The continuous development of projects and initiatives is clearly encouraged by the leaders at Institution D while, the entrepreneurial spirit is visible throughout the institution, this stems out of the conviction of the leaders of the need for continuous development and external outlook. As explained by the Vice President interviewed, Institution D has maintained its operations for over 150 years due to its leaders' vision of continuous development and innovation thus attributing them the role of "innovators" (Quinn, 1988).

The absence of the Collegial culture in the Lebanese setting is attributable to high control exercised by the institution's administration in the aim of achieving their institutional objectives which contradicts the notions of collegiality as described by Davies (2001). A

significant number of private institutions are believed to have implemented a system of operations that allocates the power to the administrative personnel while providing a limited role to the academics. The data has shown that the majority of private institutions operating in the Lebanese private higher education setting have allocated a limited role to the academics in the operation of the institution. As described by the participants the institutions are run by the stakeholders who founded the institutions such as the investors, family members, or even clergymen depending on the founding body of the institution. Further a collegial culture is one that promotes academic values, the issue that has been absent in the Lebanese setting with a promotion of mainly market values and a focus on power and profitability.

### Shortcomings in Literature on Institutional Culture

The Lebanese higher education setting is a distinguished one. It is a fairly novel market constituted of a very large number of private institutions each having multiple branches, in addition the surrounding environment is a troubled one on various economic, social, and security levels. The literature has described general concepts in the aim of describing and identifying institutional culture; however, it has demonstrated some limitations in the Lebanese setting. The literature identifies four cultures each with distinct features. The Lebanese market accommodates mainly three out of the four cultures with the Bureaucracy culture dominating the scene. The literature has described various aspects while aiming to measure and identify the institutional culture, the Competing Values Framework (Quin and Rohrbaugh, 1981) measures institutional flexibility, control and orientation; while McNay (1995) aims at measuring institutional control and policy implementation. Lebanese private HEIs appear to have a chronological development of culture whereby the elite historic institutions demonstrating maturity have demonstrated entrepreneurial features while the newer institutions have demonstrated bureaucratic ones. Thus, notions of novelty and maturity, in the Lebanese setting might serve as indicators of prevalent cultures, and issue which has not been addressed in any of the literature pertaining to this issue. The ownership of the institutions has further been perceived as a factor influencing institutional culture, for example institutions owned by families, individuals and religious institutions have demonstrated a lack of entrepreneurial drive. Furthermore, the cultures observed in the Lebanese setting also demonstrated a link to the institutional capacity on various levels being financial, academic, and administrative. Institutions with low financial resources and little human capacity have been more inclined to demonstrate bureaucratic features while more financially capable

institutions, such as Institutions C and D, demonstrated corporate and entrepreneurial features. Features of the bureaucracy culture are prominent in newer institutions in the Lebanese setting, and as these institutions mature, develop, and build resources, they demonstrate features of the corporation culture. With the proper set of values, institutional orientation, and capacity, institutions begin displaying entrepreneurial features building up towards an entrepreneurial culture.

The literature further described features of cultures and indicated issues such as the measures of success of each culture and prominent traits. While major features of the Bureaucracy culture such as rigidity, a lack of market orientation and an inward focus are in fact exhibited in the Lebanese setting through the majority of institutions, other notions described by literature do not seem applicable in the Lebanese setting. McNay (1995) has discussed notions of efficiency and reliability at institutions endorsing the Bureaucracy culture implying the presence of clear deliverables. However, this has not been perceived in the Lebanese setting. Lebanese institutions demonstrating bureaucratic features are mainly operating by the control of their owners influenced mainly by financial drivers. These institutions have demonstrated haphazard operation with an absence of efficiency thus rendering a stagnant and disorganized institution with varying deliverables. This was exhibited at Institutions A and B whereby a variation between the quality of services offered depending on the service type, academic level, and specialization, in addition to a gap between the services offered at different branch campuses. Institution B's franchised locations are an example of the variance in services provided.

Lebanese HEIs claim that they are market engaged and in continuous outlook for development; however, have demonstrated bureaucracy features characterized by a lack of market adaptability. The literature falls short on explaining such phenomena. Lebanese HEIs are mainly dependent on tuition fees for funding and thus are expected to demonstrate market traits characterized by competition in order to achieve sustainability, while these do in fact claim such an orientation, the frameworks utilized have failed to measure this. Financial factors and drivers, are not attributed attention in the literature, rather it is the institutional orientation towards the market and its operational responsiveness that determine its market orientation. The institutions which have demonstrated bureaucracy features and a lack of market adaptability might as well be demonstrating market features on the financial and driver levels. Institution B for example is one that is driven by financial objectives and has confirmed that by the franchising activity observed in the institution; however, the major indicators of the

frameworks utilized, such as policy, outlook and control have prominently highlighted the bureaucracy portion of this institution. Institution A as well being the largest private university in Lebanon and, according to the frameworks utilized, appeared to observe a largely bureaucratic culture with features of the corporation culture, whilst business indicators signify the presence of the market orientation. It was astonishing to learn that institutions appear to be seeking advancement in the market to serve financial purposes while promoting market values; however, they have remained on the lower left side of the quadrants described in the literature review, being bureaucratic showing no market outlook. The Lebanese market might have further contributed to this phenomenon as the historical need of private higher education has resulted in the development of a new culture, one that on the outside appears to be a market-oriented culture that promotes market values; however, its behavior does not reflect that. The fact that there has been a huge demand for private higher education in addition to an absence in the government regulatory and strategic role has resulted in a static culture that does not adapt to the market needs nor is it incentivized to contribute to the local society. The culture that has been born does not enjoy merits of the Bureaucracy culture such as the reliance on productivity and consistency to achieve standardization, the culture rather a stagnant one that haphazardly conducts “business” with little strategic and standardized procedure.

## INSTITUTIONAL CONTRIBUTIONS TO SOCIETY

The contributions of HEIs in general as described in the literature review are never limited to individuals these are rather associated with the community as a whole. The trinity of services offered by HEIs being teaching, research and community service (Knight, 2003) serves the whole community from individuals to government to entities, the benefits of well-rounded higher education contributions are countless and are not limited to a country or a region but are in many cases global. Although the core of the services has remained the same ever since the establishment of higher education; however, new notions have been introduced to the contributions of HEIs, economic and social development for example are roles that have been increasingly highlighted (Etzkowitz, 2001, p28). The introduction of innovative material and teaching methods are also amongst the novel contributions of HEIs discussed in the literature review. Furthermore, research acquires a great deal of attention and is seen to be a form of contribution on the community level through communal problem solving (Clark, 2000, p13) in addition to its traditional role of knowledge generation and transfer for the sake of

academic inquisition. Community service, the third pillar of the three pillars of HEI contribution, is also an important role played by HEIs through the building of a capable workforce, the contribution to the building and development of the knowledge economy, and a series of notions such as promoting social mobility, social cohesion and social equity (OECD, 2006, p1). Private HEIs are susceptible to prioritizing serving their own objectives rather than the public ones described above (Lee, 2017), this is what is being perceived in the Lebanese setting. Lee (2017) described the lower societal and research contributions associated with lower governmental funding and high dependence on tuition fees, further Jamshidi et al (2012) elaborated the weak tie that would result between the HEIs and the community when students are perceived as education customers. The Literature has discussed imperatives that compel HEIs to engage with social constituents, in the Lebanese setting a number of such imperatives are present indeed, while there is absence of others. The present factors might be the inter-university competition, the drive towards institutional financial sustainability and the need to contribute to an educated community. Absent imperatives, on the other hand, are government active expectations, desirability and obligation to serve society, and a drive towards regional economic contribution. This has rendered a specific orientation in the contributory role of the Lebanese private HEIs to be discussed below.

### A Focus on Teaching

The HEIs' contributions observed in this research are unfortunately limited mostly to education, education that is not of a high standard but rather one that suits the objectives of the institutions. Throughout the research, it was evident that little effort is exerted to serve the labor market needs. Employer participants in the research have indicated that the majority of institutions are disconnected from the labor market and are not continuously updating their curricula to serve market needs. Concepts of innovation and applied knowledge have; however, been perceived in certain fields and specializations provided by the Lebanese private HEIs. This is indeed a milestone observed in the Lebanese setting whereby, despite the details discussed above, the majority of Lebanese institutions do in fact exert an independent effort to introduce novelty. This novelty is specifically apparent in technological fields such as Robotics, an issue that is usually independent and conducted in absence of coordination with the labor market. Consequently, some institutions operating in the Lebanese higher education market are making an effort to introduce new majors and specializations while devising novel types of programs to accommodate the widest range of students, this is significantly visible on

the postgraduate level whereby the majority of institutions are focusing on introducing part-time programs while providing facilities to working students.

The majority of HEIs in Lebanon are lagging in terms of research and societal contribution. This is evident throughout the research, interviews with students, government actors, and employers. All of the institutions included in this research, with the exception of Institution D, have very limited roles in the Lebanese and regional community and have little to no academic research contributions. Research, which is usually conducted to serve academic and communal purposes, is almost completely absent from the Lebanese private higher education market. Community contributions such as communal problem solving and economic and social development, both local and regional, which are usually the results of active research are absent due to the lack of research, with the very few exceptions of individual faculty efforts. Subsequently, little knowledge is generated from what is believed to be a relatively high number of private HEIs.

On the societal level, little efforts have been exhibited by the Lebanese private HEIs such as neighborhood initiatives, blood donation campaigns, and environmental awareness campaigns. While these are indeed within the scope of societal institutional contributions there remains a major contributory role on that level which pertains to macro level contributions. The Lebanese private higher education society is failing to live up to societal needs on the macro level, as explained by employers the graduates are not living up to the market needs and expectations. In addition, HEIs do not seem to be driving a knowledge economy in Lebanon, this is due to the severe lack of skills, expertise, and experience in knowledge transfer and exchange rendering the inability of institutions to instigate economic and social transformation. They are rather driving the development of their own institutions for their own organizational expansion rather than societal development.

### Increasing HE Accessibility

Although The majority of the Lebanese private HEIs, exhibit high dependence on tuition fees, many do in fact provide substantial financial aid and scholarships. This is perceived by the Lebanese students as a facility for them to continue their higher education studies. The financial awareness of the institutions is a result of the market competition which has driven the tuition fees in the majority of the competing institutions downwards. This has



increased the affordability of higher education in Lebanon especially in light of the inability of the public university to accommodate the demand for higher education. The result was, as demonstrated in the context section, a spike in the number of higher education students as of the year 2000. By the same token, private institutions, mainly through their branch campuses, have provided students living in remote rural areas to access to higher education, this is visible by the number of branch campuses of three out of the four institutions included in this research ranging from four to eight branches in Lebanon. The government participants in this research agreed that the Lebanese private HEIs do in fact fill the gap that the Lebanese public university is not able to cater to. Thus, the private institutions are able to contribute to the development of an educated youth and a capable workforce, though not to the extent that perfectly satisfies the current labor market. This introduces new concepts that serve as contributions of the HEIs being social mobility for example, as explained by the VP of Institution A, a majority of their students are in fact first generation university attendees. Institution A, thus, has demonstrated a drive towards social contribution through its policy of affordability and accessibility. Unfortunately, this has not been realized by the Lebanese community, specifically its students. On the contrary, it is seen as a marketing tool for further student enrolment and serving institutional agendas and political ones of the founder/president.

### An Active Role for Elite Institutions

On another level, Elite institutions such as Institution D have contributed to the local society and the region through being an active participant engaging its stakeholders on the societal level and driving social, cultural and economic change. Institution D being the largest private employer in Lebanon demonstrates a vast economic impact both locally and regionally, its investment and financial decisions gold great impact to the Lebanese business setting, unlike the majority of the private HEIs. The cultural impact of Institution D and similar elite institutions is visible throughout the Lebanese community, with apparent importation of western cultural mindsets, as described by the student participants of the institution, an issue which has been in effect ever since the establishment of the institution by western missionaries more than 150 years ago. Consequently, Institution D and similar elite institutions have been instigating a significant regional economic impact through their academic and non-academic services. As explained by faculty and staff participants of the institution, Institution D alumni are widespread all over the globe and have aided in the development of regional economies such as that of the Arab Gulf countries. Moreover, the consultancy and business development

services provided by such institutions are utilized frequently for both governmental and non-governmental regional projects. Institution D has further contributed to the provision of solutions to region-wide problems such as the problem of displaced Syrians and their refugee camps, the contribution to the rebuilding of demolished areas post-war and providing medical assistance on various instances during war and non-war events, activity that enjoys high visibility and recognition from both the local and global actors.

### Social Cohesion in Light of a Sectarian Society

A very noteworthy concept that has been detected throughout the four HEIs is the role played in enhancing social cohesion. The concept of sectarianism has been very infrequently highlighted by research participants and this by itself is a major indicator in analyzing contributions. In light of a deeply segregated society that upholds sectarian notions, and although a significant number of HEIs are established by religious and political parties, this research has failed to detect considerable sectarian influence on the operational level of institutions. HEI stakeholders such as students, faculty and staff have discussed various characteristics of their institutions including political or religious drivers, however religious or political segregation was not an influence practiced by HEIs. The details discussed in this paragraph, in addition to the wide spread of HEIs and enhancing access to higher education, indicate yet another contributory role for HEIs on the social level which is enhancing social cohesion.

### Contributions and the Lebanese Unique Case

The prevalent status quo in terms of institutional contributions has indicated that the majority of the Lebanese private HEIs are active on the instructional side and are favorably contributing to the dissemination of higher education across the whole Lebanese territory, thus enhancing affordability and accessibility to higher education. The major gap perceived between the internationally classified and described institutional contributions and the institutional contributions of the Lebanese private HEIs on the research and societal level raises questions of the suitability of such roles and contributions to the Lebanese setting. The context section has described the development of the Lebanese private higher education market post the Lebanese war, this implies the novelty of such market and the majority of its participants. The majority of Lebanese private HEIs are of a small size and extremely limited resources. In

addition, the Lebanese setting observes major challenges on the economic, societal and security levels which are in turn reflected over the higher education market and its performance. As indicated by the President/Founder of Institution B the lack of the institution's contribution on the societal and research levels is attributed to a shortage of funding and governmental support. There are certain prerequisites that would enable institutions to uphold a certain contributory role, such prerequisites for example might be, financial and human resources, government support, security and stability. These fundamentals are not present in a troubled environment such as the Lebanese ones and therefore the triple helix model which describes the interactions between the HEIs, the industry, and the government is not a functional one in the Lebanese setting and therefore the expected outcomes might not accurately describe those of the Lebanese institutions. Baring that in mind, there seems to be a link perceived between the analyzed cultures and the perceived contributions, this issue is to be discussed in the following section.

## INSTITUTIONAL CULTURE AND THE CONTRIBUTION TO SOCIETAL ENGAGEMENT AND IMPACT

The cultures of the institutions described above have been associated with certain levels of contributions in the Lebanese setting whereby the institutions which endorse a Bureaucracy-like culture appear to be the ones with the least contributory role in the Lebanese society, while the ones with the Entrepreneurial culture appear to be the ones with the highest contributory role. Institutions which endorse the Corporation culture have appeared to be in a transition phase between the Bureaucracy and the Entrepreneurial cultures shifting between the tight exercise of control with absence of policy to the dependence on policy in operation while decreasing reliance on control in operations. The market orientation visible in the Entrepreneurial and Corporation cultures allows the institutions to enjoy a connection with society and its needs, in addition to comprehending its role in society. The level of academic engagement in the operations of the institution allows the realization of the institutional role as the contributions described above include a great deal of academic merit.

As described earlier, the majority of institutions in the Lebanese setting enjoy the features of a Bureaucracy culture in addition to market features due to various drivers described above. Institutions whose focus is income generation with sole dependency on tuition fees are

expected to endorse a culture that does not justify external orientation or academic flexibility and discretion. Institutions A and B in the research have demonstrated an orientation towards profit generation while have failed to demonstrate a decent level of contributions on the societal and research levels. Such institutions, as described in the literature, demonstrate rigidity translating into a lack of market adaptability. The inward focus of such institutions renders them unaware of the external surroundings leaving it in a state of detachment from the external reality and subsequently not catering to the needs of the community.

The Corporation culture on the other hand enjoys high market adaptability due to the external focus and drive for differentiation which allows it to be aware of the market needs and cater to them (Omerzel, Biloslavo and Trnavcevic, 2011). However, the separation between academic and administrative departments evident by the exercise of tight control leaving little space for academic discretion and flexibility, hinders the contributory ability of such institutions (Amaral et al., 2002, p288). Institution C in this research has demonstrated awareness of the surrounding market through the efforts of introducing new academic and nonacademic activities although the main driver remains revenue generation, this institution has managed to couple that with an external orientation and the result was a higher level of contribution on the institutional level. Academic autonomy and flexibility; however, are still noticeably marginalized due to the nature of the institution being family owned, the issue which does in fact effect and limit the contributory role of the institution.

Institutions with an Entrepreneurial culture enjoy a high market orientation coupled with flexibility and discretion, this renders them able to serve not only their personal needs and achieve their objectives; however, it allows them to have the market needs within scope and be able to contribute favorably to serving these needs. This in addition to the all-important notion of innovation which itself is a driver for progress and development a condition very essential in a dynamic market with major contributory responsibilities such as the higher education market. This is evident at Institution D whereby there is a high level of contribution exercised on various academic, research and societal levels, this is believed to be attributable to the culture that promotes innovation and maintaining a strong bond with the market and its needs while allowing institutional and academic flexibility that enhances the academic contributions of the institution through providing higher quality education or a decent research output for example.

## Elite Institutions, Entrepreneurship and Contributions

The traits of the entrepreneurial culture perceived at Institution D demonstrate its ability to serve as an active contributor to the Lebanese community on various levels. The institution seems to enjoy and promote an outward facing culture, further, the institution has managed to maintain contact with the various external stakeholders of the community through its “developmental periphery” and through implementing flexible and needs-driven programs and research. The high engagement of the academics in the operations of the institution has ensured the maintenance of a high level of academic quality and the provision of up to date material. This ensures that the institution is properly serving purpose on the teaching level of the trinity of contributions. On the research level, first and foremost, diversified funding as explained by Clark (1998b) ensures the presence of funds for the ability to engage in academic research. Further the institution promotes the engagement of faculty in research through a series of procedures that ensure a continuous contribution, as explained by one of the participants the research outcome of faculty has a direct effect on the career path of faculty members. On the societal level, all the institutional components are engaged to serve this purpose, the entrepreneurial culture observed at this institution enhances its societal contributions both on the micro and macro levels. Students are actively engaged on this level and through various means such as their requirement to serve at internships and their active role in the labor market post-graduation, in addition as described by one of the participants at Institution D students are profoundly engaged in social initiatives that are classified under societal contributions. On the macro level, again features of the entrepreneurial culture such as the market orientation, the academic faculty roles and engagement and the presence of funding allows the institution to be active on the societal level. The initiatives of the institution are mainly conducted by the faculty members this is heightened by the heavy involvement of the faculty members in the operations of the institution insuring the presence of Clark’s academic heartland (Clark, 1998b), for example the initiatives relating to assisting the community in events of war on the medical, construction and developmental levels were all initiated by students and faculty members as described by the participants.

## Institutional Contribution and Sustainability

The heightened level of market awareness as a result of the entrepreneurial culture alongside with institutional flexibility allows the institution to perceive the benefits of its

contributions in terms of advancing its own sustainability the issue which has served as a further drive for additional contribution to what it holds of benefit to the continuity of the institution. On the financial level, the provision of a high level of academic instruction allows the institution to be able to charge higher tuition fees with limited effect on the demand over of the institution's academic services. Further, the high-quality research outcome and the commitment to excellence in research further secures financial means in the forms of research grants for the institution. Donations for the sake of aiding students in continuing their education or for the purpose helping vulnerable individuals of the public are also increasingly available for the institution as the result of a continuous successful implementation of similar initiatives. There seems to have developed a cyclical relationship between the motivations and the contributions of the institution whereby one feeds into another and instigates further development, this relationship is promoted and enforced by the entrepreneurial culture and its constituents.

### Implications and Limitations of Stating that More Resource Rich HEIs Have a Higher Contributory Role

The institutional contributory role seems to be directly related to the willingness and ability of HEIs to serve society through being externally oriented and socially engaged. The findings have indicated in an indirect manner that institutions which appear to be more resource rich have demonstrated a higher contributory role on the three levels of instruction, research and service. These institutions are mainly C and D. The implication of such an issue is that it indicates a correlation between the financial and human resources of the institution and its ability to contribute to society. This reaffirms the pressure on HEI to be entrepreneurial in terms of seeking to generate diversified funding sources. In the previous section, the cyclical relationship between an active contributory role and the institutional drivers was described. Using the same logic, institutions with societal engagement and orientation and as a result of their enhanced image are able to solicit further resources in the form of higher tuition fees, grants and donations for example. However, as financial resources are involved in the process developing a higher contributory role of HEIs, it is not the most essential component as described by the researcher. Of higher significance to the institutional contributory role is the willingness of the institutions to engage in activity that serves to enhance the institutional contributory role. The willingness here is characterized by the presence of academic drivers and an ethos of social responsibility as opposed to financial, political or religious ones. While

the ability of HEIs to be socially engaged is directly related to its resource base, non-academic drivers are believed to be far more detrimental to the process of becoming socially engaged. Further the adoption of an entrepreneurial culture, which as described in the literature review is an externally oriented culture, is related to a set of pathways and methods that enable higher institutional engagement without reference to financial ability and resources. The research further dwells on that later in this chapter. As a limitation, one must acknowledge that the additive effect of having resources and securing further resources does in raise the question if poorly resourced institutions can be socially engaged, as it is the case with institutions A and B in comparison to Institution D for example. The researcher's reference here would be Institution C which has managed to position itself as a developing institution with differentiated market outlook and limited resources.

### A Need for Change

Institutions operating in the Lebanese setting mostly exhibit static cultures and a low level of contribution, this is a damaging trait for not only Lebanese higher education but for the Lebanese community as a whole. Therefore, there needs to be a change of the current situation through influencing the shift of cultures away from the Bureaucracy culture and towards the Entrepreneurial one. One could argue of the suitability of the Collegial culture to enhance effective social contribution as it supports academic innovation and freedom, however as it does indeed enhance innovation and academic discretion, the Collegial culture has an internal focus and a drive towards academic integration. Further, owners of private HEIs in Lebanon, having nonacademic drivers, are heavily involved in their operation and a culture characterized by low control and low policy implementation is farfetched in a context such as the Lebanese one. The drivers of HEIs are not easy ones to change, the aim then is to align these drivers with the contributions of such institutions. Institution C has managed to initiate a shift towards an entrepreneurial culture through endorsing a culture that allows the institution to retain original drivers while simultaneously serving an adequate contributory role. The data in this study suggests potential pathways for cultures to shift as efforts, drivers and time change. Institutions which are currently at the Bureaucracy level in term of culture should be able to shift their orientations in terms of policy, external outlook and differentiation to be able to achieve the Corporation culture as is the case with Institution A. Institutions which mainly enjoy the Corporation culture would be able to shift dependability for the operation of the institution to policy to a larger extent than control while introducing greater academic

discretion and flexibility to introduce the Entrepreneurial Culture to their setting, as is the case with Institution C. The trend described requires institutional influence by the correct drivers, one that ought to align the components of this institution including the values, culture drivers and ultimately contributions. The entrepreneurial culture visible at Institution D seems to influence a higher level of institutional contribution, the alignment of the components of the institution ought to be in favor of transforming into an entrepreneurial culture which would consequently feed into a higher level of institutional contribution.

## LEBANESE PRIVATE HIGHER EDUCATION AND THE ENTREPRENEURIAL DRIVE

The higher education sector is a dynamic one that needs continuous adaptability on behalf of the market players in order to retain sustainability and profitability. In a setting such as the Lebanese one with a very large number of institutions aiming at achieving a number of objectives both academic and nonacademic. HEIs consider themselves businesses that need to engage in a competitive race with each other to achieve profitability and sustainability in addition to any other institution specific agenda. However, the Lebanese higher education market being a novel one, and for various reasons, had not since its development shown traits of a perfect market. The Lebanese private higher education has exhibited, as described in the context section, three developmental phases, with the most recent one yielding the development of the majority of the currently operating institutions. Accordingly, the Lebanese market is a relatively novel and immature one with the exception of the elite historic institutions. The demand over higher education that Lebanon has witnessed post the end of the civil war and the lack of ability of the Lebanese public university to cater to this demand has yielded the exponential development of private HEIs all over the Lebanese territory, yielding 48 private HEIs and a total of an excess of 100 campuses widespread all over Lebanon. Private HEIs, therefore, have been operating in a market saturated with demand for the past 25 plus years, the issue which has eliminated or hindered the need for innovation and differentiation. Private HEIs have not been concerned about sustainability or profitability as they knew they, at least on the short term, had the ability to control the market and reap financial profits regardless of the services provided, thus these have demonstrated a persistence of endorsing a bureaucratic culture with limited outcome for development. In light of newer developing factors,



characterized by a higher level of student awareness and the large number of available supply, illustrated by the presence of a very large number of private institutions, in addition to the development of the Lebanese University capacity, the market is starting to demonstrate traits of a competitive market thus signaling an end of the “relaxed” era for the private HEIs. This change has so far influenced the tuition fees at the institutions whereby competition has resulted not in the improvement of the services provided but rather in the reduction of the fees. Institution A, being the largest Private HEI in Lebanon is leading the competitive fees battle and is capitalizing on its resources to lower its fees and attract students. The data above demonstrates the initial lack of need of an entrepreneurial initiative, let alone full fledged entrepreneurial universities; however, this situation is changing and if institutions are to remain sustainable they ought to consider newer and innovative methods for adaptation.

Although the Lebanese higher education setting seems to be lacking significant elements in terms of the prevalent entrepreneurial values and culture which has adversely affected the outcome and contributions of the Lebanese institutions; however, there seems to be a small part of the Lebanese higher education community that is actively participating in the market and contributing positively to higher education and the Lebanese community as a whole. This group was represented by the elite university Institution D included in this research, this institution seems to mainly enjoy an entrepreneurial culture accompanied by noticeable contributions to the Lebanese community. As discussed by Davies (2001) the entrepreneurial culture promotes dynamic and complex process that serve its market orientation, the entrepreneurial university thus is an active market participant driven by flexibility and innovation (Carayannis and Kaloudis, 2009). These elite institutions have been around in the market for a significant number of years and have managed to survive and thrive while retaining the value of their services and continuously developing them. Davies (1987) argues that it is market competition that drives the entrepreneurial development of institutions as it jeopardizes institutional sustainability. While this might be applicable for the novel institutions in Lebanon, Lebanese elite institutions exhibit a very high demand while maintaining a relatively low acceptance rate and are not believed to be competitive market participants, these institutions rather have developed their own market which they monopolize. Such institutions do in fact aim at achieving sustainability; however, as demonstrated by Institution D their major concern is not market competition; however, their driver is continuously offering a superior service in order to fulfil their self-set objective of properly serving their community.

Without addressing the culture of the institutions, Lebanese universities will continue their haphazard operations with little regard to their adverse impact on the Lebanese community. Of course, there is always the regulatory approach that could be adopted by the governing body; however, this seems to be farfetched in the Lebanese setting due to the large number of institutions in addition to the political and fragmented nature of the country whereby every religious or political sect aims at achieving their own interests using power relations. Thus, allowing them to avoid legislation and enforcement of regulations. The market is beginning to demonstrate competition traits which ought to aid in incentivizing HEIs to pursue a more dynamic approach thus instigating novelty and innovation building up for the entrepreneurial spirit. Therefore, the means of rectifying the current higher education situation would be by aligning the interests of the institutions with societal contributions that serve teaching, research and service. In order to be able to do that, one must understand the need for a culture that would lead to the generation of favorable outcomes on behalf of institutions while allowing them to achieve their organizational agendas, this would be by allowing the institutions to understand that the proper delivery of services ought to enhance their position in the market which would ultimately aid in serving their organizational goals and agendas.

## THE EVOLUTION TOWARDS AN ENTREPRENEURIAL CULTURE IN LEBANESE PRIVATE HEIS

In light of the data presented above there needs to be a pathway towards the implementation of the entrepreneurial university in order to benefit from its contributory merits. The governmental interference as mentioned previously is farfetched in the Lebanese setting due to legislative and social issues, the law that pertains to the governance of private HEIs does not allow the interference in the operations and contributions of HEIs, it is very backward to the extent that there has yet to be a quality assurance committee to oversee the quality of education provided by private HEIs. Market forces eventually ought to influence the development of the HEIs' services in order to achieve sustainability thus reflecting positively over the institutional contributions; however, it is unknown on which contributory level this effect would take place and to what extent. The pool of institutions included in this research demonstrated a wide array of traits, values and cultures. However, the common factor amongst all the institutions is the fact that they are all privately owned and operated. The demonstrated

cultures as described above are ones that serve the motivations of the institutions, which are mainly specific to each institution and in rare cases truly aim at servicing the community. This has resulted in a varying level of academic and societal contribution on behalf of the Lebanese private HEIs. Entrepreneurial universities enjoy certain merits addressed in the literature, the presence of such merits in the Lebanese private HEIs is to be addressed next.

### Pathways for the Entrepreneurial University

Clark (1998b) has described five pathways for the achievement of the Entrepreneurial University Concept, Davies (1987) has also indicated dimensions of the Entrepreneurial and Adaptive University. Clark and Davies have discussed dimensions pertaining to the functions of HEIs covering financial, academic, administrative, and cultural constituents of the institutions. These dimensions address the institutions' structure and operations in the aim of directing institutions toward achieving sustainability in response to the dynamic higher education market. Dimensions discussed by Clark and Davies encouraged diversified income sources to relieve institutions from dependence on a single source of income. Furthermore, on the administrative and leadership side Clark discussed what he called a strong steering core while Davies discussed strategic governance and senior functional leadership describing the leadership roles in the institution and influencing innovation and academic discretion. Academically, institutions are to engage their faculty in operations and change while ensuring operational and financial autonomy, Clark described this as engaging the academic heartland while Davies labeled it incentivized faculties as budget centers. Both researchers further discussed the need for the development of external functions not directly related to the traditional academic ones, these would serve consultancy, marketable research facilities or knowledge transfer for example, Clark labeled this as the developmental periphery while Davies described such functions as satellite market engaged organizations. Entrepreneurial institutions as described by Davies (1987) are further ones that are service and customer oriented, setting in place support services to serve such functions. An entrepreneurial culture was described by Clark and Davies aiming at adhering the above functions together and disseminating entrepreneurial values without institutional boundaries.

### Pathways Applicability in the Lebanese Setting

Although the literature indeed addressed the application of the above pathways in developing institutional cultures into entrepreneurial ones, there has been little evidence in the research about the methods of applying the above pathways in the Lebanese setting. Davies (2001) has discussed 3 generic approaches being the big bang model, the incremental model and the external stimuli. This section addresses the general terms and concepts discussed as pathways towards the entrepreneurial university in the Lebanese private higher education setting and whether these are feasible options for the institutions before delving into the method of applying such concepts. Although the motivations and capacities might be different amongst the institutions; however, these do in fact share common private HEI traits such as the independent funding, institutional autonomy away from governmental control and private governance. The institutions perceived in the Lebanese private higher education market mostly depend on tuition fees for funding; however, they are missing out on conducting other revenue generating activities to achieve a diversified funding base. The diversified funding base concept indicates that Institutions such as A, B, and C are able to implement projects and activities to generate funds away from student tuition; however, such institutions that are driven by financial objectives need to be incentivized to take such a step. Institution A has in fact had limited experience on that level as described by the Dean of the Faculty of Education when he described the institution's aim at soliciting funds for projects through Erasmus for example, or participating in tenders for educating underprivileged students in certain majors and diplomas; however, this step stemmed out of the need for further revenue and income generation rather than freeing the institution from the dependency on tuition, thus there is a fine line between achieving a diversified funding base and developing activities to achieve higher profitability. It is questionable that new sources of income based on teaching would truly diversify an institution's revenue, therefore proper diversification must stem out of new activities. Research grants are an example of diversified funding; however, institutions addressed in this research demonstrated a lack of research awareness and orientation the issue which hinders their access to such funds.

The free flow of funds experienced in all the institutions characterized by no governmental regulation further should allow financial flexibility and support the functions of underperforming departments, and perhaps also fund a developmental periphery. This has not been exhibited in the institutions included in this research; however, Institution C did in fact show a tendency to fund innovative programs such as the Forensic Science program utilizing the funds generated from other departments. At Institutions such as A, B, and C the presence

of the owners of the institutions at governing boards should have served as a positive element for the influence of an entrepreneurial culture, the steering core as per (Clark, 1998b) is an all-important element in progressing towards an entrepreneurial culture. However, when the steering core is influenced by nonacademic drivers the result is catastrophic to the operations and purpose of the institution. The Former General Director of Higher Education has addressed this issue and highlighted the negative impact of the involvement of the owners in the operations of their institutions as a result of their financial, political and religious drivers leading institutions to violate the law in many cases to achieve financial gains. Violating the law would take various forms such as serving as degree mills whereby degrees are sold rather than earned, or developing and operating an unlicensed branch campus for example. The Former General Director had recommended that these owners serve their purposes as part of the governing boards of the institutions rather than directly through acting as presidents or vice presidents at their institutions.

The private HEIs examined in the Lebanese setting demonstrated a severe lack in outward orientation in addition to an absence of a relationship with the private sector mainly demonstrated and explained by the employers included in this research, in addition to the faculty and staff of the institutions themselves, this demonstrates a weak point in the entrepreneurial drive of the institution. This should not be the case since, as explained in the literature review, private HEIs do in fact enjoy great synergies with the private sector present in the society (Clark, 2000). HEIs could at the least engage in a higher coordination with the private sector to contribute to a higher graduate employability rate through the inclusion of the sector in a part of the operations of the institution, specifically to what pertains to the student skills. Further contributions could be related to technology transfer, training services and business consultancy. These would serve as to enhance the extended developmental periphery of the institution discussed by (Clark, 1998b). Institution D does in fact have a great number of relationships with the private sector visible in collaborations for the enhancement of the activities of business either through direct involvement, consultancy or human capital development. Other institutions, however, are reluctant to engage in such activity due to their lack of expertise and allocation of resources. Income being the ends of the institutional operation results in a very minimal reinvestment of funds into the institution which renders the institutions to become solely an education provider and hinders the outlook for further service development.

On the academic level, there seems to be a lack of inclusion of academics in the existent cultures of the institutions in addition to a deficiency of communication on the level of values. Institutions A, B, and C are required to engage their academic ensemble through their inclusion in the decision-making process. The institutions examined have failed to demonstrate this issue due to the monopolization of power exercised by the administrative team which is mostly led by the owners or founders of the institution who believe it is their right, and their sole control is in the best of interest of the institution. While, administrative inclusion is an important contributor to the development of the institution, the presence of the academic team onboard insures the proper dissemination of values and novel procedures thus instigating change in a quicker manner and serves as Clark's academic heartland.

### The Pathways are Not Enough

The application of a pathway for the development towards an entrepreneurial university is not a simple one in the Lebanese setting. The major fault spotted is neither the institutional practice of control nor the degree of policy implementation nor the methods of conducting operation, these are rather the results of the nonacademic drivers of the Lebanese private HEIs and the methods of achieving them away from traditional competition. Relying solely on the market forces and competition to influence the endorsement of an entrepreneurial culture and the implementation of the dimensions described above is not an effective way in addressing the current situation. Although institutions might enhance the quality of education provided, serve the labor market needs more adequately and provide competitive tuition fees, their actions would still be missing integral elements of the entrepreneurial university such as academic engagement and the development of external market service for example. This ought to drive the development of the education function of an institution to a further extent than other institutional contributions being research and service. A fact we understand is that the drivers of such will not change, therefore the route to transforming the Lebanese private HEIs into entrepreneurial ones is not a linear one and requires influencing not only using Clarks and Davies' elements but rather a higher-level element which is the driver of the institution, thus instigating a socially oriented mission and vision and perhaps encouraging traditional market competition values that introduce entrepreneurial values.

## CONCLUSION

The traits and institutional constituents observed in the Lebanese private HEIs such as the values, motivations, contributions and cultural indicators have signified the presence of Bureaucracy and Corporation culture features in the majority of institutions in the Lebanese setting. This has directly affected the institutional contribution of the relative institutions to the Lebanese society. Institution D demonstrated entrepreneurial traits indicating an entrepreneurial culture, ones that as described above have paved the way for a higher level of institutional contribution on the academic and societal levels through a higher level of awareness to the trinity of services of teaching, research and service as elaborated above. The research has shown that there is a strong relationship between the prevalent endorsed culture and the relative institutional contributions. As demonstrated above, private HEIs in the Lebanese setting are able to advance towards a more entrepreneurial oriented culture through utilizing traits inherently present in the institution and through the active engagement of the institutional actors in decision making process in addition to promoting a higher level of value endorsement on the institutional level. However, this is a nonlinear process and requires an enhancement over the steps in the existent literature pertaining to developing an entrepreneurial culture.

# Chapter 7

## Conclusion



## CHAPTER 7: CONCLUSION

This chapter is the final chapter of this thesis, it provides a general overview of the chapters discussed previously, specifically focusing on the literature presented and the findings thus providing elaborate answers for the research answers question in light of the data and information inferred in the previous chapters. This chapter further highlights the contributions to the literature and the critique of the relevance of some concepts to the Lebanese setting. In addition, recommendations are allocated a specific section in this chapter, these address the Lebanese higher education setting at various levels in the aim of remedying any adverse traits described while answering the research questions. Finally, this chapter describes the thesis limitation as perceived by the author and describes future research topics.

## THESIS OVERVIEW

The aim of this research was to analyze the prevalent organizational cultures in the Lebanese private higher education setting and understand the relationship with the institutional drivers and outcomes. In order to be able to address the research question, the research investigated the prevalent cultures in the Lebanese setting alongside with the prevalent values in light of the existent literature on the topic and predefined frameworks. Further, the research has examined the motivations of the Lebanese private HEIs in addition to their outcome and contribution. Lastly, the research has analyzed the relationship between the culture, motivations and contributions. This research was triggered by the particular interest in the Lebanese private higher education setting due to outstanding traits observed that pertain to the number of HEIs as compared to the country size, the lack of contributions on various levels, the presence of numerous nonacademic drivers for the establishment of HEIs and the large gap observed between the services provided by different Lebanese private HEIs. The research utilizes the qualitative approach relying on concepts inspired by the grounded theory. Upon presenting the Lebanese higher education context alongside with its developmental phases and its constituents, the qualities of the setup where the research takes place become clear. The Lebanese higher education system appears to be an immature one with the majority of its players being established in the last 20 years or so, unfortunately, the environment appears to be a troubled one on various levels economically, socially and politically.

This chapter provides a recap of the information, research, analysis and discussion presented in this thesis. The research questions are directly addressed and answered in light of the research and data generated. Further contributions to the literature provided by this thesis are highlighted and reviewed. This chapter further presents recommendations applicable in the Lebanese setting aiming at influencing more dynamic and externally oriented cultures in Lebanese private HEIs. Finally, thesis limitations are described and future research topics inspired by the thesis at hand are presented in the end of this chapter.

## The Literature

The literature presented in this dissertation described private higher education alongside its developing roles and responsibilities. The data has shown a lack of alignment between institutional contributions and public needs. The literature further presented new traits and values that would effectively cater to the developing societal expectations of the higher education contributions such as the contribution to an educated youth, the support of the knowledge economy and the participation in communal problem solving for example. The literature indicated that traditional academic values are no longer sufficient in light of the current developing market dynamics, new values such as competition, adaptation, efficiency, flexibility and innovation are to come into the picture to enable HEIs to be successful and sustainable. Institutional culture, being at the center of the topic of this thesis was addressed in the literature and two frameworks for determining institutional culture were described. The first is the Competing Values Framework (CVF) developed by Robert E. Quinn and John Rohrbaugh in 1981 and portrayed in their article “A Competing Values Approach to Organizational Effectiveness”, while the second is developed by Ian McNay in 1995 and portrayed in his article “From Collegial Academy to the Corporate Enterprise: The Changing Cultures of Universities”. The two frameworks have described four synonymous cultures being the Clan/Collegium, Adhocracy/Entrepreneurial, Hierarchy/Bureaucracy and Market/Corporation. The entrepreneurial culture is of specific interest to this thesis as it reflects the notions and values required for sustainability and adaptability, therefore, literature pertaining to this topic was presented, and specifically the works of Davies and Clark. The entrepreneurial university concept has been described highlighting the entrepreneurial features in all its operations and functions on the administrative and academic levels in preparation for the analysis of this concept in the Lebanese setting. The literature further highlighted the presence of certain prerequisites for the instigation of an entrepreneurial spirit in the private

higher education sector. Financial, administrative and external considerations present in private HEIs are believed to facilitate the implementation of an entrepreneurial culture.

## General Findings

Upon the analysis of the data the traits of the Lebanese higher education system became much clearer and evident. Lebanese private HEIs appear to be founded for various reasons, the drivers of institutions therefore are financial, political, religious, social and academic. The majority of the institutions operating in the Lebanese market are not of an elite status and have been recently established. The values of the non-elite institutions have appeared to be superficial ones that do not reflect the true academic and progressing values, but rather notions that were not supported by facts or actions. Bureaucratic features were prominent in the Lebanese market with some institutions aiming at shifting towards the corporation culture through enhancing their market outlook and augmenting their dependence on policy for their practices. There seems to be very little contribution by the Lebanese private HEIs and a focus of teaching while leaving behind research and social involvement functions. The elite institution however has demonstrated completely distinctive traits in terms of the values, culture, drivers and contributions. The elite institution is greatly involved on the contributory level, serving the three major functions of HEIs while being an active contributor in the Lebanese society. The values espoused by this institution were profound and in line with the internationally recognized values. The drivers of the elite institution were mainly academic merit and a continuous drive for excellence. The elite institution showed entrepreneurial traits on various levels. The government participants expressed the unique status of the Lebanese higher education setting and confirmed the lack of contributions on behalf the majority of the Lebanese private HEIs especially in terms of the research and social contributions. Government participants acknowledged the non-academic drivers of the institutions and have highlighted the fact that a significant number of institutions is in continuous violation of the law governing HEIs as a result of a specific agenda and action should be taken on that level. Such violations might be unlawful actions of developing unlicensed branch campuses and in some cases were selling academic degrees. Private sector employers also discussed the relationship with the private HEIs and explained the opportunities of development that private HEIs have in terms of developing their relationships with the private sector and preparing students adequately for the labor market. The results and findings section allowed the researcher to form a precise idea over the Lebanese private higher education setting, which is crowded with institutions that are

mostly owned by families, investors or religious institutions with limited awareness of the role of higher education in societal development. This has set the stage for the discussion of the findings in light of the reviewed literature.

## Findings in Relation to Research Questions

The above serves as a brief summary of the findings that have served to answer the research questions. The section below addresses the answers of each research question independently.

### Research Question 1

The first research question addressed is: “what are the prominent organizational cultures in the Lebanese PHEI sector?”. The research and analyses conducted in this thesis has provided input on the current prevalent institutional cultures in the Lebanese private higher education system. Utilizing the theoretical frameworks by (Quinn and Rohrbaugh, 1981) and (McNay, 1995) in addition to the input provided by the faculty, staff and students of the institutions assessed, the general cultural orientation in the Lebanese private higher education system has been identified to be the bureaucracy culture amongst the majority of the institutions. The majority of the private HEIs as described throughout the thesis are novel ones which have been recently established and are owned by investors, families, political or religious bodies. Such institutions have limited financial and human resources. These institutions are mainly the ones that demonstrate bureaucracy culture features described by loose policy orientation and tight control over operation, in addition to a lack of adaptability and flexibility to market dynamics. The leadership role of such institutions is described as a monitoring or a coordination role performed by a custodian rather than a facilitator. Institutions A and B of this research have demonstrated bureaucracy traits thus signaling the presence of the relative culture amongst the majority of the higher education market participants that Institutions A and B are a proxy for. Other institutions demonstrated traits of the corporation and entrepreneurship cultures, though to varying extents. Such institutions would be either elite historic institutions that have been around for tens or even hundreds of years or newer institutions that have structured themselves as to enjoy such merits. The leadership roles at such institutions support the operations of the institution and promote efficiency in the aim of achieving the strategic institutional objectives, further in highly entrepreneurial universities the

leadership role would be that of a broker insuring the continuous development of projects and advancement of operations in addition to securing the funds for it. Institution C, for example, is a fairly novel institution which has positioned itself as to provide a higher quality service while requiring higher tuition fees than other non-elite institutions. Institution C has demonstrated traits of a corporation culture through demonstrating readiness for market adaptability and the progression towards increasing dependence on policy notions as compared to institutional control. Institution D, the elite institution has demonstrated highly entrepreneurial traits characterized by strict dependence on policy manuscripts and heavy reliance on processes and procedures while retaining institutional flexibility and pronounced market orientation. The operations of Institution D, in addition to its internal structure support the entrepreneurial culture through continuously encouraging innovative activity. The institution has demonstrated various examples of projects and initiatives that are conducted by their “empowered” faculty that reflect the institution’s entrepreneurial drive. The detailed expositions, evidence and analysis supporting the above are found in the Data Analysis Results and Findings chapter specifically in the individual presentation of institutional traits for each respective institution in addition to the section labeled “The Lebanese Private Higher Education Setting” at the end of the chapter. Further analysis of Lebanese private institutional cultures is provided in the discussion chapter as well specifically in the section titled “Institutional Cultures”.

## Research Question 2

The second research question of this thesis is: “what are the common institutional values visible in the Lebanese private higher education market?”. As part of the exercise of understanding the characteristics of the Lebanese private higher education sector, the prevalent values of the selected private HEIs were observed. The research has shown that internationally recognized institutional values as per the Magna Charta Universitatum, although present, were not the dominant ones in the Lebanese settings. Internationally recognized values being: innovation, flexibility, integrity, academic freedom, institutional autonomy, diversity and social responsibility, have been perceptibly apparent in the elite institution. Institution C has also demonstrated similar values though not to the extent of Institution D. On the other hand; institutions which form the majority of the participants in the Lebanese private higher education system have mainly demonstrated commercial values of competition, client focus and financial orientation. Academic and social values were not as prominent as in the other

institutions rather these were addressed on a superficial level merely describing academic merit, however not supported by concrete evidence. The detailed expositions, evidence and analysis supporting the above are found in the Data Analysis Results and Findings Chapter specifically in the individual presentation of institutional values for each respective institution in addition to the section labeled “The Lebanese Private Higher Education Setting” at the end of the chapter. Further analysis of Lebanese private institutional values is provided in the Discussion Chapter as well specifically in the section titled “Institutional Values”.

### Research Question 3

The third question asked in this thesis is: “what motivates the Lebanese private HEIs?”. This question is an essential one for understanding the drivers of the Lebanese higher education system. The researcher addressed this question in a very straightforward manner. Faculty, staff, students and leaders of the institutions were directly asked about the presence of institutional nonacademic drivers. With the exception of Institution D, the unanimous answer for all the participants across the institutions was the presence of financial drivers. Despite the Lebanese law regulating higher education forbidding financial profits, institutional financial drivers are the pursuing of profit to be reaped by the investors/owners of the institutions, this is easily achieved due to the absence of enforcement measures on behalf of the Lebanese governing authority. Other drivers detected in the Lebanese setting are the implementation of political and religious agendas. As a significant number of private HEIs are owned by religious institutions and politically exposed individuals such institutions engage in the promotion of certain ideologies and principles. Academic and social drivers such as the dissemination of high quality academic and social services were present in the elite institution, Institution D. Despite having founded as a protestant missionary, Institution D has evolved to be driven by drivers of local and regional service contributions. The detailed expositions, evidence and analysis supporting the above are found in the Data Analysis Results and Findings chapter specifically in the content provided by the institutional stakeholders and government actors. This input when coupled with information from the context chapter also support the above stated information, this is available in the Discussion Chapter specifically in the section titled “Institutional Values”.

#### Research Question 4

The fourth question addressed in this thesis is related to the institutional contributions of the Lebanese private HEIs it is: “what are the expected academic and societal contributions and to what extent are the Lebanese private HEIs’ achieving them?”. Research participants such as the students, government officials and private labor market executives had plenty to say about this topic. The major expectation from Lebanese HEIs are the provision of high-quality academic instruction in the aim of the development of the Lebanese youth’s proficiencies and employability. Participants, particularly government officials, have also elaborated the importance of the engagement in productive research to serve the community in terms of contributing to the knowledge economy and aiding in communal problem solving. Finally, social service was highlighted as a key contribution expected of Lebanese private HEIs to contribute favorably to the societal development of the Lebanese community through tasks such as producing a capable work force, graduating socially responsible youths, having an effective economic role and participating in communal problem solving.

Upon examining the active contributions of Lebanese private HEIs, a strict focus has been detected on the instruction role of the institutions. The majority of the Lebanese private HEIs have demonstrated a focus on teaching and the provision of a mediocre level of education. However, such a focus, coupled with the expansionary ambitions of the Lebanese private HEIs, has yielded yet another contribution to both the academic and social level. The increase of accessibility to higher education is greatly observed in the Lebanese setting, this is achieved through the physical establishment of branch campuses in remote rural areas either through direct ownership or franchising, in addition to the provision of bursaries and subsidies thus yielding affordable tuition. Research and social service contributions are very limited in the Lebanese context amongst the majority of the market participants. Elite institutions however are adequately living up to the expectations elaborated in the Lebanese society by providing high quality academic services, in addition to being actively involved in social service and research. Social services visible in elite institutions take various forms such as: the contribution to an educated youth, participation in the development of the knowledge economy and the aid in solving local and regional problems. On the research level, elite Lebanese private HEIs have demonstrated a high commitment to active and beneficial research, the internal structure and culture promotes and encourages research as an integral part of the university services. On the other hand, despite the provision of bursaries, the services of such institutions are believed to

be out of the financial reach to the majority of the Lebanese higher education students due the exorbitant tuition fees. The detailed expositions, evidence and analysis supporting the above are found in the Data Analysis Results and Findings chapter specifically in the content provided by the institutional stakeholders, government actors and private sector participants. This input when coupled with information from the context chapter also support the above stated information, this is available in the Discussion Chapter specifically in the section titled “Institutional Contributions to Society”.

#### Research Question 5

The fifth question interrogates the relationship between institutional culture and contributions it is: “how does the culture impact the performance and output of Lebanese PHEIs?”. This question is addressed in the sections below. The below analysis is supported by the information provided throughout the Data Analysis Results and Findings Chapter in addition to the links described between the extracted data and the information obtained from the Literature Review Chapter as described in the Discussion Chapter specifically in the sections titled “Institutional Contributions to Society”, “Institutional Culture and Contribution to Societal Engagement and Impact” and “Lebanese Private Higher Education and the Entrepreneurial Drive”.

#### *Cultural Traits and Institutional Contributions*

It is clear that the majority of the Lebanese private HEIs are operating according to values characterized by competition, client focus and financial orientation with an absence of the more internationally recognized values both traditional and emerging which are academic excellence, social responsibility, integrity, innovation efficiency and community well-being for example. This is in line with the fact that most of the institutions are, in fact, fairly new and small institutions with an ownership structure that promotes financial, political or religious objectives. The characteristics of the Lebanese institutions enjoying the described values, culture and leadership style have influenced the contributory role of such institutions. Such institutions have appeared to be very active on the teaching level with an aim to disperse their services all over the Lebanese territories while lagging behind of other social and research roles. The lack of a market orientation and academic drive have placed such institutions in a state of detachment from the social surrounding and rendered a very low level of societal contribution in terms of communal problem solving, local and regional economic development.



The bureaucracy cultural traits, market characteristics and financial focus of the majority of the Lebanese private HEIs have rendered their reluctance to be active contributors to the local and regional setting. The Lebanese higher education market, characterized by high demand, has enabled such institutions to operate with no regards to the quality or form of services offered, thus fulfilling institutional objectives of financial profits and serving other agendas. Furthermore, the internal operating mechanism that is characterized by marginalizing the academic ensemble, focusing on instruction as the sole service and tuition as the sole source of income and limiting control to the administrative team has limited the institutional capacity for providing valuable services. This is the result of a severe lack of flexibility and adaptation evident in the bureaucracy culture which translates into a detachment from the surrounding community. Consequently, the structure of such institutions limits ability to actively contribute due to the passive role of academics and limited financial and human resources.

#### *Entrepreneurial Traits and Enhanced Contributions*

Institutions with an entrepreneurial spirit appeared to be more socially aware and engaged and market oriented which rendered a higher level of interaction with the surrounding community thus allowing for greater institutional contributions at various levels. Highly entrepreneurial institutions, which are mainly the elite ones, have demonstrated a high level of academic merit in instruction however accompanied with substantial tuition thus limiting accessibility to it. On the social level the entrepreneurial institutions engaged in both micro and macro social roles thus engaging the whole of the institution in social activities and contributing to the social and economic development of the local and the regional scene, in addition to participating in the development of the knowledge economy through actively contributing to the generation of new knowledge through research. Institution D, the elite institution included in this research, demonstrated a high social orientation through extending its services to assist in communal problem solving such as the Syrian crisis impact, in addition to a high external orientation through extending and differentiating its services to cater to external stakeholders.

#### *Entrepreneurial Pathways at Elite Institutions*

The institutions that demonstrated entrepreneurial features also enjoy academic merits and a heightened relationship with the surrounding environment. Such institutions are mainly characterized by agility and the ability to make swift responses to a changing higher education

landscape. Such institutions promoted a high level of academic faculty engagement in operations, and an active role in managing the institution, thus ensuring the presence of an academic heartland as Clark (1998b) described it. This presence has guaranteed a high level of academic merit in teaching and other services. The external orientation of such institutions and the drive towards developing external services through consultancy, capacity building services or private partnerships has enabled these institutions to stay in contact with the surrounding environment thus understanding the needs of the community to better be able to cater to it. This has served as Clark's developmental periphery and is extremely visible by the various external initiatives and projects carried out by the elite institutions of Lebanon. In the institutions described here, the access to funds is not limited to tuition fees as is the case with most of the Lebanese private HEIs, but rather these institutions enjoy access to grants and endowments that facilitate their operations through ensuring continuous presence of funds and at the same time serving as a diversified funding base for such institutions. Finally, such institutions enjoy leadership that serves as the steering core of the institution (Clark, 1998b), one which is very active in terms of setting strategic goals and objectives and which plays a very supportive role in achieving them. The above-mentioned entrepreneurial traits have allowed institutions to be active actors in the community, thus fulfilling their expected social roles.

### [An Absence of Market Encouragement of Entrepreneurial Activity](#)

The Lebanese higher education system has not been very effective in promoting entrepreneurial drive, as its unique structure characterized by juvenility and high demand for higher education had not initially instigated a competitive environment. This has allowed institutions to retain their methods of operations with little effort for differentiation or market outlook, while merely developing new branches and lowering tuition fees. The absence of a competitive environment had initially hindered entrepreneurial development, however newer considerations characterized by higher student awareness, the development of the Lebanese public university and a large number of higher education providers can influence the competitive atmosphere in the higher education market and consequently the actions and cultures of the private HEIs.

The sixth research question being “What are the means by which the private universities and the system level organs might move the universities to a mode of operation where they are

more externally focused and societally engaged?” is addressed in the recommendations section later in this chapter.

## A CRITIQUE OF THE EXISTING LITERATURE IN RESPECT OF THE LEBANESE SETTING

### New Cultural Indicators

This study has allowed the learning of new concepts pertaining to the topics of this thesis through the Lebanese setting. These are existent literature, theories and frameworks that aim at addressing the topics of this thesis. However, there are new developments and deliberations to consider in the Lebanese setting. The cultural frameworks utilized in this research rely on a set of measures and criteria in order to identify the prevalent institutional cultures. These were institutional outlook, differentiation, levels of control, academic discretion and level of policy implementation for example. The Lebanese case has allowed the examination of new criteria that pertain to the ownership of the institution, institutional drivers, the available resources and institutional age. Newer institutions with limited resources and a drive towards income generation appeared to be more oriented towards endorsing traits of the bureaucratic culture; these institutions in the Lebanese setting are owned by families, investors or religious institutions to serve a range of non-academic purposes. On the other hand, the more entrepreneurial universities seem to be mature and well-established ones that enjoy abundant resources with a drive towards service and excellence. Such institutions are typically not owned by individuals but rather were led by missionaries and established many years ago. Traits such as ownership, drivers, novelty and resourcefulness, therefore, could as well serve as attributes to determine the relative institutional cultures.

### Institutional Culture and Contribution

While describing the four institutional cultures, the literature focused on institutional traits related to concepts such as the modes of operation, orientation, policy implementation, leadership roles and academic freedom; however, the literature did not indicate settings in which each culture is suitably thrive and have positive institutional influence. Consequently, the literature did not link traits of contribution and service quality to specific cultures implying

the absence of correlation between the two concepts. When defining and describing cultures, McNay (1995) suggested efficiency and reliability, which are quality indicators, as traits of the Bureaucracy Culture, while stating that such a culture promotes clear deliverables and standard methods of achieving them. The Lebanese case, however, has clearly shown that institutions which endorse a Bureaucracy Culture characterized, according to McNay, by tight control of implementation and loose policy notions are neither efficient nor reliable. Different programs, branch campuses and other services have proved to vary in terms of quality, outlook and deliverables within the same institution. Additionally, students and government officials have highlighted the lack of academic proficiency of such institutions thus implying haphazard modes of operations rather than stable and reliable processes. The Lebanese case illustrates a correlation between the institutional culture and the institutional contribution and service quality in a given setting. The suggestion here would be the further introduction of the contributory component as a dynamic cultural element that would vary by the institutional setting rather than assuming a uniform contributory role and service quality across the four institutions and in all settings. For example, an entrepreneurial culture motivated by academic drivers in a resourceful institution may serve a more active contributory role than a bureaucracy culture with the same motivations and resources.

### An Unobserved Market Orientation in the Bureaucracy Culture

Also, continuing with the Bureaucracy Culture, McNay (1995) and Cameron and Quinn (2006) have discussed the lack of adaptation, market outlook and external orientation of institutions endorsing a bureaucracy culture. In the Lebanese case, whereby the institutions are highly dependent on tuition fees, institutions claim that they are actively participating and competitively engaging in the market. The frameworks utilized have focused on the services of institutions in addition to the policy and control notions to determine their outlook and culture; however, this view excludes noticeable institutional behaviors that continually expand a university's physical infrastructure and lower the tuition. Lebanese institutions appear to engage with the market through enhancing their presence and lowering tuition rather than through differentiating and developing their services. While both orientations may be labeled as market orientation, existing theoretical frameworks in higher education literature do not recognize the former.

## Lack of Suitability of Internationally Recognized Contributions

There appears to be a major gap between the perceived contributions of the Lebanese private HEIs and the internationally recognized ones described in the literature. This gap has raised questions of the suitability of the internationally recognized contributions to the Lebanese case. Lebanese institutions are indeed increasing accessibility to higher education and attributing special focus to instruction, thus forgoing the research and other social contributions that are expected from them. However, in a tumultuous environment such as the Lebanese one and in a fairly novel market characterized by limited resources, research and macro social expectations do not seem applicable anymore. The absence of financial and human resources, government support, and security and stability, prohibit Lebanese private HEIs to fulfil their contributory role. Therefore, traditional measures, theories and concepts in higher education have severe limitations when assessing the contributory role of the Lebanese private HEIs. The contributory role attributed to institutions with limited resources operating in a turbulent environment would more suitably be a more basic form of the internationally recognized contributions. Thus, stressing on the service of quality academic instruction and limiting social service and research functions to a local rather than a regional or international context while ensuring continuous linking of institutional capacity and expected outcome.

## Entrepreneurial Drive Outside a Competitive Market

The Lebanese higher education setting has witnessed various developments as described throughout this dissertation. The Lebanese market being a novel and immature one that exhibits high demand and supply has not demonstrated features of a competitive market that stimulates the development of its institutions. The institutions' reactions to the market forces was limited to reducing tuition fees and expanding their geographical presence. The literature stressed the importance of a competitive market in influencing entrepreneurial traits in HEIs; however, with elite institutions in Lebanon it is not the case. Lebanese elite institutions which appeared to be entrepreneurial have not engaged in such activity as a result of market forces. On the contrary such institutions have developed their own niche markets characterized by very high demand and very low acceptance rates. The entrepreneurial drive witnessed in such institutions is the result of the internal stimulus of elite institutions catering to their self-defined objective of servicing the community. Entrepreneurial drive therefore is not solely the

result of a competitive environment, in cases it might be the result of an internal drive for excellence and differentiation.

### Barriers of Applying Entrepreneurial Concepts in Private HEIs

Clark (1998b) and Davies (1987) have discussed certain pathways for the development of the entrepreneurial university, these pathways are related to the financial dependence of the institution, its leadership roles and governing body, its services extended beyond academic limits, the engagement of the academic faculty in operations and the general service orientation of the institution. The literature has elaborated that such features might be more easily realized and implemented by private HEIs due to inherent features such as non-government funding, the merit of a steering core and an elevated relationship with the private sector. However, in the Lebanese setting the study has shown that the private HEIs are reluctant to capitalize on any inherent features to develop entrepreneurial activity. The steering core of leaders at private HEIs are driven by non-academic motives such as financial, political and religious interests, and these drivers appear to have the main influence over the institutional orientation. The steering core therefore serves as a hindering element for entrepreneurial activity rather than as a facilitating one as the literature suggests. The combination of the market features and the institutional drivers has rendered stagnation in the development of institutional operations and differentiation. This has affected all the constituents of the institution; the academic ensemble became restricted to instructing material with no further authority thus eliminating the notion of an academic heartland. The enhanced focus over revenue from tuition fees has eliminated notions of a diversified funding base. Furthermore, the high demand for higher education has rendered a lack for the need of service differentiation and extension thus eliminating the need for an extended developmental periphery.

## ORIGINAL CONTRIBUTION AND THEORY GENERATED IN THE THESIS

The research was influenced by the uniqueness of the Lebanese higher education setting. Throughout the thesis, traits of the Lebanese higher education setting and relative Lebanese private HEIs were presented and discussed with the objective of illustrating the

Lebanese private Higher Education Setting as it is today, with all of its features and facilities. The research has shown that the Lebanese higher education system is failing to live up to the international standards of societal contributions due to a number of possible factors. The researcher has limited these factors, based on previous literature and the results of the researcher's own observations, to suitability of the international standards of contributions, the HEIs' willingness and capacity to develop, and the relative cultural influences. The aim of the research at the onset was to address the Lebanese private higher education matters and concerns through a cultural perspective since the researcher believes that a cultural approach rises above the micro-level topics and aids practically in overcoming major concerns such as institutional capacity.

Additionally, the Lebanese higher education setting suffers on various levels, these are partly the absence of stability, financial resources, and government support in addition to the lack of academic institutional drivers which have been replaced by financial and political drivers. However, private HEIs are able to assume an engaging role that frees them of barriers while fulfilling their desired institutional drivers and aligning them with a decent contributory role. This can be achieved through the endorsement of an outward-looking culture that stimulates autonomy. Such a culture would serve to align the non-academic institutional drivers with an active contributory role while allowing institutions to pursue new resources that are not currently available to them. The theory generated as a result of the extensive research conducted in the Lebanese private higher education setting is the following: "The contributory role of private HEIs operating in a turbulent environment is directly influenced by the institutional cultural orientation, the institutional drivers, and the availability of resources and support. In the absence of academic drivers and sufficient resources an entrepreneurial approach serves the purpose of developing the institutional contributory role".

## **FINDINGS IN RESPECT OF RESEARCH QUESTION 6: RECOMMENDATIONS FOR FUTURE DEVELOPMENT IN LEBANESE PRIVATE HIGHER EDUCATION**

This section is directly related to answering the sixth research question being: "What are the means by which the private universities and the system level organs might move the

universities to a mode of operation where they are more externally focused and societally engaged?”. The following recommendations have been devised upon analyzing the internationally accepted practices observed in the Literature Review Chapter while considering their relevance to the Lebanese situation as a result of analyzing the information presented in the Data Analysis Results and Findings Chapter and engaging in further deliberation in the Discussion Chapter. The result is a series of recommendations on the institutional and regulatory level keeping in mind the barriers, limitations, and the Lebanese market distinctiveness.

### Action on the System and Regulatory Levels

The situation evident in the Lebanese higher education setting is the result of a series of factors related to market characteristics and institutional drivers. A combination of high demand and non-academic drivers, alongside with an absence of official regulatory action and limited resources has resulted in the development of a higher education system that is crowded with institutions seeking financial gains and conducting operations arbitrarily while not living up to a decent contributory role on the academic and societal levels. This situation, if addressed with proper strategic actions on various institutional, social and governmental levels might be remedied and the large number of private HEIs might become a favorable feature of the Lebanese higher education system.

### Raising Awareness

The Lebanese market, as described throughout this thesis, is beginning to demonstrate competitive signs. This ought to influence new adaptations on behalf of private HEIs, however such adaptations might be superficial ones that do not impact the values and cultures of institutions but rather reflect on tuition fees and marketing strategies. If institutions are to adapt to the market changes and serve the societal needs adequately they ought to understand the true merits of the entrepreneurial culture and how they align with their financial and other objectives and aid in their achievement. The change would best be initiated at the governmental level. Before delving into laws and traditional government regulatory roles, the government shall conduct awareness campaigns for the promotion of the entrepreneurial spirit in the private HEIs. As influencing the drivers of private HEIs is unrealistic, a campaign promoting the merits of entrepreneurial activity would influence of the methods of conducting operation in private



HEIs. The campaign would usefully highlight the following institutional benefits of adopting an entrepreneurial mode of operation. An enhanced institutional and financial sustainability achieved as a result of entrepreneurial action. A highly adaptable and differentiated institution would be able to manage better in a turbulent environment such as the Lebanese one. Further the outward orientation that renders a tighter relationship with the external surroundings ought to present the institution in a revolutionary form highly desired by the “client base” of the institutions thus rendering higher enrolment. The enhanced social role of the institution would further contribute to its desired image thus reflecting positively on the operations of the institution. The merits of the entrepreneurial university ought to fulfil the desired objectives of the owners of institutions and this shall be highlighted throughout the campaign. The campaign shall also suggest the proper methods of implementing entrepreneurial activity for the sake of enhancing sustainability and the active institutional role in society.

On another level, it is of major importance acquaint the public body of consumers and employers of the developing services, roles and capacity of the private HEIs. The government and the private HEIs would work together to raise awareness towards the services provided by these institutions such as: consultancy services, research for commercial purposes, tailor made programs for the labor market, continuing education services, and much more academic and social service. By allowing the market stakeholders on board, the private HEIs would enhance their chances of developing a developmental periphery thus utilizing input directly from their novel client base to cater to their needs.

The awareness might be raised through ensuring continuous communication amongst the triple helix components. Such communication would take place through direct meetings, seminars, and workshops conducted by the government through its General Directory of Higher Education under the supervision of the Ministry of Education and Higher Education. These gatherings would also allow networking between HEIs and the private sector stakeholders and amongst themselves. Further, direct meetings between government representatives and the leaders of the private HEIs would insure the proper conveying of the message desired. Such a meeting would best address the leadership roles in institutional change while highlighting the institutional benefits of adaptability and differentiation as described above.

## Action on the Regulatory Level

On the regulatory level, and in support of the campaign described above, the government might usefully consider amending existing laws and implementing new ones in the favor of supporting entrepreneurial activity. A detailed list of prospective actions on the regulatory level is listed below:

- First and foremost, despite the law forbidding for-profit institutions, the research has shown that most of the Lebanese private HEIs have financial objectives and are perceived as income-generating businesses for their owners/investors. Therefore, in accommodating this fact, the government might amend the law as to allow for-profit institutions while regulating the market whereby these institutions operate. The market regulations might influence tuition fee levels, profitability margins, cost structures and revenue sources.
- Of equal importance, the government might consider moving forward with the Quality Assurance Committee and attributing it a major role in controlling the contributions of the institutions after having specified clear expected and quantified objectives on behalf of every institution depending on its capacity and resources. Such measures would also allocate special procedures for assessing the academic involvement in the operations of institutions.
- While the current Law 285/2014 does indeed specify certain academic merits of the President, Vice Presidents and Deans, the law 285/2014, concerned with governing private HEIs, is vague in these terms and therefore this has allowed the owners of institutions to serve as presidents despite not having the academic capability as the former General Director of Higher Education explained. The governmental regulatory body shall further monitor the structure, actions and recommendations of the governing bodies of the institutions such as the board of trustees and board of directors in a more serious manner to ensure that these are not merely fronting for the owners of institutions but rather performing genuine supervision and control over the HEIs' operations and holding the administrative and academic teams accountable. Therefore, implementing the notions of separation of powers and checks and balances.
- The government could illustrate a more meticulous effort in spotting and dealing with unlawful actions of private HEIs such as franchising activity and the development of

unlicensed branch campuses as these contribute very negatively to both the image and the contributory role of HEIs in Lebanon.

- The government may put special mechanisms in place to encourage and regulate the relationship between private HEIs and the private sector thus contributing to an enhanced external outlook of the said HEIs. This could be achieved through continuously hosting seminars and conferences engaging both parties and suggesting methods of collaboration for the greater benefit of everyone.
- The government might specify certain expected quantified outcome to measure the extent of external collaboration. On the research level, the government shall develop and implement a research mechanism to engage all the higher education system constituents in effective research, through soliciting external grants and allocating them to private HEI clusters that would come together to conduct research, further the government shall insure that the research topics are not replicated amongst institutions to be able to achieve the widest research exposure possible.
- The General Directory of Higher Education could exhort serious efforts to facilitate the process of developing new faculties and programs as the current process is a lengthy one with major bureaucratic hurdles.
- Upon the recommendation of the Minister of Education and Higher Education a suggestion for the amendment of the law governing higher education might be raised to Lebanese Parliament advising the permission and encouragement of the use of online instruction and MOOCS for example, as the current law prohibits online learning and does not accredit or certify it.
- The development of a point-based system that would quantify the operations and contributions of private HEIs which would then influence government bursaries or sanctions depending on the relative institutional situation.

### Institutional Adaptation

The above-mentioned recommendations would not have any impact if private HEIs were not to respond and adapt. To be able to confront such changes HEIs must set in sight the need to engage with external stakeholders, new consumers, and sponsors. To be able to achieve that a set of actions need to be considered and undertaken. The implementation of an open, external-facing culture alongside with supporting values and behaviors, could be instigated by the steering core of the institutions which at this point are the owners and/or the governing bodies.

When the decision makers at HEIs are convinced of the merits of the entrepreneurial spirit the implementation of relevant values and actions would be a relatively straight-forward step. The steps that might be considered on the leadership level might be:

- Ensuring proper policies and procedures are in place for institutional reference;
- Capitulating institutional control to the favor on increased dependence on institutional policy for conducting all the HEIs functions;
- Shifting the leadership role from surveilling and controlling operations to leading, motivating and brokering innovative processes and operations;
- Encouraging local and regional development activities on the institutional levels.

Further, HEIs shall maintain a communication line with all the internal and external stakeholders to comprehend new changes and adapt accordingly. Such communication is practically achieved by considering the following:

- Developing the guiding boards constituted of industry professionals to influence institutional services;
- Actively engaging in the government initiatives described in the previous section;
- Engaging the students in the decision-making processes through activating the student boards and including student representatives in university committees;
- Strengthening the student-market relationship through continuously hosting labor market representatives thus enhancing networking and employability opportunities;
- Communicating non-instructional services such as consultancy and commercial research to potential beneficiaries of such services.

Once the decision makers understand the true role of academics in progressing the entrepreneurial institution and its activity, the attribution of academics to greater responsibility in managing the institution might be a very positive step towards the entrepreneurial university might be achieved through the following steps:

- Empowering the academic ensemble and insuring their opinion is heard through their presence on board all the institutional governing committees.
- Laying out clear objectives pertaining to research and social service to be achieved by the academic faculty such as engaging in research for local and regional communal problem solving and utilizing their merits to aid society in addressing its rising concerns.

- The use of flexible contracts to provide the faculty with the required freedom to engage in the above-mentioned activities and in self-development endeavors. In addition to reasonably reducing the number of weekly hours allocated to instruction in favor of research and other developmental functions.
- Financially ‘incentivizing’ faculty to engage in the above-mentioned activity through developing bonus schemes and clear career development plans.

On the instruction level, institutions might usefully consider augmenting the labor market needs into their instructed curricula. Such action is crucial to the Lebanese setting due to high dependence observed on academic instruction both as a core sole service provided by private HEIs and as the most prominent societal contribution. Steps for the achievement of such objective might be:

- The consideration of labor market needs not only in terms of technical skills but rather, in terms of the soft and life skills, guided by innovation, required by the continuously developing labor market. This step might be easily achieved through forming guiding boards with industry professionals on board to influence the development of new programs and guide the reformation of existing ones to accommodate the market needs.
- Private HEIs might consider the introduction of innovative material and instruction methods into its instruction process, such as the utilization of cutting-edge technology in material delivery.
- The replacement of obsolete theoretical teaching might be partially replaced by hands-on applied training according the latest industry and market standards.
- The consideration of the notions of lifelong learning to influence the graduating students to continuously seek progress and development.
- HEIs might reconsider their services in terms of topics, modes of instruction and market relationship. The services should be flexible and cater to the market and student needs, a heightened level of market awareness in terms of program selection and implementation would feed very well into the institutional entrepreneurial strategy. Further catering to the ever-changing student needs while accommodating time schedule and student capacity constraints ought to further differentiate the relative institution.

On the administrative level, an HEIs may instill entrepreneurial values and implement facilitating factors in the administrative functions such as accounting, human resources, and marketing for example to be able to allow such functions to service the new developing institutional needs. Steps in achieving administrative progress on that level might be:

- Instilling entrepreneurial values such as innovation, autonomy, diversity and social responsibility across the administrative ensemble;
- Restructuring the budget centers as to be on the faculty level thus encouraging autonomy;
- Revising the HR policies as to encourage and reward innovative contributions;
- Encouraging the use of “best practices” in all administrative functions while utilizing a “client” focused approach;
- Aiming at diversifying institutional revenues and relieving dependence on tuition through developing new revenue centers.

On the research level, to strive for knowledge generation through research, even on a very basic level, ought to set the institution in momentum for development and better social service. Such action does not necessarily require major funding, it however has a very positive impact on the academic ensemble of the institution and develops their own and the institution’s capacity. Steps on that level might include:

- Financially incentivizing rewarding research activity;
- Establishing autonomous research centers with independent funding;
- Marketing research as a core service to local and regional industry players through introducing research for research and development purposes for example;
- Soliciting national and international funding for research ;
- Forming research clusters with other local, regional and international HEIs and private corporations;
- Directing research activity towards local, regional and international communal problem service.

# THESIS LIMITATION AND FUTURE RESEARCH

## Thesis Limitation

Every research study has its limitations, understanding the thesis limitations facilitates mitigating them and opens the way for further research topics. This research is concerned with studying the organizational cultures and values of private higher education institutions in the aim of understanding the role of the relative cultures in shaping the drivers and contributions of the institutions. This stemmed out of a gap observed both in the literature and the field. The selection of the qualitative approach in general alongside with the inductive method and tools from the grounded theory concept, was based on solid conviction that these methods would be able to best direct the research at hand. However, these in general have their own limitations. Qualitative research is by nature heavily dependent on the researcher's individual skills and influenced by personal biases. Being involved as a stakeholder of the Lebanese private higher education setting, a major concern was the maintenance of objectivity. Though accounted for, the presence of the researcher in all of the data collection activity conducted might have influenced the participants' responses. Rigor, although addressed thoroughly in the Validity and Reliability section of the Methods and Methodology Chapter is arguably a very difficult concept to maintain and demonstrate as an inherent feature of qualitative research. The anonymity of participants alongside with the heavy dependence on the input provided by them served as a hurdle in the Data Analysis Results and Findings Chapter.

The incorporation of theoretical notions into the research such as the HEIs' organizational culture impedes the assertion of results due to the lack of a solid conclusions influenced by the subjective contributions of participants and analysis of the researcher. In light of the ethical issues mentioned above, and despite the author's efforts to mitigate their impact, the data might still be vulnerable to misrepresentative information, especially in light of the augmentation of the contributions of high-level government and institution officials who might have provided misleading responses based on undeclared agendas and relationships with other stakeholders in the field. Another limitation of this thesis is the lack of ability to test the theory generated due to the nature and topic of the research. Unlike

quantitative studies, this study will yield a theory, as a result of the inductive approach, that will not be actually tested for validity due to the vast size of the market and the difficulty of altering concepts such as organizational cultures and drivers of establishing HEIs for example. The aim of any thesis is to generate a general theory to be utilized in any concept, however this is not possible with this research as the grounded theory concepts utilized “ground” the generated theory within the context through the process of coding and categorizing the data extracted from this context. It is with no doubt a challenge to produce a highly dependable piece of research, however with the proper definition of the scope of research, the selection and application of solid and dependable research techniques and the utilization of reliable data collection and analysis methods the research outcome would certainly be a piece to contribute to the knowledge available on the topic with solid views and dependable outcome.

### Future Research

The mentioned steps that relate to government regulatory and non-regulatory actions, in addition to the institutional activities, ought to introduce a new era in the Lebanese higher education system to convert it to a social asset whereby the large number of HEIs would serve a great deal of support to the social and economic development. This new development addresses a variety of issues such as the Lebanese higher education market, the government regulatory role, the institutional drivers and contributions, and the institutional cultural orientations. Further research pertaining to the effect and influence of the governmental interference on the culture and contribution of private HEIs should take place for continuous enhancement. Moreover, a detailed research over the suggested points-based system and its methods of implementation and effect would be beneficial to the realization of the merits of the suggestions mentioned above. Additionally, research pertaining to the institutional drivers of private HEIs in light of entrepreneurial pressures from the government and the market would be very interesting. This issue is not realizable yet in the Lebanese setting due to the absence of entrepreneurial drive, however it would be interesting to understand how institutional drivers and contributions shift in light of rising pressures.

In light of the thesis limitations described throughout this dissertation, further research might also be required to examine the effects of practically applying the above-mentioned recommendations in the Lebanese private higher education setting. Relying solely on literature rhetoric and theoretical frameworks to produce concrete results is not viable in light of the



turbulent and unstable Lebanese context, further observation of the implementation process and arising problems needs to be addressed as a future research topic. This dissertation has provided insight on the whole of the Lebanese higher education system, however a focused research tailored to smaller, newer institutions with limited resources ought to produce a more detailed understanding of the dynamics of such institutions in light of the dynamics to externally focused and societally engaged institutions. The Lebanese higher education setting is a unique one, this thesis has aimed at describing its characteristics in the aim of analyzing the drivers, contributions and cultural orientations of the private market participants, the results have presented Lebanon as a distinctive case with good potential for development if proper measures were put into action.

## REFERENCES

- Abourjeili, S., 2009. Le Liban. In: N. Abdel-Wahid, M. Al-Charaa, M. Zaytoun, S. Ben Sedrine, J. Ferroukhi and M. Souali, ed., *L'enseignement supérieur et le marché de travail dans le monde arabe*. [online] Beirut: Publications de l'Institut français du Proche-Orient - IFPO, pp.228-245. Available from: [https://www.researchgate.net/publication/318116388\\_L'enseignement\\_superieur\\_et\\_le\\_marche\\_de\\_travail\\_au\\_Liban](https://www.researchgate.net/publication/318116388_L'enseignement_superieur_et_le_marche_de_travail_au_Liban) [Accessed 9 Feb. 2020].
- Altbach, P. and Knight, J., 2007. The Internationalization of Higher Education: Motivations and Realities. *Journal of Studies in International Education*, 11(3-4), pp.290-305.
- Altbach, P., 1999. *Private Prometheus: Private higher education and development in the 21st century*. 1st ed. Westport, CT: Greenwood Publishing Group.
- Amabile, T., 1997. Entrepreneurial Creativity Through Motivational Synergy. *The Journal of Creative Behavior*, 31(1), pp.18-26.
- Amaral, A., Jones, G. and Karseth, B., 2002. *Governing higher education*. Dordrecht: Kluwer Academic Publishers, pp.279-298.
- Ashwin, P., Carpentier, V., Case, J., Marshall, D., McCowan, T., McKenna, S., Naidoo, R., Schendel, R. and Walker, M., 2018. WHAT HAVE WE LEARNED ABOUT PATHWAYS TO THE PUBLIC GOOD FROM SOUTH AFRICAN UNDERGRADUATE EDUCATION? In: P. Ashwin and J. Case, ed., *SOUTH AFRICAN UNDERGRADUATE EDUCATION AND THE PUBLIC GOOD*. Cape Town: African Minds.
- Anon, 2020. AUB History. [online] American University of Beirut Website. Available from: <https://www.aub.edu.lb/AboutUs/Pages/history.aspx> [Accessed 15 Feb. 2020].
- Barnett, R., 2003. *Beyond all reason*. Philadelphia, Pa.: Society for Research into Higher Education & Open University Press.
- Bashshur, M., 1997. Higher Education in a Historical Perspective. In: A. El Amine, ed., *Higher Education in Lebanon*. Beirut: Lebanese Association for Education Studies, pp.15-93.
- Benner, M. and Sandström, U., 2000. Institutionalizing the triple helix: research funding and norms in the academic system. *Research Policy*, 29(2), pp.291-301.
- Birtwistle, T. and McKiernan, H., 2008. The changing landscape of higher education: an analysis of how national change might be brought about in American higher education compared with the Bologna signatory states. *Education and the Law*, 20(4), pp.317-336.
- Bjarnason, S., Cheng, K.M., Fielden, J., Lemaitre, M.J., Levy, D. and Varghese, N.V., 2009. *A new dynamic: Private higher education*. Paris: UNESCO.
- Boyatzis, R.E., 1998. *Transforming qualitative information: Thematic analysis and code development*. sage.
- Boyer, E., 1997. *Scholarship reconsidered*. San Francisco: The Carnegie Foundation for the advancement of teaching.

- Bozeman, B. and Bretschneider, S., 1994. The “Publicness Puzzle” in Organization Theory: A Test of Alternative Explanations of Differences Between Public and Private Organizations. *Journal of Public Administration Research and Theory*. *Public Administration Research and Theory*, [online] 4(2), p.199. Available at: <https://www.jstor.org/stable/1181777>
- Brennan, J., Cochrane, A., Lebeau, Y. and Williams, R., 2018. *The University in Its Place*. Dordrecht, Netherlands: Springer.
- Bryman, A., 2012. *Social Research Methods*. Oxford: Oxford University Press.
- Buckner, E., 2016. The growth of private higher education in North Africa: a comparative analysis of Morocco and Tunisia. *Studies in Higher Education*, 43(7), pp.1295-1306.
- Buckner, E., 2017. The Worldwide Growth of Private Higher Education: Cross-national Patterns of Higher Education Institution Foundings by Sector. *Sociology of Education*, 90(4), pp.296-314.
- Buckner, E., Spencer, D. and Cha, J., 2017. Between Policy and Practice: The Education of Syrian Refugees in Lebanon. *Journal of Refugee Studies*, 31(4), pp.444-465.
- Buckner, E., 2019. The Internationalization of Higher Education: National Interpretations of a Global Model. *Comparative Education Review*, 63(3), pp.315-336.
- Buckner, E. and Stein, S., 2019. What Counts as Internationalization? Deconstructing the Internationalization Imperative. *Journal of Studies in International Education*, 24(2), pp.151-166.
- Cameron, K. and Quinn, R., 2006. *Diagnosing and changing organizational culture*. San Francisco, Calif: Jossey-Bass.
- Carayannis, E. and Formica, P., 2013. Reinventing Learning and Research in the Twenty-First Century via the Academic Firm and the Entrepreneurial University. In: A. Altmann and B. Ebersberger, ed., *Universities in Change*. [online] New York: Springer, pp.49-58. Available from: [http://10.1007/978-1-4614-4590-6\\_3](http://10.1007/978-1-4614-4590-6_3)
- Carayannis, E. and Kaloudis, A., 2009. A Time for Action and a Time to Lead: Democratic Capitalism and a New “New Deal” for the US and the World in the Twenty-first Century. *Journal of the Knowledge Economy*, 1(1), pp.4-17.
- Carayannis, E., 2009. Firm evolution dynamics: towards sustainable entrepreneurship and robust competitiveness in the knowledge economy and society. *International Journal of Innovation and Regional Development*, 1(3), p.235.
- Casson, M., 1982. *The Entrepreneur: An Economic Theory*. [ebook] Totowa, New Jersey: Barnes and Nobel. Available from: <https://books.google.com.lb/books?id=vo-0aXjiLcoC&printsec=frontcover#v=onepage&q&f=false>
- Cheng, S., 2009. Quality Assurance in Higher Education: The Taiwan Experience. In: T. Bigalke and D. Neubaue, ed., *Higher Education in Asia/Pacific*. [online] New York: Palgrave Macmillan. Available from: [https://doi.org/10.1057/9780230100466\\_10](https://doi.org/10.1057/9780230100466_10)
- Clark, B., 1998. *Creating Entrepreneurial Universities: Organizational Pathways of Transformation*. *Issues in Higher Education*. Oxford: Elsevier Science Regional Sales.
- Clark, B., 2000. Collegial Entrepreneurialism in Proactive Universities: Lessons From Europe. *Change: The Magazine of Higher Learning*, 32(1), pp.10-19.

- Clark, B., 2001. Clark, B., 2001. The entrepreneurial university: New foundations for collegiality, autonomy, and achievement. *Higher Education Management*, 13(2). *Higher Education Management*, 13(2), pp.9-24.
- Clark, B., 2015. The Character of the Entrepreneurial University. *International Higher Education*, (38).
- Coleman, D. (2014). Lebanon 2014 Country Review. Houston: Country Watch.
- Coleman, D. (2018). Lebanon 2018 Country Review. Houston: Country Watch.
- Council of the European Union, 2000, Lisbon European Council , 23 and 24 March 2000, Presidency Conclusion, [http://www.europarl.europa.eu/summits/lis1\\_en.htm](http://www.europarl.europa.eu/summits/lis1_en.htm) (last accessed 10 May 2019).
- CRDP, 2017. Statistical Bulletin for the Academic Year 2017-2018. Beirut: CRDP.
- Creswell, J., 2013. *Qualitative Inquiry & Research Design: Choosing among Five Approaches*. 3rd ed. Thousand Oaks, CA: SAGE Publications Inc.
- Crotty, M., 1998. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. 1st ed. London: SAGE Publications Inc.
- Daraio, C., Bonaccorsi, A., Geuna, A., Lepori, B., Bach, L., Bogetoft, P., F. Cardoso, M., Castro-Martinez, E., Crespi, G., de Lucio, I., Fried, H., Garcia-Aracil, A., Inzelt, A., Jongbloed, B., Kempkes, G., Llerena, P., Matt, M., Olivares, M., Pohl, C., Raty, T., Rosa, M., Sarrico, C., Simar, L., Slipersaeter, S., Teixeira, P. and Eeckaut, P., 2011. The European university landscape: A micro characterization based on evidence from the Aquameth project. *Research Policy*, 40(1), pp.148-164.
- Davies, D., 1987. Parent Involvement in the Public Schools. *Education and Urban Society*, 19(2), pp.147-163.
- Davies, J.L., 2001. The Emergence of Entrepreneurial Cultures in European Universities. *Journal of the Programme on Institutional Management in Higher Education*, 13(2).
- Davies, J.L., 1987, *The Entrepreneurial and Adaptive University, Institutional Management in Higher Education*, Vol. II, No. 1, OECD/IMHE, Paris.
- Diederiks, M., 2019. The Idea of a “For-Profit” Private Christian University in South Africa. *Koers - Bulletin for Christian Scholarship*, 84(1).
- EACEA, 2015. *Higher Education in Lebanon*. Beirut.
- EC, 2002. *The European Research Area: an internal knowledge market*, Luxembourg: Office for Official Publications of the European Communities
- El-Aouit, H., 1997. *Legislation of Private Institutions’ Organisation*. Higher Education in Lebanon, Lebanese Association for Educational Sciences, Beirut.
- Enders, J., 2002. *Governing the Academic Commons: About Blurring Boundaries, Blistering Organisations, and Growing Demands; Inaugural Lecture*. Univ. Twente, Netherlands.
- Etzkowitz, H. and Zhou, C., 2006. Triple Helix twins: innovation and sustainability. *Science and Public Policy*, 33(1), pp.77-83.
- Etzkowitz, H., 2016. The Entrepreneurial University: Vision and Metrics. *Industry and Higher Education*, 30(2), pp.83-97
- Etzkowitz, H., 2004. The evolution of the entrepreneurial university. *International Journal of Technology and Globalisation*, 1(1).

- Etzkowitz, H., 2001. The second academic revolution and the rise of entrepreneurial science. *IEEE Technology and Society Magazine*, 20(2), pp.18-29.
- Findlow, S., 2012. Higher education and feminism in the Arab Gulf. *British Journal of Sociology of Education*, 34(1), pp.112-131.
- Foskett, N. and Maringe, F., 2010. *Globalisation and Internationalisation of Higher Education: Theoretical, Strategic and Management Perspectives*. London: Continuum.
- Frank, D. and Meyer, J., 2007. University expansion and the knowledge society. *Theory and Society*, 36(4), pp.287-311.
- Freiha, G. and Murr, G., 2009. University Sector in Lebanon: Between Reality and Desired Objectives. In: G. Freiha and G. Murr, ed., *Educational Trends in Lebanon (Arabic)*, 1st ed. [online] Beirut: Imprimerie Moderne Publication, pp.79-105. Available from: <https://bit.ly/30zzhRG>.
- Geethanjali, V., Prasad, C. and Raja, R., 2008. Privatization of Higher Education: Some Issues. In: N. Kishan, ed., *Privatization of Education*. New York: APH Publishing, pp.46-57.
- Gibb, A., Haskins Ian, G. and Robertson, I., 2013. Leading the entrepreneurial university: Meeting the entrepreneurial development needs of higher education institutions. In: A. Altmann and B. Ebersberger, ed., *Universities in Change*. New York, NY: Springer, pp.9-45.
- Glaser, B. and Strauss, A., 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Mill Valley, CA: Sociology Press.
- Goddard, J. and Vallance, P., 2013. *The University and the City*. New York, NY: Routledge.
- Goddard, J., 2009. *Re-Inventing the Civic University*. London: Nesta.
- Goddard, J., Hazelkorn, E., Kempton, L. and Vallance, P., 2016. *The Civic University - The Policy and Leadership Challenges*. Cheltenham: Edward Elgar Publishing.
- Hamadi, G., 2017. Brain drain: Lebanese Diaspora. *Annahar*. [online] Available from: <https://en.annahar.com/article/711819-brain-drain-lebanese-diaspora> [Accessed 27 Jun. 2020].
- Hauptman, A., 2007. Higher Education Finance: Trends and Issues. In: J. Forest and P. Altbach, ed., *International Handbook of Higher Education*. Dordrecht: Springer.
- Hay, D., Butt, F. and Kirby, D., 2002. Academics as Entrepreneurs in a UK University. In: G. Williams, ed., *The Enterprising University: Reform, Excellence and Equity*. Buckingham: The Society for Research into Higher Education and Open University Press.
- Husen, T., 1996. The idea of the university: changing roles, current crisis and future challenges. In: Z. Morsy and P. Altbach, ed., *Higher education in an international perspective: Critical issues*. New York, NY: Garland Publishing, pp.3-19.
- James, E., 1986. The private nonprofit provision of education: a theoretical model and application to Japan. *Journal of Comparative Economics*, 10(3), pp.255-276.
- Jamshidi, L., Arasteh, H., NavehEbrahim, A., Zeinabadi, H. and Rasmussen, P., 2012. Developmental patterns of privatization in higher education: a comparative study. *Higher Education*, 64(6), pp.789-803.
- Johnson, D.K., 2002. *General education 2000-a national survey: How general education changed between 1989 and 2000*.
- Jongbloed, B., Enders, J. and Salerno, C., 2008. Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher education*, 56(3), pp.303-324.
- Khoder, A., 2001. *Lebanese University Regulations, Institutions, and Data*. In: *Workshop on Higher Education and Knowledge Economy*, Lebanese Parliament and UNDP. Beirut: General Directory of Studies and Information and UNDP.

- Kinser, K., Levy, D., Casillas, J., Bernasconi, A., Slantcheva, D., Otieno, W., Lane, J., Praphamontripong, P., Zumeta, W. and LaSota, R., 2010. *The Global Growth of Private Higher Education*. ASHE Higher Education Report Series. San Francisco: Wiley.
- Kirp, D., 2003. *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education*. Cambridge: Harvard University Press.
- Kitzinger, J. and Barbour, R., 1999. *Developing focus group research: politics, theory and practice*. 1st ed. Thousand Oaks, Calif.: SAGE.
- Knight, J., 2003. GATS, trade and higher education perspective 2003-where are we?. *The Observatory on Borderless Higher Education, London*.
- Kweik, M., 2015. Academic Entrepreneurialism and Changing Governance in Universities. Evidence from Empirical Studies. Markus Reihlen, Jetta Frost and Fabian Hattke (eds.).
- Kwiek, M., 2005. The University and the State in a Global Age: Renegotiating the Traditional Social Contract?. *European Educational Research Journal*, 4(4), pp.324-341.
- Lebanese Parliament, 2014. Law on General provisions for higher education and organization of private higher education. 285/2014.
- Lebanese Parliament, 1996. Law on Defining special conditions for studying rights in Lebanon and abroad. Beirut: Lebanese Government 9275/1996.
- Lebanese Parliament, 1996. Law on Lebanese Parliament, 1996. Law on Defining special conditions for studying rights in Lebanon and abroad. Beirut: Lebanese Government 8864/1996.
- Lebanese Republic Economic and Social Council, 2019. Unemployment in Lebanon. Beirut: GOPA.
- Lee, Y., 2017. Understanding Higher Education Institutions' Publicness: Do Public Universities Produce More Public Outcomes than Private Universities? *Higher Education Quarterly*, 71(2), pp.182-203.
- Leslie, D., 1996.; Strategic governance: &quot; the wrong questions? *The Review of Higher Education*, 20(1), pp.101-112.
- Levy, D., 2006. The Unanticipated Explosion: Private Higher Education's Global Surge. *Comparative Education Review*, 50(2), pp.217-240.
- Levy, D. (2012). The Decline of Private Higher Education. *Higher Education Policy*, 26(1), pp.25-42.
- Levy, D., 2015. Private Higher Education: Patterns and Trends. *International Higher Education*, (50), pp.7-9.
- Lincoln, Y. and Guba, E., 1985. *Naturalistic inquiry*. 1st ed. Newbury Park, CA: SAGE.
- Lingard, L. and Kennedy, T., 2007. *Qualitative research in medical education*. Edinburgh: ASME.
- Linton, G. and Klinton, M., 2019. University entrepreneurship education: a design thinking approach to learning. *Journal of Innovation and Entrepreneurship*, 8(1).
- Lorange, P., 2001. Setting Strategic Direction in Academic Institutions: The Planning Dilemma. WZ Hirsch et LE Weber (éd.), *Governance in Higher Education. The University in a State of Flux, Londres, Paris et Genève, Economica*, pp.105-121
- Anon, 2018. LU in Numbers. [online] Lebanese University Website. Available from: <https://ul.edu.lb/lu/numbers.aspx> [Accessed 15 Feb. 2020].
- Marginson, S., 2000. *Monash: Remaking the University*. 1st ed. St. Leonards, NSW: Allen & Unwin.
- Mars, M., Bronstein, J. and Lusch, R., 2012. The value of a metaphor. *Organizational Dynamics*, 41(4), pp.271-280.
- Mattelart, A., 2003. *The Information Society: An Introduction*. 1st ed. London: SAGE.

- Matzler, K. and Abfalter, D., 2013. Learning From the Best: Implications From Successful Companies for Higher Education Management. In: A. Altmann and B. Ebersberger, ed., *Universities in Change*. New York: Springer.
- Anon, 2020. MC About us. [online] Magna-charta.org. Available from: <http://www.magna-charta.org/about-us> [Accessed 15 Sep. 2019].
- McInnis, C., 2001. Promoting Academic Expertise and Authority in an Entrepreneurial Culture. *Higher Education Management*, 13(2).
- McNay, I., 1995. From Collegial Academy to the Corporate Enterprise: The Changing Cultures of Universities.
- McNay, I., 1996. From Collegial Academy to the Corporate Enterprise: The Changing Cultures of Universities. In: T. Schuller, ed., *The Changing University?*, 1st ed. [online] Bristol: SHRE and Open University Press, pp.105-115. Available from: <https://files.eric.ed.gov/fulltext/ED415725.pdf> [Accessed Jan. 2018].
- Miles, M. and Huberman, A., 1994. *Qualitative data analysis: An expanded sourcebook*. 2nd ed. Thousand Oaks, CA: SAGE.
- Miller, M. and Katz, M., 2004. Effective shared governance: academic governance as a win-win proposition. The NEA 2004 Almanac of Higher Education. NEA, Washington.
- Miller, M., 2008. The Voluntary System of Accountability: Origins and Purposes: An Interview with George Mehaffy and David Shulenberg. *Change: The Magazine of Higher Learning*, (4), pp.8-13.
- Morgan, D. and Krueger, R. ed., 1993. When to Use Focus Groups and Why. In: *Successful Focus Groups: Advancing the State of the Art*, 1st ed. London: SAGE, pp.3-19.
- Myers, M., 2008. *Qualitative research in business & management*. Thousand Oaks, CA: SAGE.
- Naidoo, R. and Ranchod, R., 2018. Transformation, the state and higher education: Towards a developmental system of higher education in South Africa. In: P. Ashwin and J. Case, ed., *SOUTH AFRICAN UNDERGRADUATE EDUCATION AND THE PUBLIC GOOD*. Cape Town: African Minds.
- Namey, E., Guest, G., Thairu, L. and Johnson, L., 2008. Data reduction techniques for large qualitative data sets. In: G. Guest and K. MacQueen, ed., *Handbook for Team-based Qualitative Research*, 1st ed. Plymouth, UK: AltaMira Press, pp.137-162.
- Neave, G 2000, *The Universities' Responsibilities to Society: International Perspectives*. Issues in Higher Education Series, Pergamon, Oxford
- Nowotny, H., Scott, P. and Gibbons, M., 2001. *Re-Thinking Science: Knowledge and the Public in An Age of Uncertainty*. Cambridge: Polity Press.
- OECD, 2006. IMHE-Info, December 2006. Paris: Organisation for Economic Cooperation and Development.
- Olivares, M. and Wetzel, H., 2014. Competing in the Higher Education Market: Empirical Evidence for Economies of Scale and Scope in German Higher Education Institutions. *CESifo Economic Studies*, 60(4), pp.653-680.
- Omerzel, D., Biloslavo, R. and Trnavčević, A., 2011. Knowledge management and organisational culture in higher education institutions. *Journal of East European Management Studies*, 16(2), pp.111-139.
- Papayannakis, L., Kastelli, I., Damigos, D. and Mavrotas, G., 2008. Fostering entrepreneurship education in engineering curricula in Greece. Experience and challenges for a Technical University. *European Journal of Engineering Education*, 33(2), pp.199-210.
- Pezzini, M., 2012. *An emerging middle class - OECD Observer*. [online] [Oecdobserver.org](http://Oecdobserver.org). Available from:

- [https://oecdobserver.org/news/fullstory.php/aid/3681/An\\_emerging\\_middle\\_class.html](https://oecdobserver.org/news/fullstory.php/aid/3681/An_emerging_middle_class.html) [Accessed Feb. 2018].
- Pope, C. and Mays, N., 1995. Qualitative Research: Reaching the parts other methods cannot reach: an introduction to qualitative methods in health and health services research. *BMJ*, 311(6996), pp.42-45.
- Quinn, R. and Rohrbaugh, J., 1981. A Competing Values Approach to Organizational Effectiveness. *Public Productivity Review*, 5(2).
- Quinn, R., 1988. *Beyond rational management mastering the paradoxes and competing demands of high performance*. San Francisco: Jossey-Bass.
- Reichert, S., 2006. The Rise of Knowledge Regions: Emerging Opportunities and Challenges for Universities. European University Association.
- Reichert, S., 2009. Institutional diversity in European higher education. *Tensions and challenges for policy makers and institutional leaders*. European University Association.
- Rinne, R. and Koivula, J., 2005. The Changing Place of the University and a Clash of Values: The Entrepreneurial University in the European Knowledge Society. *Higher Education Management and Policy*, 17(3), pp.87-122.
- Rinne, R., 1999. The Rise of the McUniversity. In: I. Fagerland, I. Holmesland and G. Stromquist, ed., *Higher Education at the Crossroads*. Stockholm: Stockholm University, pp.157-169.
- Sakr, R., n.d. Quality Assurance in the Lebanese Higher Education System. Ph.D.
- Sam, C. and van der Sijde, P., 2014. Understanding the concept of the entrepreneurial university from the perspective of higher education models. *Higher Education*, 68(6), pp.891-908.
- Saunders, M., Lewis, P. and Thornhill, A., 2012. *Research methods for business students*. Harlow: Pearson.
- Secundo, G., De Beer, C., Fai, F. and Schutte, C., 2019. Increasing university entrepreneurialism: qualitative insights from the technology transfer office. *Measuring Business Excellence*, 23(3), pp.253-268.
- Schein, E., 1992. *Organizational Culture and Leadership*. 2nd ed. San Francisco: Jossey-Bass.
- Schendel, R., 2018. UNDERSTANDING THE RELATIONSHIP BETWEEN INSTITUTIONAL CULTURES AND PEDAGOGICAL CHANGE. In: P. Ashwin and J. Case, ed., *SOUTH AFRICAN UNDERGRADUATE EDUCATION AND THE PUBLIC GOOD*. Cape Town: African Minds.
- Schrecker, E., 2010. *The lost soul of higher education*. New York: New Press.
- Scott, J., 2006. The Mission of the University: Medieval to Postmodern Transformations. *Journal of Higher Education*, 77(1), pp.1-39.
- Shattock, M., 2000. Strategic management in European universities in an age of increasing institutional self-reliance. *Tertiary Education and Management*, 6(2), pp.93-104.
- Shattock, M., 2003. Entrepreneurialism and the Transformation of Russian Universities. UNESCO, Paris.
- Shattock, M., 2009. Entrepreneurialism and Organizational Change in Higher Education. *Entrepreneurialism in Universities and the Knowledge Economy: Diversification and Organizational Change in European Higher Education*. Berkshire: SRHE & Open University Press. 1-8.
- Soroush, N. and Hartwell, D. (2017). Country Reports - Lebanon. IHS.
- Sporn, B., 2001. Building adaptive universities: Emerging organisational forms based on experiences of European and us universities. *Tertiary Education and Management*, 7(2), pp.121-134.



- Anon, 2016. Statistical Bulletin for Lebanese Higher Education 2016. [online] GDHE. Available from: [http://www.higher-edu.gov.lb/arabic/Guides/Other-Guides/List\\_univ.htm](http://www.higher-edu.gov.lb/arabic/Guides/Other-Guides/List_univ.htm) [Accessed 15 Jan. 2020].
- Anon, 2018. Statistical Bulletin for Lebanese Higher Education 2018. [online] GDHE. Available from: [http://www.higher-edu.gov.lb/arabic/Guides/List\\_Other\\_doc.htm](http://www.higher-edu.gov.lb/arabic/Guides/List_Other_doc.htm) [Accessed 15 Jan. 2020].
- Strauss, A. and Corbin, J., 1990. *Basic of Grounded Theory Methods*. Beverly Hills, CA: SAGE.
- Taylor, C. and Gibbs, G., 2010. *How and what to code*. [online] Online QDA. Available from: [http://onlineqda.hud.ac.uk/Intro\\_QDA/index.php](http://onlineqda.hud.ac.uk/Intro_QDA/index.php) [Accessed 14 Feb. 2020].
- Todorovic, W., McNaughton, R. and Guild, P., 2005. Making University Departments More Entrepreneurial. *The International Journal of Entrepreneurship and Innovation*, 6(2), pp.115-122.
- Tuunainen, J., 2005. Contesting a Hybrid Firm at a Traditional University. *Social Studies of Science*, 35(2), pp.173-210.
- UNFPA (United Nations Population Fund), 2014. *State of World Population 2014*. New York: UNFPA.
- Vlaardingerbroek, B., Al-Hroub, A. and Saab, C., 2017. The Lebanese Education System. *Comparative and International Education*, pp.255-265.
- Vlaardingerbroek, B., & El-Masri, Y. H. (2008). Student transition to upper secondary vocational and technical education (VTE) in Lebanon: From stigma to success. *Journal of Vocational Education and Training*, 60, 19–33.
- Willig, C., 2013. *Introducing Qualitative Research In Psychology*. 3rd ed. Berkshire: Open University Press.
- World Bank, 2002. *Constructing knowledge societies : new challenges for tertiary education* (English). *Directions in development*. [online] Washington, DC: World Bank Group. Available from: <http://documents.worldbank.org/curated/en/732991468143369052/Constructing-knowledge-societies-new-challenges-for-tertiary-education>.
- World Bank, 2017. *Higher Education for Development*. World Bank, p.8.