

According to Heiskanen, Newman, and Simila (2000), universities have different structures and decision-making processes, thus ERP software—which integrates best practices from the corporate business industry—is inappropriate for universities. Additionally, ERP systems may be challenging to adopt for university administration and IT professionals, even for those who may have a thorough understanding of their own organizations, due to their dynamic complexity as "large integrated packaged solutions" (Pollock & Cornford, 2005). This is because, in response to specific needs, universities have increased their array of systems, many of which have occasionally conflicting roles (Pollock & Cornford, 2005). In the worst situation, management and IT personnel at universities may not always be knowledgeable about organizational duties. The two main characteristics of ERP systems, standardization and integration, restrict system flexibility in academic settings. Because of this lack of flexibility, employees might try to continue using their old procedures by coming up with "workarounds." According to Tsichritzis (1999), universities nowadays are compelled to acknowledge that "students are the customers and education is a business." University cultures are changing as a result of ERP adoption, which pushes academic programs to become more like businesses. One such cultural shift is "the use of managerial language and techniques" (Allen, Kern & Havenhand, 2002). The use of ERP is thought to strengthen administrative authority as a governance model.