

Organizational Culture and Psychological Empowerment : Private Universities in India

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Abstract

There has been plenty of research work done in the area of organizational culture and also in the area of empowerment. However, there are fewer studies on organizational culture and teachers' psychological empowerment in private universities. Organizational culture refers to the set of values, norms, and beliefs in the organization to assist in its smooth and effective functioning. Psychological empowerment talks about the measurements of self-sufficiency, professional growth, position, self-efficacy, affect, and decision-making. This research aimed to find out the type of organizational culture followed in private universities and measure the impact of organizational culture on teachers' psychological empowerment in private universities in the Delhi/NCR region. The nature of the research was descriptive ; 315 teachers were approached, out of which a total of 250 teachers completed the questionnaire with a response rate of 80%. For collecting the data, a structured questionnaire of organizational culture (OCAI) and psychological empowerment was used along with the demographic details. The results showed that the market culture was the most dominating culture in private universities. The results also indicated that there was a strong and positive relationship between organizational culture and psychological empowerment.

Keywords : organizational culture, psychological empowerment, private universities

JEL Classification : D23, I23, M10, M12

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Organizational culture and its understanding are necessary to study what goes on within the organizations. It is essential to understand how to push an organization towards success and expand it (Schein, 2004). Many researchers have identified that organizational culture has a meaningful outcome on the organizations' performance and long-term effectiveness. Mishra (2019), in her study, said that as a strategic decision-maker, the Prime Minister of India, Shri Narendra Modi, is establishing cultural diplomacy to bring India to a good position in South Asia and in the world. Cameron and Quinn (2011) suggested that the differentiators of successful organizations from other organizations are in terms of their organizational culture.

In the era of globalization, there has been an emphasis on organizations' education and their prevalent cultures. Numerous empirical research studies regarding organizational culture have been carried out across several countries and industries (Cameron & Quinn, 2011). In comparison, there seems to be a limited number of

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published studies related to private universities' subjects (Trivellas & Dargenidou, 2009). In this study, an effort is made to measure higher education's organizational culture, particularly private universities in the Delhi/ NCR region. The study also measures the impact of organizational culture on psychological empowerment in private universities in India. Opatha (2021) found that if teaching ethics are integrated into the HRM education, it will lead to increase in teaching effectiveness.

According to Noori (2019), there was a positive effect of organizational culture and leadership behavior on psychological empowerment. Psychological empowerment has been studied in relation to organizational culture in various other industries as well as in the educational sector also, but there is no empirical research conducted in the educational sector considering private university teachers specifically in India. Therefore, this research gap is identified and probed further. The evidence in the summary of this research will put light on policy implications at the different levels intended for the development of human resources.

Review of Literature

Organizational Culture

If not properly adopted and implemented in the organizations, culture may lead to the organization's working. Oney-Yazıcı et al. (2007) found out that firms have dominated the Turkish construction industry with a mixture of the clan and hierarchical cultures. There are different age groups of people in every organization, and the size and type of organizations are also different.

Mrkonjić et al. (2019) observed in their study that the most desirable culture for hospitals is the clan culture. Negi and Dangwal (2019) indicated a positive relationship between organizational culture and managerial effectiveness in their research. Organizational innovation performance is supported and affected by organizational culture (Shahzad et al., 2017). Organizational cultural diversity significantly influences the leadership's decision-making process (Jalal, 2017). Organizational culture and leadership style are strongly and positively related to each other to achieve the desired organizational culture, and the organizations need to find the leadership style that suits best (Sood et al., 2019). Supportive and innovative culture types have a direct influence on firm performance (Jogaratham, 2017). Organizational culture features are significant aspects related to teachers' perceptions of responsiveness to innovation and the implementation of technology - enhanced innovation (Zhu, 2015). Organizational culture was found to be significantly associated with lower job satisfaction and higher intentions to turnover. However, office location moderated the indirect effect of organizational culture on turnover through job satisfaction (Cronley & Kim, 2017). Masouleh and Allahyari (2017) found a positive and significant relationship between organizational culture and organizational commitment. Hierarchy culture was found to be the most predominant among administration staff, while clan and hierarchy archetypes were controlled among faculty members (Trivellas & Dargenidou, 2009). If not properly adopted and implemented in the organizations, culture may lead to the organization's working. Oney-Yazıcı et al. (2007) found out that firms have dominated the Turkish construction industry with a mixture of the clan and hierarchical cultures. There are different age groups of people in every organization, and the size and type of organizations are also different.

The Competing Values Framework

Quinn and Spreitzer (1991) identified a large number of organizational situations which are related to human resource management and their development. The cultural framework needs empirical evidence which supports the reality completely and it should be adjustable with all the dimensions (Cameron & Quinn, 2011).

Cameron and Quinn (2011) determined that the CVF met all the conditions derived empirically and showed to have face and content empirical validity. The outcomes proposed that organizational effectiveness was assessed depending on the core value dimensions. The core values showcase opposite and competing assumptions. It is flexibility on one end and stability on the other end ; internal on one side and external on the other side. These dimensions create four different quadrants that help understand the values which emphasize on either internal, external, and control focus. The organizational focus should be on ends and their means. Every measurement shows a good description of utilizing and evaluation of their effectiveness. The most beneficial way of organizational effectiveness is suggested with the help of four quadrants. This quadrant involves the rational goal model, the internal process model, the human relations model, and the open systems model. It gives an appropriate connection between all sets of values and the criterion of effectiveness. A good model with some rational characteristics focuses on the external environment, and the internal environment's focus should be on control and stability. The other two models focus on flexibility in the organization structure. This structure is beneficial in diagnosing and understanding the types of organizational culture. These culture types set up the foundation of the organizational culture assessment instrument (OCAI, hereinafter) that has been extensively quoted in the literature and has been used more frequently in determining an organization's culture. The intersection of the two dimensions defines the subsequent four quadrants, which form four archetypes of organizational culture, that is, adhocracy, clan, hierarchy, and market.

The OCAI describes the organizational culture based on various cultural dimensions, which explains the dominant characteristics (the dominant characteristics an organization is considered to be are : a very personal place, where people share their things. It is also dynamic, entrepreneurial, and result-oriented. It leads people to become competitive and goal-oriented. It also has formal procedures in place (Cameron & Quinn, 2011)). Organizational glue (organizational glue dimension talks about various aspects of creating loyalty and trust within the organization to function smoothly and hold the organization together (Cameron & Quinn, 2011)). The leadership interaction pattern talks about how leadership styles are exhibited, and it helps in mentoring, facilitating, nurturing, entrepreneurship, innovation, etc. (Cameron & Quinn, 2011). Management of employees' dimension talks about the management style adopted by them towards their employees to create teamwork, consensus, risk-taking, etc. (Cameron & Quinn, 2011). It also explains the direction in which the organization is going. It explains the strategic emphasis, and the criterion of success dimension of organization culture describes various criteria that form the basis for driving its success (Cameron & Quinn, 2011).

Psychological Empowerment

The term 'empowerment' means power or authority, which is given to someone to perform some activity. It is a process of self-empowerment and getting professional support from the people working in the organization. In simple words, empowerment means to do work with power. Empowerment is a practice performed by the management to share information, reward, and control with employees working in the organization to feel like a part of the organization and take initiatives in decision-making and improve services and performance. Shamah et al. (2013) showed that shared values create an impact on employees' psychological empowerment. The psychological empowerment for four dimensions is defined as follows :

- (1)** Meaning is defined as the significance of the job's purpose as related to an employee's individual beliefs and values (Spreitzer, 1995b).
- (2)** Competence is defined as an employee's trust that he/she has the required expertise to perform a job (Spreitzer, 1995a).

(3) Self-determination is defined as an employee's free will towards a work goal and self-sufficiency over his/her jobs and procedures such as determining how to do the work and at what speed (Bell & Staw, 1989).

(4) Impact is defined as how an employee can impact the organizational and departmental results (Ashforth, 1989).

Spreitzer's (1996) model of psychological empowerment in organizations defines empowerment as an outcome of workers' awareness of their state.

Relationship Between Organizational Culture and Psychological Empowerment

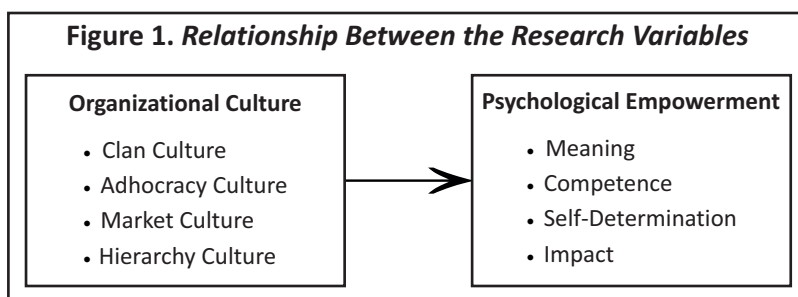
It is essential to recognize an organization's prevailing culture. It can bring the required changes to make sure the right culture succeeds within the organization to empower employees. Organizations have started to recognize the essential benefits of having empowered employees. Employees with high empowerment are more committed and can be retained in the organization for a more extended period with a high productivity level. Therefore, there is a need to define the type of prevailing culture in the organization and employee empowerment level.

Organizational cultures are significantly related to perceptions of empowerment (Sigler & Pearson, 2000) and significantly influence empowerment (Kim & Zurlo, 2008). Jiang and Fu (2011) found that the universities' organizational culture had a very strong influence on psychological empowerment and organizational citizenship behavior.

➤ **H0** : There is no significant impact of organizational culture on psychological empowerment of teachers in private universities in India.

➤ **H1** : There is a significant impact of organizational culture on psychological empowerment of teachers in private universities in India.

Figure 1 represents the conceptual proposed model and the relationship between the variables.



Research Objectives

➤ To measure the organizational culture of private universities in the Delhi/ NCR region.

➤ To measure the impact of organizational culture on psychological empowerment of teachers in private universities in India.

Research Methodology

Research Design

The research is descriptive in nature. It is a cross-sectional deductive study undertaken to understand the organization's culture prevailing amongst India's private universities. The study will also focus on the impact of organizational culture on the psychological empowerment of teachers.

Sampling and Data Collection

This research was conducted in March – May 2019. Respondents were teachers of private universities in India, specifically the Delhi/NCR region. Data were collected from nine private universities of the Delhi/NCR region. About 315 questionnaires were distributed amongst the teachers of the sampled private universities. We distributed the questionnaire in hard copy format to the teachers of different positions. However, only 250 valid questionnaires (response rate of about 80%) were complete in all aspects without any missing values, and therefore, they were chosen for the study.

Instruments Used

The research instrument was a structured questionnaire based on a 5 - point Likert-type scale adapted to measure the university culture. The universities were selected through a random sampling method. To examine the university instrument's cultural orientations developed by Cameron and Quinn (2011), the Organizational Culture Assessment Instrument (OCAI) was adapted. The instrument consists of six different dimensions which are : (a) dominant characteristics, (b) organizational leadership, (c) management of employees, (d) organizational glue, (e) strategic emphasis, and (f) criteria for success. Each question had four alternative statements on behalf of different cultural orientations, making a total of 24 questions. The sample item of OCAI included, “The leadership in the university is generally considered to exemplify mentoring, facilitating, or nurturing.” Spreitzer's (1995) original 12-item psychological empowerment questionnaire was adopted for the survey. The instrument consists of four dimensions : (a) meaning, (b) competence, (c) self-determination, and (d) impact. All respondents were given a questionnaire to rate their organizations' culture on a 5 - point Likert scale. The sample item of the psychological empowerment questionnaire included a statement like, “I am confident about my ability to do my job.”

Reliability and Validity

Reliability was conducted using Cronbach's alpha. The results shown in Table 1 show that the α value for organizational culture is found to be 0.928, and amongst its dimensions, it is found that the α value of clan culture is highest with α as 0.782 and the values of all dimensions are more than .7 (Pallant, 2020). It means that the reliability of organizational culture is high.

The reliability of psychological empowerment is found to be 0.867. Amongst its dimensions, it is found that the α value of impact is .755, which is the highest, as shown in Table 2. The value of both organizational and psychological empowerment is more than .07 ; hence, the scale is reliable.

According to Cameron and Quinn (2011), some authors describe validity as the extent to which anything is measured repeatedly. OCAI has given a tool to measure organizational culture. But there is some contradiction as no study has given unsupported evidence. The validity of Spreitzer's empowerment scale has also been

established by numerous researchers like Stander (2007) and Sehgal (2007), who found a model for Spreitzer's four dimensions of empowerment.

Analysis and Results

This section discusses the analysis of the primary data and significant findings related to the organizational culture and its impact on employees' empowerment.

Profile of the Respondents

Table 1 shows that 53.2% of the teachers were male and 46.8 % were female teachers. The majority of the teachers were male teachers. The majority of the teachers (36.8%) came under the age group of 32 – 37 years, and 33.6% came under the age group of 26 – 31 years ; 80.4% of the teachers were married and 19.6% of the teachers were unmarried ; 36.8% of the teachers had an experience of 6 – 10 years ; 72% of the respondents were working as an Assistant Professor, 26% of the teachers were working in the Department of Management, and 34.4% of the teachers were working in the Department of Engineering. A maximum of the respondents belonged to the Department of Engineering and Management. The data were collected from the universities of Noida, Faridabad, and Gurugram, and majority of the teachers were working in the universities of Noida (43.2%) and Gurugram (42.8%). Demographic summaries of the respondents of universities are shown in Table 1.

Table 1. Profile of the Respondents

Category	Description	Frequency	Percent
Gender	Male	133	53.2
	Female	117	46.8
	Total	250	100.0
Age	20–25 years	7	2.8
	26–31 years	84	33.6
	32–37 years	92	36.8
	38–43 years	54	21.6
	44–49 years	7	2.8
	50–55 years	2	.8
	Over 56 years	4	1.6
	Total	250	100.0
Marital Status	Married	201	80.4
	Unmarried	49	19.6
	Total	250	100.0
Teaching Experience	1–5 years	73	29.2
	6–10 years	92	36.8
	11–15 years	62	24.8
	16–20 years	19	7.6
	21–25 years	4	1.6
	Total	250	100.0
Designation	Assistant Professor	180	72.0
	Associate Professor	49	19.6
	Professor	21	8.4
	Total	250	100.0

Department of Teaching	Department of Management	65	26.0
	Department of Sciences	27	10.8
	Department of Arts	10	4.0
	Department of Humanities and Social Sciences	11	4.4
	Department of Architecture	4	1.6
	Department of Law	26	10.4
	Department of Medical Sciences	4	1.6
	Department of Hotel Management	14	5.6
	Department of Engineering	86	34.4
	Any other	3	1.2
	Total	250	100.0
Location	Noida	108	43.2
	Faridabad	35	14.0
	Gurugram	107	42.8
	Total	250	100.0

Organization Cultural Profile

Table 2 shows the cultural profile of universities. The respondents' score for each cultural type of the six dimensions is averaged to produce a university's cultural profile score. It indicates the type of cultural orientation of the sampled universities. The average scores for all the participating universities are presented in Table 2. As seen from the table, market culture (3.92) is the most dominating culture prevailing in the universities. The respondents found hierarchy culture (3.91) as the second most dominant culture in their universities. However, the difference between the mean score of both the cultures is minimal. As per the literature review, the dominating culture is hierarchical (Oney-Yazıcı et al., 2007).

On the contrary, the present study shows the most dominating culture of universities as the market culture. The organization's focus is on an external side, emphasizing on goal setting and achieving efficiency. It is followed by the hierarchy culture, which means the focus is towards an internal side, where the emphasis is on information management and ensuring stability and control. The predominant cultures are followed by clan culture and adhocracy culture, respectively.

To determine the second objective, correlation analysis is conducted between the different organizational culture dimensions and teachers' psychological empowerment. The multiple regression method is used to understand the impact of different organizational culture dimensions (clan culture, adhocracy culture, market culture, and hierarchy culture) on teachers' psychological empowerment.

Table 2. Average Scores of the Organizational Culture Dimensions

Dimensions	Clan	Adhocracy	Market	Hierarchy
Dominant Characteristics	3.91	3.75	4.12	3.92
Organizational Leadership	3.79	3.76	3.84	3.97
Management of Employees	3.88	3.71	3.87	3.90
Organization Glue	3.86	3.84	3.90	4.00
Strategic Emphasis	3.79	3.91	3.87	3.94
Criteria of Success	3.98	3.88	3.92	3.90
Total	3.87	3.81	3.92	3.91

Table 3. Correlation Between Organizational Culture and Psychological Empowerment

		Organizational Culture	Psychological Empowerment
Organizational Culture	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	250	250
Psychological Empowerment	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	250	250

Note. **. Correlation is significant at the 0.01 level (2-tailed).

Table 4. Collinearity Statistics

	Collinearity Statistics	
	Tolerance	VIF
Clan	.366	2.734
Adhocracy	.268	3.730
Market	.255	3.915
Hierarchy	.303	3.305

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.611 ^a	.373	.363	4.81241

Note. ^a Predictors : (Constant), Hierarchy Culture, Clan Culture, Adhocracy Culture , Market Culture.

Table 3 represents the relationship between organizational culture and psychological empowerment. Correlations are used to find the relationship between the two variables. The correlation between organizational culture and psychological empowerment is .600 with a corresponding *p* - value of .000 based on 250 respondents. Since the *p*-value is .000, which is less than .05, the correlation value should range from -1 to +1 (Pallant, 2020). Hence, it concluded that there is a positive relationship between organizational culture and psychological empowerment.

The tolerance value for clan culture is .366 ; for adhocracy culture, the value is .268 ; and for market culture, the value is .255. For hierarchy culture, the value is .303, which is not less than .10 (Pallant, 2020), therefore, we have not violated the assumption of multicollinearity. It is also supported by the value of VIF, which is below the cutoff of 10 (Pallant, 2020). The value of VIF for clan culture is 2.734 ; for adhocracy culture, the value is .268 ; for market culture, the value is .255 ; and for hierarchy culture, the value is .303. It is shown in Table 4.

Table 5 shows the model summary where the value of *R* is .611, and the value of *R*-Square is .373. It explains that the clan culture, adhocracy culture, market culture, and hierarchy culture account for 38% of the variance for the psychological empowerment scores. The value of 4.81241 represents that, when using the variables – clan culture, adhocracy culture, market culture, and hierarchy culture to predict psychological empowerment, the regression equation is “off” to indicate psychological empowerment score of 4.81 points on an average.

Table 6 represents the ANOVA where the *p* - value is .000, which is less than .05. It indicates that the regression model, with all the predictors (clan culture, adhocracy culture, market culture, and hierarchy culture) significantly predicts psychological empowerment. Since the value of *p* is .000, which is less than .05, the null hypothesis

Table 6. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3372.925	4	843.231	36.410	.000
Residual	5674.019	245	23.159		
Total	9046.944	249			

Note. Dependent Variable : Psychological Empowerment.

Predictors : (Constant), Hierarchy Culture, Clan Culture, Adhocracy Culture, Market Culture.

Table 7. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.052	2.592		6.578	.000
	Clan Culture	.252	.160	.131	1.571	.118
	Adhocracy Culture	.025	.191	.013	.131	.896
	Market Culture	.390	.206	.190	1.896	.059
	Hierarchy Culture	.643	.180	.329	3.572	.000

Note. Dependent Variable : Psychological Empowerment.

(H01) that $R^2 > 0$ is rejected (Yockey, 2011). Therefore, the hierarchy culture, clan culture, adhocracy culture, and market culture significantly predict psychological empowerment.

Table 7 represents the coefficient, which gives the necessary information to form a regression equation and test each predictor's impact. In the coefficient Table 7, clan culture ($t = 1.571, p = .118$), adhocracy culture ($t = .131, p = .896$), and market culture ($t = 1.896, p = .059$) are not significant since the p -value is greater than .05, while on the other hand, hierarchy culture ($t = 3.572, p = .000$) is significant, since the p -value is less than .05.

➤ **Psychological Empowerment (EE)** = 17.052 + .252 Clan Culture + .025 Adhocracy Culture + .390 Market Culture + .643 Hierarchy Culture.

Overall, the regression is significant [$F(4, 245) = 36.410, R^2 = .38$]. Out of the investigated predictors, hierarchy culture ($\beta = .329, t(245) = 3.572, p = .000$) is significant. Clan culture, adhocracy culture, and market culture are not significant predictors of psychological empowerment.

Discussion, Conclusion, and Implications

The study's objective is to understand the existing culture within the private universities in the NCR region and whether this culture impacts the psychological empowerment amongst these universities. The teachers confirmed a positive relationship between culture and psychological empowerment. Therefore, culture helps in improving a feeling of psychological empowerment amongst the employees within the universities. As the culture improves, the psychological empowerment also improves within the universities. These results are consistent with the previous research done by Jiang and Fu (2011), Kim and Zurlo (2008), and Sigler and Pearson (2000). As per our study, the most dominating culture is market culture, while on the other hand, the hierarchical culture holds the second position. Studies found the hierarchy culture to be the dominating culture (Oney-Yazıcı et al.,

2007 ; Trivellas & Dargenidou, 2009) in other sectors. The results of both the market culture and the hierarchy culture in the present study differ by only 0.01. Therefore, we can say that both these cultures are dominant in universities. The research checked the assumption needed for multiple linear regression, and the regression analysis was run with the data required to satisfy the assumption. $R = .611$ is found to be the degree to which the model predicts the dependent variable. $R^2 = .373$ is the degree to which the model explains the variance in the dependent variable. When we look at these coefficients, we can see that the psychological empowerment (dependent variable) is very well explained. On examining the organizational culture's contribution to the model, it is found that the hierarchy culture makes the highest contribution with the $\beta = .329$ at a p -value $= .000$, which is followed by market culture.

The present study's results suggest that market culture is dominating in the universities where the research was conducted. The results of the study represent the role of organizational culture in increasing teachers' psychological empowerment. Therefore, in these universities, the culture is aggressive, focusing on results. It also creates a culture where entrepreneurship and innovation are nurtured. The focus is also on accomplishment of goals. Therefore, the leadership is helping the students to become entrepreneurs. This culture also fosters an atmosphere of innovation. Therefore, teachers who experience this type of innovation and entrepreneurship culture will also encourage students to follow this career path. The hierarchy culture is also the subsequent dominating culture. It means that the organizations are structured and have formal procedures in place. Universities follow the rules and policies, which are required in an academic institution. Hierarchical culture also fosters the psychological empowerment of employees. Therefore, universities where strict rules and regulations are followed, and the focus is on efficiency, employees experience empowerment. Therefore, the implications include that universities should have a policy framework and should be process-oriented. Since it is an academic organization, the organization's leaders should have appropriate policies in place, and stability should be there. It will help in building trust amongst the employees, and they will feel empowered. If teachers are empowered, the results could be significant. It will translate into complete learning and a nurturing environment for the students.

Universities should be creative, open to new ideas, and emphasize teamwork and cohesiveness. The top management should empower the employees and create a work environment where the teachers' morale is high and they are highly committed to the institution. The academic environment is primarily set for imparting education with profit intentions. However, organizations should focus on building competitiveness in universities. It would help keep the teachers abreast of the latest developments of different pedagogical tools and understand education's dynamic environment. Teachers create students who are market-ready and build students of both mental and intellectual character. Therefore, if any university understands the need for these task achievements, it can help develop a market culture. However, emphasis should be on stability and control of the set formal structure.

Consistent with previous studies, this paper shows that organizational culture positively influences psychological empowerment (Jiang & Fu, 2011 ; Kim & Zurlo, 2008). Research conducted in the higher education sector reveals that the clan culture is the most dominating culture (Trivellas & Dargenidou, 2009). The adhocracy culture is more prevalent in medium-sized businesses than in larger firms. Companies that have been in service for 16 – 25 years have substantially higher clan, adhocracy, and hierarchy cultures than those in operation for less time (Oney - Yazıcı et al., 2007).

Limitations of the Study and Scope for Future Research

Every research has certain limitations. The present study also involves certain limitations. The first limitation of the study is the sample size of 250 respondents. As there were no funds available for conducting this research, a larger sample size could not be reached due to cost and time constraints. As this sample size is small, the results

cannot be generalized for the entire country. Therefore, future studies can involve the same variables and use them in different fields, with different types of samples, or involve other variables to get the results. It is a cross-sectional study, and because of time constraints, a longitudinal study could not be conducted. Future research could be conducted longitudinally, and the results could vary. The other limitation of this study is regarding the population, which is limited to India's private universities in the Delhi/NCR region, which would limit the generalization of the results. Other fields could also be taken as an area of research. Another limitation of this study is that only two variables are taken into consideration. A number of other variables and relationships could be taken into consideration, which could give better results.

Authors' Contribution

Pallavi Tandon conceived the idea and developed the quantitative design to undertake the empirical study. She extracted research papers of high repute, filtered these based on keywords, and generated concepts and codes relevant to the study design. Dr. Nusrat Khan verified the analytical methods and supervised the study. The survey was conducted by Dr. Shikha Mishra, Dr. Nusrat Khan, and Pallavi Tandon through a questionnaire in the form of hard copy. The numerical computations were done by Pallavi Tandon using SPSS 23.0. Pallavi Tandon wrote the manuscript in consultation with the other authors.

Conflict of Interest

The authors certify that they have no affiliations with or involvement in any organization or entity with any financial interest, or non-financial interest in the subject matter, or materials discussed in this manuscript.

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