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Analyzing the Impact of Organization Culture on Faculty's Effectiveness in Management Institutes of Delhi/NCR

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Abstract: Organizational culture has come out as one of the significant fields in organizational psychology that affects employee's behavior at work. As quality, performance, and effectiveness aspects of education are directly linked to the environmental context, management, faculty contribution, and culture, this study investigates the academic culture and its impact on effectiveness of faculty considering psychological empowerment and commitment as effectiveness indicators. The questionnaire was developed by reviewing the literature and prevalent theories to match with the study requirement. Data collected from 279 academicians (faculty members) of 20 business schools (top 20 selected from Times B-schools ranking) of Delhi/NCR was analysed using descriptive and inferential statistics. Research findings show a positive relationship between culture, empowerment and employee commitment.

Keywords: Organization culture (OC), Higher Education (HE), Subculture, Employee Effectiveness, Commitment and Psychological Empowerment.

INTRODUCTION

The Indian higher education system is one of the largest systems in the world but the quality higher education in India limited only to some very small base institutions at the top. In India, higher education, especially management education is witnessing an exponential growth in terms of a number of institutes imparting management education which are usually termed as Business Schools (Bagga, et.al.,2016).

In a globally increasing market pressure on colleges and universities, higher education institutions must develop a culture of continued improvement, with an increased focus on customer and staff for academic reforms (Sporn, B., 1999).

In today's challenging environment the concern for quality, customer focus improvement and development is important and inevitable. Education quality includes the relationship between process and outcomes, and it gets influenced by leadership, social interactions, classroom climate, learning activities and experiences so on and so forth (Cheng, Y.C., and Tam, M., 1997). In Lewis, R.G., Smith, D.H., (1994) words "Every college and university have a mission but very few fully identify who they serve".

Employers expect colleges and universities to produce quality graduates who could work efficiently and effectively in the jobs for which they have been hired. Corporate demands workers who have to do attitude are willing and able to learn their specific jobs quickly and effectively with communication and problem-solving skills. There are some highly competitive challenges among educational institutes, including accountability to social needs, increasing costs of education, diversity in educational methods and consequent increasing competition, and the need for adaptation of new information and knowledge to focus on students as the main customers, we need to be more customer responsive. We also need continuous innovation to add value.

Organizational culture has a potential to affect employee's commitment, loyalty, turnover intent, and satisfaction it provides the way to manage the organization to improve overall effectiveness and performance (Chow *et al.*, 2001 and Kotter and Heskett, 1992).

RESEARCH OBJECTIVE

At present, there is very little empirical literature on organizational culture especially within the context of academic culture, and what influences it can have on faculty members. Therefore, the aim of this study is to evaluate the organizational culture and find out the potential factors which should be considered when defining the link between organizational culture and faculty's effectiveness. Further, it is focusing on exploring culture influence on the effectiveness indicators.

LITERATURE REVIEW

This study is based on an extensive review of the literature and explains what is meant by organizational culture factors determining culture and why culture matters. The whole process of commercialization of education had major impacts on students, and quality of education. Westerbeck, (2010) highlighted some issues in Indian management education systems like Skipping the academic silos phase, serving locally, but train globally, establishing a deep partnership with business all such types of issues can enhance the quality of management education in average B-Schools in India but it leads the cost of the education in these schools also. In the year 2015, one of the reputed newspaper quoted that out of three lakh MBA graduates every year, only 10% are employable.

Organizational culture research can be traced back to the 1930s, and the most focus area was organizational climate, behavior and organizational environment. This concept began to receive serious attention in the organizational after the 1980s with the work of Peters and Waterman (1982), Trice & Beyer (1984), and Denison (1984) so on and so forth.

The research in higher education initially resulted in the ethnological studies in educational sector (Clark, 1960. Trow, 1960, and Barton, 1961) and also primarily researchers were more interested in investigating the culture influences on students (Pace 1962).

As a shift was noticed from student's focused study to the culture as a factor affect organizational effectiveness, and during 1980s researchers struggled to define organizational culture and climate and how institutional effectiveness could be increased through keeping culture in line.

Clark's (1972), work on organizational saga and Kuh, G. D., & Whitt's (1988) report on the invisible tapestry: Culture in American colleges and universities, found as the most influential work in the field of higher educational literature. He introduces higher education as organizational cultures studied environment, mission, socialization, information, strategy, and leadership as 'key dimensions of culture'. There are authors who attempted to conceptualize organizational culture in higher education and emphasized on the quality aspect in higher education (Dill 1982, Masland 1985, and Bergquist 1992).

Whereas Hardy (1990) argued that the research in higher education literature is little to offer in terms of its understanding of culture, strategic planning, and execution at the university level. She also drew attention towards political behavior and process in the education sector and concluded that universities are subjected to financial restrictions, 'scarce resources often provide the motivation for political behavior – decision making quickly becomes a zero sum game when there are insufficient funds for everyone to achieve their goals' (p. 308).

Peterson, and Spencer, (1993) and Kuh &Whitt, (1988) believe that the concept of organizational culture is an important critical element in the study of higher education institutions. Raduan C. R., *et al.*, (2008) stated that organization performance depends on strong culture with a well-integrated and effective set of values, beliefs, and behaviors.

The culture in any institution basically builds on three foundations, beliefs, values, and assumptions of founders and the learning experiences of group members as their organizations evolve. Values, beliefs, and assumptions rooted deep influence every action and processes at universities and shape individuals and organizational behaviors. To understand university or academic culture is a tough task in itself due to its own structure, where the beliefs and practices of trustees, senior administrators, faculty members, campus community members, competitors, students, and society all vast diverse groups fundamentally shape the culture, practices, and effectiveness of the institute or university Cameron & Freeman (1991). They investigated the relationship organizational culture dimensions and effectiveness and found that the type of culture (i.e., clan, adhocracy, hierarchy, or market) was a greater determinant of organizational effectiveness.

In India, organizational culture is the less investigated area and very limited studies are available, Sekar and Narayan (2007) surveyed India's 16 engineering colleges and the study shows that the work culture of an institution profoundly affects the intrinsic motivation of the individuals. "The organizational culture is identified as one of the factors affecting the empowerment of the faculty members".

The intention of Quinn's (1988) Competing Values Framework (CVF), shown in Figure 1, is to provide a comprehensive model that reflects the values and characteristics of four historic models of organizational theory - the Rational Goal Model, Internal Process Model, Human Relations Model, and Open Systems Model.

The researcher used CVF which is one of the influential and exploited models in the area of culture research. The Competing Values Framework represents four models that contain contravening messages

about organizational flexible and adaptable, but at the same time to be controlled and stable. The emergence of competing values framework by Quinn and his colleague, Quinn, Faerman, Thomspson, and McGrathetc, (2003) suggests that an organization is made up of numerous values that determine and influence culture. They review different approaches to management and come up with foundational theories and construct a unified approach which applies different styles to different situations according to relationships of fit. In management education, this framework helps managers to consider all of the roles they may have to play. The four organizational types have come to be termed by Quinn and his colleagues as the “Human Relations Model” (HRM), the “Open Systems Model” (OSM), the “Internal Process Model” (IPM), and the “Rational Goal Model” (RGM). Each quadrant of the framework constitutes one of four main models of management and organization theory:

The Rational Goal Model (RGM)/ Market

The socio-economic pressures and consistent developments gave rise to the rational goal model of management. Oliver Williamson, (1975) identified an alternative set of activities those served as the foundation of organizational effectiveness. The most important of these was transaction costs. A strong

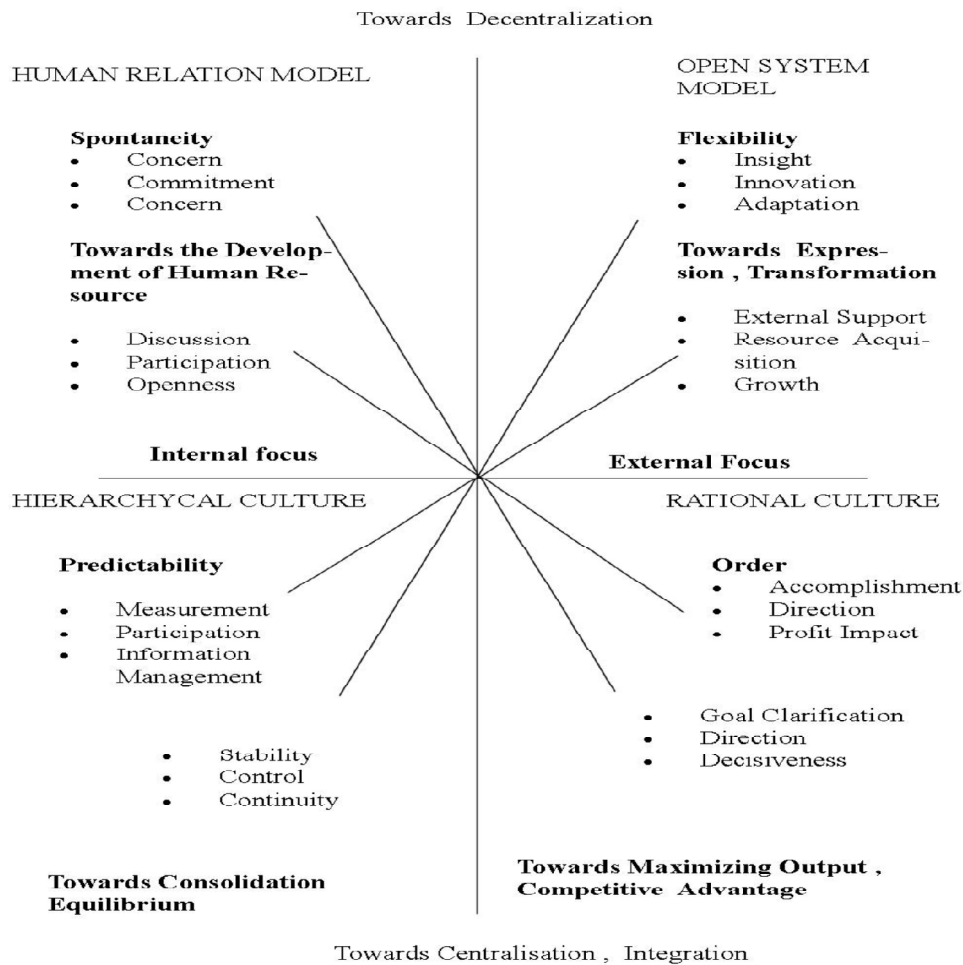


Figure 1: CVF Model (source: Quinn 1988)

market culture distinguishes an institution, leaders, and staff of such institution exhibit different beliefs, values, and assumptions in comparison to others.

These beliefs, values, and assumptions cause every decision—and all of its functional groups—to begin and end with the students or service quality. Such institutions run with a belief of providing better work environment as well as better service. They create and deliver superior value. Creating a high-value culture is not one person's or department's responsibility, all employees have a stake in creating and delivering value. So for better market results every function must be aligned teaching, operation, finance, management, curriculum, student requirements, industrial or market exposure etc.

The Internal Process Model (IPM)/Hierarchy

This model is influenced by the Weber (1947) bureaucratic theory advocates the concept of clear lines of authority and control; Weber emphasized the need for a hierarchical structure of power. Hierarchy cultures have the internal focus but at the same time emphasize control with the desire to remain with the status quo. Hierarchical cultures include bureaucratic institutions such as government organizations where policies, processes, rules and structures are highly valued and believe as the source of efficiency, effectiveness, and smooth functioning but coping with the unfamiliar situations and innovation is difficult to handle in such cultural environment.

The Human Relations Model (HRM)/Clan

The human relations movement evolved to overcome the reaction and impact of tough, over confirm, the rigid authoritarian structure of the classical theory that kills creativity, innovation, self-empowerment, individual growth, and motivation. It addressed the problems and a deficit nature of classical theory, Neo-classical theory displayed genuine concern for behavior and needs.

It is like a family with best friends at work more engaged, better involved and coordinated. Leaders are figured as mentors or coaches. The organization is held together by loyalty, tradition, and collaboration. The organization value and promote commitment, leader emphasizes on internal climate, teamwork participation and concern for people (Cameron, 2008).

The Open Systems Model (OSM)/ Adhocracy

Researchers during the 1960s criticized the traditional bureaucratic approach and suggest that such organizations generally failed to succeed in environments where technologies or markets were rapidly changing.

Douglas McGregor organization theory that emerged during the mid-1900s in the 1950s, McGregor offered his renowned "Theory Y" advocates that humans can learn to accept and seek responsibility; employees possess a high degree of imaginative and problem-solving ability, and they are capable of effective self-direction. Under adhocracy, culture organizations concentrate on external positioning with a high degree of flexibility and innovation. A major goal of an adhocracy culture is to deliver competitive advantage by fostering adaptability, flexibility, and creativity. Leadership in an adhocracy culture demonstrate entrepreneurship and risk-taking attributes. Employees like and encouraged to take risks, meet challenges and commit experiments.

ORGANIZATIONAL CULTURE PSYCHOLOGICAL EMPOWERMENT AND COMMITMENT

Based on the previous research studies, psychological empowerment and commitment came out as two of the main sources of faculty's effectiveness at work. The general belief is that empowered people are more active and productive than individuals who are not empowered.

Numerous studies supported the positive relationship between empowerment and employee performance (Kirkman and Rosen, 1999; Spreitzer, 1995, pp. 1442-56; Spreitzer *et al.*, 1997) and employee satisfaction (Laschinger *et al.*, 2001; Seibert S., *et al.*, 2004). Based on the literature review psychological empowerment refers to dimensions of meaning, autonomy, self-efficacy and impact in an institutional setup. Organizational culture might have a powerful influence on the psychological empowerment because it describes the link between contextual factors and employees' work behaviors.

It is stated that different cultural types have different impacts on psychological empowerment. Therefore, we need to consider more on different types of organizational culture in order to identify the one or a mix which may enhance the psychological empowerment of academicians in academic setup.

Nystrom (1993) in his study explained that a significant correlation exists between organizational culture and employees' commitment to their organization.

The employee may have a commitment profiles that may reflect high or low levels of commitment, as Meyer and his colleague found in their research that older employees show higher organizational commitment than younger employees this may be a reason of less chance of getting other jobs elsewhere especially for old employees (Meyer *et al.*, 1991). These different profiles may have different effects on workplace behavior, and also the employees' willingness to put efforts to help the organization to achieve its goals depends on the degree to which an employee identifies themselves with the goals and values of the organization (Hersevitch *et al.* 2002). Vein, Lau, and Idris (2001), and Mowday *et al.*, (1982) examined that organizational culture influenced employees commitment because it reflects the relative strength of employee's attachment or involvement with their organization. Researchers found a positive association between organizational culture and employee's commitment (Drenth, Thierry and Wolf, 1988, Boon, O. K., & Arumugam, V., 2006).

An impressive amount of research efforts has concluded the positive outcomes of employee commitment to the organization include, lower employee turnover, improve performance, enhanced employee engagement, and long-term survival. Chughtai & Zafar (2006) examined the influence of organizational commitment on two variables namely—turnover intentions and on job performance and concluded that the highly committed faculty members show strong desire to positively contribute to their respective institutions. Muthuveloo and Che Rose (2005), Meyer, Paunonen, Gellatly, Goffin, and Jackson (1989) exhibits a positive correlation between organizational commitment and job performance, study explored that organizational commitment, leads to enhanced organizational outcomes, low commitment is associated with low levels of moral (DeCottis & Summers, 1987). Mowday *et al.* (1979) characterized commitment on the basis of three factors a strong belief in and acceptance of the organization's goals and values, willingness to exert considerable effort on behalf of the organization; and a strong desire to continue membership in the organization (p. 226).

Empowerment and commitment, although generally seen as a key to employee satisfaction and improved productivity, opponents regard it merely as an action toward downsizing a company and increasing workloads. The researchers in this domain advocate that empowerment is an essential underpinning of continuous improvement. Previous studies show that there is a strong connection between culture and employee effectiveness as well as commitment and empowerment are the tools to make employees effective at work, but the lack of studies about the relationship between organizational culture and psychological empowerment among academics in India.

The researcher believes that the involvement of organizational members in decision making is an important component of an empowered culture, letting members participate in decision making, which feels them involved and enabled is important part empowerment culture (Rondeau, & Wagar, 2012).

Maslowski R., (2001), in his research in a school, found that teachers and administrators values an atmosphere of trust and understanding in school and also they considered loyalty, collegial, solidarity, commitment as important features, to improve educational and organizational aspects of the school. 'The school can, therefore, be characterized by an orientation towards 'support and commitment' and 'innovation'.

INDICATOR OF EMPLOYEE EFFECTIVENESS

Meaning: Meaning involves a fit between the requirements of a work role and beliefs, values and behaviors (Spreitzer, 1995), it is defined as the "degree to which people care about their work (p.18)" Organizational policies & practices, decisions making, and goals offers a sense of meaning and purpose (Kanter, 1993).

Professional Growth: As a dimension of empowerment, professional growth refers to teachers' perceptions that their institute provides them opportunities to grow and develop professionally, to learn continuously, and to expand one's own skills through the work life.

Autonomy: As a dimension of empowerment, refers to teachers' beliefs that they can control certain aspects of their daily work life. They have been given enough space and opportunities to think out of the box, with the possibilities to take new initiatives and applying innovative ideas at work.

INDICATOR OF EMPLOYEE COMMITMENT

Work Environment Employee's behavior is consistent with the conditions at work; different environment may yield different results. An environment that promotes innovation and teamwork enable employees to 'adapt environment of change' (Nongo & Ikyanyon, 2012).

Trust in Leadership and Management Trust found to be was related to team performance. 'In relation to the dimensions of effectiveness at the team level, trust was positively related with team satisfaction and relationship commitment.' Employee satisfaction and commitment are the main components of the effectiveness dimensions (Costa, *et al.*, 2001).

Shared Vision and Values Common vision and values shared at wider space may increase the possibility of attending common desired goals or outputs. Nongo, *et al.*, in his research broadly defined the importance of culture and its impact on effectiveness. "Shared mission trait measures how employees shared an understanding of the function, purpose, and objectives of organizations result to organizational commitment and effective performance (p. 8)."

Conceptual Model: A review of the literature shows significant studies, culture influence in academic setup and the system of higher education as a culture, thus, it gives us a foundation on which we can build a framework for studying culture in business schools. This study introduced a model to find out the relationship between organizational culture and employee effectiveness.

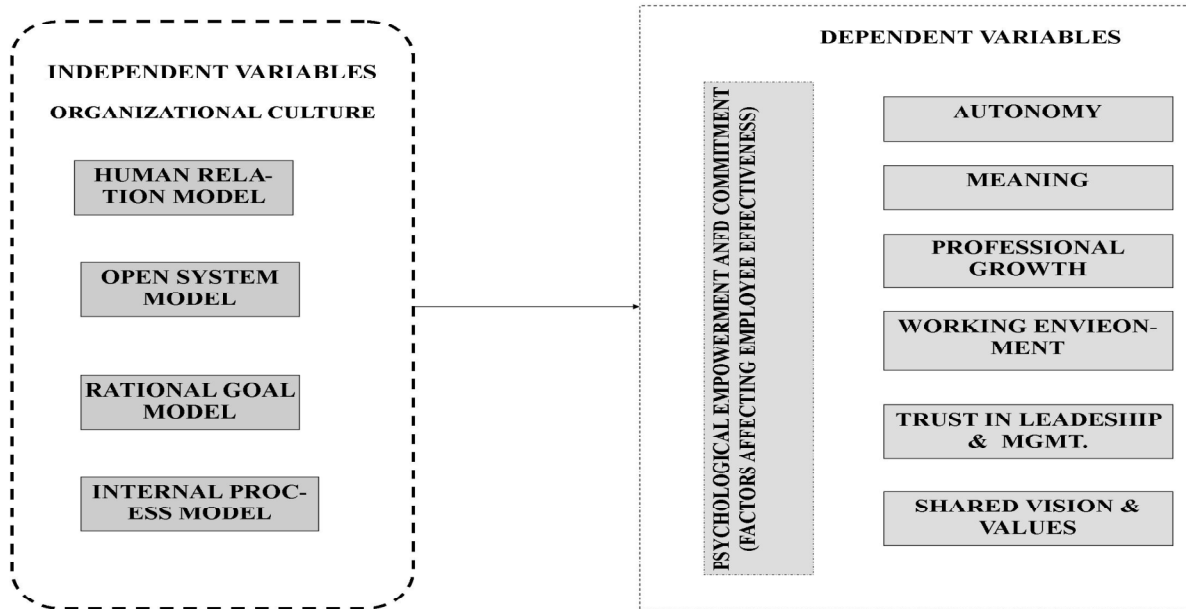


Figure 2: Conceptual Framework Culture and Effectiveness

This model analyzed the impact of 4 culture type on employee effectiveness as psychological empowerment and commitment considered variables affect employee’s effectiveness. Fig. 2 shows the proposed model of the study.

RESEARCH METHODOLOGY

The main purpose of this research was to identify the effect of culture on employee effectiveness considering empowerment and commitment as factors influence teacher’s effectiveness. The provided model for this study can help to identify the relationship between culture, empowerment, and commitment variables, a quantitative method using questionnaire was deemed to be a good way to illustrate this relationship.

The study questionnaire was mainly developed on the premise of the following studies Harrison (1992), Detert, Schroeder, Mauriel (2000) and CVF: Quinn & Rohrbaugh (1981, 1983) culture concept and questionnaires. Podsakoff , P. M., et al., (1996), and Ashford et al., (1989) and Karia and Ahmad, (2000) etc. Eisenberger et al., (1997) & Wyatt “survey work USA (2000), Meyer et al.,(1991), with focus on employee commitment and Spreitzer et al., (1997), May D. R., et al., (2004) Short and Reinhart (1992) for developing psychological empowerment questionnaire.

The questionnaire was based on the three dimensions Organizational Culture (4 scales), Employee Empowerment (3 scales), and Employee Commitment (3 scales). Respondents were asked to rate on 4 (four) points “Likert scale” style ranging from Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point

This research was done in 20 business schools of India located in Delhi/NCR. After collecting the questionnaires and outlier detection process, the usable questionnaires for analysis were 297.

RESULTS AND ANALYSIS

First part of the research questionnaire comprises of demographic variables including employee's designation, age, qualification, experience and so on.

Table 1
Frequency and Percentage of Demographic parameters

<i>Demographic parameters</i>		<i>Frequency</i>	<i>Percent</i>
Employees Designation	Faculty	279	100.0
	Total	279	100.0
Age Groups	Under 30	102	36.6
	30-39	124	44.4
	40-49	46	16.5
	50 and above	7	2.5
Employees Qualification	Doctorate	17	6.1
	Post Graduate	229	82.1
	Other	33	11.8
Total Experience	0-5 years	121	43.4
	6 to 10 years	123	44.1
	11 to 15 years	28	10.0
	15 and above	7	2.5
Total Years of Experience in Present Institute	0 to 4 years	139	49.8
	4 to 8 years	88	31.5
	8 to 12 years	42	15.1
	More than 12 years	10	3.6
Lecture Load(In hours per week)	5 to 10 Hrs	140	50.2
	10 to 15 Hrs	88	31.5
	More than 15 Hrs	51	18.3
Increased Work Load with Long Working Hours	No	177	63.4
	Yes	102	36.6
Valid		279	100

Table 1 represents that institutions have a fairly young workforce, with the majority of respondents are under 30 (36.6%) and 30 – 39 (44.4%). 16.5%, between the age of 40 to 49 and only 2.5% were the age of 50 years and above. A large majority of the workforce 82.1% are postgraduate (table 1), while only 6.1% have a doctorate degree and 11.8 % hold other degrees, most of the faculties just having a post graduate degree that's off-course MBA According to the data received a large percentage of the respondents, 44.1% are having total experience of 6 to 10 years, 43.4% having 0 to 5 years. Whilst 10.0% 11 to 15 years and 2.5% 15 years or above.

A large percentage of the respondents 49.8% nearly half respondents are associated with their current institutes for 0 to 4 years, 31.5% from last 4 to 8 years. Whilst 15.1% 8 to 12 years and only 3.6% more than 12 years. Table 1 defines that 50.2% of faculties assigned with 5 to 10 working hours in a week. 31.5% 10 to 15 and 18.3% reported more than 15 hours.

While faculty members were asked about increased workload out of 63.44% was disagreeing and 36.6% feels an increased work pressure.

INSTITUTIONAL CULTURE

Research tried to find out faculty's perception about prevailing as well as the desired culture, the descriptive statistic has been applied to analyze and represent the results, Table 2, shows the means and standard deviation of organizational culture of the colleges. The dominant organizational culture model is HRM as its dominant characteristics (mean = 15.16, SD=3.48), next is IPM (mean = 14.23, SD=3.20), RGM (mean = 13.47, SD=3.02), and the least is OSM (mean = 12.24, SD=2.92) Human Relation Model has the largest standard deviation which means that there is inconsistency in the employees answers where some stated that they agree and other disagree, the standard deviation of the OSM is the lowest which means that there is consistency in the answers of the respondents in OSM.

Table 2
Descriptive Statistics organizational culture of institutes/ colleges

	<i>N</i>	<i>Sum</i>	<i>Mean</i>	<i>Std. Deviation</i>
HRM	279	4232.00	15.1685	3.48227
OSM	279	3417.00	12.2473	2.92344
RGM	279	3759.00	13.4731	3.02837
IPM	279	3972.00	14.2366	3.20543
Valid N (List wise)	279			

Table 3 represents the employee's preference for preferred organizational culture, HRM scored as the most preferred culture (mean = 18.55, SD=3.24), next most desired is OSM (mean = 14.63, SD=2.97), RGM (mean = 13.65, SD=4.02), and the least desired is IPM (mean = 11.45, SD=2.90) Rational Goal Model has the largest standard deviation which means that there is inconsistency in the employees answers whereas it is lowest in case of IPM which means that there is consistency in the answers of the respondents in Internal Process Model.

Table 3
Preferred Descriptive Statistics

	<i>N</i>	<i>Sum</i>	<i>Mean</i>	<i>Std. Deviation</i>
HRM	279	5178.00	18.5591	3.24246
OSM	279	4082.00	14.6308	2.97893
RGM	279	3811.00	13.6595	4.02450
IPM	279	3197.00	11.4588	2.90328
Valid N (List wise)	279			

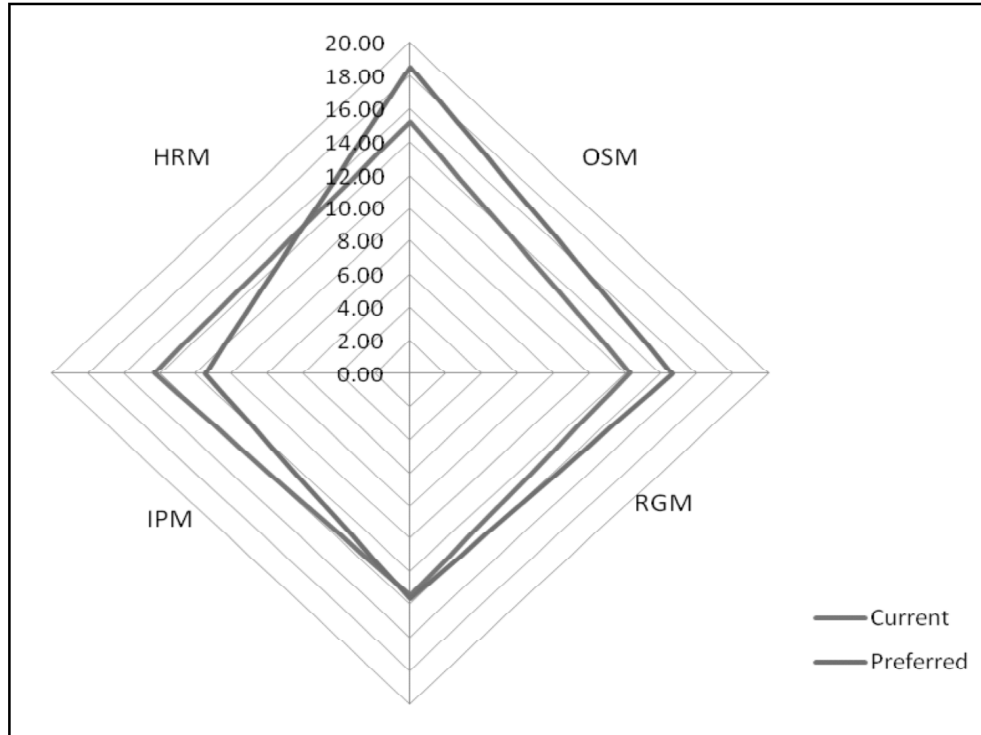


Figure 3: Comparison between Current and Desired Culture

The graph above (figure 3) shows that educational institutions have a dominant culture style of HRM by 15.16% and the next extent culture style is IPM (Hierarchy) by 14.23% and lowest is open system culture as it is 12.24%. Therefore; it shows the dominant culture (HRM) and the difference between the percentage of HRM and IPM are so small which is .93% and that means that the dominance is HRM and then come to the IPM.

Total respondents (n=279) indicated that their institutes are operating strongly on Human Recourse and Internal Process Model and also a fair share of Rational Goal Model (13.47%).

As far as desire culture is concern people are more inclined towards Human Relation Model (18.55%) with Open System Model (14.63%) and followed by Rational Goal Model (13.65%) and Internal Process Model is the least desired culture type (11.45%). Culture concerned with internal process, primary obligation is towards their management and supervisor. People are expected to follow define rules to achieve the predetermined task.

Productivity does matter but it's limited to the prescribed sources of achievement there is less room for advancement and creativity. People are treated as one of the means to achieve set goals but not isolated individual to some extent cooperating as a member of the common social system. It's a culture of integrity/ control with internal focus.

To identify the potential factors should be considered when defining the link between organizational culture and employee effectiveness Exploratory Factor Analysis (EFA) was performed and only those factors were retained which have an eigenvalue more than 1 since they are considered significant. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test and Bartlett's test of sphericity are used to check

the adequacy of data to apply factor analysis. Results of KMO and Bartlett's test shows .685, Approx. Chi-Square=6414.108, df=1953 and level of significance= .000.

An eigenvalue represents the amount of variance associated with the factor. The result was that there was a total of 10 factors, which explained 55.821% of the total variance. The factors considered should together account for more than 50% of the total variance (Malhotra 2010). The variables with very low values and hence that were eliminated.

Table 4
Factor Loadings: 50 Items grouped into 10 factors

		<i>Component/Factors</i>														<i>α</i>
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
HUMAN RELATION MODEL (HRM)	Emotional attachment with job and co-workers.	.690														.71
	Leaders promotes cooperation within the group/people with I work to solve work and personal problems	.684														
	Employees are Treated as “family” or “friends” we like being together, care and support one another.	.626														
	Teamwork with a high level of responsiveness cooperative with other groups.	.596														
OPEN SYSTEM MODEL (OSM)	Peoples are friendly, supportive and co-operative, who get along well with others.	.591														
	We use consensus decision - making methods to gain team acceptance and support for decisions.	.555														
	My Supervisor trusted on my abilities, I am allowed and promote to take the initiative to get things done; even I can question to those to whom I report if that is necessary to obtain good results.	.665														

contd. table 4

		<i>Component/Factors</i>														<i>α</i>
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
INTERNAL PROCESS MODEL (IPM)	Facilitate autonomy to meet the challenges and finding a better way to do things.		.657													
	Strong desires to achieve, to create, and to innovate and peer pressure to contribute to the success of the organization is the main motivation at work.		.648													
	Employees are treated as “associates” who are mutually committed towards organization’s goals.		.629													
	Decisions being made close to the point of action, by the people on the spot.		.569													
	Directives, orders, and instructions that come down from higher levels		.722													.68
	Served the interests of those to whom I report.		.712													
	The personal judgments and wishes of those in positions and power.		.700													
RATIONAL GOAL MODEL (RGM)	As “hands” whose time and energy are at the disposal of persons at higher levels of the hierarchy.		.573													
	Competitive, looking out for own interests and helping each other only when can see some advantage for themselves by doing so.		.538													
	Adherence to the need and plans for the organization and the rules of the system (seniority, qualification, etc.)					.760										.72
	Expected to carry out the duties and responsibilities of the jobs and avoiding actions that could surprise or embarrass your supervisors.					.745										
	The adherence to formal channels and reliance on policies and procedures for making decisions.				.581											

contd. table 4

		<i>Component/Factors</i>														<i>α</i>
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
MEANING	Getting a 'fair' days pay for a 'fair' days work.				.562											
	Helping with each other only when it is convenient or when directed by higher levels/HODs to do so.				.536											
	I believe that I am empowering students as per the market/global demand my contribution is as per the requirement.					.698										.67
	I feel as an employee I am important for the institute.					.684										
	I believe that I have the opportunity to grow by working daily with students					.641										
	I perceive that I am making a difference					.600										
	It's important for me that my and organization's values are very similar.					.532										
	I work at a place where students come first.					.519										
AUTONOMY	I believe that I am helping students to become independent learners and a place of quality education.					.449										
	Suggestions are always welcomed I get communicated about my individual/team outcomes.						.636									.67
	Encouraged to the implementation of new programs in the institute it makes my job more meaningful.						.614									
	I have given enough opportunities to use my skills and methods to work.						.599									
	Institution always provides me the opportunities related to the work of my interest.						.585									
	I am given the opportunity to continue learning in a professional environment.						.574									

contd. table 4

		Component/Factors														α
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
PROFESSIONAL GROWTH	I have an opportunity share and introduce work related innovative ideas.						.476									
	The organization focuses on increasing employee's involvement in their own professional growth.							.699								
	Management promotes staff on accruing new skills and knowledge.							.676								
	Organises workshops & training and development programs for employees							.559								
	Practiced a fair monitoring system and encourage employee to take improvement initiatives							.539								
	Promotes research and innovation.							.535								
	I do feel like 'part of the family' at my organization												.725			
WORK ENVIRONMENT	I would be very happy to spend the balance of my career with my current institute.											.700				
	Diverse ranges of opinions, ideas are welcomed and we are not controlled on a daily basis.											.624				
	I very much agree with my institution's policies on Several matters related to the work/employees.											.598				
	At work, I have the opportunity to do what I do best every day.											.409				
	I get a sense of personal accomplishment from my work, as there are commonalities in my or organizational working practices and beliefs.												.695.			
The mission/purpose of my institute makes me feel that my job is important.												.660				

contd. table 4

		<i>Component/Factors</i>														α
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
SHARED VISION & VALUES	The institute focuses on providing excellent customer service.												.555			
	Seniors provide a clear picture to the staff of the direction in which the institute is headed between departments.												.552			
	The leadership practices in this organization enhance my satisfaction with my job.													.846		.74
TRUST IN LEADERSHIP & MANAGEMENT	My supervisor really inspires the very best in me in the way of job performance.													.814		
	Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.															

In order to test the relationship between organizational culture, psychological empowerment, and commitment multiple regressions were done. The result shows the organizational culture of academicians had a significant relationship with psychological empowerment and commitment. The assumptions of Multiple Regression that are identified as a primary concern in the research include linearity, independence of errors, homoscedasticity, normality, and Collinearity. The problem of multicollinearity does not exist among the independent variables, as the values of the Variance Inflation Factor (VIF) associated with the

Table 5
Regression Analysis

<i>Dependent Variables</i>	<i>Independents Variables: Culture</i>											
	<i>HRM</i>			<i>OSM</i>			<i>RGM</i>			<i>IPM</i>		
	β	<i>Sig.</i>	<i>VIF</i>	<i>B</i>	<i>Sig.</i>	<i>VIF</i>	<i>B</i>	<i>Sig.</i>	<i>VIF</i>	β	<i>Sig.</i>	<i>VIF</i>
Autonomy	-0.045	0.922	1.060	0.141	0.006	1.180	0.091	0.090	1.140	-0.027	0.068	1.003
Professional Growth	-0.011	0.989		0.116	0.083		0.115	0.06		0.088	0.128	
Meaning	0.146	0.006		0.150	0.016		-0.154	0.005		0.134	0.002	
Work Environment	0.158	0.031		0.135	0.023		-0.146	0.232		0.128	0.008	
Trust in Leadership and Management	-0.088	0.445		0.399	0.000		0.320	0.001		0.017	0.937	
Shared Vision and Values	0.112	0.041		0.054	0.687		-0.043	0.677		0.250	0.000	

predictors show a range from 1.003 to 1.180, which fall within acceptable limits (Hair *et al.*, 2006), so there is no multicollinearity.

On the basis of classification of dependent and independent variables, shown in figure 3 above, the following multiple regression models were hypothesized:

ANOVA was applied to analyze linearity in a relationship, p-value for the regression recorded much less than 0.05 so the independent variables considered for these regression models were not correlated with each other.

On the basis of classification of dependent and independent variables, shown in the table above, the following multiple regression models were hypothesized:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4$$

Whereby:

Y = Dependent Variables

β_0 = constant

$\beta_1, \beta_2, \beta_3, \beta_4$ = coefficients of the determinants of dependent variables (empowerment & commitment).

X1 = HRM

X2 = OSM

X3 = RGM and

X4 = IPM

Based on the regression model the following equations were developed:

The regression equation 1: $Y_1 = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4$

Autonomy = 1.160 - 0.045 HRM + 0.141 OSM + 0.091RGM - 0.027 IPM

The p-value for regression is .002 which is less than $\alpha = .05$ (table 5), the value of constant (β_0) was 1.160 which shows that if all the considered independent variable turns out to be zero then also there are 1.160 chances that it will impact faculties' empowerment.

Findings reveal that autonomy is positively associated with OSM and RGM whereas it is negatively associated with HRM and IPM. One unit change in OSM increases autonomy by .141 units and one unit change in RGM increases autonomy by .091 units.

Regression equation 2: $Y_2 = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4$

Professional Growth = 1.420 - 0.011 HRM + 0.116 OSM - 0.115RGM - 0.088IPM

As per the results professional growth is positively associated with OSM only, one unit change in OSM may increase professional growth by .116 units.

Regression equation 3: $Y_3 = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4$

Meaning = 1.078 + 0.146 HRM + 0.150 OSM - 0.154RGM + 0.134IPM

The value of constant (β_0) is 1.078 which shows that if all the considered independent variable turns out to be zero then also there are 1.078 chances that it will impact faculties commitment and empowerment. The value of coefficient term (β_1) for X_1 was .146, which shows that change HRM by the single unit will increase the meaning score by .146 units.

The value of coefficient term (β_2) for X_2 was .150 which means that for every 1 unit change in OSM there are .150 unit increases in meaning Score. β_3 for X_3 was -0.154, which shows that change in RGM by the single unit will decrease the meaning score by .154 units. The value of coefficient term (β_4) for X_4 was .145 which means that for every 1 unit change in IPM there are .134 unit increases in meaning Score, the results found significant at the $p=0.05$ level.

$$\text{Regression equation 4: } Y_4 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$$\text{Work Environment} = 1.091 + 0.158 \text{ HRM} + 0.125 \text{ OSM} - 0.0146 \text{ RGM} + 0.128 \text{ IPM}$$

The value of constant (β_0) is 1.091 which shows that if all the considered independent variable turns out to be zero then also there are 1.091 chances that it will impact employees commitment. The value of coefficient term (β_1) for X_1 was .158, $p=0.031$ which means that for every 1 unit change in HRM there are 0.158 unit increases in commitment. The value of coefficient term (β_2) for X_2 was 0.125, $p=0.023$ which mean that every 1 unit change in OSM leads 0.125 unit increase in commitment. β_3 for X_3 was -0.146 which shows a negative association with work environment but was not associated statistically with RGM. The value of coefficient term (β_4) for X_4 was 0.128, $p=0.008$ which mean that for every 1 unit change in IPM there are 0.128 unit increases in commitment.

$$\text{Regression equation 5: } Y_5 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$$\text{Trust in Leadership and Management} = 1.231 - 0.088 \text{ HRM} + 0.399 \text{ OSM} + 0.320 \text{ RGM} + 0.017 \text{ IPM}$$

A positively significant relationship was found between commitment variable (Trust in Leadership and Management) with OSM and RGM. Employee commitment would rise by $\beta_2 = .399$, $p = .000$, with every unit positive increase in open system style. RGM would lead to an increase in employees' commitment by a factor of .320 with a p value of .011 if other factors are held constant.

$$\text{Regression equation 6: } Y_6 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$$\text{Shared values and Vision} = 1.294 + 0.112 \text{ HRM} + 0.054 \text{ OSM} - 0.043 \text{ RGM} + 0.250 \text{ IPM}$$

Under this model, the p -value for regression was 0.005 which is greater than $\alpha = .05$ the model shows a positive associated with HRM AND IPM, and commitment dimension (Shared values and Vision) whereas no significant relationship was found with OSM and RGM as shown in table 5.

To measure the impact of the selected culture variables on the empowerment and commitment variables each dimension was regressed separately to determine the model that provides the best explanation of variance.

It can be seen that the empowerment and commitment variables are significantly related to academic culture. Professional growth dimension wasn't found to be significantly associated with independent variables.

There are some negative associations as well these negative moderators effects indicate that with institution's current market focus; the academicians' empowerment and commitment (professional growth, meaning, work environment, and shared values & vision) were diminished. Moreover, the findings also indicate that the most important corporate culture dimension that explains the variance in faculties' empowerment and commitment was open system model. The findings supported that culture influence faculty's effectiveness indicators.

LIMITATIONS AND FUTURE RESEARCH

The study is limited to business schools of Delhi/NCR so there is a need for research along the similar lines as well as further afield. In this study the CVF has been used in the private institutes only, future studies can be conducted on government institutes or a comparative study among government and private institution. This study considered the effect of culture on empowerment and commitment and included three dimensions of empowerment. The other factors that affect the empowerment of the faculty members are, the allocation of responsibility, job enrichment, sharing of information, access to resources, education, organizational obligation, cooperation, communications, management actions, objective classification, organizational vision, analyzing and reviewing the action and the reward system that either leads to the implementation of an act or by hindering it, inhibits the actions of the faculty members. There are many ways that subcultures can develop such as according to department, faculty, location, discipline, and profession, a shared sense of tradition or values or perhaps through interaction. Geographically separated departments are more likely to produce their own unique subcultures because of members of the same department interact solely with each other.

CONCLUSION

The overall objective of this study was to investigate the influence of four dimensions of culture on faculties' empowerment and commitment within the context of the business schools. The results of this study revealed that faculties' perceptions of the four dimensions of culture significantly influence empowerment and commitment dimensions. The study suggests that favorable work conditions and organizational practices that foster an expression of empowerment and commitment may invoke higher levels of life satisfaction, job/career satisfaction, happiness and perception of work as a valuable activity.

Results show that employees' behavior at work is directed by formal rules and regulations. Respondents rated the HRM and OSM as the most favorable culture model or they want a culture mix where management and employees are more inclined towards human relation and system openness. OSM appears as the strongest predictor of psychological empowerment and commitment, it can be concluded that when employees are provided environment which they perceive to encourage and promote them towards excellence, and innovation, they feel more empowered and their commitment to the organization increases.

An effective institutional culture exhibits appropriate behavior, motivates and enthusiastic individuals, these components of culture can shape internal relations. Therefore, clan culture is the strongest facilitator for psychological empowerment and commitment, employees wants more affords needs to be put in making the environment friendlier to the employees rather than controlling them there must be sufficient room for flexibility and creativity.

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