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RESEARCH PAPER ON PERCEPTION OF MANAGEMENT FACULTY ON INSTITUTIONAL CULTURE AND VALUES AFFECTING FACULTY RETENTION IN PUNE CITY

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ABSTRACT

The aim of this paper is to find out how organization culture and values will have impact on faculty retention. The factors of organization culture such as academic freedom, resource availability, awareness of organization vision and objective were covered and collected data from 145 faculties of management institutes of pune city. For hypothesis testing chi-square used and the finding of the study is that organization culture and values have impact on faculty retention.

KEYWORDS

Organization Culture, Academic Freedom, Retention.

INTRODUCTION

For relationships with administrators and/or colleagues often have been cited by faculty members as reasons to leave an academic organization or to leave academia altogether the culture and climate of an organization also has implications for its faculty's demonstration of good organizational citizenship behaviours, general outlook, role strain, stress, creativity, vitality, and commitment. Froh described how a college climate can help maximize faculty effectiveness, making use of intrinsic rewards of academic work to improve its quality and reach new levels of understanding. This would appear in sync with contemporary views of faculty members as "knowledge workers." As knowledge workers, faculty members often choose a career in academia based at least in part on the desire to become engaged in challenging, yet rewarding aspects of the job which intersects their need to make important contributions and see the value in their work. Drucker explained that workers in the 1950s were told what to contribute to an organization. Creating an environment wherein faculty members feel safe to question the interface of their values with those of the organization will result in more engagement and will help to align their activities so they are more consistent with the organization's core mission and values.

LITERATURE REVIEW

Every organization has its unique characteristics that are inherent and omnipresent. They come forth from the core values and norms of the organization and are formed over time. These values and norms are part of the organizational culture. The culture thus influences the way of working, the standards and the ethics of the business (Hofstede, 2001).

Management scholars have proposed a number of definitions for the organizational culture concept (Ravasi & Schultz, 2006). Unsurprisingly there is little agreement over a precise definition of organizational culture. Schein (2004) states that the concept refers to "the climate and practices the organizations develop around their handling of people, or to the espoused values and credo of an organization" (p. 7). Hofstede (1998) refers to organizational culture as, "the collective programming of the mind which distinguishes the members of one organization from another" (p. 478).

A small number of studies have been conducted exploring the relationship between certain best practices and organizational culture. In her study of 170 individuals views on compensation systems, Kuhn (2009) found that a bonus being rewarded on the basis of individual outcomes, compared to team or organizational performance led to the organizational culture being regarded as relatively more individualistic. Sheridan's (1992) longitudinal study of 904 college graduates hired in six public accounting firms found that the firm's organizational culture had a significant effect of the retention rates of these employees. Those firms that had a culture fostering the interpersonal relationship values of teams and respect for people stayed 14 months longer than those hired in firms whose culture emphasized the work task values of detail and stability. These two examples, in which both show the implementation of HCM or best practice, illustrate that organizational culture is contingent upon the HRM practices implemented. Practices will elicit different behaviours from employees. In addition claims are made that these behaviours will facilitate or hinder performance and efficiency within accompany.

Employee retention strategies should be inherent to every company's Human Resource policy. Apart from this, also the culture of an organization can be and should be 'managed' in order to stimulate retention (Deery and Shaw, 1999). Green (2006) and Kaye and Jordan-Evans (2005: 9) argue that people in the first place remain with an organization that has an inclusive culture and is open to offer choice, balance, and development opportunities. These issues are intertwined with cultural aspects such as values (Schein, 1990).

The stronger an organizational culture, the less need there is for e.g. policy manuals, organization charts, procedures and rules. Although there is no consensus about its definition, many scholars agree that the concept is holistic, historically influenced, socially constructed, soft and relatively stable (Hofstede, Neuijen, Ohayv and Sanders, 1990; Hofstede 2001: 391-393). Neuijen (1992: 17) found that company success depends much more on the organizational culture than on structures or blueprints. Cultures that focus on employees and on the adherence to a firm's values by all employees are proven successful. Culture then is defined as a 'set of shared values' which find expression in day-to-day routines. Neuijen calls it the software of an organization, existing in the minds of the people, as a complement to the hardware which is the expression of the culture and consists of the buildings, company cars, etc. He concluded that consultants often agree with this vision. Finally he adds that those values are hard to change and spell success or failure (Neuijen, 1992: 18).

Many factors form an organizational culture. The most important are working groups and the relationships within them in particular since peers form their attitudes together. Other factors are leadership, the characteristics (like the size of the company), and finally the environment. New members undergo a cultural socialization or organizational socialization process in which they become familiar with the values and other cultural aspects. This is a continuous process of which the members are not always conscious (Doina, Mirela and Constantin, 2008).

Bernthal and Richard (2001) are precarious with regard to focusing on retention issues, because there are so many factors that affect it, of which organizations are often not able to change them. It is possible though to set out some guiding principles. The article of Green (2006) sets out guidelines for important elements that help to shape a retention culture. He acknowledges that in order to retain employees in general -not specifically professionals- an organization should

provide ample choice to employees during their entire career within the company, and in a way that they can manage their work/life balance themselves. Moreover, there should be opportunities for development, and learning. This too should be inherent to the culture. Finally, Green stresses that employees should feel that an organization *cares* about them. Employees want to feel listened to and respected. In practice however, companies in the UK tend to focus mainly on (1) increasing pay, (2) increasing learning and development opportunities, (3) improve selection techniques. Only one third of the companies also recognize the need for arranging a proper work-life balance in order to retain its professionals (Recruitment, Retention and Turnover, Annual Survey 2008; Smallwood, 2007). He summarizes points like connection, appreciation, purpose and fun as being key retention elements (or values) whereas Mitchell *et al.* (2001) propose to retain people by setting realistic job previews for new employees, preparing them for shocks and ensuring a good person-job fit.

OBJECTIVES OF THE RESEARCH

The objective of this research paper is to clarify the influence of an organizational culture on the retention faculty of management institutes. Put differently, to discover what elements of a culture appeal to consultants in a way that motivates them in their work, provides job satisfaction with the job and loyalty to the institutes. Furthermore this research paper tries to detect specific guidelines and strategies that help to increase retention.

HYPOTHESIS

Two hypothesis were developed for the study:

HO: There is No impact of organizational culture and values on employee retention

Ha: There is positive impact of organizational culture and values on employee retention

In the first hypothesis an attempt to prove this would result in a conclusion that there is No impact of organizational culture and values on employee retention and thus an alignment exists suggesting a strong corporate culture. If this is not supported by the results then the alternate hypothesis is supported that there is positive impact of organizational culture and values on employee retention. A ranking of the five factors by the degree of agreement with statements describing them is an indication of alignment. The implication is that if they are similar in ranking then there is demonstrated an alignment and thus a strong culture for the entire management institutes is suggested. This would be a predictor of a superior performance by the institutes in reaching its objectives.

METHODOLOGY

Four factual questions to ascertain details of respondent such as sex, education, designation and length of service were given to 145 faculties from 10 Management Institutes among 6 are top among 100 business management institutes in India by business India in 2011, out of which 83 were male 62 were female with less than 2 years to above 5 years of work experience in the same institute. A survey was done with the help of globally accepted structured questionnaire on organization culture and values given to 145 faculties of 10 business management institutes of Pune city. Close ended questions were given to respondents from which the respondents had to select the suitable choice (ranging from Good, Satisfactory and poor).

FINDING & DISCUSSION

Table 1 indicates the percentage of the sample drawn based on gender. In terms of age, 57.24% of respondents were male and, 42.76 % were female. It was found that in terms of qualification, 10.34% respondents were PhD, 6.21% were professional qualification like CA/ICWA/LLB, and 83.45 % of the respondents were MBA and other post-graduates. It was found that in terms of marital status 55.17% of respondents were married and 44.83% were unmarried. It was found that in terms of designation 6.90% respondents were Professor, 17.24% were Asst. Professor and 75.86% were Lecturers. It was found that in terms work experience 64.14% of the respondents had experience of less than 2 years, % 20.69% were between 2 to 5 years and 15.17% were more than 5 years. These indicate the length of service of the faculties in the current organization they were employed in.

TABLE 1: DEMOGRAPHIC VARIABLE (SAMPLE Number =145)

Gender	Respondents numbers	Percentage
Male	83	57.24%
Female	62	42.76%
Qualification		
PhD	15	10.34%
Professional qualification like CA/ICWA/LLB	9	6.21%
MBA/ other Master Degrees	121	83.45%
Marital status		
Married	80	55.17%
Unmarried	65	44.83%
Designation		
Professor	10	6.90%
Asst. Professor	25	17.24%
Lecturer	110	75.86%
Experience in the same Institute		
less than 2years	93	64.14%
2 to5 years	30	20.69%
more than 5 years	22	15.17%
Total	145	100.00%

TABLE 2: INSTITUTE CULTURE AND VALUES

actors	Good	Satisfactory	Poor	Total
Academic freedom	6 4.14%	7 17.07%	8 11.43%	21
Participation in decision making processes	7 4.83%	6 14.63%	7 10 %	20
Identification with institute's mission and strategy	8 5.52%	10 24.39%	39 55.71%	57
Availability of resources for new initiatives	7 4.83%	9 21.95%	8 11.43%	24
Innovativeness and progressiveness in the institute's	6 4.14%	9 21.95%	8 11.43%	23
Total	34 23.45%	41 28.28%	70 48.28%	145

The Table 2 shows that 4.14%, respondents expressed their opinion good satisfactory 17.7% and poor 11.43% regarding one of the factors of institute culture and values i.e. Academic freedom. 4.83% respondent felt good, 14.63% satisfactory and 10 % poor regarding Scope for the faculty to participation in academic and institutional processes. Regarding factors like Academic and non-academic practices in the institute matching with Institutions mission and strategy 5.52% respondents perceived good, 24.39% satisfactory and 55.71% said poor. Regarding availability of resources for new initiatives 4.83% respondents expressed their opinion good, 21.95% satisfactory and 11.43% poor and regarding one of the factor Innovativeness and progressiveness in the institute's 4.14% opined good, 21.95% satisfactory and 11.43% poor by the respondents.

HYPOTHESIS TESTING

H₀: There is No impact of organizational culture and values on employee retention

H_a: There is positive impact of organizational culture and values on employee retention

TABEL 3: HYPOTHESIS TESTING

1	2	3	4	5
o	e	(o-e)	(o-e)*(o-e)	4/2
6	4.924137931	1.075862069	1.15747919	0.235062301
7	4.689655172	2.310344828	5.33769322	1.138184584
8	13.36551724	-5.365517241	28.7887753	2.153958934
7	5.627586207	1.372413793	1.88351962	0.33469405
6	5.393103448	0.606896552	0.36832342	0.068295264
7	5.937931034	1.062068966	1.12799049	0.189963555
6	5.655172414	0.344827586	0.11890606	0.021026072
10	16.11724138	-6.117241379	37.4206421	2.321777109
9	6.786206897	2.213793103	4.9008799	0.722182506
9	6.503448276	2.496551724	6.23277051	0.958379347
8	10.13793103	-2.137931034	4.57074911	0.450856205
7	9.655172414	-2.655172414	7.04994055	0.730172414
39	27.51724138	11.48275862	131.853746	4.79167747
8	11.5862069	-3.586206897	12.8608799	1.11001642
8	11.10344828	-3.103448276	9.6313912	0.867423431
				16.09366966

$$X^2 = 16.09366966$$

$$\text{Degrees of freedom} = (c-1)(r-1) = (3-1)(5-1) = (2)(4) = 8$$

The table value of X^2 for 8 degree of freedom at 0.05 percent level of significance is 15.57 comparing calculated and table values of X^2 ; the calculated value is less than the table value confirming the association as a factor institute's culture and values for faculty retention. Thus, the null hypothesis is rejected and the alternate hypothesis is accepted.

LIMITATIONS of the STUDY & FURTHER RESEARCH

This research has several limitations. Its main limitation deals with the fact that organizational culture is too complex a concept to be tested. Although the questions about culture contain many of the relevant aspects found in the literature, it does not include them all, and does not make a difference in weight between items on the scale for quantitatively. For further research Demographic factors were among the most common predictors in the turnover literature.(Jinnett and Alexander 1999; Miller and Wheeler 1992). Further studies may need to classify the sample by faculty position, income, gender and age.

CONCLUSION

The purpose of this study was how institutional culture and values have impact on faculty retention. The study found high efforts provided by management institutes in pune to attain and attract existed faculties. This study can help the top-management decision makers of management institutes to enhance the major factors that may better develop their faculties' retention and thus meeting organizational goals and objectives.

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