

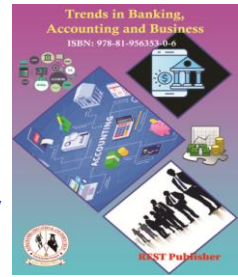


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A study on “The influence of Organizational Culture on faculties teaching effectiveness” – with special reference to higher educational institutions in Bangalore city”

*Venkatesh Babu T.S., G Venkatesan,

Kakatiya Institute of Technology and Science, warangal, Telangana, India

*Corresponding Author Email: principalsvrfgc@gmail.com

Abstract. This research paper aims to explore the impact of organizational culture on the teaching effectiveness of teachers in higher educational institutions. The study employs a qualitative research approach by conducting semi-structured interviews with a sample of 50 faculty members from different educational institutions. The data collected were analysed and the findings indicate that organizational culture has a significant impact on teaching effectiveness. The research reveals that the culture of an institution affects how teaching is perceived and practiced, and it also shapes the way that faculty members interact with each other, students, and administration. The study concludes by suggesting that institutions should invest in fostering a positive and supportive culture that encourages teaching excellence.

Keywords: Organization, Culture, Effectiveness, Excellence, Faculty.

1. INTRODUCTION

The Organizational culture is an essential element of every institution, including higher educational institutions. The study on the influence of organizational culture on faculties teaching effectiveness in higher education institutions aims to explore how the culture of an academic organization affects the teaching effectiveness of its faculty members. This study recognizes that the effectiveness of teaching in higher educational institutions is influenced not only by individual factors but also by organizational factors such as culture, policies, and Practices. The organizational culture of an academic institution refers to the shared values, beliefs, attitudes, and behaviors that shape the way things are done in that organization. The study seeks to understand how the culture of an academic institution can affect the teaching effectiveness of its faculty members in terms of student learning outcomes, student engagement, and overall satisfaction. The study will employ a mixed-methods research design, which involves both quantitative and qualitative data collection and analysis. The quantitative data will be collected through surveys administered to both faculty members and students, while the qualitative data will be collected through in-depth interviews with selected faculty members. The findings of the study will have important implications for academic institutions, as they seek to improve the quality of their teaching and learning environments. By understanding how organizational culture affects teaching effectiveness, academic institutions can develop strategies to create a culture that supports and enhances effective teaching.

2. OBJECTIVES OF THE STUDY

To explore the relationship between organizational culture and teaching effectiveness in higher educational institutions, To identify the key dimensions of organizational culture that impact teaching effectiveness, such as leadership style, communication, teamwork, and employee empowerment. To examine how organizational culture affects teacher motivation, job satisfaction, and commitment to the institution and To enhance the quality of teaching and learning in higher educational institutions by promoting a positive organizational culture.

3. CONCEPTUALIZATION OF ORGANIZATIONAL CULTURE ON FACULTIES TEACHING EFFECTIVENESS

The study on the influence of organizational culture on teaching effectiveness in higher education institutions aims to explore the relationship between these two variables. Organizational culture refers to the shared values, beliefs, and behaviors that shape the way an organization operates. In this study, organizational culture in higher educational

institutions will be examined to determine how it affects teaching effectiveness. Teaching effectiveness, on the other hand, refers to the ability of teachers to engage students, deliver quality instruction, and facilitate learning. This study will examine how the organizational culture in higher educational institutions influences the teaching effectiveness of faculty members. The study will be guided by the assumption that a positive organizational culture can have a significant impact on teaching effectiveness in higher educational institutions. A positive organizational culture is one that fosters collaboration, innovation, and professional development among faculty members. In contrast, a negative organizational culture can lead to burnout, dissatisfaction, and poor teaching effectiveness. To achieve the research objectives, the study will involve data collection through surveys, interviews, and observations. The data collected will be analyzed using statistical tools to determine the relationship between organizational culture and teaching effectiveness in higher educational institutions. The findings of the study are expected to contribute to the body of knowledge on the impact of organizational culture on teaching effectiveness in higher educational institutions. The results will be useful to educational leaders, policymakers, and faculty members in improving teaching effectiveness through the creation of positive organizational cultures in higher educational institutions.

Advantages of Facts devices: One of the primary goals of modern power transmission systems is to enhance their power transfer capabilities. This can be achieved through the implementation of advanced systems like the FACTS devices that provide direct control over the flow of electricity through selected transmission lines. By giving operators this level of control, they can better manage the flow of electricity and ensure that it travels along the designated transmission channels, thus minimizing the risk of power outages or other disruptions. Additionally, these systems can help boost the lines' capacity for loading, allowing them to handle greater levels of electrical current without exceeding their thermal capacities. This can help improve the overall efficiency and reliability of power transmission networks, providing a range of benefits to consumers and businesses alike. With the increasing demand for electrical power in today's world, it is essential that we continue to invest in these advanced systems to ensure that we can meet our energy needs in a sustainable and reliable manner.

4. REVIEW OF LITERATURE

This literature review aims to examine the existing research on the influence of organizational culture on teaching effectiveness in higher educational institutions. In a more recent study, **Wang, Li, and Yang (2020)** examined the influence of organizational culture on teaching effectiveness in Chinese higher education. They found that a positive organizational culture, characterized by innovation, openness, and employee empowerment, had a significant positive effect on teaching effectiveness. In contrast, a negative organizational culture, characterized by bureaucracy, centralization, and hierarchy, had a significant negative effect on teaching effectiveness. Furthermore, a study by **Nwokocha and Ibe (2017)** examined the relationship between organizational culture and teaching effectiveness in Nigerian higher education. They found that a positive organizational culture, characterized by teamwork, communication, and employee participation, had a significant positive effect on teaching effectiveness. Another study by **Alvesson and Sveningsson (2003)** investigated the influence of organizational culture on teaching effectiveness in Swedish higher education. They found that a strong bureaucratic culture, characterized by rules and regulations, had a negative impact on teaching effectiveness. In contrast, a strong professional culture, characterized by a focus on teaching and learning, had a positive impact on teaching effectiveness. A study by **Denison and Mishra (1995)** investigated the impact of organizational culture on teaching effectiveness in higher educational institutions. They found that institutions with strong cultures that emphasized collaboration, innovation, and adaptability had higher levels of teaching effectiveness. Similarly, a study by **Ouchi and Price (1993)** found that institutions with strong cultures that emphasized shared values, trust, and commitment had higher levels of teaching effectiveness. The literature review suggests that organizational culture can have a significant impact on teaching effectiveness in higher educational institutions. Institutions with strong cultures that emphasize collaboration, innovation, and adaptability tend to have higher levels of teaching effectiveness. In contrast, institutions with strong bureaucratic cultures tend to have lower levels of teaching effectiveness. Therefore, it is important for higher education institutions to cultivate a positive organizational culture that supports teaching and learning.

Research Problem: Limited research on the topic. Several studies have explored the impact of organizational culture on employee performance and satisfaction; there is limited research on the relationship between organizational culture and teaching effectiveness. Most of the research on organizational culture has been conducted in the corporate sector, and there is a dearth of studies on organizational culture in higher education institutions. The study will bridge this gap by investigating organizational culture in higher education institutions.

Research Design: It is a blueprint that monitors the collection and analysis of data. It denotes the overall strategy to address the research problem. The researcher felt that descriptive design supports the aim of the study as a suitable strategy. Therefore, 'Descriptive Research Design' is used in this research study using a structured questionnaire. Primary Data was collected through structured questionnaires and Data collected through both online and offline mode.

Limitations of the Study: Small sample size: The study may have used a small sample size, which could limit the statistical power and precision of the findings. Self-report measures: The study may have relied on self-report measures,

which may be prone to response bias and may not accurately reflect the actual behaviors or attitudes of the participants. Limited variables: The study may have focused on a limited set of variables or factors that could influence teaching effectiveness, thereby overlooking other relevant variables that could impact the outcome. Limited generalizability: The study may have limited generalizability due to the use of a specific sample population and research design. The findings may not be applicable to other contexts or populations.

5. DATA ANALYSIS AND INTERPRETATION

The culture of an educational institution acts as a unification drive among the employees of an institution and offers them a sense of uniqueness. Culture can be among the biggest assets that an institution possesses, and if evidently defined, can give an institution a competitive advantage over its competition. Organizational culture is a system of values, shared assumptions, and beliefs that regulates how individuals act in an educational institution. Institutionalization occurs when the culture of an institution becomes so well recognized that it is understood by individuals inside and outside of the institution. So, the impact of organizational culture on teaching effectiveness was analysed by selecting twelve independent variables, and a five-point scale scoring method was employed. The independent variables are gender, age, stream, department, educational level, experience, monthly income, marital position, type of family, employment type, type of institution, and designation. First-hand information was collected from faculties working in higher educational institutions located in Bangalore by applying the field survey method.

TABLE 1. Perception of faculty members towards working atmosphere at higher educational institutions

Variables	Coefficient	SE	't' value	'p' value
(Constant)	119.070	8.783	13.558	.000
Gender	-6.462	1.963	-3.292	.001*
Age	-2.006	.928	-2.163	.031**
Stream of college	.547	1.354	.404	.687 ^{NS}
Department	.916	.817	1.121	.263 ^{NS}
Educational Qualification	.686	1.905	.360	.719 ^{NS}
Experience	-.200	.966	-.207	.836 ^{NS}
Monthly income	1.711	.936	1.827	.068 ^{NS}
Marital status	-4.725	1.961	-2.409	.016**
Type of family	6.182	2.081	2.971	.003*
Employment type	2.993	2.030	1.474	.141 ^{NS}
Type of institution	-2.177	1.508	-1.444	.149 ^{NS}
Designation	5.184	1.563	3.316	.001*

* - Significant at 1% level; ** - Significant at 5% level; NS – Not Significant.

It is found from the above analysis that gender, age, marital status, type of family, and designation are significantly associated at 1% and 5% levels with the perception of faculty members towards the working atmosphere at higher educational institutions. At the same time, the variables such as stream of college, department, and educational qualification, monthly income, type of family, employment type, and designation are having a positive association with the perception of faculty members towards the working atmosphere at higher educational institutions. Other hand, the variables such as gender, age, experience, marital status, and type of institution are having negative associations with the perception of faculty members towards the working atmosphere at higher educational institutions.

The resulting equation displays that the perception of faculty members towards working atmosphere at higher educational institutions is predicted by the 0.547 unit increase of steam of college, 0.916 unit increase of department of faculties, 0.686 unit increase of educational qualification, 1.711 unit increase of monthly income, 6.182 unit increase of the type of family, 2.993 unit increase of employment type and 5.184 unit increase of designation.

TABLE 2. Regression and Residual

A	Sum of Squares	Df	Mean Square	F	Sig.
Regression	31848.341	12	2654.028	5.253	.000 ^b
Residual	296082.714	586	505.261		
Total	327931.055	598			

It is clear that the F value is significant at the 1% level. Hence, the study reveals that the variables such as stream of college, department, educational qualification, monthly income, type of family, employment type, and designation are having positive associations with the perception of faculty members towards the working atmosphere at higher educational institutions.

Findings:

1. Here are some findings and suggestions on the influence of organizational culture on teaching effectiveness in higher educational institutions
2. The Positive organizational culture is positively related to teaching effectiveness
3. A collaborative culture is associated with better teaching effectiveness
4. A culture that values innovation and creativity is positively related to teaching effectiveness
5. A culture that supports professional development is positively related to teaching effectiveness.
6. A culture that values and recognizes good teaching is positively related to teaching effectiveness.
7. There is a significant relationship between organizational culture and teaching effectiveness in higher educational institutions.

Suggestions:

- a. Create a positive organizational culture that values teamwork, collaboration, and innovation. This can be achieved by encouraging open communication, recognizing and rewarding good work, and providing opportunities for professional development
- b. Foster a culture of continuous improvement by providing ongoing training and support for instructors
- c. Encourage a culture of creativity and innovation by providing opportunities for instructors to experiment with new teaching techniques and technologies
- d. Provide incentives for instructors to engage in research and scholarship related to teaching and learning
- e. Encourage a culture of feedback and evaluation by providing opportunities for students to provide feedback on teaching effectiveness and using that feedback to improve instruction.
- f. By creating a positive organizational culture that supports teaching effectiveness, higher educational institutions can enhance the learning experiences of students and contribute to their success.

Scope of further study: There is an ample scope for further study on the influence of organization culture on teaching effectiveness in higher educational institutions. By exploring the specific elements of organizational culture that have the greatest impact, examining the role of leadership, and conducting comparative studies across different types of institutions, we can guide a deeper understanding of this important topic and its implications for improving teaching and learning outcomes.

6. CONCLUSION

A positive organizational culture that values teaching and learning can create an environment that supports effective teaching practices and fosters student engagement and success. On the other hand, a negative organizational culture that does not prioritize teaching can lead to demotivation, poor communication, and low levels of engagement among faculty, which can negatively impact teaching effectiveness thus, it is essential for higher education institutions to foster a positive organizational culture that promotes teaching effectiveness. This can be achieved through a variety of approaches, including leadership support for teaching and learning, investment in professional development opportunities for faculty, and the creation of a collaborative and supportive work environment.

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