

Value Addition in Faculty Performance: The Role of Organizational Culture in Higher Education Institutions of Pakistan

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Abstract: This study investigates the relationship between organizational culture and teachers' work performance in various universities of Pakistan. The study begins by reviewing existing literature on the organizational culture and teachers work performance, highlighting the gaps in current research area. The core idea is to set the organizational culture in the way of adding value to faculty performance. A quantitative research approach was employed and a survey questionnaire was administered to a sample of 500 teachers from public and private universities in Pakistan. Semi-structured questionnaire was also conducted with 240 participants to gain deeper insights into their experiences and perceptions. The study explores the differences in organizational culture between public and private sector universities. It also examines the relationship between organizational cultures and teachers work performance in universities. The study results reveal significant correlations between faculty performance and various organizational, motivational and job satisfaction factors. Specifically, administration exhibited strong correlations with work execution (0.434), educational culture (0.578), collegiality (0.465), motivation (0.521), and job satisfaction (0.341 and 0.372). Similarly, teaching showed strong correlations with work execution (0.429), educational culture (0.403), collegiality (0.376), motivation (0.425), and job satisfaction (0.402 and 0.492). In contrast, research has shown weak and insignificant correlations with most factors, except a weak positive correlation with job satisfaction related to salary (0.098). The study highlights the importance of creating a positive organizational culture in universities to enhance teachers' work performance and ultimately improve student outcomes. The findings have implications for university administrators and policymakers seeking to improve the quality of education in higher education institutions.

Keywords: Organizational Culture, Faculty Performance, Higher Education Institutions, Collegiality, Professional Development Opportunities



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Introduction

Organizational culture plays a vital role in shaping the behavior, attitudes and performance of employees within an organization. In universities, the role of organizational culture on the work performance of teachers is significant that ultimately impact the quality of education (Ashkanasy et al., 2011). The primary aim of this study is to explore the relationship between organizational culture and teacher work performance in universities. organizational culture as concept has been studied in various disciplines such as business, healthcare and education. According to Ogbonna and Harris (2015) organizations are characterized and distinguished by organizational culture that encompass values, beliefs, norms and practices. This culture can be strong or weak, with stronger having more significant impact on employee behavior and performance than weaker. In universities, organizational culture being a critical factor, influence teacher motivation, job satisfaction and performance (Bolman & Deal, 2017). Thus, university teachers who work in supportive and collaborative culture tend to be more motivated, satisfied and committed to their work. In

contrast teachers with a bureaucratic and hierarchical culture may experience higher levels of stress, burnout and turnover (Schein, 2017).

Studies have found various aspects of organizational culture that may influence teacher work performance, such as work execution support, supportive work environment, collegiality, leadership and professional development opportunities. Work execution support means the effective performance of tasks and duties by the teachers in their professional capacity. Supportive work environment means the organizational climate, culture and conditions that facilitate the well-being, motivation and job satisfaction of the teachers. Collegiality is the degree to which teachers feel valued, respected and supported by their administrators and colleagues. Leadership is the behavior and style of university administrators, such as their capacity to communicate effectively, empower teachers and create a positive work culture. Professional development opportunities are the presence of training, workshops and other resources that facilitate teacher growth and development (Berry, 2005).

There has been research that shows universities where there are more collegial cultures are more motivated, satisfied at work and perform better. For example, research conducted by Hoy and Miskel (2005) showed that teachers in universities with stronger collegial cultures had higher organizational commitment and job satisfaction. In the same manner, a study by Leithwood and Jantzi (2006) found that collegiality and teacher leadership were strong predictors of teacher job satisfaction and motivation. On the other hand, weak collegial cultures in universities can be subjected to excessive teacher turnover, absenteeism and burnout. For example, Ingersoll's (2003) study found that teachers employed in universities with weak collegial cultures were more probable to report greater stress, burnout and turnover. Similarly, a study conducted by Johnson and Birkeland (2003) confirmed that teacher turnover was significantly higher in universities with low collegial cultures. There is not much research on organizational culture and teacher work performance in Pakistan. However, it has been indicated through research that Pakistani universities have high intensities of challenges towards teacher motivation, job satisfaction and performance. For example, a survey by Malik et al. (2008) found that university instructors in Pakistan experienced high burnout, turnover and stress as a result of unsatisfactory working conditions, lack of resources and few opportunities for professional growth. This research aims to contribute to the existing literature on organizational culture and the work performance of teachers by investigating how these two variables relate to each other within Pakistani universities.

Research Questions

This study has answered the following research questions:

- ▶ What dimensions of organizational culture significantly influence teachers' performance in universities?
- ▶ What sort of value addition is required in teachers so that their performance is enhanced?

Literature review

The relationship between organizational culture and teachers' work performance has been a focus of extensive research, particularly within educational institutions. This study seeks to deepen the understanding of how dimensions of organizational culture influence teacher motivation and performance, specifically in universities. This literature review examines the current knowledge on organizational culture, teacher motivation and work performance.

Organizational Culture and Its Dimensions

Organizational culture refers to the shared values, beliefs and practices within an organization that influences its members' behaviors and attitudes (Segel, 2022). It serves as the framework within which individual and group behaviors occur. Several models, including the Competing Values Framework (CVF), have identified dimensions of organizational culture, such as flexibility, stability, internal focus and external orientation that significantly affect employee performance (Cameron & Quinn, 2011).

In universities, studies of organizational culture and its facets have been given prominence emphasizing its decisive contribution to institutional performance. Various research works have attempted to identify the effects of



varying cultural elements on teacher performance, job satisfaction and institution's achievement. In schools, an encouraging organizational culture-characterized by evident leadership, camaraderie and opportunities for professional growth encourage motivation and improve job performance (Hoy & Miskel, 2005). Research underscores the need to cultivate a culture of respect, teamwork and innovation to establish an environment supportive of learning and teaching (Cameron & Quinn, 2020). Sharma and Verma (2025) concluded that leadership styles have a significant role in creating a healthy organizational culture for enhancing faculty performance. They also underscored the fact that transparent and open communication is one that brings about a collaborative environment, which is the greatest stimulus for excellence in academics. Likewise, Yusuf et al., (2024) coincided that ethical principles like honesty and responsibility integrated into their systems ensure that trust and cooperation among employees are enhanced, overall improving the institutional culture. Mokadem et al., (2024) explained further on various organizational cultures (clan, adhocracy, market, hierarchy) greatly influence institutional effectiveness, with hierarchy and market cultures having positive correlations. Riyat et al., (2024) associated organizational culture with students' engagement. They believed that supportive organizational culture promotes student engagement with innovative learning methods, resulting in better educational outcomes.

Teachers' Performance

Teacher performance, defined as the effectiveness and efficiency with which educators fulfill their responsibilities, is a key determinant of educational quality. Indicators of teacher performance include lesson planning, classroom management, instructional delivery and professional development. Studies highlight the role of organizational culture in providing a supportive environment that enables teachers to excel in these areas (Quinn & Thakor, 2018). Empirical research indicates a significant positive relationship between organizational culture and teachers' performance. A collegial and collaborative culture fosters mutual respect, reduces stress and promotes job satisfaction, which in turn enhances teaching effectiveness (Leithwood & Jantzi, 2006). Conversely, bureaucratic and hierarchical cultures are associated with higher levels of stress, burnout and teacher turnover (Ingersoll, 2003).

In Pakistani universities, research has found that there are key challenges, including inadequate resources, limited autonomy and lack of professional development opportunities that make it difficult to develop a positive organizational culture (Ayers, 2015). Among the key challenges faced in universities is inadequate resources. This includes insufficient funds, outdated infrastructure, and limited access to modern educational tools. Such resource limitations may pose a difficult working environment for teachers, demotivating and influencing their performance. For example, it has been found in research that teachers working under resource-limitations tend to experience low job satisfaction, which can negatively impact their effectiveness in the classroom (Ghazi et al., 2013).

Another important issue in Pakistani universities is restricted autonomy. Teachers are normally provided with limited autonomy in curriculum design, teaching, and professional growth. This lack of autonomy could lead to demotivation and discontent among teachers that ultimately impact their performance. Research has established autonomy as a central dimension of teacher motivation because it empowers the teacher to innovate and assume responsibility for his or her professional growth (Hasan et al., 2021; Matin et al., 2024). Professional growth is also essential for teacher capability and motivation. However, the majority of the Pakistani universities lack organized development programs for teachers, i.e., workshops, training programs, and opportunities for higher studies. Failure to invest in professional growth can cause stagnation and dissatisfaction, thus impacting the performance of educators. Studies have highlighted the importance of ongoing professional development to enhance teacher motivation and performance (Belay & Melesse, 2024). These problems can be solved through better teacher motivation, job satisfaction and performance.

Current literature identifies a number of gaps, such as the absence of context-relevant research in developing nations, minimal investigation into the relationship between organizational culture and demographics and a shortage of longitudinal studies. Further, organizational culture dimensions that affect teacher outcomes are still not fully investigated, especially in Pakistani public and private universities. The literature sets the establishment of organizational culture's role in determining teacher motivation, job satisfaction and performance. A collaborative and



supportive culture not only promotes teacher well-being but also enhances learning outcomes. This research would address the current research gaps by examining the complex interrelations among these variables in the Pakistani university context.

Research Methodology

This study employed a quantitative approach with a descriptive design to investigate the relationship between organizational culture and teachers' work performance in public and private sector universities in Punjab, Pakistan. The population consisted of teaching faculties from 20 universities across five districts. A sample of 500 participants selected using simple random sampling, with 50 participants from each district, 25 from public and 25 from private sector universities. A structured questionnaire was developed to collect primary data. The questionnaire was validated by seven experts in educational field and pilot-tested with 240 university teachers to ensure clarity, relevance and effectiveness. The refined questionnaire was administered to the sample and data was analyzed using SPSS software. Cronbach's Alpha was used to evaluate reliability, yielding a satisfactory coefficient. Descriptive statistics and probability/non-probability tools were employed to analyze the data.

Research Tool

The study utilized primary data source. Structured questionnaire was used to gather information from the participants. The questionnaire, comprised of closed ended questions, was sent to all the teaching faculties from the selected universities. The questionnaire was divided into three sections: Section A sought information about the teacher's demographics, section B for organizational culture and section C for the work performance. The questionnaire was validated through experts' review, yielding reliability score of .89 for organization culture and .90 for the work performance.

Results and Discussion

Table 1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Work Execution Support	494	10.00	30.00	26.3765	3.17826
Educational Culture	488	4.00	15.00	14.4816	1.15692
Collegiality	491	6.00	15.00	14.1120	1.49614
Valid N (list wise)	474				

The table above reports the descriptive statistics of the organizational culture. The variable Work Execution Support has 494 observations. The scores range from a minimum of 10.00 to a maximum of 30.00, with an average score of approximately 26.38. The standard deviation of 3.18 indicates that the scores are relatively close to the mean, suggesting moderate variability in the level of work execution support. For Educational Culture, there are 488 observations. The scores range from 4.00 to 15.00, with a mean score of approximately 14.48. The standard deviation of 1.16 is quite low which is indicating that the scores are tightly clustered around the mean, reflecting a generally high and consistent educational culture.

The Collegiality variable has 491 observations. The scores range from 6.00 to 15.00, with an average score of approximately 14.11. The standard deviation of 1.50 suggests a slightly higher variability compared to Educational Culture, but the scores are still relatively close to the mean, indicating a generally high level of collegiality among the respondents.



Table 2*Correlations*

		Work Execution Support	Educational Culture	Collegiality
Administration	r	0.434**	0.578**	0.465**
	P	0	0	0
	N	476	##	473
Teaching	r	0.429**	0.403**	0.376**
	P	0	0	0
	N	486	##	483
Research	r	0.01	0	0
	P	0.85	0	0.9
	N	493	##	490

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The table above reveals correlation between faculty performance and organizational culture. It revealed that significant positive correlations of administration with Work Execution Support ($r = 0.434$), Educational Culture ($r = 0.578$), Collegiality ($r = 0.465$), It further reports that teaching significantly positive correlated with all listed factors, with Job Satisfaction-Co-Workers having the strongest correlation ($r = 0.492$). Similarly, faculty performance in research has weak but insignificant correlations, except a small positive correlation with Job Satisfaction-Salary ($r = 0.098$).

Findings and Discussion

One of the most striking findings of this study is the strong positive correlation between administration and various organizational and motivational factors, including work execution, educational culture, collegiality, motivation and job satisfaction. This suggests that effective administration is closely linked to a positive organizational culture, high levels of job satisfaction and strong motivation among faculty members. This finding is in line with Al-Ansi et al., (2023) who claim that both organizational culture and job satisfaction had a significant positive impact on employee performance in dynamic environment.

Similarly, a strong positive correlation is noticed between teaching and various organizational and motivational factors, including work execution, educational culture, collegiality, motivation and job satisfaction. This indicates that effective teaching is also closely tied to a positive organizational culture, high levels of job satisfaction and strong motivation among faculty members. Notably, the correlation between teaching and job satisfaction among co-workers is particularly strong, suggesting that teaching has a significant impact on faculty members' relationships with their colleagues (Sahito & Vaisanen, 2020).

Conversely, weak and minimal correlations among research and most organizational and motivational variables were found. This reveals that research is not so directly connected with organizational culture, job satisfaction and motivation as administration and teaching (Alsemeri, 2016). Nevertheless, there is little positive correlation between job satisfaction-salary and research, which implies that research does have some influence over faculty members' salary-based job satisfaction. Judge et al. (2010) metaanalysis has also confirmed the same findings.

Overall, the results indicate that administration and teaching are key elements of faculty performance and are directly related to a healthy organizational culture, high job satisfaction and strong motivation among faculty. Research is found to be less directly related to these factors, although it can be related to some extent to job satisfaction in terms of salary. These results have important implications for institutions that want to enhance faculty performance as well as job satisfaction.

Conclusion

The study evidently establishes that organizational culture is a strong determinant of the work performance of university teachers. This finding is significant in that it underscores the critical role to be played by favorable



organizational cultures in enhancing the work performance of teacher. An educational environment with a high educational culture, support for work execution, favorable work environment, collegiality, motivation, job satisfaction, administration, teaching and research are all necessary to promote an environment that sustains and encourages teachers to perform their best. The significance of teaching and administration in faculty performance cannot be overemphasized since they are closely linked with organizational culture. This implies that universities should focus on building these critical components of faculty performance. By doing so, universities can develop a conducive environment that allows teachers to perform well in their role.

Notably, a weak and insignificant correlation between research and most organizational and motivational variables reveals that research is not directly related to organizational culture, job satisfaction and motivation. However, little positive correlation between job satisfaction-salary and research was observed which suggests that research has some relationship with salary-related job satisfaction.

Based on the findings the study suggests that universities are required to focus on developing positive organizational culture. Through emphasis on educational culture, work execution support, supportive work environment, collegiality, motivation, job satisfaction, administration, teaching and research, universities can build an environment conducive to support and motivate teachers to perform at their best. This, in turn, can lead to improved faculty satisfaction that eventually ensure institutional success. By recognizing the significance of organizational culture, universities can proactively work towards building a positive and supporting work environment that serves faculty and students alike.



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