IMPACT OF ORGANIZATIONAL CLIMATE ON JOB SATISFACTION IN HYDERABAD'S TECHNICAL EDUCATIONAL INSTITUTIONS
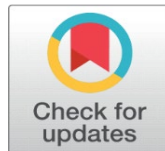
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ABSTRACT

This study investigates how faculty members' work satisfaction is affected by organisational environment at Hyderabad's technical educational institutions. The study highlights important aspects of organisational environment, including leadership, communication, support networks, decision-making, and recognition, and investigates their impact on job satisfaction using a descriptive research approach and a purposive sample of 120 faculty members. Analysis of the data showed a substantial positive association, emphasising the importance of acknowledgement and leadership in particular. The results highlight how important it is for organisations to foster a welcoming and inclusive atmosphere in order to improve faculty retention, motivation, and satisfaction.

Keywords: Organizational Climate, Job Satisfaction, Technical Educational Institutions, Hyderabad, Etc

1. INTRODUCTION

The function of human resources, notably teaching personnel, has taken on unprecedented importance in the ever-changing environment of higher education, particularly in the technical educational sector. The quality of organisational environment has become a critical component impacting teacher performance, motivation, and work satisfaction as technical institutions struggle with global standards, technological innovation, and rising competition. The common views of formal and informal rules, practices, and procedures that influence the workplace are referred to as the organisational climate Patterson et al. (2005). A pleasant organisational atmosphere can improve dedication, collaboration, and overall

performance in educational institutions, particularly those that offer technical education, where creativity and the practical application of knowledge are crucial.

Many engineering and technical schools are located in Hyderabad, one of India's main centres for education and technology. The skilled labour in the nation is greatly influenced by these institutions. They do, however, have issues with teacher satisfaction, motivation, and retention, much like many other areas. Stressful work conditions are frequently caused by the growing workload, pressure to achieve accreditation requirements, and the need for high-quality instruction and research output. It becomes essential in these situations to comprehend how organisational atmosphere affects work happiness. Higher job satisfaction is associated with improved performance and institutional success among faculty members who believe their workplace culture is encouraging, equitable, and growth-oriented Cohen (1993).

According to Spector (1997), job satisfaction is a complex concept that includes a person's emotional reaction to their professional tasks and responsibilities, including aspects like autonomy, acknowledgement, interpersonal connections, and career progress. Even though there are many variables that affect job happiness, organisational environment is frequently cited as one of the most important ones. In order to provide policymakers and administrators looking to create a more favourable working environment with useful insights, the current study intends to investigate this link especially in the context of Hyderabad's technical training institutions.

2. LITERATURE REVIEW

Because of its significant impact on employee attitudes and behaviours, organisational climate has long been a topic of academic research. One of the earliest to define organisational climate as a collection of quantifiable aspects of the workplace that employees either directly or indirectly perceive and that are thought to affect their motivation and behaviour was Litwin and Stringer (1968). Since then, the construct has expanded to encompass elements like incentive systems, support networks, decision-making procedures, leadership, and communication Tagiuri and Litwin (1968). These factors have an impact on work satisfaction in educational contexts by influencing how faculty members view their jobs, responsibilities, and institutional support.

The relationship between work satisfaction and organisational environment has been supported by several research conducted in a variety of industries. For example, Ostroff (1992) discovered a substantial correlation between greater levels of teacher satisfaction and school climates that were marked by openness, collegiality, and participative leadership. Similar to this, Hoy and Miskel (2005) emphasised the significance of resource availability and supportive administrative conduct in creating favourable organisational climates in schools. These studies support the claim that a favourable organisational environment influences both individual and organisational results rather than just being a background variable.

The organisational atmosphere is distinctive in the setting of higher education, especially in technical institutions. These universities' faculty frequently have to juggle their managerial, research, and teaching duties. According to research by Zohar and Luria (2005), performance feedback, innovation stimulation, and clear expectations are important climate elements that affect faculty performance and satisfaction in technically orientated schools. According to a research by Bakker et

a l. (2003), employment resources including autonomy, chances for professional growth, and support from coworkers and superiors were also positively correlated with job satisfaction at academic institutions.

Numerous scholars have emphasised the importance of organisational environment in the Indian setting. According to a research by Kumar and Patnaik (2002)on Indian educational institutions, faculty dedication and work participation were highly impacted by organisational environment. They came to the conclusion that greater levels of satisfaction were a result of an innovative and participatory environment. Similarly, Rajeswari and Anantharaman (2003) research of engineering colleges in South India revealed that faculty members were happier in their positions when they thought their workplace culture was empowering and just. These results imply that in order to successfully retain and inspire professors, technical colleges must take a deliberate approach to establishing their internal environment.

Regional studies that concentrate only on Hyderabad's technical educational institutions, however, are conspicuously lacking. This study intends to address that gap by examining the effects of organisational environment on faculty job satisfaction in this particular setting, given Hyderabad's importance as a hub for education and technology. By filling this vacuum, the study will add to the larger conversation on organisational behaviour and educational management in India by providing ideas unique to the area that can be more useful and implementable for institutional leaders.

2.1. OBJECTIVES

The purpose of this study is to investigate the link between work satisfaction among faculty members at Hyderabad's technical educational institutions and several aspects of organisational environment, including communication, leadership style, support systems, and decision-making procedures. Additionally, it looks for the main elements of organisational environment that have a big influence on teacher retention, motivation, and general job satisfaction in these kinds of institutions.

2.2. RESEARCH DESIGN

The current study uses a descriptive research approach to methodically investigate how organisational atmosphere affects faculty members' work satisfaction in Hyderabad's technical educational institutions. Within the current institutional setting, this architecture makes it possible to gather and analyse data in order to find trends, connections, and perspectives.

2.3. SAMPLE DESIGN

The study targets faculty members from certain technical educational institutes in Hyderabad using a purposive sample approach. Purposive sampling was employed to choose a total sample size of 120 faculty members in order to guarantee the inclusion of respondents with pertinent experience, allowing for a targeted examination of work satisfaction and organisational environment.

2.4. DATA ANALYSIS

Data were gathered from 120 faculty members at different technical educational institutions in Hyderabad in order to investigate the connection between work satisfaction and organisational climate. Descriptive statistics and Pearson's correlation were used to analyse the data in order to ascertain the direction and strength of the link between job satisfaction and the main organisational climate parameters.

A standardised questionnaire including Likert scale items evaluating the five main aspects of organisational climate⬚leadership, communication, support system, decision-making, and recognition⬚was used to collect the responses. A standardised scale was also used to gauge job satisfaction. Below are the standard deviations and mean scores for every variable.
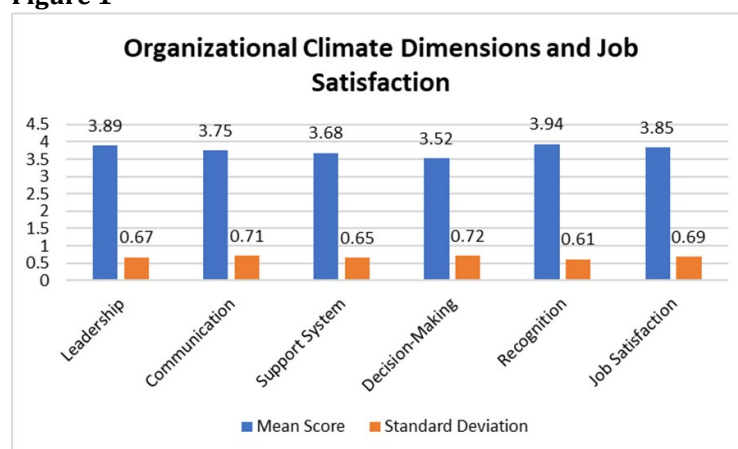
Figure 1

Figure 1 Mean and Standard Deviation

With the highest satisfaction indicated in the areas of leadership (M = 3.89) and recognition (M = 3.94), the mean scores show that the majority of faculty members thought the organisational environment was somewhat favourable. The fact that decision-making had the lowest score (M = 3.52) indicates that some institutions may not have as much room for participatory decision-making.

The association between work satisfaction and organisational climate was investigated using a Pearson correlation analysis. Improvements in organisational environment are strongly linked to improved levels of work satisfaction among faculty members, according to the research, which found a strong positive association between the two (r = 0.76, p < 0.01). The two characteristics that had the strongest connection with work satisfaction were leadership (r = 0.64) and recognition (r = 0.68).

These results imply that improving work satisfaction is significantly influenced by faculty members' perceptions of the organisational climate, particularly with regard to leadership and recognition. In order to create a supportive work environment, institutions looking to increase teacher satisfaction should concentrate on developing open and honest communication channels, acknowledging staff contributions, and including faculty in decision-making procedures.

3. CONCLUSIONS

The study comes to the conclusion that faculty members' work satisfaction in Hyderabad's technical educational institutions is significantly impacted by the organisational climate. Higher levels of job satisfaction were shown to be closely correlated with important aspects including communication, leadership, and recognition. The results emphasise how crucial it is to create a welcoming, inclusive, and collaborative workplace where academics feel appreciated and have a say in institutional choices. Faculty retention, motivation, and overall institutional success can all be increased by improving these organisational environment factors.

4. RECOMMENDATIONS

In order to improve faculty work satisfaction, it is advised that technical educational institutions in Hyderabad concentrate on developing open lines of communication, enhancing leadership practices, and putting in place efficient recognition programs. In order to establish a favourable organisational environment that fosters motivation, career advancement, and long-term faculty retention, institutions should also enable participatory decision-making and offer ongoing assistance and development opportunities.

CONFLICT OF INTERESTS

None.

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