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Organizational climate dimensions of employees in engineering colleges

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Abstract

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. The cultural dimensions of environment, teamwork, competency and commitment were statistically significant and these variables were positively influencing the satisfaction of the employees. The engineering colleges should examine the current involvement of employees in major organizational goal setting; assure that a climate of involvement is felt, achieved, and valued in friendly, cooperative interactions with high levels of collegiality, confidence, and trust displayed by administration to and with employees; and communicate system-wide the management linkages for organizational direction setting and decision making.

Keywords: Organizational Climate, Team work, Involvement, Competency, Environment

1. 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.

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 of the employees of engineering colleges in Tamil Nadu.

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2. 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.

3. 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 Table1. 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.

4. Organizational Climate Dimensions

Weighted Mean Score of Environment Dimensions

The weighted mean score of environment dimensions of the organizational climate was worked out and the results are presented in Table 2. The results showed that the environment dimension of my work area is a safe working environment was strongly agreed by the employees of engineering colleges. The other dimensions of environment, my work area is clean and well organized, diversity is appreciated in my work environment, working conditions in my environment are continually improving, my Management does a great job of preventative maintenance, replacement and upgrading of equipment I use to do my job, my work environment is efficient, I have the resources I need to perform my job efficiently and my work environment is not stressful were agreed by the employees of engineering colleges.

Table 2: Weighted Mean Score of Environment Dimensions

Number	Environment Dimensions	Weighted Mean Score	Status
1	My work area is a safe working environment	4.56	Strongly Agree
2	My work area is clean and well organized	4.51	Agree
3	Diversity is appreciated in my work environment	3.93	Agree
4	Working conditions in my environment are continually improving	4.45	Agree
5	My Management does a great job of preventative maintenance, replacement and upgrading of equipment I use to do my job	4.44	Agree
6	My work environment is efficient.	4.49	Agree
7	I have the resources I need to perform my job efficiently	4.47	Agree
8	My work environment is not stressful	4.26	Agree

Weighted Mean Score of Teamwork Dimensions

The weighted mean score of teamwork dimensions of the organizational climate was worked out and the results are presented in Table 3. From the table, it is clear that the team work dimension of my department makes a valuable contribution to my college was strongly agreed by the employees.

The other dimensions of team work I have confidence in my co-workers at my college, the people I work with do a good job, the people in my department work well together, all of the departments at my college work well together, resources are freely shared throughout the college, my department communicates well with other departments in my college and my department meets its students requirements were agreed by the employees of engineering colleges.

Table 3: Weighted Mean Score of Teamwork Dimensions

Number	Teamwork Dimensions	Weighted Mean Score	Status
1	I have confidence in my co-workers at my college	4.41	Agree
2	The people I work with do a good job	4.38	Agree
3	The people in my department work well together	4.40	Agree
4	All of the departments at my college work well together	4.23	Agree
5	Resources are freely shared throughout the college	4.30	Agree
6	My department communicates well with other departments in my college	4.39	Agree
7	My department makes a valuable contribution to my college	4.56	Strongly Agree
8	My department meets its students requirements	4.29	Agree

Weighted Mean Score of Management Effectiveness Dimensions

The weighted mean score of management effectiveness dimensions of the organizational climate was worked out and the results are presented in Table 4. It is observed that the management effectiveness dimensions of I can communicate effectively with senior management, my department is

effectively managed, I trust management, management has a good understanding of what goes on in my department, I am treated with respect by management, management takes staff suggestions seriously, management is consistent in their approach and management assigns line an appropriate amount of work were agreed by all the employees.

Table 4: Weighted Mean Score of Management Effectiveness Dimensions

Number	Management Effectiveness Dimensions	Weighted Mean Score	Status
1	I can communicate effectively with senior management	4.21	Agree
2	My department is effectively managed	4.47	Agree
3	I trust management	4.48	Agree
4	Management has a good understanding of what goes on in my department	4.29	Agree
5	I am treated with respect by management	4.47	Agree
6	Management takes staff suggestions seriously	4.36	Agree
7	Management is consistent in their approach	4.45	Agree
8	Management assigns line an appropriate amount of work	4.38	Agree

Weighted Mean Score of Involvement Dimensions

The weighted mean score of involvement dimensions of the organizational climate was worked out and the results are presented in Table 5. It is apparent from the table that the involvement dimensions of Management keeps my department adequately informed about what is going on in the college, Information is shared freely throughout the college, My college encourages me to help in developing improved

work processes, At my college, management seeks the involvement of staff when making important decision, My college trusts me with their plans for the future, My college relies upon me to perform important work, My college is sensitive to my individual needs and I know what is happening in other part of my college were agreed by all the employees of the engineering colleges.

Table 5: Weighted Mean Score of Involvement Dimensions

Number	Involvement Dimensions	Weighted Mean Score	Status
1	Management keeps my department adequately informed about what is going on in the college	4.34	Agree
2	Information is shared freely throughout the college	4.35	Agree
3	My college encourages me to help in developing improved work processes	4.48	Agree
4	At my college, management seeks the involvement of staff when making important decision	4.19	Agree
5	My college trusts me with their plans for the future	4.44	Agree
6	My college relies upon me to perform important work	4.29	Agree
7	My college is sensitive to my individual needs	4.31	Agree
8	I know what is happening in other part of my college	4.15	Agree

Weighted Mean Score of Reward and Recognition Dimensions

The weighted mean score of reward and recognition dimensions of the organizational climate was worked out and

the results are presented in Table 6. The results show that my college acknowledges me for my contribution when college goals and objectives are achieved, I receive adequate feedback about my performance, My college has realistic work

expectations, I am fairly paid for my work, The benefits offered me at my college are satisfactory, My department performs above average compared to other departments, I

receive positive feedback at least as often as negative feedback and Promotions at my college are handled fairly were agreed by the employees.

Table 6: Weighted Mean Score of Reward and Recognition Dimensions

Number	Reward and Recognition Dimensions	Weighted Mean Score	Status
1	My college acknowledges me for my contribution when college goals and objectives are achieved	4.37	Agree
2	I receive adequate feedback about my performance	4.28	Agree
3	My college has realistic work expectations	4.37	Agree
4	I am fairly paid for my work	4.30	Agree
5	The benefits offered me at my college are satisfactory	4.39	Agree
6	My department performs above average compared to other departments	4.38	Agree
7	I receive positive feedback at least as often as negative feedback	4.21	Agree
8	Promotions at my college are handled fairly	4.27	Agree

Weighted Mean Score of Competency Dimensions

The weighted mean score of competency dimensions of the organizational climate was worked out and the results are presented in Table 7. It is obvious from the table that my job makes good use of my abilities is strongly agreed by the employees. Besides, I had the skills I needed for this job when I was hired, I receive training to stay current in the skills I need

to be effective in my job, training is a priority at my college, I have the skills I consider most important to my job effectively, I can handle the size of my workload, my college helps me to develop myself and my career and I am among the best at what I do in my field were agreed by the employees of engineering colleges.

Table 7: Weighted Mean Score of Competency Dimensions

Number	Competency Dimensions	Weighted Mean Score	Status
1	I had the skills I needed for this job when I was hired	4.42	Agree
2	I receive training to stay current in the skills I need to be effective in my job	4.41	Agree
3	Training is a priority at my college	4.27	Agree
4	I have the skills I consider most important to my job effectively	4.48	Agree
5	My job makes good use of my abilities	4.56	Strongly Agree
6	I can handle the size of my workload	4.48	Agree
7	My college helps me to develop myself and my career	4.44	Agree
8	I am among the best at what I do in my field	4.41	Agree

Weighted Mean Score of Commitment Dimensions

The weighted mean score of commitment dimensions of the organizational climate was worked out and the results are presented in Table 8. It is observed that I exceed my college's expectations of me and I plan to spend my entire career at my college were agreed by the employees.

Besides, I am willing to work as hard as necessary to get the job done, I am willing to put in extra effort when necessary, I like working at my college, I am loyal to my college, my morale is good and I am proud to say I work at my college were strongly agreed by the all the employees of engineering colleges.

Table 8: Weighted Mean Score of Commitment Dimensions

Number	Commitment Dimensions	Weighted Mean Score	Status
1	I am willing to work as hard as necessary to get the job done	4.57	Strongly Agree
2	I exceed my college's expectations of me	4.31	Agree
3	I am willing to put in extra effort when necessary	4.55	Strongly Agree
4	I like working at my college	4.65	Strongly Agree
5	I am loyal to my college	4.60	Strongly Agree
6	My morale is good	4.60	Strongly Agree
7	I plan to spend my entire career at my college	4.42	Agree
8	I am proud to say I work at my college	4.63	Strongly Agree

5. 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 monthly income of the employees showed 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).

The engineering colleges should examine the current involvement of employees in major organizational goal setting; assure that a climate of involvement is felt, achieved, and valued in friendly, cooperative interactions with high levels of collegiality, confidence, and trust displayed by administration to and with employees; solicit input from units on programme and management goals as a normal method of goal setting; and communicate system-wide the management linkages for organizational direction setting and decision making.

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.

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