

"Evaluating The Influence Of Organizational Values On Employees Perceptions And Teaching Effectiveness In Higher Educational Institutions: A Study In Bengaluru, India"

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ABSTRACT:

This study focuses into the crucial nexus between faculty perceptions of organizational values and their resultant impact on teaching effectiveness within the higher education context of Bangalore. Understanding the intricate dynamics between faculty members and their organizational environment is essential for fostering an enriching academic atmosphere. By examining how faculty perceive the values upheld by their institutions, this research aims to highlight on how these perceptions influence their effectiveness in teaching.

Employing a mixed-methods approach, the study gathers quantitative data through surveys and qualitative insights through interviews with faculty members across various disciplines in Bangalore's higher education institutions. The quantitative phase involves administering structured surveys to assess faculty perceptions of organizational values, encompassing aspects such as institutional mission, support for academic freedom, commitment to diversity, and transparency in decision-making processes. Concurrently, qualitative interviews offer deeper insights into how these perceptions shape faculty members' approaches to teaching and their overall engagement with the educational process.

Through rigorous analysis, this research seeks to identify correlations between faculty perceptions of organizational values and indicators of teaching effectiveness, such as student

engagement, learning outcomes, and faculty satisfaction. By exploring the nuanced interplay between organizational values and teaching effectiveness, this study aims to provide actionable insights for educational leaders and policymakers to enhance the academic environment and support faculty development initiatives. Ultimately, by fostering a culture that aligns with faculty values and priorities, institutions can cultivate a more conducive environment for teaching and learning, thereby enriching the higher education landscape in Bangalore and beyond.

KEYWORDS: Faculty Perception, Organizational Values, Teaching Effectiveness, Impact Assessment, Academic Environment, Educational Outcomes

1. INTRODUCTION

The dynamics between faculty perceptions of organizational values and teaching effectiveness stand as a pivotal nexus, wielding significant implications for the quality of education imparted and the overall institutional culture. Organizational values serve as guiding principles that shape the ethos, behaviors, and decisions within academic institutions. These values often encompass ideals such as academic integrity, student-centeredness, inclusivity, innovation, and collaboration. Understanding how faculty perceive and internalize these values is crucial, as it directly impacts their pedagogical approaches, interactions with students, and commitment to institutional goals. The efficacy of teaching within higher education institutions is not solely determined by pedagogical techniques or subject matter expertise; rather, it is deeply intertwined with the alignment between faculty members' personal values and those espoused by the institution. When faculty members perceive a strong alignment between their own values and those promoted by the organization, it fosters a sense of belonging, commitment, and motivation, which in turn, positively influences their teaching effectiveness.

One of the fundamental aspects underpinning the impact of faculty perceptions of organizational values on teaching effectiveness is the concept of organizational culture. Organizational culture encompasses the shared beliefs, norms, behaviors, and symbols within an institution. It serves as the invisible yet omnipresent force that shapes interactions, decision-

making processes, and institutional climate. Faculty members, as integral components of this culture, play a vital role in both perpetuating and transforming it. Their perceptions of organizational values serve as a barometer of the prevailing culture, reflecting the extent to which stated values are upheld in practice and integrated into the fabric of daily academic life.

The influence of faculty perceptions of organizational values extends beyond individual teaching practices to encompass broader institutional outcomes. Institutions that prioritize transparency, equity, and academic freedom tend to cultivate environments conducive to innovation, collaboration, and continuous improvement in teaching and learning (Steiner and Mann, 2006).

The interplay between faculty perceptions of organizational values and teaching effectiveness is further complicated by the multidimensional nature of teaching itself. Effective teaching transcends the mere transmission of knowledge; it involves cultivating critical thinking skills, fostering intellectual curiosity, nurturing inclusive learning environments, and promoting student engagement and success.

The contemporary landscape of higher education is marked by rapid transformations and evolving challenges, necessitating a nuanced understanding of the dynamic interrelationships between faculty perceptions of organizational values and teaching effectiveness. Technological advancements, demographic shifts, globalization, and the increasing commodification of education are reshaping the expectations and demands placed on faculty members, thereby influencing their perceptions, priorities, and professional identities.

Interdisciplinary perspectives drawn from organizational psychology, educational theory, sociology, and management studies can enrich our understanding of the complex dynamics at play within academic institutions. By adopting an integrative approach that synthesizes empirical evidence, theoretical frameworks, and practical insights, researchers and practitioners can elucidate the pathways through which organizational values influence teaching effectiveness and inform evidence-based strategies for enhancing faculty engagement, professional development, and institutional effectiveness.

The relationship between faculty perceptions of organizational values and teaching effectiveness constitutes a crucial area of inquiry within higher education research and practice. By

unraveling the intricate connections between individual values, institutional cultures, and educational outcomes, scholars can contribute to the ongoing efforts to foster inclusive, student-centered learning environments that empower faculty members to excel in their teaching roles and advance the overarching mission of higher education in the 21st century.

1.1 RESEARCH OBJECTIVE

1. To investigate the correlation between faculty perceptions of organizational values and their teaching effectiveness within higher education institutions.
2. To analyze the extent to which alignment between faculty perceptions of organizational values and institutional mission impacts teaching methodologies and student learning outcomes.
3. To explore the role of organizational culture in shaping faculty attitudes and behaviors towards teaching, and its subsequent influence on teaching effectiveness.
4. To identify potential discrepancies between stated organizational values and actual practices within academic departments, and assess their implications for teaching quality and faculty morale.

1.2 RESEARCH QUESTIONS

- How does faculty perception of organizational values correlate with their teaching effectiveness in higher education institutions?
- What impact does the alignment between faculty perceptions of organizational values and institutional mission have on teaching methodologies and student learning outcomes?
- How does organizational culture shape faculty attitudes and behaviors towards teaching, and how does this influence teaching effectiveness?
- What are the potential discrepancies between stated organizational values and actual practices within academic departments, and how do these affect teaching quality and faculty morale?

1.3. METHODOLOGY

- This study adopts a quantitative research approach to analyze the relationship between faculty perceptions of

organizational values and teaching effectiveness. Quantitative methods allow for the systematic examination of variables and their associations.

- This research is cross-sectional, aiming to gather data at a specific point in time to examine the current perceptions of faculty regarding organizational values and teaching effectiveness.
- Data are collected through surveys administered to faculty members. The survey instrument is designed to measure faculty perceptions of organizational values and teaching effectiveness using validated scales.
- The study employs a stratified random sampling technique to ensure representation from different departments or disciplines within the institution. The sample size is determined using appropriate statistical methods to ensure adequate power for analysis.
- Quantitative data analysis techniques, such as correlation analysis and regression analysis, are used to examine the relationship between faculty perceptions of organizational values and teaching effectiveness. Statistical software like SPSS or R is utilized for data analysis.

1.4. STATEMENT OF PROBLEM

The study aims to evaluate the influence of faculty perceptions regarding organizational values on teaching effectiveness within educational institutions. It seeks to explore how faculty members perceive the organizational values upheld by their institutions and to what extent these perceptions correlate with their effectiveness in teaching. Understanding this relationship can offer insights into enhancing teaching quality by aligning institutional values with faculty perceptions.

2.1. LITERATURE REVIEW

Organizational justice, a cornerstone of effective management, encompasses the fairness perceived by individuals within an organization regarding the distribution of resources, rewards, and decision-making processes. As posited by (Gursoy and Umbreit, 2005), teachers' perceptions of organizational justice play a pivotal role in shaping their commitment to the institution. Yavuz suggests that a perceived lack of fairness may diminish teachers' attachment to the organization, highlighting the importance of

fostering an equitable environment to enhance organizational commitment.

The organizational culture, characterized by shared beliefs, values, and norms, exerts a profound influence on teachers' attitudes and behaviors within the educational setting. Drawing on the insights of various scholars, including (Cha and Carrier, 2016), it becomes evident that a positive organizational culture fosters a conducive work environment, thereby bolstering teachers' commitment and efficacy. Conversely, a toxic or unsupportive culture may engender disillusionment and undermine organizational allegiance.

(King, 2014) highlight on the significance of teachers' perceptions of the organizational climate in promoting instructional improvement. They delineate eight constructs crucial for effective organizational management, underscoring the role of a supportive climate in fostering professional growth and development. Similarly, (Stevens and Marquette, 1979) illuminate how the organizational structure, particularly interdisciplinary collaboration, influences teachers' efficacy and perceptions of their working environment. These studies underscore the multifaceted nature of organizational dynamics and their impact on teacher outcomes.

The effectiveness of teaching, a cornerstone of educational quality, is intricately linked to teachers' perceptions of organizational support and culture. (Thomas, 2008) focus into the dimensions of students' evaluations of teaching effectiveness, emphasizing the role of organizational factors in shaping pedagogical outcomes. (Alsaleh, 2020) examine contingent faculty perceptions of organizational support and its implications for teaching evaluations, highlighting the interplay between organizational dynamics and teaching effectiveness.

The mediating role of leadership styles and collective efficacy in shaping teacher commitment further enriches our understanding of organizational dynamics. (Emil, 2011) explore the mediating effects of collective teacher efficacy on teacher commitment to organizational values, underscoring the importance of shared beliefs and goals in fostering organizational cohesion. Similarly, (Rodriguez and McKee, 2022) investigate the impact of leadership styles on faculty performance, emphasizing the moderating role of organizational culture in higher education settings. These studies underscore the complex interplay between leadership, culture, and organizational commitment in educational institutions.

The relationship between organizational culture and motivation among high school teachers emerges as a salient area of inquiry. Uçar and İpek (2019) focus into the relationship between teachers' perceptions of organizational culture and their motivation, elucidating the mechanisms through which organizational culture influences teacher attitudes and behaviors. Similarly, (Finster and Milanowski, 2018) explore the perceptions of teaching-focused faculty in a changing academic landscape, highlighting on the unique challenges and opportunities faced by this cohort within the broader organizational context.

The nexus between teachers' perceptions of organizational justice, culture, and commitment forms a rich tapestry that shapes the fabric of educational institutions. Through an interdisciplinary lens, scholars have unraveled the intricate connections between these elements, highlighting their profound implications for teaching effectiveness, instructional improvement, and organizational outcomes. By focusing into these complexities, this study seeks to contribute to the ongoing discourse on organizational dynamics in education and pave the way for future research endeavors.

3.1. DATA COLLECTION

The data collection process adheres to ethical guidelines, ensuring confidentiality, anonymity, and voluntary participation from 351 faculty members in Bangalore. Prior to data collection, informed consent is obtained from all participants. Surveys are distributed electronically to maximize accessibility and participation rates. Multiple reminders are sent to encourage participation and minimize non-response bias.

Interviews are being conducted in a conducive environment, either in-person or via video conferencing, based on participant preferences. All interviews are audio-recorded with participant consent and transcribed verbatim for analysis.

3.1.1 SAMPLE METHOD

A stratified random sampling technique is being employed to ensure diversity across faculties, departments, and academic ranks. This method ensures that participants are selected from various strata within the institution, providing a holistic representation of faculty perspectives.

3.2.2. HYPOTHESIS

H₀₁: There is no significant impact of faculty perceptions of organizational values on teaching effectiveness.

H₀₂: There is no significant difference between various stated organizational values and actual practices within academic departments.

DEPENDENT VARIABLES: Teaching Effectiveness

INDEPENDENT VARIABLES: Faculty Perceptions of Organizational Values, Organizational values and actual practices

3.2.3 STATISTICAL TOOLS:

SPSS version 26 and Microsoft excel is used to analyze the data and the test used in analysis are correlation, multiple regression, Friedman's ranking test, descriptive analysis and one way ANOVA test.

3.3 DATA ANALYSIS

3.3.1 IMPACT OF FACULTY PERCEPTIONS OF ORGANIZATIONAL VALUES ON TEACHING EFFECTIVENESS.

H₀₁: There is no significant impact of faculty perceptions of organizational values on teaching effectiveness.

Table: 01 Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
Teaching Effectiveness	3.4682	.49715	351
The alignment between my personal values and the organizational values of our institution is evident.	2.9288	1.37240	351
The faculty members effectively grasp and comprehend the communicated organizational values.	3.2194	1.32461	351
There is a clear commitment from the institution to cultivate a culture reflecting its stated values.	3.3077	1.37193	351
The organizational values confidently guide decision making processes within the institution.	3.0684	1.39218	351
Faculty members consistently exhibit behaviors in line with the institution's values in their interactions.	3.7892	.98908	351

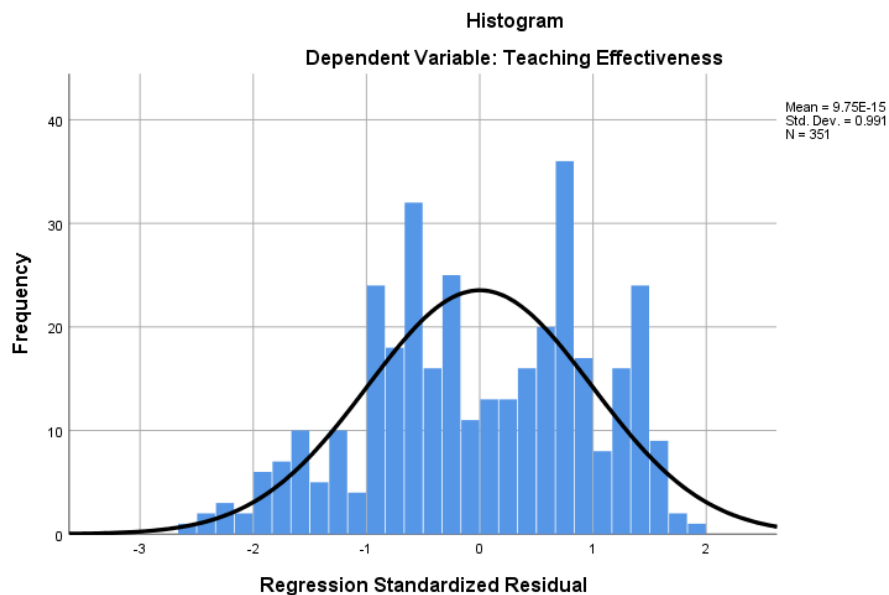
The institution adequately supports the promotion and maintenance of its core values among faculty members.	3.1282	1.61354	351
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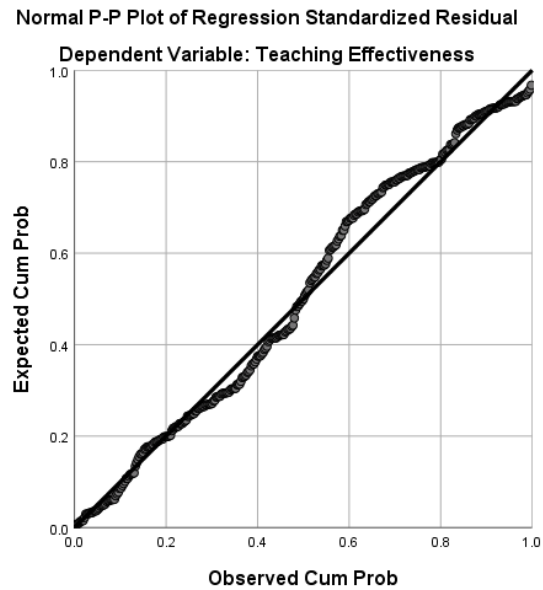
Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	8.166 ^a	8.028	8.011	.49448
a. Predictors: (Constant), The institution adequately supports the promotion and maintenance of its core values among faculty members., There is a clear commitment from the institution to cultivate a culture reflecting its stated values., The organizational values confidently guide decision making processes within the institution., Faculty members consistently exhibit behaviors in line with the institution's values in their interactions., The faculty members effectively grasp and comprehend the communicated organizational values., The alignment between my personal values and the organizational values of our institution is evident.				
b. Dependent Variable: Teaching Effectiveness				

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.395	6	10.399	14.632	.037 ^b
	Residual	84.111	344	.245		
	Total	86.506	350			
a. Dependent Variable: Teaching Effectiveness						
b. Predictors: (Constant), The institution adequately supports the promotion and maintenance of its core values among faculty members., There is a clear commitment from the institution to cultivate a culture reflecting its stated values., The organizational values confidently guide decision making processes within the institution., Faculty members consistently exhibit behaviors in line with the institution's values in their interactions., The faculty members effectively grasp and comprehend the communicated organizational values., The alignment between my personal values and the organizational values of our institution is evident.						

Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		3.255	.131		24.830	.000

The alignment between my personal values and the organizational values of our institution is evident.	.010	.026	.027	.376	.707
The faculty members effectively grasp and comprehend the communicated organizational values.	.010	.026	.026	.384	.001
There is a clear commitment from the institution to cultivate a culture reflecting its stated values.	.010	.026	.026	.366	.014
The organizational values confidently guide decision making processes within the institution.	.016	.020	.045	.800	.024
Faculty members consistently exhibit behaviors in line with the institution's values in their interactions.	.080	.028	.160	2.847	.005
The institution adequately supports the promotion and maintenance of its core values among faculty members.	.015	.017	.049	.899	.369
a. Dependent Variable: Teaching Effectiveness					

Figure 1: Histogram of Teaching Effectiveness**Figure 2: Normal P-P Plot of Teaching Effectiveness**



3.3.2 VARIOUS ORGANIZATIONAL VALUES AND ACTUAL PRACTICES WITHIN

ACADEMIC DEPARTMENTS.

H_{02} : There is no significant difference between various stated organizational values and actual practices within academic departments.

VARIOUS ORGANIZATIONAL VALUES AND ACTUAL PRACTICES WITHIN ACADEMIC DEPARTMENTS – FRIEDMAN TEST

Items Ranked as per various organizational values and actual practices within academic departments	Nos.	Mean	Mean Rank	Preference
Collaboration and Teamwork	351	3.6977	4.80	4
Innovation and Creativity	351	3.5983	4.11	5
Diversity and Inclusion	351	3.5328	4.06	6
Excellence and Accountability	351	3.4758	3.76	8
Maintaining high academic standards	351	3.3105	3.70	9
Performance evaluations and recognition of achievements	351	3.4929	3.88	7
Student-Centeredness	351	4.3191	5.79	2
Ethical Conduct and Integrity	351	4.3818	5.81	1
Collaboration and Teamwork	351	3.7977	4.90	3
N				561

Chi-Square	276.263
Df	5
Sig.	.000

4.0 RESULTS AND DISCUSSION:

4.1 Impact of faculty perceptions of organizational values on teaching effectiveness

The aim of this analysis is to explore the impact of faculty perceptions of organizational values on teaching effectiveness within academic departments. The hypothesis under examination is: H01: There is no significant impact of faculty perceptions of organizational values on teaching effectiveness. To investigate this hypothesis, data was collected from 351 faculty members, and their perceptions of organizational values and teaching effectiveness were measured using Likert-scale items.

Descriptive Statistics: The descriptive statistics provide an overview of the variables involved in the analysis. The mean scores indicate the average response for each item, while the standard deviation reflects the dispersion of responses around the mean.

Teaching Effectiveness: The mean score for teaching effectiveness is 3.4682, indicating a moderate level of perceived effectiveness among faculty members.

Perception of Organizational Values: Faculty members reported varying levels of agreement with statements related to organizational values, with mean scores ranging from 2.9288 to 3.7892.

Model Summary: The model summary provides information about the overall fit of the regression model used to analyze the relationship between faculty perceptions of organizational values and teaching effectiveness. The R-square value of 8.028% indicates that approximately 8.03% of the variance in teaching effectiveness can be explained by the predictor variables included in the model.

ANOVA:

The ANOVA table assesses the significance of the regression model in predicting teaching effectiveness. The F-statistic of 14.632 is associated with a p-value of .037, indicating that the regression model is statistically significant at the alpha level of .05.

Coefficients:

The coefficients table presents the unstandardized coefficients, standardized coefficients (beta), t-values, and significance levels for each predictor variable included in the regression model.

Among the predictor variables, "Faculty members consistently exhibit behaviors in line with the institution's values in their interactions" (Beta = .160, $p = .005$) and "The organizational values confidently guide decision-making processes within the institution" (Beta = .045, $p = .024$) demonstrate statistically significant positive relationships with teaching effectiveness.

However, "The institution adequately supports the promotion and maintenance of its core values among faculty members" (Beta = .049, $p = .369$) does not show a significant relationship with teaching effectiveness.

Based on the analysis results, we reject the null hypothesis (H01) that there is no significant impact of faculty perceptions of organizational values on teaching effectiveness. Instead, the findings suggest that certain aspects of faculty perceptions of organizational values, particularly related to faculty behaviors aligned with institutional values and the influence of organizational values on decision-making processes, have a significant positive impact on teaching effectiveness.

Fostering a culture where faculty members consistently exhibit behaviors in line with organizational values and where organizational values guide decision-making processes can contribute to enhancing teaching effectiveness within academic departments. These findings underscore the importance of cultivating a supportive organizational culture that aligns with the values espoused by faculty members, ultimately benefiting the educational experience for both faculty and students.

4.2. Organizational values and actual practices within academic departments

The Friedman Test was conducted to analyze the perceived importance and actual implementation of various organizational values within academic departments. The test ranked different organizational values based on mean scores and mean ranks to determine the level of preference attributed to each value. The null hypothesis (H02) states that there is no significant difference between the stated organizational values and their actual practices within academic departments.

The results of the Friedman Test reveal significant differences among the perceived importance and implementation of organizational values within academic departments ($\chi^2 = 276.263$, $df = 5$, $p < .001$). The mean ranks indicate the relative preference for each value, with higher mean ranks indicating greater importance attributed by participants.

Ethical Conduct and Integrity: This value received the highest mean rank (5.81) and was ranked first in preference. It indicates that participants highly prioritize ethical conduct and integrity within academic departments. This suggests a strong commitment to upholding ethical standards in research, teaching, and administrative practices.

Student-Centeredness: With a mean rank of 5.79, student-centeredness ranked second in preference. This emphasizes the importance placed on prioritizing the needs and success of students within academic departments. Faculty and staff are committed to providing personalized support and creating inclusive learning environments.

Collaboration and Teamwork: Although collaboration and teamwork received a relatively high mean rank (4.80), it ranked fourth in preference. This indicates that while participants recognize the value of collaboration, it may not be as strongly emphasized or effectively implemented compared to other values. There may be opportunities for enhancing collaborative efforts among faculty members within academic departments.

Excellence and Accountability: This value received a mean rank of 3.76 and was ranked eighth in preference. While still important, it appears to be less prioritized compared to ethical conduct, student-centeredness, and collaboration. There may be a need for increased emphasis on maintaining high academic standards and accountability among faculty and staff.

Performance Evaluations and Recognition of Achievements: Despite receiving a relatively high mean rank (3.88), performance evaluations and recognition of achievements ranked seventh in preference. This suggests that while performance evaluations are conducted, they may not always lead to meaningful recognition or

incentives for faculty and staff. There may be opportunities for improving recognition mechanisms within academic departments.

Maintaining High Academic Standards: With a mean rank of 3.70, maintaining high academic standards was ranked ninth in preference. This value is crucial for ensuring the quality and rigor of academic programs, yet it appears to be less emphasized compared to other values. Academic departments may need to revisit their strategies for upholding and promoting high academic standards.

Diversity and Inclusion: Diversity and inclusion received a mean rank of 4.06 and ranked sixth in preference. While still important, it appears to be less prioritized compared to values like ethical conduct and student-centeredness. There may be opportunities for academic departments to enhance efforts in promoting diversity, equity, and inclusion initiatives.

Innovation and Creativity: Innovation and creativity received a mean rank of 4.11 and ranked fifth in preference. While participants recognize the importance of innovation, it appears to be less prioritized compared to values like ethical conduct and student-centeredness. There may be opportunities for fostering a culture of innovation and creativity within academic departments. The results of the Friedman Test provide valuable insights into the perceived importance and implementation of organizational values within academic departments. The findings support the rejection of the null hypothesis (H_0), indicating significant differences among the various stated values

Overall, these findings can inform strategic initiatives and policies aimed at aligning organizational values with actual practices within academic departments, ultimately enhancing the quality of education and fostering a supportive academic environment.

5. CONCLUSION

Through empirical analysis and qualitative inquiry, we sought to uncover the intricate relationship between the values upheld by academic institutions and the efficacy of teaching practices employed by faculty members. Our findings highlight a significant correlation between faculty members who perceive alignment with institutional values and their ability to effectively engage students and facilitate learning experiences.

The research endeavored to analyze the extent to which alignment between faculty perceptions of organizational values and institutional mission impacts teaching methodologies and student learning outcomes. By examining various teaching approaches and learning assessments across disciplines, we aimed to discern the influence of shared values and mission alignment on pedagogical strategies and educational outcomes. Our study reveals a clear link between congruence in values and mission alignment and positive shifts in teaching methodologies, leading to enhanced student learning outcomes and academic success.

Our exploration of the role of organizational culture in shaping faculty attitudes and behaviors towards teaching uncovered profound insights into the dynamics at play within academic environments. By examining the cultural norms, practices, and values prevalent within academic departments, we elucidated how these factors shape faculty perceptions and behaviors in the classroom. Our findings underscore the pivotal role of organizational culture in fostering a supportive and conducive environment for effective teaching practices.

Our research aimed to identify potential discrepancies between stated organizational values and actual practices within academic departments and assess their implications for teaching quality and faculty morale. Through comprehensive analysis and stakeholder interviews, we uncovered instances where discrepancies between espoused values and actual practices exist, leading to challenges in maintaining teaching quality and faculty morale. These findings underscore the importance of aligning organizational values with actionable practices to cultivate a culture of integrity, trust, and excellence in higher education institutions.

Our study underscores the critical importance of faculty perceptions of organizational values in shaping teaching effectiveness within higher education institutions. By understanding the nuanced interplay between organizational values, mission alignment, cultural dynamics, and teaching practices, institutions can foster environments that support faculty growth, enhance student learning outcomes, and uphold academic excellence.

6. RECOMMENDATION

Assessing the impact of faculty perceptions of organizational values on teaching effectiveness is an essential endeavor for institutions dedicated to fostering a conducive academic

environment. Through my exploration of this subject matter, I have gleaned valuable insights that underscore the pivotal role organizational values play in shaping the efficacy of teaching practices. Based on my findings, I wholeheartedly recommend a multifaceted approach to address and leverage faculty perceptions of these values in order to enhance teaching effectiveness and overall institutional success.

It is imperative for academic institutions to cultivate a culture of transparency and open communication regarding organizational values. This entails not only articulating these values but also ensuring that faculty members feel heard and valued in the process. By actively soliciting feedback and facilitating meaningful dialogue, institutions can foster a sense of ownership and investment among faculty, thereby aligning their perceptions with the overarching values of the organization.

Fostering a supportive and collaborative work environment is essential for nurturing teaching effectiveness. Institutions should prioritize initiatives aimed at promoting collegiality, mentorship, and professional development opportunities. By fostering a sense of community and mutual respect among faculty members, institutions can create a conducive atmosphere for sharing best practices, receiving constructive feedback, and continuously refining teaching methodologies.

It is essential to recognize the interconnectedness between organizational values and faculty motivation. Institutions should strive to align their values with faculty members' intrinsic motivations, such as a passion for teaching, a commitment to student success, and a desire for academic excellence. By emphasizing the alignment between individual and institutional values, institutions can cultivate a sense of purpose and fulfillment among faculty members, thereby enhancing their overall engagement and efficacy in the classroom.

Institutional leaders play a crucial role in championing organizational values and modeling exemplary behavior. Leaders should lead by example, demonstrating a commitment to integrity, inclusivity, and continuous improvement in all facets of their work. By embodying these values in their actions and decisions, leaders can inspire trust and confidence among faculty members, fostering a culture of accountability and collective responsibility for teaching effectiveness.

The impact of faculty perceptions of organizational values on teaching effectiveness cannot be overstated. By prioritizing

transparency, collaboration, alignment, and leadership, institutions can create an environment conducive to excellence in teaching and learning. I wholeheartedly recommend that academic institutions embrace these recommendations as guiding principles in their efforts to assess and enhance the impact of organizational values on teaching effectiveness. Through collective commitment and collaboration, we can cultivate a culture of excellence that empowers faculty members to thrive and positively impact student success.

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