ORGANIZATIONAL CULTURE AND WORK COMMITMENT: ANALYSIS OF TEACHING STAFF OF HIGHER EDUCATION INSTITUTIONS IN HARYANA.

Sapna lakra

Research Scholar, PCJ, School of Management, Maharaja Agrasen University, Baddi, Himachal Pradesh, Sapnalakra1234@gmail.com

Dr. Neeru Gupta

Assistant Professor, PCJ, School of Management, Maharaja Agrasen University, Baddi, Himachal Pradesh, neerugupta01@gmail.com

ABSTRACT:

Every organisation has its own way of conducting business, and this way of doing things frequently has an impact on the company's culture. The fundamental ideas, philosophies, principles, and values that underpin an organisation are the components that make up its culture. The employees' interactions not only with one another but also with members of the general public who are not connected to the company are governed by the culture of the workplace. Colleges of Education have authority, structure, logic, and ideals, all of which work together to have a significant impact on how individuals see the world, how they understand it, and how they react to it. Colleges of Education also have ideals that are based on authority, structure, and logic. As a result, the study investigated the organisational cultures of the various educational colleges located in the state of Haryana. A scale to evaluate the culture of the organization, as well as a strategy for conducting interviews concerning the culture of the organization. In addition to this, the criteria for an effective culture have been outlined.

keywords: Organizational culture, work commitment, organisational structure, and institutions.

INTRODUCTION:

The organisational culture of a specific organisation is the collective name for all of the values, customs, vision, systems, beliefs, and habits that are to be followed by all of the organization's members collectively. This culture is known as the organisational culture of the organisation. A new employee's assumptions, ideas, and views of the outside world are all susceptible to being influenced by the culture of the organisation. It is feasible for there to be both good and negative aspects to it, and it also varies from one company to the next in its manifestations. It is possible to obtain a knowledge of the numerous dimensions of proper behaviour at work by gaining insight into the culture of an organisation. There have been many different understandings of what is meant by the term "culture" during the course of history. This is because the concept of culture has been around for a very long period. According to Webster's dictionary, the meaning of the word "culture" is "the ideas, customs, abilities, arts, etc. of a specific people during a certain era." In 1871, a British anthropologist by the name of Edward Tyler was the first person to define culture. He described it as "that complex system which encompasses knowledge, belief, arts, morals and law, custom and any other talents and habits acquired by man as a member of society." According to Tyler's definition, culture is "that complex totality which comprises knowledge, belief, arts, morals and law, custom, and any other powers and habits.

The patterns of ideas, values, and other symbolic systems that are handed down from generation to generation in order to have an effect on the behaviour of members of an organisation are another definition of culture. Culture may also be thought of as a more general term. The collective programming of the mind is what differentiates the people who belong to one organisation from those who belong to another organisation. This includes behaviours, perspectives, and attitudes that are held by the majority of people. Cultures are defined as socially transmitted systems of behaviour patterns that are passed down from one generation to the next. These recurring motifs play an important role in tying human cultures to the natural environments in which they exist. It is possible to dissect the way of life of a society into its technologies, patterns of economic structure, patterns of settlement, patterns of social grouping and political organisation, and patterns of religious beliefs and practises. A short description of culture would be the common set of norms, values, and beliefs that help to govern the behaviour of an organization's members. This would be an example of an organisational culture. There is a wide range of factors, each of which has the potential to play a part in the development of a culture. These characteristics include the history of the company, the worldview of the company's founders and executives, the techniques employed to guarantee that consumers are pleased, the management and leadership that is now in place, and the environment in which the organisation operates. The solution to this problem may be found in the attitudes of the members of the workforce as well as the standards that have been set by the firm. There have been a great number of academics who have dissected the various facets of culture and presented various approaches to the study of culture. An organization's cultural norms have a tremendous influence on each and every person associated with the firm. Investigating these criteria ought to be one of the very first things done in order to improve performance and profitability, despite the fact that they are so subtle that almost no one would ever discover them. The culture of an organisation is the one factor that decides whether or not a company will be successful, and this is the case regardless of any other factors.

Culture not only has an effect on the efficiency of the organisation as a whole but it also has an effect on the efficiency of the employees and the contentment of the employees with their jobs. When it comes to the process of nation-building, the sphere of education is of the utmost significance. Education is a factor that contributes to improvements in both the social and economic situations of a nation. Education of a high standard helps to foster the development of an enlightened society, which is more likely to abstain from engaging in behaviours that are detrimental to the expansion of the nation when compared to societies that have not been educated to such a high standard. It is the job of educational institutions to foster the growth of human capital, which is essential for the continued development of an economy. At the educational institutions in which they are employed, educators play a significant role in the development of students' personalities by passing on knowledge and experience to the students in their classes. They have established a name for themselves across the country as people who amass substantial wealth. The students hold their teachers in high esteem and view them as models to emulate. They mentor, coach, and educate their pupils so that not only can they carry out their work in an efficient and expert fashion, but also that they can grow into respectable members of the community. It is impossible for a teacher to cultivate happy and healthy students if they themselves are not content with their lives and the path they have chosen. The accomplishments of the organisation would not have been possible without the superiority and

brilliance of the culture. The teachers will be more productive, and as a result, they will make a greater contribution not only to the institution, but also to their students and to society as a whole. If the institution has a culture that encourages and supports its employees, then the institution will have a better chance of achieving its goals. Students, particularly those attending educational institutions of a higher level, observe and imitate the behaviour of their teachers, as well as the values, norms, and beliefs held by the administration of the educational institution. This is especially true of students who attend educational institutions of a higher level. In addition to this, they learn about the administrative work culture of an organisation as well as the way things are carried out in their own institution. This is significant because it will have a direct bearing on the manner in which they will carry out and fulfil their responsibilities in the future. As a consequence of this, it is of the utmost importance to determine the culture of the institutions as well as the components that make up that culture. These components include values, beliefs, norms, rules, and regulations.

HIGHER EDUCATION

On a global scale, tertiary education, also known as post-secondary education, can be broken down into two distinct categories. The A and B Varieties (Further Education). The completion of a degree typically takes between three and four years. It will be theoretical, at a level appropriate for professionals, and taught in a setting where advanced research is conducted. When we talk about higher education, we mean education at the university level. It is possible to earn a HND, a Foundation Degree, an Honors Degree, as well as postgraduate degrees such as a Master's degree or a Doctorate. These are specialised areas of knowledge that are backed by a broad variety of talents that are highly valued by employers. Master's degrees and doctoral degrees are the two types of postgraduate degrees.

The highest degrees are divided into two categories for organisational purposes. It is necessary to complete additional coursework in order to earn a master's degree in addition to a bachelor's degree. Master's degrees can be earned in areas such as the arts, sciences, and even theology. There is no standard duration for master's degree programmes; nonetheless, the majority are at least two years long. Master's degrees are lower on the academic hierarchy than doctoral degrees. These are for students pursuing a post-degree. master's There are two types of doctoral degrees: academic and professional, such as the Doctor of Ministry. People who have earned doctorates are often referred to as "Doctor." It takes a different amount of time to earn a degree depending on the field and the institution.

Here are the definitions of most frequently used terms related to Higher Education:

Bachelor's Degree: It is usually an undergraduate academic degree awarded for a course or major that generally lasts three or four years.

Master: It is an academic degree usually awarded for completion of a postgraduate or graduate course of one to three years in duration.

Doctorate: It is an academic degree of the highest level. Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under about which he or she has conducted study. Research, first-professional (only in the United States), and honorary doctorates are the three basic subfields that fall under the umbrella of the doctoral degree. Research doctorates are almost always awarded in recognition of academic research that is of a publishable standard (even if it hasn't actually been published) and represents at least a modest contribution to human knowledge. This is true even if the research in question

hasn't actually been published. This is due to the fact that receiving a doctorate in research is the greatest degree of academic achievement that may be earned. In most cases, the evaluation is based on the presentation and defence of a doctoral thesis or dissertation; however, in certain situations, a coherent body of published literature can be accepted as an alternative. An honorary doctorate may be bestowed to an individual for making a substantial contribution to a field, even if that contribution is not necessarily of an academic character.

Higher education opportunities can be pursued at either a public or a private institution for those wishing to further their studies in India. Private universities in India typically receive funding from a diverse range of organisations and societies, as opposed to the public universities in India, which receive funding from both the central government and individual state governments in India. The University Grants Commission (UGC), which is the governing body that bestows recognition upon India's many universities and receives its authority from the University Grants Commission Act of 1956, is responsible for awarding degrees. In addition to this, there will be a total of fifteen different Professional Councils created, each of which will be in charge of a particular component of certification and coordination.

OBJECTIVE:

1.   To determine the organisational culture that is prevalent in the state's institutions of higher learning in Haryana.

2.   To investigate whether or not there is a connection between a positive organisational culture and high levels of job satisfaction among higher education employees in Haryana.

METHODOLOGY:

In order to carry out the investigation, an exploratory research approach is going to be utilized. In addition to this, research that is both co-relational and explanatory will be carried out as a component of the study in order to determine the nature of the relationships that exist between the various factors. During the course of this inquiry, Organizational Culture will act as an independent variable, and Job Satisfaction will act as a dependent variable. Both of these roles are important to this investigation. Organizational culture is comprised of a number of subvariables, including job participation, the opportunity for professional growth and development, the working atmosphere, incentives, communication, and performance evaluation. On the other hand, the subvariables of job happiness include a variety of factors, some of which are work absenteeism, work pressure, and autonomy.

The current research looks into whether or not there is a correlation between a company's culture and employee commitment to their jobs. Because of this, the nature of the study is one that is exploratory in nature as well as descriptive. Because there is no way to ascertain the total number of academic staff members employed by educational institutions, we can safely assume that the nature of the universe is infinite. The scope of this study extends to include all of the various kinds of educational establishments that provide degree programmes related to the topic. For the purposes of this research, the only kinds of businesses that were taken into consideration for inclusion were those that were based in Haryana. The method that was utilised to collect the data required for the study was known as sampling at convenient times.

Purposive sampling was used to select a total of six universities for the purpose of the research project. Of these, three were public universities and three were private universities. Respondents to the survey included academicians (Assistant professors, Teaching Associates, and Research Scholars) from the universities that were mentioned above. The use of Google

forms allowed for the administration of the questionnaire to the individuals who took part in the research project. The Statistical Package for the Social Science (SPSS) version 17 was utilised in order to perform the analysis on the data. The survey was initially given to a total of 150 academics, and 64 responses were obtained; however, four of those responses were not considered valid and were discarded. The response rate was forty percent, as indicated by the sixty valid samples that were submitted by the academicians from the universities.

Reliability And Validity

The value of Cronbach's Alpha is 0.750, which is higher than the 0.60 threshold for social science research. Table (Hair et al., 1998) shows this.

Reliability Statistics

Cronbach's Alpha	No. of Items
.750	50

DATA ANALYSIS:

In table I, a summary of the respondents' demographic information is provided. According to Table I, out of a total of 310 respondents, there are 156 male respondents, making up 56.6% of the sample, while the remaining respondents are female. In terms of age, only a small percentage of the respondents were between the ages of 20 and 29 (2.2%), while almost half of the respondents were between the ages of 30 and 39 (47.4%), and 40.7% of the respondents were between the ages of 40 and 49. 9.6% of the people who responded were above the age of 50. According to Table I, the majority of the respondents had a doctoral degree (55.6%), followed by a master's degree (43.7%), and then a bachelor's degree (0.7%). This is in contrast to the low percentage of respondents who had a bachelor's degree. In terms of the length of time respondents have been employed at their current organizations, 49.9% of respondents have been there for between 6 and 10 years, while 32.3% of respondents have been there for between 1 and 5 years. Only 3% of respondents have been employed for fewer than 12 months, while 14.8% of respondents have been working for more than 11 years. In terms of the respondents' working colleges, the majority of respondents came from the college of business (COB), which accounted for 44.4% of the total, followed by the college of arts and science (CAS), which accounted for 31.9% of the total, and the remaining respondents came from the college of law, government, and international studies (COLGIS), which accounted for 23.7% of the total

Table no.1 Share of those who responded

Demographic	Categories	%
1. Gender	Male	52.6
	Female	47.4
2, Age Group	20-29	2.2
	30-39	47.4
	40-49	40.7
	Above 50	9.6

3. Education level	Bachelor	0.7
	Master	43.7
	PhD	55.6
4. Organizational tenure	Below lyr	3.D
	1-5 yrs	32.3
	6-10 yrs	49.9
	More than 11 yrs	14.8
5. College	COB	44.4
	CAS	31.9
	COLGIS	23.7

The results of the Cronbach Alpha tests are presented in Table I, together with the number of items for the dependent and independent variables. According to Sekaran (2003), reliabilities with less than 0.60 are regarded as poor, while those in the range of 0.70 ranges, are regarded as acceptable, and those with reliabilities above 0.80 are regarded as good. Overall, the dependability of all of the different measurements came in well over 0.70, with a range that went all the way up to 0.82. Therefore, the scale is sufficiently dependable for use in following analyses.

Table 2 The average level of organisational support

Variables	No. of Items	Reliability Alpha
Job Satisfaction	29	0.728
Supportiveness	4	0.798
Emphasis of Reward	4	0.720
Performance Oriented	4	0.801
Innovation	4	0.780
Communication and Stability	4	0.820

Table 2 contains the results of a descriptive analysis that was carried out. This analysis includes the mean and standard deviation values for both the independent and dependent variables. The data reveals that the mean score for job satisfaction was 3.52, and the standard deviation was 0.46. While the standard deviation for organisational supportiveness was 0.79, the mean for organisational supportiveness was 3.33. As shown in Table IV, the mean for the emphasis of reward was 3.00 while the standard deviation was 0.74. The mean for performance oriented was 3.00 while the standard deviation was 0.84. The mean for innovation was 3.29 while the standard deviation was 0.79. The mean for communication was 3.07 while the standard deviation was 0.85. The fact that most of those who responded neither agreed nor disagreed with the statement indicates that reward and performance oriented was emphasized.

TABLE 3 Variable On Job Satisfaction

Variable	Mean	Standard Deviation
Job Satisfaction	3.52	0.46
Supportiveness	3.33	0.79
Emphasis of reward	3.0D	0.74
Performance oriented	3.00	0.84
Innovation	3.29	0.79
Communication and stability	3.07	0.85

Following that, a Multiple Regression analysis was carried out in order to determine which of the independent factors best described the dependent variable. The table demonstrates that only 9.2% of the R square in work satisfaction can be meaningfully explained by the five factors of organisational culture. These dimensions include organisational supportiveness, performance oriented, innovation, focus of reward, communication, and stability. On the basis of the results of the regression equation, only one of the variables appeared as significant predictors of work satisfaction. The supportiveness of the individual is the predictor. It is clear that the culture of supportiveness is the independent variable that has the most significant impact on work satisfaction, with a value of .202. In this particular study, the other cultural characteristics do not play a major role in predicting work satisfaction. The outcome of the regression analysis, on the other hand, revealed that three aspects of organisational culture—supportiveness, innovation, and communication stability—are significant. The degree to which a business is supportive of its employees is the factor that has the greatest impact on work satisfaction.

Table 4 - Respondents Characteristics

	Government Universities	Private Universities
Gender	Percentage	Percentage
Male	40	53.3
Female	60	46.7
Age	Percentage	Percentage
20-30	90	76.7
30-40	10	23.3

The demographic information on the respondents is presented in Table 4. The results indicate that there is a higher proportion of female students enrolled in government universities, as indicated by the fact that the sample size contains only 40% male students and 60% female students. Comparatively, males make up a larger proportion of the sample population in the private sector (53.3%), which is a higher percentage than in the public sector. The findings also

suggest that universities in the public sector are dominated by women, whereas universities in the private sector are dominated by men.

In addition, the findings reveal that the majority of the working population in the education sector is comprised of people aged 20 to 30 years old, indicating a higher representation of younger people in government universities (90%), in comparison to private universities (76.7%).

Analysis of Organizational Culture Dimensions

The standard scoring method that was provided in the instrument that was administered was used to calculate the mean scores of the items in order to gain insight into the type of culture that was most prevalent in the organisations that were the focus of the study.

Table 5- OCAI Culture Dimension Scores

Culture Type	Observed Mean (Government Univ.)	Observed Mean (Private Univ.)
Clan	25.63	**33.31**
Adhocracy	21.76	26.9
Market	21.8	17.6
Hierarchy	**30.21**	21.96
Total	100	100

Table-5 shows that the main culture in government universities is hierarchy, with a mean score of 30.21 suggesting a formal and organised workplace. Leaders pride themselves on being good coordinators and organisers, and a set of procedures lays out the people's roles. Formal rules and policies guide organisations. Large, complicated organisations need hierarchies. Processes, procedures, and line-management clarify shared duties. This notion comes from Weber's (1947) early publications on contemporary organisational administration. In government colleges, hierarchy is followed by clan culture (25.63), which implies high staff commitment. Lower adhocracy and market culture scores, 21.76 and 21.8, indicating these features are rare in state-owned colleges. This means the workplace is less hostile and competitive. Government universities are reactive to market concerns, not proactive.

Private colleges have a clan culture with a mean score of 33.21, suggesting a nice work environment where individuals exchange professional and personal information and ideas. Stable leadership and a long history together make these workplaces like extended families. Leaders are considered as mentors and guides by employees. Loyalty and tradition span generations in the organisation. These companies hire people with similar aspirations, so employee commitment is stronger. The organisation emphasises the long-term benefits of HRD and cohesion and morale. Before making decisions, the company values teamwork, participation, and consensus. In private universities, clan culture is followed by adhocracy culture (26.9), which emphasises achievement and innovation to improve teaching. A lower

market and hierarchy culture score of 17.6 and 21.96 indicates that these workplaces are more dynamic in their approach to market challenges.

CONCLUSION:

The study proves that corporate culture affects organisational commitment. This is because organisational culture reflects a company's existence and differentiates it from others. Second, company culture boosts work happiness. Higher education's organisational culture can suit lecturers' intrinsic requirements, which influences work happiness. This study proves that organisational culture impacts trust. This study explains how organisational culture affects organisational commitment, job satisfaction, and professor trust in private tertiary institutions. The results support the theory that organisational culture influences organisational commitment, work satisfaction, and lecturer trust. Organizational culture can help private university members build trust, which is a desire to depend on others based on positive expectations of their actions and attention. A healthy organisational culture helps university employees create integrity, competence, consistency, and loyalty. This condition can occur because of a conducive organisational culture, which encourages members to actualize positive values, such as integrity, competence, consistency, and loyalty. To implement these ideals, the organisation needs a good culture. Thus, this study's results enrich empirical findings of organisational culture's influence on trust in tertiary institutions.

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