

# Do The Organizational Culture Variables Impact The Faculty Members? : Excerpt of an Empirical Study on Higher Education Institutions of Uttar Pradesh

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**ABSTRACT** - Organizational culture is a pivotal factor which affects the mental hygiene of the members of the organization. The culture of the organization may have both positive and negative impact on its members. The deriving factor for determining the culture of the organization is its variables. In this paper, titled as 'Do the Organizational Culture Variables Impact the Faculty Members? : Excerpt of an Empirical Study on Higher Education Institutions of Uttar Pradesh' is an attempt to discuss selected variables of organizational culture such as 'Growth and Development, 'Innovation and Creativity' and 'Teamwork' as mediating factor. Using primary data and Correlation Analysis and Independent T test, the results have shown that these factors are not held in good views among the faculty members. Hence, the universities should work in the direction of strengthening these variables so as to create a long lasting and congenial organizational culture.

**Keywords:** Organizational culture, Faculty members, Universities, Growth and Development, Innovation and Creativity, Teamwork

## I. INTRODUCTION

Organizational cultures are always unique. Every organization has its own culture, traditions and method of understanding. The culture of the organization is an important factor which determines how the members of the organization feel and to what extent they are ready to accept the organization.

### a. VARIABLES OF THE STUDY

For the purpose of this study, certain variables have been selected. These variables are the part of every organization in some way or the other. The selected variables are as follows:

- i. Growth and development
- ii. Innovation and creativity
- iii. Teamwork

### b. OBJECTIVES OF STUDY

- i. To analyse the influence 'Growth and Development' variable on faculty member of university.
- ii. To study the extent of 'Innovation and creativity' driven culture in the university.

- iii. To assess the spirit of 'teamwork' within the faculty members of the university.

### c. SIGNIFICANCE OF THE STUDY

The necessity and demand for research that emphasize the influence of organizational culture on faculty members' stress levels is highest critical in this rapid age of expanding competences, shrinking work-life balance, and increased negative impact on the university's workforce. This study confirms that though 'Growth and Development', 'Innovation and Creativity', 'Teamwork' is important constituents for the culture of the university. This study highlights how these variables affect the faculty members of the organization and the results of which can be generalised in a larger settings.

## II. LITERATURE REVIEW

### i. ORGANIZATIONAL CULTURE

The culture of an organisation is one of the most significant features that help it define its face and accept its name in society. Many authors and writers have attempted to define the term in various ways. In general, a set of strikingly congruent conventional assumptions, attitudes, and values is referred to as "culture." Though it has its origins in cultural anthropology, the term is now widely used to describe 'prehistoric' cultures in the context of organisation

(Kotter, 1992). The advantages of cohesive collaboration in Athens wartime, 431BC, are the first known confirmation of culture in historical data, according to (Fisher, 2000). Tyler was the first to define the term 'culture,' including elements such as knowledge, laws, customs, expertise, acquired habits, and skills (Brown, 1998). Since it was realised that culture has a significant influence, the history of culture in the context of an organisation has grown in importance. (Jaques, 1952) used the term "culture in connection to work organisation" in his book "The changing culture of work factory," which was a collection of experiences from the Glacier Metal Company in the United Kingdom. In the late 1970s and early 1980s, the notion of organisational culture grew in prominence and significance, and the foundation for it was adopted from anthropological heritage. Since then, numerous viewpoints from many disciplines, including as sociology, psychology, and anthropology, have been added. In the late 1970s, the study of culture, namely organisational symbols, management, and changes in corporate culture, was given dimorphic prominence. There is still a protracted dispute over how to research the best culture and if culture is observable and measurable, and if so, how to assess it. Despite the fact that this organisational culture definitional framework has all of the necessary parts to analyse the meaning of organisational culture, organisational culture is a highly complicated topic. Every company has its own collection of procedures, values, and people, all of which contribute to the organization's uniqueness. The culture of an organisation refers to the organization's distinct worldview. Organizational culture is defined variably by researchers and social scientists.

## ii. HIGHER EDUCATION SECTOR

The higher education system is critical to the nation's entire growth, which includes industrial, social, and economic development. India's higher education system is often regarded as the most insatiable on a global scale. The current role of higher educational institutions such as colleges and universities is to provide quality-based education in the fields of education, research, and other areas in order to empower young for self-sustainability. To many different people, the higher education system refers to many distinct things. In terms of level, higher education refers to obtaining a higher educational certification through the process of learning-teaching in higher educational institutions such as colleges and universities (Sheikh, 2017). India, behind China and the United States, has the world's third largest system of higher education in terms of size, variety, and the number of educational institutions. Higher education is defined as postsecondary education that results in the awarding of a useful academic degree. Every person has the right to equitable access to educational and higher education opportunities. India's higher education sector has grown dramatically since independence (Gupta & Gupta, 2012). In the country,

tertiary (higher) education begins after 10+2 (ten years of elementary and secondary school followed by two years of senior secondary education) (Malik, 2015). There were new management and rule difficulties that these organisations had to deal with, and they required substantial attention from both public and private sector entities. As a result, the traditional management structure formed in pre-independence India, as well as operating throughout the twentieth century, has experienced significant transformations. The aspirations of society for justice and accommodation must not be overlooked. The WTO regime, in which competence is a cardinal principle of success in global operations, has made it clear that India has fully exploited its excellent potential in the areas of education and higher education, and is preparing to export the Indian brand of education to other countries (Tyagi, 2012). Degree and certificate granting institutions in the nation include central universities, state universities, deemed universities, and private universities of general scope. The higher education sector also includes technical and professional universities, colleges, and institutes. The higher education sector, however, excludes post-secondary diploma awarding institutions, polytechnics, and ITIs. Uttar Pradesh has a bigger number of higher education institutions, including research institutes, as compared to its size and population. These institutions and institutes are either managed by the federal and state governments, or they are privately funded. These universities and institutions of higher learning are located throughout the state and have a large intake capacity for various disciplines each year.

## III. RESEARCH METHODOLOGY

### a. Research Design

The paper aims to identify the impact of selected variables of organisational culture on the faculty members of universities. Hence, exploratory research design is used for this paper.

### b. Data source and collection

The source of data collection is primary as well as secondary sources of data. Primary data is collected through online circulation of questionnaire and secondary data is collected through the available online source, like journals, conference proceedings and book chapters.

### c. Sampling technique and size

Simple random sampling technique has been used for the study. The sample size of the study is 300, which is collected from selected universities of Uttar Pradesh.

### d. Test and analysis tools

For the purpose of analysis, Correlation Analysis and Independent T test are used. Since we are trying to figure out the impact of organizational culture variables on the faculty members, therefore we are using Correlational analysis. *t-Test* is used to compare the mean or proportion.

#### IV. DATA ANALYSIS

Data analysis for the entire variable is conducted separately with specific set of statements pertaining to each variable.

##### a) Growth and development

The responses received for growth and development culture pertains to two statements, firstly, whether the universities' culture encourages the faculty members to expand and develop themselves, both professionally as well as personally. The responses received for this statement says that 43.33% of the respondents strongly disagreed about the culture of the university to be growth and development friendly. On the other hand, only 8.67% feel that culture of the university to be such that it helps them to grow professionally as well as personally.

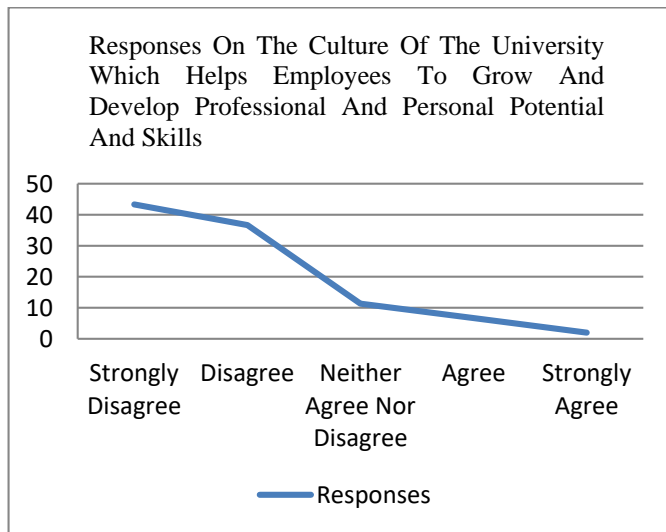


Figure 1: Responses on the culture of the university which helps employees to grow and develop professional and personal potential and skills

Source: Based on data analysis

The responses received for the statement relating to the encouragement and motivation for growth and development of faculty members from the other faculty members depicts that 21% of the faculty members feel that other faculty members do not appreciate and motivate the faculty members towards growth and development initiatives. On the other hand it is evident that only 20.33 percent of respondents believed that their university's culture fosters good growth and development of faculty members, who are driven and valued by other members of their organization's team.

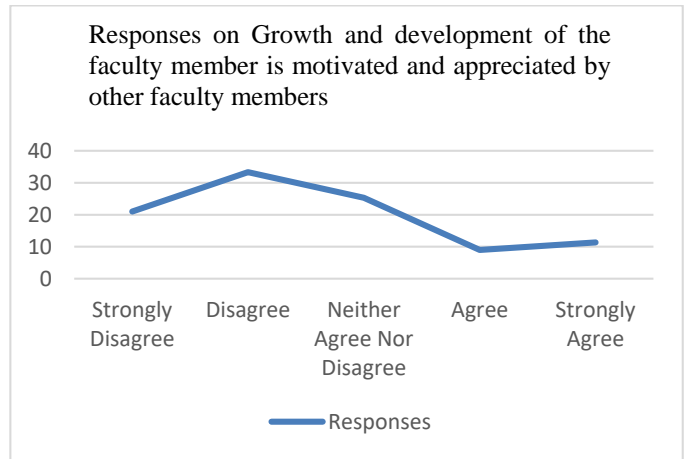


Figure 2: Responses on Growth and development of the faculty member is motivated and appreciated by other faculty members

Source: Based on data analysis

##### b) Innovation and Creativity

The responses under the heading innovation and creativity have been made under two statements. Firstly, the encouragement of creativity and innovation among the faculty members, based on this statement, it was observed that 40.67% of the respondents have disagreed and only 4.67% of the respondents have agreed to this statement.

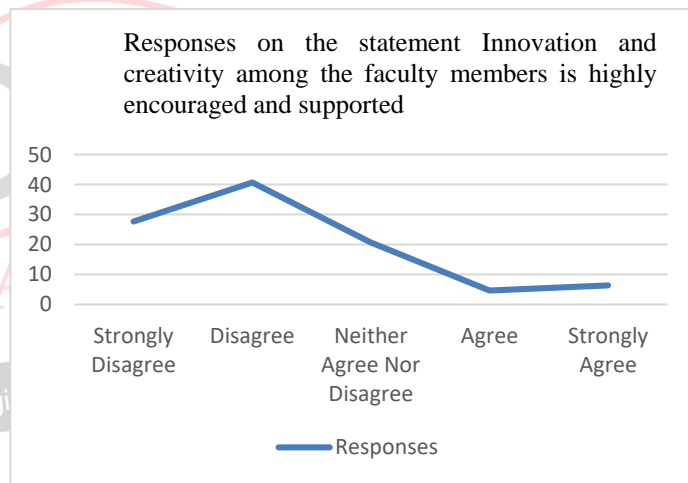


Figure 3: Responses on the statement Innovation and creativity among the faculty members is highly encouraged and supported

Source: Based on data analysis

On the basis of another statement of the variable, that talks about the encouragement to come up with creative method of teaching. The analysis expresses that 40.33% of the respondents have not been encouraged to come up with creative method of teaching. This is a matter of great surprise that only 2% of the respondents have agreed to the statement of encouragement of creative method of teaching.

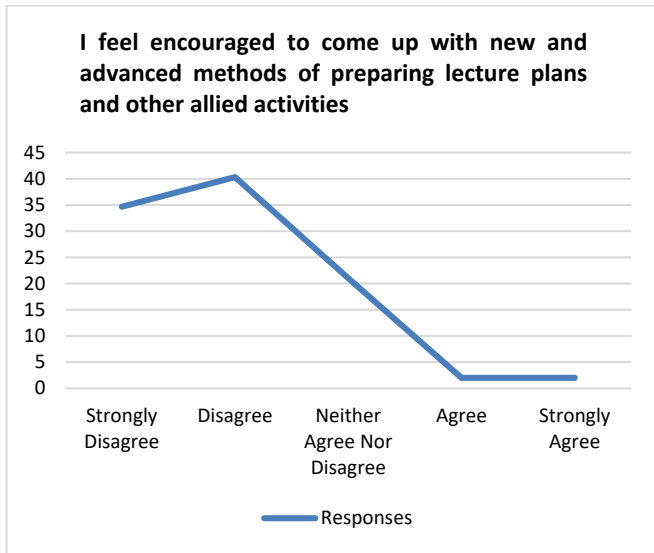


Figure 4: Responses on the statement I feel encouraged to come up with new and advanced methods of preparing lecture plans and other allied activities

Source: Based on data analysis

c) Teamwork

As per the responses on the basis of 'teamwork' as one of the variables of the organizational culture, the statement which records the responses of a healthy and competitive teamwork among all the faculty members across the department exhibits shared views. It states that 41% of the respondents disagree to the statement of healthy teamwork being prevailing in the various department of the university. On the other hand 25% of the respondents have agreed that they enjoy a cordial teamwork across all the departments of the university.

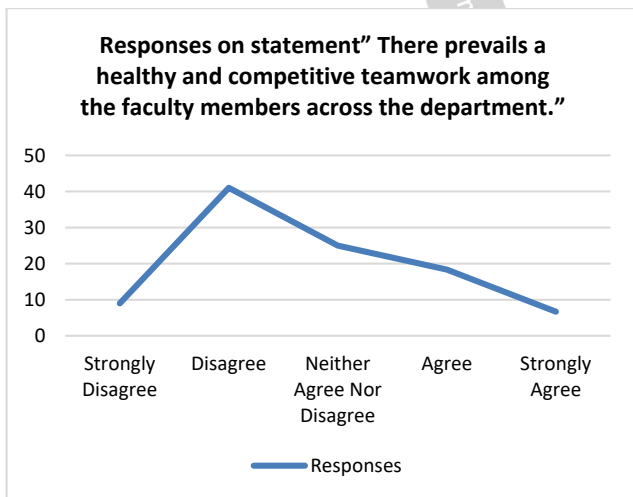


Figure 5: Responses on the statement There prevails a healthy and competitive teamwork among the faculty members across the department

Source: Based on data analysis

On the basis of the analysis of the statement which talks about trusting the colleagues, the results have shown that 36% of the respondents find it difficult to trust their

colleagues for their words and actions, whereas 27% of the respondents says that can trust their colleagues.

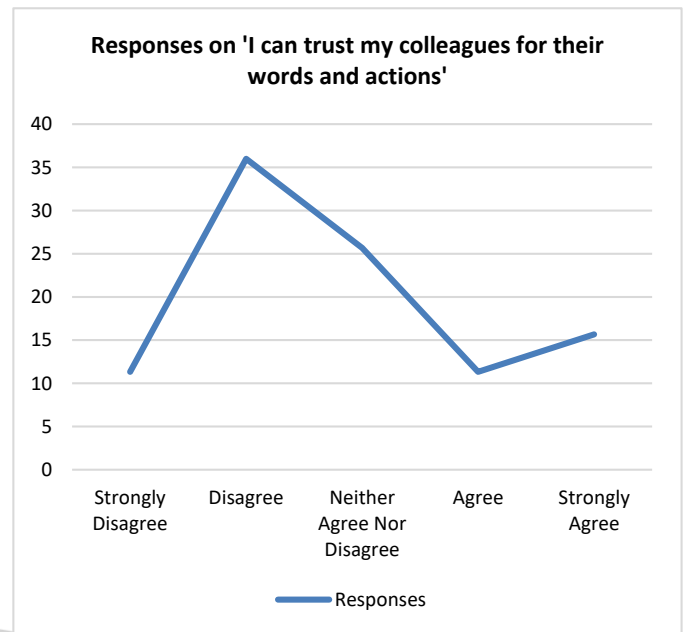


Figure 6: Responses on the statement on 'I can trust my colleagues for their words and actions'

Source: Based on data analysis

## V. KEY FINDINGS AND RESULTS

- As per the findings of the organizational culture variables 'Growth and Development', it is evident that faculty members of the university do not think highly about their universities. Majority of the respondents have denied about the culture of the university to be growth and development friendly for the faculty members. They have also confirmed that growth and development of faculty member is not appreciated and motivated by others. Hence, the culture of the university in terms of 'Growth and Development' is not congenial with the personal and professional growth of the faculty member of the university.
- On the basis of the results of 'Innovation and Creativity', the responses have shown that innovation and creativity is not encouraged and supported among the faculty members. The findings have also shown that marginally 21% of the respondents feel encouraged to come up with innovative method of teaching.
- Analysis on 'Teamwork' as a variable of organizational culture of the university shows that 41% of the respondents have disagreed regarding a healthy and competitive teamwork in the university. Only 15% of the respondents have agreed that they can trust their colleagues while 36% of them have disagreed to this statement.



## VI. CONCLUSION

To conclude we can say that if we consider growth and development, innovation and creativity and teamwork as major variables of the organizational culture, we see that all these factors are underperformers. The presence of these factors is must for an organization to make its culture strong and long lasting, but the empirical evidences have shown that these factors are not really fitting in to the universities. The administrative staffs and higher level academic staffs should assure that these factors are properly knitted with the faculty members so as to shape a well organized organization culture.

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