



Constraint Analysis by Faculty of SAUs for Strengthening Organizational Climate in Karnataka

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ABSTRACT

The study aimed to evaluate the perception of faculty members towards the organizational climate by evaluating the constraints and finding the suggestions in three colleges, namely UAS Dharwad, UHS Bagalkot, and KVAFSU Bidar, during the academic year 2020-2021 in Karnataka. The researchers used a pre-set scale consisting of 32 items that represented six organizational climate characteristics, viz. communication, supervision, decision-making, motivation, guidance, and organization management. A total of 135 faculty members participated in the study, and personal interviews were conducted to collect the data. The results revealed that the majority of faculty members faced challenges such as poor workplace relations, lack of motivation and appreciation for their achievements, improper communication of work-related information, and lack of guidance from superiors in difficult situations that hampered the organizational climate. To foster a cordial climate within the organization, faculty members suggested fostering friendly relationships among faculty and building trust, the head's encouragement for good deeds, reward and incentive programs, and weekly faculty group meetings were suggested to increase motivation and appreciation for achievements.

INTRODUCTION

Organizational climate refers to the collective perceptions of organizational policies, practices, and procedures, both formal and informal, that affect employee satisfaction (Borah, 2019). Murugesan & Kannan (2014) noted that positive employee satisfaction with the organizational climate can lead to improved organizational outcomes, such as effectiveness, productivity, organizational commitment, and co-workers' cohesion. Rajandeeep (2017) emphasized that faculty members' actions, beliefs about their responsibilities, and overall value of their work within and outside of the organization significantly impact their work quality and outcomes (Harmsen et al., 2019). The organizational climate can also serve as a tool to address issues such as poor job motivation, interpersonal conflicts, power struggles, and

management relationships (Garbyal et al., 2018). As such, it can be considered a powerful tool for managing and improving organizational performance (Sidhu et al., 2014).

Organizations are complex social systems composed of individuals with various roles, interdependencies, and shared objectives (Prasantha, 2017). The organizational environment shapes employee behaviour, influencing their motivation and work satisfaction. The organizational climate of State Agricultural Universities (SAUs) requires in-depth examination due to the unique role and duties of faculty members as teachers, scientists, and extension workers (Aysen, 2018). Several models have been proposed to understand organizational climate, such as Likert's (1967) six components viz. leadership, motivation, communication, decisions, goals and control. Litwin and Stringer's (1968) seven dimensions viz. conformity, responsibility, standards, rewards,

organizational clarity, warmth and support, and leadership. Research has also been conducted to explore the organizational environment using different dimensions, such as the twelve dimensions viz. orientation, interpersonal relationship, supervision, problems, management of mistakes, conflict management, communication, decision making, trust, risk taking, innovation and change Pareek et al., (1981). Therefore, a comprehensive analysis of the organizational environment in SAUs is needed to identify critical dimensions and improve working conditions and productivity (Patil, 2017).

To improve working conditions and productivity in the agricultural education system, an in-depth examination of the organisational climate of these institutions is required (Sayanika, 2013). This assessment would allow SAUs that have been structured, as well as other entities outside of the ICAR system, to identify critical dimensions of organisational climate and bridge the gap between the current and expected organisational climate (Jayasingh et al., 2022). Critical analysis of organizational climate is especially important for SAUs since faculty members take on multiple roles beyond just being teachers, scientists, or extension workers (Win et al., 2020). The organisational climate affects individual motivation and job satisfaction, which ultimately impacts individual performance (Tripathy et al., 2022).

Therefore, the current study was conducted to examine Constraints encountered by faculty of three state agricultural universities representing the north, east, and west zones of the Karnataka state. The primary objective of this research was to investigate the constraints perceived by the faculties of SAUs with the goal of suggesting some remedial measures to improve the working conditions and productivity of these institutions.

METHODOLOGY

The study specifically focused on three universities in the state of Karnataka, namely the University of Agricultural Science, Dharwad, University of Horticultural Science, Bagalkot, and Karnataka Veterinary Animal and Fisheries Science University (KVAFSU), Bidar. These universities were selected with the intention of comparing organizations that cover three aspects of farming, including agriculture, horticulture, and veterinary. The research design is a crucial aspect of the research methodology. The study aimed to determine how faculty at SAUs perceived the organizational climate. To achieve this objective, an ex-post facto research design was employed. The Registrar's offices at the individual universities were contacted to obtain a list of faculty members employed at these universities. The random sampling technique was utilized to select 45 faculty members from each of the three universities. A total of 135 faculty members were included in the sample size. The distribution of sample respondents was based on their level of experience.

Bottom of Form

A draft questionnaire was developed with the study's objectives and data requirements in mind. The questionnaire was pretested with the assistance of experts, and modifications were made in response to the pre-test findings. Respondents were provided with questionnaires and self-addressed envelopes to return

the completed questionnaires to the researcher. For identifying the problems, some of the statements regarding the problems that are frequently faced by the Teachers were provided under four-point continuum via., 'To a Great extent', 'To a moderate extent', 'To a least extent' and 'Not at all a problem' with the scores of 4, 3, 2 and 1 assigned to them respectively. Appropriate ranks were allotted to them on the basis of mean of total sum of scores for each of the problem statements where high score indicates great extent of the problem and vice-versa.

The statements containing the suggestions that are regularly suggested by teachers were given to mark under four-point continuum as 'needs great attention', 'needs moderate attention', 'needs least attention' and 'does not need any attention' with a scores of 4, 3, 2 and 1 respectively. Later the mean scores for each statement by all the teachers were calculated and the statement showing high mean score was regarded as the suggestion that needs greater attention. Similarly, all the statements were ranked based on the mean scores acquired.

RESULTS AND DISCUSSION

The results in Table 1 represent the constraints encountered by faculty members of state agricultural universities. The table shows the mean score of each constraint, rounded to two decimal places. It gives a clearer picture of the relative severity of the constraints. The highest mean score was observed for the constraint of poor cordial atmosphere inside the organization, with a score of 3.63. This implies that faculty members face challenges in their work due to a lack of a friendly and supportive environment within the organization. A positive work environment is essential for the well-being of employees and can significantly impact their job satisfaction, productivity, and overall performance. Therefore, addressing this constraint should be a top priority for the management of these universities. The second highest constraint identified by the faculty members was the lack of motivation and appreciation for their success, with a mean score of 3.53. This indicates that the faculty members feel undervalued and underappreciated for their efforts and achievements, which can lead to a lack of motivation and disengagement from their work. Providing regular feedback, recognition, and opportunities for growth and development can help boost their morale and job satisfaction.

The third constraint identified was related to the communication of work-related information, with a mean score of 2.42. This indicates that faculty members face challenges in accessing and sharing relevant information that impacts their work. Effective communication is crucial for the smooth functioning of any

Table 1. Constraints encountered by faculty of state agricultural universities

Constraints	Mean Score
Poor cordial atmosphere inside organization.	3.63
Lack of motivation and appreciation for success of faculty.	3.53
Information related to work is not properly communicated	2.42
Superior is not guiding faculty in problematic situations.	1.28
Discrimination between subordinates and superiors.	1.21

organization, and the management should take measures to ensure that the faculty members have access to the information they need to perform their duties efficiently. The fourth and fifth constraints identified were the lack of guidance from superiors in problematic situations and discrimination between subordinates and superiors, respectively, with mean scores of 1.28 and 1.21. These constraints imply that the faculty members feel unsupported and treated unfairly by their superiors, which can lead to low job satisfaction and a lack of trust in the management. Addressing these constraints requires a cultural shift towards a more supportive and inclusive work environment that values diversity and equity.

In conclusion, the survey results highlight several constraints faced by faculty members of state agricultural universities, including poor cordial atmosphere, lack of motivation and appreciation, communication-related issues, lack of guidance, and discrimination. Addressing these constraints requires a multi-faceted approach that involves creating a positive work environment, providing regular feedback and recognition, improving communication channels, and fostering a culture of inclusion and equity. These measures can help boost job satisfaction, productivity, and performance among faculty members and contribute to the overall success of these universities. The results yielded from the investigation were in supportive to that of Slathia et al., (2012) & Fazely (2016).

Table 2 provides a list of suggestions given by faculty members of state agricultural universities to address the constraints they face in their work. The table presents five categories of suggestions, along with their mean scores. The first category of suggestions is to promote a cordial atmosphere inside the organization. This category includes two suggestions, namely building trust between faculty members and creating a friendly relationship between faculty members, with mean scores of 3.22 and 3.46, respectively. These suggestions reflect the importance of creating a positive work environment where faculty members feel supported and valued. Building trust and fostering friendly relationships can improve communication, collaboration, and teamwork, leading to increased job satisfaction and productivity.

The second category of suggestions is to strengthen motivation and appreciation for the success of faculty members. This category

includes two suggestions, namely providing motivation by the head for good work and offering reward and incentive facilities for faculty motivation, with mean scores of 2.73 and 3.30, respectively. These suggestions highlight the need for recognizing and rewarding faculty members for their hard work and achievements. Providing motivation and incentives can boost morale and job satisfaction among faculty members, leading to increased productivity and performance. The third category of suggestions is to favour the communication of work-related information. This category includes one suggestion, namely organizing weekly group meetings between superiors and subordinates, with a mean score of 3.45. This suggestion emphasizes the importance of effective communication in the workplace. Organizing regular group meetings can help facilitate the sharing of information and ideas, leading to better decision-making and problem-solving.

The fourth category of suggestions is to provide guidance to faculty members in problematic situations. This category includes two suggestions, namely allowing subordinates to speak freely with their superiors about their problems and improving teamwork in the workplace, with mean scores of 3.33 and 2.23, respectively. These suggestions highlight the need for a supportive and collaborative work environment where faculty members feel comfortable sharing their concerns and working together to solve problems. The fifth and final category of suggestions is to create an atmosphere of equal treatment for superiors and subordinates. This category includes two suggestions, namely considering all the suggestions of subordinates and encouraging superiors to support their subordinates, with mean scores of 3.45 and 2.32, respectively. These suggestions emphasize the importance of creating a culture of inclusion and equity in the workplace, where everyone's opinions and contributions are valued and respected.

In conclusion, the suggestions provided by faculty members of state agricultural universities highlight the need for creating a positive work environment that fosters trust, communication, motivation, and collaboration. The suggestions can be implemented by the management of these universities to address the constraints faced by faculty members and improve their job satisfaction and performance. By creating a supportive and inclusive work environment, state agricultural universities can attract and retain

Table 2. Suggestions enlisted by faculty of state agricultural universities

S.No.	Suggestions	Mean Score
1.	To promote cordial atmosphere inside organization	
A.	Build trust between faculty	3.22
B.	Create friendly relationship between faculty members	3.46
2.	To strengthen motivation and appreciation for success of faculty	
A.	Motivation by head for good work	2.73
B.	Reward and incentive facilities for faculty motivation	3.30
3.	To favour communication of work-related Information	
A.	Weekly group meetings between superior and subordinate	3.45
4.	For guiding of faculty in problematic situations by the superior	
A.	Subordinate free to speak their problems with superiors	3.33
B.	Improve team work in work place	2.23
5.	To create an atmosphere of equally treating superiors and subordinates	
A.	Consider all the suggestions of subordinates	3.45
B.	Encouragement by superior to their subordinates	2.32

talented faculty members, ultimately leading to the success of these institutions. The results yielded from the investigation were in supportive to that of Kusumalatha (2018).

CONCLUSION

In conclusion, the study conducted an investigation into the perceptions of faculty members regarding the organizational climate at state agricultural universities in India. The study found that faculty members face various challenges in their work environment, including poor communication, lack of motivation and appreciation for their success, discrimination between superiors and subordinates, and inadequate guidance from superiors in problematic situations. The study identified several suggestions to improve the organizational climate, including building trust and creating friendly relationships between faculty members, providing motivation for good work, improving communication through weekly group meetings, encouraging subordinates to speak freely with superiors, improving teamwork, and treating superiors and subordinates equally.

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