



ORGANIZATIONAL VALUES, FACULTY ENGAGEMENT AND ORGANIZATIONAL EFFECTIVENESS IN ARTS AND SCIENCE COLLEGES OF CHENNAI CITY

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1. Introduction

National Assessment and Accreditation Council has insisted that core values system should be followed in higher educational institutions for quality and excellence for the national development. Educational system in India today is more and more rely on value based organizational practices. HEIs are waited to be in leading role and problems with the ethical values and quality are deplored by the society. Most higher education institutions have formulated their core values and have quality system as a strong value system is perquisite for an organization's effectiveness and success. Values are being followed in every action that the members of organization and the implementation of values and it is visible in behaviour of the members of organisation. To meet the requirements and achieve the results values should be clear and described. Proper organizational values system can well administer and manage the diversity of employees and the workforce with diversity increases the organizational effectiveness.

In today's changing scenario having engaged employees is considered to be a competitive advantage. Education has been documented as the most significant foundation of competitive advantage for a country. The purpose of higher education is to endow students with sufficient information and expertise to function as inspired and dynamic members of the society. The goal of the Higher Education Institutions is to ensure optimal utilization of its the members of faculty. It is the duty of the institutions to develop the faculty members professionally.

"Organizational effectiveness" as a determinant of successful organization is a common goal for all organizations particularly in this current age of dramatic change and high competition. higher educational management and implementation of core mission of higher education institution. As a result, educational standards are well improved and recognized at both the national and international levels. Though it is very difficult to measure the effectiveness of organization in the academic community, this research attempted to assess the organizational effectiveness through the organizational values shared by the faculty members and their engagement towards the academic achievements, growth and development of students at the institution. Organizational effectiveness is highly depends upon the effectiveness of the individual faculty members and hence it becomes mandatory for the educational institutions to make provisions for professional attainment and development of faculty and availability and utility of resources with little waste.

2. Literature Review

Anna, Magdalena, Waldemar, Malgorzata and Tadeusz (2013), presented an innovative research aimed at identifying the discrepancy between the individual and organizational values and their subsequent impact over occupational burn-out and work engagement among white-collar workers. This study also identifies that the values structure of the organization is deeply related to steadfast dedication and devotion of the employees. **Snejina Michailova and Dna B. Minbaeva (2012)** in their study emphasized the importance of organizational values on knowledge sharing process among the organizational members, within the department and across the department and insisted that core organizational values need to be espoused, enacted and internalized for supportive knowledge sharing. **Jose and Rupert Mampily (2014)** in their empirical study attempts to assess the impact of Psychological empowerment through its four dimensions that include meaning, competence, self-determination and impact and identified that meaning, competency and impact are the predominant dimensions in predicting the employee engagement. **Handa and Gulati (2014)** in their study attempted to predict the influence of an individual's personality traits on engagement, considering important personality traits of extraversion and conscientiousness and found the personality as the significant predictor of employee engagement. **Malik Ikramullah and Imran Ali Shah (2011)** in their study examined the relationship between the leaders' style of decision making in resource allocations and the perceived organizational effectiveness. It was found that rational/collegial style as a positive predictor while autocratic/political as a negative predictor of organizational effectiveness. **Esra Basol and Ozgur Dogerlioglu (2014)** in their study considered the organizational structure as the function for increasing organizational effectiveness. The study identifies age, size, formalization, centralization and specialization as the five dimensions of organization structure and found that increase in the organizational size decreases the organizational effectiveness and formalization and specialization increase organizational effectiveness.



2.1 Research Gap

In the academic literature of Indian context, so far a very few researches have undertaken on Organizational Values and Faculty Engagement, particularly research that brings out the relationship between Organizational and Faculty engagement have not been done. Moreover, impact of Organizational values and Faculty engagement system on the Organizational Effectiveness have not been touched and analyzed so far. Hence, in this research study the researcher intended to light upon the influence of Organizational Values and Faculty Engagement on the Organizational Effectiveness with respect to Arts and Science Colleges in Chennai City.

3. Objectives of the Study

- To study the profile of Arts and Science Colleges and the faculty members in Chennai City.
- To study the factors influencing Organizational Values of teaching faculty in Arts and Science Colleges.
- To identify the existing faculty engagement system in Arts and Science Colleges.
- To measure the relationship among Organizational Values, Faculty Engagement and Organizational Effectiveness.
- To analyze the influence of personal and organizational profile of employees and their perception towards Organizational Values, Faculty Engagement and Organizational Effectiveness.

4. Hypotheses

The following research hypotheses are formulated and structured for the study:

1. There is no significant influence of Organizational Values on Organizational effectiveness.
2. There is no significant relationship between the Faculty Engagement and Organizational effectiveness.
3. There is no significant relationship between personal and organizational profile of the faculty members on their perceptions towards Organizational Values.
4. There is no significant relationship between personal and organizational profile of the faculty members on their perceptions towards Faculty Engagement.
5. There is no significant relationship between personal and organizational profile of the faculty members on their perceptions towards Organizational Effectiveness.

5. Research Methodology

- Research Design: Both Analytical and Descriptive.
- Study Area: Arts and Science Colleges in Chennai City.
- Sampling Method: Stratified proportionate random sampling.
- Sampling Size: Responses – 527, Non-responses – 173 (due to incompleteness)
- Data Collection – Primary data - Structured questionnaire; Secondary Data – Journals, Magazines, Books and Websites.
- Data Analysis – Percentage Analysis, Factor Analysis, Cluster Analysis, Chi-Square test, Regression analysis and ANOVA.
- **Scaling Technique in the Questionnaire**The questionnaire used comprises both optional type and Statements in Likert's 5 point scale: 5 – Strongly agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree.

6. Scope of the Study

India's higher education system comes in the order of third largest in the world, next to the United States and China. Though the Higher Education sector in India has witnessed a tremendous increase in its institutional capacity since Independence, due to its diluteness it is marching towards the first position in education system worldwide. The study area is restricted to Arts and Science Colleges in Chennai city and covers the profile and perceptions of faculty members towards the values and engagement system followed in the current age higher educational institutions. Higher education institutions in Chennai City, as the pillars for the knowledge upliftment in the society and for the nation's growth need to implement and follow a standard core values system and the same has to be shared by all academicians in the institutions. Organizational values play a key role in engaging and retaining key faculty members, which in turn leads to the growth and effectiveness of the institutions in a great way.



OBJECTIVE 1: To study the profile of Arts & Science Colleges and faculty in Chennai City

TABLE:1 - PROFILE OF THE ARTS AND SCIENCE COLLEGES AND FACULTY		
OCCUPATION	FREQUENCY	PERCENTAGE
Self-Financing College	233	44.2
Government-Aided College	199	37.8
Government Colleges	95	18.0
Total	527	100
GENDER	FREQUENCY	PERCENTAGE
Male	180	34.2
Female	347	65.8
Total	527	100
ACADEMIC RANK		
Associate Professor	56	10.6
Assistant Professor	471	89.4
Total	527	100
AGE	FREQUENCY	PERCENTAGE
< 30 years	87	16.5
30 to 40 years	187	35.6
> 40 years	31	5.9
Total	527	100
MARITAL STATUS		
Married	447	84.8
Unmarried	80	15.2
Total	527	100
EXPERIENCE IN THEIR PROFESSION		
< 5 years	161	30.6
5 to 10 years	209	39.7
11 – 15 years	104	19.7
> 15 years	53	10.1
Total	527	100
INCOME		
Below Rs.50000	319	60.5
Rs.50000 – Rs.75000	157	29.8
Rs. 75000 – Rs.100000	23	4.4
Above Rs.100000	28	5.3
TOTAL	527	100

OBJECTIVE 2: To study the factors influencing Organizational Values of teaching faculty in Arts and Science Colleges.

Factor Analysis

1. Organizational Values are dependent on 8 predominant factors which were identified as Talent Management, Work Autonomy, Supervisory Support, Employee Conviction, Effective Co-ordination, Intrinsic Incentives, Fair treatment and Mutual Responsibility.

Cluster Analysis

1. Analysis of data done through Cluster Analysis identified 3 clusters and It was found that 9.87% of faculty members were 'Improvement Seekers' as they were **disagree** with three Organizational Values factors namely Talent Management, Employee Conviction and Intrinsic Incentives, 31.12% of faculty members were 'Contended Faculty' as they were **disagree** with three Organizational Values factors namely Supervisory Support, Effective Co-ordination and Fair Treatment and 59.01% of faculty members were 'Culminated Faculty' as they were **strongly agree** with four Organizational Values factors namely Supervisory Support, Effective Co-ordination, Intrinsic Incentives and Fair Treatment.



Chi-Square Test

2. The results revealed that employees' perceptions about Organizational values is associated with Highest Degree Earned, and it was found that 5.8% Improvement seekers were found to have Masters Degree, 57.9% Contended employees were found to possess Masters Degree with M.Phil qualification, 26.0% Culminated Faculty were found to have Masters Degree with M.Phil & Ph.D, 3.0% Contended employees were found to possess Masters Degree with other Professional Degree and 15.4 % Improvement seekers were found to have other qualifications apart from the previous choices.
3. The results revealed that employees' perceptions about Organizational values were associated with Age and it was found that 13.5% Improvement seekers were found to be from 21 to 30 years of age group, 57.9% Contended Faculty were found to be from 31 to 40 years of age group, 20.6% Culminated Faculty are found to be from 41 to 50 years of age group and 11.5% Improvement seekers are found to be above 50 years of age group.
4. The results revealed that employees' perceptions about Organizational values are associated with Income and it was found that 48.1% Improvement seekers were found to receive below 50000 income per month, 23.2% Contended Faculty were found to receive income from Rs.50001 to 75000, 4.2% Culminated Faculty were found to receive income from Rs.75001 to Rs.100000 and 13.5% Improvement Seekers were found to receive above Rs.100000.

OBJECTIVE 3: To identify existing faculty engagement system in Arts and Science Colleges.

Factor Analysis

1. Employee Engagement is dependent on 9 predominant factors which were identified as Resource Optimization, Institutional Connect, Service Orientation, Personal Accountability, Conducive Environment, Occupational Wellness, Role Clarity, Work Culture and Professional Competence.

Cluster Analysis

2. Analysis of data done through Cluster Analysis identified 3 clusters and It was found that 46.68% of faculty members were 'Detached Faculty' as they were **disagree** with four Employee Engagement factors namely Institutional Connect, Occupational Wellness, Work Culture and Professional Competence, 22.96% of faculty members were 'Devoted Faculty' as they were **strongly agree** with four Employee Engagement factors namely Institutional Connect, Service Orientation, Occupational Wellness and Professional Competence and 30.36% of faculty members were 'Resilient Faculty' as they **moderately agree** with five Employee Engagement factors namely Institutional Connect, Personal Accountability, Occupational Wellness, Role Clarity and Professional Competence.

Chi-Square Test

3. The results revealed that employees' perceptions about Employee Engagement are associated with Highest Degree Earned, and it was found that 4.1% Detached faculty were found to have Masters Degree, 41.3% Devoted Faculty were found to possess Masters Degree with M.Phil qualification, 28.1% Resilient Faculty were found to have Masters Degree with M.Phil & Ph.D, 5.8% Devoted Faculty were found to possess Masters Degree with other Professional Degree and 8.9 % Detached faculty were found to have other qualifications apart from the previous choices.
4. The results revealed that employees' perceptions about Employee Engagement are associated with Institution Type and it was found that 45.9% Detached Faculty were found to be from Only for Women's Colleges, 15.7% Devoted Faculty were found to be from Only for Men Colleges and 55.6% Resilient Faculty were found to be from Co-Education Colleges.
5. The results revealed that employees' perceptions about Employee Engagement are associated with Income and it was found that 63.8% Detached Faculty were found to receive below 50000 income per month, 33.1% Devoted Faculty were found to receive income from Rs.50001 to 75000 per month, 0.6% Resilient Faculty were found to receive income from Rs.75001 to Rs.100000 per month and 2.0% Detached Faculty were found to receive above Rs.100000 per month.

OBJECTIVE 4: To measure the relationship among Organizational Values, Faculty Engagement and Organizational Effectiveness.

Factor Analysis

1. Organizational Effectiveness of the institution is dependent on 4 predominant factors which were identified as Academic Excellence, Workforce Productivity, Personality Development and Job Accomplishment.



Cluster Analysis

2. It was found that 8.54% of faculty members were 'Transformation Seekers' as they were **disagree** with all the four Organizational Effectiveness factors namely Academic Excellence, Workforce Productivity, Personality development and Job Accomplishment.
3. It was found that 6.45% of faculty members were 'Enthusiastic Faculty' as they were **strongly agree** with three Organizational Effectiveness factors namely Academic Excellence, Personality development and Job Accomplishment and 85.01% of faculty members were 'Prospective Faculty' as they **moderately agree** with three Organizational Effectiveness factors namely Academic Excellence, Personality development and Job Accomplishment.

Chi-Square Test

4. The results revealed that employees' perceptions about Organizational Effectiveness are associated with Gender, and it was found that 51.1% Transformation seekers were found to be female employees, 47.1% Enthusiastic Faculty are represented by the male employees and 68.3% Prospective Faculty are found to be in the female domain.
5. The results revealed that employees' perceptions about Organizational Effectiveness are associated with Highest Degree Earned and it is found that 6.7% Transformation seekers were found to have Masters Degree, 44.1% Enthusiastic Faculty were found to possess Masters Degree with M.Phil qualification, 25.2% Prospective Faculty were found to have Masters Degree with M.Phil & Ph.D, 8.8% Enthusiastic Faculty were found to possess Masters Degree with other Professional Degree and 2.2 % Transformation seekers were found to have other qualifications apart from the previous choices.
6. The results revealed that employees' perceptions about Organizational Effectiveness are associated with Institution Type and it was found that 20.0% Transformation seekers were found to be from Only for Women's Colleges, 11.8% Enthusiastic Faculty were found to be from Only for Men Colleges and 45.5% Prospective Faculty were found to be from Co-Education Colleges.

Regression Analysis

1. Regression Analysis identified good regression fit between factors of Employee Engagement and Organizational Values factors namely Talent Management, Work Autonomy, Supervisory Support, Employee Conviction, Effective Co-ordination, Intrinsic Incentives and Fair treatment, as higher educational institutions are found to influence college teachers with high resources for their teaching job to improvise their talents, give sufficient academic freedom and liberty to utilize all the resources, extends their support by investing in resources and developing infrastructure to create foundational academic support, increases confidence on faculty members' potentialities to make various resources available, to collaborate and utilize all available resources at the optimum level, reward and recognize through various incentives and treat them fairly by providing required and requested resources to develop their talents and intelligence respectively.
2. Regression Analysis identified good regression fit between Academic Excellence, Workforce productivity, Personality development and Job Accomplishment factors of Organizational Effectiveness and Organizational Values factors namely Talent Management, Work Autonomy, Supervisory Support, Employee Conviction and Intrinsic Incentives as the implementation of talent management practices for knowledge upgradation, academic freedom to use innovations and creativity in teaching and learning system, higher level of support for outstanding contributions of faculty and interpersonal relationship accompanied with teaching awards can highly determine the academic excellence of the institution.
3. Regression Analysis identified good regression fit between Academic Excellence, Workforce Productivity, Personality Development and Job Accomplishment factor of Organizational Effectiveness and Employee Engagement factors namely Resource optimization, Institutional Connect, Service Orientation, Occupational Wellness and Role Clarity as the resources of the institution judiciously allocated they will be able to perform their roles effectively, as connection of college faculty towards their institution will increase their connection towards their profession, as faculty members are well oriented and involved towards their profession and workload, as the authorities provide them with academic advice or guidance at the demanding times, as healthy, balanced and



fulfilled well-being system help the faculty members to develop skills and talents that are both personally and professionally and in turn lead to excel in academy, as the role of a faculty member is an important contribution for achieving academic results.

V) ANOVA

1. It is found that male employees strongly agreed for Effective co-ordination in their organization as they are socialize in nature and are willing to work in groups by helping each other rather than working in isolated way, male employees strongly agree for Intrinsic Incentives as they get attractive incentives and positive feedback for their well-done work from the authorities, Personal Accountability as they get opportunity to contribute to the institution's goals through their actions and to be held answerable for the same, Occupational Wellness as they are feel enriched by the academic guidance and attractive pay system in their institutions, Professional Competence as they can realize acceleration in their capability, intelligence and responsiveness through their institution's constructive interaction and collaborations with others. Female employees strongly agreed for Institutional Connect as they are able to find link between their principles of life and the institution' philosophy and value system and Academic Excellence as they perceive their institution to be extraordinary and distinctive because of its positive academic achievements.
2. It is found that Associate Professors strongly agreed for Effective Co-ordination as they feel truly pleased in the growth of their institution and ensure that required academic advice is offered at the demanding times being senior faculty members and Occupational Wellness as the maturity level they gained through their age and experience makes them to perform the work assignments in overall efficient manner in their employing organizations. Findings further revealed that academic rank of faculty members do not have influence on Organizational Effectiveness of the institutions.
3. It is found that employees work in 'Only for women' institutions strongly agreed for Supervisory Support as these faculty members find their senior faculty members and higher authorities to be more co-operative towards difficulties and problems at challenging times and Role Clarity as their institutions convey them clearly what is actually expected of them at work because of which they are able to deliver their duty as teacher properly and Academic Excellence in their organizations as they could achieve greater achievements by providing quality education to their students and make them to apply the same in the real world situations, employees work in 'Only for men' institutions strongly agreed for Intrinsic Incentives as they share positive functional relationship with authorities, enjoy constant encouragement to use innovative teaching aids and get well remuneration in their institutions, employees work in 'Co-education' institutions strongly agreed for Fair Treatment as the efforts invested by them in work are fairly acknowledged and recognized and they find high level of co-operative behaviour, helpful and caring in employee-organization relationship, Work Culture as their institutions follow the culture of clearly communicating the duties and responsibilities to their faculty members without gender biases and Professional Competence as they opined that their institutions encourage collaboration both within and outside the institution for the overall growth of employees as well as the institution.
4. It is found that employees working in 'Self-Financing' institutions strongly agreed for Employee Conviction as they find their institutions show confidence in employees and enjoy the climate of joy and empowerment , Resource Optimization as in the present educational scenario self-financing institutions are providing appropriate and sufficient resources to ensure overall development of their faculty members and to encourage innovation in the teaching world, Work Culture as they feel that their authorities are consistent and honest in communicating what is expected of their faculty members and are really taking care of its employees, employees working in 'Government-Aided' institutions strongly agreed for Effective Co-ordination as according to them institution maintains energizing relationships with employees in taking developmental decisions for the institutions with the support of government, employees working in 'Government' institutions strongly agreed for Occupational Wellness as they get the sense of overall well-being when they are able to work independently with the guidance of superiors and are well benefitted for the efforts they invest in the institution's growth, Professional Competence as they opine that they are able to manifest their interests and potentialities in performing their duty and gain professional knowledge when their institutions encourage collaboration both within and outside the institution and Job Accomplishment as they have to strictly abide by the government rules and regulations in prioritizing and completing all the academic activities on time without undue delay.



5. It is found that employees between 31 and 40 years of age strongly agreed for Talent Management as these faculty members are in their early stage of their career and opined that their institutions provide them required training before assigning any new work assignments with innovations, employees between 41 and 50 years of age strongly agreed for Employee Conviction as they enjoy the relationship that builds on confidence-cum-determination among all employees that makes their workplace joyful and Resource Optimization as they learn and upgrade their skills and knowledge through necessary tangible and intangible developmental resources that makes them rendering service efficiently and employees who are above 50 years of age strongly agreed for Work Autonomy as their institutions provide them personal work freedom to guide their junior faculty members in all work assignments by suggesting with their ideas and opinions being in senior grade position and Occupational Wellness as they are satisfied with the work itself and the accompanying remuneration along with the opportunity to share their competencies and skills with other faculty members through energizing relationship in their organizations respectively. Results further revealed that faculty members' age does not have influence on Organizational Effectiveness of the institutions.
6. It is found that employees who earn above Rs. 1,00,000 strongly agreed for Work Autonomy as they feel that their institutions are supportive of academic freedom to faculty members in expressing their educational views and are encouraged for their contributions to higher education through attractive income structure, Occupational Wellness as they feel they are equitably well remunerated accompanying with the positive relationship with superiors and colleagues at workplace, employees who earn below Rs. 50,000 strongly agreed for Employee Conviction as they expect their institutions to maintain trustworthy and social relationship with all faculty members that boost up their abilities and potentialities in discharging work and institutional responsibilities, and employees who earn between Rs. 75,001 and Rs. 1,00,000 strongly agreed for Workforce Productivity as they are motivated well by their institutions based on their performance and positive organizational behaviours.
7. It is found that employees who have below 5 years of experience strongly agreed Employee Conviction as they expect confidence from their superiors and colleagues on their capabilities to work together and to share information freely and Role Clarity as they are freshers and just started their career and expects their institutions to clarify them not just job description but with their responsibilities to contribute to the success of the organization through their teaching duty, employees with experience of 11 to 15 years strongly agreed for Talent Management as they are in their middle of their career and feel that their institutions are taking steps to identify and improvise the unique talents of individual faculty members for the growth of institution as well as the faculty members, Resource Optimization as they find their institutions assemble the necessary resources and utilize too in an efficient manner, Institutional Connect as they find their institutions take care of their grievances at workplace and encourage positive inter-relationships with their superiors and colleagues to ensure problem-free and joyous working environment and Workforce Productivity as they are able to achieve overall efficiency through abundant knowledge-sharing, balanced work-life, stress-free environment, constant motivation and performance-based incentives, employees who have above 15 years of experience strongly agreed Occupational Wellness as they understand the quality and consuming nature of education and quick enough to warn about it to their junior faculty members and getting attractive pay , Personality Development as they feel that their institutions treats them rationally to develop the various personalities that are in-built in the faculty members and hence make them adaptable, committed and flexible to any educational scenario and Work Autonomy as they have good number as experience and expect their institutions to motivate the working environment that promotes academic freedom to teach in alternative and innovative ways to cope up with the changing demands in the education world.

Suggestions

1. The management of Arts and Science Colleges should concentrate more on female faculty members to have more insight on Organizational Values and involved engagement for the improvement of their institutions.
2. Assistant Professors in all types of institutions are to be enlightened by the respective management through Faculty Recharge or Development Programme and increased accessibility to make them more value oriented and engaged workforce.
3. Government should come out with a policy for income reformation in Self-Financing Colleges by framing fair income system and ensure equitable pay to improvise their standard of living.

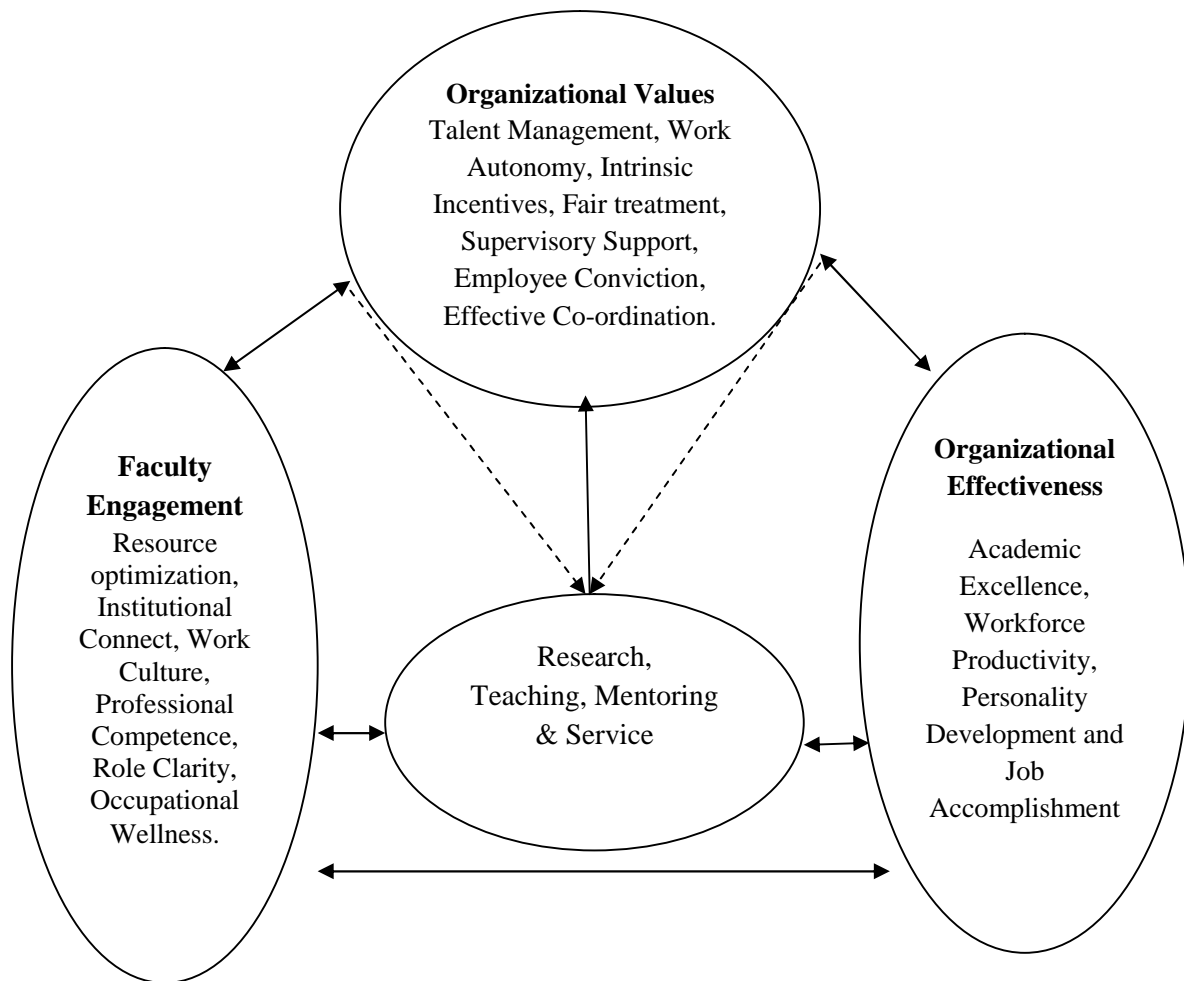


Figure 1: A Model of Values-based Faculty Engagement for Organizational Effectiveness – Author’s Work

Conclusion

The study insists that with proper management strategies challenges could be converted into strengths and concludes that the teaching faculty who are the backbones of every educational organization should be made to feel valued in all aspects to make them engaged. In today’s educational system, pressure from the educational board or the universities have drastically increased the responsibilities of the faculty members. Faculty members are more tend to involve in clerical work, wherein they rarely find time to interact with faculty. Management should exercise and articulate its proposed values in its every activity towards the various stakeholders namely teachers, students, public and parents on daily basis. This will result in positive impact on the engagement among faculty members, through which the organization can be taken forward.