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Organizational culture and student engagement: A comparative study of government and private colleges under Osmania University

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Abstract
The study's objective is to compare the views of students attending government and private universities regarding student engagement and organizational culture. AMOS and SPSS were used for the analysis of data that were gathered from 463 students utilizing convenient sampling. Regarding organizational culture and student engagement, the study's findings showed a substantial disparity between students attending government and private colleges.

Keywords: Organizational culture, student engagement, government colleges and private colleges

1. Introduction

India has a number of problems, including low educational quality, a lack of qualified teachers, inadequate regulatory frameworks, and issues with accountability and governance. These are serious issues that call for critical analysis. Simultaneously, the goal of Indian education must be to fulfil the demands of all relevant parties, including students, teachers, the government, business community, and the general public. Numerous previous studies demonstrate that culture is a significant contribution to the subject of higher education literature, offering valuable insights for addressing these daunting difficulties. A conducive atmosphere that allows both students and teachers to feel happy and work more efficiently is created and maintained in large part by the cultures of the colleges. The ideals that the organisation upholds and the conduct of its members both showcase the colleges' cultures. (Folch & Ion 2009) [1].

The set of guidelines that determine how team members behave inside an organisation is known as its organisational culture. The culture is made up of a set of rules that govern behaviour in the workplace. Integrity, cooperation, openness, and accountability are a few examples. Differentiating your organisation from competitors and serving as a model for decision-making processes are the goals of organisational value.

Four social characteristics-involvement, consistency, flexibility, and mission-are the foundation of Denison's organisational culture framework. Numerous studies demonstrate that it affects the performance of organisations. (Denison 1990; Denison and Mishra 1995) [2, 3].

Four social characteristics-involvement, consistency, flexibility, and mission are the foundation of Denison's organisational culture framework. Numerous studies demonstrate that it affects the performance of organisations. Student engagement deals in educational psychology and one of the imperative examination fields of education research. Student engagement is essential and helpful not just for students' scholastic adequacy, learning and accomplishment, and additionally for their socialization, welfare, and fulfilment with life and compelling learning (Lewis, 2010; Li, Lerner & Lerner, 2010; Trowler & Trowler, 2016) [4-6]. Student participation is broken down into two categories: classroom and campus. In order to study student engagement in two main areas campus engagement, which includes participation, belonging, and valuing and class engagement, which includes cognitive, emotional, and behavioural engagement, Gunuc & Kuzu (2014) [7] developed the Student Engagement Scale (SES), a multidimensional measure of student engagement.

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2. Review of literature

In Portugal, Sampaio et.al, (1991) [8] and Gago et.al, (1994) [9] found that public and private universities differed greatly in their organizational structures and procedures. This suggests that organizational cultures may also vary between the two types of universities.

According to Correia *et al.* (2002) [10], Portugal's public universities have undergone significant modifications. These developments appear to be a shift away from a form of state control and towards another model, one in which the public universities are self-regulating with the state providing oversight and funding

According to Raduan *et al.* (2008) [11], a strong culture with an effective set of values, beliefs, and behaviours is essential for an organization's effectiveness.

Carey (2018) [12] In his study, 12 presented a model for higher education student involvement that acknowledges the role that institutional action plays in encouraging various forms of participation. The findings showed that a university influences its students' involvement.

Gunuc (2014) [13] showed that there were stronger correlations between the engagement of the students and their academic success than there were between the dimensions of cognitive, behavioral, and sense of belonging at the time of the study.

Arroyo & Gasman (2014) [14] outlined how institutional culture that is, rules, practices, and programs-may seem to help or hurt Hispanic students' ability to succeed in extracurricular activities and adjustment. Overall, the data shows that student involvement on campus can be influenced by institutional culture.

Barkley (2010) [15] suggests that student engagement is the result of inspiration and dynamic learning. "Institutional data determines the extent of student engagement in the overall learning process, while course level data determine the effect of learner centered pedagogical methods on student success" (Butler, 2011) [12].

Ramburuth & Tani (2009) [16] state that students from particular backgrounds come to their chosen universities with the desire, since those desires are able to conform to some exposure in line with the part of the culture that receives share between classrooms (and social interactions). In any case, researchers about including students of different backgrounds in the UK (Kingston & Forland, 2008) [17], the USA, or Australia (Volet & Ang, 1998; Smart *et al.*, 2000) [18], have observed that college students come across great hassle in connecting the "cultural divide" between international and regional students. There are specific aspects or dimensions of the organizational climate that significantly influence student achievement in schools (Macneil *et al.* 2009) [19].

Uprety & Chhetri's (2014) [20] findings validated the amount of college culture dimensions- involvement, adaptability, and consistency which are associated fundamentally according to college student satisfaction and the quality of relationship followed the order: participation, flexibility, and reliability. A school with a high degree of adaptability suggests that it has the capacity to mimic shift into a mild or external environment. A university has an overabundance of mission dimensions, which suggests that it knows why it exists and where it is going. In a similar vein, a high participation dimension suggests that university staff members are committed to their work, feel a sense of duty, and cherish the experience that they share. An entity concerning organisational structure and procedure that promotes order and efficiency is implied by a college high on consistency.

3. Research gap

According to the assessment of the literature, there are a sizable number of research on student participation and organizational culture at various Indian universities. However, research on student participation and organizational culture in relation to government and private colleges affiliated with Osmania University, Hyderabad, is lacking. Thus, a comparison of the corporate cultures and levels of student involvement in the state-run and private colleges affiliated with Osmania University is important.

4. Objectives

To compare the organizational culture and student engagement of government and private college students under Osmania university.

5. Hypotheses

H₀: There is no significant difference between government and private college students towards organizational culture.

H₀: There is no significant difference between government and private college students towards student engagement.

6. Research Methodology

6.1 Research design: This study employs a comparative research design to analyze and compare the organizational culture and student engagement in government and private colleges under Osmania university.

6.2 Data sources: Primary data has been collected through structured questionnaire from 463 students from selected colleges (Telangana social welfare residential degree college for women Medak, Government degree college Medak, Government degree college Kukatpally, Pragathidegree college, Shivani degree college and Siddhartha degree college by using the google form. Secondary data is collected from various journals, magazines and from subject related books and website.

6.3 Sampling: A convenience sampling method used to select government and private colleges under Osmania university.

6.4 Statistical tools: t-test using AMOS and SPSS.

7. Analysis and discussion

7.1 Demographic profile

Table 1: Demographic profile

Particulars	Classification	No. of responses	Percent
Age	15 - 20	240	51.0
	Above 20	223	49.0
Gender	Male	103	23.0
	Female	360	77.0
Education	First year	100	22.0
	Second year	150	32.0
	Third year	213	46.0
College	Government	232	50.1
	Private	231	49.9

Source: Primary data

Table 1 displays the results of the descriptive analysis of all the demographic factors. It indicates that 51.0 percent of respondents were between the ages of 15 and 20 and 49.0 percent were older than 20. In a similar vein, women made up the remaining 77.0 percent of responses, with men making up 23.0 percent. 22.0 percent of respondents are in their first year of study, 32.0 percent are in their second year, and 46.0 percent are in their third year. 50.1% of them were students attending government colleges, and 49.9% were students attending private colleges.

7.2 Reliability Statistics

Table 1 presents the results of the descriptive analysis of all the demographic factors. It indicates that 51.0 percent of respondents were between the ages of 15 and 20 and 49.0 percent were older than 20. Comparably, male respondents made up 23.0 percent of the sample, while female respondents made up the remaining 77.0 percent. 22.0 percent of respondents are in their first year of study, 32.0 percent are in their second year, and 46.0 percent are in their third year of study. 50.1% of them were government college students, and 49.9% were private college students.

Table 2: Reliability statistics

Constructs	Cronbach's alpha	No of items
Organizational culture	0.904	48
Student engagement	0.950	30

*Source***:** Primary data

The table indicates that the reliability of the questionnaire has been checked and the findings are displayed below. The questionnaire has a respectably high reliability score and was sent to a sample of government and private college students. According to the data, student involvement is 0.950 and organizational culture is worth 0.904. It suggests that the validity and dependability of the data are good.

Table 3: Summary item statistics

	Mean	Minimum	Maximum	Standard deviation	No of items
Organizational culture	1.6898	0.73	1.98	0.19995	48
Student engagement	1.734	2.34	0.83	0.35113	30

*Source***:** Primary data

The values of the minimum, maximum, and standard deviation are clearly positive. The highest observed mean for student engagement is 0.83 and organizational culture is 1.98. The lowest observed mean for organizational culture is 0.73, while the standard deviation for all organizational culture variables is 0.19995 and for student involvement, it is 2.34.

7.2 T-test

Table 4: Organizational culture of Government and private colleges

College type	N	Mean	Std. Deviation	Std. Error Mean	Lower Bound	Upper Bound	Sig	T
Govt	232	1.7599	.13824	.00908	.10871	.19766	0.000	8.069
Private	231	1.6194	.22621	.22621	.10885	.19752	0.000	8.061

*Source***:** Primary data

The t-test results show that the mean organisational culture score for government colleges (1.7599) is higher than the mean score for private colleges (1.6194). Students at government colleges have stronger opinions about organisational culture than do students at private colleges.

H₀: Regarding organisational culture, there is no discernible difference in the opinions of government college students and private college students. The null hypothesis should be rejected if the sig value is less than 0.05; else, it should be accepted. Since the sig value is 0.000, the null hypothesis is rejected.

Table 4: Student Engagement Scores of Government and Private Colleges

College type	N	Mean	Std. Deviation	Std. Error Mean	Lower Bound	Upper Bound	Sig	T
Govt	232	1.8189	.34182	.02244	.10783	.23240	0.000	5.367
Private	231	1.6487	.34021	.02238	.10783	.23240	0.000	5.367

*Source***:** Primary data

As to the findings, students from government colleges had a higher mean score (1.8189) in student engagement compared to students from private colleges (1.6487). It shows that more government college students than private college students were deemed to be extremely engaged.

H₀: Regarding student engagement, there is no discernible difference in the opinions of students attending government colleges and private colleges. The null hypothesis should be rejected if the sig value is less than 0.05; else, it should be accepted. Since the sig value is 0.000, the null hypothesis is rejected.

8. Conclusion

The opinions of students at government and private institutions about Osmania University's organizational culture and student participation are compared in this study. A practical sampling technique was used to gather primary data. Using AMOS and SPSS, the researcher has gathered 463 student samples and is analyzing the data. The study came to the conclusion that opinions on organizational culture and student participation differed significantly across students at government and private colleges. Regarding organizational culture and student participation, students at government colleges hold stronger opinions than those at private universities.

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