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Impact of Faculty's Organizational Cultural Values on their Desire for Participatory Governance in Pakistani Public-Sector Universities

ABSTRACT

This cross-cultural study was undertaken to investigate the impact of cultural values on faculty's desired level of participation in organizational settings. Data was collected from a random sample of 1272 faculty members from randomly selected 41 Pakistani Public Sector Universities from all over Pakistan. The data concerning organizational cultural values was collected using Sections 3 from form alpha of the Project GLOBE Survey Questionnaire. The impact of GLOBE Cultural competencies was studied on the faculty's desired level of participation in university governance. The desired decision-participation level of the faculty was realised with the help of Faculty Decision Participation Scale developed for this study on

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the pattern of the American Association of University Professors' survey. The results of the Multiple Linear Regression reveal that the nine GLOBE organizational cultural competencies at values level were all important predictors of the desired decision participation level of the faculty. The sample desired to see low levels of power distance, uncertainty avoidance, which was inversely related to faculty's desire for participation. Higher levels of assertiveness, gender egalitarianism, performance orientation, humane orientation, future orientation and institutional collectivism was valued by the sample which were positively related to faculty participation. The results highlighted cultural readiness of the faculty for the introduction of participatory governance in Pakistani universities. The findings of this study invite policy makers to adopt a synergistic approach to university governance.

Keywords*:* Organizational Culture, Cultural Values, Desired Participation Level.

Introduction

The importance of studying culture as an independent variable affecting participatory decision making has been acknowledged by a number of authors. Hofstede (2001) emphasized the role of culture in explaining the differences in the participatory decision making practices across countries and criticized participatory decision making researchers for ignoring the impact of culture by asserting: "One cannot write meaningfully about organizational participation without embedding it within a national cultural context" (p. 109). There is a considerable gap in present literature as cultural context

still remains under-explored. This cross-cultural study aims at filling that lacuna and, therefore, sets out to empirically examine faculty participation in university governance in Pakistani cultural context. The cultural context has been explored using sections 1 and 3 of "Global Leadership and Organizational Behaviour Effectiveness" (GLOBE) alpha and beta questionnaires respectively, and faculty's decision-participation level has been investigated by developing a questionnaire for this study on the pattern of American Association of University Professors (AAUP) 1970 survey.

Review of Literature

Human resource development and education have been long established to have a strong positive connection with the economic growth of a country. Therefore, human resource development is crucial to Pakistan's economic growth and her transitioning into a knowledge economy, and higher education institutions plays a pivotal role in achieving the goal and overall prosperity. Employee involvement or participation in decision making is one of the essential HR practices included in High Performance Work Systems (HPWS), which has been established by many studies to be positively related to "achieving and sustaining high levels of performance" (Messersmith, Patel, Lepak, & Gould-Williams, 2011, Van De Voorde and Beijer, 2015). Previous researches have mostly focussed on the possible positive outcomes of employee participation. The impact of culture on economic phenomena is relatively a neglected field in economic literature. Cultural explanation of economic phenomena has been advocated by some proponents of modernization theory and economic growth theory (Lucas, 1988; Romer, 1986; Schlicht, 1993, Bowles, 1998; Inglehart &

Baker, 2000, Jones, 2003, Luigi, Sapienza & Zingales, 2006; Tabellini, 2010; Tubadji, Osoba, & Nijkamp, 2015).

Westhuizen, Pacheco & Webber (2016) has attributed the dearth of empirical studies linking culture with economic phenomena such as participatory decision-making and job satisfaction, to the difficulty of adequately quantifying culture. However, with the onset of the modern era in the cross-cultural anthropology, and availability of cross country data sets, researchers have been engaged in empirical investigations linking culture with economic occurrences like job satisfaction (Westhuizen, Pacheco & Webber, 2016). Yet, there are currently limited number of studies investigating the impact of culture on 'participatory decision-making'. (Westhuizen, Pacheco & Webber, 2016)

The working definition of culture in this thesis as put by Hofstede (1991, p.5) is: "the collective programming of the mind which distinguishes the members of one group or category of people from another."

Based on this definition, Hofstede identified six dimensions of National Culture, viz. 1) Power Distance, 2) Individualism, 3) Masculinity vs Femininity, 4) Uncertainty Avoidance, 5) Long Term Orientation vs Short Term Normative Orientation and 6) Indulgence vs Restraint. He collected his data from the IBM employees worldwide from 1967 to 1973, to study country differences on the abovementioned six dimensions. In this way, he studied the cultural distances in over seventy countries. The scale of his Values Suvey scores ranged from 0 to 100, where 50 was the cut-off point differentiating between high and low score. A score <50 was considered low on a particular dimension and a score >50 was classified as high on a particular dimension. In this was he prepared a country index for each dimension

starting from high to low scores. According to Hofstede (1991) these scores were relative and were not representing unique individuals. Hofstede asserts (2001, p.24) that "culture can be only used meaningfully by comparison." He (2011) further explains that values scores remain stable over time, and that when change in scores occur it occurs globally because forces which instigate cultural shift are global in nature and therefore something effecting a single country's culture actually have an effect on the other countries of the world at the same time.

The GLOBE (Global Leadership and Organizational Behaviour Effectiveness Research) project was "Conceived in 1991 by Robert J. House of the Wharton School of the University of Pennsylvania, and led by Professor House, the GLOBE Project directly involved 170 "country co-investigators" based in 62 of the world's cultures as well as a 14-member group of coordinators and research associates. This international team collected data from 17,300 middle managers in 951 organizations. They used qualitative methods to assist their development of quantitative instruments." (Grove, 2005, p. 1).

The GLOBE project, on whose questionnaire data has been collected for this research, extended Hofstede's work and identified nine cultural competencies. The project grouped the 62 countries, from which extensive data was collected, into ten societal clusters (Javidan and Dastmalchian, 2009). The project studied those nine competencies at both societal and organizational level. The additional feature of the GLOBE cultural survey was the differentiation between cultural practices and cultural values, converting the nine competencies into 18 dimensions at

each of the societal and organizational level. (House, Hanges, Javidan, Dorfman and Gupta, 2004).

The nine GLOBE competencies are: Assertiveness, Institutional Collectivism, In-Group Collectivism, Future Orientation, Humane Orientation, Performance Orientation, Gender Egalitarianism, Power Distance, and Uncertainty Avoidance, as defined in House, Hanges, Javidan, Dorfman and Gupta, (2004).

Although the importance of culture in PDM has been acknowledged (Hayes & Kleiner, 1989; Heller, Drenth, Koopman, & Rus, 1988), the influence culture may impose on PDM has not yet been thoroughly investigated. PDM the or istshave been criticized for avoiding cultural influences even though clear variations in PDM practices across countries exist (Hofstede, 2001). Finding cultural explanations for such varying PDM practices would be of value within an organizational setting as managers would understand how cultural roots can manifest certain behaviours amongst employees, such as participation avoidance or lack of initiative (Sagie & Aycan, 2003).

University Governance implies determining what kinds of instruction and research are socially significant. Additionally, it involves setting the standards of preparation, appointment, performance, and promotion of the practitioners. Likewise, allocating the resources appropriated by the public for the purposes of university instruction and research is also encompassed by the term. And Last but not the least it entails evaluating and certifying students for degrees. The accumulated wisdom and knowledge of a well-qualified faculty educated over many years of schooling and kept alert by continued scholarship is claimed as the basis for the faculties having the right and duty to govern universities. In

many parts of the world, university faculty members do indeed have those responsibilities with outsiders having little or no participation in the making of institutional policy. This is a tradition which goes back to the birth of the European universities in the medieval cathedrals.

Many authors consider faculty as the leading subsystem in the academic organization, and believe that the traditions of the faculty form the organizational culture and climate. The faculty is considered to be the academic institution or in other words the university (American Association for Higher Education, 1967; Bucklew et al, 1970; Elam and Moskow, 1969; Epstein, 1974; Lewis and Becker, 1979). By the nature of its work, the faculty has a unique claim to participation in university governance (Joyal, 1956). By choosing administrators who have been faculty members, the leading position of the faculty is perpetuated.

The quality of its faculty measures the quality of an institution. Long years of study and research make the faculty experts (Baldridge, Curtis, Ecker, and Riley, 1977) and bring them status and prestige. Faculty prestige determines institutional quality (Knox, 1964). The ideologies of the community of scholars and academic freedom became part of the organizational culture and climate which reinforces the notion that quality equals faculty equals institution (Clark, 1963). Etzioni (1964) and Blau (1973) suggest that the faculty claims professional authority.

The production, application, communication, and preservation of knowledge are tasks of the faculty and are also the goals of a professional organization and of the academic community. Professional authority is the major authority. All other forms of authority within a professional organization are subordinate. Professional actions are

justified by professional knowledge and defended by professional peers. Organizational rules and regulations have no meaning or application within this context. Administrators within professional organizations have the responsibility of finding the means to support the goals of the organization. There must be a proper balance between primary and secondary activities (Etzioni, 1964). For this reason, administrators in academic institutions frequently come from the faculty and maintain faculty rank. It is assumed that an administrator from the faculty ranks will understand professional authority better. Such an administrator has been properly socialized. The administrator will identify with the faculty (Abbott, 1958) and will be "psychologically incapable of asserting strong leadership in areas that they, as faculty, once opposed as administrative intrusions" (Blyn and Zoerner, 1982, p. 22).

Gross and Grambsch (1968) have pointed out that in many organizations advancement to the administrative ranks is considered upward mobility, but that is not true in academic institutions. Any wise administrator will consider faculty attitudes in the development and execution of decisions or face faculty protests (Morrow, 1963). The academic model of decision making assumes a collegial relationship between faculty and administrators. The administrators come from the community of scholars and are free to return to faculty ranks after their administrative service (Byrnes, 1975). An administrative appointment is often considered short term service, and scholarly prestige and intellectual leadership are required (Strong, 1963; Darnton, 1970; Gross and Grambsch, 1968). Many administrators assume administrative positions expecting to return to the faculty ranks (Garbarino, 1975). There is no

stigma attached to returning to the faculty. Administrators are expected to ensure that the faculty's opinions and arguments are heard and considered in the decision-making process (Livingston, 1968).

The faculty transmits the cultural heritage and protects the institution from forces in society which would impose other purposes upon it. No other constituency is likely to assume this role (Livingston, 1968; Bates, 1984). The institutions of higher education exist simply to enable faculty to teach and do research (Millett, 1962). The faculty's professional authority and execution of the three major goals of the institution are the attributes which allow the faculty to be recognized as the leading subsystem.

The Carnegie Commission on Higher Education (1973) in the United Kingdom devoted an entire report to the purposes and functions of higher education. The report focused on the goals and direct functions of higher education which are associated with the faculty, and ignored support or ancillary functions which are associated with the non-academic staff. The equation of faculty quality with institutional quality by the external environment is equivalent to the acceptance of the status and power of the faculty as the leading subsystem.

The organizational culture and climate are built around the three main goals of the institution teaching, research, and service. Academic freedom, tenure, the community of scholars, and even the choice of scholars as administrators are values and norms reflecting these goals (Goodman, 1962). The concept "community of scholars" assumes certain characteristics: 1) a sense of identity among the membership, 2) a commitment to the scholarly profession, 3) shared values, 4) well defined roles for all members, 5) a common

language, 6) power over all members, 7) clear social limits, and 8) socialization of recruits (Goode, 1957; Johnson, 1972; Keller, 1983). The maintenance of this organizational culture and climate sustains the faculty as the leading subsystem.

Ideally, the organizational space of the academic institution reinforces the faculty's position as the leading subsystem. There is minimal geographical separation, since the other constituencies perform support tasks related to the work of the faculty. The faculty performs the major functions of the institution, and non-academic staff performs related but subordinate tasks. Status derives first from standing in a discipline, and secondly from assignment in the academic and administrative ranks. The non-academic staff does not have access to the faculty status structure, and the non-academic staff's status structure, which is based on the merit staff/professional and scientific staff dichotomy and pay grade, is ranked lower. In this schema, power is related to status and inherent in the leading subsystem. It has been asserted that authority is conditioned by the nature of the work, the status system, and the traditional sentiments (Clark, 1963; Presthus, 1962).

The literature asserts that the faculty has the primary role in university governance (Mason, 1972). The faculty may condition what role other constituencies play in university governance (Lipset and Ladd, 1971). The faculty, by virtue of its authority and prestige, has the responsibility to establish the process of university governance so that academic institutions are well governed (Rosenzweig, 1970). The faculty prefers a "democratically run" institution in which faculty opinion is supreme (Gross and Grambsch, 1974, p. 188). Many faculty members do not find it possible nor desirable to participate in university governance, but they

"do not want decisions based on non-faculty criteria" (Epstein, 1974, p. 117).

There are several reasons for faculty participation in university governance. Keeton (1971) saw the primary reason as educational competence. The faculty does research, teaches, publishes, and provides public service. The faculty has longer tenure than presidents, trustees, and students. The faculty's cooperation is necessary for the accomplishment of educational goals, and for the improvement of the institution. The faculty also has the "human right to help formulate policies which affect their lives" (p. 12). Budig and Rives (1973) noted that faculty members claim participation in university governance based on the claim that teaching is a profession, and that college and university teaching does meet most of the characteristics of a profession. Keeton (1971) and Budig and Rives (1973) reinforce Etzionis (1964) concept of professional authority. Competency and expertise are the roots of professional authority. Budig and Rives (1973) mention that faculty view the "administration as an enemy when the administration attempts to override faculty opinion and recommendations based on faculty competence" (p. 42). When students began pressuring administrators for increased participation, Budig and Rives (1973) asserted that administrators reminded students that they could not act in many areas without faculty consent. Livingston (1968) maintained that administrators should assure that everyone else hears and considers the faculty's views. Mason (1972, p. 56)), like Livingston, viewed faculty participation in university governance as "complementary to teaching and research", and suggested that "faculty participation is essential to maintain professional autonomy and academic purposes".

Methodology

A random sample of 2520 faculty members from randomly selected forty-one public sector universities from the listed regions in table #. The response rate was 50.47% as 1272 faculty members returned filled questionnaires complete in all respect.

The mean age of the sample was 39.93 with a standard deviation of 9.9. 65.2% of the respondents were male with a mean age of 39.89 and 34.8% were females with a mean age of 40.

21.9% of the whole sample were from KPK, 25.7% from Punjab, 25.5% from Sindh, 4% from Balochistan, 16.6% from Islamabad, 2.8% from AJ&K, and 3.5% from Gilgit Baltistan.

The desired participation levels of the faculty were measured on a 1-5 Likert scale, which measured 31 different decision types relating to eight different decision areas detailed below:

1. Appointments
2. Reappointments and renewals
3. Promotions
4. Tenure
5. Dismissal for cause

I. Academic Operation

6. Curriculum
7. Degree requirements
8. Academic performance of students

II. Academic planning and policy

9. Types of degrees offered
10. Establishment of new educational programs

11. Admission requirements
12. Relative staff sizes of disciplines
13. Programs for buildings and facilities

III. Selection of administrators and department chairs
14. President/VC/Rector
15. Academic deans
16. Department chairmen

IV. Financial planning and policy
17. Faculty salary scales
18. Individual faculty salaries
19. Short-range budgetary planning (1–3 years)
20. Long-range budgetary planning

V. Professional duties
21. Average teaching loads
22. Teaching assignments

VI. Organization of faculty agencies
23. Specification ... department committees
24. Membership … departmental committees
25. Authority of faculty in governance
26. Specification ... senate committees
27. Membership ... senate committees

VII. Student activities
28. Academic discipline
29. Specification of student extracurricular rules
30. Extracurricular behaviour
31. Student role in institutional governance

Reliability

The subscales of the desired participation scale had a good to excellent internal consistency ranging from α = .897 to .996. The overall alpha reliability coefficient of the scale was .962 representing excellent internal consistency.

The Cronbach alpha reliability coefficients for each of the nine subscales of the GLOBE organizational Cultural (Should-be) ranged from .837 to .932, showing good to excellent internal consistency of the sub-scales. The overall Reliability Coefficient of theGLOBE questionnaire was .885.

Results

Table 1: Mean Overall Desired Participation Scores of the Respondents by Region for N = 1272

Region	Number of Subjects	Mean	Standard Deviation
KPK	279	4.573	0.123
Punjab	327	4.495	0.142
Sindh	325	4.655	0.217
Baluchistan	51	4.416	0.175
Kashmir	35	4.478	0.109
Gilgit Baltistan	44	4.513	0.149
Islamabad	211	4.628	0.100
Total:	1272	4.575	0.173

Descriptive statistics regarding the overall desired participation scores of the respondents hailing from the listed seven regions in table 1. The mean scores of the seven groups ranged from 4.416 of Baluchistan (n = 51) with a standard deviation of 0.175, to the mean score of 4.655 of Sindhi respondents (n=325) and their standard deviation at 0.216. The overall country mean score of the sample on desired participation level was 4.575, with a standard

deviation of 0.173, which is a high score on a 1 – 5 Likert Scale and therefore, substantiated a strong desire of the faculty for the introduction of participatory governance in Pakistani Universities. But the question arises if the organizational cultural values of the faculty will accommodate such a transition or more precisely do we have the cultural values needed to achieve participatory approach to governance. To find an answer to this research question a Multiple Linear Regression Test was carried out on the data using SPSS 18. The mean and standard deviation of each region under study on each of the GLOBE cultural competencies are presented in table 2.

Table 2: Mean Scores and Standard Deviations of GLOBE Organizational Cultural Values by Region N = 1272

GLOBE Cultural Competency		KPK	Punjab	Sindh	Balo-chistan	Kashmir	Gil-Balt	Islam-abad
Assertiveness	M	4.670	5.420	5.690	5.290	4.880	4.720	4.970
	SD	0.439	0.507	0.665	0.584	0.530	0.663	1.005
Institutional Collectivism	M	4.170	4.440	4.560	3.990	4.710	4.850	5.180
	SD	0.303	0.448	0.569	0.504	0.455	0.601	1.003
In-Group Collectivism	M	6.260	6.010	5.910	6.130	5.990	5.930	6.160
	SD	0.499	0.566	0.764	0.711	0.613	0.407	1.442
Future Orientation	M	5.670	6.220	5.690	5.960	5.110	4.860	5.170
	SD	0.137	0.119	0.165	0.085	0.099	0.087	1.001
Gender Egalitarianism	M	5.080	5.440	5.550	4.740	5.340	5.210	5.920
	SD	0.299	0.404	0.394	0.338	0.211	0.323	1.014

Humane Orientation	M	5.870	5.690	5.450	5.640	5.580	5.280	5.980
	SD	0.725	0.744	0.772	0.681	0.665	0.529	1.483
Performance Orientation	M	6.130	6.250	6.190	5.890	5.870	6.040	6.090
	SD	0.542	0.569	0.696	0.522	0.515	0.434	1.021
Power Distance	M	2.900	3.890	3.880	3.540	3.970	3.370	2.530
	SD	0.711	0.821	0.877	0.752	0.703	0.734	1.568
Uncertainty Avoidance	M	3.900	3.990	3.920	4.050	3.540	3.960	3.530
	SD	0.524	0.566	0.507	0.433	0.521	0.410	1.006

1.1 Regression Analysis

Using Enter method a multiple linear regression analysis was conducted to test the predicted relationships between the sample's desired participation level (DV) in organizational decision making, and the nine GLOBE dimensions at organizational (Should be) level (IV), respectively. Using region as a control variable, the nine organizational cultural dimensions tested were: Assertiveness, Institutional Collectivism, Family Collectivism, Future Orientation, Gender Egalitarianism, Humane Orientation, Performance Orientation, Power Distance, and Uncertainty Avoidance.

Table 3: Model Summary of Multiple Linear Regression Analysis of the Nine GLOBE Cultural Dimensions at Values Level Predicting the Respondents' Desired Participation Level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson	Cohen's f^2
1	.889	.791	.730	1.371	.248	3.78

The results suggest that the nine organizational cultural dimensions of project GLOBE accounted for a significant amount of variance in the desired decision-participation

levels of the faculty after using region as a control variable. The regression equation was significant. R^2 was .79, implying that 79% of the variance in the dependent variable was explained by the abovementioned nine predictor variables. The Durbin-Watson d=.248 was between the critical values of 1.5<d< 2.5, indicative of no first order auto correlations in the multiple linear regression data.

The standard error of the estimate as shown in table 3 was 1.371, which is less than the standard </=2.5 range, and therefore, highlights the accuracy of the predictions which fall sufficiently within the 95% prediction interval.

Table 4: Results of Regression ANOVA on the Effect of the Nine GLOBE Cultural Values on the Respondents' Desired Participation Level

Model		Sum of Squares	df	Mean Square	F	Sig.	▪^{2}
1	Regression	6658.294	9	6658.294	1003.730	.000	0.79
	Residual	8424.613	1262	6.634			
	Total	15082.907	1271				

The ANOVA for Multiple Regression Analysis tested the following null hypothesis:

H_0: $\beta_1 = \beta_2 = \ldots = \beta_p = 0$

The results of the ANOVA using the predictor variables mentioned in table 4, showed a highly significant difference F (9, 1262) = 1003.730, and p < .0001), invalidating the null hypothesis, proving that at least one of the regression

coefficients of the predictor variables was significantly different than 0, and hence the null hypothesis was rejected. The eta squared was 0.79 signifying a large effect size.

Table 5: Summary of Multiple Linear Regression: Effect of the Nine GLOBE Cultural Dimensions at Values Level on the Respondents' Desired Participation Level

	Model	Standardized Beta Coefficients	t	p
1	(Constant)		8.237	.000
	Assertiveness	.770	3.164	.002
	Institutional Collectivism	.630	4.253	.000
	Family Collectivism	-.475	4.411	.000
	Future Orientation	.216	8.553	.000
	Gender Egalitarianism	.351	7.062	.000
	Humane Orientation	.244	4.901	.000
	Performance Orientation	.360	11.877	.000
	Power Distance	-.893	54.142	.000
	Uncertainty Avoidance	-.911	62.989	.000

Table 5 above presents the standardized beta coefficients, along with their p values and the intercept of the multiple linear regression estimates. As predicted Uncertainty Avoidance ($\beta=-.911$, $t=62.989$, and $p<.0001$), and Power Distance ($\beta=-.893$, $t=54.142$, and $p<.0001$) were highly significant predictors of participation having an inverse relationship with the outcome variable. Significant negative relationship was also found between Family/In-group Collectivism ($\beta=-.475$, $t=4.411$, and $p<.0001$) and participation. Thus, high organizational uncertainty avoidance, followed by high power distance and high in-group collectivism were found to be paramount inhibitors of faculty participation in university decision-making, respectively.

A significant positive relationship was found between assertiveness in organizational settings and participation (β=.770, t = 3.164, and p = .002). For every one standard deviation of decrease in assertiveness, participation decreased by .77 units, while the effects of the rest of the eight predictor variables were kept in control. Likewise, low institutional collectivism was also found to be positively related with low participation levels (β = .630, t = 4.253, and p<.0001). A standard deviation of decrease in institutional collectivism predicted .63 units of decrease in the decision participation level. Therefore, it can be deduced that low levels of assertiveness and institutional collectivism impedes faculty participation in Pakistani universities.

In that order, low performance orientation was found to be another extremely significant positive predictor variable of low faculty participation levels (β=.360, t=11.877, and p<.0001). The regression data also substantiated gender egalitarianism with a β=–.351, t=7.062, and p<.0001, as another highly significant predictor variable of faculty participation. A standard deviation of decrease in gender egalitarianism accounted for a decrease of .35 units in faculty's decision participation levels. The data also confirmed humane orientation with a β of .244, t=4.901, and p<.0001 as a statistically significant variable of decision participation. Performance orientation with β=.360, t=11.877, and p<.0001, was another statistically significant predictor variable having a positive relationship with decision-participation. Lastly, future orientation (β=.216, t= 8.553, and p<.0001) was predicted by the regression model as a significant positive predictor variable of the outcome variable.

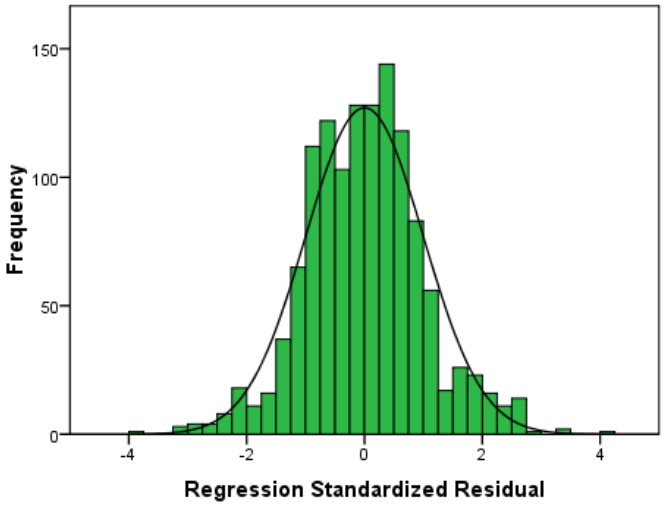

Figure 1. Histogram of Standardized Residuals (Dependent Variable: Desired Decision Participation Level of the Respondents)

The histogram (fig. 1) with a normal bell curve demonstrates the approximation of the errors which were nearly normally distributed. Likewise, the P-P plot of the regression standardised residuals shown in figure 2 shows that observed points of the data were quite close to the line of theoretical values, with minor divergences from the line of the expected values.

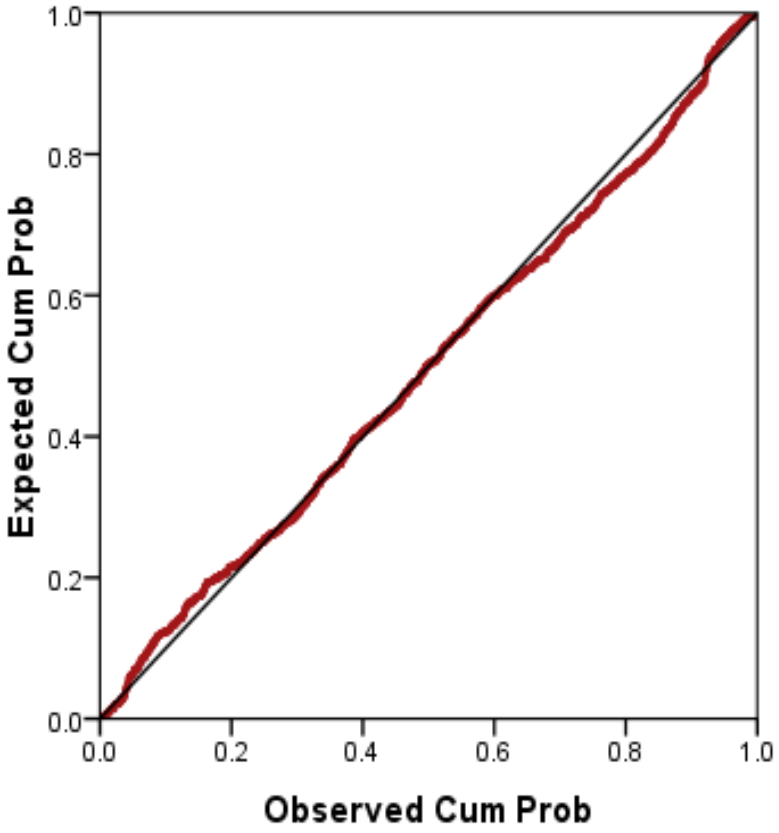

Figure 2. Normal Probability Plot (Dependent Variable: Desired Decision-Participation Level of the Respondents)

Discussion

With an upsurge in cross cultural management research as noted by Khatri (2009) many studies have been undertaken to study the impact of culture on organizations in general and employees in particular. Keltner, Gruenfield, & Anderson

(2003) and Erez (2011) have noted power distance as one of the most frequently studied constructs which effects numerous organizational processes and outcomes. Taras, Kirkman, and Steel (2010), in their meta-analysis have confirmed that it is normally treated as a homogeneous value but "it varies at individual, group, organizational and societal levels". The notion is further confirmed in this study and extended to all cultural values and practices which varied at both organizational and societal levels. The results of this study were also consistent with Gosh (2011), who has noted power distance as a vastly adverse cultural value for participation and empowerment of employees and it being "highly correlated with collectivism". Taras et al. (2010, pp. 193-194), while summarizing the past thirty-year research on national culture described that in cultures where there is high power distance and high scores on collectivism and masculinity, top-down decision-making process is favoured, and people have greater respect for authority. They further concluded that highly collectivist cultures having high power distance levels have a "preference for structured roles, clearer directions; often more uncomfortable with empowerment or the need to show initiative beyond traditional situations; preference for closeness with immediate supervisors, feedback seeking, expecting and providing more paternalistic, caring and trusting subordinate-supervisor relationships" (Taras et al. 2010). It therefore, can be inferred that the finding of this study related to the negative relationship of power distance, uncertainty avoidance, and collectivism with participation was in line with previous findings.

One of the prime contributions of the present study was its emphasis on culture as a determinant of faculty participation,

instead of its outcomes which was a major focus of many studies undertaken so far. It has already been established by many studies that participation in decision-making increases the job satisfaction level of employees which increases their motivation, commitment, efficiency, productivity, and strengthens their relationship with management. There are very few empirical studies which have actually explored the factors which influence employee participation levels. Previously researches have been undertaken to explore the factors which influence employee participation, viz. sector, unionization, and organizational size. Keeping those factors as control variables, the present study was solely dedicated to study the impact of organizational cultural values on faculty participation.

While many hypotheses have been set forth, few empirical studies have explored the factors that influence the amount of employee involvement. The results of this study show that the cultural dimensions of uncertainty avoidance, power distance, assertiveness, gender egalitarianism future orientation and humane orientation are all important cultural determinants of participation.

The impact of culture on participation has previously been hypothesized and theoretically discussed but has not been empirically tested. This study has thus filled an important gap in the literature.

A noteworthy limitation of this study was with respect to its scope. The study explored culture and participation as perceived by the academics of Pakistani public sector universities. As academics constitute the intelligentsia of a country, therefore, their perception of culture cannot be generalized to the common populace. It is recommended that further extensive studies be undertaken to explore the

perceived culture of a multitude of organizations in the different provinces of Pakistan, and compare and contrast the data in order to determine the empirical characteristics of the cultural practices and values as perceived by a random sample representing not only ethnic diversity of Pakistan but also an assortment of organizations.

Another main limitation of this study was with regard to its sample which represented only the public-sector universities. The results of some parts of this study could have diverged, had the sample included private sector as well. The argued divergence is especially speculated in their decision-participation levels as the decision-making setup in private sector universities of Pakistan is hypothesized by some (Rehman, 1998) to be less autonomous than their public-sector counterparts. Therefore, the results cannot be generalized to the private sector universities.

The research methods employed in this study were mainly cross-sectional and quantitative in nature, which best met the requirements of the study but could be seen as a limitation here, as every method has its inherent shortcomings. A qualitative and or mixed method approach is recommended for future studies in order to further explore the underlined concepts of culture and participation in an equally creative and rigorous manner.

Regarding participatory governance, the present study only explored the perceived decision-participation levels of the faculty. To fill the conspicuous gap in literature, future studies are recommended to explore direct and indirect participation in the faculty, delegated participation as well as the faculty's influence on decision-making. A study of the indicators of sound participation can also help explore the

phenomenon. The mediating and moderating role of culture also needs further exploration.

This study only deliberated on faculty which comprise the intelligentsia. A substantial nationwide data comprising of different organizations will enhance the generalizability to the masses. The findings of this study are recommended to be further corroborated with qualitative studies. It is further hypothesized that cultural practices may change in order to conform to cultural values and therefore, it is recommended that the change in the practices and values be recorded on regular basis in the Pakistani context. This study explored culture at two-levels, viz. societal and organizational cultures. A multilevel study of culture in Pakistani settings is also recommended for future exploration. As there is close interaction between cultural values and leadership practices, a closer investigation is recommended to study the impact of all the covariates on organizational practices.

Conclusion

To conclude this study, the results of the study verified the role played by organizational cultural values in increasing their desire for participatory governance. The cultural values of the faculty were found to be strongly related to participation in decision making as they predicted 78% of the variance in desired participation levels. All of the GLOBE Study's cultural dimensions were found to be significantly linked with participation. The results suggest to revamp the existing governing structures of the public sector higher education institutions, in accordance with the cultural values of the faculty members concerned, and provision for the adoption of collegial model of governance in line with the

desires of the faculty. The study supported the divergent theory that was first presented by Hofstede (1980, p. 42) and later confirmed by many including Project GLOBE that "HRM practices are bound by culture".

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