

Impact Of Employee Demographic Profile On The Organisational Culture In Higher Education Sector

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ABSTRACT

Culture encompasses a broad range of influences on how people behave in a group, an organization (Education Institutions), or a public space. It primarily refers to a collection of universal ideas, values, behaviours, norms, and course of action that can be explicit or implicit. Academics in a variety of fields, including education, have paid close attention to the analysis of organisational culture. Universities have a collection of values, beliefs, traditions, perceptions, principles, and philosophies that they follow. The culture of a university influences performance, decisions, human resources, and individuals' responses to circumstantial challenges, all of which have a significant impact on success. In this context, it is important to determine the impact of employees' demographics on organisational culture which form the primary objective the current study. The private universities located in the region of Delhi/NCR in India were chosen for conducting the research. The mode of collection of data was the structured questionnaire which was analyzed by using SPSS 23 software. The study's findings indicate that there is significant variation in organizational culture between married and unmarried individuals. However, there is no variation in terms of gender. In addition, age and experience does not have a significant impact on the organizational culture (private universities). The current study highlights limitations and discusses future scope since organizational culture plays a very vital role in creating a balanced organizational environment.

KEYWORDS

Organization Culture, Demographic Profile, Age, Gender, Experience, Marital status, Private Universities

1. INTRODUCTION

In the global education business, India is a powerful player. One of the largest networks of higher education institutions worldwide is found in India. However, there is still a lot to improve in the educational system. Private universities hold a 39% share in the financial year 2019 and will reach 35.03 billion by 2025 (India Brand Equity Foundation, 2020). Organizations have their own attitude model, which consists of a set of shared doctrines, rules, values, dogmas, and signs (Sirikrai, 2006).

According to Hofstede (1998), culture is often seen as a source of conflict rather than synergy as it is described as a framework where the members of a society transmit their behavioural patterns, assumptions, norms, beliefs and values in a given society or organisations. People from different cultures interact with one another for their social needs which give rise to this conflict. Therefore, the concept of the organisational culture, being similar or different from its national cultural orientations, would establish the rate of success for a subsidiary of an MNC. Therefore, the importance of organisational culture cannot be denied since it is formed from the values and beliefs that the corporate executives bring to work with them. Hence it becomes important to understand the status of workforce composition of higher education sector along with their socio-demographics and professional for finding out the organisational culture (Khalique et.al, 2023). This is what the current research deals about.

While Edward Hall was one of the first researchers to study the role of communication in management studies, Edgar Schein examined the influence of culture on organizations. Based on these cultural orientations, Nancy Adler's research was the first of its kind to study the influence of culture on the functions of organization, and Hofstede and Trompenaars both formed cultural dimensions which could determine the impact of a nation's culture on management practices (Khalique et.al, 2023).

Hofstede (1980) introduced the idea of organizational culture in the 1970s and 1980s, and it quickly became one of the most influential, but often contentious, principles in management practice and research. The culture of an institution has a significant impact on its effectiveness by influencing the decisions taken, the methods used, and the approaches to threats (Sirikrai, 2006). Teachers are critical to the organization's growth and long-term viability (Wiesner & Yuniarti, 2018) particularly when it comes to providing students with high-quality instruction and education (Calderón et al., 2011).

In relation to various organizational variables, demographic variables are thoroughly explored. The principles of such claims are based on Hofstede's assertion that individuals and groups differ in relative terms. Gender, for example, has an effect on organisational culture because of perception differences and the possibility of differences between males and females in different contexts (El Badawy et al., 2017).

Previous studies have emphasized the critical role that organisational culture plays in organizations (Fralinger & Olson, 2007). However, limited studies had been conducted in determining its role in Higher Educational Institutions (Batugal & Tindowen, 2019; Beytekin et al., 2010).

For a long time, organisational culture has been a major area of study. Communication, learning, risk-taking, innovation, creativity, team orientation, people orientation and so on are all aspects of organisational culture. However, relatively few studies have been undertaken in the Delhi/NCR region to investigate the impact of faculty demographics on organizational culture. The sections that follow provide an overview of organisational culture. The demographics and organisational culture analysis will be examined next. The research questions, methods, and findings are then presented. The paper concludes with a review of the findings, as well as drawbacks and possible study directions.

2. SCOPE AND METHODOLOGY

An institution of higher learning, such a university or school, must consider a variety of factors before it can be said to be formed, grow, and function. One such factor is organizational culture. It also enables universities and institutions to identify potential management, enhancement, and reform strategies. The effect of the demographic profile of faculty employed in private universities on organisational culture is investigated in this study. The findings will be particularly useful as a preliminary investigation into the experiences of teaching staff on the subject of culture at their respective universities. The findings will also be used as a database for private universities in the Delhi NCR area. Given that a collection of beliefs contributes to an improvement in university efficiency, they can also be used to recommend ways to enhance universities' effectiveness by creating a strong organisational culture. Universities and higher education institutions will also utilize the findings of the research as a reference when developing or

maintaining their own organizational cultures.

The research aims at finding out the impact of employees' demographics profiles on the organisational culture. The sample for the service sector was chosen from among faculty members employed as professors, associate professors, and assistant professors at private universities in the Delhi-NCR region. The study was conducted in the education sector in the Delhi/NCR area. The data is collected in the period of May-June-2023 through google forms. For data collection, the stratified random sampling approach was chosen. The questionnaire includes questions related to demographic profiles like gender, age, marital status, experience, department, etc., and related to organizational culture. The structured questionnaire for organizational culture was adopted. Organizational culture assessment instrument (OCAI) has been commonly used to evaluate organisational culture, according to Cameron and Quinn (2011). A 5-point Likert scale is used in the study, where 1 signifies strongly dissatisfied and 5 signify strongly satisfied. For data analysis, SPSS 23.0 is used. Descriptive statistics, in T-tests, and ANOVA were used to test the set hypothesis.

3. LITERATURE REVIEW

3.1 Concept of Culture

A collection of people who share similar beliefs, behaviors, and living conditions create culture. People that belong to the same culture have similar norms, backgrounds, religions, beliefs, and objects that set them apart. As a result, there are several national cultures and many more subcultures, each of which provides unique forms of organisation. Culture is now characterised as a tangible or intangible context in which a group of people works and lives together in modern societies. (Gjuraj, 2013).

3.2 Definitions of Organisational culture

Schein (2004) proposed the most popular and precise definition, stating that “*Organisational culture is the pattern of basic assumptions that a group has invented, or discovered in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems*” (p.3). Another important definition is given by Hofstede (1991) who defined organisational culture as “*the collective programming of the mind which distinguishes the members of one organisation from another*” (p.6).

Cameron and Quinn (2011) created a model of organisational culture types. They proposed four types of culture, which are primarily concerned with employee relationships: 1) Hierarchical culture is characterised by well-coordinated behaviour and standardised rules and procedures. 2) Market culture organisations aspire to be highly competitive, with winning acting as the "glue" that keeps workers and the organisation together 3) Clan culture refers to a supportive and "cosy" working atmosphere in which workers are treated as extended family and supervisors as mentors 4) Adhocracy culture is a form of culture which is characterised by risk-taking and creativity, as well as a highly innovative and diverse working climate. The CVF-based OCAI was created by Cameron and Quinn in 2011 to define and characterise dominant culture styles in organisations.

3.3 Impact of Organisational culture on other sectors

Employee job satisfaction was not impacted by workplace motivation or culture, while productivity was significantly and positively affected. Although leadership has a large impact on employee job satisfaction, it has no impact on success. (Paaïs & Pattiruhu, 2020). Faddul et al., (2019) conducted a study in Druze schools in Northern Israel's High Galilee, which found that the clan culture is the dominant and most preferred culture, while the hierarchy culture is the least present and least preferred culture. The success of an organization's innovation is influenced and encouraged by its organisational culture (Shahzad et al., 2017). Another research conducted in the banking sector reveals that organisational culture and the role-based performance had a strong positive relationship (Aftab et al., 2012). Another

study was conducted in multinational companies operating in Bangladesh, specifically in the telecommunications sector, discovered that organisational culture has a significant impact on employee productivity and performance (Uddin et al., 2013).

3.4 Impact of demographic profile on organisational culture

The demographic profile of workers is one aspect that influences employee perceptions of organisational culture. Literature reviews have demonstrated that employees' opinions of organizational culture vary depending on a person's age, gender, degree of education, experience at work, and other demographic characteristics. For instance, business administration, which argues that shared perceptions of day-to-day practices are at the heart of the organisational culture, declares that employees' values vary depending on nationality, age, and education (Bellou, 2010; Cho, 2010). Rajput and Kochhar (2014) looked at how demographics affected several organisational variables among faculty members. Motivation, values, and the desire to remain with the company were influenced by gender, age, occupation, and the type of company. Only marital status affected the desire to stay. Using Hofstede's model and demographics in a sample from the film industry, Peterson (2014) discovered that age and years of experience had no effect on participant response, but gender and education level did. A film crew's culture is one of imagination and collaboration, which makes identifying and describing cultural complexities more challenging. A study in the IT industry in India's State Capital Region shows that there is a disparity in experience and organisational culture understanding, as well as differences based on age, gender, and educational level (Patlolla et al., 2017). The research was undertaken in various divisions of the hospital employee and it was discovered that the employees' backgrounds and job experience in the hospitals have a greater impact in the organisational culture than the experience acquired on the workplace (Daft, 2000; Helms & Stern, 2001). A study conducted by Bellou (2010) reveals that gender and age influence organisational culture which in turn affects job satisfaction.

3.5 Impact of Organisational culture in Higher education sector

Table 1 Illustrates organizational culture impacts on the higher education sector.

Table 1: Impact of Organisational culture in higher education sector

Author/Year	Sector	Variable	Sample	Findings
Abuqadumah & Azam, (2021)	Higher Education Institutions in Tripoli-Libya.	Transformational Leadership, Organisational Culture	Employees of public universities	The study's results indicate that transformational leadership has a significant impact on organisational culture.
Batugal & Tindowen, (2019)	Catholic Higher Education Institutions, Philippines	Organisational Culture, Organisational Commitment, Job Satisfaction	Teachers	The most common culture type in HEI is clan. Teachers are also content with their work and enthusiastic about teaching. Clan also has a major positive impact on teachers' organisational commitment as well as a small positive impact on job satisfaction among the four culture classes.
Hafit et al., (2019)	Higher education	Performance culture and organizational	Administrators	This study discovered that organisational learning

	institutions	learning		among administrators in higher education institutions was influenced by performance culture.
Taye et al., (2019)	Higher Education Institutions	Organisational culture, performance	Students and faculty members in a state university in Beijing	The researcher conducted research at a Beijing university, finding that all cultural aspects have a major impact on individual success, which in turn affects the university's overall performance.
Yaseen, S., Ali, & Asrar-ul-Haq, (2018)	Higher Education Institutions in Pakistan	Organisational Culture, Leadership Style, Employee Commitment	University teachers	The study, which was carried out at Pakistani higher education institutions, demonstrates the direct and substantial influence that organizational culture and leadership styles have on workers' affective commitment to change.
Vasyakin et al., (2016)	Higher Education Institutions	Organisational culture	Students	According to the students, the university has a hierarchy culture, and they should anticipate some changes in the organisational culture's design.
Beytekin et al., (2010)	Higher Education Institutions	Organisational culture	Ege University faculty	Among university faculty, the hierarchy culture is currently dominant. The business culture, on the other hand, is the university's second most common culture, and it is largely suitable for the university's strategic goals. The business culture organisation focuses on the desired results, and competition is a key feature of this form of organisation.

The researchers attempted to investigate how demographics affect the organizational culture variable based on findings from earlier studies. For this reason, there were few research questions formulated for this study:

RQ1: What is the impact of *the gender* of faculty members on organisational culture?

RQ2: What is the impact of *the age* of faculty members on organisational culture?

RQ3: What is the impact of *the marital status of* faculty members on organisational culture?

RQ4: What is the impact of *the experience* of faculty members on organisational culture?

4. RESEARCH OBJECTIVES

The objective was to examine the impact of demographic variables of faculty member working in private universities of Delhi/NCR on the organisational culture. The research was conducted to examine the following objectives:

- 1) To determine the impact of gender of faculty members on organisational culture
- 2) To determine the impact of age of faculty members on organisational culture
- 3) To determine the impact of the marital status of faculty members on organisational culture
- 4) To determine the impact of the experience of faculty members on organisational culture

5. HYPOTHESIS

The hypothesis that has been put forth is as follows:

Null Hypothesis 1: There is no significant impact of gender of faculty members on organisational culture

Alternate Hypothesis1: There is a significant impact of gender of faculty members on organisational culture

Null Hypothesis 2: There is no significant impact of age of faculty members on organisational culture

Alternate Hypothesis 2: There is a significant impact of age of faculty members on organisational culture

Null Hypothesis 3: There is no significant impact of the marital status of faculty members on organisational culture

Alternate Hypothesis 3: There is a significant impact of the marital status of faculty members on organisational culture

Null Hypothesis 4: There is no significant impact of the experience of faculty members on organizational culture.

Alternate Hypothesis 4: There is a significant impact of the experience of faculty members on organisational culture.

6. RESULT AND DISCUSSION

6.1 Demographic profile of teachers

The demographic profile comprises of the age, gender, and marital status of the faculty, experience, courses taught, and department.

Age: Table 2 shows that the age group of 31-35 years constitutes the majority of faculty (n=94, 38.1%), while the age group comprising of 26-30 years constitutes the minority (n=79, 32%). Similarly, the age group 36-40 years obtained (n=29, 11.7%), the age group 20-25 years obtained (n=22, 8.9%), the age group comprising of 41-45 years obtained (n=14, 5.7%), and the age group 46-50 years did receive (n=9, 3.6%). With 38.1%, younger faculty in the 31-35 age groups comprises the majority of the faculty, while older faculty in the 46-50 age groups constitute just 3.6%.

Gender: Table 2 indicates that female faculty comprise the majority of the overall sample (n= 145, 58.7%), compared to male faculty (n= 101, 41.3%).

Marital Status: Table 2 shows that majority of faculty are married (n=179, 72.5%) and unmarried (n=67, 27.1%)

Teaching Experience: According to Table 2, faculty with 1-20 years of experience account for 90.2 % (9.3+33.2+37.2+10.5), while faculty with 21-30 years of experience account for 9.7% (6.1+3.6).

Course taught: Table 2 reveals that the majority of faculty (n=136, 55.1%) teach classes in both UG and PG programs, while others teach only UG programs (n=47, 19%) and only PG programs (n=67, 25.9%).

Department of teaching: Table 2 shows that the Departments of Management, Sciences, Arts, Law, and Engineering account for 84.6% of faculty (35.6+10.5+15+13.4+10.1), while the Departments of Humanities and Social Science, Medical Science, Hospitality, and Engineering account for 15.6%.

Table 2 Demographic profile of teachers

	Frequency	Percentage
Age		
20-25 Years	22	8.9
26-30 Years	79	32.0
31-35 Years	94	38.1
36-40 Years	29	11.7
41-45 Years	14	5.7
46-50 Years	9	3.6
Total	n= 247	100.0
Gender		
Male	102	41.3
Female	145	58.7
Total	n= 247	100.0
Status of Marriage		
Married	179	72.5
Unmarried	68	27.5
Total	247	100.0
Experience		
1-5 Years	23	9.3
6-10 Years	82	33.2
11-15 Years	92	37.2
16-20 Years	26	10.5
21-25 Years	15	6.1
26-30 Years	9	3.6
Total	247	100.0
Courses Taught		
UG	47	19.0
PG	64	25.9
Both UG & PG	136	55.1
Total	247	100.0
Department		
Department of Management	88	35.6

Department of Sciences	26	10.5
Department of Arts	37	15.0
Department of Humanities and Social Sciences	14	5.7
Department of Architecture	6	2.4
Department of Law	33	13.4
Department of Medical Sciences	8	3.2
Department of Hospitality	10	4.0
Department of Engineering	25	10.1
Total	247	100.0

6.2 Reliability

The reliability test was done using Cronbach's Alpha method and the values for organizational culture were .899, which is below the permissible limit. Nunnally (1978) states that a reliability level of more than .70 is acceptable. Reliability is therefore acceptable.

Table 2: Test of Reliability	
Cronbach's Alpha	N of Items
.899	17

6.3 Validity

To ensure that the data was correct for factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were used (Hair et al., 2010), as shown in table 7.3. The score of KMO is .881 and the score of Bartlett's test of sphericity is $\chi^2 = 1632.153$, $df = 136$, $p < .000$. If the KMO values range between 0.8 and 1, the sample is considered adequate (Stephanie, 2016). As a result, the KMO and Bartlett's outcomes ratify that factor analysis was appropriate. The score of the KMO test of all the constructs was more than 0.50, also the p-Value of Bartlett's test shows significant indicators for the scale of organizational culture ($p < 0.05$).

Table 2: Validity Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.881
Bartlett's Test of Sphericity	Approx. Chi-Square	1632.153
	Df	136
	Sig.	.000

6.4 Statistical Significance of Independent T-Test

To find out if there are statistically significant differences in the means of any two unrelated group, the independent t-test is used. It was used to do the comparison between organisational culture scores for males and females, as well as for married and unmarried respondents. The test was also used to validate the hypotheses H1 and H3. Table 3 summarizes the findings. There is a significant difference in the means scores of the dependent variable for each two groups if the p value is equal to or less than 0.05 (Pallant, 2020). If the value is greater than 0.05, the difference between two ses is not significant (Pallant, 2020). The results show that because the p value for gender is greater than 0.05 (.636). As a result, there is no gender difference, and the null hypothesis, i.e. H1 was accepted. While, the p value is less than 0.05, the null hypothesis, i.e. H3 was not accepted at the 5% level of significance with regard to status of marriage (p value =0.042), indicating that there lies a prominent difference

in organisational culture between the married respondents and unmarried ones.

Table 3: Gender and Status of Marriage

Demographic variable	Category	Sample (n)	Organizational Culture		T-Value	p Value
			Mean	Std dev.		
Gender	Male	102	51.44	7.83	.011	0.636
	Female	145	54.15	8.37		
Marital Status	Married	179	52.75	8.78	.366	.042
	Unmarried	67	53.70	6.65		

6.5 Impact of age and teaching experience

One way ANOVA is used to test the H2 & H3. The p value for the test of whether the population mean is equal. If the p value is less than .05, the variances in the population are equal (Yockey, 2011). The influence of organizational culture was found to be higher among faculty in the age group of 31-35 years and lowest in the age group of 46-50 years, as shown in table 4. Furthermore, the f-Value was found to be 0.566 with a p-value of .726 indicating that there is no significant difference in faculty mean values dependent on age. As a result, age does not seem to have a major impact on organizational culture. Hence, we accept the Null Hypothesis (H2) and reject the alternate. Additionally, table 4 shows that the influence of organizational culture was found to be higher among teachers with 11-15 years of experience and lowest among teachers with 26-30 years of experience. Furthermore, the f-Value was found to be 0.469 with a p-value of 0.779, indicating that there is no significant difference in faculty mean values based on experience. As a result, it can be concluded that experience has no effect on organizational culture. Consequently, accept the Null Hypothesis (H4) and reject the alternative.

Table 4: Impact of age and teaching experience

Age groups	N	Mean	Std. Deviation	Std. Error
20-25 Years	22	51.8636	9.41273	2.00680
26-30 Years	79	52.3418	8.74406	.98378
31-35 Years	94	53.3191	8.06721	.83207
36-40 Years	29	53.1034	7.62676	1.41625
41-45 Years	14	55.2857	7.05395	1.88525
46-50 Years	9	55.3333	7.08872	2.36291
Total	247	53.0364	8.25130	.52502
F value=.566, p value=.726				
Teaching Experience	N	Mean	Std. Deviation	Std. Error
1-5 Years	23	51.9130	9.19937	1.91820
6-10 Years	82	52.3659	8.57863	.94735
11-15 Years	92	53.3696	8.15875	.85061
16-20 Years	26	53.1538	7.99846	1.56863
21-25 Years	15	54.8000	7.05286	1.82104

26-30 Years	9	55.3333	7.08872	2.36291
Total	247	53.0364	8.25130	.52502
F value=.469, p value=.779				

7. LIMITATIONS AND RESEARCH GAPS

Every research has some limitations. In comparison to the entire population, the sample size was very small. This was due to the sample's demographic (only teachers employed by private universities), which limit the number of respondents and slowed down the process of data collection. Secondly, the survey did not include other sectors which could like insurance, banking, hospitality etc. Thirdly, different instruments adapted to each country could have resulted in different outcomes. Fourthly, more variables may be taken into consideration in the analysis. Fifthly, Future research should concentrate on larger sample sizes, different market segments.

The majority of the faculty working in private universities were female as compared to males. The majority of them are married and have 1-20 years of experience. Faculty members at private universities teach both undergraduate and postgraduate courses. The department of management and the department of engineering had the most respondents.

8. CONCLUSION

The study's findings revealed that the demographic profile is an important factor. The study discovered that significant differences in age of the faculty members and their teaching experience have no prominent effect on the organisational culture of faculty staff, whereas there is a significant difference in status of marriage of the faculty members and organisational culture. However, there is no distinction based on gender. The Independent t-test and ANOVA were used to arrive at these conclusions. The researchers attempted to look into the impact of four demographic factors. Even though the majority of the results were negligible, demographic research is still scarce and insufficient to draw large conclusions.

The purpose of the study was to find out how an employee's demographic profile affects the culture of the company. Determining the effects of different demographics like the age, the gender, the status of marriage and the work experience on the organizational culture of faculty members employed in privately run universities in the Delhi/NCR area was the primary objective of the study.

Future research should look into the effects of other organisational variables on teachers' organisational engagement and job satisfaction, such as supervisory support, articulated vision and intention, school-college relationships, and other educational variables. It is recommended that relationship between the demographic profile of teachers and organizational culture be further explored to determine similar results are obtained. Organisational culture plays a very vital role in creating a balanced organisational environment. The study provides an initial investigation of a source, the demographic characteristics, that appeared to be unobserved in existing research.

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