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ORGANIZATIONAL STRUCTURE, RESPONSIBILITY, MOTIVATION LEVEL AND JOB SATISFACTION OF SELF-FINANCING ENGINEERING COLLEGES BY USING MATHEMATICAL MODELING

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ABSTRACT

The present study falls in the category of applied research being descriptive one; therefore, it has educational implications for principals, heads of the department, educational administrators and educational planners. In this study an attempt was made to find out the perceptions of teachers with high and low job satisfaction regarding their organizational climate so as to enable the principals and administrators to bring about suitable changes in the organizational climate of the institute. This may be helpful to enhance job satisfaction of teachers and thereby improve student-learning.

KEYWORDS

Standard deviation (SD), Skewness (SK), Kurtosis (KU), THJS, TLJS.

INTRODUCTION

In early days, the higher education system of India was well supported by the Government. The salary and 'non salary' expenditures of the institutions were borne by the Government. But soon, Government realized that it is beyond their capacity to provide higher education to everyone. So, a scheme of 'self financing' institutions was proposed by various State Governments of India. Since then, many new colleges have come up with no financial support from Governments. Particularly, professional higher education colleges such as Engineering, Medical, Management, Computer and Information Technology colleges have come up in large numbers.

In state of Himachal Pradesh there are more than 85 institutions providing technical education (34 polytechnics, 19 Engineering and more than 18 University) are not supported by government. More number of students are able to get admissions to professional courses due to the increase in the number of institutions. It is observed that the teachers migrate from one institution to another frequently. This may be due to various factors and this has resulted in problems in the technical education systems in HP. It ultimately affects on teaching and their involvement in institutions. In order to solve this problem it is necessary to identify the causes for such problems and employ the remedial measures to eliminate or reduce the problem. Since this turnover of teachers may be due to various factors, identifying the factors becomes an important stage in the problem solution. There may be quantitative as well as qualitative factors causing this problem. Qualitative or non measurable factors or variable are more important due to the complexity of these variables and hence it is required to device some modes or methods to identify them. There have been studies in this field of determining the non-measurable variables such as personality factors, job satisfaction, burnout etc.

In order to "survive", Indian organizations are being forced to undergo massive changes. In this context, it would be important to identify the factors in the organizational environment that have the most positive impact on the performance of the organization. Among various factors, attitudes and feelings of the individuals regarding their jobs and job experiences have been found to be significantly affecting their behaviors. (Herzberg, Mausner, Peterson and Capwell, 1957; Iaffaldano and Muchinsky, 1985; Locke, 1970; Schwab and Cummings, 1970; Petty, McGee and Cavender, 1984).

Progress and development of a nation is directly linked with the successful implementation of policies based on a good educational system. It needs careful planning and painstaking efforts. In this struggle, the role of a teacher is regarded as pivotal as he is the man behind the guns who lead to success. No educational system can rise above its teachers. Importance of teachers should be accepted.

As the teacher is the key person to make the educational system a success, therefore it is necessary that he should be provided all facilities so that he may discharge his duties earnestly and as it is universally accepted that a dissatisfied worker cannot do full justice with his job. Keeping in view the role of the teacher, the researcher has tried to make a survey of the prevalent conditions and atmosphere in which the college teachers are performing their duties. The highest official position in the college is that of principal. Thus, the responsibility of running the college is that of the principal (Freiberg and Stein (1999).

According to Dunklee (2000) "the differences in students' behaviour and academic outcomes are influenced inter alia by the principal. The principal leads from his/her values. The activities of the college are determined by what the principal does." Buttrussing the above claim, Ramsey (1999) contends that, "in an

organization like the college, students and staff tend to live up to the image of the principal; because no college is high performing without an effective and efficient principal; he is the gospel that his/her staff and students read, a model of behaviour and work attitude to be copied by all." Wilmore (2002) states that "principals play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the college and ensuring that their colleges run smoothly. The principals' tasks are divided into two major types: instructional and the leadership roles."

HYPOTHESES

On the basis of review of research literature, the following hypotheses were formulated:

There are no significant differences between the perceptions of teachers with high and low job satisfaction regarding all the three dimensions of organizational climate.

There are no significant differences in the organizational climate as perceived by teachers with high job satisfaction belonging to different disciplines.

There are no significant differences in the organizational climate as perceived by teachers with low job satisfaction belonging to different disciplines.

There are no significant differences in the organizational climate as perceived by teachers with high and low job satisfaction belonging to different levels of age and experiences.

OBJECTIVES OF THE STUDY

The objectives of the study are given below

1. To study the differences between the perceptions of teachers with high and low job satisfaction regarding all the three dimensions of organizational climate.
2. To study the differences in the organizational climate as perceived by teachers with high job satisfaction belonging to different disciplines.
3. To study the differences in the organizational climate as perceived by teachers with high job satisfaction belonging to different levels of age.
4. To study the differences in the organizational climate as perceived by teachers with low job satisfaction belonging to different levels of age.

TABLE -1: MEANS, STANDARD DEVIATIONS AND T-RATIOS FOR RESPONSIBILITY AND ORGANIZATION STRUCTURE, THE DIMENSION OF ORGANIZATIONAL CLIMATE

S.No	Dimensions	N THJS*	Mean THJS*	N TLJS*	Mean TLJS*	SD THJS*	SD TLJS*	t-ratio	Significant/Insignificant
1	Responsibility	17	12.94	21	11.76	1.853	2.587	1.579	Insignificant
2	Organization structure.	17	14.65	21	14.5	2.178	2.1797	.843	Insignificant
3	Motivation Level	17	26.35	21	19.90	4.137	2.406	6.007*	Significant at .01Level

TABLE-2: MEANS, STANDARD DEVIATIONS AND T-RATIOS FOR BOTH ENGINEERING AND NON-ENGINEERING TEACHERS WITH HIGH JOB SATISFACTION FOR VARIOUS DIMENSIONS OF ORGANIZATIONAL CLIMATE

S.No.	Dimension	N	Mean Eggs.	N	Mean Non.Engg	SD Eggs.	SD NonEngg.	t-ratio	Significant/Insignificant
1	Responsibility	10	12.60	7	13.43	2.366	.533	.902	Insignificant
2	Organization Structure	10	14.30	7	15.14	2.584	1.464	.776	Insignificant
3	Motivation Level	10	24.60	7	28.86	4.351	2.193	2.370*	Significant at .05 level

TABLE 3: MEANS AND STANDARD DEVIATIONS FOR VARIOUS DIMENSIONS OF ORGANIZATIONAL CLIMATE AS PERCEIVED BY TEACHERS WITH HIGH JOB SATISFACTION BELONGING TO DIFFERENT LEVELS OF AGE

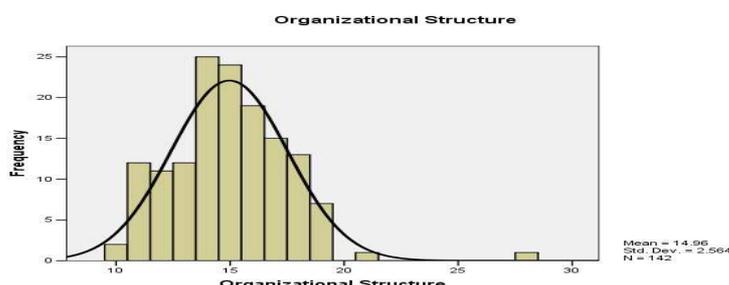
Sr.No	Dimensions	Mean of the Age-Groups			SD			t- values	
		A (20-25) (N = 6)	B (26-30) (N =6)	C (31-35) (N =4)	A (20-25)	B (26-30)	C (31-35)	t-ratio A&B	t-ratio B&C
1.	Responsibility	11.67	13.83	13.50	2.503	1.169	.577	1.921	0.522
2.	Organization Structure	14.17	14.83	14.75	3.125	1.602	1.893	0.465	0.075
3	Motivational level	24.33	26.67	28.25	3.983	5.317	1.500	0.860	0.570

TABLE- 4: MEANS AND STANDARD DEVIATIONS FOR VARIOUS DIMENSIONS OF ORGANISATIONAL CLIMATE AS PERCEIVED BY TEACHERS WITH LOW JOB SATISFACTION BELONGING TO DIFFERENT LEVELS OF AGE

Sr.No	Dimensions	Mean of the Age-Groups			SD			t- values	
		A 20-25 (N =9)	B 26-30 (N =8)	C 31-35 (N =4)	A 20-25	B 26-30	C 31-35	t-ratio A&B	t-ratio B&C
1.	Responsibility	12.00	11.25	12.25	1.803	3.694	1.708	0.542	0.506
2.	Organizational Structure	13.89	14.00	14.50	2.892	1.927	0.577	0.092	0.497
3	Motivational level	20.11	20.25	18.75	2.571	2.605	1.708	0.110	1.033

FREQUENCY POLYGON OF ORGANIZATIONAL STRUCTURE SCORE DISTRIBUTION

FIGURE -1



TOTAL SCORE OF ORGANIZATIONAL STRUCTURE

TABLE 1 (a)

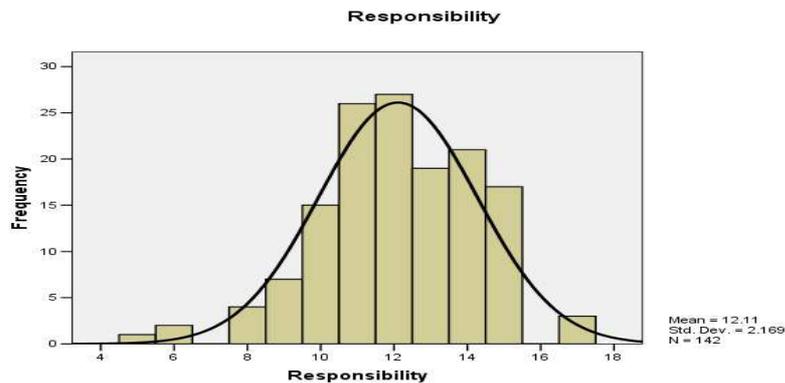
Mean = 14.96	Median = 15.00
SD = 2.564	Skewness = .859
Kurtosis = 3.558	Number = 142

INTERPRETATION OF THE SCORES OF ORGANIZATIONAL STRUCTURE

From the scores of the dimension of organizational structure of organizational climate (fig-1) the skewness of the total sample was 0.859 which showed the normal curve. The value of kurtosis was 3.558 which is greater than the 0.263 for normal distribution hence the curve is leptokurtic. In terms of shape, a leptokurtic distribution has a more acute peak around the mean (that is, a lower probability than a normally distributed variable of values near the mean) and fatter tails. The polygon was very slightly skewed to the right; it indicates that slightly more data had been concentrated towards the left of the curve. Since the values of the total score were near to the normal distribution. This was also got confirmed by the median (15.00) having slightly higher value than mean (14.96). Hence the values of the total score were near to the normal distribution.

FREQUENCY POLYGON OF RESPONSIBILITY SCORE DISTRIBUTION

FIGURE - 2



TOTAL SCORE OF RESPONSIBILITY

TABLE 2 (a)

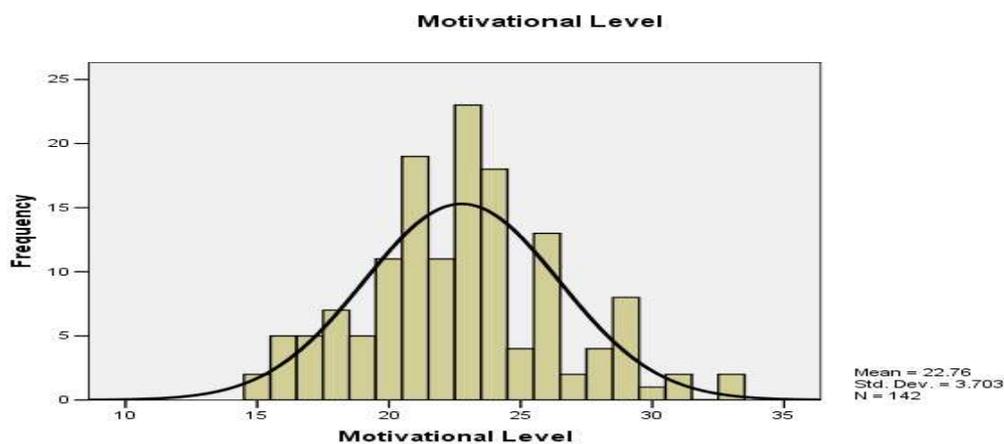
Mean = 12.11	Median = 12.00
SD = 2.169	Skewness = -.391
Kurtosis = .494	Number = 142

INTERPRETATION OF THE CORES OF RESPONSIBILITY

From the scores of the dimension of responsibility of organizational climate (fig-2) the skewness of the total sample was -.391 which showed the normal curve. The value of kurtosis was 0.494 which is greater than the 0.263 for normal distribution hence the curve is leptokurtic. In terms of shape, a leptokurtic distribution has a more acute peak around the mean (that is, a lower probability than a normally distributed variable of values near the mean) and fatter tails. The polygon was skewed to the left; it indicates that slightly more data had been concentrated towards the right of the curve. This was also got confirmed by the median (12.00) having slightly lesser value than mean (12.11). Hence the values of the total score were near to the normal distribution.

FREQUENCY POLYGON OF MOTIVATIONAL LEVEL SCORE DISTRIBUTION

FIGURE - 3



TOTAL SCORE OF MOTIVATION LEVEL

TABLE- 3 (a)

Mean = 22.76	Median = 23.00
SD = 3.703	Skewness = .289
Kurtosis = .080	Number = 142

INTERPRETATION OF THE SCORES OF MOTIVATION LEVEL

From the scores of the dimension of motivation of organizational climate (fig-3) the skewness of the total sample was 0.289 which showed the normal curve. The value of kurtosis was 0.080 which is less than the 0.263 for normal distribution hence the curve is platykurtic. Since the values of the total score were near to the

normal distribution. The polygon was very slightly skewed to the right; it indicates that slightly more data had been concentrated towards the left of the curve. This was also got confirmed by the median (23.00) having slightly higher value than mean (22.76). Since the values of the total score were near to the normal distribution.

RESULTS AND CONCLUSIONS

In case of teachers with high and low job satisfaction t-ratios (Table- 1) were found insignificant on the two dimensions namely responsibility and organizational structure. On the remaining one dimensions namely; motivational level, were found significant. The mean values of motivational level of teachers with high job satisfaction were higher than the teachers with low job satisfaction. Therefore the teachers with high job satisfaction were highly motivated and feel their organizational climate more conducive to perform their duties than those who were least satisfied with their job. These finding supports the finding of the Andre Bishay (1996) conducted study on teacher motivation and job satisfaction and also supported by the research work of Ololube N.P. (2005), revealed significant relationships among facets of job satisfaction and motivation factors.

All t-ratios (Table- 2) were found insignificant in two dimensions of organizational climate as perceived by teachers with high job satisfaction belonging to engineering and non-engineering disciplines. On the remaining one dimensions namely; motivational level, were found significant. The results shows that teachers with high job satisfaction from engineering discipline were highly motivated than the teachers from non-engineering discipline. The value of t-ratio 2.370 was found significant at 0.05 levels of significance.

The mean (28.86) score of motivation level of the teachers with high job satisfaction from non-engineering discipline was significantly higher than the mean (24.60) score of motivation level of engineering discipline on the dimensions of motivational level. This reveals that the teachers with engineering discipline had higher job satisfaction than the teachers who were from the non engineering disciplines.

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