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A Study on Organizational Climate in Self-Financing Engineering Colleges in Tamilnadu

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ABSTRACT

Organizational climate creates specific surroundings which influence behavior of the organizational members. Thus, by exploring the recent literature, this paper provides a critical review about the role of organizational climate, and therefore, enhances further knowledge and understanding of faculty work passion, organizational commitment in self-financing Engineering colleges in Tamilnadu. Data were collected from 300 faculties with the help of a structured questionnaire by adopting a stratified sampling technique. The data and information collected from respondents pertain to the year January 2018-April 2018. This research addressed the faculty needs and expectation from the employer in the aspect of organizational climate, job satisfaction and commitment. Statistical Package for Social Sciences (SPSS) version 20 was used. Statistical tests were applied to check the reliability (Skewness and Kurtosis Test), normality (Cronbach Test) of the data. The tools like Correlation, ANOVA, Chi-Square Test and Descriptive analysis is used in this research. Organizational climate has an impact on reorganization and rewards, teamwork, cooperation, management support, job satisfaction, job involvement, and employee commitment for better organizational performance. Both organizational climate and job satisfaction have a positive impact on job involvement and employee commitment. The Expectation of faculty towards the work environment is Remuneration & rewards and Training & Development. This study suggested that higher the organizational climate and job satisfaction, the faculty have high involvement and high commitment towards the job. This study shows that Work Environment, Communication and Leadership are important variables of organizational climate and these variables help to enhance job satisfaction and performance of the faculty.

KEYWORDS: Organizational climate, Job Satisfaction, Teamwork, Involvement, Remuneration

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INTRODUCTION

Technical education in India plays a crucial role in determining the growth of overall educational, social and economic development of our nation. During the last two decades, the growing demand for the expansion of technical education and the policy of the government led to the mushrooming of private engineering colleges in India. In recent years, private registered societies and trusts have established a phenomenally large number of engineering colleges which accounts for more than two-thirds of the admission. All India Council for technical education was setup in November 1945 as a national level apex advisory body to conduct the survey on the facilities of technical education and to promote development in the country in a coordinated and integrated manner. The purview of AICTE covers programs of technical education including training and research in engineering, technology, architecture, town planning, management, pharmacy, applied arts and crafts, hotel management and catering technology etc., at different levels.

Tamil Nadu is dedicated to achieving excellence in engineering educations. The universities and engineering colleges in Tamil Nadu are committed to foster a climate of continuous improvement in engineering education so as to increase its utility from the perspective of employers, academic institutions, current and former engineering students, and society- at- large. Anna University, one of the earliest technological universities, was established on fourth September 1978 as a unitary type of university to promote teaching and research in the field of Engineering, Technology, Architecture and Applied Sciences. All the private engineering colleges are affiliated to Anna University. Anna University is a renowned technical university in Tamil Nadu, with its main campus in Guindy, Chennai. In 2001, the university absorbed the state's all engineering colleges. There were 426 self-financing colleges, three government-aided private colleges, and six government engineering colleges under Anna University. In 2007, the university was divided into six different campuses. These constituent universities included Chennai, Chennai (campus), Madurai, Tirunelveli, Coimbatore, and Tiruchirappalli. Later in 2011, these universities were merged back. However, these campuses are still operating.

STATEMENT OF THE PROBLEM

Professional self-financing engineering colleges are established with the purpose of developing quality professionals. These Institutions are molded by the faculty who inspire and encourage students towards the learning process. To provide a quality education, the faculty should be happy in their workplaces and hence the climate prevailing in the workplace deserves a greater attention. Many engineering colleges in Tamil Nadu seem to exhibit different types of organizational culture. In some colleges, the atmosphere might be worst while in other colleges, the atmosphere

might be healthy and friendly. Thus, the purpose of this study is to answer the following questions:

- How does faculty of self-financing engineering colleges perceive the dimension of Organizational climate?
- What are the factors influencing job performance in self-financing engineering colleges?
- How does organizational climate influence the job performance?

REVIEW OF LITERATURE

An institution that has better organizational climate is likely to be more effective than an organization that does not have them. Various research studies have been conducted to determine and analyze factors affecting the organizational Climate.

Organizational climate focuses on attributes as perceived by its members, while job satisfaction deals with perceptions and attitudes that people have towards their work. Litwin and Stringer (1968)¹ created different climates and discovered that these contributed to different levels of employee satisfaction. It was observed that job satisfaction increases when the prestige of the work increases (Peretomode, 1991)².

According to Greenberg & Baron (2008)³, Job satisfaction can be defined as the general attitude towards the job. Found that salary, benefits, and advancement opportunities were components of an organizational climate that had a direct influence on job satisfaction. Organizational climate is measured using the variables like work Environment, Communication, Remuneration & rewards, Training & Development and Leadership, also researched the creative climate at the University of Orebro. By using several types of questionnaires they measured several variable groups inside the university. During the analysis, it turned out that organizational climate has a significant effect on organizational outcomes, but the organizational realities (organizational structure, leadership style, resources) have a significant effect on both organizational outcomes and organizational climate.

According to Ekvall (1996)⁴ organizational climate influences business processes like problem-solving, decision making, communication, cooperation, controlling and other internal, psychological processes like learning, creation, motivation or commitment. A company has various disposable resources (man, money, machines, and materials) that are used during its operations. These processes have different outcomes: high or low-quality products, loss of profit, improvement etc. Climate has a remarkable impact on these business processes, and it can be explained in the organizational context as a mediator between resources and outcomes. Organizational climate has been defined as a perception of the psychologically important aspects of the work environment and is recognized as a potential influence on employees' workplace behavior and job satisfaction. Climate consists of a set of characteristics that describe an organization, distinguish it from other organizations, are relatively

enduring over time and influence the behavior of people in it. The individual worker's perception of his work environment rather than a consensus view is considered, as different individuals may perceive the same work in different ways.

Investigated organizational climate by measuring six climate motives on 453 executives in a large Indian public sector industry using motivational analysis of organizational climate. The findings demonstrate the heterogeneous nature of organizational climate, and the study helps to provide a better appreciation of differences in employee behavior across the company. Focus on demographic determinants of workers job satisfaction but, the others relate it with the nature of work and working conditions at the workplace. Similarly, fair promotion system in the organization, job autonomy, leadership behaviour, social relations and the job itself are also among the important factors of job satisfaction. Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, and provision of good working conditions and creation of suitable career ladder for academics Nicholson and Miljus, (1992)⁵. Few researchers argued that organizational climate does make a difference to organizations' performance because 'it indicates how energizing the work environment is for employees.

Jo and Shim (2005)⁶ found a strong relationship between management's interpersonal communication and employees forming trusting attitudes. They found that supportive communication creates trust in management, and managers' efforts to enhance interpersonal relationships contribute significantly to organizational trust. The influence of monetary incentives and its removal on performance; showed that the subjects in the experimental group who received individual incentives performed better than those in the control group. Job satisfaction is influenced by both employees' personality profile and the manager's leadership style and implicitly, by the team leader's personality. Desired work environment creates job satisfaction for the employees (Afolabi, 2005)⁷. Shadur, Kienzle, and Rodwell (1999)⁸ tested whether Organizational climate factors affected employee attitudes such as job satisfaction and commitment. Job satisfaction along with organizational climate plays a vital role in retaining the employees by enhancing their commitment towards the organization.

EXPERIMENTAL SECTION

Objectives of the Study

1. To examine the extent of HRD climate perceived by the faculties in the Engineering colleges.
2. To examine the impact of HRD climate on job satisfaction in the institutions

Research Methodology

The researcher developed a quality-assured, a well-structured questionnaire to collect the data on various aspects and descriptive research methodology was used to analyze the data collected so, and a finding was charted out.

Type of Research

A qualitative and quantitative approach was used in this research and the research is descriptive in nature.

Measurement and Scaling

The conceptualization and development of the questionnaire were based on the existing literature. A Choice-Based, Ranking and typical 5-point Likert scale was used to measure the constructs presented in the survey. The survey instrument was refined during a pilot study to ensure the internal consistency of the measured instrument, with the involvement of 300 faculties. The questionnaire contained 66 items in total. The first part of the instrument contained 9 questions about demographic profile such as age, gender, education, stream etc. The second part of the questionnaire contained 32 questions about the respondent's characteristics, the third part contains 10 questions about the Job performance; the fourth part of the questionnaire contained 15 questions about Job satisfaction.

Stratified sampling technique was adopted in order to collect the primary data and it took a period of four months for the entire collection of data. The individuals targeted for the collection of data for this research were faculty of self-financing engineering colleges in Tamil Nadu. During a four months period, 311 respondents completed the survey. A total of 300 responses were collected. Eleven responses were discarded due to duplicate submissions or incompleteness, a net sample of 300 (Size is determined based on the sample standard deviation) usable questionnaires were used in this study.

Tools Used

For the purpose of data analysis, Statistical Package for Social Sciences (SPSS) version 20 was used. Statistical tests were applied to check the reliability (skewness and Kurtosis Test) and normality (Cronbach Test) of the data. Descriptive analysis is used to analyze the background as well as the respondent's profiles pertaining to their perception of organizational climate. The common measures such as the total, mean, variance, frequency and percentage are used to analyze the data gathered through the questionnaires.

ANOVA is an appropriate test for hypothesis testing when there are more than two groups measured on an interval scale. In this study, ANOVA is used to determine whether there is any

significant relationship between variables. Pearson Correlation was used as appropriate to analyze the relationship between the two variables which were interval-scaled and ratio-scaled. Furthermore, correlation coefficients reveal magnitude and direction of relationships which are suitable for hypothesis testing.

RESULTS AND DISCUSSION

Table No.1: “Respondents’ Characteristics and Demographic Profile”

| Factors | No of respondents | Percentage (%) |
|--|-------------------|----------------|
| Age of the Respondents | | |
| Below 30 years | 117 | 39.0 |
| Between 31 and 40 | 112 | |
| Between 41 and 50 | 61 | 20.3 |
| 51 and above | 10 | 37.33.3 |
| Gender of the Respondents | | |
| Male | 178 | 59.3 |
| Female | 122 | 40.7 |
| Marital status | | |
| Married | 76 | 25.3 |
| Unmarried | 224 | 74.7 |
| Designation of the respondents | | |
| Assistant professor | 126 | 42.0 |
| Associate professor | 103 | 34.3 |
| Professor | 71 | 23.7 |
| Educational qualification | | |
| PG Degree | 203 | 67.7 |
| Pursuing Ph.D | 76 | 25.3 |
| Post Doctorate | 21 | 7.0 |
| The Annual Income level of the Family | | |
| Less than 2,00,000 | 37 | 12.3 |
| 2,00,001 to 3,00,000 | 103 | 34.3 |
| 3,00,001 to 4,00,000 | 50 | 16.7 |
| 4,00,001 to 5,00,000 | 37 | 12.3 |
| Above 5,00,001 | 73 | 24.3 |
| Experience | | |
| Less than 5 Years | 124 | 41.3 |
| 6-10 Years | 83 | 27.7 |
| 11-15 Years | 50 | 16.7 |
| 15-20 Years | 26 | 8.7 |
| Greater than 21 Years | 17 | 5.7 |

As far as the profile of the respondents are concerned 39% of the respondents are below 30 years old and 37.3% of the respondents are in the age group between 31 and 40 years which shows that the researcher has selected the respondents of right age for this study. From the table 1, it is clearly stated that 59.3% of the respondents are male and 40.7% are female. In the total sample size, around 67.7% of the respondents completed the post graduate degree followed by 25.3% of the respondents was pursuing the Ph.D. This shows that the faculties are completed minimum degree level. As per the Table 1, exactly 74.7% of the respondents are married and 25.3% of the unmarried

in their marital status. From Table 1, it is clearly seen that most of the respondents (42.0%) are the Assistant professors and 34.3% are the Associate professors. Above table clearly stated that 34.3% of respondents are earning Rs. 2,00,001 to 3,00,000 annually followed by 24.3% respondents are earning above 500,000 per annum. The table 1 shows that 41.3% of respondents having less than 5 Years' experience and 27.7% are having experience between 6 and 10 Years. Almost equal weight age has been given to select the samples from all the formats respectively.

Correlation Analysis

This research investigated job performances of the respondents and work-related problem in the Institutions. Six hypotheses were developed to test the relationship between job performance and work problems. The significance value is less than 0.003 and 0.001. This shows that all the two variables have a strong positive significant relationship.

Table No.2: “Correlation Between Job Performance and Work-Related Problems”

| Particulars | | WRP1 | WRP2 | WRP3 | WRP4 | WRP5 | WRP6 |
|-------------|---------|--------|--------|--------|--------|--------|--------|
| JP1 | P. Corr | .497** | .403** | .438** | .634** | .578** | .556** |
| | Sig. | .000 | .000 | .000 | .000 | .000 | .000 |
| JP2 | P. Corr | .393** | .314** | .366** | .575** | .509** | .453** |
| | Sig. | .000 | .000 | .000 | .000 | .000 | .000 |
| JP3 | P. Corr | .446** | .411** | .493** | .570** | .650** | .564** |
| | Sig. | .000 | .000 | .000 | .000 | .000 | .000 |
| JP4 | P. Corr | .352** | .284** | .483** | .435** | .496** | .416** |
| | Sig. | .000 | .000 | .000 | .000 | .000 | .000 |
| JP5 | P. Corr | .349** | .329** | .438** | .533** | .546** | .465** |
| | Sig. | .000 | .000 | .000 | .000 | .000 | .000 |
| JP6 | P. Corr | .564** | .481** | .462** | .594** | .624** | .567** |
| | Sig. | .000 | .000 | .000 | .000 | .000 | .000 |

- JP1 – I use different methods of teaching
- JP2 – Most of the students in my class get good marks
- JP3 – I teach every student according to his abilities.
- JP4 – I come well prepared for teaching in class.
- JP5 – I can also teach difficult lessons easily.
- JP6 – If any student asks question I try to satisfy him at every level.
- WRP1 –well-equipped classrooms
- WRP2 –workload
- WRP3 –laboratory facilities.
- WRP4 –working condition
- WRP5 –periodical checks and objective assessment of work.
- WRP6 –cordial atmosphere.
- Note.** * p < .05, ** p < .01 N = 300
- ** . Correlation is significant at the 0.01 level (2-tailed).
- * . Correlation is significant at the 0.05 level (2-tailed).

Table No.3: “Correlation Between Job Performance and Recognition and Rewards”

| Particulars | | R&R1 | R&R12 | R&R13 |
|-------------|---------|--------|--------|--------|
| JP1 | P. Corr | .798** | .645** | .549** |
| | Sig. | .020 | .041 | .001 |
| JP2 | P. Corr | .089 | .132* | .176** |
| | Sig. | .125 | .022 | .002 |
| JP3 | P. Corr | .215 | .179 | .294 |
| | Sig. | .023 | .017 | .031 |

JP1 – Apart from teaching I fulfill other responsibilities very nicely.

JP2 – I don’t let co-curricular activities to affect my class teaching.

JP3 – I don’t let my domestic affairs to interfere in my duty.

R&R1 – I received regular and positive feedback regarding my work performance by my immediate superior.

R&R2 – Rewards are based on individual performance

R&R3 – I am satisfied with the recognition for good performance.

Note. * p < .05, ** p < .01 N = 300

This research investigated job performances of the respondents and recognition and rewards which influence the performance of the faculty. The result shows that all the three variables have a strong positive significant relationship.

Table 4 shows the reliability of the data, which was tested using Cronbach’s alpha. The acceptable value for Cronbach alpha is 0.6. As for all the variables, the value of Cronbach alpha is above the acceptable value, this shows that the data collected from the survey is reliable.

Table No.4: “Reliability Statistics”

| Factors | No. of Items | Cronbach Alpha | Mean | S.D |
|--------------------------|--------------|----------------|------|-------|
| Management support | 9 | 0.732 | 3.61 | 1.032 |
| Leadership | 7 | 0.778 | 3.73 | 1.083 |
| Teamwork and cooperation | 5 | 0.816 | 3.56 | 1.056 |
| Recognition and rewards | 3 | 0.835 | 3.62 | 1.154 |
| Job performance | 25 | 0.894 | 3.67 | 1.195 |
| Work-related problems | 13 | 0.793 | 3.46 | 1.086 |

Table 5 shows the normality analysis of the data. Skewness and Kurtosis were calculated to ascertain the normality of the data. The values of both of these descriptive i.e. skewness and kurtosis for all the variables fall between the acceptable value of +1 and -1 hence, it portrays that the data is normally distributed.

Table No.5: "Normality Statistics"

| Factors | No. of Items | Skewness Statistics | Kurtosis Statistics |
|---------------------------|--------------|---------------------|---------------------|
| Clarity of role | 5 | -0.666 | 0.512 |
| Management support | 9 | -0.745 | 0.784 |
| Communication | 8 | -0.874 | 0.814 |
| Leadership | 7 | -0.451 | 0.364 |
| Teamwork and cooperation | 5 | -0.345 | 0.542 |
| Compensation and benefits | 5 | -0.647 | 0.741 |
| Recognition and rewards | 3 | -0.374 | 0.674 |
| Organization commitment | 7 | -0.712 | 0.562 |
| Job performance | 25 | -0.871 | 0.482 |
| Work-related problems | 13 | -0.474 | 0.334 |

ANOVA

One-Way ANOVA analysis between the job performances and age of the respondents in the self-financed colleges was executed.

The results of the analysis are presented in Table 4. The result shows that there is a significant relationship between age of the respondents and the variables like "I use different methods of teaching", "Most of the students in my class get good marks", "I teach every student according to his abilities", "I come well prepared for teaching in class", "I can also teach difficult lessons easily" and the significant values are 0.01, 0.03, 0.049, 0.021, 0.04, and 0.041 respectively.

Table no.6: "ANOVA Analysis between the Job Performances and Age of the Respondents"

| Job performances | df | Mean Square | F | Sig. |
|---|----|-------------|-------|-------|
| I use different methods of teaching | 3 | 1.178 | 2.136 | 0.01 |
| Most of the students in my class get good marks | 3 | 1.463 | 1.526 | 0.03 |
| I teach every student according to his abilities | 3 | 1.446 | 1.635 | 0.049 |
| I come well prepared for teaching in class | 3 | 1.301 | .791 | 0.021 |
| I can also teach difficult lessons easily | 3 | 1.487 | .552 | 0.04 |
| If any student asks the question, I try to satisfy him at every level | 3 | 1.446 | 1.610 | 0.041 |

Chi-square test results

Table III shows the results of chi-square Test for three hypotheses. Two of the three hypotheses were supported by the data, consistent with previous literature in most cases. In the cases, designation of the respondents not associated with they received regular and positive feedback

regarding my work performance by the immediate superior, designation of the respondents were associated with the individual performances based with their previous rewards received and satisfaction with their recognition and rewards.

Table no.6: “Chi-Square Result”

| No. | Hypothesis | Results | Reasons |
|-----|---|---------------|---|
| H1 | Designation of the respondents and I received regular and positive feedback regarding my work performance by my immediate superior. (Recognition and rewards) | Not Supported | Chi-Square results, df value = 8, Asymp. Sig. (2-sided) = 0.533 |
| H2 | Designation of the respondents and rewards are based on individual performance | Supported | Chi-Square results, df value = 8, Asymp. Sig. (2-sided) = 0.012 |
| H3 | Designations of the respondents add I am satisfied with the recognition for good performance. | Supported | Chi-Square results, F value = 8, Asymp. Sig. (2-sided) = 0.040 |

CONCLUSION

Organizational Climate is the atmosphere of the Institutions, a “relatively enduring quality of the internal environment of an engineering college which influences the behaviour of the faculty. It was found that Organizational Climate had a significant relationship with job performance. Organizational climate has an impact on reorganization and rewards, teamwork, cooperation, management support, job satisfaction, job involvement and employee commitment for better organizational performance. Both organizational climate and job satisfaction have a positive impact on job involvement and employee commitment. The expectation of faculty towards the work environment are Remuneration & rewards and Training & Development. This study suggested that higher the organizational climate and job satisfaction, the faculty have high involvement and high commitment towards the job. This study shows that Work Environment, Communication and Leadership are important variables of organizational climate and these variables help to enhance job satisfaction and organizational performance. Therefore, it is important for institutions to focus on organizational climate variables, job satisfaction, involvement and commitment to increase organizational performance

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