ORGANISATIONAL CLIMATE IN HIGHER EDUCATION INSTITUTIONS OF MADHYA PRADESH

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ABSTRACT

Organisational climate is a collective perception of the work environment by the individuals within a common system. It is the set of characteristics that describe an organisation and that (a) distinguish one organisation from other organisations; (b) are relatively enduring over time and (c) influence the behavior of the people in the organisation. Organisational climate had a significant effect on job satisfaction and job performance.

The present study is undertaken with a view to assess the organisation climate among teaching staff of the higher education institutions (Colleges and University). To measure the organisation climate a 22 items organisation climate survey questionnaire was administrated to selected respondents. The result indicate that 4 item is very good, 13 item is fairly good, 4 item is good and 1 item is average score. The average mean score and percentage score has been calculated at 4.07 (76.75%) for group A, 3.92 (73%) for group B and 3.85 (71.25%) for group C. The average mean score and percentage of the overall organisational climate of 22 items has been computed at 3.95 (73.75%). Conclusively the score of organisational climate of the higher education institutions is fairly good and the variation does not exist among the different groups of teachers which are corroborated with the hypothesis.

Keywords: Organisational Climate; Higher Education; University; College; Teachers

INTRODUCTION

Organizational climate, defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner has been asserted as an important and influential aspect of satisfaction and retentions, as well as institutional effectiveness (Verbeke, Volgering, and Hessels, 1998).

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REVIEW OF LITERATURE

Gronhaug, and lines, (1995) in their study designed to evaluate the ways in which the top managers attend to their even-changing environments. Results reveal that the subjects in the two organizations differed in their environmental foci are selective and tend to be rigid.

Ren Huang & Zheng,( 2001)and Tang & Chen (2001) stated that the micro mode not only measure organizational climate accurately, but also is of more practical value to the organization. Giri and
Kumar (2007) acknowledged in an investigation that organisational climate had a significant effect on job satisfaction & job performance.

Dorthe et al., (2008) in their study attempted to investigate how misalignments between the organisational climate and the leadership style may result in negative performance consequence. The result indicated that misalignment between climate and leadership style are problematic for organisational performance. Some combinations of climate and leadership style align or fit well together and yield good performance. Complementarily, there are combinations of climate and leadership style which do not fit and yield relatively poor performance.

Zhang (2010) investigated the characteristics of organizational climate and its effects on organizational variables. Investigation of 419 participants including both managers and employees indicated as follow; education level, position and length of time working for the current organization has significant main effects on organizational climate; specialty, enterprise character and enterprise size also has significant main effects on organizational climate organizational climate had significant main effects on human resources management effectiveness such as turnover intention, job satisfaction ad work efficacy; organizational climate also had significant main effects on organization effectiveness like staff members' organization commitment and collective identity.

Ali and patnaik (2014) reveled significant influence of organizational climate and organisational culture on managerial effectiveness of managers of private and public undertakings. On the other hand t-test reveals significant difference between managers categorised under public and private organizations on all the measured variables. The findings imply that the organizations in both the sectors need to understand and improve organizational climate and organizational culture and provide suitable interpersonal atmosphere so that level of managerial effectiveness could be enhanced. Results are explained in the light of present scenario in existing private and public undertakings.

Tiwari (2014) concluded that culture and climate has a positive impact on the employee's job performance. Researcher shows that every individual in the organisation has different culture and he/she first try to adjust him with the norms and values of the organisation. The adaptation of culture of the organisation is helpful for the employees to done their work efficiently and effectively. Performance of the employees caused for the increase in net profit of the organisation. Positive development is easier to achieve when everyone is on a common path in the organisation. Strong organisational culture is very helpful for the new employees to adopt the organisational culture/climate and to get the competitive advantage under particular conditions. Employee's commitment and group efficiency plays very crucial role to adopt the values and beliefs of the organisation and enhancing the performance of the organisation.

**OBJECTIVES**

1. To study the organizational climate among teachers of the higher education institution.
2. To assess the variation of organizational climate in different group of teachers.

**HYPOTHESIS**

The higher education institutes have high degree of organizational climate and the variation does not exist among the different groups of teachers.

**METHODOLOGY**

With a view to analysing the organizational climate of teachers in Higher Education Institutions, questionnaires distributed among the various cadres of I Group A (University Professors & College Principals), II Group B (University and College Associate Professors), III Group C (University and College Assistant Professors). To measure the climate a 22 items organizational climate survey questionnaire was administered to the selected respondents. To ensure the study more purposeful selection of institutes and respondent for data collection was made in such manner, in which the representation of teachers from various higher education institutes i.e. university teaching departments;
post graduate, under graduate; boys, girls; science, art, law, commerce; private, govt., semi govt.; excellence, autonomous and affiliated colleges was included. The scoring was analysed on five point scale and score was simplified in percentage as per the formula of Rao (1991) i.e.

\[
\text{Percentage score} = \frac{\text{Mean score} - 1}{25}
\]

Five categories of gradation were very good, fairly good, good, average and poor.

RESULT

Organizational Climate in the Higher Education Institutions

The Table 1, 2 & Fig 1, 2 under reference shows the item wise mean score and percentages of the groups A, B, & C and Overall organisational climate of the 22 items obtained in organisational climate survey of teacher of the Higher Education Institution. Some of the trends noticed are given below.

Table 1. Item wise mean score, percentage score category of Group A, B, C and Overall in Organisational Climate in Higher Education Institutions

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Category</th>
<th>Percentage Range</th>
<th>Item No.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Good</td>
<td>80 to 100%</td>
<td>1, 3, 4, 9</td>
<td>04</td>
</tr>
<tr>
<td>2</td>
<td>Fairly Good</td>
<td>70 to 80%</td>
<td>5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 18, 19, 22</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>60 to 70%</td>
<td>2, 14, 17, 21</td>
<td>04</td>
</tr>
<tr>
<td>4</td>
<td>Average</td>
<td>50 to 60%</td>
<td>20</td>
<td>01</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>Less than 50%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

Table 2. Item wise degree distribution of Organisation Climate in Higher Education Institutions
The organisational climate in Higher Education Institution appears to be fairly good. The average mean score and percentage of 22 items has been calculated at 4.07 (76.75%) for group A, 3.92 (73%) for group B and 3.85 (71.25%) for group C. The average mean score and percentage of the overall organisational climate of 22 items has been computed at 3.95 (73.75%).

The most important factors contributing very good scores to the organisation climate are: goals of this organisation are clearly stated (item-1), immediate officer is supportive of my efforts (item 3), relationship of head of depatt., principal and teacher is harmonious (item-4), always talk with some at work if have work related problem (item-9).

Other important factors resulting is fairly good score are relationship with my senior teachers is a harmonious and friendly (item -5), job efforts give opportunity to grow as a person (item -6); organisation is not persistent to change (item -7), norms of this organisation helps its progress (item -8), pay scales and benefit of organisation is satisfactory (item -10); institutions is introducing enough new policies and procedure (item-11), relationship with other teachers are friendly and professional (item-12), opportunity for promotion exist in the institutions (item-13), priorities of institutions are understood by its teachers (item -15), officers take special care to appreciate if teacher does good work (item-16), other deptt. and institutions are helpful to my work whenever assistance is required (item -
18), occasionally, change things about job (item-19), institutions planning and control effort are helpful to its growth and development (item-22).

The factors on which the teachers of Higher Education Institution scored good are: division of work load of the institution is flexible (item-2), the organization has adequate mechanisms for binding itself together(item-14), structure of my work place is well designed (item-17), no evidence of unresolved conflict in the institution (item-21).

The item which scored average is officer effort to influence me and the other teachers of my institution (item-20).

CONCLUSION

The result indicate that 4 item is very good, 13 item is fairly good, 4 item is good and 1 item is average score. The average mean score and percentage score has been calculated at 4.07 (76.75%) for group A, 3.92 (73%) for group B and 3.85 (71.25%) for group C. The average mean score and percentage of the overall organisational climate of 22 items has been computed at 3.95 (73.75%). Conclusively the score of organisational climate of the higher education institutions is fairly good and the variation does not exist among the different groups of teachers which are corroborated with hypothesis.

SUGGESTION

1. Superior-subordinate relationship be friendly and informal;
2. Belief in the capability of the teachers, openness and receptivity to suggestions should be developed;
3. Authority be delegated power to employees to provide opportunity for development;
4. Personnel policy should be strengthened, and
5. Team work and broad mentality among teachers should be promoted so they can work together to achieve the objectives of the organization.

REFERENCE


