



The role of factors in organizational behaviour

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Abstract

Organizational psychology being the frame the reference, the study was planned to explain the link between college teacher's Organizational behaviour and some environment- specific factors. Components of organizational behaviour included job satisfaction. academic motivation. Professional alienation, morale and work values. Environment- specific factors as independent variables were (a) reward and support system, (b) order and control.(c)goal focus and task-structure,(d)relationship and personal problem orientation and (e)organizational involvement, Data were collected from 256 college teachers drawn from randomly selected 60 affiliated colleges of CCS University Meerut UP. (India).supporting and rewarding college environment, order control and low level of conflict, emphasis on goal achievement, relationship and personal problems orientation were found to be positively linked with college teachers, job satisfaction, morale, academic motivation and work- values and negatively linked with professional alienation.

Keywords: organization, alienation, task-structure, work value, cotext, ditched, composite, orientation, crucial, formulate

Introduction

The success of any educational institution depends upon the efficiency and capability of the management and the efficiency of the management depend upon the human skills and needs and aspirations of individuals. Organizational behaviour is the study about how people act within organizations. The concept and processes underlying the study of organizational behaviour apply broadly to the behaviour of people in all types of organizations including educational institutions. These organizations are complex social systems. For achieving the objectives for which they have been designed and established by the society, it is necessary to strengthen them. A significant aspect of this understanding is to identify what determines the desirable quality of organizational behaviour. An attempt was made to study this in the context of colleges affiliation to CCS university Meerut, U.P.(India). For strengthening and making these educational organizations effective it seems necessary to bring out various factors and conditions that affect the organizational behaviour of the teachers. How well the teachers do their jobs has been the subject to debate, analysis and confused in this country during the past several decades, particularly as a sequel of unprecedented expansion of education. In order to improve the quality and standards of higher education the Education Commission (1964-66) made a number of recommendations. The National Policy on Education (1968) was a significant step in this direction. While the achievement of these policies were impressive, the system of higher education remained weak and grew weaker year after year. The government of India, then, formulated and issued another policy in 1986 which considered higher education a "crucial factor for survival", This policy hinted upon improving and strengthening the organizational behaviour of colleges and university and made several suggestions for "making the system work" emphasizing that "All teachers should teach and all students study".Not much could come out of this also. Colleges teacher's organizational behaviour ditched still further.

It was hypothesized for the purpose of this study that some micro-environment –specific factor may be linked positively or negatively with the college teachers' organizational behaviour. This was tested experimentally. Organizational behaviour was viewed as a composite of college's teachers' job satisfaction, academic motivation, morals, professional alienation and work value. Environment –specific factors treated as independent variables included.

(1) Rewarding and supporting environment. (2) Order- control and level of conflict.(3) Emphasis on goal – achievement.(4) Relationship and personal orientation.(5) Organizational involvement.

Method

Subjects

The population for the purpose of this study was defined as all the teachers working in the colleges affiliated to Meerut University up. The sample frame consisted of about 68 colleges having approximately five to six thousand teachers. Eight colleges being of entirely different types were excluded. Thus the actual accessible population consisted of 60 colleges. The number of colleges being too large a small sample of 15 colleges (25%

of the total) was selected systematically. At the second a 25% sample was drawn from amongst the teachers working each college randomly. The made available a sample of 256 college teachers from whom data collected.

The Data

The data were collected for all these 256 college teachers on five sun scales of college teacher's Organizational behaviour Questionnaire (COBQ) including the total scores as well on five environment- specific factors measured by environment- specific Factors (ESFQ). Both the tools were constructed by the researcher himself. The reliability of both the questionnaire were computed to be 0.86 and 0.848 reliabilities of all the five scale of the cob q were also calculated which range from 0.754 to 0.925.the criterion being the principles ratings. all were significant. the validity of ESFQ was found to be 0.4796 (significant at point .01 labels)established against Kaushik (1993) OCQ.

Design

On the basis of the score of all the 256 colleges teachers on environment specific factor questionnaire(ESFQ) high (N = 114) and low (n=116) two dichotomized groups were formed on each of it dimensions. They were, then, compared on the dependent variable colleges teacher's organization behaviour and It's Five Dimensions. Significance of Difference Between their Means was tested by Applying and T-test. High -Low Groups were defined as those above the Mean and Below the Mean Respectively.

Results

It was found that quality of organizational behaviour of college teacher's was low. Low level of job satisfaction moral academic motivation and work values characterized the college teachers. But professional alienation was not found to be high in them as expected. This finding was the result of testing five sub hypothesis pertaining to five components of the average score of the average score of the group on each of the expected average (mid-point of the five point rating scale, i e.,3.0) thus 60 were used as the criterion for judging whether the group's average on these characteristics was low or high.

The following tables show the effect of high level of supporting and rewarding environment (D1) on (1) job satisfaction (JS) (2) professional alienation (PA)(3) academic motivation, (4) work values and (5) morale.

Table 1: Effect of D-1 (supporting- Rewarding on variables of college teacher's Organizational Behaviour.

Env. group	VARIABLES					
		Job- satisfaction	Prof. alienation	Acad. motivation	Work values	morale
High D-1 group of teachers	Mean	58.44	46.956	61.868	55.64	62.746
	σ	715.02	13.016	16.575	16.26	15055
	S.E	1.407	1.22	1.569	1.523	1.456
Low D-1 group of teachers	Mean	51.483	59.931	48.03	49.673	48.86
	σ	16.98	17.24	20.733	16.054	15.99
	S.E	1.577	1.601	1.925	1.925	1.485
D		6.964	12.975	13.834	5.967	13.868
SED		2.113	2.013	2.484	2.131	2.08
t-Value		3.296SIG.01	6.446SIG.001	5.569SIG.001	2.80SIG.001	6.676SIG.001
df		228	228	228	228	228

It may be concluding that teacher working in the college where the environment is highly rewarding and supporting has higher level of job satisfaction. Less professional alienation, higher level of academic motivation, better work value and higher level of moral as compared to teachers working in the college wheel college environment is less rewarding and supporting the effect of order, control and conflict (D-2)-dimension of college environment was also studied as a factor of teachers organisational behaviour. It was found that the teachers working in the colleges where the environment is characterizes by high order, control and low conflict were less alienated professionally, and had higher level of work values and moral as compared to the other group. The following table present the results:

Table 2: Effect of D-2 on variables of teacher's organizational behaviour.

Env. group	VARIABLES					
		Job- satisfaction	Prof. alienation	Acad. motivation	Work values	morale
High D-2(Poor order and control) group of teachers	Mean	54.11	57.877	53.851	50.864	52.682
	σ	17.391	17.7	17.382	18.012	16.65
	S.E	1.982	2.017	1.781	2.053	1.897
Low D-2(high order and	Mean	53.141	50.422	57.801	57.801	61.102
	σ	17.793	14.443	17.647	18.082	16.4

control) group of teachers		1.753	1.423	1.739	1.782	1.616
D			7.455	3.95	6.937	8.42
SED		0.969	2.468	2.636	2.718	2.491
t-Value		2.646	3.021	1.498	2.552	3.380
df sig.		0.366	228	228	228	228
		228 Not sig.	sig.at.01	Not Sig.	Sig. at .05 level for 178df	sig. at level for 178df

Note:

1. High D-2 group means teachers perceiving the environment as poor order. Poor control and organization and high conflict. Low D-2 means reverse of that.....
2. On professional alienation high score means high alienation. The effect of high and low D3 goal focus dimension of college environment on Teachers organisation behaviour was also studied it was found that the teacher who work in the college where the goal achievement in incised and teachers task is clearly explained and monitor have great job satisfaction less professional alienation higher academic motivation better work values in higher level of moral as compared to teacher who work in college with goal achievement is not paid enough attention and teacher task is not well defined and seriously monitored. The following table reset the results.

Table 3: Effect of D-3(Goal focus) on variables of teacher's organizational behaviour.

Env. group	VARIABLES					
		Job- satisfaction	Prof. alienation	Acad. motivation	Work values	morale
High D-3 group of teachers	Mean σ	57.73	46.69	62.0	55.65	66.02
	S.E	15.82	13.48	16.46	15.8	16.13
		1.615	1.375	1.68	1.61	2.01
Low D-3group of teachers	Mean σ	49.38	59.97	48.1	49.38	47.87
	S.E	15.11	16.33	13.8	16.76	15.97
		1.635	1.76	1.49	1.81	1.72
D	Mean σ	8.345	13.28	13.9	6.262	12.148
	S.E	2.293	2.235	2.44	2.422	2.655
	t-Value	3.631	5.941	6.192	2.585	4.576
df sig.		228	228	228	228	228
		0.001 sig.level	sig.at.001	.001 Sig .level.	Sig. at .01 level.	.001sig. level.

Note:

1. High D-3 groups of teacher are those who perceive the college environment as characterized by high emphasis on goal achievement and task well- structured and monitored.
2. Organizational involvement factor of college environment (D-4) was not found to be a significant factor affecting college teacher's organizational behaviour. The following table presents the results:

Table 4: Effect of D-4(org. Involvement) on variables of teacher's organized behaviour.

Env. group	VARIABLES					
		Job- satisfaction	Prof. alienation	Acad. motivation	Work values	morale
High D-4 group of teachers	Mean σ	53.214	53.929	56.2	57.214	52.214
	S.E	15.557	-----	-----	-----	16.228
		1.862	-----	-----	-----	2.94
Low D-4group of teachers	Mean σ	52.48	54.5	55.64	53.187	55.914
	S.E	17.81	-----	-----	-----	16.934
		1.79	-----	-----	-----	1.70
D	Mean σ	0.737	0.571	0.889	1.973	3.7
	S.E	-----	-----	-----	-----	2.581
	t-Value	-----	-----	-----	-----	1.434
df sig.		228	228	228	228	228
		Not sig. level	Not sig.	Not Sig .level.	Not Sig. level.	Not sig. level.

S.E.D: Not computed as the difference is obviously not significant.

The teachers who work in colleges where teachers relationship and problems are considered important and efforts are made to maintain harmonious relationships among them and to help them solve their problems are

found to be more satisfied with their jobs. less alienated from profession with high academic motivation, better work values and higher level of morale as compared to their counterparts. the following table presents the results:

Table 5: Effect of D-5(personal problems and relationships) on variables of teacher's organized behaviour.

En v. group	VARIABLES					
		Job- satisfaction	Prof. alienation	Acad. motivation	Work values	morale
High D-5group of teachers	Mean σ	57.718	46.224	60.937	50.569	62.891
	S.E	15.047	12.973	16.187	16.756	14.846
		1.613	1.391	1.735	1.796	1.601
Low D-5group of teachers	Mean σ	47.864	61.045	50.136	50.59	50.318
	S.E	18.453	16.317	15.7	16.186	17.129
		1.759	1.556	1.497	1.543	1.633
D SED t-Value df sig.		9.854	14.821	10.801		12.573
		2.386	2.087	2.292	5.979	2.287
		4.13	7.102	4.712	2.368	5.497
		228	228	228	2.525	228
		Not sig. at 001 level	Beyond at .001 level	Beyond at .001level.	228	.001 level.
					0.05 level.	

thus, on the basis of analysis of the result obtained it is found that the college teacher in general appear to has low level of job satisfaction below average level of academic motivation work value moral and high profession elimination the supporting and rewarding environment of college high order control and low level of complex processes on goal achievement and personal problems or orientation factor of environment positively contribute to college teachers high job satisfaction Global professional alienation Hai academic motivation better work values and high moral the conclusion seems to be quite possible in view of the personal Experience of this research and also in view of the assertion made by various people from time to time appearing in daily newspapers and articles of periodical as University news (Venkataiah, 1991 and S.D. Singh, 1991) professor J.N. Kapoor remarked that " today many teachers if not most are frustrated and alienated from the system" (Kapoor 1993 P.7)the article refer to points out through not clear that teachers in higher education are frustrated with poor academic motivation low work values and poor morals. These finding of the study and support by the Research report of a major project conducted by bhatnagar who reported that teachers, by and large, had no interest in teaching and other academic programs they did not take classes regularly and teaching was generally, neglected.....

Teachers tend to be more and more militant with low moral and high degree of alienation "(Bhatnagar, 1983) Sharma (1987) also concluded from his research that at academic elimination and militancy characterized almost all teachers of affiliated college of Rajasthan the study conducted by Seema Rani on teachers of colleges affiliated to Rohilkhand University also relevant at that features of this college had low models high degree of alienation and militancy (Seema Rani 1993). The finding that supporting and rewarding environment of college perhaps contributes to higher level of job certification higher level of academic motivation better work - value higher level of education teachers modern and perhaps brings down (or checks rising of) the level of professional elimination physiologically it seem justified. physiological theories assert that environment influence people's motivation performance and job satisfaction which in turn influence their values moral and worked involvement leading to develop of better work value in them when the environment is so structured that teacher doing something good in the interest of academic excellence when his own academic process is supported and rewarded it provides a sense of personal worth which is highly motivating to the teachers it is the bound to raise the level of teachers moral college teacher wanting to do challenging work which is intrinsically satisfying, wanting responsibility as indicated in motivation maintenance model of organisation behaviour wanting to be listened to and treated in human terms if denied opportunities are bound to be frustrated and allocated from profession in brief it seemed likely that this specific factor of environment go a long way in improving the quality of work life and organisation behaviour in the college the finding of this study seems to be supported by these organisations theories prevalent in the field of industry and business management.

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