HOW CORPORATE CULTURE AFFECTS FACULTY'S PERFORMANCE IN PRIVATE MANAGEMENT INSTITUTIONS OF INDIA

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ABSTRACT:

   Purpose: This Paper focuses on how corporate culture affects faculty's performance in Private Management Institutions of India. The study also aims to test and validate how corporate culture policies improve faculty's teaching abilities and their working environment.

   Design/Methodology/Approach: A total of 272 faculty members from the various Private Management Colleges/ University India have completed the survey questionnaires. A Chi-Sqaure analysis technique was preferred to extract the underlying hypothetical factors. The data has been evaluated on the basis of following tools: Percentage Analysis, Likert Scale and Factor Analysis.

   Findings: The analysis of research yielded a positive effect of corporate culture on faculty's performance and their work abilities. The findings of the study postulate the statistically significant relationship between corporate culture and employee performance.

   Practical Implications: The findings of the study suggest that positive factors of corporate

culture and some employee development policies can be used effectively in the context of Private Management Institutions to enhance faculty's performance.

Originality/Value: The results are important since there have been few published studies on corporate culture's affect on Faculty's Performance in Private Institutions or University.

KEYWORDS: Corporate culture, Private Management Institutions, Faculty's Performance.

INTRODUCTION:

Corporate cultures tend to emphasize ways of operating and functioning that lead to optimum profit. Different businesses and industries embody different cultural bents to meet strategies that work for them; i.e. Companies in industries like information technology and creative marketing often have cultures that emphasize employee freedom and creativity. This is because these industries compete for top talent and rely on employees' creativity and motivation to excel. Meanwhile, the banking industry tends toward more serious and structured cultures in part because financial institutions must keep strict controls and follow detailed protocols to comply with regulations, work in their customers' interests and safeguard financial assets. According to Gills, Broom & Selznick; Culture includes some key areas: 1) Shared Values; 2) Beliefs and; 3) Behavioral Norms. Values can be defined as what people are feel inherently true. Whereas, Beliefs can be defined as what one accepts emotionally as inherently true. And the Norms are based on values and are guides to conduct, usually framed as rules, prescriptions or standards to be followed by the people who played occupational roles.

Some Competitive Advantage Techniques for Management Colleges or University:

Competitive advantage can be achieved with the help of faculty members through the following techniques, which are helping Management colleges to enhance its quality education and profitability but also developed faculty's capability and efficiency.

• Individuals are given Chance to Prove Them

Management colleges or University generally underestimate the potential of faculty members or teaching staff. The faculty or teachers are the real actors of the show as they can develop the students, which will develop the name of the colleges or University in the open market place. The students are the real performers of the show and they can help the organization to gain its competitive advantage quality education.

• Individual's Knowledge should be Developed

Management colleges or University should provide sufficient training and knowledge over the subject. Management should consider the fact that the faculty should developed in a particular area which should be according to their interest. College management should organize some development programs as per the requirement of the employees such as: Faculty Development Program, Personality Development Program to develop and enhance the faculty in the particular field of interest. When the faculty has developed and innovative then they can provide better education or knowledge to their students, which will ultimately improve the repute of institution.

• Individuals are Judged Through Their Accomplishment

Management Colleges should appraise their employees or we can say faculty time to time and without any biasness. They should choose and develop a Performa and a structure which indicates

some parameters. As per these parameters evaluate every employee and then appraise them honestly or without any biasness. The judging of the individuals on the basis of their accomplishment means the right faculty or employee benefitted which will bring right type of image among the students that can ultimately develop the good image of the college.

Corporate Culture and Employee Performance

Now we have to know about the affect of corporate culture on employee's performance. According to various reports in order to aid long-term performance of employees, there are three main criteria needed to develop a suitable culture.

• It must be strategically relevant;
• It needs to e strong in order that people care about what is important;
• And the culture must have an intrinsic ability to adapt to changing circumstances.

Culture impacts most aspects of organizational life such as: how decisions are made, who makes them, how rewards are distributed, who is promoted, how individuals are treated, how the organization responds to its environment, and so on. Culture influences and changes the individual's attitude and behavior at work. We can say culture is an important ingredient for an institution's growth and effective performance. There is a close relationship between institution and its performance. Various factors influence the ultimate performance of any education institution. One among these factors is the prevailing culture of an institution. However, very few institutional managers realize the weight that a culture of an institution has on its performance. Manager's guidance, suggestions and involvement in administrative activities help management of educational institutions so they can reach their goals of accomplishment. Faculty or any other employee's attitude towards their work can be best measured through their work performance, achievement, motivation and job satisfaction. The main focus, specifically in educational research, is on the grades of students in order to formulate ranking of particular Private Sector University. Whether it is educational institution or any other organization, the factors responsible for better accomplishment of employees are somewhat similar. Different theories came forward to give answer to reasons behind high and low functioning of the personnel.

What are the factors responsible for better performance, job satisfaction and enhancement of achievement motivation are some of the questions, for which different theorists came forward to give answers. We can start from the intrinsic or extrinsic motives for better performance, gradually they moved towards content theories of work motivation—Maslow's Hierarchy of Needs, Herzberg's Two-Factor 'Theory of Motivation, Aldefer's ERG Theory, Vroom's Expectancy Theory of Work Motivation, The Porter-Lawler Multi-variable Model, Adams Equity Theory of Work Motivation, Organization Jusrice Theory, Control Theory and Agency Theory emphasized on causes of work environment motivation, Job satisfaction and performance in one way or the other. Then innumerable theories came forward emphasizing leadership style as the core issue for the development of high level of employee's performance, accomplishment and job satisfaction. Corporate culture refers to the beliefs and values that have existed in an organization for a long time, and to the beliefs of the staff and the foreseen value of employee work that will influence their attitudes and behavior. In an institution administrators usually adjust their leadership behavior to accomplish the mission of the organization, and this could influence the employee's job satisfaction. When the interaction between the leadership and employees is good, the latter will make a greater contribution to team communication and collaboration, and will also be encouraged to accomplish the mission and objectives assigned by the organization, thereby enhancing job satisfaction.

Corporate Culture in Management Education Sector

Many cultural researches appears to have evolved over time, from initial descriptive studies on its role in various sectors, we have found few articles on corporate culture effects in Indian organizations but an extensive research in the field of Indian education sector is not available. So, here we have to find out how corporate culture effect on educational sector and how its components effects the organizational performance? According to Hoppock (1935), Navaie-Waliser (2004) and Rad, (2006) job satisfaction of the employees is affected by organizations' culture. Robbert and Reilly (1979), Kram (1985), Greenhaus (1990) and Gorris (2006) found that various forms of the communication in the organization and the relationship between the employee and the employer have positive impact on the job satisfaction of the employees. Taber (1975), Johnson (2004) and Chang and Lee (2007) conclude that organizational culture has a positive impact on the job satisfaction of the employees. However, Johnson (2004) opines that some component of the organizational culture may not be positively associated with the job satisfaction. Navaie-Waliser et al. (2004) conclude that there is no single measure to find out the level of job satisfaction and the impact of the organizational culture on the job satisfaction. Aoms and Weathington (2008) argue that the organization with strong and suitable culture positively affects not only the satisfaction of the employees but also the job commitment of the employees.

Organizational/Institutional Performance

To identify and elaborate the organizational performance there are various models given by researchers some are: Hansen Wernerfelt (1989) has given Economic Model; another is Organizational model of organization performance; whereas Chien (2004) has given five major factor model of performance, Measurement of organizational performance is a very big issue, it includes various factors that are directly or indirectly affects the performance of whole organization. Mowday, Porter & Steers (1982); Mayer & Schoorman (1992); Rich (1997); defines the non financial factors of measurement of performance like job satisfaction, organizational commitment, and employee turnover. According to Hackman and Oldham (1975), job satisfaction is associated with five core dimensions: skill variety, task identity, task significance, autonomy, and feedback from the job itself in which leading to satisfaction with supervision, satisfaction with co-workers, satisfaction with work, satisfaction with pay, and satisfaction with promotion. Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Rich, 1997). Similarly, Robbins (2003) defines job satisfaction as a general attitude toward one's job, the amount of rewards received should at least be equal to the expected. Moreover, Job satisfaction represents an attitude rather than a behavior, thus it has important implications on employees' physical and mental health that can affect firm's performance.

Service Quality in Management Institutions

In the last two decades higher education institutions have increasingly adapted quality management systems such as Total Quality Management (TQM). There has been a rapid development of a variety of quality management systems such as total quality management (TQM) as a corporate strategy to gain a competitive edge. The adoption of TQM implies that employees must learn qualitatively new ways of perceiving thinking, acting and behaving (Spencer, 1994). One of the most clearly defined set of dimensions of quality for higher education has been identified by Harvey and Knight (1996). Researchers argue that quality can be broken down into five different but related dimensions such as:

• Quality as exceptional (e.g. high standards);
• Quality as consistency (e.g. zero defects);
• Quality as fitness for purpose (fitting customer specifications);
• Quality as value for money, (as efficiency and effectiveness);
• Quality as transformative (an ongoing process that includes empowerment and enhancement of customer satisfaction).

However, Detert et al (2000) assert that the service quality is important and the culture affects the service quality; a significant number of these initiatives have failed to achieve their desired outcomes. They have identified the failure to change the organizational culture as the single common denominator of most unsuccessful quality efforts. Where organizational culture has been factored into the quality efforts, the tendency has been to view it as a unitary, homogenous and monolithic construct. However, most organizations have multiple subcultures, with distinct ideologies, cultural forms and behaviors, embedded within an overall organizational culture. Furthermore, the improvement of higher education service quality lies in the organization's ability to provide an overall climate and culture for change through its various decision-making systems, operating systems, and human resource practices.

Crux of Corporate Culture with reference to Private Management Institutions

As such there are various projects have done in the field of corporate culture but very few has found related to affects of corporate culture in Private B- Schools. There are some researches which are closely related to the topic such as: Cockerill's (1994) have done comparative analysis of the US and European programme markets suggest similarities in term of their growth and direction wherein investment "is taking place increasingly in the form of tailored management development programs". He argues that in response, business schools need to provide "particular and distinctive resources" including company and sector research capability, customized teaching materials and effective client management processes. Cockerill said that, however, doubts their ability to compete effectively without first undertaking "a process of re-ordering their goals and priorities and of changing the culture and values within which they work". There have also some research based on employee performance and organizational performance as we discussed above in this paper, the researcher's name as: Mauya James Ng'ang'a & Wesongsa Justus Nyongesa (2012), Hanson and Wernerfelt (1989), Chien (2004), Stewart (2007), Hackman and Oldham (1975), Robbins (2003) et.al. And it has found that there is an impact of corporate culture on faculty's performance in Private Management B- Schools. Faculty's have felt many changes in their attitude, performance, behavior, and of course teaching abilities.

Research Methodology

In this study 270 faculty members have selected from various colleges or University. The sample area was Western Uttar Pradesh (India); from Western U.P. I have chosen 34 Private Management Institutions through Convenience Sampling Technique. In order to study the affect of corporate culture on faculty's performance, a structured questionnaire have constructed which includes close- ended questions and one or two open ended questions. The questionnaire was constructed after conducted a Pilot Survey. For this I have chosen 50 respondents from 3 colleges of Gr. Noida, India. As per the results the final questionnaire has been approved for the research work. The hypotheses are as follows:

H$_1$: There is influence of corporate culture on faculty's performance.
H$_2$: There is no significant difference in Performance- Fair Rewards
H$_3$: There is no significant difference in Performance-Personnel Policies

H_4: There is no significant difference in Performance-Performance Appraisal

H_5: There is no significant difference in Performance-Training & Development

H_6: There is no significant difference in Performance-Potential Development Program

Data Analysis & Interpretation

As per qualitative data got by the collected database based on close ended and open ended questions, through percentage analysis, factor analysis, and likert scale were calculated. The findings and interpretations are:

1. Corporate culture is affecting faculty's performance.
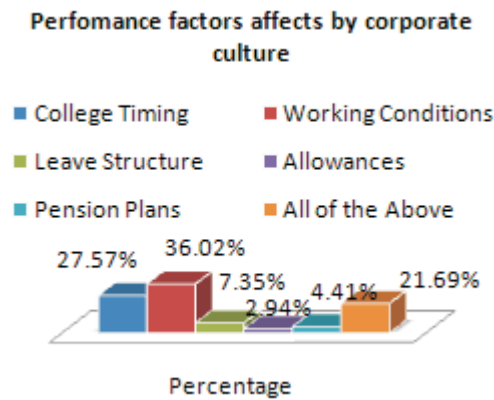
Chart.1: Indicates that corporate culture affects the performance of Faculty.

Chart.1 Depicts that the respondents (faculty members) are agree with all of the above option i.e. 21.69% means all the cultural factors are affecting faculty's performance. Whereas, most of the respondents 36.02% agree with the working conditions, it has affected by the corporate culture; College timings also have a good percentage results 27.57% regarding effectiveness of corporate culture; in response Leave structure, Allowances and Pensions plans have also partly affected by corporate culture; the results are 7.35%, 2.94%, 4.41% respectively. We found that the three factors are commonly affecting the performance of faculty members; i.e. college timing, working conditions and leave structure.

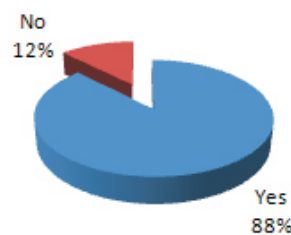### 2. Training & Development Program conducted in Management Colleges to enhance Performance.

Chart.2: Showing the status of conducting T&D program in college.

Chart.2 Reflects that training and development program has conducted in almost management colleges and University. 86.39% respondents are agree, that the training and development program has

conducted regularly in their college or University. Whereas, 13.60% respondents said "No" to the statement, means their college management has not conducted any training and development program to enhance employee performance. It conclude that the organization's HR department is spreading information about T&D program effectively and helps to develop employee performance as well as improve their efficiency.
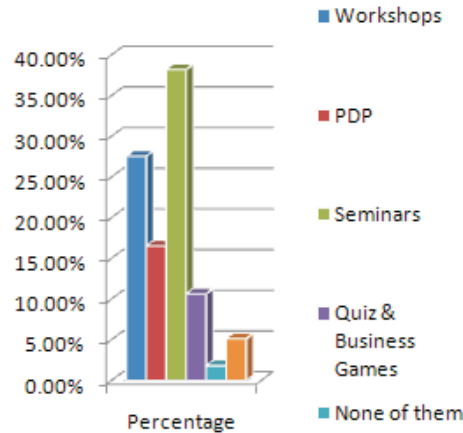
3. T&D methods Adopted by Management Colleges.

Chart.3: Showing the status of T&D Program activities conducting in college.

Chart.3 Reflects, the methods of Training and Development program conducting in management colleges. It showing the actual data received from the respondents. It infers that Workshops 27.57% and Seminars 38.23% are the two main methods of T&D program are mostly adopting by the management colleges or University. Other activities are also conducting but in some colleges, in response the results are as follows PDP 16.54%; Quiz and Business games 10.66%; All of them 5.14% respectively. Whereas, 1.83% respondents marked 'None of them', means there is no activity conduct in their college. So, it is to conclude that the seminars and workshops have most popular T&D methods among management colleges.

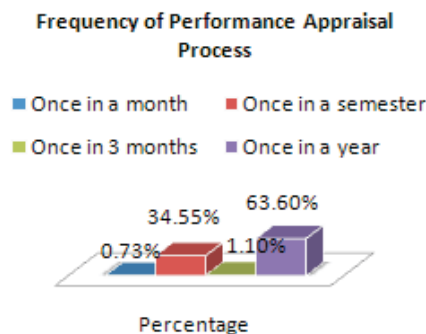### 4. Frequency of Conducting Performance Appraisal Process in College.

Chart.4: Showing the frequency status of performance appraisal process.

Chart.4 Depicts that 63.60% respondents are saying, the performance appraisal process has conducted in management colleges once in a year. Whereas, 34.55% respondents are saying that the

performance appraisal process conduct in their colleges or University once in a semester. In response 0.73% and 1.10% respondents are saying that the process has conducted in their college once in a month and once in 3 months respectively. So, it is to conclude that every organization has its different policies regarding Performance Appraisal program.

5. Difference between Educational Sector and Corporate Sector in Terms of Performance Measurement.

It is an open ended question so that we determine the answer of this question through the respondents' views and points that are given below:

a. No Difference
b. Education system lacking in corporate culture
c. Different work policies
d. Difference in allowances, incentives and appraisal
e. In educational sector employee growth is slower than corporate sector
f. Difference in time period of performance appraisal
g. Both determine success
h. 3600 appraisal in corporate sector but not in educational sector
I. Both are based on final outputOther differences are:
j. Educational sector--- Qualitative parameter based Corporate sector--- Quantitative parameter based
k. Educational sector--- Focus on developing skills Corporate sector--- Focus on managerial plans
l. Educational sector--- Individualistic based performance Corporate sector--- Team based performance
m. Educational sector--- Based on academics Corporate sector--- Based on values & ethics
n. Educational sector--- Focus on internal environment Corporate sector--- Focus on both the environment (internal and external)
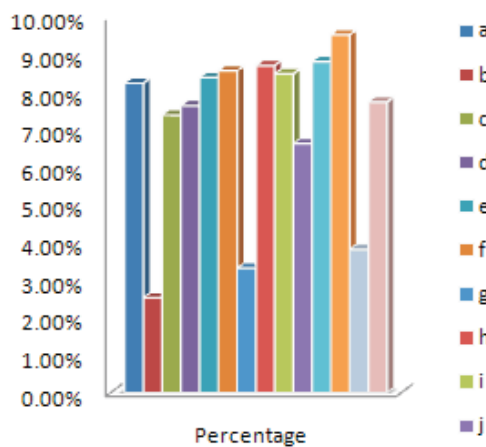

Chart.5: Shows the factors which are differentiate the corporate sector & educational sector.

According to the results as shown in the Chart.5, respondents gave various factors or points to differentiate the corporate sector and educational sector. Through the given factors we can easily find out the difference between these two sectors. In response there are some factors that can easily differentiate the corporate sector & educational sector are as follows with their results respectively:

Education sector has individualistic based performance whereas, corporate sector has team based performance (9.54%); In education sector employee growth is slower than corporate sector (8.40%); Difference in time period of performance appraisal (8.58%); 3600 appraisal in corporate sector but not determine in education sector (8.72%); Education sector focuses on developing skills whereas, corporate sector focuses on managerial plans (8.83%); Both sector have different work policies (7.40%); Difference in time period of performance appraisal (7.65%); Education sector focuses on internal environment whereas, corporate sector focuses on both the environment i.e. internal & external (7.75%); Education sector based on qualitative parameter whereas, corporate based on quantitative parameter (6.64%); Education sector based on academics whereas, corporate sector based on values & ethics (3.82%); Education system lacking in corporate culture (2.53%). Whereas, some points also exist which determine that there is no difference between these two sector: some respondents says there are no difference between corporate sector & education sector (8.25%); Both are based on final output (8.50%); and last but not the least Both are determine success (3.32%).

To conclude that the corporate sector have a great effect on education sector. But there are some factors also occurred which can differentiate them very well; including work style, policies etc.

6. More of the Faculty Members are participating in:
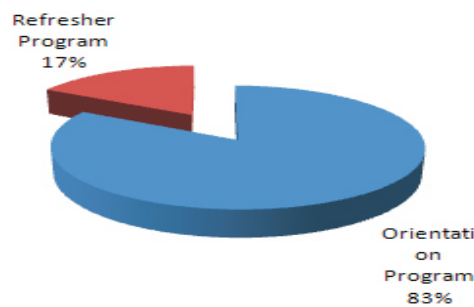1. Orientation Program
2. Refresher Program

Chart.6: Depicts the status of attending both the programs by faculty members

Chart.6 Infers that 83.08% faculty members have attended orientation program whereas, 16.91% faculty members have attended refresher program. But very few have attended both the programs because of their busy schedule. Even some faculty members are not attending any program, because they have very hectic schedule in college.

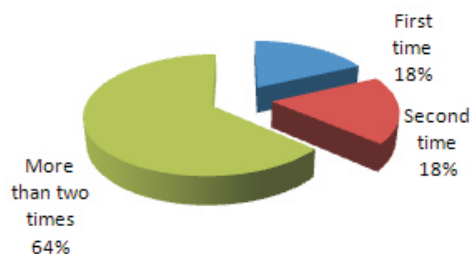## 7. Frequency of Attending Orientation Program by Faculty Members.

Chart.7: Reflects the frequency of attending orientation program

Chart.7 Depicts that 63.60% faculty members have attended orientation program conducting in colleges more than two times, very less 18.38% respondents says that they have attended program second time. Whereas, 18.01% respondents says that they have attended orientation program first time. To conclude that the employees are honest towards their responsibilities given by their college management and they have positive attitude towards the program.

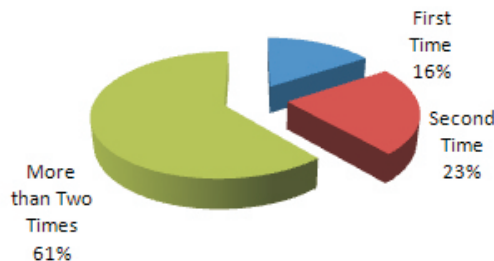## 8. Frequency of Attending Refresher Program by Faculty Members.

Chart.8: Reflects the frequency of attending refresher program.

NOTE: Here, the Number of responses has less (114) than total number of responses (272), because in many colleges Refresher Program has not conducted, so that many respondents have not able to give their answers for this question.

Chart.8 Infers that 61.40% respondents have attended refresher program more than two times whereas, 22.80% respondents have attended the program second time. In response 15.78% respondents have attended the refresher program only first time. Because some faculty members have joined the organization recently that's why they have attended the program only second time. And some have very busy schedule and not able to attend the program more than two times. So, according to results we can say that the faculty members have positive attitude towards the refresher program. But very few management colleges are conducting the refresher program for their employees.

9. The following Corporate Cultural programs/Courses are given below those are helpful in developing the teaching abilities of faculty member:
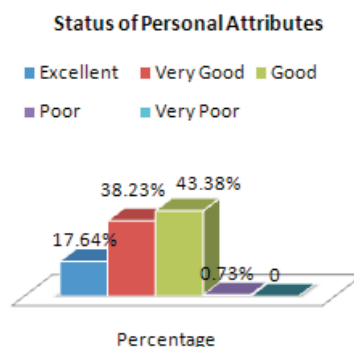## a. PERSONAL ATTRIBTES

Chart.9: Depicts the status of personal attributes w.r.t. enhance teaching abilities of faculty.

From the given responses as shown in above Chart.9, depicts that 43.38%, 38.23% respondent feels good and some feels very good regarding personal attributes respectively. They agreed that the personal attributes is very helpful to enhance teaching abilities of faculty members. They believe that

the behavior, action and attitude affect their performance and personality. Whereas, 17.64% respondents believes that above factor has excellent effect on teaching abilities and employee performance. On the other side, some of the respondents 0.73% are saying that it has less effect on performance or we can say poor response. So, it has found that the personal attributes activities are helping them to overcome their weaknesses and make strong their strength to give the best.
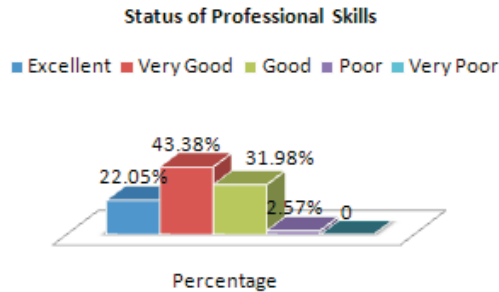
b. PROFESSIONAL SKILSS

Status of Professional Skills

■ Excellent ■ Very Good ■ Good ■ Poor ■ Very Poor

43.38%
31.98%
22.05%
2.57%   0

Percentage

Chart.10: Showing the status of professional skills w.r.t. enhance faculty's performance

As per the results as shown in above Chart.10 reflects that, 43.38% faculty members are feeling very good with the above factor i.e. professional skills. And 31.98% respondents are feeling good regarding professional skills. Whereas, few respondents 22.05% are feeling excellent, which means professional skills are very helpful to enhance faculty's performance. They believe that the professional skills helped them very well in developing their teaching skills. Previous work experience enhances the professional skills more, so the employee gives their best to the work. In response few respondents 2.57% have felt poor regarding professional skills, means it is not much helpful to enhance skills and knowledge, they don't give priority to the following factor. To conclude the statement, it has found that professional skills are very helpful to enhance the teaching abilities of faculty.

c. KNOWLEDGE UPGRADATION

Status of Knowledge Upgradation

■ Excellent ■ Very Good ■ Good
■ Poor ■ Very Poor

44.48%
35.29%
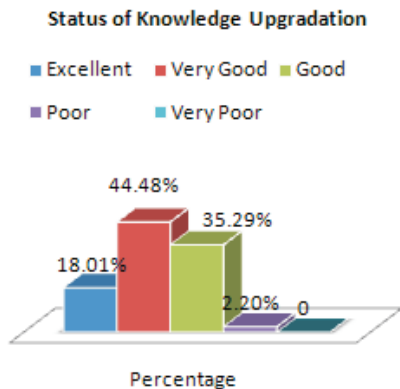18.01%
2.20%   0

Percentage

Chart.11: Showing the status of knowledge up gradation w.r.t. enhance faculty's performance

According to the given results shown in Chart.11 it has to identify that the 44.48% respondents felt very good effect about knowledge up gradation activities conduct by the college management. And some respondents 35.29% felt good to the following factor. Whereas, 18.01% respondents believes that this factor has an excellent effect on teaching performance of faculty. On the other side few

respondents 2.20% believes that this above following factor has poor effect on teaching abilities of faculty. It has found that, Knowledge up gradation helped the faculty members to enhance their knowledge regarding new issues also subjective. So, they can deliver best and innovative knowledge to their students. And it has very good effect on performance of faculty members.

d. MOTIVATION

Status of Motivation

■ Excellent ■ Very Good ■ Good
■ Poor ■ Very Poor
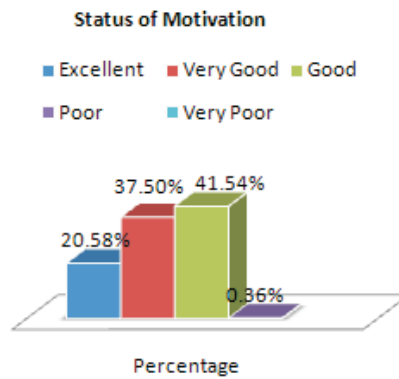
37.50% 41.54%
20.58%
0.36%

Percentage

Chart.12: Depicts the status of motivation w.r.t. enhance faculty's performance

Chart.12 Depicts that, 41.54% respondents are saying motivational skills are very good and it has a good effect on faculty's performance. And few respondents 37.5%, 20.58% believes that motivation has very good and an excellent effect on teaching abilities respectively. Whereas, very few 0.36% respondents in favor of its poor response on employee performance. It has to identify that the motivational activities have a great effect on teaching abilities of faculty members. Motivational activities include salary increment, wages, incentives and encouragement at good work etc. These activities of management are helping them to enhance faculty's teaching abilities and encourage them to do well.

e. ART OF THIINKING

Status of Art of Thinking

■ Excellent ■ Very Good ■ Good
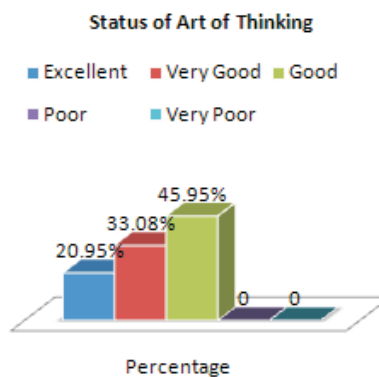■ Poor ■ Very Poor

45.95%
33.08%
20.95%
0 0

Percentage

Chart.13: Showing the status of art of thinking activity w.r.t. improve faculty's performance

Chart.13 depicts that 45.95% respondents have felt good and 33.08% respondents have felt very good regarding art of thinking activities, which are helping them to develop their teaching abilities as well as performance. Whereas, some respondents 20.95% have felt it's an excellent affect on teaching abilities. It has found that the art of thinking activities have very good effect on teaching abilities of employees, which can make a positive effect on faculty's performance. Creative thinking

indicates some activities i.e. Quiz, Inventing new ideas and things, Quick decision making games, Creative activities etc. These all activities are helping faculty members to innovate their thinking and way of teaching to students.

f. STRESS MANAGEMENT

Status of Stress Management

■ Excellent　■ Very Good　■ Good

■ Poor　■ Very Poor

45.95%
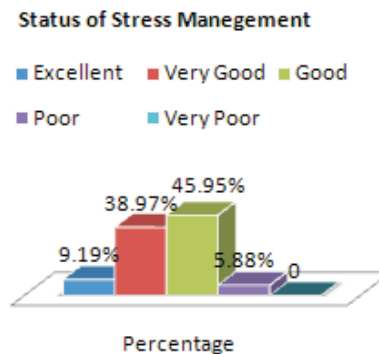38.97%
9.19%　　　5.88%　0

Percentage

Chart.14: Showing the status of stress management w.r.t. improve performance of faculty

Chart.14 Depicts that, 45.95% faculty members feels good about stress management, they agreed that the stress management is very important for them. And 38.97% respondents felt very good regarding the effect of stress management process. Whereas, 9.19% respondents believes that stress management process has an excellent effect on their performance. On the other side, few respondents 5.88% said that they felt poor about stress management that means stress management has not as such good effect on employee teaching abilities. The over workloads, unclear expectations, dealing with social and learning issues, lack of financial and personnel support, time pressures and deadlines, changes in administrative demands, handling classes with large enrollments etc. these all causes of stress, which can leads to potential burnout and irritation towards their work and colleagues. So, the management has to plan stress management activities for faculty member time to time. Firstly, management has to launched Organization Development program for improve employee satisfaction and performance; Secondly, redesigned the job to reduce conflicting job demands; Thirdly, place the employee as per their abilities and experience; and Lastly, provide some training sessions to perform their job effectively. It has found that stress has a great impact on faculty's performance it can spoil their abilities and performance, so management has to organize stress management program time to time to reduce its complications and as per the analysis stress management has a good effect on employee performance. In response, the faculty members can also do some activities themselves to make them stress free i.e.: Find balance, Reward yourself, Develop short and long term goals, Connect to colleagues, Manage time, Negotiate a realistic teaching schedule, Maintain a positive attitude, Appreciate the joy of teaching and learning etc.

g. WRITING SKILLS

Status of Writing Skills

■ Excellent　■ Very Good　■ Good

■ Poor　■ Very Poor

46.32%
37.50%
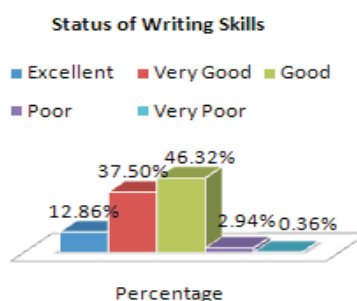12.86%　　　2.94%　0.36%

Percentage

Chart.15: Showing the importance of writing skills w.r.t enhance faculty's performance

Chart.15 Depicts that 46.32% faculty members have given good response about writing skills, because it is an art to express the views and imagination informs of creative words. And 37.5% respondents felt very good about writing skills, means it has helped them to enhance their teaching abilities and creativity. Whereas, 12.86% respondents believes that it has an excellent effect on their work performance. On the other side few respondents 2.94% and 0.36% felt poor and very poor response respectively, they believe that it has not as such effect on their teaching abilities. Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face to face conversations. This is to find that a smart writing consists of some main points:
• Start with your audience
• Create an outline
• Use AIDA (Attention-Interest- Desire- Action)
• Try some empathy
• Use Rhetorical triangle
• Identify your main theme
• Use simple language

To conclude that every faculty has to know about smart writing skills so they can transfer best to their students.

h. COMMUNICATION SKILLS

Status of Communication skill activities

Legend: ■ Excellent ■ Very Good ■ Good ■ Poor ■ Very Poor
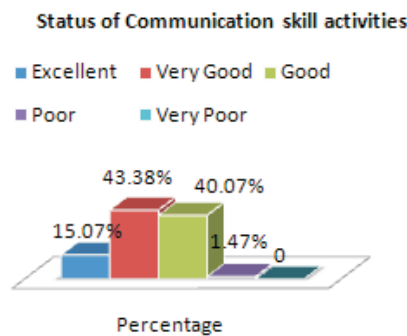
43.38% 40.07%
15.07% 1.47% 0

Percentage

Chart.16:Depicts the status of communication skills w.r.t. enhance performance of faculty members

Chart.16 Depicts that, 43.38% respondents feels very good about communication skills that are very important and helping them in develop the teaching abilities. And 40.07% respondents felt good regarding communication skills and its importance. Whereas, 15.07% respondents believes that communication skills have an excellent effect on teaching abilities and it is very helpful to enhance their abilities and performance. On the other side, few respondents 1.47% felt poor in response of communication skills, they believe that it has no as such impact on employee performance. It has found that communication skills are very important for employee growth and it helped them to enhance their skills and abilities. In this response, management has to conduct such kind of activities for employees so that they can improve their abilities and skills. Group discussions, conference, presentations, debates etc. all activities are concern with the communication skills.
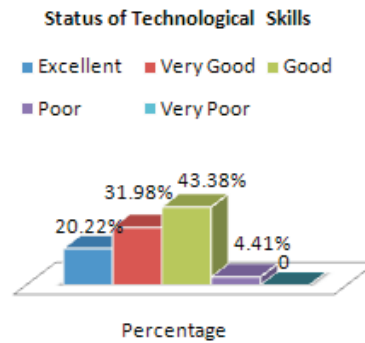
i. TECHNOLOGICAL SKILLS

Chart.17: Showing the status of technological skills w.r.t. improve teachers' work quality

Chart.17 Reflects, 43.38% respondents believes that technological skills have a great effect on teacher's performance and their work abilities. And 31.98% respondents felt very good about technological skills effect on performance. Whereas, 20.22% respondents believes that it has an excellent impact on employee work abilities. On the other hand, few respondents 4.41% said that technological skills have poor response in favor of enhance skills and abilities. But, in present era new technologies occurs day by day so a faculty or a teacher has to update himself every time. Here some new and upgraded techniques are given below for faculty's enhancement and they should know these all:

• Create and edit digital audio
• Use social bookmarking to share resources with and between learners
• Use blogs and wikis to create online platforms for students
• Exploit digital images for classroom use
• Use video content to engage students
• Use infographics to visually stimulate students
• Use social networking sites to connect with colleagues and grow professionally
• Create and deliver asynchronous presentations and training sessions
• Be able to detect plagiarized works in students assignments
• Create screen capture videos and tutorials
• Curate web content for classroom learning
• Use and provide task management tools to organize their work and plan their learning
• Use polling software to create a real time survey in class
• Use digital assessment tools to create quizzes
• Use digital tools for time management purposes
• Use note taking tools to share interesting content with your students
• Use of online sticky notes to capture interesting ideas

To conclude that, these all techniques provide a huge help to faculty members so they can provide innovative learning to their students, provide new ideas and upgraded knowledge.

j. HEALTH AWARENESS

Status of Health Awareness Activities

Excellent   Very Good   Good
Poor   Very Poor
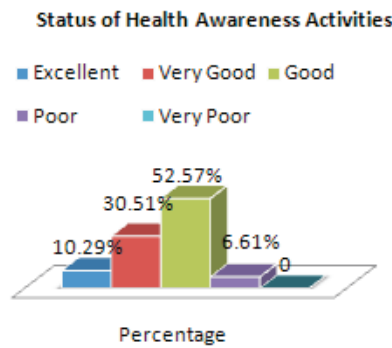
52.57%
30.51%
10.29%   6.61%
0

Percentage

Chart.18: Showing the status of health awareness activities w.r.t. improve faculty's work performance

Chart.18 Depicts that 52.57% respondents have felt good regarding health awareness, that means health awareness plans and activities are important for them to give their best in work. And, 30.51% respondents have felt very good about health awareness activities. In response 10.29% respondents believes that it has an excellent impact on employee performance. Whereas, few respondents 6.61% felt poor, means it is not as such important factor for them. To conclude the statement it has found that health awareness activities are important for the employee growth and their well being. So, Management has to organize some health awareness activities and organize some plans. According to analysis, it has found that there are some organizations which helps education sector or any other industry to make health activities and plans so easy and suitable for all; one of the organizations Work Health Services (WHS) and, Health Wellbeing and Benefits (HWB) teams are actively involved in the creation of safe community that encourages employee health. Some health activities can organize by the college management also i.e. Mental health activities, Provide some more tea breaks to faculty members for refreshment, Organize some yoga classes and sports activities for physical health well being.

k. RESEARCH SKILLS

Status of Reserach Skills

Excellent   Very Good   Good
Poor   Very Poor

56.98%
27.20%
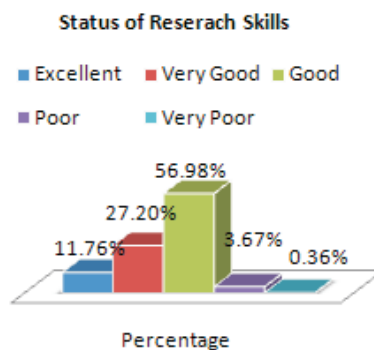11.76%   3.67%
0.36%

Percentage

Chart.19: Showing the status of research skills w.r.t. improves faculty's work quality

Chart.19 Depicts that 56.98% respondents likely in favor of rating good, means they believe that the research skills helps them to improve teaching skills and their abilities. And, 27.20% respondents have felt very good about research skills impact on employee performance and abilities. In response, 11.76% respondents believe that the research skills have an excellent impact on teaching abilities; it gives the faculty members a new and innovative thinking and attitude towards their work. Whereas, few respondents 3.67% and 0.36% have felt poor and very poor respectively, means they believe that

research skills have not as much important for them to enhance their teaching abilities. As per the analysis research skills are important for all the faculty members. To conclude that every faculty has to literate about innovative research skills or we cans say always upgraded, so they can provide new and innovative knowledge as well as topics to their students. So, they can learn better and creative. For this, faculty members can take help from college library, internet, journals, magazines, news papers etc.
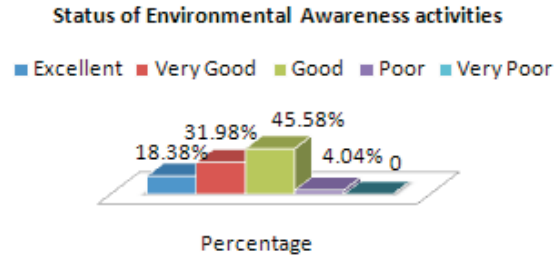
l. ENVIRONMENTAL AWARENESS

Chart.20: Showing the status of environmental awareness activities w.r.t. improve faculty's abilities

Chart.20 Depicts that 45.58% respondents have felt Good, it means the environmental awareness is an important for their knowledge up gradation. And, 31.98% respondents have felt very good about environmental awareness. In response, 18.38% respondents believe that environmental awareness activity has an excellent effect on employee performance. Whereas, 4.04% respondents have felt poor about this factor, according to them it is not important for the performance enhancement. To conclude the statement environmental awareness is important for most of the faculty members to enhance their skills and abilities. The college management has to organize some conference, environmental related programs for emerging new issues and problems, some social programs to know about new social issues and emerging problems in industry. So that the faculty members can upgrade themselves and also make some case studies for students learning. It will help students to better understand new issues and problems also they can learn better about organizational environment, whether it is industrial or social.
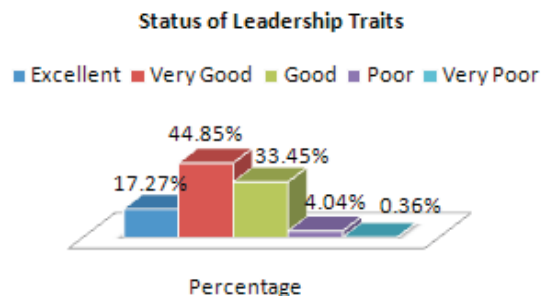
m. LEADERSHIP TRAITS

Chart.21: Showing the status of leadership traits w.r.t. enhance performance

Chart.21 Depicts that, 44.85% respondents rated very good for leadership traits factor. It means they believe that the leadership traits are very important and helping them to enhance their abilities. Whereas, 33.45% respondents believes that leadership traits have good effect on employee performance; in response 17.27% respondents believes that the leadership traits have excellent impact

on employee performance. On the other side, 4.04% and 0.36% respondents have gave their negative or poor/very poor response to leadership traits respectively; means they believes that this factor has not such important for their performance growth. To conclude the statement, as per the analysis it has found that the leadership traits are very important factor and it has very good effect on employee performance as well as it helped them to enhance their teaching abilities. A leader can deal with their team members smartly as well a teacher can deal with their huge number of students smartly, so a teacher has to inbuilt all these leadership qualities such as: Awareness, Decisiveness, Empathy, Accountability, Confidence, Optimism, Honesty, Focus, and Inspiration. These leadership qualities help faculty members to enhance their performance and enhance abilities towards the work.

CONCLUSION:

Lastly, to conclude all the Cultural factors as per the analysis it has found that all the above factors have very good impact on employee performance. And all above factors are important for the employee growth as well as helping them to enhance their teaching skills and develop a positive attitude.

RESEARCH FINDINGS & CONCLUSION

The general objective of this research is to find out the impact of corporate culture on faculty's performance in Private Management Institutions.

A. Analyze the relationship between corporate culture and faculty's performance through chi- square analysis revealed that:

• For significant status in Performance & Fair rewards and Performance & Personnel Policies, chi-square test conducted revealed that there is no significant difference. Whereas, $\alpha = 0.05$ and $p < 0.05$.

• For significant status in Performance and Performance appraisal, chi- square test conducted revealed that there is no significant difference, whereas a $= 0.05$ and $p < 0.05$. Means better performance partly based frequency of Performance appraisal program in Management colleges.

• Performance- Training & Development program has no significant difference ($p < 0.05$). Means developing performance is fully based on Training & Development program and PDP classes.

The positive response regarding significance of all the factors: Performance- Fair rewards, Performance- Performance Appraisal and Performance- Training & Development program were found. It indicates that all the factors are related and supports the better performance of faculty members, and helped the faculty members to enhance their teaching abilities as well.

B. Performance and Potential development program indicates the various factors which represent the corporate culture affect on faculty's performance:

• Performance- Potential development program has no significant difference w.r.t. Personal attributes. However, chi- square test showed that ($p < 0.05$) means it is highly significant and supports the hypothesis.

• Performance- Potential development program has no significant difference w.r.t. Professional skills. However, chi- square test showed that ($p < 0.05$) means it is highly significant and supports the hypothesis.

• As per the chi-square test revealed that there is no significant difference between Performance and Potential development program w.r.t. Knowledge up gradation. Whereas, a $= 0.05$ and $p < 0.05$.

• Chi-Square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Motivation. Whereas, a $= 0.05$ and $p < 0.05$.

• According to the chi-square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Art of Thinking. Whereas, $p < 0.05$, which is highly significant.

• Chi-Square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Stress Management. Whereas, $a = 0.05$ and $p < 0.05$.

• Chi-Square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Writing Skills. Whereas, $a = 0.05$ and $p < 0.05$.

• As per the chi-square test revealed that there is no significant difference between Performance and Potential development program w.r.t. Communication Skills. Whereas, $a = 0.05$ and $p < 0.05$.

• According to the chi-square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Technological Skills. Whereas, $p < 0.05$, which is highly significant.

• According to the chi-square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Health Awareness. Whereas, $p < 0.05$, which is highly significant.

• Chi-Square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Research Skills. Whereas, $a = 0.05$ and $p < 0.05$.

• Chi-Square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Environmental Awareness. Whereas, $a = 0.05$ and $p < 0.05$.

• Chi-Square test conducted revealed that there is no significant difference between Performance and Potential development program w.r.t. Leadership Traits. Whereas, $a = 0.05$ and $p < 0.05$.

To conclude the statement from the above A and B points, it has shown that there is a positive relationship between corporate culture and faculty's performance. It indicates that corporate culture has strongly affects the faculty's performance and their work environment. It has clear through above all the specified factors. Thus, H_1, H_2, H_3, H_4, H_5, and H6 are supported.

This research has accomplished in the field of corporate culture w.r.t Private management institutions. As per the results it has found that the corporate culture has a huge and positive effect on private management institutions in India. Corporate culture is a causative factor when promoters have considered it as their college cultural factor. However, no significant difference has found in the Performance and Potential development program, Performance and Fair rewards, Performance and Training & Development program, Performance and Performance appraisal, Performance and Personnel Policies. It indicates that corporate culture partly affects the performance of employees and it has also positive effect on performance of faculty members. Also it has found that there is a positive relationship between corporate culture and faculty's performance. There was also finding that employee development programs such as Orientation program and Refresher program have not conducted properly in management colleges. Orientation program has conducted in almost colleges. But the Refresher program has not conducted in most of the colleges even the faculty members have not aware from Refresher program. Last but not the least we got many suggestions that brings positive culture in order to enhance performance such as: Improved teaching quality, Friendly and healthy interaction between faculty & students and Faculty & Management, More tea breaks for faculties, Unbiased work culture, Fairness in Recruitment and increment, Innovative and friendly environment, Stress management, Sports activities for faculties, Organized and proper planned hierarchy, Innovative learning techniques and activities for students, More improved policies and procedures, Conduct art of thinking program for faculties, Performance based salary structure, Unbiased performance appraisal program, Role clarity for all the employees.

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