Perception of Organizational Climate at Workplace by Teachers of Higher Education Institutions

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Abstract. Organizational Climate is a great predictor of success or failure of any organization. Organizational Climate can be defined as the perceived attributes of an organization and its sub-systems as reflected in the way an organization deals with its members, groups and issues. The emphasis is on perceived attributes and the working of sub-systems. Organizational Climate may be categorized as supportive organizational climate (which consists of rule bound, supportive, democratic, autonomous, motivated, respectful, equality, sensitivity, responsibility, self-direction, group feeling, cooperation, cohesiveness, peace, lack of tension, time management, emotional stability, non-exploitative condition, and fraternal attitude) and inhibitive organizational climate (namely; patronage, negotiation, confrontation, compulsiveness, control, amotivation, humiliation, apathy, insensitivity, imposition, disturbance, selfish functioning, tension, time consumption, distress, exploitation, friction and egoistic direction). 'Supportive' organizational climate helps an organization to achieve success whereas 'inhibitive' organizational climate leads an organization towards failures and set-backs. The present study has been conducted with an objective to compare the organizational climate as perceived by the teachers of higher education institutions with respect to their gender, faculty belonging and classes taught. The sample of the study has been selected purposively. It consisted of 63 teachers. To collect the data from the above sample an Institutional organizational climate scale prepared by K. S. Misra has been used. It measures four dimensions of organizational climate viz. - cohesiveness, spirit, facilitation, and humanized thrust. For the analysis of the data 't-ratio' has been calculated. The main findings are that male and female teachers of higher education institutions do not differ significantly in their perception of total organizational climate as well as four dimensions of it namely- cohesiveness, spirit, facilitation and humanized thrust. Teachers from arts and science faculties of higher education institutions do not differ significantly in their perception of total organizational climate and four dimensions of it. Teachers who teach undergraduate and post-graduate classes of higher education institutions also do not differ significantly regarding their perception of total organizational climate and four dimensions of it.

Key Words- Organizational Climate, Higher Education Institutions, Arts faculty, Science Faculty

1.   Introduction

Organizational climate is a great predictor of success or failure of any organization. Organizational climate can be defined as "the perceived attribute of an organization and its sub-

systems as reflected in the way an organization deals with its members, groups and issues",
(Pareek, 2008). Organizational climate generally refers to the degree to which an organization
focuses on and emphasizes innovation, flexibility, appreciation and recognition, concern for
employee well-being, learning and development, citizenship and ethics, quality performance,
involvement and empowerment and leadership. The emphasis of organizational climate is on
perceived attributes and the working of sub-systems. Organizational climate, is the way in which
organizational members perceive and characterize their environment in an attitudinal and value-
based manner (Denison, 1996; Moran and Volkwein, 1992; Verbeke, Volgering and Hessels,
1998) It is an influential aspect of satisfaction and retention of employees and institutional
effectiveness and success in higher education.

Organizational climate can also be referred as "Supportive Organizational Climate," It
consists of aspects like - rule-bound, supportive, democratic, autonomous, motivated, respectful,
equality, sensitivity, responsibility, self-direction, group-feeling, cooperation, cohesiveness,
peace, lack of tension, time management, emotional stability, non-exploitative condition and
fraternal attitudes. While "Inhibitive Organizational Climate" consists of aspects, namely;
patronage, negotiation, confrontation, compulsiveness, control, amotivation, humiliation, apathy,
insensitivity, imposition, disturbance, selfish functioning, tension, time consumption, distress,
exploitation, friction and egoistic direction. 'Supportive Organizational Climate' helps an
organization to achieve success whereas 'Inhibitive Organizational Climate' leads an
organization towards failure and setbacks.

The present exploration has been motivated by findings of Austin and Gamson, (1983);
Bensimon and Neumann (1993); Berwick (1992); Boone (1987); Lawler (1986); Rigg (1992);
Volkwein, Malik and Napierski-Pranch (1998), which state that higher education has shown that
several work-related variables exert positive and significant influences on administrative
satisfaction such as: supportive organizational culture, teamwork, relationships with colleagues
and superiors, worker autonomy and self-fulfillment. Sharma (1968) reported that no significant
differences exist in the organizational climates of government and private secondary schools. But
some researchers also found that higher education teachers' perceptions of the workplace climate
were in the high-to-moderate range as well as Extension faculty appeared to view campus
climate more favourably than traditional faculty (Tower, et al; 2011). Patterson, Warr and West

(2004) found that manufacturing organizations that emphasized a positive organizational climate, specifically concern for employee well-being, flexibility, learning and performance showed more productivity than those that emphasized these to a lesser degree.

The present study has been conducted to know the perception of the organizational climate by teachers of Higher Education Institutions.

2. Objectives of the Study

The objectives of the present study are as follows-

- To compare Organizational Climate as perceived by male and female teachers of higher education institutions.

- To compare Organizational Climate as perceived by teachers from arts and science faculties of higher education institutions.

- To compare Organizational Climate as perceived by undergraduate and postgraduate teachers of higher education institutions.

3. Hypotheses of the Study

To achieve the objectives of the present study the following null hypotheses have been formulated-

- Male and female teachers of higher education institutions do not differ significantly with respect to their perception of organizational climate.

- The teachers from arts and science faculties of higher education institutions do not differ significantly with respect to their perception of organizational climate.

- The undergraduate and postgraduate teachers of higher education institutions do not differ significantly with respect to their perception of organizational climate.

4. Research Methodology

Sample: The sample has been selected purposively and it consisted of 63 teachers from two refresher courses being organized by the UGC-ASC of University of Allahabad, three constituent colleges of University of Allahabad and two Faculties of University of Allahabad.

Tools Used: To collect the data "Institutional Organizational Climate Scale" constructed by K. S. Misra was used. This scale is a bipolar rating scale. It measures four dimensions of Organizational Climate namely; Cohesiveness, Esprit, Facilitation & Humanized thrust. It contains 30 items with positive and negative statements about the perception of organizational climate. Each item consists of a pair of positive and negative statements.

Statistics Used: For the analysis of the data,'t-ratio' has been used. Their significance was tested at 0.05 level.

5.   Results and Discussion

TABLE-1: Mean, Standard Deviations and T-Ratios, Showing Differences In The Organizational Climate, As Perceived By Male And Female Teachers Of Higher Education Institutions

S. No.	DIMENSIONS OF ORGANIZATIONAL CLIMATE	MEAN		STANDARD DEVIATION		t-RATIO	RESULT
		MALE N=27	FEMALE N=36	MALE	FEMALE		
1	COHESIVENESS	2.8148	2.6111	1.9422	1.8865	0.419	NOT SIGNIFICANT
2	ESPIRIT	3.1111	3.0000	1.8879	1.7238	0.243	NOT SIGNIFICANT
3	FACILITATION	3.8148	4.0833	1.7982	1.9180	0.565	NOT SIGNIFICANT
4	HUMANIZED THRUST	3.8148	3.8611	2.1130	1.8693	0.092	NOT SIGNIFICANT
5	TOTAL	13.0741	13.2778	6.5804	5.3485	0.135	NOT SIGNIFICANT

Table-1 shows that all the five t-ratios are not significant at 0.05 level. The null hypothesis that male and female teachers of higher education institutions do not differ significantly with respect to their perception of organizational climate stands accepted. It means that male and female teachers do not differ significantly with respect to the perception of Cohesiveness, Espirit, Facilitation and Humanized thrust dimensions as well as overall organizational climate. Harkin, Brinkmeyer and Hoagland (1968) also found that there is no significant relationship between sex and climate. Gunbayi's (2007) findings revealed that male teachers reported higher open school climate than female teachers. This finding indirectly contradicts the finding of the present study.

TABLE-2: Mean, Standard Deviations And T-Ratios, Showing Differences In The Organizational Climate, As Percieved By Teachers Of Arts And Science Fuculties Of Higher Education Institutions

S. No.	DIMENSIONS OF ORGANIZATIONAL CLIMATE	MEAN		STANDARD DEVIATION		t-RATIO	RESULT
		ARTS N=40	SCIENCE N=23	ARTS	SCIENCE		
1	COHESIVENESS	2.8250	2.4783	1.9333	1.8555	0.695	NOT SIGNIFICANT
2	ESPIRIT	3.3250	2.5652	1.6234	1.9731	1.652	NOT SIGNIFICANT
3	FACILITATION	4.1000	3.7391	1.9454	1.7114	0.740	NOT SIGNIFICANT
4	HUMANIZED THRUST	4.0750	3.4348	1.8999	2.0411	1.253	NOT SIGNIFICANT
5	TOTAL	13.9500	11.8696	5.8439	5.7707	1.367	NOT SIGNIFICANT

Table-2 shows that all the five t-ratios are not significant at 0.05 level. Here null hypothesis that teachers from arts and science faculties of higher education institutions do not differ significantly with respect to their perception of organizational climate is true. It means that teachers of Arts and Science faculties do not differ with respect to the perception of organizational climate in total, as well as, four dimensions of it namely; Cohesiveness, Espirit, Facilitation and Humanized thrust. It draws support from the finding of Gunbayi (2007) that teachers teaching natural science courses and social science courses perceived more or less the same school climate.

TABLE-3: Mean, Standard Deviations And T-Ratios, Showing Differences In The Organizational Climate, As Percieved By Teachers Of Higher Educatio Institutions, Teaching Undergraduate And Postgraduate Classes

S. No.	DIMENSIONS OF ORGANIZATIONAL CLIMATE	MEAN		STANDARD DEVIATION		t-RATIO	RESULT
		U G T N=51	P G T N=12	UGT	PGT		
1	COHESIVENESS	2.7843	2.3333	1.8473	2.1462	0.738	NOT SIGNIFICANT
2	ESPIRIT	3.0000	3.2500	1.7776	1.8647	0.434	NOT SIGNIFICANT
3	FACILITATION	3.9804	3.9167	1.8814	1.8320	0.106	NOT SIGNIFICANT
4	HUMANIZED THRUST	3.9804	3.2500	1.8707	2.3012	1.164	NOT SIGNIFICANT
5	TOTAL	13.4118	12.2500	5.6504	6.8639	0.615	NOT SIGNIFICANT

Table-3 shows that all the five t-ratios are not significant at 0.05 level. In this case also the null hypothesis that undergraduate and postgraduate teachers of higher education institutions do not differ significantly with respect to their perception of organizational climate is accepted. So it is clear that the undergraduate and postgraduate teachers do not differ with respect to the perception of total organizational climate, as well as, four dimensions of it namely; Cohesiveness, Espirit, Facilitation and Humanized thrust. Gunbayi (2007) found that teachers with more degree of education and seniority report more open school climate than the ones with a lower degree of education and seniority. This is contrary to researcher's finding.

The present study revealed that perceived organizational climate by the teachers of higher education institutions do not differ significantly with respect to their gender, faculty belongings as well as the level of classes taught by them. This may be due to the maintenance of equal organizational climate for all and this is very important for an organization as it facilitates equal opportunity to work in a cordial environment leading to organizational success. It also avoids discrimination among the work-force and reduces the chances of friction. Thus, it should be the responsibility of each and every organization to maintain an equitable and supportive organizational climate for its working force.

6. References

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