

ORGANISATION CULTURE IN ACADEMIC INSTITUTIONS

Preeti Marwah*

Jyotsna**

Organisation Culture in Academic Institution

Abstract

Today we are in the first decade of the 21st century the employees or managers who are working in the organisation belonged to different countries, age group, genders, races and belonged to different religion and that results into workforce diversity. Due to changing environment there is more shortage of labour that results in increase in retirement rate. It compels organizations to be dynamic. The organisation are more focussed in attracting the young generation and also focussed on sustaining existing experience employees. The MNC companies are taking more initiative in introducing flexi time and work from home also, but in academic institution these practices are not famous till date. The objective of this study is to find out the factors influence intentions to join, motivation at workplace and leadership expectations among faculty members. The data was analysed with the help of Factor analysis, T Test, and Anova on sample of 830. The study also revealed that there is a significant differences among faculty across demographics on the study variables.

Keywords: Workforce Diversity, Academic Universities, Gender differences, Motivation, Demographic Variables

* **Research Scholar**

** **Assistant Professor**

SECTION I: INTRODUCTION

Organizational culture encompasses ethics, principles, morals and behaviours that contribute in creating the social and psychological environment.

According to Needle (2004), organizational culture represent the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style, and national culture.

Ravasi and Schultz (2006) wrote that organizational culture is a set of shared assumptions that guide what happens in organizations by defining appropriate behaviour for various situations. It is also the pattern of such collective behaviours and assumptions that are taught to new organizational members as a way of perceiving and, even, thinking and feeling. Thus, organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. In addition, organizational culture may affect how much employees identify with an organization

Today we are in the first decade of the 21st century Organizations are facing mass departure of their experienced employees by their retirement. By globalization too, organizations are facing rising need for administrative centre competencies and skills. The decline rate in manpower supply makes organizations very difficult to maintain the balance between the inflow and outflow of talented and skilled workforce.

In 2003, Canadian Federation of Independent Business in their report states that 50% of their organizations have ranked labour shortage as their major crisis. Global trends (2010) also highlighted that the labour market is experience a matchless crisis. The HR Departments need to focus on this major issue that how they can attract fresh talent as the environment is changing the organisation requires skilled manpower. The MNCs should start focusing on understanding the needs of the workforce.

However, on the other hand institutions or universities are failed to attract new talent and how they can retain the staff. This study is an effort to identify the needs and potential of faculty

members at workplace as the “Teachers are the building blocks of any nation”. Unsatisfied or sad teachers can badly affect the quality of students produced by them.

Objectives of the Study

1. To find out the factors influence intention of the faculty to join, motivation at the workplace, company values and leadership potential among faculty members.
2. To study the impact of demographics variables on identified factors influence intentions of the faculty.

Hypotheses

H0 (1): The Gender of respondents has no significant impact on the importance given to factors.

H0 (2): The Generation of respondents has no significant impact on the importance given to factors.

H0 (3): The Marital Status of respondents has no significant impact on the importance given to factors.

H0 (4): The Occupation of respondents has no significant impact on the importance given to factors.

H0 (5): The Organization of respondents has no significant impact on the importance given to factors.

Organisation of study:

To achieve the objectives of the study the research paper is divided into following section i.e., Section I i.e. the present section deals with the conceptual and deep insights of organisational culture. Section II deals with Review of literature, followed by data and methodology contained in Section III. Section IV entails analysis and interpretations of results. Summary and conclusions forms the part of the Sections V and last section contains references used in the paper.

SECTION II: REVIEW OF LITERATURE

This section contains the review of existing literature in India and across the globe. *Rose & Waterhouse* 2005 stated that the employees join a particular organisation or get attracted to a particular organisation for number of reasons. *Eddy and Burke* (2006) have highlighted some particular points and listed that while for women, recruitment attractors include people, reputation and benefits, in general, most desirable job attributes include opportunities for advancement, training opportunities and skill development, good people to work with and report to, and salary. *Amundson* (2007) in his study highlighted the best attractors which give company a competitive edge include security, location, relationships, recognition, contribution, flexibility, learning and innovation. Motivation is something that moves the person into action, and continues him in the course of action already initiated. According to *Aswathappa* (2010) stated that the Satisfied and motivated employees outperform those who are not satisfied by 25% & *Cialdini, Petrova, and Goldstein, 2004* also emphasis should be given on pulling the people towards performance rather than pushing them so that they achieve organizational goals voluntarily *Locke and Latham, 2004; Michaelson, 2005* states that the values are guide so as to know what is right or wrong (Rokeach, 1973). It is also proved that with more compatibility between organization's core values and employees work values, organization's chances to succeed increase *Karl K. A., 1998; Van, Van Riel & Wierenga, 2006*. Preference of individual employees for organizational values can be identified to develop a culture which ensures job satisfaction, organizational commitment and person - organization fit. *Brick, 2011; Chatman, 1989; O'Reilly, Chatman, and Caldwell, 1991; Vandenberghe and Peiro, 1999*).

SECTION III: DATA AND METHODOLOGY

Data was gathered and analyse using the Statistical Package for the Social Sciences (SPSS). Factors analysis, t-test and a one way analysis of variance (ANOVA) were employed to determine differences in demographic variables. The items included in the survey for work motivators and company values are same as the items used in the research study of *Brick* (2011), *Michael and Leschinsky* (2004), and *Montana and Lenaghan* (1999).

For judgment the leadership expectations, work of *Pierce and Newstorm* (2000) was taken for reference

Population and Sample

The population consisted of the Faculty members who are working in Universities / Colleges in Delhi (NCR)form a part of the study. 850 usable questionnaires were received out of 1200 The response population was 39% female and 61% male, with 46% participants identifying themselves as Assistant Professors, 24% as Associate Professors and 30% as Professors. Percentage of married and unmarried faculty members included 78% and 22% and that of Government and Non – government employees 35% and 65%respectively. Percentage response from all generations i.e. Baby Boomers, Generation X and Generation Y was kept as equal.

SECTION IV: ANALYSIS AND INTERPRETATION OF RESULTS

Factor analysis is a set of techniques, which, by analyzing correlations between variables, reduces their number into fewer factors, which explain much of the original data, more economically (Nargundkar, 2005).

Variable	Name of Dimension	Item No.	Statements	KMO	Variable Explained	Factor Loading	Reliability
Intentions To Join 1	Career Growth Opportunities	12	Jobs propose stable growth opportunities.	0.873	22.464	0.792	0.816
		11	Opportunity to update my skills on continuous basis.			0.755	
		10	Career Development & Future growth rate are high.			0.754	
		14	A job provides me opportunity to share my knowledge with others.			0.658	

		9	Salary profitable.			0.536	
		15	Jobs helps to sustain Work life balance			0.506	
Intentions To Join 2	Quality of work	1	Work is comparable to my qualifications		15.811	0.710	0.760
		4	Good Reputation			0.706	
		2	The work allotted to me is Interesting.			0.612	
		3	location of my job is convenient.			0.503	
		5	Security of Job			0.493	
		16	Organization recongization & appreciated by the society.			0.43	
Intention To Join 3	Needs	7	Employee referral.		14.888	0.785	0.654
						0.766	
		6	I just wanted the job at that time			0.522	
		13	My job fits well with the constraints set by my family				
Motivation 1	Employee Security	25	Pension and other Security benefits in my job.	0.86	14.538	0.764	0.777
		33	Job provides enough opportunities of working with my	6		0.650	

			colleagues as a team.			
		34	Job provides adequate opportunities to enjoy and spend time with young generation.		0.613	
		32	Job profile & responsibilities do not disturb my work and family balance.		0.592	
		24	Job interesting		0.533	
Motivation 2	Feeling Appreciated/Recognition	21	Opportunity to produce Quality work.	14.144	0.672	0.676
		26	Appreciation from the seniors.		0.665	
		22	Good inter personal relationships with colleagues.		0.656	
		27	My job profile is very important in the organization.		0.530	
Motivation 3	Skills Updation and Evaluation	31	Update my skills on a continuous basis.	12.126	0.693	0.665
		29	Recongnization at workplace for completion of assignments.		0.560	

		30	Evaluation on the basis of my performance.			0.527	
Motivation 4	Status of job	19	Handsome salary	9.751		0.732	0.643
		17	Immediate superior respects			0.606	
		35	My job is appreciated by people.			0.532	
Motivation 5	Work conditions	18	Adequate intervals and breaks during my working hours	8.507		0.77	0.495
		20	Infrastructural facilities.			0.575	
		28	Opportunity to perform a variety of jobs at one time.			0.484	
Values	Performan ce and evaluation	46	Conduct rules while working on my assignments.	0.88 6	21.098	0.792	0.842
		44	Careful at workplace.			0.68	
		50	Organization expects us to be tolerant while on job.			0.67	
		43	Best performance			0.648	
		48	Evaluation of employees on the basis of their achievements.			0.57	
		49	Foresee future			0.538	

			Opportunities.				
		42	Evaluation of employees on the basis of Objective criteria.			0.475	
Values 2	Freedom to grow and experiment	37	Respect for individual rights		17.278	0.825	0.763
		45	Fair treatment to all its employees			0.622	
		39	Opportunities for growth			0.583	
		47	Opportunity to experiment			0.50	
		36	Encourages innovativeness and creativity on the job.			0.493	
Values 3	Flexible teams and Approach to Risks	40	Opportunities for working in cross -departmental teams		13.471	0.824	0.749
		41	Risks while handling assignments.			0.788	
		38	Job assignments.			0.54	
Values 4	Security	52	Secured employment.		10.338	0.917	0.793
		51	Stability at workplace..			0.822	
Leader 1	Fairness and competency	54	A leader must be caring towards his subordinates	0.833	21.737	0.836	0.714
		53	Ambitious leader				

					0.642	
		55	A leader should be competent enough in his job to lead others		0.452	
		58	Honesty of a leader towards his job.			
Leader 2	Team orientation	61	Leader should be able to motivate his team members	20.236	0.786	0.663
		62	leader must be self - confident.		0.743	
		60	A leader should encourage team performance rather than individual performance.		0.645	
Leader 3	Creativity and Foresightness	57	A leader should always be forward looking.	18.961	0.804	0.717
		58	Strong determination of a leader to complete all the Assignments.		0.758	
		59	A leader should have good imagination and creative skills.		0.63	

B. The Study of impact of demographics on identified factors influence the faculty members intentions to join motivation at the workplace, company values, and leadership potential.

To achieve this objective the Null Hypothesis has been accepted that ‘there is no significant relationship between the demographic variables and the factors’. The T Test and one way Anova were applied used for finding out the differences.

Decision Rule:

When the significance value of F-test is less than 0.05, than the Null hypothesis is rejected. When the Null Hypothesis is rejected, Post Hoc analysis in case of one way Anova is used for further study.

The Effect of Genders on Factors

		Levene's Test for equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig.(2 tailed)
ITJ 1 Career Growth Opportunities	Equal variances assumed	3.356	.066	3.927	687	.0000
	Mean Score (Male)					.1150864
	Mean Score (Female)					-.1903352

WM2 - Feeling Appreciated / Recognition	Equal variances assumed	11.187	.0000	2.924	687	.003
	Equal variances not assumed			3.057	621. 828	.001
	Mean Score (Male)					.0861110
	Mean Score (Female)					-.1424144
WM 3 - Skill Updation and Evaluation	Equal variances assumed	.241	.622	3.829	687	.0000
	Mean Score (Male)					.1122578
	Mean Score (Female)					-.1856572
CV 2 - Freedom to grow and experiment	Equal variances assumed	6.506	.010	3.496	687	.0000
	Equal variances not Assumed			3.681	632. 742	.0000
	Mean Score (Male)					.1026850
	Mean Score (Female)					-.1698252

In this the Null Hypothesis H₀ (1) is rejected as it was found that there were significant differences among genders for factors. The Career growth opportunities available in teaching industry was found to be more attractive to female faculty as compared to male faculty. Feeling

appreciated / recognition and skill Updation and evaluation, value of freedom to grow also were observed to be more motivating factor for female faculty. It is observed that teaching is considered to be best career and mostly joined by the female faculty as the females have to maintain the balance between their profession life and equal responsibility for maintaining their homes. If we compare between males and female, male have no such limitation than female as male considered monetary incentives more important as compared to female.

Effect of Generations on factors

Factors	Leven e Statist ic	Sig.	F	Si g.	Welch Statistics	Sig
ITJ 3 - Needs	1.197	0.301	8.796	0	8.775	.00
Mean Score	Baby Boomers (1945-1964)					0.17492
	Generation X (1965-1980)					-0.20766
	Generation Y(1981-2000)					0.032743
WM 2- Feeling Appreciated	3.272	0.037	3.545	0. 02 8	3.303	0.037
Mean Score	Baby Boomers (1945-1964)					0.259001
	Generation X (1965-1980)					-0.05996
	Generation Y(1981-2000)					-0.19902
WM3 - Skill Updation &Evaluation	4.495	0.010	13.12	0	15.015	0.0000
Mean Score	Baby Boomers (1945-1964)					0.259002
	Generation X (1965-1980)					-0.05997
	Generation Y(1981-2000)					0.19902
WM 4 - Status of Job	3.860	0.021	7.364	0	6.173	0.001

Mean Score	Baby Boomers (1945-1964)					0.190405
	Generation X (1965-1980)					-0.1603
	Generation Y(1981-2000)					-0.03000
CV 1 - Performance and Evaluation	17.533	0.00	18.323	0	15.673	000000
Mean Score	Baby Boomers (1945-1964)					0.317141
	Generation X (1965-1980)					-0.1380
	Generation Y(1981-2000)					-0.17903
CV 3 - Flexible Teams and Approach to Risk	7.032	0.000	10.972	00	10.787	00000
Mean Score	Baby Boomers (1945-1964)					-0.1943
	Generation X (1965-1980)					-0.03704
	Generation Y(1981-2000)					0.231452
LD 2 - Team Orientation	5.993	0.002	3.326	0.035	3.394	0.033
Mean Score	Baby Boomers (1945-1964)					-0.1383
	Generation X (1965-1980)					0.068010
	Generation Y(1981-2000)					0.07038
LD 3 - Creativity and Foresightedness	0.591	0.553	5.192	0.005	5.204	0.005
Mean Score	Baby Boomers (1945-1964)					-0.16505
	Generation X (1965-1980)					0.039253
	Generation Y(1981-2000)					0.125801

Table III: Influence of Generations (Year of Birth) on Variables

Test of Homogeneity of Variances and Anovas

In this it was observed that Null Hypothesis H0 (2) was rejected and there exist a significant differences among generations. The test Post hoc analysis was done and it was observed that Generation X employees has rated this factor significantly important as compared to other Generations i.e. Baby Boomers and Generation Y. Generation X employees have high pressures on them because of their family needs i.e. education of children, looking after parents etc, need for the job therefore is the most important factor which influences their decision to join a particular organization.

For the variable work motivation, significant differences were found to exist among three out of five factors

- (1) Feeling Appreciated / Recognition
- (2) Skill Updation and Evaluation
- (3) Job Status.

Post hoc analysis was done and it was observed that Feeling Appreciated / Recognition was not that important to Generation Y as it was to other two generations i.e. Baby Boomers and Generation X.

For variable leadership expectations, significant differences were observed in factors, Team Orientation and Creativity, and Foresightedness. Through post hoc analysis, it was found that Team Orientation was very important for Baby Boomer Generation (1945 – 1964) as compared to other two generations i.e. Generation X and Generation Y.

Effect of Martial Status on Factors

Independent Sample Tests						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig.(2-

							tailed)
ITJ 2 - Quality of Work	Equal variances assumed	1.275	.258	-2.062	687	.038	
	Mean Score (Married)					-.0393576	
	Mean Score (Unmarried)					.1560148	
CV 3 - Flexible Teams and Approach to Risk	Equal variances assumed	3.301	.069	-2.727	687	.005	
	Mean Score (Married)					-.0519258	
	Mean Score (Unmarried)					.2058357	

To achieve this objective, the Null Hypothesis H0 (3) was rejected and it was observed that significant differences exist based on marital status among faculty members. The factor ITJ 2 – Quality of work includes statements like Job secured, location of job is convenient and work is comparable to my qualifications. The female faculty have to look after their families and look for the jobs which are conveniently located as if the job is secured they will also be stress free.

Effect of Occupation on factors

Factors	Levene Statistic	Sig.	F.	Sig.	Welch Statistics	Sig.
WM 3 Skill Updation & Evaluation	3.728	.024	10.529	.0000	12.118	.0000
Mean score	Professor					.2674001

	Associate Professor					-.0941982
	Assistant Professor					-.1195003
CV 1 - Performance and Evaluation	16.208	.00000	13.530	.0000	11.025	.00000
Mean score	Professor					3022850
	Associate Professor					-.1323001
	Assistant Professor					-.1212909
CV 3 - Flexible Teams & Approach to Risk	11.031	.0000	12.942	.0000	15.892	.0000
Mean score	Professor					-.2951411
	Associate Professor					.0990436
	Assistant Professor					.1345317
LD 2 - Team Orientation	4.846	.007	3.986	.018	4.632	.009
Mean Score	Professor					-.1625480
	Associate Professor					.0301950
	Assistant Professor					.0871117
LD 3 - Creativity & Foresightedness	4.745	.008	6.977	.000	7.300	.0000
Mean score	Professor					-.1001405
	Associate Professor					-.1625116
	Assistant Professor					.1504886

In this Null Hypothesis H0 (4) was rejected and it was observed that significant differences exist across occupations (Professor, Associate Professor and Asst. Professor) among faculty members.

In this Work Motivator factor Skill Updation & Evaluation were found to be more important for Associate Professors and Asst. Professors as compared to Professors. Similarly, Preferred Company Value factor on Performance and Evaluation was also found less important for Professor as compared to Associate and Assistant Professors. It was observed that zeal for doing work is more in junior fellows. Through the analysis of post hoc analysis, flexible teams and risk taking approach are more important for Professors as compared to Associate and Assistant Professors. It was concluded that Assistant professors are more focus in doing assignments to prove themselves as the professors are more focussed on giving suggestions to their juniors.

On the leadership expectation factor – Creativity and foresightedness, post hoc analysis showed that this factor is very important for Professors as compared to Asst. Professors. It was concluded Asst. Professors are more involved in preparing lectures or their PhD assignments, on the other hands, Professors are more relaxed as they have developed expertise in subject over years.

Effect of Organization on factors

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig.
ITJ 3 - Needs	Equal variances assumed	14.638	.0000	2.711	687	.006
	Equal variances not assumed			2.632	461.088	.008
Mean Score	Govt. university	.1385082				
	Non-Govt. university	-.0762573				
WM 3 - Skill Updation and Evaluation	Equal variances assumed	6.358	0.11	3.567	687	.0000
	Equal variances not assumed			3.720	566.772	.0000
Mean Scores	Govt. university	.1815319				
	Non-Govt. university	-.0999445				

WM 4 - Status of Job	Equal variances assumed	11.239	.000	3.378	687	.000
	Equal variances not assumed			2.981	354.142	0.02
Mean Scores	Govt. university			.1720786		
	Non-Govt. university			-.0947398		
WM 5 - Work Conditions	Equal variances assumed	2.133	.143	2.258	687	.023
	Equal variances not assumed			2.326	548.155	0.19
Means Scores	Govt. university			.1155363		
	Non-Govt. university			-.0636099		
CV 1 - Performance & Evaluation	Equal variances assumed	17.685	.0000	3.682	687	.000
	Equal variances not assumed			3.471	423.198	.000
Mean score	Govt. university			.1872867		
	Non-Govt. university			-.1031129		
Ld 1 - Fairness and Competency	Equal variances assumed	52.321	.0000	3.645	687	.000
	Equal variances not assumed			3.294	376.618	.000
Mean score	Govt. university			.1854193		
	Non-Govt. university			-.1020847		
Ld 2 - Team Orientation	Equal variances assumed	2.086	.148	-2.618	687	.008
	Equal variances not assumed			-2.724	563.086	.006
Mean score	Govt. university			-.1338084		
	Non-Govt. university			.0736698		

On the basis of this the difference were found among government and non-government university employees i.e. every faculty whether it is male or female wants to join a government university but the family responsibilities push the employees to join non-government universities.

On the basis of motivation of work at workplace the preferences of government faculty were found to be different from non government faculty. The reason behind it that once the faculty status or the conditions at workplace are not so important rather than job security. However, in non government universities status of job and working conditions like infrastructure, timings, work pressures are some of the factors which really motivate employees at work.

Experienced leader was rated more important by non-government faculty members rather than government faculty.

Implications for Management:

1. Today, we are in first decade of the 21st century it is very important for the universities to have better human resources strategies so that they can attract skilled faculty who choose teaching as their career.
2. It is clear from the result that younger faculties are more interested in joining non-government universities as the universities offers flexi timings, convenient location so that they can maintain balance at workplace. Additional, they also want opportunities for updating their skills on regular.
3. The Assistant. Professors and Associate Professors would like to be associated with those universities which have unfair policies for performance evaluations, Whereas Professors on the other hand want to be more involved with the assignments so that they can mentor their juniors.

Recommendations:

1. Proper training and development should be developed within the organization so that the faculties can update their skills on continuous basis.
2. Performance Appraisal Methods should be developed in universities and it help to attract young and fresh employees to work with more enthusiasm and zeal.

3. The strategies like Flexi-timings, work from home options should be considered and implemented in the organisation.
4. To Sponsored employees for higher education, reduced work timings during education period, paid leaves and availability of overall infrastructure help the organisation to attract the employees.
5. The organisation should implement the strategies like sending faculty abroad on foreign exchange programmes can also be an option available to attract talented workforce.
6. The universities can developed research department so that the faculties can enhance their knowledge and update their knowledge on regular basis.

REFERENCES:

1. Blom Andreas, Saeki Hiroshi (2011). "Employability and Skill Set of Newly Graduated Engineers in India." *World Bank Policy Research Paper* 6540.
2. Gokuladas V. K. (2010). "Technical and non-technical education and the employability of engineering graduates: an Indian case study." *International Journal of Training and Development*, vol.14 (2), 130-143.
3. Harvey, L. (2003). "Transitions from Higher Education to Work: Centre for Research and Evaluation." Sheffield Hallam University, UK.
4. Lamb A., E. Roberts, J. Kentish, C. Bennett (2007). "Students as active global citizens." *Zeitschrift fur Internationale Bildungsforschung und Entwicklungspadagogik*. 30(1):1-8.
5. Leggott D. and Stapleford J. (2007). "Internationalisation and employability." *Internationalising Higher Education*. London: Routledge; 2007. 120-34.
5. Orlich, C, Harder, R., Callahan, R., Trevisian, M., and Brown, A. (2004). *Teaching strategies: A guide to effective instruction*. (7th Ed.), Houghton Mifflin Company, Boston, MA. Padmini I., IJMBS - *International Journal of Management & Business studies* Vol. 2, Issue 3, July - Sept 2012, 90-94.

6. Pegg, Ann; Waldock, Jeff; Hendy-Isaac, Sonia and Lawton, Ruth (2012). *Pedagogy For Employability*. York, UK: Higher Education Academy. [http://www.heacademy.ac.uk/resources/detail/employability/pedagogy for employability](http://www.heacademy.ac.uk/resources/detail/employability/pedagogy%20for%20employability).
7. Thomas L. Saaty (2008). "Decision making with the analytic hierarchy process." *International Journal of Services Sciences*. Vol. 1, No. 1, 83-95.
8. Staffan Nilsson, (2010). "Enhancing individual employability: the perspective of engineering graduates." *Education + Training*, Vol. 52 Iss: 6/7, 540 – 551

