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Through the Eyes of Higher Education Students: Uncovering the Triad of Institutional Culture, Engagement, and Communication Climate

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ARTICLE INFO	ABSTRACT
  Corresponding Author: **Alina Hamid,** M.Phil Scholar, Institute of Education, University of Sargodha, Sargodha, Pakistan. Email: alinahamid8149296@gmail.com	This descriptive study aimed to investigate the perceived levels of institutional culture, student engagement, and communication climate among higher education students. The objectives of the study were: 1) To describe the perceived levels of institutional culture among higher education students. 2) To describe the perceived levels of student engagement among higher education students. 3) To describe the perceived levels of communication climate among higher education students. Research was performed using a descriptive research design, and a survey of higher education students was conducted for data collection. The population that was the subject of the study consisted of students of both genders from the public and private sectors who were enrolled in colleges and universities in the Punjab province of Pakistan. On the other hand, undergraduates at the University of Sargodha were the accessible population. In total, a survey was administered to a sample of 360 students (both male and female) from the University of Sargodha, Pakistan, with a five-point Likert scale questionnaire. The data was analyzed using descriptive statistical techniques like frequencies, percentages, means, standard deviations, and rankings. The results showed that the strongest perception of the institutional culture was among students (Mean scores ranging from 4.04 to 4.33), while the highest reported engagement was among students (Mean scores ranging from 4.28 to 4.40). The communication climate was also perceived positively and received the highest ratings (Mean = 4.19). The study, however, concluded that the university environment was perceived as very favorable for academic success and engagement, but there were still some areas that could be improved in terms of communal support and inclusivity. And then the study's recommendations and suggestions for future researchers were presented.

1.1 BACKGROUND OF THE STUDY

In academic circles, recent research has pointed out the importance of institutional culture, student interaction, and the communication climate (Wang & Eccles, 2013; Tinto, 2017). Institutional culture is the collective set of values, beliefs, customs, and actions that characterize and determine the functioning of an institution (Tierney, 2008). It affects people's acceptance of interactions, academic production, and their ways of entering the institution (Eddy, 2010). The first of these factors, institutional culture, comprises values, beliefs, and practices that shape attitudes and behaviors within academic settings. Institutional culture, which includes values, beliefs, and practices that influence behaviors and attitudes in academic settings, is the very basis of the student experience (Tierney, 2008). The system operates to shape different responses to social interactions and academic work creation and system navigation (Eddy, 2010). According to Schein (2016), organizational culture is a complicated system that depends on institutional history and leadership practices, and social and economic conditions. A good institutional culture that provides a good learning environment will not only help students to interact with one another but also will be the main contributor to their academic success, since it will positively affect their ability to study. A strong culture in an institution is easily recognizable but at the same time, it is a challenging construct (Schein, 2016) that provides the ground for the formation of identity, loyalty, and the chase for excellence, which are also factors that lead to the students being more engaged, motivated, and retained (Astin, 1984; Tinto, 2017). A strong institutional culture develops identity and loyalty and excellence pursuit, which surpasses basic administrative efficiency. A positive culture within institutions leads to better student engagement and academic motivation and retention, which creates an improved educational environment (Astin, 2012; Tinto, 2017).

Student engagement refers to the extent of students' involvement in their learning activities (Kahu, 2013). It is the combination of students' emotional, cognitive, and behavioural aspects of learning. Engagement includes being present in class, participating in activities beyond class, and socializing with peers and teachers (Fredricks et al., 2004). The three engagement components are what students do (e.g., going to class and being alert), how they feel (e.g., feeling accepted), and how they think (e.g., doing critical thinking). Students who engage in school activities are likely not only to get better grades but also to stay in school longer (Krause & Coates, 2008). Moreover, making friends will also cause students to help in this process (Tinto, 1975). According to theory, there are three categories of engagement: doing (e.g. attending class), feeling (e.g. being happy), and thinking (e.g. deep learning) (Trowler, 2010). If one is more engaged, then one tends to get better and last longer in school (Krause & Coates, 2008). Working in teams is one of the activities that engages students. It creates friendship and boosts academic performance (Tinto, 1975).

Within an institution, the communication climate is equally important; it stands for the quality of communication and interactions among the three main players: students, faculty, and administration. A communication climate which is positive, composed of trust, support and openness among others, has been proven to have a very strong and positive effect on student engagement. New findings indicate that if the students get the necessary support, they become involved in school and do well academically. It has also been found through extensive studies that students, when feeling supported through open communication channels, become more active as well as receive better grades in their academic pursuits. Groundbreaking research by Finn and Schrodt (2012) showed that a positive communication climate in the classroom where the instructor's help was clear and supportive was indeed a very direct predictor of student engagement and learning. Moreover, Tinto (2017) highlighted that students' views regarding the existing environment as supportive and communicative are

very important for their persistence and success in academics. The engagement of students very much relies on the mutual quality of communication among students, teachers, and staff. If that communication is open and trust prevails, the students will be more likely to take part and do better in their studies.

This research gives an empirical view of the perceptions of the students, which will act as a useful diagnostic tool for the institutional leaders. Many separate studies are available in the existing literature, which can be taken to mean that these concepts are treated as distinct, but still, it would be better to have some descriptive studies that would take an era-specific local view, such as Pakistan. It explores students' assessment of three central features of their academic environment and thus contributes significantly to the understanding of the local context. The study on the students of higher education institutions also looks at the aspects of institutional culture, student engagement, and communication climate in terms of their contribution to academic success. While each of the factors has been studied independently, there is still no proper insight as to how the students themselves rank them in terms of importance. The present study intends to close that gap by providing practical insights for the higher education system in Pakistan to create supportive environments that will, in turn, increase the student success rate. The results give a localized viewpoint, thus enabling the institutions to devise more focused strategies for nurturing a positive culture, engagement, and communication climate.

1.3 OBJECTIVES OF THE STUDY
The following were the main objectives of the study:
1. To describe the perceived levels of institutional culture among higher education students.
2. To describe the perceived levels of student engagement among higher education students.
3. To describe the perceived levels of communication climate among higher education students.

1.4 METHODOLOGY OF THE STUDY
1.4.1 Research Design
The study was carried out by applying a quantitative research design, and the survey method was used to collect data-driven insights into the interrelationship among institutional culture, student engagement, and communication climate in higher education. The descriptive survey technique made it possible to gather answers from a large sample and thus give a temporal view of the current situation (Gay, 2000). In the opinion of Creswell (2003), surveys at times can be regarded as the most glamorous research method due to their efficiency, low cost, and quick data collection capabilities, thus making them the best option for this study.

1.4.2 Population and Sampling
The diversity was used to describe the sample of this study, which included 360 students of both genders and various faculties of the University of Sargodha, Pakistan. The participants selected were supposed to represent as broad as possible range of perspectives on the subject matters of institutional culture, student engagement, and communication climate. The sampling method used was multistage sampling, and it was a combination of convenience sampling and stratified sampling in such a way that all the programs and both genders were also represented. The approach created an avenue in which the different perspectives and experiences could be exchanged, and therefore, the research problem was well comprehended.

1.4.3 Instrumentation
To evaluate the perceptions of the participants, the researchers formulated a structured questionnaire that included a five-point level of Likert response scale, i.e. Strongly Disagree to Strongly Agree. This tool measured the perceptions of the respondents concerning the culture of the institution, student involvement, and the climate of communication. Using the Likert scale format enabled the researchers to obtain detailed feedback, which was a powerful way of expressing the multiplicity of thoughts of the participants concerning these issues.

1.4.4 Validation and Reliability

The study tools were tested by eight members of the academic faculty of the Institute of Education, University of Sargodha, Pakistan, who knew about organizational behavior, educational psychology and engagement of the students. The experts also gave some input on the need and the importance of each item on the questionnaires, hence supporting the research objectives. According to their suggestions, the non-essential questions were eliminated, and the rest of them were paraphrased to make sense and accuracy, therefore enhancing the validity and applicability of the questionnaire to the institutional culture, student engagement, and communication climate variables.

Validation was done on the questionnaire by undertaking a pilot study involving 50 undergraduate students of the Faculty of Sciences, University of Sargodha. Cronbachs Alpha was used to measure the internal consistency, and it yielded a combined reliability of 0.916, hence a very high standard of reliability. As per the three particular areas of the study, that is, institutional culture, student engagement, and communication climate, the values were 0.723, 0.893, and 0.840, respectively, thereby depicting acceptable to high reliability. Internal consistency and reliability of the questionnaire were revealed in the pilot test. (Gliem & Gliem, 2003).

1.5 DATA COLLECTION AND DATA ANALYSIS

A total of 360 randomly selected Punjab-based colleges and universities in Pakistan were applied to using the survey tool with a guarantee of confidentiality. After the cleaning process, 300 responses were retained to be processed as complete and valid to be used, and 60 were excluded because of the lack of information.

The final data analysis was done using SPSS software and the use of a descriptive data analysis method, including frequencies, percentages, means, standard deviations, and rankings to summarize and give interpretation about the students' perceptions of the institutional culture, student engagement, and communication climate. (IBM Corp., 2020).

1.6 RESULTS AND FINDINGS OF THE STUDY

The analysis and interpretation of data described in the current section are based on the students in higher education who perceived institutional culture, student engagement, and communication climate. Demographic profile of the sample, including gender, locale, academic institution and CGPA, is described, to provide the context and be able to further analyze it. The data was evaluated through qualitative and quantitative approaches, and this is one of the grounds for interpreting the perceptions and experiences of students. The demographic profile of the research is represented below:

1.6.1 Demographic Profile

The demographic profile analysis reveals that 63% of the sample consisted of female and 37% male students, meaning the majority of the students were female. The geographical origin of the respondents was indeed very diverse: 57.7% came from rural areas and 42.3% from urban areas. The distribution of respondents included 60% university students and 40% college students. Besides this, the sample was composed of students with different academic standings: 48% had their CGPA in the lowest category of 1.00-2.00, 42% were in the middle category of 2.00-3.00, and only 10% were in the highest category of 3.00-4.00.

The next section offers descriptive statistical analysis of the factors such as institutional culture, student engagement, and communication climate.

1.6.2 Frequency Analysis of Institutional Culture (IC)

The following is the item-wise frequency analysis of institutional culture (IC):

Table 1.1

Frequency Analysis of Institutional Culture (IC)

Sr#	Statements	Disagreement Zone		Total Disagreement	N	Agreement Zone		Total Agreement	Result
		SDA	DA			A	SA		
	Institutional Culture (IC)								
1	My university feels like a community	12 (4.0%)	48 (16.0%)	57 (20%)	17 (5.7%)	138 (46.0%)	85 (28.3%)	240 ((80%)	Agreement

#	Statement								
	where students freely share their experiences.								
2	I feel that my university values creating a supportive and collaborative environment for students	12 (4.0%)	54 (18.0%)	66 (22%)	5 (1.7%)	145 (48.3%)	84 (28.0%)	234 (78%)	Agreement
3	I believe students at my university are united by mutual trust and a sense of belonging	6 (2.0%)	30 (10.0%)	36 (12%)	18 (6.0%)	138 (46.0%)	108 (36.0%)	264 (88%)	Agreement
4	My university encourages students to try new things in both academic and extracurricular activities.	6 (2.0%)	37 (12.3%)	43 (14.3%)	12 (4.0%)	143 (47.7%)	102 (34.0%)	257 (85.7%)	Agreement
5	The institution promotes entrepreneurship and creativity among students.	12 (4.0%)	6 (2.0%)	18 (6%)	11 (3.7%)	200 (66.7%)	71 (23.7%)	282 (94.1%)	Agreement
6	Students at my university are motivated to be innovative.	11 (3.7%)	9 (3.0%)	20 (6.7%)	11 (3.7%)	186 (62.0%)	83 (27.7%)	280 (93.4%)	Agreement
7	My university has a strong focus on student achievement and success in both academic and professional development.	5 (1.7%)	17 (5.7%)	22 (7.4%)	5 (1.7%)	121 (40.3%)	152 (50.7%)	278 (92.7%)	Agreement
8	Students are encouraged to compete with their peers, aiming for top performance in their fields.	5 (1.7%)	17 (5.7%)	22 (7.4%)	5 (1.7%)	124 (41.3%)	149 (49.7%)	278 (92.7%)	Agreement
9	Success at my university is often defined by students' ability to stand out among others and lead in their chosen areas.	5 (1.7%)	21 (7.0%)	26 (8.7%)	5 (1.7%)	132 (44.0%)	137 (45.7%)	274 (91.4%)	Agreement
10	Academic performance and career success are	0 (0%)	30 (10.0%)	30 (10%)	0 (0%)	132 (44.0%)	138 (46.0%)	270 (90%	Agreement

Sr#		SDA	DA	Total Disagreement	N	A	SA	Total Agreement	Result
	highly valued within my university community.								
11	The institution places significant importance on maintaining order and ensuring that academic and campus life run smoothly.	1 (3%)	27 (9.0%)	28 (12%)	0 (0%)	128 (42.7%)	144 (48.0%)	272 (90.7%)	Agreement
12	Students at my university are expected to adhere to strict timelines and rules, ensuring a disciplined and orderly environment.	0 (0%)	27 (9.0%)	27 (9%)	1 (3%)	138 (46.0%)	134 (44.7%)	273 (93.7%)	Agreement

The students' views about Institutional Culture (IC) are shown in Table 1.1, which indicates that they generally perceived the university's principles, organization, and atmosphere in a very favorable way. A big portion of students, ranging from 78% to 94.1%, supported the idea of a university that was, in terms of values and attitudes, encouraging, well-organized and achievement-oriented. The highest support percentages (94.1%) were received for the statement "The institution promotes entrepreneurship and creativity among students," thus pointing out the great importance given to new ideas and invention. At the same time, 93.7% of the student body backed the assertion "Students at my university are expected to adhere to strict timelines and rules, ensuring a disciplined and orderly environment." On the contrary, the statements pertaining to peer support, cooperation, and sense of belonging had attracted slightly lower rates of agreement (78%-80%). The results indicated that there was a performance-based culture at the university, but it might still be a good idea to bring in some initiatives that would help to connect students, support them, be inclusive and so on in order to better their feeling of belonging.

1.6.3 Frequency Analysis of Student Engagement (SE)

The following is the wise item frequency analysis of Student Engagement (SE)

Table 1.2

Frequency Analysis of Student Engagement (SE)

Sr#	Statements	Disagreement Zone		Total Disagreement	N	Agreement Zone		Total Agreement	Result
		SDA	DA			A	SA		
	Student Engagement (SE)								
13	I believe university enhances my personal and academic growth.	0 (0%)	27 (8.9%)	27 (8.9%)	1 (0.3%)	132 (43.6%)	140 (46.2%)	273 (90.1%)	Agreement
14	I value my education and actively engage in my learning process.	0 (0%)	29 (9.7%)	29 (9.7%)	1 (0.3%)	136 (45.3%)	134 (44.7%)	271 (90.3%)	Agreement

15	I pursue additional learning opportunities beyond my coursework.	1 (0.3%)	26 (8.7%)	27 (8.7%)	0 (0%)	132 (44.0%)	141 (47.0%)	273 (91%)	Agreement
16	I contribute to group discussions in my class.	6 (2.0%)	30 (10.0%)	36 (12%)	12 (4.0%)	138 (46.0%)	114 (38.0%)	264 (88%)	Agreement
17	I feel a sense of happiness and belonging while on campus.	12 (4.0%)	22 (7.3%)	34 (11.3%)	10 (3.3%)	161 (53.7%)	95 (31.0%)	266 (88%)	Agreement
18	I perceive the campus as a community where I am an integral part	11 (3.7%)	22 (7.3%)	33 (11%)	11 (3.7%)	158 (52.7%)	98 (32.7%)	267 (89.1%)	Agreement
19	I enjoy collaborating with my classmates on projects and assignments.	6 (2.0%)	12 (4.0%)	18 (6%)	0 (0%)	120 (40.0%)	162 (54.0%)	280 (94%)	Agreement
20	My friends on campus are there for me when I need them.	6 (2.0%)	35 (11.7%)	41 (13.7%)	12 (4.0%)	127 (42.3%)	120 (40.0%)	259 (86.3%)	Agreement
21	I actively engage in extracurricular activities that contribute to my growth.	6 (2.0%)	15 (5.0%)	21 (7.0%)	2 (0.7%)	121 (40.3%)	156 (52.0%)	279 (93%)	Agreement
22	I enjoy the events held on campus and look forward to participating.	6 (2.0%)	34 (11.3%)	40 (13.3%)	12 (4.0%)	127 (42.3%)	121 (40.3%)	260 (86.6%)	Agreement
23	I participate in campus activities (sports, cultural events, clubs, etc.)	7 (2.3%)	16 (5.3%)	23 (7.6%)	2 (0.7%)	118 (39.3%)	157 (52.3%)	277 (92.3%)	Agreement
24	I enjoy helping organize or participate in campus events that foster community.	6 (2.0%)	31 (10.3%)	37 (12.3%)	10 (3.3%)	127 (42.3%)	126 (42.0%)	263 (87.6%)	Agreement

Table 1.2 presents the analysis of the Student Engagement (SE) data, which shows that the students had a high level of agreement with each other, and the percentage varies from 86.3% to 94%. The students were thus said to be actively involved in both academic and non-academic activities on the campus. The highest percentage, that is, 94%, of the students had a positive attitude about group projects, while 93% of them had a participative approach in the activities for their development. The learners also had very optimistic learning orientations, 90.3% of the students valued their education very highly, and almost all (91%) attended classes purely for learning, even if the subject was not a prerequisite. Additionally, there was a very strong feeling of community on campus among the students, as 88% of the students said they were happy and belonged there, and 89.1% of the students believed that it was a supportive community. On the contrary, the statement "My friends on campus

are there for me when I need them" and "I enjoy the events held on campus and look forward to participating", the agreement rates were slightly lower at 86.3% and 86.6% respectively, indicating that there were areas of leisure socializer interaction and student events where improvement could be made.

1.6.4 Frequency Analysis of Communication Climate (CC)
The following is the item-wise frequency analysis of Communication Climate (CC)
Table 1.3
Frequency Analysis of Communication Climate (CC)

| Sr# | Statements | Disagreement Zone | | Total Disagreement | N | Agreement Zone | | Total Agreement | Result |
		SDA	DA			A	SA		
				Communication Climate					
25	University administrators make me feel that the issues I raise are important and taken seriously	6 (2.0%)	30 (10.0%)	35 (12%)	11 (3.7%)	124 (41.3%)	129 (43.0%)	264 (88%)	Agreement
26	I feel comfortable approaching university administrators to discuss any concerns or suggestions I have about campus life.	6 (2.0%)	34 (11.3%)	40 (13.3%)	12 (4.0%)	129 (43.0%)	119 (39.7%)	260 (86.7%)	Agreement
27	I feel that university administrators consider students' best interests when making decisions that impact us.	6 (2.0%)	26 (8.7%)	32 (10.7%)	8 (2.7%)	124 (41.3%)	136 (45.3%)	268 (89.3%)	Agreement
28	University administrators are responsive and provide clear feedback when students reach out with concerns or ideas.	7 (2.3%)	34 (11.3%)	41 (13.6%)	12 (4.0%)	125 (41.7%)	122 (40.7%)	259 (86.4%)	Agreement
29	I believe there are open channels for students to communicate effectively with university administrators about important issues.	6 (2.0%)	26 (8.7%)	32 (10.7%)	8 (2.7%)	124 (41.3%)	136 (45.3%)	268 (89.3%)	Agreement
30	Students are	6	34	40	12	126	122	260	Agreement

	encouraged to be open and honest when communicating with one another, both in academic and social settings.	(2.0%)	(11.3%)	(13.3%)	(4.0%)	(42.0%)	(40.7%)	(86.7%)	
31	I feel that communication between students in group projects or extracurricular activities is respectful and productive.	6 (2.0%)	29 (9.7%)	35 (11.3%)	10 (3.3%)	126 (42.0%)	129 (43.0%)	265 (88.3%)	Agreement
32	Students freely express their opinions and ideas during class discussions and group activities.	7 (2.3%)	34 (11.3%)	41 (%)	12 (4.0%)	128 (42.7%)	119 (39.7%)	259 (89.4%)	Agreement
33	There is a strong culture of collaboration and support among students, both in academic and social settings.	6 (2.0%)	29 (9.7%)	35 (11.7%)	9 (3.0%)	128 (42.7%)	128 (42.7%)	265 (88.4%)	Agreement
34	Students actively listen to and respect each other's viewpoints during discussions and collaborative work.	6 (2.0%)	27 (9.0%)	33 (11%)	9 (3.0%)	126 (42.0%)	132 44.0(%)	267 (89%)	Agreement
35	I am regularly informed about how well the university is meeting its goals and objectives	6 (2.0%)	26 (8.7%)	32 (10.7%)	9 (3.0%)	124 (41.3%)	135 (45.0%)	268 (89.3%)	Agreement
36	36. My university keeps students updated on important changes that affect our academic and campus life in a timely manner.	6 (2.0%)	28 (9.3%)	34 (11.3%)	11 (3.7%)	125 (41.7%)	130 (43.3%)	266 (88.7%)	Agreement

The analysis of Communication Climate items is revealed in Table 1.3. The students at the university strongly agreed that communication is effective. High agreement rates (over 86%, mostly over 88%) were seen for all statements. Remarkably, 88% or more of the participants agreed with the statements "Students actively listen to and respect each other's viewpoints" and "University administrators consider students' best interests." Disagreement was restricted to 14% or less, which

means that only a minor part of the respondents was negative. In general, the results indicated that the university community created a communication climate that was very positive and strong.

1.6.5 Means, Standard Deviations, Interpretations, and Rankings of Institutional Culture
The following are the means, standard deviations, interpretations, and rankings of institutional culture:

Table 1.5
Means, Standard Deviations, Interpretations, and Rankings of Institutional Culture

Item	N	Mean	Std. Deviation	Interpretation	Rank
My university has a strong focus on student achievement and success in both academic and professional development.	300	4.33	0.892	Highly High	1st
Students are encouraged to compete with their peers, aiming for top performance in their fields.	300	4.32	0.890	Highly High	2nd
The institution places significant importance on maintaining order and ensuring that academic and campus life run smoothly	300	4.29	0.888	Highly High	3rd
Students at my university are expected to adhere to strict timelines and rules, ensuring a disciplined and orderly environment.	300	4.26	0.862	Highly High	4th
Academic performance and career success are highly valued within my university community.	300	4.26	0.892	Highly High	5th
Success at my university is often defined by students' ability to stand out among others and lead in their chosen areas.	300	4.25	0.919	Highly High	6th
Students at my university are motivated to be innovative.	300	4.07	0.872	High Moderate	7th
The institution promotes entrepreneurship and creativity among students.	300	4.04	0.845	High Moderate	8th
I believe students at my university are united by mutual trust and a sense of belonging	300	4.04	1.001	High Moderate	9th
My university encourages students to try new things in both academic and extracurricular activities.	300	3.99	1.028	High Moderate	10th
My university feels like a community where students freely share their experiences.	300	3.79	1.140	High Moderate	11th
I feel that my university values creating a supportive and collaborative environment for students	300	3.78	1.155	High Moderate	12th

As depicted in Table 1.5, students view the institutional culture as greatly oriented towards achievement and very well organized, students' progress being the most widely shared view of the university's focus (Mean = 4.33) and also strong with emphasis on challenge and discipline (Means = 4.32 to 4.25). The very positive scores denoted a very strong emphasis on excellence and leadership. On the other hand, the relatively lower ratings (Means = 4.07 to 3.78) pointed out that the aspects of innovation, entrepreneurship, community feeling, and emotional support were not so much at the forefront. This signified that although the institution was very successful in the promotion of academic excellence and the establishment of discipline, it still had the potential to improve in the areas of creativity, collaboration, and a sense of belonging. The university's culture was thus seen as competitive and success-striving, but at the same time, there was room for growth in the areas of promoting inclusiveness and establishing student-centered support systems.

1.6.6 Means, Standard Deviations, Interpretations, and Rankings of Institutional Culture Student Engagement

The following are the means, standard deviations, interpretations, and rankings of student engagement:

Table 1.6

Means, Standard Deviations, Interpretations, and Rankings of Institutional Culture Student Engagement

Item	N	Mean	Std. Deviation	Interpretation	Rank
I enjoy collaborating with my classmates on projects and assignments.	300	4.40	0.850	Highly High	1st
I actively engage in extracurricular activities that contribute to my growth.	300	4.35	0.886	Highly High	2nd
I participate in campus activities (sports, cultural events, clubs, etc.)	300	4.34	0.917	Highly High	3rd
I pursue additional learning opportunities beyond my coursework.	300	4.29	0.876	Highly High	4th
I believe university enhances my personal and academic growth.	300	4.28	0.867	Highly High	5th
I value my education and actively engage in my learning process.	300	4.25	0.881	Highly High	6th
I enjoy helping organize or participate in campus events that foster community.	300	4.12	1.018	High Moderate	7th
I contribute to group discussions in my class.	300	4.08	0.998	High Moderate	8th
I enjoy the events held on campus and look forward to participating.	300	4.08	1.037	High Moderate	9th
My friends on campus are there for me when I need them.	300	4.07	1.042	High Moderate	10th
I perceive the campus as a community where I am an integral part	300	4.03	0.994	High Moderate	11th
I feel a sense of happiness and belonging while on campus.	300	4.02	1.003	High Moderate	12th

Table 1.6 shows a confident engagement of students in both academic and non-academic activities, as the majority of the items were marked as "Very High" or "High Moderate." Among all the different activities, students felt most engaged in working together on assignments and projects (Mean = 4.40), which is evidence of the good collaboration among peers. They also considered extracurricular activities and campus involvement as very important (Means = 4.35 to 4.28), which was an indication of their interest in overall development. On the other hand, campus activities, group talks, and having a sense of belonging were rated in a positive way (Means = 4.08 to 4.02); however, these numbers implied that there was still room for social and emotional engagement to be improved. To sum up, the results revealed a rounded and active student population that had the chance to establish even closer ties with the community.

1.6.7 Means, Standard Deviations, Interpretations, and Rankings of Communication Climate

The following are the means, standard deviations, interpretations, and rankings of communication climate:

Table 1.7

Means, Standard Deviations, Interpretations, and Rankings of Communication Climate

Item	N	Mean	Std. Deviation	Interpretation	Rank
I believe there are open channels for students to communicate effectively with university	300	4.19	0.986	High Moderate	1st

	N	Mean	Std. Deviation		Rank
administrators about important issues.					
I feel that university administrators consider students' best interests when making decisions that impact us.	300	4.19	0.986	High Moderate	2nd
I am regularly informed about how well the university is meeting its goals and objectives	300	4.19	0.987	High Moderate	3rd
Students actively listen to and respect each other's viewpoints during discussions and collaborative work	300	4.17	0.992	High Moderate	4th
My university keeps students updated on important changes that affect our academic and campus life in a timely manner.	300	4.15	1.002	High Moderate	5th
There is a strong culture of collaboration and support among students, both in academic and social settings.	300	4.14	1.003	High Moderate	6th
I feel that communication between students in group projects or extracurricular activities is respectful and productive.	300	4.14	1.006	High Moderate	7th
University administrators make me feel that the issues I raise are important and taken seriously	300	4.13	1.016	High Moderate	8th
Students are encouraged to be open and honest when communicating with one another, both in academic and social settings.	300	4.08	1.038	High Moderate	9th
I feel comfortable approaching university administrators to discuss any concerns or suggestions I have about campus life.	300	4.07	1.034	High Moderate	10th
University administrators are responsive and provide clear feedback when students reach out with concerns or ideas.	300	4.07	1.053	High Moderate	11th
Students freely express their opinions and ideas during class discussions and group activities.	300	4.06	1.049	High Moderate	12th

According to Table 1.7, students attribute a moderate to strong level of communication and cooperation among students and administrators. The highest-rated items revealed that students were ready to open their problems with teachers (Mean = 4.19) and that the university took into account their needs (Mean = 4.19). Further, students continued to express that they were being updated on university objectives and were involved in polite debates (items ranked 3rd and 4th, respectively). To sum up, the communication and collaboration were assessed highly, but on the other hand, the less favorable items showed that students did not feel it was so easy to talk to university staff and their fellow peers in specific situations. The overall picture was that there were good relations between students and administrators, but the areas of responsiveness and feedback still needed to be improved.

1.6.8 Means and Standard Deviations of Total Institutional Culture, Total Students' Engagement, and Total Communication Climate

The following are the means and standard deviations of total institutional culture, total students' engagement, and total communication climate:

Table 1.4

Means and Standard Deviations of Total Institutional Culture, Total Student Engagement, and Total Communication Climate

Total Variables	Mean	Std. Deviation	N
Total Institutional Culture	49.4200	4.03955	300
Total Student Engagement	50.3067	5.535470	300

Total Communication Climate	49.5933	6.95624	300

The results for the three constructs as a whole are shown in Table 1.4, which signaled that learners mostly went through pleasant situations. Institutional Culture had a mean score of 49.42 (SD = 4.04), which implied that the participants had more or less the same good opinion about the values and practices of the university. Student Engagement had the highest score, which meant that the students were very much involved and engaged. Communication Climate had a mean score of 49.59 (SD = 6.96), which implied that the students held somewhat positive views, although the wider range suggested the variability in students' communication experiences, possibly indicating differences within the university.

1.7 DISCUSSION AND CONCLUSIONS

The institutional culture of the University of Sargodha was confirmed through the results as a very strong and distinct one, consisting mainly of academic achievement, discipline, and competition. This pointed towards the valuing of performance indicators and orderly mannerism in the whole university. At the same time, the significantly lower ratings for the items concerning community, peer support, and collaborative environment showed a possible gap between the current situation and the desired situation. The gap may have been caused by a very competitive academic environment that puts individual success over the well-being of the community, or it may be that there are no or very few programs aimed at promoting strong peer relationships and a sense of belonging. This observation was in line with Tierney's (2008) notion that culture shapes interactions, suggesting that the existing culture effectively drives performance but may not be able to provide full support for the emotional and social needs of all students. Besides, the outcomes of the present study were consistent with earlier studies in that they have highlighted the role of institutional culture as a major factor in student engagement and motivation (Tinto, 2017). The results showed that a perfectly aligned culture not only establishes an academic environment but also has an impact on the emotional and behavioral engagement of the students. This study is a follower of the concept by Astin (1984) that states that the sense of belonging to a community increases the level of student interest in as they demonstrate the fact that an effective culture of the institution can intensify the sense of community, particularly among the poor.

The primary determinant of the success of a student is student engagement. It involves three dimensions, including emotional engagement, cognitive engagement, and behavioral engagement in the academic processes (Fredricks et al., 2004). It has been shown that the level of engagement is directly correlated with grades of the students; more engaged students are those who achieve higher marks and their academic dedication (Kahu & Nelson, 2018). The issue of student engagement is extremely intricate, as it is comprised of personal qualities and the environment that surrounds the students, such as the program environment, the relationship between the students and the teaching staff, and the access to group activities. All these contribute directly/indirectly towards student success. Student engagement can be described as the level of student involvement in the learning process (Kahu, 2013). It implies that a student is not only in classes, doing activities beyond the classroom and forming relations with other students as well as teachers (Fredricks et al., 2004).

Creation of a favorable communication atmosphere on the campus of higher education institutions characterized by transparency, trust and approval of both faculty and students, performance and administrators are recognized to be the primary contributors to student success, thus, the well-being of the institution. Empirical studies have realized in the recent past that viewing communication as open and respectful by students will consequently boost their sense of belonging and self-efficacy in their studies. As an example, the study of Finn and Schrodt (2012) finds that a welcoming communication climate, created by certain instructor actions, is a major motivation for student engagement. This is also in line with the model by Tinto (2017), where having a perception of a communicative and supportive institution environment was shown to be a strong predictor of classroom participation, academic achievement by students, and ultimately their decision to continue with their studies, as it is an avenue of integrating the students with the academic community. One of the factors that, in addition to providing a poor sense of connectedness, contributes to the construction of human relationships required to engage in deep learning and retention is the so-called

communication climate, according to which the students are listened to, and their contributions are never dismissed (Kahu & Nelson, 2018). Finally, establishing a favorable communication environment is not merely an administrative activity, but it is also a strategic need, which ensures involvement, satisfaction, and permanence of students in their success.

The study was able to come up with several inferences. To begin with, organizational culture was largely perceived as highly accomplishment-oriented and more punitive, in which academic achievement, discipline and competition are major concerns. However, this was much lower in the view of student support, cooperation and belongingness. On the other hand, the study claims that the involvement of students is prevalent. Also, the students were engaged in a very broad activity in terms of academic activities to include teacher-student cooperation to involve students in extracurricular activities and personal development opportunities. The participation of the behavioral point of view is maximum, which implies that it is reflected in specific actions. The emotional element connected with the happiness of joining the campus community, on the other hand, indicates the development necessity. Further, the climate of communication is generally considered to be positive, and students perceive it to have unrestricted avenues of communication. They also describe their interactions as having been conducted at a more or less respectful manner. However, the ease of getting in touch with administrators directly and the perceived speed of the feedback were mentioned as the spheres that need improvement more.

Last, the university setup is accepted as one of the most potent triggers to work hard and succeed in studies in an all-encompassing manner. Their interaction connection between culture, engagement and communication is highly significant. The study finds that the strategic promotion of the supportive and communal nature of the institutional culture will allow the university to further add the emotional dimension to the engagement between its students, and, therefore, the whole pedagogical setting will become more accommodating and empowering to all the students. This paper identifies the significance of institutional culture within the whole student engagement and academic outcome spectrum. The understanding of values can help the students have a sense of connection and community that further leads to their engagement in both academics and non-academics. The outcome presents the university as an institution that has a dominating achievement-oriented culture; therefore, interacting at that level becomes very easy. The communication climate is deemed to be the open and supportive one. Nevertheless, significant disparities are observed in the perception of the community and belonging to it among the students, which means that this sphere should be improved.

1.8 RECOMMENDATIONS AND SUGGESTIONS
This study leaves a number of avenues to future research:
1. The scholars recommended that the learning communities, peer-mentoring programs, and student-led collaboration-oriented clubs, rather than competition-oriented clubs, should be institutionalized.
2. They suggested that we should institute regular, organized forums in which the students would be allowed to air their issues to the administration.
3. They promoted the study of administrative personnel under the domain of caring and attentive communication.
4. They suggested using the heavily ingrained culture of high achievers in order to foster cooperation at the top.
5. The researchers relied on the least agreement with the statements about events that occurred and proposed that the student surveys could be conducted to establish joint social and extracurricular events.
6. The hypothesis formulated by the researchers was that a comparative analysis of different universities in Pakistan would reveal whether this profile of high-achievement/low-community is replicated in this institution or is a trend.
7. They suggested that a longitudinal study on the relationship between good communication climate and retention rates of students, especially underrepresented groups, would be very educational.

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