

A Study on the Role of Online Courses in Motivating Teaching Faculties as a Tool of Organizational Culture Development in Engineering Colleges

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Abstract

The Online Learning Platform plays a significant role in the Educational Environment and in their Learning aspects of teaching professionals. The working professionals especially the professors and lecturers show great interest towards the online learning as gaining and updating the knowledge that are mandatory for their job excellence. Organizational culture affirms the practices of behaviour styles and evolutionary beliefs that are upgraded at times in an organization. The performance of the employees can be overdrawn by refashioning the culture of an organization. The adhesive relationship between the organization and the employee are devised by the culture. The established models of Hofstede and Oreilly Chatmann, Caldwell are adopted for examining the impression of culture on employee etiquette and the performance. The study is on Educational institution background and organizational culture the results of motivation employee towards online courses are provided based on tests namely Correlations and ANOVA.

Keywords: *Online courses, Teaching faculties, Organizational culture*

1. Introduction

The Experience of one's life is also Education. Education is the fundamental fragment and enlightens world that cultivates the culture in human life. Organization cultures of educational institution are built in such a practice in order to perpetuate the demeanour of employees in an outstanding mechanism. Generally, the employee's performance paves the way to the execution of attainment of devised goals. Online Education of various aspects include language related learning, and online certifications for both professionals and non professionals. The quality of academic excellence can be attained by the new technological methods of learning through the social media. The online course learning overcomes the various constraints by providing flexible time and to learn related

Courses which lead to world class education. The teaching professionals can achieve both academic excellence and promotions by learning through Massive Open Online Course (MOOC) program through web.

The various hallmark of culture categorized on the principles and orientation of employees ascertain one consortium from other. The triumph direction of different standards, morals, assembles successful culture in an organization (Schein 1990). The group of beliefs, morals aid in building triumphant culture in an organization Kotter and Heskett [8]

The empirical exhort of organization culture assist in grasping the management virtue (Tichy,1982). The difference between individual goal and managerial target has innovative morals and standards, hence the relationship between them are fabricated magnificently.

Hofstede [6] propounded four dimensions where cultural standards and morals can be scanned. Hofstede fixated on professional oriented morals in his investigation of culture in an organization. As stated by Hofstede [7] culture can be consigned into five dimensions that has impact on behaviour of employees.

Power Distance
Uncertainty Avoidance
Individualism-Collectivism
Masculinity – Feminity
Short term- Long term orientation

O'Reilly, Chatman & Caldwell [10] advanced a model established on belief that culture is distinguished by values. The Organizational Culture is classified according to eight different categories – Innovation, Supportiveness, Stability, Respect for People, Outcome Orientation, Attention to Detail, Team Orientation, and Aggressiveness. This model is used to measure how organizational culture affects organizational performance. The Employee values are considered beside organizational morals to foresee employee intentions to reside. This can be performed by this model to measure employee dedication.

2. Review of Literature

An organizational culture is an essential part of the universal implementation of an organization. A strong culture is derived from common standards and attitude. Robinson [11]. The responsibility of an organizational culture may be incidental from the general functions and that influences the organizational culture that exerts on the organization's process.

According to Furnham and Gunter [3], the functions of organizational culture compose of internal integration and coordination. Internal integration refers to the new employees and their socializing processes that involves, creating the limitations of the organization, the reaction of individuality and dedication. The harmonization function refers to creativeness, building the intellect in the environment in terms of tolerable performance and societal structure firmness which is the collective bond that hold the organization collectively [9].The valuable communication is based on shared meaning and attitude[3].

Sai Kiran Ch[13] stated that Online courses have become familiar in a short period. In this paper it focuses on the latest technologies of open courses and growth of web portals that provide courses equivalent to Universities. These Online courses have been evident to be essential and useful for all teaching professionals and students. The platform like Massive Open Online Course (MOOC) is accepted by everyone. The Online education is completely available with many University courses which is a better platform for further betterment of knowledge.

Pearce & Robbinson [11] proposed the culture is rather considered to be effective and sometimes ineffective. As ineffective idea, culture may halt the plain sailing of execution of the strategies that are framed by generating reluctance to change.

Zahoor Ahmad Lone [18] stated that there are many online courses available in recent years and has benefited many students in huge different topics. The issues of online education need to be analyzed properly as the latest technology which is wholly dynamic. The online education has been found to be significant aspect of society with so much of creativity and innovations that can't depart from human life. It is an important tool and paves the way for the further development of Education in India.

Deal and Peterson [2] revealed that the recognizable effects of climate and culture on the foundation change, the actions are performed by the institutions themselves. They also exemplify how the defective culture fetters the corporate enhancement.

Becher, T. [1] discerns that greatness of an organization is associated to strong culture with effective morals, standards and conducts. Also, the culture is not vastly explained, but also has distinctive characteristics and disciplinary cultures.

Gordon and Ditomaso N. [5] investigated the relationship between culture and performance which is managed by the Corporate.

Tierney [17] Higher Education Institutions have higher resemblance with organizations evolved in business. The higher education institutions are exerted by the external environmental drives like demographic, economic and political climates. The misrepresentation of proper responsibility of culture in an organization in ameliorating institutional achievement restrains the capability to face the challenges in higher education.

Tharp [15] has renowned the attributes of the organizational culture. Initially it comprises of sharing and then the social conscience is considered which is connected to all organizations and employees working conditions. Then it has been concluded that organizational culture is a multifaceted component and contains the process of perception with parabolic sphere.

3. Objectives of the Study

The comprehensive purpose of the research is to analyse the consequences of organization culture on employee work behaviour in Engineering Institutions.

- To study the impact of Online Learning Courses in Motivating Teaching Faculties in organizational culture.
- To identify and evaluate the factors that influence the Online Learning Courses in Motivation of Teaching Faculties in organizational culture and that influence their performance.
- To make recommendations that will enhance the institutions to sustain or modify the culture in a way that will improve employee work behaviour.

4. Hypothesis of Study

Hypothesis 1: There is no significant relationship between online courses as one of the motivating factors to stay in organization and job stress prevailing in an Institution.

Hypothesis 2: There is no significant relationship between possibility to get higher jobs and recognition given in an organization pursuing online courses.

Hypothesis 3: There is a no significant relationship between comfortable to work with online course related technical administrative staff and to coordinate with other departments of the organization

Hypothesis 4: There is a no significant difference between various qualifications of staff showing interest and respect for learning online courses.

Hypothesis 5: There is no significant difference between the Experience and the employees able to manage both work and Online courses.

5. Research Methodology

To examine the cultural factors affecting employee work behaviour, descriptive survey research design is casted off. A questionnaire was used to find out the role of online courses in motivating teaching faculties as a tool of organizational culture development in engineering colleges.

6. Sample Size

The major respondents of this survey are the teaching staff in Engineering colleges affiliated to Anna University. The sample size was consisted of 220 teaching staff by using simple random sampling method.

7. Data Collection

The data is collected through structured questionnaire. The questionnaire is built based on models on such as Hofstede and Chatmann & Caldwell for the teaching staff.

8. Results

1. Correlation between online courses as one of the motivating factors to stay in organization and job stress prevailing in an Institution.

Hypothesis Statement

H0: There is no significant relationship between online courses as one of the motivating factors to stay in organization and job stress prevailing in an Institution.

H1: There is significant relationship between online courses as one of the motivating factors to stay in organization and job stress prevailing in an Institution.

Table 1. Correlation between Online Courses as one of the Motivating Factors to Stay in and Job Stress Prevailing in the Institutions

		Online courses as one of the factors to stay	Job Stress
Intension to stay	Pearson Correlation	1	0.125
	Sig.(2-tailed)		0.064
	N	220	220
Job Stress	Pearson Correlation	0.125	1
	Sig.(2-tailed)	0.064	
	N	220	220

From Table 1 the significant value 0.064 is greater than 0.05. Hence, we accept H0. There is no significant relationship between online course as one of the motivating factors to stay and job stress. Hence job stress is not a constraint in learning online course.

2. Correlation between possibility to get higher jobs and recognition given in the Institution for perusing online courses.

Hypothesis Statement

H0: There is no significant relationship between possibility to get higher jobs and recognition given in an institution to peruse online courses.

H1: There is significant relationship between possibility to get higher jobs and recognition given in an institution to peruse online courses.

TABLE 2. Correlation between Possibility to Get Higher Jobs and Recognition Given in the Institution to Peruse Online Courses.

		Possibility to get higher jobs by learning Online courses	Recognition
Possibility to get Higher jobs	Pearson Correlation Sig. (2-tailed) N	1 220	0.114 0.091 220
recognition	Pearson Correlation Sig.(2-tailed) N	0.114 0.091 220	1 220

From Table 2 the significant value 0.091 is greater than 0.05. Hence, we accept H0. There is no significant difference between possibility to get higher jobs and recognition given in an organization to peruse online courses. Other factors like incentives and rewards may be awarded rather than higher jobs.

3. Correlation between feeling comfortable with online course related technical administrative staff and to coordinate with other departments of the organization.

Hypothesis Statement

H0: There is a no significant relationship between feeling comfortable with online course related technical administrative staff and to coordinate with other departments of the organization.

H1: There is a significant relationship between feeling comfortable to work with online course related technical administrative staff and to coordinate with other departments of the organization.

TABLE 3. Relationship between Feeling Comfortable with Online Course Related to Technical Administration Staff and to Coordinate with other Departments the Organization

		Good relation and feel comfort with online related technical administrative staff	Coordinate with other departments
People different departments	Pearson Correlation Sig.(2-tailed) N	1 220	0.080 0.181 220
coordinate with different departments	Pearson Correlation Sig.(2-tailed) N	0.080 0.181 220	1 220

From Table 3 the significant value 0.181 greater than 0.05, Therefore H0 is accepted and H1 is rejected. There is no significant relationship between feeling comfortable to work with online course related administration staff and to coordinate with other departments of the organization. Hence there is a good co-ordination is evolving between both teaching and nonteaching staff in the institution.

4. ANOVA difference between various qualifications of staff showing interest and respect for learning online courses.

Hypothesis Statement

H0: There is no significant difference between various qualifications of staff showing interest and respect for learning online courses.

H1: There is significant difference between various qualifications of staff showing interest and respect for learning online courses.

TABLE 4. ANOVA between various Qualifications of Staff showing Interest and Respect for Learning Online Courses.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	12.965	2	6.482	4.408	0.013
Within groups	319.145	217	1.471		
Total	332.109	219			

From Table 4 the significant value 0.013 is less than 0.05 accept H1, there is significant difference between various qualifications of staff showing interest and respect for learning online courses. Staff selects the online courses to update the knowledge and self respect.

5. ANOVA difference between the Experience and the employees able to manage both work and online courses.

Hypothesis Statement

H0: There is no significant difference between the Experience and the employees able to manage both work and online courses.

H1: There is significant difference between the Experience and employees can manage both work life and online courses.

TABLE 5 Significant differences between Experience and Employees Manage both Work and Online Courses.

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	0.585	2	0.195	0.108	0.955
Within groups	228.072	217	0.796		
Total	228.656	219			

From Table 5 the value 0.955 is greater than the 0.05. Therefore, H0 is accepted, hence there is no significant relationship between the experience and employees managing both work and learning online courses. All levels of employees can concentrate equally on both work and learning.

9. Discussions

- The study reveals that the majority of the respondents are male with the 69%. Equal female employees can be employed.
- Most of the respondents belong to the age group people 35-45 years. Experienced and fresher's can be given a chance to have a balanced age group.
- A majority of the respondents are under graduation holder with 34.4%. Postgraduate and Ph.D. employees can be given preference during recruitment. Hence employees qualified with undergraduate can be further encouraged to take up Online courses.
- The study reveals that most of the respondents (56%) are married and the remaining (44%) of the respondents are single.
- The study shows that most of the respondents (43.6%) have had a work experience of 10 - 15 years.
- The study reveals that most of the respondents have a monthly salary of above 25,000. Incentives can be concentrated based on participation of online courses.
- From the obtained results we can state that there is no significant relationship between online course as one of the motivating factor to stay and job stress .Stress does not affect the employees at higher rate, but the correlation confirms that stress is existing in the Institution. Also learning the online courses make feel the employees to relax themselves. It is merely an encouragement for employees to learn the knowledge. Stress at low level shows that quality time can be spent in an organization for learning which makes the employees to continue in the Institution.
- From the results obtained from correlation it states that there is no significant relationship between possibility to get higher jobs and recognition given in an organization for perceiving online courses. From this we can state that employees are recognized in other factors such as rewards and incentives than higher jobs for perceiving the online education. However, their updating of knowledge will help them in near future promotions.
- From the results obtained from correlation it states that there is no significant relationship between feeling comfortable to work with online courses related technical administrative staff and to coordinate with other departments of the organization. Hence the organizational culture helps the employees to have a good and comfortable relationship with all the colleagues working (both teaching and non-teaching staff).This shows that there is a peaceful environment in the institution which also makes the employees to focus on online learning.
- From the results obtained from ANOVA there is significant difference between various qualifications of staff showing interest and respect for learning online courses. As learning is a continuous process online courses are undergone by the employees with respect to their disciplines. Sometimes unrelated online courses are also useful to the staff. The required online courses can be chosen by the faculties based their related subjects.
- From the results obtained from ANOVA, there is no significant relationship between the experience and employees managing both work and learning online courses. As already the organization culture helps to maintain the environment peaceful, all the staff members of various experiences can easily balance their work and online courses.

10. Implications

- According to the job stress factor, it shows that the workload for the employees should be assigned in a proper way, and there is good coordination among the employees. So, these principles which are inbuilt of organization culture, helps the employees to achieve their goals successfully in a planned manner. A good organization culture can create an effective platform for online learning. Employees generally need motivation for continuous academic success. Here online learning is one of the motivating factors for better development of organization culture.
- The online courses are nowadays playing a vital role for the development of the individuals, faculties with good organizational culture of the management for reputation of the institution.

11. Conclusion

This research study shows that online courses in distance education based on the organizational culture models of Hofstede and Chatmann variables, has been analysed to have a further better environment in the Institution. The organizational culture should be encouraged by the management then the faculty members will be able to adopt the morals in undemanding way to bring betterment in their performance. If the changes are implemented in all engineering colleges, the Indian Education system may flourish in worldwide as there will be excellent knowledge flow between the faculties and students.

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