

**ORGANISATIONAL CULTURE AND ITS IMPACT ON FACULTY
ENGAGEMENT: A STUDY BASED ON PRIVATE AND PUBLIC UNIVERSITIES
IN RAJASTHAN**

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Abstract

Culture is a complex phenomenon that ranges from underlying beliefs and assumptions to visible structures and practices; healthy skepticism exists with respect to whether organisational culture can actually be “measured” in a comparative sense (Denison & Fey, 2000). Despite its complexity, it is quite relevant to understand this topic as it is critically important for organisational development, faculty development, and engagement. As the theme suggests, we have surveyed private and public universities of Rajasthan to find the impact of organisational culture on faculty engagement. To analyse this study data has been collected from faculty members through the questionnaire, websites and other secondary sources to cater the relevant information. The findings of the study indicate that factors of organisational culture influence the faculty engagement and have significant relations between the public and private universities of Rajasthan by using t-test & regressions. This study shows that there is a difference in the cultures of private and public universities of Rajasthan. It also highlights the difference of faculty engagement between public and private universities. This study summarises that level of engagement of the faculty members depends upon the culture of the institution.

Keywords: *Organisational Culture, Faculty Engagement, Education, Public and Private Universities.*

1. Introduction

An organisation's performance relies on the culture of the organisation. Enhancing the engagement culture on a university campus is a versatile effort. Sandmann, L., Saltmarsh, J

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& O'Meara, K.A. (2008) frame the paths institutions take in strengthening the culture of engagement in their institutions. Kezar, Chambers, and Burkhardt (2005) mark out the institutional change process in the academy, describing the institutionalization of engagement in terms of a national movement within higher education and as a process of culture change on campuses. Sandmann (2008) conceptualizes both the pathway of institutionalization and the role university leaders' participate in shaping and transforming the culture of engagement. Chalofsky (2003) stated that meaningfulness is more likely to be experienced at work when there is the similarity between the values and beliefs of the employee and the organisation. The more meaningful individuals find their work, the higher will be their engagement in it. Work engagement is measured at the individual level, however, organisational (i.e. culture, leadership, etc.) factors that will influence an employee's work engagement levels (Alarcon, Lyons & Tartaglia, 2010). More recent research further supports the idea that the quality of direct teacher instruction has positive impacts on student achievement (Dolezal, Welsh, Pressley, & Vincent, 2003; Hamre & Pianta, 2005; Torgeson, 2002).

Creating a culture that is favorable to engagement becomes critical for optimal outcomes. Therefore, the key focus of this study is to investigate the impact of Culture and engagement. Universities and institutes will fail to achieve their vision. Students would not inculcate knowledge. Culture plays out in a variety of ways. We can identify the specifics of it from how information is communicated, feedback is given, performance is managed, and projects are co-coordinated within the organisation (Bagyo, 2013). With well-planned expansion and a student-centric learning-driven model of education; India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes (FICCI, 2013), and as the expansion is still in progress there is a great need to study the organisational culture of the institutions and universities and what needs to be improvised. An organisation is made of people and indulged personnel are highly responsible for the performance and outcomes of the organisations. In this study, we are focusing on the engagement of faculty members of private and public universities, as we believe, faculty

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members are the main people who are responsible for building the reputation of any institution.

2. Objectives of the Study

- To determine the factors of organisational culture and faculty engagement.
- To study the relationship between organisational culture and faculty engagement.
- To examine the relationship between organisational culture and faculty engagement with reference to public and private universities of Rajasthan.

3. Literature Review

3.1. Organisational Culture

Culture is a complex phenomenon that ranges from underlying beliefs and assumptions to visible structures and practices, healthy skepticism exists with respect to whether organisational culture can actually be “measured” in a comparative sense (Denison & Fey, 2000). Despite its complexity, it is quite relevant to understand this topic as it is critically important for organisational development and studies. The organisational culture, shared values, governs the behaviour patterns of the organisations members (Herminingsih, 2015). Organisational culture is widely considered one of the most significant factors in reforming and modernizing public administration and service delivery (Jung, et al., 2009). In higher education organisations, culture is formed through many complex influences both in the organisation and as the result of the environment (Smerek, 2010). Researchers and practitioners alike often view culture as a new management approach that will not only cure a variety of organisational ills but will serve to explain virtually every event that occurs within an organisation (Tierney, 1988). Having established that organisational culture comprises a range of complex social phenomena, it is not surprising that scholars have identified corporate culture as a multi-layered construct, which can be divided into layers according to these phenomena's observability and accessibility (Ehtesham, Muhammad, & Muhammad, 2011).

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Organisational Culture and Faculty Dimensions

Denison's model is based on four cultural traits of effective organisations.

- **Involvement:** Involvement defined as the building of human capability, ownership, and responsibility; its indices are – empowerment, team orientation and capability development (Davidson, Coetzee, & Delene, 2007). Involvement is a state during which the employees feel that their activity is tightly linked with the goals of organisation that they have been empowered, that teamwork is to be valued and the priority is given to the development of employees' capabilities (Kokina & Ostrovska, 2013).
- **Consistency:** Consistency can be defined as the values and systems that are the basis of a strong culture; its indices are – core values, agreement, and coordination and integration (Davidson, Coetzee, & Delene, 2007). Consistency is the high level of integration and coordination (Kokina & Ostrovska, 2013).
- **Adaptability:** Adaptability is the translation of the demands of the business environment into action; its indices are – creating change, customer focus and organisational learning (Davidson, Coetzee, & Delene, 2007). Adaptability is a state within the frame of which the organisation flexibly responds to customers' requirements, takes risks, learns from their own mistakes and is ready for changes (Kokina & Ostrovska, 2013).
- **Mission:** Mission relates to the definition of a meaningful long-term direction for the organisation; its indices are –vision, strategic direction and intent, and goals and objectives (Davidson, Coetzee, & Delene, 2007). The mission is a characterisation of organisation's aims and directions of a strategic development, based on the concept, which has been developing by the organisation and is future-oriented (Kokina & Ostrovska, 2013).

3.2. Faculty Engagement

Engagement takes place when employees are committed to their job; they are interested and indeed excited about what they do (Sidhanta & Ghosh, 2010). Sidhanta and Ghosh (2010)

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add that it involves loyalty, faith, and pride in the organisation, willingness to advocate for his organisation and a sense of personal responsibility. The term faculty in higher education reflects the group of instructional professionals whose primary job responsibilities include teaching, learning, service, research, and/or curricular functions within a single institution or a postsecondary system (Cohen & Brawer, 2008). Knowing where faculty can make a difference will assist them in focusing on the learning aspects of the undergraduate experience (Umbach & Wawrzynski, 2005). Engaged employees will be fully involved in their work, they are willing to spend time and make efforts on their work to perform better (Rena, 2013). Some aspects of engagement survey programs, such as increased reliance on online administration, are unlikely to change in the near future, but the authors see several advances in measurement, administration and reporting, and analytics in the years ahead that practitioners should prepare for (Van Rooy & Oehler, 2013). Academic conceptualizations agree that engagement entails a physical-energetic (vigour), an emotional (dedication), and a cognitive (absorption) component (Schaufeli, 2013).

3.3. Organisational Culture and Faculty Engagement

Taken individually, the four dimensions of Denison represent cultural determinants of performance and effectiveness (Prem, 2011). Engagement seems to have intuitive appeal and empirical validation as a leading indicator of business results over which management has a great deal of control (Van Rooy & Oehler, 2013). Since culture is a complex phenomenon that ranges from underlying beliefs and assumptions to visible structures and practices, healthy skepticism exists with respect to whether organisational culture can actually be “measured” in a comparative sense (Fey & Denison, 2000). Tierney (1988) is credited with being one of the first to apply the concepts of organisational culture from business literature to research in higher education. Nussbaumer (2013), in his report, “Organisational Culture and Internationalisation: A Brief Literature Review”, stated that institutions that had organisational cultures that were strong and externally oriented were the most successful at adapting to effective changes for internationalisation. One of the chief characteristics of highly effective principals at the systematic problem-solver stage is

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the ability to transfer their own desire and motivation to achieve valued goals to the other participants in the educational process (Babulj, Arsenijevic, & Simic, 2011).

3.4. Education in Public and Private Universities of India

If there is one overall structure, which defines Indian higher education, it is the affiliated college system (British Council, 2014). The British Council (2014) states that "The vast bulk of students study at public and private colleges which are affiliated with state universities." In India, education is in the concurrent list, where federal states and the central government share responsibilities (Dhanuraj & Kumar, 2015). India has now the largest higher education system in the world in terms of a number of institutions and the second largest in terms of a number of students (Angom, 2015). India needs a huge reservoir each year of people who are trained for business and for management and demands is to last for coming years; but it is a matter of concern whether the demand is for what they have been taught (Shukla, 2013). The government has imposed restrictions on the universities in the matter of fee structures and the compensation too high performing teachers; to develop a better research institute requires high-quality professors, who are highly paid (Maheshwari, 2013). Maheshwari (2013) further adds that in India, there are no mechanisms in place to ensure that highly performing professors are well rewarded and that this is the important reason for the migration of highly qualified professors to developed countries. In general, privately managed schools tend to have more autonomy, better resources, better school climate and better performance levels than publicly managed schools (OECD, 2012). To make India an intellectual capital of the world, we have to create a dynamic environment, which can encourage superior quality management education colleges and effort should be made to breathe life into management education (Shukla, 2013)

4. Importance of Organisational Culture and Faculty Engagement

At the outset, it is important to differentiate between culture and climate, which at times are used interchangeably (Jung, et al., 2009). Both concepts share features of complexity and

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multidimensionality (Pettigrew, 1990), have been linked to organisational outcomes and started to emerge within comparable periods (Sleutel, 2000).

We can simply say that a faculty is an employee of a university or an institution. An institution or a university is just like any other organisation. Just like organisations, universities have their board of directors; administrative system and management. The best organisations are future focused and predict what skills, attitudes, and behaviours they will need from their talented individuals (Bahizi, 2012). Universities who have a greater vision tend to identify the potentials of their faculty members so that they can utilize them in the longer run.

Denison and Mishra (1995) are experts when it comes to organisational culture and effectiveness. They stated that two of the traits of culture, involvement, and adaptability, are indicators of flexibility, openness and responsiveness, and are strong predictors of growth. The other two traits, consistency and mission, are indicators of integration, direction, and vision and were better predictors of profitability (Denison & Mishra, 1995). A faculty's involvement and adaptability may show how much he/she is capable of adjusting in different situations, how open he/she is by his/her thoughts, and efficient he/she at carrying out the work given, hereby moving towards the growth of the institution. Consistency and mission could show how capable he/she is in incorporating ideas, ability to lead, and how involved he/she is with the institution's vision, in order to build its reputation.

An education system consists of all parties who participate in the provision, financing, regulation, and use of learning services (van Deuren, 2013), concluding that faculty is a major part of the institution. In our schools, we were shown our examination marks so that we could evaluate our knowledge and study accordingly to get good grades in future. Why not do the same for faculty members? Keeping them involved with activities and letting them know their weaknesses might help them to perform better the next time.

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Rajasthan is traditionally a very old state of India. It has a diverse population and the customs and traditions are religiously followed. India is a culturally diverse country has different cultures in all regions. The educational culture of Rajasthan might be different from other states. However, our objective is to find if there is the difference in the organisational culture and faculty engagement between private and public universities of Rajasthan, as we assume that no two sectors can have the same type of culture or engagement and that the organisational culture has its influence on the private and public universities of Rajasthan.

The **involvement** of any faculty in an institution will lead him/her to get in close touch with the vision of the institution, and he/she will strive to achieve it according to his/her capabilities. **Consistency** is a base for a strong culture; it is very important for the growth of both, faculty and the institution. Culture, which is easily malleable and manipulated, is a weak culture. Having said that a strong culture should be consistent, culture should also be **adaptability** when comes to the changing trends and demands. Take for example e-learning, which is trending these days. Many institutions are taking help of e-learning in teaching as it is the need of the hour. Accordingly, faculty members should also accept the need of the moment.

A strong culture always holds on to its **mission** and does not deviate from it. If it is somehow instilled into the minds of faculty members either through direct communication or via activities, then the faculty members will not lose focus and consider it as their primary objective.

The Merriam-Webster dictionary defines **vigour** as “active bodily or mental strength or force”. Here, in this context, we refer vigour as a high level of energy and mental resilience which a faculty has, which brings out the eagerness to work; and it is very important for a faculty to be involved with his/her work. **Dedication** implies devotion; how much the faculty is devoted to his/her work tends to bring out the amount of time he/she gives to his work, keeping him/her attached to it. **Absorption**, in this case, implies a concentration of the individual in his work. A fully absorbed faculty might feel as if he/she forgets everything else

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when he/she is at work. Vigour, dedication, and absorption are the key dimensions that portray the engagement of the personnel.'

5. Research Methodology

5.1. Research Instrument

In this descriptive study using, the primary data used for explaining the impact of organisational culture which includes Involvement, Adaptability, Consistency, and Mission (Denison, 1990) on faculty engagement (Schaufeli & Bakker, 2002) includes Vigour, Dedication and Absorption. This adapted questionnaire consisted of 60 dimensions/items in organisational culture and 17 dimensions/items in faculty engagement on five-point Likert scale, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. The questionnaire was also tested for its reliability.

Multi-stage sampling technique was used to choose the management faculty members of five public and ten private universities from seven division of Rajasthan. Total 250 questionnaires were distributed but only 212 were received from the respondents and were used for data analysis. SPSS 20.0 was used for statistical test viz., t-test, multiple regression etc.

5.2. Data Analysis and Findings

The data thus collected, was coded and entered into excel, and after that analysed using software SPSS 20.0. In this study, the Cronbach's alpha score of the reliability of organisational culture is 0.768 and of faculty, engagement is 0.902, shows that the factor scales are internally consistent and good confirmatory to each dimension (Table 1).

Table 1: Reliability Analysis of Organisational culture and faculty engagement

Variable	Cronbach Alpha	No of Items
Organisational Culture	0.768	60
Faculty Engagement	0.902	17

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Relationship between Organisational Culture and Faculty Engagement

This section shows the results of regression analysis used to measure the relationship between organisational culture and the faculty engagement. Here, the faculty engagement has been taken as the dependent variable and the organisational culture has been taken as the independent variable.

Table 2: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.681 ^a	.464	.461	.478	.464	181.523	1	210	.000

a. Predictors: (Constant), Organisational Culture

b. Dependent Variable: Faculty Engagement

Interpretation: (Refer Table 2) Results of the simple linear regression analysis shows that the value of R was 0.681, and the value of R-square was found to be 0.464. It indicates that the independent variable causes only 36 percent of the variation in the value of the dependent variable. It shows that any change in the value of faculty engagement is caused due to the organisational culture is up to 46 percent while rest of the variation i.e. 54 percent is due to the other factors.

Table 3: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.434	1	41.434	181.523	.000 ^b
	Residual	47.934	210	.228		
	Total	89.368	211			

a. Dependent Variable: Faculty Engagement

b. Predictors: (Constant), Organisational Culture

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Interpretation: (Refer Table 3) It can be seen from the Anova results that the value of f-was found to be 181.523, at a p-value of 0.000, which indicates that there is a significant model relationship between the Faculty engagement and the organisational culture.

Table 4: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	2.426	.084		28.963	.000		
	Organisational Culture	.339	.025	.681	13.473	.000	1.000	1.000

a. Dependent Variable: Faculty Engagement

Interpretation: (Refer Table 4) the value of regression coefficient was found to be 0.618, at a p-value of 0.000, which indicates that the there is a positive and significant relation between the student engagement and the organisational culture. It shows that organisational culture leads to high level of faculty engagement. Regression equation emerged from the analysis was as follows:

Regression Equation for the Faculty Engagement and Organisational Culture is Faculty engagement = 2.426 + 0.681 Organisational culture + error

Various studies have been conducted by the researchers to identify the factors, which affect the engagement of students and make them retain in the same institute till the end of their education, (Braxton, 2009). Researchers found that faculties affect the Faculty engagement, (Pascarella, Seifert, & Whitt, 2008), student outcome (Pascarella & Terenzini, 2005; Stevenson et al., 2006; Tinto, 2000). Frequency of interaction between the faculties and the students mediates the relationship between the faculty engagement and the influence of faculty members, (Astin, 1984; Kuh, 2003). Further, the researcher found that both the social interaction and the academic interaction between the faculties and the students affect the students' outcome (Kuh & Hu, 2001; Bain, 2004). Researcher has focused on the need of developing a program, which can contribute to the overall achievement of the students. This program should be based on the integrated curriculum, and the various other social

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issues, which may have a significant influence on the life of the students (Darling-Hammond, 2010). Thus, organisational culture has a significant influence on the faculty engagement.

Relationship between Organisational Culture and its predictors using Stepwise Regression Model

This section comprises the results of stepwise regression analysis used by the researcher to measure the relationship between the faculty engagement and the predictors of organisational culture. Here, faculty engagement has been used as a dependent variable and the predictors of the organisational culture have been used as a dependent variable.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.681 ^a	.464	.461	.959	.464	181.523	1	210	.000
2	.859 ^b	.738	.736	.672	.275	219.084	1	209	.000
3	.903 ^c	.815	.812	.566	.077	86.451	1	208	.000
4	.922 ^d	.850	.847	.511	.035	48.371	1	207	.000

- a. Predictors: (Constant), Involvement
- b. Predictors: (Constant), Involvement, Consistency
- c. Predictors: (Constant), Involvement, Consistency, Adaptability
- d. Predictors: (Constant), Involvement, Consistency, Adaptability and Mission
- e. Dependent Variable: Organisational Culture

Interpretation: (Refer Table 5) the results of stepwise regression analysis shows that total four regression model have emerged which shows a significant relation between the faculty engagement and the predictors of organisational culture. In the first regression model, it was found that the value of R was 0.681, and the value of R-square was 0.464, which indicates that the independent variable namely; involvement causes total 43.9 percent of the variation in the value of dependent variable i.e. faculty engagement. But, as we go on entering the other independent variables in the regression model, the value of R goes on increasing from

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0.681 to 0.922, and the value of R-square changes from 0.464 to 0.850, which shows that the fourth regression model was found to be best model which can significantly predicts the relationship between the faculty engagement and the four predictors of the organisational culture namely; involvement, Consistency, Adaptability and Mission. The value of change in the R-square was found to be significant it shows that the change in the value of R-square due to the addition of variables in the regression model was significant. Thus, overall it can be said that all the four predictors of the organisational culture cause total 85 percent of the variation in the value of student engagement, and rest of the 17 percent variation can be caused by other factors.

Table 6: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	167.002	1	167.002	181.523	.000 ^b
	Residual	193.201	210	.920		
	Total	360.203	211			
2	Regression	265.878	2	132.939	294.558	.000 ^c
	Residual	94.325	209	.451		
	Total	360.203	211			
3	Regression	293.572	3	97.857	305.477	.000 ^d
	Residual	66.631	208	.320		
	Total	360.203	211			
4	Regression	306.193	4	76.548	293.379	.000 ^e
	Residual	54.010	207	.261		
	Total	360.203	211			

a. Predictors: (Constant), Involvement

b. Predictors: (Constant), Involvement, Consistency

c. Predictors: (Constant), Involvement, Consistency, Adaptability

d. Predictors: (Constant), Involvement, Consistency, Adaptability and Mission

e. Dependent Variable: Organisational Culture

Interpretation: (Refer Table 6) From the results of the Anova method, it can be seen that the f-value for all the four regression model was found to be significant, as the p-value for

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all the four regression models was found to be 0.000. It indicates that significant regression model have emerged between the dependent and the independent variables.

Table 7: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	-1.674	.358		-4.682	.000
	Involvement	1.367	.101	.681	13.473	.000
2	(Constant)	-5.569	.363		-15.330	.000
	Involvement	1.313	.071	.654	18.455	.000
3	Consistency	1.379	.093	.525	14.801	.000
	(Constant)	-6.579	.325		-20.257	.000
4	Involvement	1.001	.069	.499	14.580	.000
	Consistency	1.215	.080	.462	15.103	.000
	Adaptability	.839	.090	.325	9.298	.000
	(Constant)	-7.912	.350		-22.592	.000
	Involvement	.947	.062	.472	15.155	.000
	Consistency	1.142	.073	.434	15.552	.000
	Adaptability	.753	.082	.292	9.135	.000
	Mission	.525	.075	.198	6.955	.000

a. Dependent Variable: Organisational Culture

Interpretation: (Refer Table 7) As per the results of the stepwise regression analysis it was clear that the best regression model found was the fourth regression model which comprises all the four predictors of the organisational culture as the independent variables and the faculty engagement as dependent variable. The value of regression coefficients for the independent variables was found to be positive and significant at a p-value of 0.000, which shows that the predictors of organisational culture have a significant and positive relationship with the faculty engagement. Faculty engagement will be higher if the value of involvement, Consistency, Adaptability and Mission, will be high. Further, the value of regression coefficients given in fourth regression model shows that the highest contributing variable to faculty engagement was involvement followed by consistency while the least contributing variable was mission.

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Regression Equation for the Faculty Engagement and the Predictors of Organisational Culture:

$$\text{Faculty Engagement} = (-7.912) + 0.472 * \text{Involvement} + 0.434 * \text{Consistency} + 0.292 * \text{Adaptability} + 0.198 * \text{Mission} + \text{error}$$

Faculty engagement reflects in the time, which is spent by the faculty with their faculties and the level of energy invested in their academic work, (Astin, 1999). Faculty engagement will be considered as high if they spend time with their friends, interacts with the faculty members, and take interest in the extracurricular activities. Time spent by the students in the campus shows their level of engagement. Cole, (2010a) argued that the quality of the interactions defines the student level of satisfaction, relation with their faculties and the self-learning gains of the students as well, (Lundberg & Schreiner, 2004). Astin (1999) stated that the involvement of the faculties in the campus and the class shows their level of engagement. High involvement in the academics and other activities shows their level of engagement.

Table 8: Correlations Matrix

		Involvement	Consistency	Adaptability	Mission
Involvement	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	212			
Consistency	Pearson Correlation	.051	1		
	Sig. (2-tailed)	.460			
	N	212	212		
Adaptability	Pearson Correlation	.487 **	.216 **	1	
	Sig. (2-tailed)	.000	.002		
	N	212	212	212	
Mission	Pearson Correlation	.227 **	.186 **	.267 **	1
	Sig. (2-tailed)	.001	.007	.000	
	N	212	212	212	212

**. Correlation is significant at the 0.01 level (2-tailed).

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Interpretation: (Refer Table 8) The correlation analysis between the predictors of organisational culture shows that involvement has a positive and significant relation with the adaptability and the mission, while the value for correlation was below 0.50, it shows that there is a low degree of correlation between these three variables. While the correlation between involvement and the consistency was found to be insignificant but positive. Consistency has a significant and positive relation with the adaptability and the mission, but again the value of correlation coefficient is very low which shows the degree of correlation is low between these variables. Mission was found to have positive and significant relation with the adaptability. Thus, overall it can be said that all the four variables are positively related to each other.

Null Hypothesis: There is insignificant difference in the opinions of the male and female faculties towards the organisational culture.

Researcher has measured the difference in the opinions of the faculties towards the organisational culture due to difference in their gender.

Table 9: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Involvement	Male	82	4.12	1.082	.119
	Female	130	4.38	.820	.072
Consistency	Male	82	3.20	1.024	.113
	Female	130	2.94	1.069	.094
Adaptability	Male	82	3.21	.978	.108
	Female	130	3.77	.742	.065
Mission	Male	82	3.46	.984	.109
	Female	130	3.88	.655	.057
Organisational Culture	Male	82	3.59	1.253	.139
	Female	130	3.95	.926	.081

Interpretation:(Refer Table 9) The results of descriptive analysis shows that the mean value of female faculties is higher than male students for the variable ‘involvement’, it shows that female faculty member found the higher level of involvement with the universities they are teaching than the male students. The mean value for the variable ‘Consistency’ was found to

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be higher among the male faculties, which indicates that the female faculties found the organisational culture consistent. Similarly, the mean value of the variable ‘Adaptability, Mission and Organisational Culture’ was found to be higher among female faculties.

Table 10: Independent Samples Test

	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Involvement	-2.003	210	.046	-.263	.131	-.521	-.004
Consistency	-1.884	138.920	.062	-.263	.139	-.538	.013
Adaptability	1.730	210	.085	.257	.148	-.036	.549
Mission	1.747	177.946	.082	.257	.147	-.033	.547

Interpretation: (Refer Table 10) Independent sample t-test was applied to measure the difference in the mean values of the male and female faculties for the five variables, which are the major components of the organisational culture. It was found that the t-value for the variable ‘Involvement’ was found to be -2.003, at a p-value of 0.46, which shows that there, is a significant difference in the mean value of the male and female faculties towards the ‘Involvement’. The value of t-test was found to be Insignificant for the variables namely; Mission and Adaptability based on the p-values. Thus, it can be said that gender has no significant impact on the perception or the opinions of the faculties towards the predictors of organisational culture due to gender differences, except Consistency.

Null Hypothesis: There is insignificant difference in the organisational culture of public and private universities of Rajasthan.

Table 11: Group Statistics

	Type of University	N	Mean	Std. Deviation	Std. Error Mean
Involvement	Public	106	3.7729	.32849	.03191
	Private	106	3.6451	.48773	.04737
Consistency	Public	106	3.9906	.76214	.07403
	Private	106	3.7358	.99811	.09695

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Adaptability	Public	106	3.8208	.64435	.06258
	Private	106	3.5283	.93816	.09112
Mission	Public	106	3.6981	.63501	.06168
	Private	106	3.4151	.95487	.09274
Organisational Culture	Public	106	3.5755	.83891	.08148
	Private	106	3.2264	1.09790	.10664

Interpretation: (Refer Table 11) Descriptive analysis shows that the students from public universities perceive the Consistency, Adaptability and the Mission higher than the faculties who are working in private universities. Similarly, the students studying in private university perceive the Involvement higher than the students from public universities.

Table 12: Independent Samples Test

	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Involvement	2.236	210	.026	.12772	.05711	.01513	.24031
Consistency	2.236	184.003	.027	.12772	.05711	.01504	.24041
Adaptability	2.088	210	.038	.25472	.12198	.01426	.49517
Mission	2.088	196.378	.038	.25472	.12198	.01417	.49527

Interpretation: (Refer Table 12) Results of independent samples t-test shows that the value of t-test was found to be significant at one percent level of significance for all the four predictors of organisational culture namely; involvement, adaptability, consistency and mission. Thus, it can be said that type of university has a significant impact on the opinions of the faculties towards the predictors of organisational culture.

Null Hypothesis: There is insignificant difference in the faculty engagement score of male and female faculty members.

Researcher has measured the difference in the score of faculty engagement and its two components among students based on gender using one-way Anova.

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Results of ANOVA

Table 13: Descriptive Results

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Faculty Engagement	Female	82	3.4832	.53513	.05910	3.3657	3.6008
	Male	130	3.2414	.65880	.05778	3.1271	3.3557
	Total	212	3.3349	.62387	.04285	3.2505	3.4194

Interpretation: (Refer Table 13) Descriptive analysis shows that the mean value for the faculty engagement was found to be higher among the female faculties, than male faculties, which indicates that female faculties were found to be more engaged than the male students.

Table 14: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Faculty Engagement	Between Groups	2.941	1	2.941	7.800	.006
	Within Groups	79.184	210	.377		
	Total	82.125	211			

Interpretation: (Refer Table 14) Results of one-way Anova shows that the f-value for faculty engagement was found to be significant at five percent level of significance, which indicates that the score of the faculty engagement and its components varies among faculties due to gender differences.

Null Hypothesis: There is insignificant difference in the faculty engagement score due to different types of universities.

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Table 15: Descriptive analysis

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
Faculty Engagement	Public	106	3.5755	.83891	.08148	3.4139	3.7370
	Private	106	3.2264	1.09790	.10664	3.0150	3.4379
	Total	212	3.4009	.99028	.06801	3.2669	3.5350

Interpretation: (Refer Table 15) Descriptive analysis results shows that the mean value of the faculties from public universities was found to be higher than the Faculties from private universities for faculties' engagement. It indicates that the public universities' Faculties were found to be highly engaged than the private universities' faculties.

Table 16: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Faculty Engagement	Between Groups	6.458	1	6.458	6.765	.010
	Within Groups	200.462	210	.955		
	Total	206.920	211			

Interpretation: (Refer Table 16) Results of one-way Anova shows that the f-value for faculty engagement was found to be significant at five percent level of significance, which indicates that the score of the faculty engagement and its components varies among faculties from public and private universities.

6. Implications

In this study, we have tried to highlight that organisational culture does influence faculty engagement. However, further studies can always be done for a more extensive research. This

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study might give an insight why faculty engagement is important and that cultures may vary from organisation to organisation.

As stated earlier, India has a very rich and diverse culture. The culture of India can be said as a combination of different cultures. The cultures in India vary from place to place. Although organisation culture does have an influence on faculty engagement, here, we have considered only the culture of the universities of Rajasthan. The organisational culture of any other state might be completely different from that of Rajasthan. Hence, the influence of culture on engagement might be completely different in other states, but we still assume that there will still be an impact.

With clarity of understanding and a sense of confidence and responsibility comes the possibility of developing organisational vision (Kaplan, 1999). Showing people their capabilities and their current performance might help in improving themselves.

7. Conclusion

People tend to work in their suitable and progressive surroundings. A good culture has a progressive impact on its employees. This study shows that organisational culture does have an impact on faculty engagement. However, there are many ways to get faculty members engaged, and good engagement practices might help achieve better results. As implied earlier, there is a great scope for further studies with a comparison of various cultures. Although we have taken a small dimension and have restricted to the private and public universities of Rajasthan, the study can be conducted in other dimensions as well, for example, gender-based, community-based, location-based, etc. However, in this study, we concluded that the engagement of faculty members of the public university is comparatively better than the private university. Henceforth, they influence the faculty engagement differently; but the influence is still present in both the cases, let be the differences.

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