

Impact of Organizational Climate: A Study on Anna University Affiliated Engineering Colleges in Tamil Nadu

¹S. Silas Sargunam and ^{1,2}M.S. Rathnamala

¹Department of Management Studies, Anna University, 627007 Tirunelveli, Tirunelveli Region,

²Department of Management Studies, Sun College of Engineering and Technology,
629902 Erachakulam, Nagercoil, Kanyakumari District, India

Abstract: The World faces many changes and challenges very day. Particularly in field of education, it changes rapidly. Educational institutions are upgrading their level of education by adopting new teaching methodologies, policies and new technology implementation. These implications have impact on Indian technical educations. All technical education institutions are focusing on high performance of the students. This can be achieved by increasing the performance of the faculties. However, highly satisfied faculties show high performance. This study mainly aims to find the impact of the organizational climate factors on job satisfaction. Anna University affiliated engineering colleges in Tamil Nadu randomly selected for the study. Survey method was employed to collect the data. The finding of the present study showed that organizational climate having effect on job satisfaction of the teaching faculties in Anna University affiliated engineering colleges in Tamil Nadu.

Key words: Organizational climate, job satisfaction, engineering colleges, teaching faculties, Tamil Nadu

INTRODUCTION

Nations development mainly reliant on education system present in the country (Selamat, 2013). Educational institutions in India are facing many changes and challenging like business venture. Particularly technical institutions, every years there are many educational institutions are come up all over the part. Due to educational revolution in India, many private institutions are actively involving and investing in education to improve the quality of education and taking benefit of developing business opportunities compared to government institutions. Basically, educational institutions like schools, colleges, universities and professional training centers are managerial setup achieving particular goals. Performance of the faculty members in educational institutions plays vital role in motivating students learning process (Medly and Shannon, 1994). Organizational climate might manipulate the performance of the faculty members.

For the last 2 decades, organizational climate has been a significant construct in organizational research (Field and Abelson, 1982). In spite of wide-ranging body of research, major theoretical and methodological questions related to the construct stay unsolved. Organizational climate is a combination of organizational norms, expectations, values, procedures and policies

and that live in an organization which manipulates the employee's level of performance, commitment, involvement, motivation and personal satisfaction in the job or about the entire organization (Rodrigues and Gowda, 2011).

Organizational climate includes all behaviors that allow pleasant interpersonal relationships between the members of an institution. It allows helpful human activities in which members of an institutions, interact for the reason of understanding set objectives. Hence, the insight of faculty affiliated in engineering colleges might depend on some factors. Factors include location, student population in class, educational institutions policies and economic changes of the faculties, interpersonal behavior between the management and the faculties, among the faculties themselves and between faculties and students (George *et al.*, 2008). In this regard, the college can be observed as a social system in which the management, faculties and students interact to achieve common goals. However, current study focus on impact of organizational climate dimensions as one of the factor that affects faculties job satisfaction in self finance engineering colleges affiliated to Anna University in Tamil Nadu.

Normally, there are many definitions available for organizational climate. Thompson (2005) defined organizational climate is an approach in which members of

the organization (including teaching faculties, non faculties and students) viewed and understanding their surroundings in an attitudinal manner. There are many studies that deal with employee's perception about the organizational climate factors and its impacts. But, very few studies in India that deal with impact of organizational climate and satisfaction of the employees, particularly on educational institutions (Spector, 1997). Job satisfaction is just how individuals experience about their research and different characteristics of their occupation. Job satisfaction is most shrewdly studied concept in organizational literature (Wilson, 2009). Recognizing job satisfaction and what it means is not only enviable but also a serious facet of good life of employees and organization.

Singh *et al.* (2011) study indicates that positive climate improved the satisfaction of the employees. Peek (2003) study on institutional research staffs infers that the relationship between institutional climate and satisfaction in teaching job and study result concludes that organizational climate and research satisfaction have positively significantly correlated. LeFevre-Stephens (2004) study results expose institutional policy and organizational factors and their association to job satisfaction of faculty in colleges. The faculty's high point of satisfaction with organizational climate factors take place with regard for individual concerns and professional development opportunities (Lawrence, 2003; Gratto, 2001; Sofianos, 2005). Pan and Qin (2007) findings concludes significant relation exist between organizational climate and factors of teacher job satisfaction as nature of the work, monthly income and opportunities for advancement, promotions and environmental conditions.

Objective of the study: The main objective of present study is to find the main factors that affect the organizational climate in Anna University affiliated engineering colleges in Tamil Nadu. And identifying the relationship between the organizational climate dimensions and faculties job satisfaction in Anna University affiliated engineering colleges in Tamil Nadu.

Hypothesis of the study:

- H₁: Perception about organizational climate dimensions and job satisfaction having significant relationship
- H₂: Perception about organizational climate dimensions has positive effect on job satisfaction of the faculties

MATERIALS AND METHODS

Based on the research questions, descriptive type research has taken for present study because it describes the faculty member's perception about organizational climate and job satisfaction. Survey method was adopted

to get perception about organizational climate dimensions and job satisfaction of the faculties. Data has been collected through well structure questionnaire consist of 3 part. First part of the questionnaire includes the demographic details of the respondents, second part consists of organizational climate questionnaire (OCQ, 55 items) developed by Adrian and Leonard (1997) and last part includes the Minnesota Satisfaction Questionnaire (MSQ, 20 items) developed by Spector (1997). A 7 point scale, ranging from 1 (extremely disagree) to 5 (extremely strongly agree) has been used to measure their perception towards organizational climate and job satisfaction. Data has been collected from the sample of Anna University affiliated engineering colleges in Tamil Nadu, 728 samples are randomly taken into account for the study. For the purpose of data analysis SPSS 21 version was used. Cronbach alpha reliability analysis for organizational climate scale and job satisfaction was 0.918 and 0.853 (Nunnally, 1978) which indicates high reliability of data. Correlation analysis used to identify the relationship between institutional climate factors and job satisfaction of the faculties. Multiple regression analysis used to find the impact of organizational climate dimensions on job satisfaction.

RESULTS AND DISCUSSION

From Table 1, most of the faculties are male (55%), 44% faculty members are under 30 years old, about 65% faculties are handling classes for under graduation students (B.E/B.Tech Students), 72% faculties have post graduation degree like M.E, M.Tech, MCA and MBA 46% faculties are working as assistant professors (grade 1 and 2) with <5 years experience. Where 44% faculty members get below Rs. 25000 as monthly income.

Form Table 2, the correlation between perception about organizational climate dimensions and job satisfaction is positive and significant at 5% level. Based on the findings of the Pearson correlation moment coefficient, it can be concluded with 95% confidence that there is a strong positive and significant relationship exist between perception about organizational climate dimensions and job satisfaction of the faculty members working in Anna university affiliated engineering colleges in Tamil Nadu. Form the earlier result, hence hypothesis 1 accepted. Correlation results reliable with Singh *et al.* (2011) study. Hence, positive institutional climate improved the satisfaction of the faculty members.

Table 3 results indicate that organizational climate dimensions (6 dimensions) are used as predictors and job satisfaction of the faculty members are used as a dependent variable. $F = 386.950$, $p < 0.000$, it shows that

Table 1: Demographic characteristics of the faculty members (n = 724)

Demographic characteristics	Frequency	Percentage
Gender		
Female	322	44.5
Male	402	55.5
Age (years)		
<30	318	43.9
30-40	220	30.4
40-50	134	18.5
>50	52	7.2
Department		
UG	469	64.8
PG	255	35.2
educational qualification		
Post graduation	521	72.0
Doctorate	197	27.2
Post doctorate	6	0.8
Designation		
Assistant professor	336	46.4
Associate professor	256	35.4
Professor	132	18.2
Experience (years)		
<5	332	45.9
5-10	256	35.4
10-15	108	14.9
>15	28	3.9
Monthly salary (Rs.)		
<25000	318	43.9
25001-35000	255	35.2
35001-45000	119	16.4
>45000	32	4.4
Total	724	100.0

Table 2: Correlation between organization climate dimensions and job satisfactions

Variables	Correlation coefficient (r)	p-value
Role clarity and job satisfaction	0.783**	0.000
Communication and job satisfaction	0.770**	0.000
Reward system and job satisfaction	0.830**	0.000
Innovation and job satisfaction	0.773**	0.000
Career development and job satisfaction	0.819**	0.000
Teamwork and support and job satisfaction	0.745**	0.000

Table 3: Effects of organizational climate on job satisfaction

Variables	Beta	t-value	p-value
Constant		-0.503	0.615
Role clarity	0.093	2.435	0.015**
Communication	0.105	2.828	0.005**
Reward system	0.299	7.163	0.000**
Innovation	0.108	2.857	0.004**
Career development	0.211	4.982	0.000**
Teamwork and support	0.142	4.500	0.000**
Multiple R	0.874		
R ²	0.764		
Adjusted R ²	0.762		
F	386.950**		
p-value (ANOVA)	0.000		

**Significant at the 0.05 level

overall regression model was significant. That means organizational dimensions statistically significantly predict the job satisfaction. In term of relationship between perception of organizational dimensions and job satisfaction of the faculties, the adjusted R² value is 0.762 and it suggest that perception of organizational

dimensions explained 76% of variance in job satisfaction of the faculties. Based on the beta coefficient values, reward system ($\beta = 0.299$) and career development ($\beta = 0.211$) dimensions have high impact on job satisfaction of the faculties. Team work, innovation, communication and role clarity are the remaining climate dimensions also having less impact on job satisfaction compared with reward systems and career development. Earlier results are directly consistent with Pan and Qin (2007), Lawrence (2003), Gratto (2001) and Sofianos (2005) and several researcher results. Hence, hypothesis 2 also supported.

CONCLUSION

Present study concludes that multiple regression and correlation analysis shows positive results. So, educational institutions must concentrate on organizational climate and job satisfaction at the same time for improving the performance of the faculties and also improve the performance of the students. Totally 6 organizational climate factors was taken into account for present study and all 6 having impact on job satisfaction of the faculties in that reward system and career development have strong impact because most of the faculties are 30 years old and they are having <5 years experience. So, normally faculties are expecting more rewards like incentives for better results, appreciation for achievements and more benefits from the educational institutions. Next career development, most of the faculties are working as assistant professors and they do expecting promotions, opportunities for higher studies, financial and technical support for research and publications. When educational institutions achieving earlier mention factors, they can able to increase the level of positive organizational climate and that directly having effect on satisfaction and improved performance of the faculty members in engineering colleges in Tamil Nadu.

REFERENCES

- Adrian, F. and D.G. Leonard, 1997. The organisational climate questionnaire. Vol. 2., Consulting, Pfeiffer and Company. <http://homepages.se.edu/cv/onbergen/files/2012/12/The-Organizational-Climat-Questionnaire1.pdf>.
- Field, R.H.G. and M.A. Abelson, 1982. Climate: A reconceptualization and proposed model. *Human Relat.*, 35: 181-201.
- George, E., D. Louw and G. Badenhorst, 2008. Job satisfaction among urban secondary-school teachers in Namibia. *South Afr. J. Educ.*, 28: 135-154.

- Gratto, F.J., 2001. The relationship between organizational climate and job satisfaction for directors of physical plants. Ph.D Thesis, University of Florida, Gainesville.
- Lawrence, H.J., 2003. The relationship between organizational climate and job satisfaction for athletic compliance directors at NCAA Division I institutions. Ph.D Thesis, University of Florida, Gainesville.
- LeFevre-Stephens, L.C., 2004. Policy and organizational climate factors and their relationship to job satisfaction of adjunct/part-time faculty in north central Florida public community colleges. Ph.D. Thesis, University of Florida, Gainesville.
- Medly, D.M. and D.N. Shannon, 1994. Teacher education. *Int. Encycl. Educ. Syst.*, 10: 6015-6020.
- Nunnally, J.C., 1978. *Psychometric Theory*. 2nd Edn., McGraw-Hill, New York.
- Pan, X. and Q. Qin, 2007. An analysis of the relation between secondary school organizational climate and teacher job satisfaction. *Chin. Educ. Soc.*, 40: 65-77.
- Peek, R.C., 2003. The relationship between organizational climate and job satisfaction as reported by institutional research staff at Florida community college. Ph.D. Thesis, University of Florida, Gainesville.
- Rodrigues, G. and P. Gowda, 2011. A study of organizational climate in professional college libraries and information centres in Mangalore city. *Ann. Lib. Inform. Stud.*, 58: 24-33.
- Selamat, N., 2013. The impact of organizational climate on teacher's job performance. *Educ. Res. J.*, 2: 71-82.
- Singh, R.R., A. Chauhan, S. Agrawal and S. Kapoor, 2011. Impact of organisational climate on job satisfaction-A comparative study. *Int. J. Comput. Sci. Manage. Stud.*, 11: 9-18.
- Sofianos, T., 2005. The relationship between organizational climate and job satisfaction as reported by community college executive secretaries. Ph.D. Thesis, University of Florida, Gainesville.
- Spector, P.E., 1997. *Job Satisfaction: Application, Assessment, Cause and Consequences*. Sage Publishers, Thousand Oaks, CA, USA.
- Thompson, M.D., 2005. Climate perception and job element satisfaction: A multi-frame application in a higher education setting. *Organizational Learning and Leadership*, Vol. 4.
- Wilson, P., 2009. *Job Satisfaction: Literature review*. <http://www.gbophb.org/assets/1/7/Job-Satisfaction-Summary-final.pdf>.