

Organizational climate and Job satisfaction of employees in engineering Colleges

Dr. P Raja

¹ Professor, Department of Management Sciences, Sri Ramanujar Engineering College, Chennai, Tamil Nadu, India.

Abstract

Importance of understanding climate of different social units is based on classical model in which behavior arises as the consequence of the interaction between an individual and his/her surroundings. Working situation or organizational environment creates specific surroundings which restrict and influence behavior of the organizational members and these situations are highly depending socio-economic conditions of employees. The combination of organizational climate and socio-economics of employees will be resulting in commitment, effectiveness and satisfaction. The job satisfaction both as a general attitude and as satisfaction with five specific dimensions: pay, work, promotion, supervision, and co-workers. 100 employees have been selected by adopting multi-stage random sampling technique for the present study. The data and information collected from respondents pertains to the year 2014-2015. Socio-Economic status of employees in engineering colleges was analyzed. The cultural dimensions of environment, teamwork, competency and commitment were statistically significant and these variables were positively influencing the satisfaction of the employees.

Keywords: Job Satisfaction, Environment, Team work, Involvement, Multiple Regression.

Introduction

Organizational climate determines behavior of the organization's members. Therefore, in order to efficiently manage human resources in an organization, it is crucial to know and understand the socio economic profile of the employees. Being used to describe organizational environment, organizational climate and socio-economic features of employees are one of the most important psychosocial constructs influencing successful organization functioning and development. During recent years these constructs are attracting the interest for both – organizations as well as employees for the organizational effectiveness, improvement and optimal human resources use.

Importance of understanding climate of different social units is based on classical model in which behavior arises as the consequence of the interaction between an individual and his/her surroundings. Generally, it is considered that an individual reacts on the specific situation based on his personal perception of such a situation. Working situation or organizational environment creates specific surroundings which restrict and influence behavior of the organizational members and these situations are highly depending socio-economic conditions of employees. The combination of organizational climate and socio-economics of employees will be resulting in commitment, effectiveness and satisfaction.

Job satisfaction is an individual's general attitude toward his job, which is also conceptualized as a personalistic evaluation of conditions existing on the job—work, supervision, or outcomes, that arise as results of having a job. The job satisfaction both as a general attitude and as satisfaction with five specific dimensions: pay, work, promotion, supervision, and co-workers.

At an organization level, much can be gained from understanding the relationship between organization culture and its performance. On an individual level, consequences of organizational culture and behaviors can have significant impact on job satisfaction, stress, motivation, commitment, and

performance. Hence, supportive, cooperative and favorable climate lead to employees own satisfaction and commitment. Organizational climates which result in "high job satisfaction create (a) the arousal of some positive motivational tendency, (b) attitudes appropriate to (and opportunities for) motivated behavior, and (c) appropriate reward for such behavior".

In this context the present study was attempted to examine the socio-economic features of the employees, perceptions of employees on organizational climate dimensions and influence of organizational climate dimensions on satisfaction level of the employees of engineering Tamil Nadu.

Methodology

Among the different engineering colleges in Tamil Nadu, Chennai, Madurai, Coimbatore, Trichy and Tirunelveli area engineering colleges are purposively selected. Each area, four engineering colleges are selected for the present study. The engineering colleges and employees in the engineering colleges are again randomly selected for the present study by adopting multi-stage random sampling technique through structured interview schedule through direct interview method. Totally 100 employees have been selected for the present study. The data and information collected from respondents pertains to the year 2014-2015.

In order to understand the socio-economic features of employees of engineering colleges, the descriptive statistics, percentage analysis and frequency distribution are worked out. Besides, the conventional analysis has also done for identifying the key dimensions of organizational climate.

Multiple Regression Model

In order to analyze the effect of organizational Climate dimensions on satisfaction level of the employees, the multiple linear regression analysis by Ordinary Least Square (OLS) estimation has been applied for identified variables. The functional form of multiple liner regression model are given below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \epsilon_i$$

Where

- Y= Satisfaction Level
- X₁ = Environment
- X₂ = Teamwork
- X₃ = Effectiveness
- X₄ = Involvement
- X₅ = Reward and Recognition
- X₆ = Competency
- X₇ = Commitment

i= 1 to 7

- α= Intercept
- β_i = Partial Regression Coefficients
- ε_i = Random Error or Stochastic Disturbance Term

The α and β_i are the coefficients which are to be estimated through Ordinary Least Square (OLS) estimation.

Results and Discussion Socio-Economic Status of Employees in Engineering Colleges

Table 1: Socio-Economic Demographic Characteristics of Consumers

Variables with Category	Respondents (N=120)		Variables with Category	Respondents (N=120)	
	Number	Per Cent		Number	Per Cent
Age			Monthly Income (Rs)		
<25 Years	20.70	20.70	<10000	30.00	30.00
25-30 Years	42.00	42.00	10000-15000	35.30	35.30
30-35 Years	26.70	26.70	15000-20000	23.30	23.30
> 35 Years	10.70	10.70	>20000	11.30	11.30
Gender			Marital Status		
Male	46.00	46.00	< 5 Years	79.30	79.30
Female	54.00	54.00	5-8 Years	10.70	10.70
			8-10 Years	7.30	7.30
			>10 Years	2.70	2.70
Educational Qualifications			Designation		
B.E.	28.70	28.70	Lecturer	78.00	78.00
M.E./M. Tech	44.70	44.70	Senior Lecturer	5.30	5.30
Under Graduation(Arts)	2.70	2.70	Assistant Professor	4.00	4.00
Post-Graduation (Arts)	5.30	5.30	Professor	1.30	1.30
M.Phil	13.30	13.30	Lab Technicians	8.00	8.00
Diploma	4.00	4.00	Librarian	0.70	0.70
ITI	1.30	1.30	Assistant Librarian	2.70	2.70

The frequency distribution of socio-economic status of employees in engineering colleges was analyzed and the results are presented in Table 1. The results showed that about 54 per cent were females while 46 per cent were males, it is observed that majority of the employees belonged to the age group of 25-30 years (42.00 per cent) followed by 30-35 years (26.70 per cent). Only 10.70 per cent of the employees were more than 35 years. It is clear that about 44.70 per cent of employees were M.E./M. Tech followed by B.E. (28.70 per cent) and M.Phil (13.30 per cent). The educational qualifications of the rest of the employees were ranging from Post-Graduation in Arts (5.30 per cent) to ITI (1.30 per cent). It is apparent that majority of the employees were lecturer (78.00 per cent) followed by lab technicians (8.00 per cent). The rest of the designations of the employees were varying from senior lecturer (5.30 per cent) to librarian (0.70 per cent), about 79.03 per cent of the employees have the experience of less than five years followed by 5-8 years (10.70 per cent). Only 2.70 per cent of employees have the experience of more than 10 years, it is evidenced that about 35.30 per cent of the employees belonged to the monthly income group of Rs. 10000-15000 followed by less than Rs. 10000(30.00 per cent). Only 11.30 per cent of employees belonged to the monthly income of more than Rs. 20000.

Influence of organizational Climate on Job Satisfaction

In order to assess the influence of organizational climate dimensions on satisfaction level of the employees of engineering colleges, the multiple linear regression analysis by

Ordinary Least Square (OLS) estimation has been applied and the results are presented in Table 9.

The results showed that the coefficient of multiple determination (R²) is 0.64 indicating the linear regression model is moderately fit. The F-value is 74.442 and was statistically significant at one per cent level indicating that there was a significant differences existing among the different dimensions of organizational culture. The independent variables environment, teamwork, competency and commitment were statistically significant at one per cent level of significance and these variables were positively influencing the satisfaction of the employees of the engineering colleges.

Table 9: Regression Estimates of the Variable Influencing the Employees' Satisfaction

Variables	Regression Coefficients	t-value	Significance
Intercept	.020	.020	.984
Environment(X ₁)	.060**	2.559	.002
Teamwork(X ₂)	.029**	3.735	.003
Effectiveness(X ₃)	.068	1.641	.102
Involvement(X ₄)	.029	.757	.450
Reward and Recognition(X ₅)	-.002	-.048	.962
Competency(X ₆)	.004**	3.090	.002
Commitment(X ₇)	.439**	10.623	.000
R ²	0.64		
Adjusted R ²	0.63		
F	74.442		.000
N	100		

Note: Indicates significant at one per cent level.

Conclusion

The foregoing analysis indicated that about 54 per cent were females while 46 per cent were males. The majority of the employees belonged to the age group of 25-30 years (42.00 per cent) followed by 30-35 years (26.70 per cent). The educational qualifications of the employees of engineering colleges indicated that about 44.70 per cent of employees were M.E./M. Tech followed by B.E. (28.70 per cent) and M.Phil (13.30 per cent). It was apparent that majority of the employees were lecturer (78.00 per cent) followed by lab technicians (8.00 per cent). The results showed that the coefficient of multiple determination (R^2) is 0.64 indicating the linear regression model is moderately fit. The cultural dimensions of environment, teamwork, competency and commitment were statistically significant at one per cent level of significance and these variables were positively influencing the satisfaction of the employees of the engineering colleges.

The engineering colleges should strive to clearly communicate organizational goals, values, challenges, threats, and achievements on a regular basis and seek to enhance the flow of information about and recognition for the progress that various work groups and the organization are making to meet organizational mission or goals. All employees must create communication climates in which employees in their work unit feel free to discuss their job issues and organizational concerns. The engineering colleges should develop reward and recognition systems to acknowledge and advance individual and team achievement and in which recognition and rewards are appropriate and frequent. The colleges should develop systems to communicate in tangible ways the organization's commitment to its personnel.

Management should investigate employee tenure, retention, and turnover rates to determine if there are issues related to reasons for a large percentage of employees having relatively short employment tenure. Strategies are needed to identify the reasons for lower climate perceptions among short-tenured employees and how that is connected with retention of employees. Actions can be formulated in consideration of these climate-tenure differences. Collaborative systems also produce better communications, higher group loyalty, confidence, and trust, and favorable attitudes toward superiors.

References

1. Argyris C. Some problems in conceptualizing organizational climate: A case study of a bank. *Administrative Science Quarterly*, 1958; 2:501-520.
2. Bartol KM, Srivastava A. Encouraging knowledge sharing: The role of organizational reward systems. *Journal of Leadership & Organizational Studies*, 2002; 9(1):64-76.
3. Cameron Kim S, Sarah J. Freeman. Cultural Congruence, Strength, and Type: Relationships to Effectiveness, *Research in Organizational Change and Development*, 1991; 5:23-58.
4. Clotfelter C, Ladd H. Recognizing and Rewarding Success in Public Schools. In Ladd, H (ed), *Holding Schools Accountable: Performance-Based Reform in Education*, The Brookings Institution, Washington DC. 1996.
5. Firestone W, Pennell J. Teacher Commitment, Working Conditions, and Differential Incentive Policies, *Review of Educational Research*, 1993; 63(4):489-525.
6. Holt M. Performance Pay for Teachers: The Standards Movement's Last Stand?, *Phil Delta Kappan*, 2001; 83(4):321-317.
7. Hoy W, Tarter C. Measuring the health of the school climate: a conceptual framework. *NASSP Bulletin*, 1992; 76(5):74-79.
8. Kelley C. The Motivational Impact of School-Based Performance Awards', *Journal of Personnel Evaluation in Education*, 1999; 12(4):309-26.
9. Kuvaas B. Work performance, affective commitment, and work motivation: the roles of pay administration and pay level. *Journal of Organizational Behavior*, 2006; 27:365-385.
10. Luthar HK, DiBattista RA, Gautschi T. Perception of what the ethical climate is and what it should be: the role of gender, academic level. *Journal of Business Ethics*. 1997; 16:205-217.