



# A Correlational Study Examining Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education

Keyonda M. Smith, PhD  
Maryland University of Integrative Health



## Background

- Technological advances challenge universities to explore alternative teaching paradigms to allow students an opportunity to learn in online environments
- Healthcare higher education in clinical disciplines, such as chiropractic medicine, offer minimal online education opportunities
- Awareness among higher education leadership of institutional culture and its influence on faculty perceptions of online learning aids in successful planning and implementation of strategic innovative initiatives (Windes & Lesht, 2014)
- This study examined the relationships between chiropractic higher education institutional culture and faculty perceptions of online learning (fig. 1)

## Research Objectives

- To assess and examine the relationship among collegium, bureaucracy, enterprise, and corporate institutional culture types and faculty perceptions of online learning in chiropractic higher education
- To provide higher education leaders, of traditional institutions, recommendations and implications of faculty perceptions of online learning during planning and implementation of strategic innovative online learning initiatives

## Materials & Methods

- Participating chiropractic higher education institutions ( $n = 6$ ) faculty responses ( $n = 131$ ) were utilized to measure McNay's collegium, bureaucracy, enterprise, and corporate institutional cultures (fig. 2)
- Data were collected by use of Totaro et al (2005) Faculty Perceptions of Distance Education and Nauffal's (2004) Institutional Culture web-based survey validated instruments
- Pearson's ( $r$ ), analysis of variance (ANOVA), and multiple regression statistical tests were conducted to examine plausible relationships among the variables

## Results

Figure 1: Conceptual Diagram

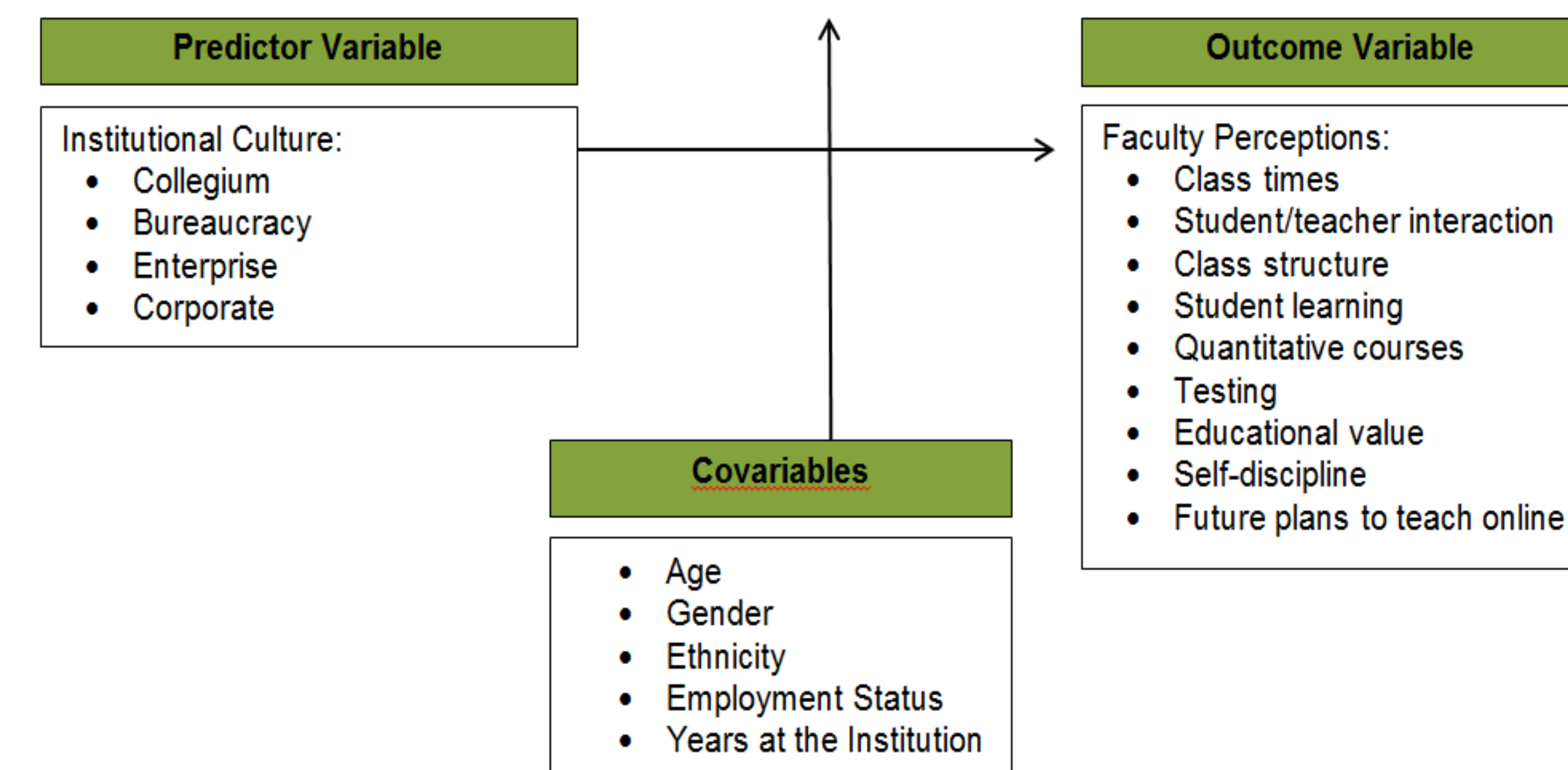


Figure 2: McNay's Models of Institutional Culture Types

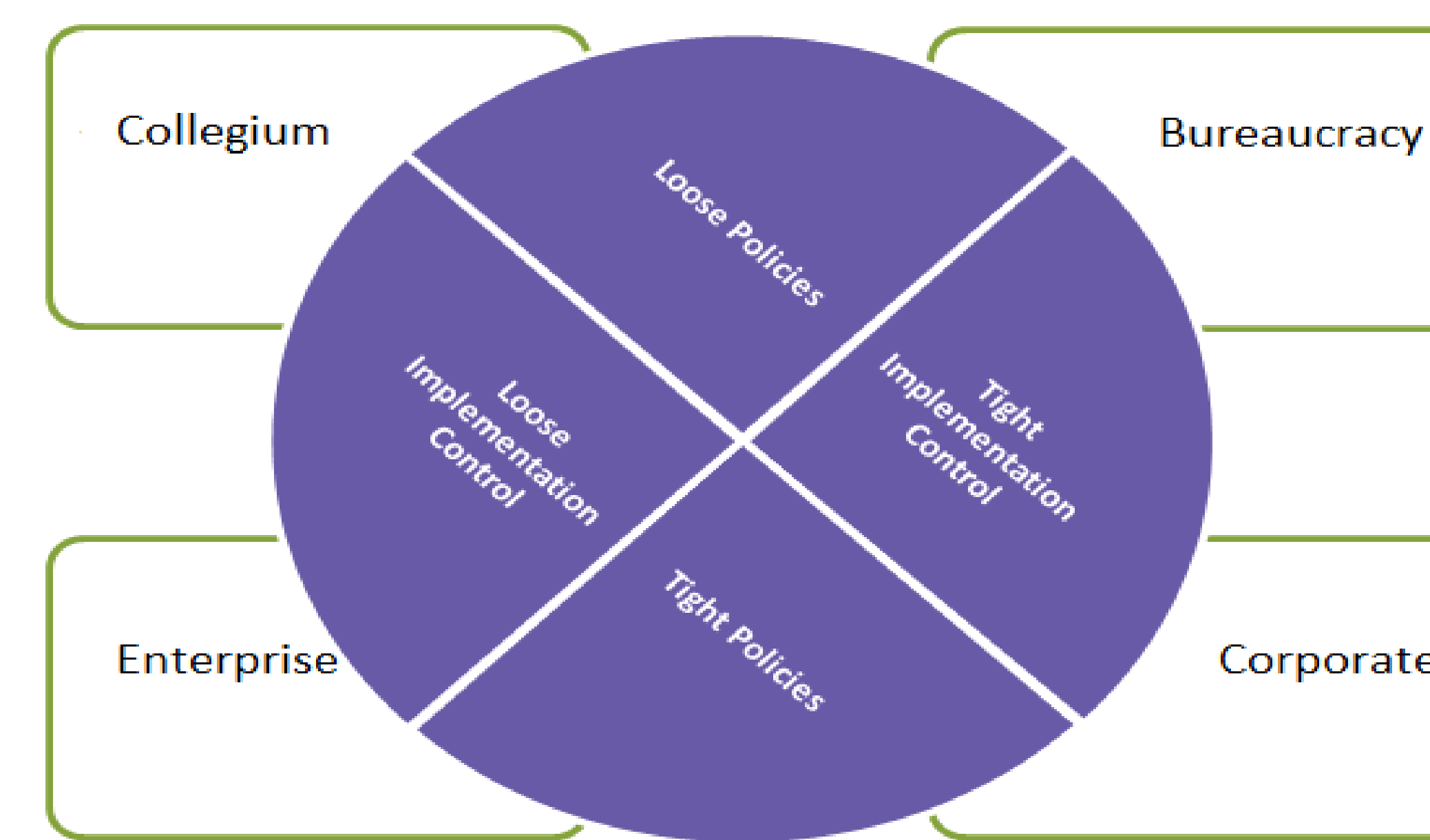
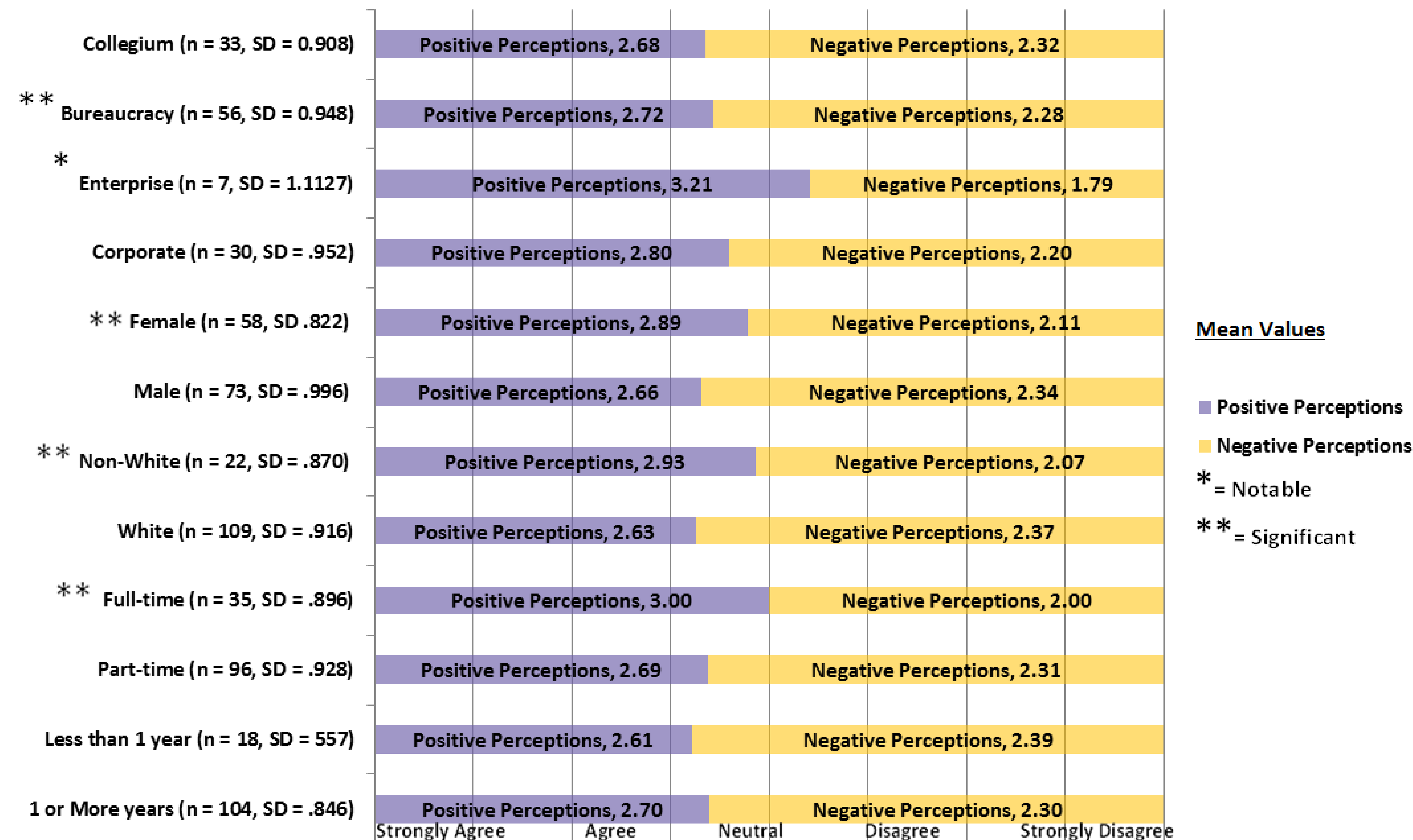


Figure 3: Perceptions of Online Learning by Variables



## Conclusion

- Faculty from bureaucracy institutions displayed greater negative perceptions and faculty from enterprise institutions displayed greater positive perceptions of online learning
- Bureaucracy institutions seeking to possess a culture more closely identified with enterprise will need to place high importance on improvement by institutional restructuring, implementing enterprise-friendly policies and fostering individuals attempting to launch, manage, or progress towards an enterprise culture
- Female, non-white, and full-time faculty expressed higher perceptions of online learning
- Prevalent diversity issues faced in the industry will need to be addressed to initiate the transformation from a bureaucracy culture to an enterprise culture

## References

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**Researcher:**

Dr. Keyonda M. Smith, PhD

Maryland University of Integrative Health

## Video Presentation



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- Faculty from **bureaucracy institutions** displayed greater negative perceptions and faculty from **enterprise institutions** displayed greater positive perceptions of online learning
- Bureaucracy institutions seeking to possess a culture more closely identified with **enterprise** will need to place high importance on improvement by institutional restructuring, implementing enterprise-friendly policies and fostering individuals attempting to launch, manage, or progress towards an enterprise culture
- **Female, non-white, and full-time faculty** expressed higher perceptions of online learning
- Prevalent **diversity issues** faced in the industry will need to be addressed to initiate the transformation from a bureaucracy culture to an enterprise culture