



Reimagining The Role of Individual, Job and Organizational Factors On Class Communication of University Faculties: A Paradigm Model for Effective Class Delivery.

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ABSTRACT

The study aimed to find the factors related to self, job, and organization that cause an impact on the class communication of Faculty Members. Following Grounded Theories, the authors explored how these factors influence the delivery of effective class communication. Focused Group Discussion was adopted to find meanings from interactions and draw relatedness between statements. The authors used personal interviews with selected participants and applied sentiment analysis to gain a deeper understanding. The result indicates Positive Emotion, Passion for Teaching, Competence, Self-Coherence, Workload, Role Ambiguity, LMX, and TMX influence faculty's classroom communication. Influencers determined in qualitative study subjected to multiple regression and Sobel test for ascertaining the relationships numerically.

The result showed individual factors of competence, sense of coherence, and passion for teaching positively induce classroom communication, workload, and role ambiguity-the job factors negatively influence effective class communication and organizational environment- positive TMX and LMX impact positive class communication. Passion for teaching mediates partially the impact of heavy workload and role ambiguity on class delivery of the university faculties.

The study gets support from Cognitive Evaluation Theory as determinants that facilitate or restrain intrinsic motivation also impact class communication.

University Administrators may observe these factors and take initiatives to improve the academic environment and ineffective class delivery by the faculty members.

Investigation of the influence of individual, job, and organizational factors on the communication of university faculties in class is new in the field.

Keywords: Class Communication; Intrinsic Motivation; Positive Emotion; Facilitators of Effective Communication; Hindrances for Effective Communication.

Introduction:

Communication by teachers in the classroom largely influences the learning and development of the students (Zheng, 2021). Habash (2010) emphasized that teachers must maintain clarity in communication to develop learners.

Ehintero and Ajibade (2000) showed effective teaching requires good communication skills, classroom management, and updating of knowledge. Duta (2015) defined communication as the process by which idea, information, opinion, attitude, and feeling flows from one person to another. The communicator or sender is the person who initiates communication by sending a message. The receiver is the person who completes the communication by receiving the message and responding to it. Communication is a link in the student-teacher relationship (Duta, 2015). Gulbahar and Sivaci (2017) viewed an effective learning-teaching environment in class caused by teacher communication. In this learning environment, students can follow the delivery of lessons and exercises by the teacher and can learn effectively. Khan et al. (2017) forcefully argued communication skills are vital for teachers in transmitting education, classroom management, and class interaction with the students. This skill is necessary for learning, and they opined poor communication by teachers causes the failure of students to learn and improve their academics (Khan et al., 2017).

The act of class communication of teachers depends on their level of intrinsic motivation. Deci and Ryan (1985), based on Cognitive Evaluation Theory (CET), explained the variability of factors impacting motivation needs to be analysed. Ryan and Deci (2000) stated through CET that intrinsic motivation flourishes when social and environmental factors work as facilitators in the goal achievement that the individual desires; it shrinks when these factors cause hindrance in such activities. Sonnentag (2003) opined life outside work impacts how one feels and behaves at work. Following Sonnentag (2003), Gulbahar and Sivaci (2017) described effective communication as positive organizational behaviour influenced by the state of mind of a person because of personal, job, and organization related reasons. Individual personality traits of teachers impact their perception of the situation (Perera et al., 2018). Yusoff and Tengu-Ariffin (2020) opined teachers empowered by the organization or because of the job environment feel more positive in carrying out their tasks and avoid being positive when they do not get autonomy in the workplace; this may impact their behaviour in the form of class communication. We asked research questions:

How do the personal characteristics of individual university teachers influence their classroom communication?

How do job factors of university teachers impact their classroom communication? How do organizational environmental factors of university teachers influence their classroom communication?

The study aims to collect information and broaden understanding of the individual, job, and organizational factor's contribution to university faculties' class delivery. Investigations into the influence of these factors in faculty class communications are crucial for designing training programs for university faculties to improve their class delivery. We expect this study will provide a model for practice for university authorities.

For an in-depth understanding of the effect of different factors on class communication, we focused on a Qualitative Study. Ali et al. (2020) described five qualitative methodologies phenomenology, ethnography, and narratives mainly focus on investigating descriptive characteristics of a phenomenon, and case studies and grounded theories. All these facilitate both descriptive and explanatory understandings of a phenomenon. We concentrated on Grounded Theories to investigate from the experience of university faculties the influence of the factors relating to individual, job, and organization on their class communication. Data received from the respondents was supposed to divulge the facilitating and restraining forces for effective class communication. These may help to construct a theory Ali et al. (2020) observed using grounded theory methodology theories can be formed directly from data.

Sbaraini et al. (2011) described the fundamental components of grounded theory are: maintaining openness throughout the study; collecting and analysing data simultaneously; assigning code and comparing during analysis; writing memos while analysing; doing theoretical sampling; reaching theoretical saturation and producing a substantive theory.

The findings of the qualitative study were applied to statistical tests on a large sample to see how individual, job and organizational environment-induced factors relate to faculty's class communication. We elaborate in the study on the theoretical background, research design, data analysis, discussion, findings, theoretical contributions, and practical implications.

Theoretical Background:

Pal et al. (2016) explained that the classroom teacher serves as the source to select and arrange the content (message) that student recipients need to absorb and follow. This communication process happens in a given context and environment due to a dynamic interplay of factors in the system. Pal et al. (2016) added what works for a teacher with a group of students may not be effective for another teacher with the same or different group of students; they stated teachers must be confident and knowledgeable to be good class communicators. Khan et al. (2017) opined good communication skills among teachers are a basic need for students' professional and academic success. Thus, communication in class about lessons can be delivered by teachers only when there is

the urge, competence of teachers, and a learning environment. Knowledgeable teachers can provide effective learning by teaching properly and displaying intrinsically motivated behaviour by helping others follow the communication. This motivated behaviour prevails, particularly when self-autonomy works in the emotion of the teacher, and the motivation level might reduce when there is the unfriendly intrusion of some forces arising out of the external environment or personal reason.

Cognitive Evaluation Theory (Deci 1971; 1975) explained how external controls can be counterproductive. Ryan (1982) described external influence changes the perceived locus of control from internal to external, whereas its absence changes the locus of control from external to internal. In the same research, Ryan (1982) explained if the environment promotes perceived competence, the motivation rises. Deci and Ryan (2000) suggested pressure from external sources lessens managers' feeling of autonomy and decreases their intrinsic motivation, and researchers support this (e.g., Bertelli, 2006; Georgellis et al., 2011). Shi et al. (2017) observed interference by third parties impacts the intrinsic motivation and work of the investors. Search on the web and search engines have not shown any such studies on university faculties' class communication. Hence, based on the tenets of Cognitive Evaluation Theory, a study is made to find the impact of personal factors, job, and organizational factors on classroom communication of university professors. Individual characteristics considered in this study may help university authorities get a brief about qualities that can be encouraged to be groomed by the university faculties. Moreover, human qualities like passion for work, self-competence, self-coherence, etc., grow with the environment within which an individual lives. Studies indicate individual factors impact teachers' perceptions (Perera et al., 2018), and organizational environment influences their work style (Yusoff & Tengu Ariffin, 2020).

Methodology:

We first used Focused Group Discussion (FGD) to explore the influence of individual, job, and organizational factors on the effective communication of faculties in class. According to Krueger (1994), the objective of the focus group interview is to tap into human tendencies, attitudes, and perceptions relating to products, concepts, services, or programs developed through interaction with other people. Kitzinger (1994) is of the view when group dynamics work well, participants come out with genuine opinions.

The discussion started with open-ended questions with objectives to explore how individual, job-related, and organizational factors impact class communication. There are three universities in Tripura; we formed a focus group at each university. All the participants were faculties engaged in teaching for more than two years. We chose at least one faculty from nine disciplines: management, sciences, engineering, commerce, linguistics, general education, humanities, law, and physical education. Due to the pandemic and to maintain safe social distancing, the discussion was held virtually and recorded. Based on the timing of the participant's initial comment and the sequence of conducting FGDs numbered from P1A to P9A, another from P1B to P9B, and another from P1C to P9C. Discussions were in English; researchers were in the background. The change in voice tone and expression indicated clarity, confusion, happy moments, anger, dislike, side talks, etc., noted in the memo pad. We analysed data from three FGDs concurrently and coded them to create shared meanings. The FGDs took around 90 minutes each.

To gather further information, we shortlisted 3-4 active participants for further discussion on their points of view and interviews held in their office face-to-face. The time for an interview was 30-40 minutes, and the contents were coded, compared, and written in memos. To ensure continuity in tapping the view of the participants as they have been assigned a code P1A to P9C, we added Roman Numeric (i) to identify PI statements. Figure I illustrate the steps taken:

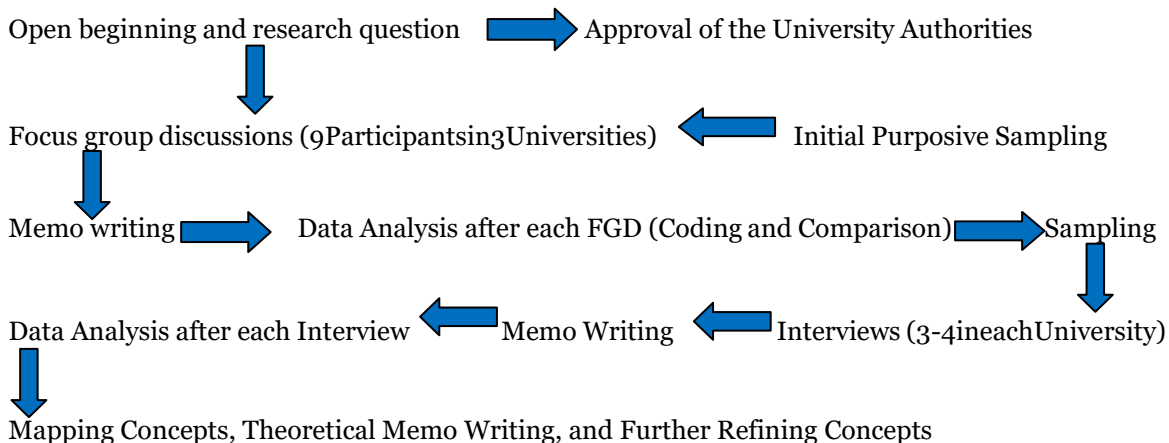


Figure I: Steps of the Analysis

Data Analysis:

After transcribing data, we compared it, followed by two scholars from the linguistics wing who checked the vocabulary and meaning of different statements. They also examined notes about participant's reactions in the memo sheets. Once done among the Researchers and Faculty of Linguistics, we shared the analysis and original transcript with two Psychologists for views and deliberation.

FGD generated a large amount of data and, after several deliberations, grouped the statements and related views under Personal, Job, and Organizational factors as G1, G2, and G3. Themes segregate based on topics from T1 to T7. We also prepared conceptual memo notes about every FGD and interview.

Based on the discussions, these broad themes emerged, and propositions developed:

T1: The Emotion of the Faculty Impacts Class Communication, and we propose

P01-Positive emotion positively impacts class communication.

T2: Passion for Teaching, and we propose

P02-Passion for teaching positively influences class communication of the faculties.

T3: Role Overload and we propose

P03-Role overload negatively impacts class communication of the faculties.

T4: Sense of Coherence, and we propose

P04- Sense of coherence positively impacts faculty class communication.

T5: Role ambiguity and we propose

P05-Role ambiguity negatively impacts class communication of the faculties.

T6: Team-Member Exchange and we propose

P06- Healthy TMX positively impacts class communication among the faculties.

T7: Leader-Member Exchange and we propose

P07- Positive LMX positively impacts faculties' class communication.

We selected 3-4 participants' who were active in FGD and conducted personal semi structured interviews. Ten participants participated. Statements were clubbed and analysed through Sentiment Analysis given in Table I.

Table I- Sentiment Analysis (Test for Propositions)

Statements	P1Ai	P2Ai	P4Ai	P7Ai	P1Bi	P5Bi	P8Bi	P6Ci	P7Ci
Passion for teaching positively impacts class communication	3	2	3	3	3	2	3	2	3
A sense of higher self-coherence and competence positively impacts class communication	3	3	3	3	3	2	3	3	3
One's self-efficacy positively impacts class communication of faculties'	3	2	3	3	3	3	3	3	3
Adequate workload positively impacts class communication	3	3	3	3	3	2	3	3	3
Transparency in work positively impacts class communication	3	3	3	3	3	3	3	3	3
Good mood leads to better communication in class	3	3	3	3	3	3	3	3	3
Healthy TMX impacts class communication	1	2	2	3	2	2	1	1	1
Poor LMX leads to poor class communication	3	3	3	2	3	3	3	3	3

P1Ai to P7Ci column represents view of the Participants ranging from 1= Disagree; 2=Neutral; 3=Agree

Sentiment analysis supports the propositions. The following model suggests the individual, job, and organizational factors that help in generating positive communication in a class by the faculties and represented in Figure II:

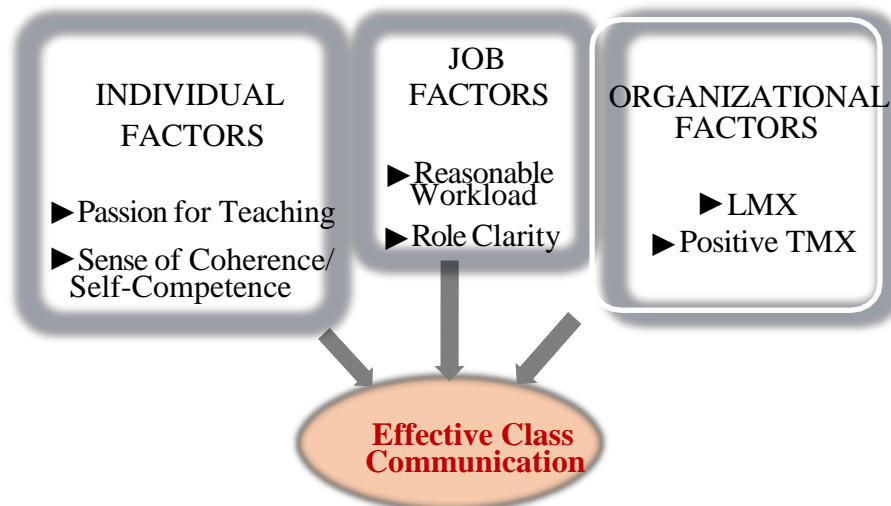


Fig II: Factors Leading to Effective Class Communication

To explore generality, we undertook a Quantitative study.

Quantitative Analysis:

We undertook a Pilot Survey on 100 faculties of a university, and 83 replies were usable. Based on the Propositions, we used the scales given in Table II:

Table II: Measuring Instruments:

Variable	Author(s)	No. of Items	Points	Cronbach's alpha
Passion	Vallerand et al(2003)	12	5-Points	0.884
Competence/ Coherence	Moreno-Murcia et al (2015)	10	5-Points	0.889
Role Clarity/ Role Ambiguity	Rizzo, House, and Lirtzman (1970)	12	5-Points	0.855
Workload	Reilly (1982)	14	5-Points	0.939
LMX	Graen & Uhl-Bien (1995)	14	5-Points	0.921
TMX	Sears, Petty & Cashman (1995)	14	5-Points	0.932
Effective Communication	Authors	20	5-Points	0.853

Following are the descriptive statistics:

Descriptive statistics showed Effective Communication (Mean 1.768, SD .301); Passion for Teaching (Mean 1.618, SD .380); Sense of Competence/Coherence (Mean 1.470, SD.450); LMX (Mean 1.998, SE .541); TMX (Mean 1.928, SD .503); Work Overload (Mean 3.896, SD .497); Role Ambiguity (Mean 3.803, SD .530). The skewness analysis of data demonstrates all skewness of all Variables >2; it indicates that the data are within the normality limit.

Correlation analysis indicated a significant relationship between effective communications:

and Passion for Teaching ($r = 0.458, p < .01$);
and Competence/Sense of Coherence ($r = 0.298, p < .01$); Individual Factors

and LMX ($r = 0.209, p > .01$);
and TMX ($r = 0.313, p < .01$); Organizational Factors

and Work Overload ($r = -0.447, p < .01$);
and Role Ambiguity ($r = -0.410, p < .01$). Job Factors

Propositions tested as follows:

- PO1A: Passion for Teaching regressed on Effective Communication (adj. r sq. 185, Beta .458, sig.000) show a significant relationship;
- PO1B: Sense of Coherence regressed on Effective Communications (adj. r sq.071, Beta .298, sig.000) shows significant-relationship;
- PO2A: TMX regressed on Effective Communication (adj. r sq. 072, Beta .313, sig.000) shows a significant relationship;
- PO2B: LMX regressed on Effective Communication (adj. r sq. 040, Beta .209, sig.000) shows a significant relationship;
- PO3A: Work Overload regressed on Effective Communication (adj. r sq.209, Beta -.447, sig. 000) indicates a negative relationship.
- PO3B: Role Ambiguity regressed on Effective Communication (adj. r sq. 164, Beta -.410, sig.000) shows a negative relationship.

To investigate the mediation effect of perceptions about teachers on the relationship between peer support, parental expectations, and core self-evaluation with academic engagement, we did regression based on the principle of Baron and Kenny (1986).

In this test, when the work overload of the teachers regressed on the dependent variable class communication-the relationship (Beta -.447, sig. 000) becomes (Beta -.338, sig.000) when intervened by passion for teaching. The relation (Beta .354, sig.000) between passion for teaching and class communication remains significant. Role ambiguity of the faculties is regressed on class communication (Beta -.410, sig.000) becomes (Beta -.284, sig.000) when mediated by a passion for teaching. The relationship (Beta .358, sig.000) continues as significant.

Hence, passion for teaching mediates the relationship between work overload and role ambiguity partially with the class communication of the faculty members. The evolved model is represented in Figure III:

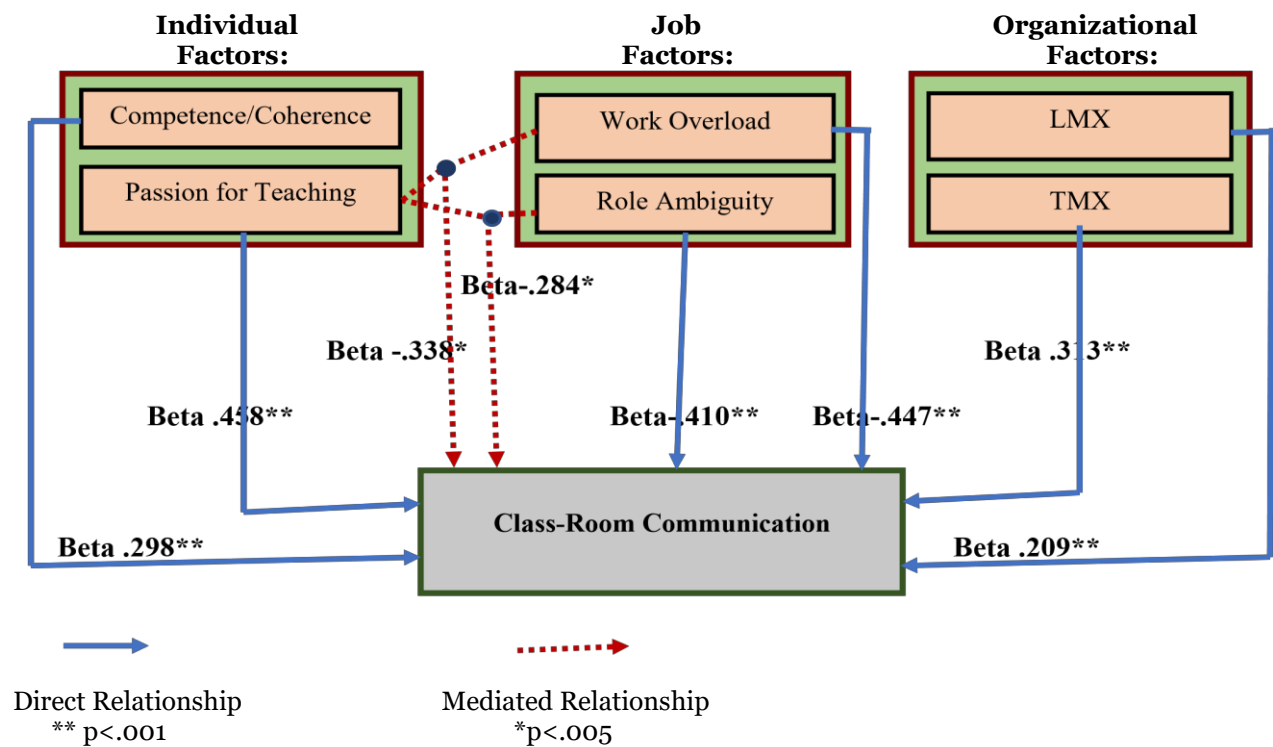


Fig III: Effect of Self, Job, and Organizational Factors on Class Communication

The Evolved Model:

Apart from being confirmed about fulfilling the conditions of mediation as has been stated by Baron and Kenny, we analysed the mediation effect also by Sobel Test. It contradicts Baron and Kenny and suggests no mediation if z becomes 1.67, p>.05 (Preacher & Hayes, 2004). Sobel Test in the mediation effect of Passion for Teaching on the effect of Role Ambiguity on Effective Class Communication (z=4.124, p<.01) and Work Overload on

Effective Class Communication ($z=4.924$, $p<.01$). In both the instances the mediation by the Passion for Teaching is more than 1.67, $p>.05$ and is found as significant.

Discussion:

Qualitative study indicates individual factors in the form of passion for teaching, sense of coherence, competence of self;

Job factors like reasonable workload and role ambiguity;

Organizational/ department environment factors like leadership styles and interaction and positive exchange with the team members result in effective communication of the faculties in the classroom.

Statistical analysis indicates individual factors- the passion for teaching, sense of coherence, and self-competence significantly relate to effective class communication of university faculties. Job factors in the form of heavy workload and role ambiguity negatively relate to effective communication, and variables arising out of the organizational environment TMX and LMX relate effectively to class communication related to effective class communication.

A significant observation of the quantitative study is the partial mediation of passion for teaching on the negative effect of work overload and role ambiguity on effective class communication. It has been stated in qualitative studies by some faculties, that even personal discomforts like ill health or sickness of near ones do not impact their zeal for teaching. Passion for teaching mitigating the adverse effects of role overload and role ambiguity on faculty's class communication is a new finding and addition to the literature.

This finding is congruent with Arifin et al. (2014). They described indicators as passion, devotion, non-financial orientation, thinking hard to develop students, making teaching preparation a long time, and frequently questioning the teaching effectiveness when performing the job. All these positively impact the classroom environment and communication.

The negative influence of role overload and role ambiguity on class communication of faculties is a manifestation of terms of the Job-Demands Resources Model, where excess job demands in the form of heavy workload and performing administrative assignments with hardly any knowledge serve as restraining factors in class communication. Faculties in qualitative studies pointed it.

Healthy TMX is significantly related to teachers' classroom communication and is a product of the organizational environment. Because the job of faculties has little relationship with other faculties, we feel TMX may not form an influence on their class communication. Based on in-depth qualitative analysis, we view that considering the highly collectivistic culture of the people of North-Eastern India, comradeship among the faculties is very high. It might be a reason for TMX exerting influence on class communication.

The relationship between LMX and effective class communication of the teachers is observed as less significant in comparison to other variables, during the statistical analysis and is in contrast to the observation of the Qualitative tests. A reason for such relationship between LMX and class communication may be attributable to the nature of the work of the faculties. Faculties hardly get access to meet with senior leadership of the university. They perform based on fixed guidelines, and thus, LMX may not have much influence on class communication. Moreover, the high power-distance culture of North-East India can lead to this phenomenon. Some respondents stated this in qualitative studies.

Academic Implications:

This study gets support from cognitive evaluation theory (CET; Deci & Ryan, 1985), a sub theory of self-determination theory (SDT) focused on determinants of intrinsic motivation. CET deals with conditions that facilitate or restrain intrinsic motivation; intrinsic motivation leads to effective performance, and in the case of faculties, these lead to the effective display of communication and different activities in the classroom. Most faculties described teaching in class as a pleasurable exercise; restraining factors serve as impediments. Ryan et al. (2009) explained feelings of autonomy and competences are essential for intrinsically motivated behaviour. They narrated the example of a sports situation where excessive demand of performance reduces the sense of joy of the individuals who enjoy participating in sports (Ryan et al., 2009). Similarly, role ambiguity and role overload serve as restraining factors in the delivery of communication, as they adversely affect the autonomy and competence of the faculties. Heavy workload and performance of non-teaching work function as impediments as has been observed from qualitative study.

A study on teacher engagement and its impact on academic performance by Rosyanti and Armanu (2021) support the observations of this research. They described a passion for teaching as emotional engagement, a positive relationship with colleagues as social engagement, and self-competence and coherence as personal

resources of individual teachers. Rosyanti and Armanu (2021) observed administrative tasks concerning some teachers as overload and reason for disengagements found in this study.

This study gets support from researchers engaged in work engagement, which states work engagement is significantly related to extra-role behaviour in an organization (OCBO, Williams & Anderson, 1991) and Individuals (OCBI, Runhaar et al., 2013). It implies that engaged faculties may go the extra mile to deliver effective communication in class for the students individually and the whole class as an organization; many participants narrated their experiences in this regard.

This study gets support from Llorens et al. (2005), who described self-competence plays a central role in the relationship between task resources and job performance; lack of self-competence adversely impacts job performance.

Csikszentmihalyi (1975, 1990) interviewed artists and athletes who described their delivery as the most optimal experience and coined the phrase 'Flow' because many interviewees described their experience on the ground as spontaneous. Rodriguez-Sanchez and Schaufeli (2008) stated three elements named absorption, enjoyment, and intrinsic interests are components of flow experience. These three elements relate to the sample of music teachers and students (Bakker, 2005) and secondary school teachers (Salanova et al., 2006). The state- of flow is identical to the 'passion for teaching' described by many participants in the FGD as they enjoy their delivery of teaching in class. Many faculties expressed their delivery of teachings as spontaneous, which seems like 'flow'; some participants have explained how they enjoy teaching and even forget their family stress while imparting lessons to the students. Statistical analysis of the study indicates passion for teaching mitigates the detrimental effect of role overload and role ambiguity on effective classroom communication of university faculties.

Sense of coherence as a significant facilitating factor for work performance and subsequent communication in class receives support from literature (e.g., Vander Colff & Rothmann, 2009; Derbis & Jasinski, 2018), and its weak presence may serve as a detriment to work performance.

Several pieces of literature support the impact of LMX on work performance (e.g., Radstaak & Hennes, 2017; Tanskanen et al., 2018). These researches indicated positive LMX leads to enhancement in performance, and negative LMX works in the reverse direction. Our study supports the observation.

TMX positively impacts work performance in the literature (e.g., Shu, 2015; Ancarani et al., 2014). Chung (2020) opined that the effect of TMX is dominant when the interdependence between colleagues is high and is not that significant when interdependence is low. In the discussion, many participants described positive TMX as a positive exercise because of learning and guidance from senior faculties; none have stated its negative consequences on performance in class. Statistically, TMX has a significant influence on class communication. The collectivistic nature of the people of North-East India and the Indian ethos of remaining respectful to elders are reasons for this relationship. In a qualitative study, some faculties pointed out how they feel good because of guidance by senior teachers or because of adjustments of leave/classes, etc.

Managerial Implications:

This study is of particular relevance for academic administrators. Effective class communication of the faculties is indispensable for the students. Passion for teaching is a significant factor in good classroom communication, and it also neutralizes to an extent the negative effect of role workload and role ambiguity of the faculty members on their class communication. The negative impact of role overload and role ambiguity found in the studies beyond doubt, and the administrators need to take care in designing the job descriptions of the faculties so they can deliver better in classes. Academic Administrators can take measures to improve passion for teaching as its neutralizing effect on the impact of role overload and role ambiguity observed in the study.

Conclusion:

The study aimed to find the impact of individual and surrounding factors like job and organization on university faculties' class communication. Class communication is of immense importance for the learning and development of students, and this constitutes an objective of universities.

To know in detail, we undertook a qualitative study through focused group discussion virtually among university teachers, followed by semi-structured interviews among selected participants from FGD. Next, we did a Quantitative Study. We chose three universities in Tripura, India. We organized three FGDs with 9 participants in each university. We tried to insert possible heterogeneity in this homogenous group of doctorate holders' experienced faculties of different ages, genders, linguistic backgrounds, and functionalities. Out of the

participants of each FGD, 3-4 active participants were interviewed personally in their offices. We used Grounded Theory Methodologies and generated theory directly from the data.

Based on the findings of the qualitative study, we identified the variables and regressed them on effective class communication. We adopted scales from different sources except for effective communication, which we designed. We observed the scales as reliable. We found individual factors- passion for teaching, sense of coherence, and self-competence significantly relate to effective communication; job factors- role overload and role ambiguity negatively influence class communication; organizational environment factor TMX impacts class communication. Another identified component of the organizational factor LMX also relate significantly to effective class communication. It is in consonance with the findings of the Qualitative study. Passion for teaching an individual factor mediates partially the negative influence of role overload and role ambiguity on the class communication of faculties. It is a striking observation of the study.

Limitations & Scope for Further Research:

There are several scopes for further research on this study. The findings from the study can serve as a base for empirical studies on a large population of the country. It may also help in the generalization of results. We did our studies at three universities. Further studies can be made in different Indian universities to develop a national perspective.

Students' perspectives regarding class communication are missing in the study. Students form the target group; teachers need to communicate in class for their understanding. The reason behind not taking the student's perspective is to analyse how individual and surrounding factors affect class communication with the teachers. It is the teachers' perspective we tried to understand in the study.

One may state that the objective is to understand forces that facilitate or hinder effective communication of the university faculties in class get shadowed by analysis of the impact of these forces on their positive emotion that describes a state of mind. An outcome like effective communication in the class is possible only when the faculty has a positive state of mind. Following Csikszentmihalyi (1975), we may say that knowledge and the state of flow of university faculties create effective class communication.

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