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The Effect of Organizational Culture on Employee Work Engagement in a Higher Education Institution

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The Effect of Organizational Culture on Employee Work Engagement in a Higher Education Institution

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Abstract: The study examined the effect of organizational culture on employee work engagement at a higher education institution in Ghana. Hierarchy culture, clan culture, market culture, and adhocracy culture captured under Cameron and Quinn's theory were investigated to determine the impact they had on employee work engagement. A correlational quantitative research design was used. The convenience sampling technique was used for the study. The findings of the study revealed that a significant positive relationship exists between clan culture and employee engagement, as well as between hierarchy culture and employee engagement. On the contrary, the results of the relationship between adhocracy culture and employee engagement and between market culture and employee engagement was found to be insignificantly positive. Trainings that would enhance teamwork and collaboration to attain the firm's objectives are highly recommended.

Keywords: Organizational Culture, Employee Work Engagement, Hierarchy Culture, Clan Culture, Market Culture, Adhocracy Culture

Introduction

In today's complex and highly competitive business environment, firms' organizational culture provides a critical source of competitive advantage as it influences firm behavior and has the tendency to impact performance positively (Schrodt 2009). Additionally, the culture of an organization has been found to affect the satisfaction and commitment of employees performance (Nikpour 2017; Idris, Dollard, and Tuckey 2015) as well as employee engagement (Brenyah and Darko 2017). Suharti and Suliyanto (2012) refer to organizational culture as the values and belief systems which are held by the employees of an organization, which causes a distinction among organizations. According to Schein (1985, 6), culture refers to:

[A] pattern of basic assumptions, invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that have worked well enough to be considered valid and therefore is to be taught to new members as the correct way to perceive, think and feel in relation to those problems.

Moreover, researchers do argue that, among other things, firms set goals and objectives to influence the organizational culture and significantly impact the morale and retention of employees as well as the level of engagement (Ludolf et al. 2017). According to Brenyah and Darko (2017), this is very crucial due to the fact that the success of a firm depends on the degree to which employees demonstrate their commitment to the mission, vision, and strategy in addition to their determination to contribute to the achievement of the firm's goals.

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Balthazard, Cooke, and Potter (2006) further indicated that good and supportive organizational culture does not only increase the levels of employee engagement but also translates it into high levels of productivity. Lee, Idris, and Delfabbro (2017) describe employee engagement as a person's preferred self in their work task, promoting connections to the personal presence (physical, cognitive, and emotional) and active, full role performances. It is an antidote to job burnout as it promotes a positive, fulfilling, affective-motivational state of work-related well-being (Xanthopoulou et al. 2009). Engaged employees who are generally described as possessing elevated levels of energy strongly identify themselves with their work (Lee, Idris, and Delfabbro 2017). In other words, employees with high levels of engagement demonstrate a greater level of dedication, vigor, and absorption in the work they carry out in the organization.

O'Reilly (1989) argues that despite the several contributions to the literature on related subjects such as organizational change, organizational climate, organizational leadership, and organizational socialization, very limited studies have been carried out on culture and employee engagement in developing countries, of which Ghana is not an exception. Hansen and Wernerfelt (1989) further argue that in several studies the concept of organizational culture has been explored from the general perspective without much critical consideration to the different types of culture prevailing in an organization. Furthermore, Parchianloo et al. (2017) argue that the majority of reviews on organizational culture focus on commercial organizations. Only a few studies have investigated organizational culture in educational contexts. Ravasi and Schultz (2006) therefore stressed the need to investigate higher educational institutions. Moreover, the Ghanaian public sector, according to Brenyah and Darko (2017), is faced with a great challenge in maintaining a highly engaged workforce.

Within the context of Ghana's higher education institutions, studies on organizational culture have been few, and notable among these was the research carried out by Acquah, Seshie, and Zogbator (2015). This study assessed the impact of organizational culture on the performance of faculty/staff of selected non-faith private universities in Ghana. The study found that achievement and support cultures do impact positively on employee performance while role and power cultures do not have significant relationships with employee performance. The study by Acquah, Seshie, and Zogbator (2015) used the Cameron and Quinn (1998) typology of organizational culture which measured organizational culture in terms of four perspectives, namely, power culture, role culture, achievement culture, and support culture. In the quest to contribute to organizational culture research in higher educational institutions in Ghana, this current study used the Cameron and Quinn (1998) organizational culture typology (hierarchy culture, clan culture, adhocracy culture, and market culture) and assessed its impact on work engagement among staff of selected higher educational institutions in Ghana.

The Concept of Organizational Culture

The concept of organizational culture has had a long history globally. According to Hansen and Wernerfelt (1989), this concept became very popular in the 1980s and has replaced the surveying of the organizational climate. The organizational culture as a concept has been widely demonstrated by researchers as being the atmosphere and practices that are created around the individuals in an organization. It is the philosophies and characteristic features that an organization alludes to. There is an impressive acceptance of organizational culture in the twenty-first century due to the significant role it plays in strategic implementation, employee performance, and job satisfaction (Ludolf et al. 2017; Hartnell, Ou, and Kinicki 2011). It is therefore vital for organizations to have an appreciation of their own parts of culture based on the bits of knowledge provided by the social point of view in order for them to be able to establish effective controls across organizations. Organizational culture, according to Altaf (2011), refers to shared beliefs and values found in an organization which helps in the molding of employees. It also refers to a way of life which is characterized by language, standards,

values, and convictions which determine how organizations operate and conduct themselves (Nikpour 2017). Organizational culture plays a role in affecting how employees relate and cooperate with each other and with other stakeholders like customers, suppliers, creditors, etc. (Schrodt 2009). It can be deduced from the definitions above that the culture of organizations tends to help in keeping employees on track and getting accustomed to organizational objectives. Brenyah and Darko (2017) explained that organizational culture is central to an organization's activities and together has an aggregate effect on the quality of goods and services produced by organizations. Organizational culture is often viewed as the DNA of the organization as it is often unseen with the naked eye, although it is a very powerful template that fashions and molds what goes on in the working environment. This is further supported by Meng et al. (2016) who argued that organizational culture begins from the leadership which is then passed on to employees across the organizations, seeing as it shapes human behavior. Hackman and Oldham (1976) assert that the aggregate interpretive nature of organizational culture provides a sense of shared identity in which members tend to rationalize events, individuals, and occasions inside and outside the organization in a similar manner. Based on the organization's culture, the leadership and management determine the strategy and structure that influence the choice of leadership style which invariably determines how the organizational framework is planned. In effect, organizations' unique strategies, hierarchical structure models, pay frameworks, and authority styles are formed by the sort of culture adopted in the organization. According to Alharbi and Abedelrahim (2018), organizational culture development is based on the need to adapt to the changing environmental structures through empowerment.

Cameron and Quinn Theory

Bakker et al. (2008) posit that there exist several types of organizational cultures in literature. However, the type of organizational culture which was proposed by Cameron and Quinn (1998) forms the basis of this study. Based on the Cameron and Quinn (1998) theory of organizational culture, there exist four main types of organizational culture which can be found in an organization, which include market culture, hierarchy culture, adhocracy, and clan culture.

The clan culture according to Cameron and Quinn (1998) is defined by a sense of cooperation and team spirit among employees working together in an organization. Furthermore, the clan culture is characterized by a strong commitment and dedication toward the organization and its shared goals and values by the employees (Parchianloo et al. 2017; Cameron and Quinn 1998).

Adhocracy culture is a type of culture in which top management and employees emphasize on innovation and creativity to be able to adapt and respond promptly to available opportunities. Emphasis is very much on flexibility and adaptability to the external environment as a means to achieve growth, with a lot of prominence given to individuality, creativity, and entrepreneurship (Cenkci and Özçelik 2015; Cameron and Quinn 1998).

Hierarchy culture according to Cameron and Quinn (1998) is defined by the presence of formalized structures including policies, rules, and regulations as the foundation for running the organization.

In this culture, control and stability are achieved through the adoption of the culture, communication, and the management of information (Hackman and Oldham 1976). From the perspective of Hansen and Wernerfelt (1989), this culture is underpinned by the belief that there is a fulfillment of the expectations of employees when their individual roles are clearly defined. Hackman and Oldham (1976) argue that organizations achieve success when there is effective communication and formalization of procedures and processes.

Market culture emphasizes how organizations transact business with their external stakeholders, such as customers, suppliers, creditors, regulatory bodies, etc. (Cameron and

Quinn 1998). According to Cameron and Quinn (1998), this culture prioritizes planning of goals as a means of achieving efficiency and productivity, as well as competitiveness. Meng et al. (2016) noted that the underlying assumption that guides this culture is that employees are highly motivated to give their best when there are well-established goal and reward systems. This current study thus seeks to examine the extent to which employee engagement is impacted by organizational culture in institutions of higher learning.

Employee Work Engagement

Employee work engagement, which is a psychological state, refers to the extent to which employees get committed, involved, and attached to their work (Saks 2006). Budiono, Hamidah, and Yasin (2019) also defined employee work engagement as a state of affective emotion of fulfillment in relation to work, which is the level of absorption, dedication, and vigor demonstrated by the employee. Employee engagement is a key business driver for organizational success. This is established in the work of Saks (2006), in which it was stated that employee engagement improves talent retention, the loyalty of the customer, and organizational performance as a whole. As a result of this, employee engagement has gained the attention of several scholars (Crawford, LePine, and Rich 2010; Bakker and Demerouti 2008). In the conceptualization of the construct of employee engagement, the researchers identified vigor, dedication, and absorption as the distinct dimensions of engagement (Acquah, Seshie, and Zogbator 2015). Vigor reflects as high levels of energy, mental resilience, and persistence against challenges in the course of carrying out work (Brenyah and Darko 2017).

Dedication is reflected by a strong sense of involvement and personal identification with tasks assigned to employees. This dimension is generally characterized by enthusiasm, inspiration, pride, and taking on challenges that relate to specific work (Bakker et al. 2008). Absorption is described as the mental dimension of engagement in which employees display happiness and have interesting experiences as they concentrate and get deeply involved in the work without even noticing the passage of time (Bakker, Albrecht, and Leiter 2011). According to Mungthanaworakun et al. (2020), an increase in the levels of employee engagement positively impacts job satisfaction as well as job performance in the organization. The implication of this is that when there is a low level of engagement among employees, they lack the passion and interest needed for work which invariably negatively impacts the employees and the organization as a whole (Neubrand and Rödel 1997). It can be argued that having highly engaged employees is an invaluable asset for every organization.

Organizational Culture and Work Engagement

Clan Culture and Work Engagement

Cameron and Quinn (1998) in their study identified the development of employees, collaboration, and teamwork among employees, as well as trust and commitment as fundamental features of clan cultures. An earlier study by Quinn and Kimberly (1984) argued the need for more focus on decentralized decision-making, employee participation, and involvement through sharing appropriate information, to build trust and commitment toward the organization. Hartnell, Ou, and Kinicki (2011) reiterated this and proposed that positive behaviors and attitudes (employee involvement, commitment, and open communication) should be facilitated to promote clan culture.

The work engagement literature has continuously found positive links between clan culture features such as information sharing, coworker and supervisor support, as well as appreciation. For instance, Crawford, LePine, and Rich (2010) established that clan characteristics such as information sharing and coworker and supervisor support positively impacted employee work

engagement in organizations. Similarly, Bakker and Demerouti (2008) found a significant positive relationship between supervisor support, appreciation and information sharing, and work engagement. This corroborates the argument that certain important job resources that clan cultures provide facilitate the work engagement of employees. Moreover, a multilevel investigation by Saks (2006) revealed that clan culture and employee engagement are moderately related.

H1: A significant positive relationship exists between clan culture and employee work engagement among higher educational institutions in Ghana.

Adhocracy Culture and Work Engagement

Adhocracy culture centers on fostering creativity and innovativeness, autonomy, variety, and creating challenging and stimulating work (Cameron and Quinn 1998). This entails providing employees with opportunities to be autonomous and innovative and involving them in different tasks so as to foster their development. Studies over the years have established that assigning employees to carry out a variety of tasks together with providing autonomy and resources positively impacts work engagement (Saks 2006). Emphasis on employee growth, development, skill, and task variety in an organization indicates the presence of adhocracy culture (Hartnell, Ou, and Kinicki 2011). Adhocracy culture in the context of institutions of higher learning could therefore promote creativity and innovativeness among employees and this could enhance their work engagement. Providing employees with autonomy and the ability to use varieties of skills to achieve results could motivate them to get engrossed in their work, hence promoting work engagement (Saks 2006).

H2: A significant positive relationship exists between adhocracy culture and employee work engagement among institutions of higher learning.

Hierarchy Culture and Employee Work Engagement

Hierarchy culture values clear-cut communication, roles, and routinization as a mechanism to keep an organization predictable and in control (Hartnell, Ou, and Kinicki 2011). Due to the strict adherence to structures, rules, regulations, and policies for employees in this culture, the element of surveillance is very crucial to ensuring compliance (Cameron and Quinn 1998). Surveillance is therefore key in ensuring that the job resources provided by this culture are still apparent. However, it can be argued that surveillance may negatively impact on the employee emotions and may also stifle autonomy, innovation, and creativity which are very important for work engagement.

Employees in this culture feel obligated to work hard because of the values of efficiency and uniformity, which can be psychologically and physically demanding. This shows that hierarchy culture can only provide employees with a good set of positive and functional job resources since it is predominantly focused on stability and control leading to work engagement on the part of employees (Khadar 2018). In support of the above study, Reis, Trullen, and Story (2016) established that hierarchy culture has a moderate positive relationship with employee work engagement.

H3: A significant positive relationship exists between hierarchy culture and employee work engagement.

Market Culture and Work Engagement

Cameron and Quinn (1998) considered market culture as a culture that values competitiveness and aggressiveness which is result- and achievement-oriented, maintaining control through centralized decision-making systems. Studies in extant literature have continued to describe it from different viewpoints. For example, Quinn and Kimberly (1984) in an earlier study described it as a culture where rewards are based on achievement, decisions are key, managers provide direction, and achieving expectations of stakeholders is vital. Hartnell, Ou, and Kinicki (2011) opined that market cultures emphasize clear goals and communication as a means of motivating aggressive employee performance.

Contrarily, certain job resources provided by this culture run the risk of being misinterpreted as negative sides of the job. For instance, the presence of reward systems may put a limitation on the personal development of employees. Aggressive competition for performance could also result in too much pressure on employees which could negatively affect them physically and emotionally (Cenkci and Özçelik 2015; Hartnell, Ou, and Kinicki 2011). Since the focus of the culture in the long term is on achieving success through motivating employees' competitiveness and aggressiveness, key resources needed for the job are often not provided and this may not support work engagement

H4: A significant positive relationship exists between market culture and employee work engagement.

Methodology

The present study applied quantitative research. Creswell and Clark (2014) posits that quantitative research involves collecting numerical data and performing statistical analysis of this data to understand the phenomenon under study. The adoption of this approach is premised on Singh's (2006) argument that quantitative research allows for the relationship between variables to be examined in a single study. This approach thus enables the relationship between organizational culture and employee engagement to be examined in this study. Using a population of 300 academic and administrative staff from the selected institution of higher learning, a sample size of 169 was arrived at using the Krejcie and Morgan (1970) table. To engage respondents who were accessible and keen to participate at the time of the data collection, the convenience sampling technique was used (Louis, Lawrence, and Keith 2018). The criteria used for the selection of the respondents in the study included being an academic or administrative staff of the institution of higher learning and having worked for not less than 2 years in the institution of higher learning. Consent and permission from the management of the institution of higher learning was sought through written documents. Moreover, each respondent had to read and sign the statement of consent form before being selected to participate in the data collection.

Survey questionnaires were used as the data collection instrument for the study. According to Louis, Lawrence, and Keith (2018), the use of survey questionnaires in a study allows respondents to fill the questionnaires at a time convenient to them. Filling the questionnaires takes relatively less time when compared to interviews. The study adopted the Cameron and Quinn (1998) Organizational Culture Assessment Instrument (OCAI) for measuring clan culture, adhocracy culture, hierarchy culture, and market culture which comprised six items each. In measuring work engagement, the study adopted the Utrecht Work Engagement scales, developed by Balthazard, Cooke, and Potter (2006). Data collected using the questionnaires were coded and analyzed with version 21 of SPSS. The four dimensions of organizational culture and their effect on employee work engagement were analyzed using multiple regression analysis (Table 1).

Table 1: Reliability Statistics

<i>Variables</i>	<i>Number of Items</i>	<i>Cronbach Alpha Value</i>
Hierarchy Culture	6	0.821
Clan Culture	6	0.923
Market Culture	6	0.786
Adhocracy Culture	6	0.936
Employee Engagement	16	0.964

Source: Afrifa et al.

Reliability analysis was conducted using the SPSS software to assess the reliability of the items used in measuring the variables. According to the results, it could be inferred that the Cronbach alpha values of the variables ranged from 0.786 to 0.964, which shows that all the items used in measuring the variables were statistically reliable as they were greater than 0.7 (Sekaran and Bougie 2016).

The validity statistics for the variables used for the study are presented in Table 2. The exploratory factor analysis was used to check the validity of the variables. From the KMO (Kaiser–Meyer–Olkin, a test that measures sampling adequacy for each variable in the model) values that ranged from 0.715 to 0.910), it could be inferred that the sample size was adequate. Furthermore, from the Bartlett’s Test of Sphericity (0.000) for each of the variables, it was indicated that the items for measuring each of the variables correlate well with each other. The total variance explained for each of the variables ranged between 68.1% and 85.2% while factor loadings ranged between 0.662 to 0.913, which indicates that all the variables were statistically valid as they measured what they intended to measure.

Table 2: Validity Statistics

<i>Variable</i>	<i>KMO</i>	<i>Bartlett’s Test of Sphericity</i>	<i>Total Variance Explained</i>	<i>Factor Loadings Range</i>
<i>Hierarchy Culture</i>	0.881	0.000	76.8%	0.781–0.900
<ol style="list-style-type: none"> 1. The organization is a very dynamic entrepreneurial place. People are willing to stick out their necks and take risks. 2. The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency. 3. The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships. 4. The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important. 5. The organization emphasizes permanence and stability. Efficiency, control, and smooth operations are important. 6. The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical. 				
<i>Clan Culture</i>	0.889	0.000	79.2%	0.807–0.903
<ol style="list-style-type: none"> 1. The organization is a very personal place. It is like an extended family. People seem to share a lot of personal information and features. 2. The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing. 3. The management style in the organization is characterized by teamwork, consensus, and participation. 4. The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high. 				

5. The organization emphasizes human development. High trust, openness, and participation persist. 6. The organization defines success on the basis of development of human resources, teamwork, employee commitment, and concern for people.				
<i>Market Culture</i>	0.715	0.000	68.1%	0.662–0.808
1. The organization is very result-oriented. A major concern is getting the job done. People are very competitive and achievement-oriented. 2. The leadership in the organization is generally considered to exemplify a result-oriented focus. 3. The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement. 4. The glue that holds the organization together is an emphasis on achievement and goal accomplishment. 5. The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant. 6. The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.				
<i>Adhocracy Culture</i>	0.902	0.000	80.4%	0.888–0.909
1. The organization is a very controlled and structured place. Formal procedures generally govern what people do. 2. The leadership in the organization is generally considered to exemplify entrepreneurship, innovation, or risk-taking. 3. The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness. 4. The glue that holds the organization together is commitment to innovation and development. 5. The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued. 6. The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.				
<i>Employee Engagement</i>	0.910	0.000	85.2%	0.892–0.913
1. At my work, I feel bursting with energy. 2. At my job, I feel strong and vigorous. 3. When I get up in the morning, I feel like going to work. 4. I can continue working for very long periods at a time. 5. At my job, I am very resilient, mentally. 6. At my work I always persevere, even when things do not go well. 7. I find the work that I do full of meaning and purpose. 8. I am enthusiastic about my job. 9. My job inspires me. 10. I am proud of the work that I do. 11. Time flies when I'm working. 12. When I am working, I forget everything else around me. 13. I feel happy when I am working intensely. 14. I am immersed in my work. 15. I get carried away when I'm working. 16. It is difficult to detach myself from my job.				

Source: Afrifa, Fianko, Amoah, and Dzogbewu

Results

The results from Table 3 show that the study was dominated by males as they constituted 61.5%, while females constituted 38.5%. In terms of age distribution, 33.1% were between the ages of 36 and 40 years; 21.9% were between the ages of 31 and 35 years; 17.8% were between the ages of 41 and 45 years; 14.8% were between the ages of 25 and 30 years; 8.3% were more than 45 years, while 4.1% were less than 25 years. According to the results, most of the

respondents have their masters/postgraduate degrees (52.5%), 37.3% have their first degree, while 10.1% have attained their diploma/HND. In terms of tenure, 32.5% have worked at the higher education institution for 4 to 6 years; 32% have worked for 7 to 10 years; 23.7% have worked for more than 10 years, while 11.8% have worked for 1 to 3 years. The demographic statistics of the respondents are of relevance to the results because they provide insights into the characteristics of the staff from the institutions of higher learning that participated in the study. Furthermore, the tenure of the respondents did show that they have worked in the institution of higher learning for a longer number of years and are therefore eligible to give candid opinions on the various types of organizational cultures that exist and how each of these organizational cultures affect their work engagement.

Table 3: Demographics of Respondents

	<i>Frequency</i>	<i>Percentage (%)</i>
<i>Gender</i>		
Male	104	61.5
Female	65	38.5
Total	169	100
<i>Age</i>		
Below 25 years	7	4.1
25–30 years	25	14.8
31–35 years	37	21.9
36–40 years	56	33.1
41–45 years	30	17.8
More than 45 years	14	8.3
Total	169	100
<i>Educational Level</i>		
Diploma/HND	17	10.1
First Degree	63	37.3
Masters/Postgraduate	89	52.7
Total	169	100
<i>Tenure</i>		
1–3 years	20	11.8
4–6 years	55	32.5
7–10 years	54	32
More than 10 years	40	23.7
Total	169	100

Source: Afrifa et al.

Types of Organizational Culture at the Institution of Higher Learning

The mean score ranking analysis (Table 4) revealed that the most practiced culture in the institution of higher learning is the hierarchical culture, which is evidenced with the highest value of mean score of 3.81. The implication is that employees in this institution follow formalized rules and policies to guide how tasks are performed by employees (Hartnell, Ou, and Kinicki 2011). This is also because institutions of higher learning need to have a culture of formalized rules and regulations to help maintain discipline and good standards that define their values.

The next most noticeable type of organizational culture is the clan culture, which is represented by a mean value of 2.98. This implies that beyond the culture of adoption of formalized rules and processes for the running of the institution, there is also a strong sense of partnership, collaboration, and teamwork among the employees which are distinctive features that describe the clan culture. The third and fourth cultures—that are least dominant in the organization—are market culture and adhocracy culture which are represented by mean score values of 2.90 and 2.55 respectively. It therefore implies that the working environment is characterized by low levels of competitiveness and aggressiveness in addition to limited levels of autonomy, creativity, and innovation as far as employees are concerned; as such, cultures had mean scores that were less than the midpoint value of 3.0.

Table 4: Mean Scores on Types of Organizational Culture at the Institution of Higher Learning

<i>Variable</i>	<i>Mean Score</i>	<i>Rank</i>
Hierarchy Culture	3.81	1st
Clan Culture	2.94	2nd
Market Culture	2.90	3rd
Adhocracy Culture	2.55	4th

Source: Afrifa et al.

Effect of Organizational Culture on Employee Engagement

According to the standard multiple regression analysis (Table 5), it could be inferred that 36.9% of the variation in the dependent variable (employee engagement) was explained by the independent variables (clan culture, adhocracy culture, market culture, hierarchy culture). The results also showed that the regression model was statistically fit ($F = 39.839, p < 0.05$) which indicates that at least one of the independent variables has the potential to statistically predict the dependent variable (employee engagement). The results also showed that significant positive relationships exist between clan culture and employee engagement ($\beta = 0.551, p = 0.028$). Another significant positive relationship also exists between hierarchy culture and employee engagement ($\beta = 0.620, p = 0.001$). The study found nonsignificant relationships between adhocracy culture and employee engagement ($\beta = 0.054, p = 0.639$), and also market culture and employee engagement ($\beta = 0.017, p = 0.886$).

Table 5: Multiple Regression Analysis

<i>Hypotheses</i>	<i>R2</i>	<i>F</i>	<i>SE</i>	<i>β-Value</i>	<i>p-Value</i>	<i>Remarks</i>
H1: A significant positive relationship exists between clan culture and employee work engagement.	0.369	39.829	0.043	0.551	0.028	Supported
H2: A significant positive relationship exists between adhocracy culture and employee work engagement.			0.071	0.054	0.639	Not Supported

H3: A significant positive relationship exists between hierarchy culture and employee work engagement.			0.054	0.620	0.001	Supported
H4: A significant positive relationship exists between market culture and employee work engagement.			0.056	0.017	0.886	Not Supported

Source: Afrifa et al.

Discussions

The study finds a significant positive relationship between clan culture and employee engagement. This result is, however, very much consistent with extant literature. For instance, in a study by Cameron and Quinn (1998), the researchers established the characters of clan culture including the development of employees, working together in teams, and collaboration to improve employee commitment and engagement. This was further supported by (Hartnell, Ou, and Kinicki 2011) who asserted that positive working behavior, including employee engagement and employee commitment, is enhanced with the adoption of clan culture in organizations.

The current study also revealed an insignificant positive relationship between adhocracy culture and employee work engagement. This, however, is not consistent with existing literature. Earlier studies have confirmed that adhocracy culture, which is defined by perceived autonomy, innovation, and creativity among employees produced a significant positive impact on employee work engagement (Bakker, Albrecht, and Leiter 2011). The emphasis on employee growth, development, skills, and task variety in an organization indicates the presence of adhocracy culture. Both Hartnell, Ou, and Kinicki (2011) and Cameron and Quinn (1998) argue that in a working environment adhocracy culture fosters innovation and autonomy, which contributes significantly to getting the employees engaged in their work, which in turn invariably improves employee and organizational performance through the personal and professional development of employees.

The study established an insignificant relationship between market culture and employee work engagement, which is in concordance with what is reported by other researchers. It is opined that the aggressiveness and competition features of market culture among employees could lead to the experience of more work pressure on the employees and therefore make them physically and emotionally unstable which might affect their work engagement in the end (Hartnell, Ou, and Kinicki 2011).

The result showed that there is a significant positive relationship between hierarchy culture and work engagement; the findings were in congruence with literature. According to researchers, employees in a hierarchy culture feel obligated to work hard and give their best because of the values of efficiency and uniformity. This shows that hierarchy culture can only provide employees with a good set of positive and functional job resources since it is predominantly focused on stability and control leading to work engagement on the part of employees (Creswell and Clark 2014). This was corroborated by Reis, Trullen, and Story (2016) who also found that a significant positive relationship exists between hierarchy culture and employee work engagement.

Practical Implications and Recommendations

This study established that a significant positive relationship exists between clan culture and employee engagement. The implication is that employees in higher learning institutions demonstrate a high level of teamwork and collaboration which serves as an internal motivation for employees to get engaged in the work and achieve organizational goals (Crawford, LePine, and Rich 2010; Bakker et al. 2008). The study therefore recommends that top management of institutions of higher learning should create an enabling environment such as teamwork and collaboration among employees, which will result in an increased level of motivation which would then improve employee engagement. For instance, the management of higher learning institutions can promote interdisciplinary funded research programs among faculty from different departments to carry out research on current issues pertaining to national development. Such programs will enhance teamwork and collaborations among faculty from different departments and enhance information sharing and effective knowledge management.

Taking into consideration that an insignificant positive relationship exists between adhocracy culture and employee engagement among employees of the institution of higher learning, it could be inferred that level of innovation and creativity engaged by the institution is very low. This could be due to the fact that the working environment of the institution of higher learning is defined by formalized rules and regulations which give no room for autonomy and innovation among employees (Saks 2006; Reis, Trullen, and Story 2016). The study therefore recommends the need for institutions of higher learning to promote innovation and creativity in areas such as research and methods of teaching and learning which will contribute positively to work engagement among academic staff. In order to achieve this, institutions of higher learning must use appraisal reports from students on lecturers' approaches of teaching to gain insights on areas that need improvement and then set up a committee to develop innovative teaching and learning methods. The committee tasked to develop innovative teaching and learning methods must engage both students and lecturers by getting their inputs from time to time. After the development of these innovative teaching and learning methods, there must be training for both lecturers and students to enhance efficiency in its application.

The insignificant positive relationship between market culture and employee engagement indicates that employees are not aggressively and competitively pushed to be result-oriented (Hartnell, Ou, and Kinicki 2011). The disadvantage of this lies in the fact that the number of universities in Ghana continues to rise, creating more intense competition especially in relation to the enrollment of students. The rising level of rivalry among universities is pushing all institutions of higher learning to be competitive and aggressive for best results among employees. The study recommends the need for institutions of higher learning to encourage healthy competition among its staff, which could be linked to good reward packages, and thus enhance their work engagement and productivity. This can be achieved when institutions of higher learning develop reward programs for lecturers who are able to contribute meaningfully to students' academic excellence, research, and innovation in order to serve as a benchmark and encourage healthy competition among academic staff.

The study found a significant positive relationship between hierarchy culture and employee engagement. This signifies that the institution of higher learning embraces strict rules and regulations in procedures and processes to get work done by the employees. It therefore implies that adhering to the status quo has become an integral aspect of employees' workplace behavior, hence influencing their engagement at the workplace. Institutions of higher learning must therefore continually ensure adherence to formalized rules while paying attention to other important aspects of their organizational culture in terms of teamwork, collaboration, innovation, competitiveness, and creativity.

Conclusion

This study sought to examine how employee engagement is impacted by organizational culture in institutions of higher learning. The study established that while hierarchy and clan culture were the prominent cultures that existed in the selected institution of higher learning, market and adhocracy culture were only marginally present. It could be concluded that the institution of higher learning adheres to very strict formal rules in relation to their processes and procedures (hierarchy culture) and also works with a strong sense of team spirit and collaboration among employees (clan culture). The prominence of hierarchical and clan culture in the institution of higher learning is to ensure that employees and students maintain a high level of academic and moral discipline. Beyond this, learning institutions must also foster healthy competition and inspire creativity among employees to improve employee performance and employee work engagement.

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