

Communication Flow, 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.

Index Terms- Standard deviation (SD), Skewness (SK), Kurtosis (KU), THJS*: Teachers with high job satisfaction, TLJS*: Teachers with low job satisfaction

1. 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.

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.

Ukeje (1986) highlights the role of education that "if education is to survive and continue to play a vital role in the promotion of cognitive, affective and practical competence in individuals and ensure the preservation of our cultural values, it is important that the teachers who are responsible for helping the students acquire the knowledge, skills and practical orientations essential for self as well as for national development, be effectively motivated. In spite of their importance, they are not accorded the recognition they deserve."

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).

2. HYPOTHESIS

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 two 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.

3. OBJECTIVES OF THE STUDY

The objectives of the study are given below

- To study the differences between the perceptions of teachers with high and low

job satisfaction regarding all the three dimensions of organizational climate.

- To study the differences in the organizational climate as perceived by teachers with high job satisfaction belonging to different disciplines.

To study the differences in the organizational climate as perceived by teachers with high 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	Communication Flow	17	38.71	21	31.52	5.059	4.262	4.751*	Significant at 0.01Level
2	Reward system	17	15.06	21	9.71	2.727	1.736	7.342*	Significant at 0.01Level
3	Motivation Level	17	26.35	21	19.90	4.137	2.406	6.007*	Significant at 0.01Level

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.	Dimensions	N	Mean Enggs	N	Mean Non Engg	SD Engg	SD Non Engg	t-ratio	Significant/Insignificant
1	Communication Flow	10	39.10	7	38.14	5.021	5.460	0.373	Insignificant
2	Reward system	10	15.10	7	15.00	2.846	2.769	0.072	Insignificant
3	Motivation Level	10	24.60	7	28.86	4.351	2.193	2.370*	Significant at 0.05 level

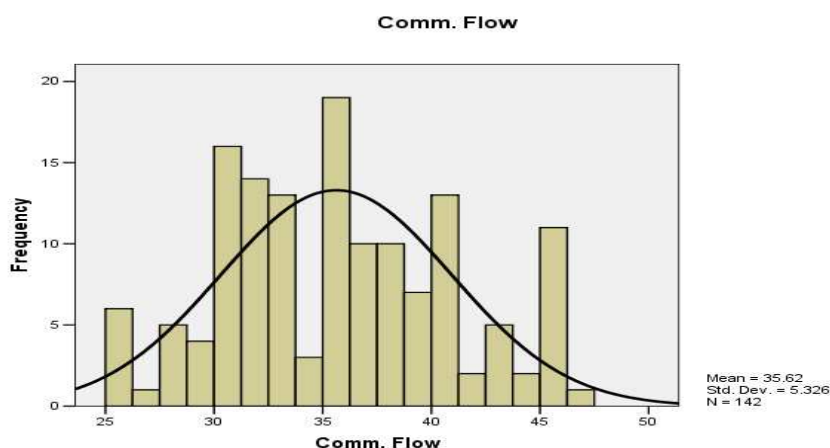


Fig. 1. Frequency Polygon of communication flow score distribution.

Table 3. Total score of communication flow

Mean = 35.62	Median = 36.00
SD = 5.326	Skewness = .176
Kurtosis = -.673	Number = 142

4. INTERPRETATION OF THE SCORES OF COMMUNICATIONAL FLOW

From the scores of the dimension of communicational flow (fig-5.3) the skewness of the total sample was 0.176 which showed the normal curve. The value of kurtosis was -0.673 which is less than the 0.263 for normal distribution hence the curve is platykurtic. The polygon was very

slightly skewed to the right; it indicates that slightly more data had been concentrated towards the right of the curve. Since the values of mean (35.62) was slightly higher than the median (36.00). Hence on the basis of the above statistical analysis it may be concluded that the communicational flow scores data were normally distributed.

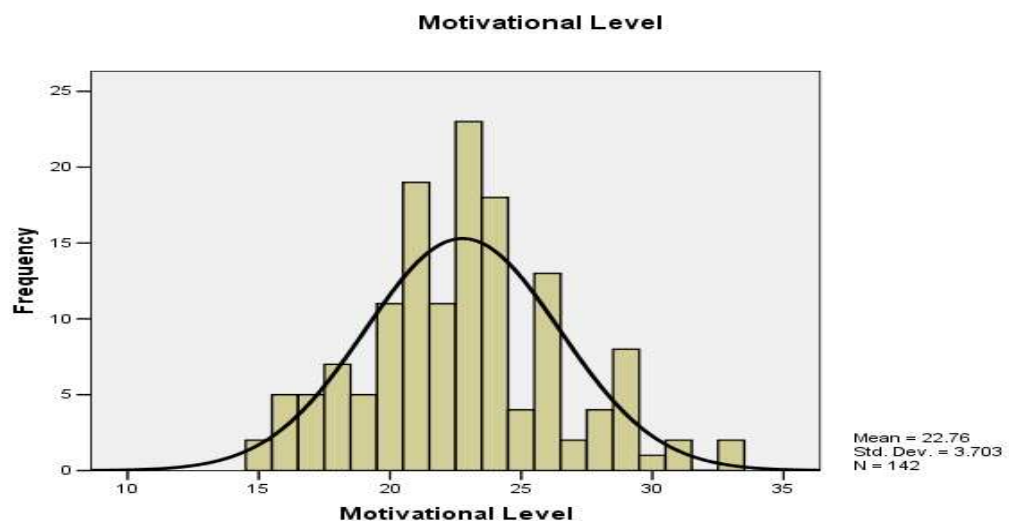


Fig. 2. Frequency Polygon of Motivational level score distribution.

Table 4. Total score of motivation level.

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

5. 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.

6. RESULTS AND CONCLUSIONS

6.1. Motivational Level

The t- value (6.007) was found at 0.01 levels. The mean value score of the teachers with high job satisfaction was 26.35 and the mean value score of teachers with low job satisfaction was 19.90, this indicates that there exists a significant difference between the perceptions of teachers with high and low job satisfaction about the dimension of motivational level. The results show that the teachers with high and low job satisfaction perceive their organizational climate differently characterized by the dimension of motivational level. 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.

6.2. Communication flow

The t-value (4.751) was found significant at 0.01 levels. The mean value score of the teachers with high job satisfaction was 38.71 and the mean value score of teachers with low job satisfaction was 31.52. The mean value score of the teachers with high job satisfaction were significantly high than the average means value score of the teachers with low job satisfaction. This indicates that there exists a significant difference between the perceptions of teachers with high and low job satisfaction about the dimension of communication flow. The result of the study shows that teachers with high and low job satisfaction perceive their organization climate in different way.

The teachers with high and low job satisfaction have different feeling regarding the communication with superiors and subordinates. The teachers with high job satisfaction have positive feeling regarding the information about the work to be done. Teachers with high job satisfaction communicate in better way to their superiors and subordinate than the teachers with low job satisfaction.

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