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THE IMPACT OF ORGANIZATIONAL CULTURE ON EMPLOYEE ENGAGEMENT AND JOB SATISFACTION IN HIGHER EDUCATION INSTITUTIONS

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ABSTARCT

This study explores the impact of organizational culture on employee engagement and job satisfaction in higher education institutions. A review of the literature reveals that organizational culture can significantly impact these outcomes through factors such as leadership, communication channels, work environment, and reward and recognition programs. However, there is a research gap in the area of cultural diversity and inclusion, and how this may impact employee engagement and job satisfaction. To address this gap, a conceptual framework and model diagram are proposed to guide future research in this area. The research methodology will involve quantitative data collection and analysis through surveys and analysis of ANOVA test and Chi-Square test. The study aims to provide useful insights and recommendations for higher education institutions to optimize their organizational culture to enhance employee engagement and job satisfaction. It is hoped that the findings of this study will contribute to the development of evidence-based strategies to create more inclusive and supportive workplace environments for all employees in higher education institutions.

Keywords: Organizational Culture, Employee Engagement, Job Satisfaction, Higher Education Institutions, Work Environment.

INTRODUCTION

In order to achieve their objectives, higher education institutions need a high degree of employee engagement and job satisfaction. These complex organisations work in a continually changing environment. Employee engagement and job satisfaction can be significantly impacted by the organisational culture of these institutions, which consists of values, attitudes, and behaviours that define how work is done. While job satisfaction refers to an employee's overall sense of fulfilment and contentment with their employment, employee engagement relates to the level of commitment and involvement that employees have towards their work.

Research has shown that a positive organizational culture can lead to higher levels of employee engagement and job satisfaction, which in turn can lead to improved organizational outcomes such as increased productivity, reduced turnover, and better performance. Organizational culture can impact employee engagement and job satisfaction in various ways, such as by creating a sense of community and shared purpose, promoting open communication and collaboration, and fostering a supportive and empowering work environment. However, if an organization's culture is marked by unfavourablebehaviours like bullying, micromanagement, and lack of transparency, it can also negatively impact employee engagement and work satisfaction. Low levels of employee engagement and job satisfaction can result from a toxic organisational culture, and this can eventually have a negative impact on both individual employees and the institution as a whole.

Because of this, it is essential for higher education institutions to comprehend how organisational culture affects employee engagement and job satisfaction and to take action to foster a culture that is supportive of both employee well-being and institutional performance. In order to achieve this, measures for increasing employee trust, communication, and cooperation may need to be developed. Additionally, a supportive and empowering workplace that recognizes employee contributions and promotes a sense of community and shared purpose may need to be established. Higher education institutions can use this to increase work happiness and staff engagement, which will benefit the institution and its stakeholders.

STATEMENT OF RESEARCH PROBLEM

The following could be a potential research question about how organisational culture affects employee engagement and job satisfaction in educational institutions:

How do organisational cultures at higher education institutions affect job satisfaction and employee engagement?

This research problem would involve exploring the relationship between organizational culture and employee engagement and job satisfaction specifically within the context of higher education institutions. Higher education institutions are complex organizations that operate within a rapidly changing environment and require high levels of employee engagement and job satisfaction to meet their goals. The study would investigate how aspects of organizational culture such as leadership, communication, and shared values impact employee engagement and job satisfaction in these institutions. The findings of this study could inform the development of strategies to improve employee engagement and job satisfaction, which could ultimately lead to better teaching and learning outcomes for students. Additionally, the study could shed light on the unique challenges and opportunities facing higher education institutions as they work to create positive organizational cultures that support employee well-being and promote institutional success.

FACTORS AFFECTING ORGANIZATIONAL CULTURE ON EMPLOYEE ENGAGEMENT AND JOB SATISFACTION IN HIGHER EDUCATION INSTITUTIONS

In higher education institutions, a number of factors may affect organisational culture, which in turn may influence staff engagement and work satisfaction. Among these elements are:

Leadership: An organization's culture, employee engagement, and work happiness can all be significantly impacted by the leadership style and actions of institutional leaders. Transparent, inclusive, and supportive leaders are more likely to foster a favourable workplace culture, encourage employee involvement, and foster job satisfaction.

Communication: A healthy organisational culture is dependent on effective communication, which also affects employee engagement and work satisfaction. Employees are more likely to feel heard and valued when communication channels are open and transparent, which increases their likelihood of being interested in and satisfied with their work.

Work Environment: Employee engagement and job satisfaction can also be impacted by the physical and social aspects of the workplace. Employee well-being can be enhanced as a result of a supportive, safe, and comfortable work environment, which can also increase employee engagement and job satisfaction.

Organizational Values: Organisational culture, staff engagement, and work happiness can all be impacted by an institution's values and beliefs. Employees are more likely to be engaged and satisfied with their work when an organisation has a strong and positive set of values that coincide with employee beliefs.

Rewards and Recognition: Employee engagement and job happiness may be impacted by the incentives and recognition provided by an organisation. Employee engagement and job satisfaction are more likely when they feel appreciated and recognised for their accomplishments.

Higher education institutions can take action to build a positive culture that supports employee well-being and institutional performance by understanding the elements that affect organisational culture, employee engagement, and job satisfaction. This can entail creating leadership development programmes, enhancing communication channels, boosting the working environment, and creating recognition and reward systems that are in line with employee requirements and expectations.

REVIEW OF LITERATURE

Leadership:

According to research, leadership development initiatives can enhance staff morale and job satisfaction in higher education settings. Numerous studies have looked into the efficiency of leadership development programmes in higher education institutions and how they affect job satisfaction and employee engagement.

Hughey and Musselin (2012) assessed the efficacy of a leadership development programme for academic department chairmen at a sizable public research university in the United States in one of their studies. According to the study, the department chairs' leadership abilities were enhanced by the leadership training programme, and this enhanced faculty member job satisfaction and employee engagement. Nguyen and Nguyen (2019) looked at the effects of a leadership training programme on staff engagement and job satisfaction in a Vietnamese university in a different study. The study discovered that the leadership training programme had a favourable effect on worker satisfaction and engagement, especially among newer and less seasoned personnel. Additionally, a study by Brown and Posner (2001) examined the success of a faculty leadership development programme at a significant American research university. According to the study, the programme boosted faculty members' leadership abilities, which in turn raised staff engagement and work happiness. These studies collectively imply that leadership development initiatives can enhance job satisfaction and employee engagement in higher education institutions. Leaders may establish an organisational culture that supports employee well-being and organisational success by honing their leadership abilities. These results emphasize the value of funding leadership development initiatives to raise job satisfaction and workforce engagement in higher education institutions.

Improving Communication Channels:

The relationship between employee engagement and work satisfaction and communication channels in higher education institutions has been the subject of numerous research. According to research, efficient communication channels can enhance job satisfaction and staff engagement.

Chang, Chi, and Liu's (2017) study looked at the connection between faculty members' job happiness, organisational commitment, and communication satisfaction in Taiwanese institutions. According to the study, communication satisfaction was positively correlated with organisational commitment and job happiness, indicating that strong lines of communication might raise employee engagement and job satisfaction. Abdul-Muhmin and Russell (2012) also looked at the effect of communication on job satisfaction in a US-based higher education institution in a different study. The results of the study revealed a good relationship between job satisfaction and communication, particularly between managers and staff. The relationship between communication and employee engagement in Korean higher education institutions was also the subject of a study by Lee and You (2018). The study's conclusion that communication was a key predictor of employee engagement underlines the significance of having efficient channels for communicating with employees in order to increase their sense of job satisfaction and engagement. These findings demonstrate that in higher education institutions, efficient communication channels can foster staff engagement and job satisfaction. Institutions may build a productive work environment that promotes employee wellbeing and institutional success by offering open and transparent communication channels. These results emphasise the value of spending money on communication training programmes to enhance employee engagement and job satisfaction in higher education institutions and to improve communication channels.

Enhancing the Work Environment:

In higher education institutions, research has repeatedly shown that the work environment has a significant impact on employee engagement and job satisfaction. Numerous studies have looked at the various elements that go into a productive workplace and how they can be enhanced to increase employee engagement and job satisfaction.

In one study, Bockorny and Yazedjian (2015) looked at the connection between workplace variables and faculty members' job satisfaction in a US-based higher education institution. According to the study, social support, a healthy work-life balance, and possibilities for professional growth are all positively correlated with job satisfaction. Kim and Lee (2016) also looked at the connection between job satisfaction, work environment, and intention to leave among Korean university employees. According to the study, workplace elements like organisational support, job autonomy, and job security had a positive relationship with job satisfaction and a negative relationship with intention to leave the job. Additionally, in a Colombian higher education institution, a study by Arreola-Risa, Jiang, and Salazar (2016) investigated the connection between the work environment and employee engagement. According to the study, work environment elements like work-life balance, leadership, and communication were important predictors of employee engagement. Overall, these research indicate that improving the working environment can increase employee happiness and participation in higher education institutions. Institutions can foster a positive workplace culture that supports employee well-being and institutional performance by offering a supportive work environment that encourages work-life balance, professional development, and organisational assistance. These results underline the significance of funding projects and programmes that enhance workplace environments in order to increase employee engagement and job satisfaction in higher education institutions.

Developing Reward and Recognition:

In higher education institutions, reward and recognition programmes have been found to be effective in raising employee engagement and job satisfaction. But research has shown how crucial it is to create reward and recognition programmes that are in line with employee requirements and expectations.

In one study, Badawy and Abou-Zeid (2018) looked at the connection between employee engagement and incentive and recognition programmes at a higher education institution situated in the United Arab Emirates. Employee engagement was found to be positively correlated with incentive and recognition programmes, and perceptions of these programmes' fairness were found to be an important predictor of engagement. Another study by Chen and Hung (2016) looked at the connection between faculty job satisfaction and incentive and recognition programmes in a Taiwanese higher education setting. According to the study, incentive and recognition initiatives like pay raises, career advancements, and performance-based bonuses were favourably associated with work satisfaction. Additionally, Kooij-de Bode, van der Heijden, and Vedder (2016) conducted a study to examine the part that employee expectations play in reward and recognition programmes in a Dutch higher education institution. Employees' expectations for the kind and timing of awards varied, according to the study, underscoring the significance of designing reward and recognition programmes that are specifically tailored to each employee's needs. According to these studies, incentive and recognition programmes can improve work satisfaction and staff engagement at higher education institutions. However, it is crucial to create policies that are seen as just and in line with the requirements and expectations of employees. Employers can use focus groups and employee surveys to learn about employee preferences and create specialised incentive and recognition programmes that support both employee success and organisational success.

RESEARCH GAP

The absence of studies that look at the influence of cultural diversity and inclusion in these outcomes represents one potential research gap in the relationship between organisational culture and employee engagement and job satisfaction in higher education institutions. Even though there has been some research on diversity and inclusion in higher education institutions, it frequently focuses on the experiences of the students rather than the experiences of the employees. Furthermore, rather than specifically in higher education institutions, a lot of the research on diversity and inclusion in organisations has been done in corporate settings. Therefore, there is a need for more research that specifically investigates how organizational culture

can be designed and managed to foster diversity and inclusion in higher education institutions, and how this in turn can impact employee engagement and job satisfaction.

RESEARCH QUESTIONS

- How do different aspects of organizational culture, such as values, norms, and practices, influence the experiences of employees from diverse backgrounds in higher education institutions?
- What strategies and interventions can institutions use to promote diversity and inclusion in their organizational culture, and how effective are these strategies in improving employee engagement and job satisfaction?
- What are the potential challenges and barriers to promoting diversity and inclusion in organizational culture in higher education institutions, and how can these be addressed?

RESEARCH OBJECTIVES:

- To assess the different aspects of organizational culture that influence the experiences of employees from diverse backgrounds in higher education institutions.
- To identify the strategies and interventions institutions can use to promote diversity and inclusion in their organizational culture,
- To analyze how effective are these strategies in improving employee engagement and job satisfaction.
- To propose a conceptual model benefitting to the research objectives.

PROPOSED RESEARCH MODEL
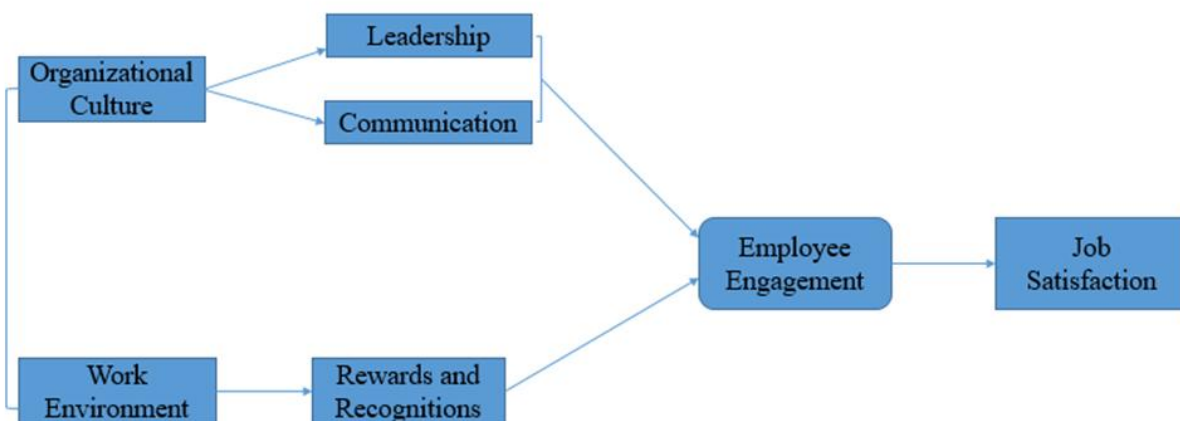
Figure 1. Proposed Research Model on Impact of Organizational Culture and Work Environment on Employee Engagement and Job Satisfaction

RESEARCH METHODOLOGY

RESEARCH DESIGN:

As the study is descriptive and explanatory in nature, the study has been conducted using a quantitative research design. As it gives a narration of how much the sample respondents (faculty members in the private education sector) feel organizational culture, employee engagement and job satisfaction for the organization they work for, the study acquires its descriptive nature. The research also plans to examine how other organizational culture factors, such as leadership and communication and work environment factor (rewards and recognition), impact on employee engagement and job satisfaction.

SAMPLING TECHNIQUE:

A representative sample of full-time academic staff from different departments and levels in higher education institutions in Chennai have been selected using a random sampling technique. 110 faculty members were chosen using a statistical random sampling technique from roughly seven private higher education schools in the Chennai district. Additionally, the researcher had gathered data for the questionnaire on Chennai-specific higher education institutions in Tamil Nadu. For the study, both primary and secondary data types were gathered. For this, the structural questionnaire has been employed. For obtaining general information and regarding the continuing progress and research of the study issue, secondary data from published sources such as articles and high impact journals, annual reports, and websites of higher education institutions in Tamil Nadu has been used. The final questionnaire is divided into two sections. The demographic questions in the first section pertain to the area, gender, family kinds, marital status, age, educational background, income, experience of faculty members in seven private educational institutions in the Chennai district, and overall career experience. The second section consists of a number of questions that can be used to assess an organization's organisational culture, employee engagement, and job satisfaction. The second section contains a 5-point Likert scale based on the traits, with values ranging from strongly agree (represented by 5) to strongly disagree (represented by 1).

TOOL FOR DATA COLLECTION:

Data has been collected using a structured questionnaire that includes questions related to demographic questions, organizational culture, leadership, communication, work environment, reward and recognition, employee engagement, and job satisfaction.

DATA ANALYSIS:

ANOVA

ANOVA (analysis of variance) can be used to analyze the impact of organizational culture on employee engagement and job satisfaction in higher education institutions. ANOVA is a statistical technique that is used to compare the means of three or more groups to determine whether there are significant differences between them. In the context of organizational culture and employee engagement/job satisfaction, ANOVA can be used to compare the means of different groups (e.g. different departments, different levels of leadership, etc.) on measures of employee engagement and job satisfaction.

Hypothesis:

H0- There is no significant difference between the job satisfactions among faculty members in higher education institutions.

*H1-*There is significant difference between the job satisfactions among Faculty members in Higher Education Institutions.

ANOVA

Age with Job satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.967	10	.697	.712	.712
Within Groups	96.933	99	.979		
Total	103.900	109			

*Inference:*Since the significance value is greater than 0.05 and is 0.712 according to the SPSS results, the alternative hypothesis is accepted. Therefore, there is no significant different in job satisfaction by age background.

Chi-Square Test

In the context of the impact of organizational culture on employee engagement and job satisfaction in higher education institutions, a chi-square test could be used to determine whether there is a significant association between different categories of employees (e.g. faculty, staff, administration) and their level of engagement or job satisfaction.

Hypothesis:

H0: There is no significant association between age of the faculty members in higher education institutions and job satisfaction.

H1: There is a significant association between age of the faculty members in higher education institutions and job satisfaction.

Age * JobSatisfactionAvgCrosstabulation

Count

		JobSatisfactionAvg											Total
		1.67	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	
Age	Below 25	1	4	3	4	7	8	3	9	5	1	1	46
	(26-35)	1	1	3	7	3	5	8	5	5	2	1	41
	(36-45)	0	0	0	2	2	1	4	1	1	0	0	11
	Above 45.	1	1	0	2	2	1	1	1	2	1	0	12
Total		3	6	6	15	14	15	16	16	13	4	2	110

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.262[a]	30	.910
Likelihood Ratio	22.227	30	.846
Linear-by-Linear Association	.000	1	.993
N of Valid Cases	110		

a. 33 cells (75.0%) have expected count less than 5. The minimum expected count is .20.

Inference: Since the p-value is above 0.05, it is concluded that there is no significant association between age of the faculty members in higher education institutions and job satisfaction and job satisfaction.

FUTURE SUGGESTIONS/SCOPE:

Future recommendations for elements influencing organisational culture on employee satisfaction and engagement at institutions of higher education include the following:

- *Diversity and Inclusion:* It is crucial to encourage an inclusive culture and respect for all employees, regardless of their background or identity, as higher education institutions become more diverse. This may entail activities like diversity training, attracting and keeping members of underrepresented groups, and raising knowledge of different cultures.

- *Work-Life Balance:* Higher education institutions can encourage work-life balance by implementing measures like flexible scheduling, telecommuting alternatives, and paid time off for personal or family needs. As a result, you might feel less stressed and more satisfied at work.

- *Professional Development:* Offering chances for professional growth can show an organisation is dedicated to investing in its staff members and can encourage engagement and happiness. Accessible training and certification programmes, mentorship opportunities, and continuing performance reviews are a few examples of this.

- *Technology:* Institutions of higher learning can use technology to improve cooperation, productivity, and communication, which can foster a positive work environment and raise employee engagement. Access to online collaboration tools and training programmes for professionals are only two examples of the digital tools and resources that can be made available in this way.

- *Sustainability:* In addition to demonstrating an organization's commitment to social responsibility, fostering a culture of sustainability can assist boost employee engagement and work happiness. This can involve undertaking projects like trash minimization, energy efficiency promotion, and assistance with eco-friendly transportation choices.

These potential recommendations for the future can enable higher education institutions in fostering an organisational culture that fosters employee engagement and work satisfaction. Institutions can improve the supportive and productive work environment that recruits and maintains talented individuals by making these investments.

CONCLUSION

In conclusion, organisational culture has a large and complex impact on employee engagement and job satisfaction in higher education institutions. The literature study has emphasised a number of variables that can impact organisational culture, including initiatives for diversity and inclusion, leadership, communication, and work environment. Institutions can create better employee engagement and work satisfaction by fostering a positive organisational culture that supports these elements. A productive workplace that honours employee input and promotes cooperation depends on effective leadership and communication. Promotion of engagement and job happiness can also be greatly aided by reward and recognition programmes that are in line with employee requirements and expectations. Work-life balance policies, professional development opportunities, and sustainability practices are further activities that can improve organisational culture and have a beneficial impact on employee engagement and job satisfaction. Institutions of higher learning that give priority to these qualities are more likely to draw in and keep brilliant workers who are committed to the mission and objectives of the organisation. Additionally, a strong sense of community within the workplace and increased productivity are all benefits of a positive organisational culture. Overall, it cannot be stressed how important organisational culture is to employee engagement and work satisfaction in higher education institutions. Organisations that place a high priority on these aspects are likely to profit greatly.

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