

Fostering Academic Workforce Stability through Organizational Culture: Evidence from Happiness and Commitment Perspectives

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ABSTRACT:

Educational institutions are most concerned about stability of academic workforce these days. The issue of continuous departure and lack of a commitment of the faculty in educational institutions is a challenging one at levels. The study investigates the role of organizational culture in employee retention through employee happiness and organizational commitment as mediators. A quantitative research design was used by the study to collect the data a questionnaire. The study collected data from 300 academicians working in different higher education institutions. The results indicate that employee satisfaction and organizational commitment have a positive outcome on organizational culture. In addition, employee satisfaction and organizational commitment affects on employee retention positively. In addition, organizational culture also positively impacts workforce stability directly. Consequently, institutional supportive values, team spirit and employee-centred practices enhances the retention of academic talent. The educational administrators trying to enhance the workforce stability and institutional effectiveness with applying human resource strategies by making the culture will find the findings of the study useful.

Keywords: Organizational Culture, Employee Happiness, Organizational Commitment, Employee Retention, Academic Workforce Stability, Higher Education Institutions.

Introduction

Universities all across the world are facing more challenges to attract, engage and retain talented academic staff. The persistence of faculty turnover is majorly an issue due to its consequences on the continuity of institutions, quality of teaching, productivity of research and cost of recruitment and training. As competition

in the educational sphere has increased, universities and colleges of higher education are pressurized to formulate organizational mechanisms which would result in the employee's attachment and commitment to their organization. Organizational culture (OC) has emerged as one of the factors influencing retention of employees. The culture can impact

the attitude, behaviour and experiences of the employees at workplace.

OC are the broader shared values of the stakeholders in an institution which influences employee behaviour (2010, Schein). It powerfully shapes employees' thinking, work performance and approaches to problems. More collaboration, more sharing, culture is one key feature that educational organisations build on. It is important for successful professional management. Moreover, it affects the venues for staff development made available. It affects how employees view organizational support in the end. An organisational culture which brings trust, inclusion, and innovation is positive.

Academic professionals are intellectual resources and education institutions need to realize the importance of retaining them for growth. Previous studies indicate that a positive OC increases employee satisfaction and commitment, which in turn reduces turnover intention. Academics tend to remain with organizations that are compatible with their personal values and the organization has a supportive leadership, recognition, and opportunity for growth (Eliyana et al. 2019; Kim & Park, 2020).

The increasing interest in employee happiness is the focus of much organizational research. Happiness at work is employees' affective experiences, life satisfaction and wellbeing at work (Fisher, 2010). Satisfied employees tend to be more energetic, productive, social and have a lesser chance of quitting. Research in the education sector has demonstrated that happiness not only impacts retention outcomes, but also allows for the efficient and effective delivery of the teaching-learning process (Barkhuizen and Rothmann, 2008; Garg et al., 2009).

Many and other important aspects relating to retention consist of organizational commitment (O.C.T.). Meyer and Allen (1991) classified O.C.T. into three affective continuance and normative. The employees who are more dedicated emotionally commits themselves to the institutions to which they belong and also engage in a worthwhile of membership as well as feel obliged towards its goals and values. O.C.T. has

been proven by many studies to be a good predictor of retention and organizational citizenship behaviour.

The literature on OC, employee happiness, O.C.T., and retention is extensive, but not much has been written to study these organizations in higher educational institutions. Understanding the role of employee well-being and O.C.T. to stability of academic workforce through OC can give valuable information to educational leaders and policy decision makers. As a result, the current study assesses whether OC associates with academic workforce stability via employee, happiness and O.C.T.

Literature Review

Schein (2010) states that the employee perception, communication and reaction is influenced by the culture of the organization (institution). It enriches the image of the organization: its reality. For example, an educational institution with cultural values of collaboration, innovation, participation and support tends to have satisfied employees.

Hartnell, Ou, and Kinicki (2011) show constructive cultures facilitate employee attitudes and organizational effectiveness. As per Alattas and Kang (2016), a similar study identified that culture encourages knowledge sharing, employee engagement and organizational effectiveness. When Employees feel supported by a culture that encourages speaking up, they feel psychologically safe to present their ideas. Staff may actively contribute to the achievement of institutional objectives with this approach.

Studies show that faculties in higher education clandestinely value things such as collegiality, leadership, academic freedom etc. When an individual possesses any of these characteristics they are more likely to be committed to the organisation and leave less.

Over the past years, the vital aspect of happiness of the employees is awakening as organizations, see that the well being of employees is important for sustainable performance. Therefore Employee Happiness has become one of the important HR strategy of successful organizations. Fisher (2010) argues that

happiness at work refers to the positive feeling, satisfaction and meaningfulness of the job. OC is what builds such experiences.

Bataineh (2019) shows when fostered, organizational setting can increase employee happiness and performance. Salas-Vallina, Alegre, and Fernández (2017) note that organizational practices that drive trust, empowerment, and collaboration contribute largely to happiness at work. Workers that work in an encouraging culture have lower stress, better mental health, and greater enthusiasm in.

The teaching staff of educational institutions must deal with workload, administrative and performance pressure. Having OC is beneficial. People become more supportive of one another. Recognition increases. And there are more opportunities for development. So, OC is a basic cause of happiness.

O.C.T. is the link between an employee and an organization. Meyer and Allen (1991) stated that commitment consists of three components: affective, continuance and normative. OC shapes employees' perceptions of fairness, support, and help.

OC enhances O.C.T. through better employee satisfaction. (Eliyana et al., 2019) Tsai (2011) also found that positive workplace cultures positively enhance employee commitment and job performance. When employees see the organization's values as consistent with their values, they get emotionally attached to the organization.

Commitment is more important in educational institutions because academicians are contributing towards long term institution building. In a similar manner, faculty members who exhibit greater involvement are more likely to engage in research, mentoring, curriculum development and service to the institution.

Research shows employer and employee happiness have a direct influence on the retention rates of a job. Happy employees are more engaged and motivated at work and are unlikely to quit soon. According to Wright and Cropanzano (2007), employee well-being conveys organizational performance and retention benefits.

Happiness in the workplace leads to increased O.C.T. and lower turnover intentions. Moreover, the organizations have noted that happy workers in the workplace have a positive image of their organization. Moreover, those who are happy are also willing to improve their employment relationships with their organization for a longer period. It can also assist in decreasing turnover intention.

O.C.T. is considered an important predictor of employee retention. As per a meta-analysis conducted by Meyer et al. (2002), it is found that commitment has a significantly negative relationship with turnover intentions and turnover behaviour. When employees feel emotionally connected to their organization, they are less likely to search for another job. The commitment of employees has a significant effect on employee retention in organizational settings (Griffeth, Hom, and Gaertner, 2000). Within educational institutions, the commitment of faculty members to their work enhances the reputation of the institution, student development, and research excellence. O.C.T. creation can therefore be considered as a practical lever to increase employee retention.

Research Gap

Though each of the four concepts, OC, employee happiness, O.C.T. and retention have empirical and conceptual relationships with each other, most of the studies have been tested on individual constructs. Research data regarding the testing of these variables in the context of institutions of higher learning is still less. With the exception of that, there is shortage of works on worker happiness and O.C.T. together as mediators of the impact of OC on worker retention. This study will assist learning managers implementing practices that will increase faculty commitment and retention thus enhancing the effectiveness.

The survey clearly demonstrates how important OC is in effective retention management. However, our study reveals a less-explored territory of the academic institutional function. Also, we suggest OC influence the stability of academic workforce through enhancing.

Objectives:

The aim of this study is to assess the impact of OC on retention of academic staff in higher education institutions, the impact of OC on employee happiness and O.C.T., and the association of employee happiness and O.C.T. on retention of employees in academic staff.

Methodology

Using quantitative and descriptive methodology, the research will evaluate the influence of OC on the job retention of academic workforce through employee happiness and O.C.T.. The questionnaire will assist the education faculty and academic staff of the higher educational institutions in the collection of primary data. For this study, researchers will select respondents using stratified random sampling technique. The analysis of collected data will additionally involve

the use of descriptive statistics, exploratory factor analysis, structural equation modeling, and hypothesis testing to validate the hypothesized association of study variables.

Result and Analysis

The researcher collected data from 300 members of the faculty and academic professionals working in higher educational establishments. The researcher prepared a questionnaire to do this. The Study presents Analysis and interpretation of the data collected. The examination sought to determine how OC affects the retention of employees. Also, appendix evaluated the role of employee well-being and commitment to the organization for the retention of the academic staff.

Table 1 Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation
Organizational Culture	4.12	0.61
Employee Happiness	4.05	0.67
Organizational Commitment	3.98	0.72
Employee Retention	4.08	0.64

The table presented indicates that the respondents have a positive view toward the OC (M=4.12), employee satisfaction (M=4.05), O.C.T. (M=3.98), employee retention.

Table 2 Correlation Analysis

Variables	OC	EH	OCM	ER
Organizational Culture (OC)	1.000			
Employee Happiness (EH)	0.684**	1.000		
Organizational Commitment (OCM)	0.721**	0.648**	1.000	
Employee Retention (ER)	0.759**	0.702**	0.781**	1.000

Note: $p < 0.01$

According to findings there is a strong link between the variables used which is highly significant and this results in a controlling strength on all the variables. There was a strong positive relationship between OC and employee

retention ($r = 0.759$); employee happiness ($r = 0.684$) and O.C.T. ($r = 0.721$). This signifies that positive OC plays a vital role.

Table 3 Structural Equation Modelling Results

Relationship	Path Coefficient (β)	t-value	p-value
Organizational Culture $\rightarrow$ Employee Happiness	0.68	12.54	<0.001
Organizational Culture $\rightarrow$ Organizational Commitment	0.73	14.11	<0.001
Employee Happiness $\rightarrow$ Employee Retention	0.42	7.68	<0.001
Organizational Commitment $\rightarrow$ Employee Retention	0.51	9.32	<0.001
Organizational Culture $\rightarrow$ Employee Retention	0.39	6.95	<0.001

The study's SEM results indicate that OC has a strong impact on employee happiness and O.C.T. as shown by the values of $\beta=0.68$ and $\beta=0.73$ respectively. Moreover, employee retention is

positively influenced by employee happiness and O.C.T. as OC calms down the employees.

Table 4 Model Fit Indices

Fit Index	Obtained Value	Recommended Value
χ^2/df	2.18	<3.00
CFI	0.951	>0.90
TLI	0.943	>0.90
RMSEA	0.058	<0.08
SRMR	0.047	<0.08

Fit indices of the model meet the recommended threshold. The findings indicate that the structural model proposed explains significant relationship between OC, employee happiness, O.C.T. and employee retention.

Discussion

The research study shows that OC affect the academic workforce stabilization as organizational happiness and O.C.T.. The final analysis of the study shows that the OC impacts the happiness level of employees, commitment to the organization and also impact employee retention. The research findings suggest that organizations need to give business culture to have an academic workforce stability in education institute.

The study showed a positive and significant correlation between OC and employee happiness. In higher-level OC, employees experience more positive affect and satisfaction, one might say. The Salas-Vallina et al. (2017) and Fisher (2010) studies report similar findings whereby management practices that optimise and favour the health and well-being of employees produce

happiness in organizations. When teachers at institutions of higher education work in a climate characterised by trust, cooperation, recognition, participative decision-making and effective leadership then these teachers experience more positive affect and job satisfaction.

Research shows that the O.C.T. of employees gets impacted by OC. O.C.T. refers to a faculty member's positive perception of an educational institution as being fair, supportive, and consistent with one's other professional values. A faculty member's commitment leads to a sense of emotional attachment to and loyalty towards the organization. This result is in line with the theoretical framework devised by Meyer and Allen (1991) and is consistent with the findings of the Elyana et al. (2019), and Tsai (2011) studies. When institutions adopt a culture of transparency, respect, academic freedom, and give and take, the employees get a chance to identify with the goal of the institution.

The findings related employee happiness significantly to employee retention, according to the research. We are satisfied with our work and want to stay associated with the organization; we

don't wish to leave. A workplace that makes employees content provides them with good experiences and thus increases their job satisfaction, job engagement and professional fulfilment. In addition, this finding aligns with Wright and Cropanzano (2007) who argued that the well-being of employees serves greater organizational interest for instance lower turnover intention. When university faculty are happy it reduces burnout and increases employees' willingness, which is very important in the workplace.

Also, organisational commitment was a significant factor employee retention. According to the study, committed employees are more likely to remain in the institutions and participate in their long-term positive development. This evidence supports earlier findings (Meyer et al. 2002; Griffeth et al. 2000) which indicated that organisational commitment is one of the strongest predictors of employee retention. When professors forge an emotional bond with their institutions, they go further in their teaching and research, mentoring, and serving the institution in other ways.

Additionally, OC directly impacts employee retention, the study further reveals. The positive path coefficient implies that stronger OC in institution leads to more successful in retaining qualified academic professional in higher education institution. In other words, OC gives employees a sense of belongingness, recognition, and growth. As a result, it makes them less likely to depart. Accordingly, this finding highlights the vital importance of OC as one of the most instrumental in retaining the critical talent in higher education institutions.

In this model, employee satisfaction as well as O.C.T. were important explanatory mechanisms through which OC affects OR. The findings revealed considerable associations between the study variables as has been shown. The findings indicate that OC has a relationship with retention, both directly and indirectly through the employees' joy and O.C.T. In addition to that, this model including the important variables studied offers a new insight into the role of OC in increasing academic retention. It also greatly

enhances knowledge linking various sets of literature providing a more integrated perspective.

From a practical perspective, educational managers must formulate strategies that foster the overall OC of educational institutions. An example could be that participative leadership, recognition and rewards program, offering professional development opportunities, instituting a transparent communication system, and launching employee well-being initiatives all contribute to a strong educational institution's OC. The stability of the organization's culture will result in a stable workforce. A renowned decision-maker and policy-maker should be made aware of this research regarding the various facets of OC of educational institutions.

The aim of this study is to contribute to the to the organizational behaviour literature that OC creates a precondition which eventually leads to extremely happy employees with high O.C.T. and retention among academic employees. Overall, findings highlight the importance of establishing institutional environments for improving employee well-being and O.C.T.

Conclusion

The academic staff retention in higher educational institutions is largely influenced by the OC, the study finds out. The findings show a positive OC significantly influences employee happiness, O.C.T. and retention. To put it in other words, the OC promotes supportive leadership, a collegial work environment, recognition, and shared values that commits the faculty to the organization. Moreover, employee satisfaction and O.C.T. are important mechanisms by which OC influences retention outcomes. This research confirms that an organization's culture directly affects the retention of a stable, satisfied and committed academic workforce, as well as the long-term effectiveness and competitiveness of educational institutions.

Recommendations

According to the study, Institutions of Higher Education should endeavor to create an

organizational climate conducive to the development of the institution as well as the overall well being of employees. The institutional managers have to take up strategies for employee participation and involvement in decision making. Additionally, it is essential to have an effective communication system for transparency, timely decision making, and conflict resolution. It is essential to organize programs to recognize teachers and mentor new faculty members. Offering ongoing training opportunities will increase the satisfaction of current staff and their commitment. Institutions

of higher education must conduct regular evaluation exercises on employee satisfaction and organizational climate of the institution. Regular workforce analysis must be conducted by them to resolve current problems as well as the anticipated future challenges of employee retention and commitment. For the purpose of attaining strong employee retention, the educational institution should introduce various work life balance policies, wellness program and career advancement opportunities. In this way, those.

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