WHAT LIES BENEATH? : PEEPING INTO THE MANAGEMENT EDUCATORS PERCEPTION ON ORGANIZATION CLIMATE

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ABSTRACT

Management Education in India is gaining momentum, whereby opportunities for employment are on the rise. Increased opportunities have paved ways for the multiplicity of Management Education Institutes in the every small & large cities of the Nation. The rush by Education Industrialists for gaining Lions Share from the Economy has lead to serious threats over the Quality of Education and specifically the Employability of the Products (Pass Outs), who seems to come from the Shop-Floor with unattended finish of a New Product.

The situation even worsens, where the Line Organization i.e. Higher Education Faculty Members are neglected for their want of Career Growth and Development aspect.

This study is an attempt to peep into the perception and thought of Management Education Faculties on various aspects of Organizational Climate, Carried out in the Management Institutes placed in and around Pune City.

The results stat that among all the antecedents of organizational climate only 5 antecedents viz. Fairness, Collegiality, system, equipment & training, organizational pride and work life balance have good climate. The study concludes that by providing better opportunities in decision making process, strengthening the
reward system, promoting innovation, change and Faculty members research orientation leads to better organizational climate.

Key Words: Educators, Higher Education, Management Institutes, Management Faculty Members, Organization Climate

INTRODUCTION

Organizational Climate is a very important concept to study and to understand in the field of Organizational Behavior. The origin and the use of this concept are as old as the original concept of Management itself. But in the recent years the concept of Organizational Climate has gained force in the area of Industrial Research.

Organizational Climate has generally been defined as an individual’s perception of his work environment. Forehand & Gilmer in 1964 defined Organizational Climate as “A set of characteristics that describe an organization and that a) distinguish the organization from other organization b) are relatively enduring over times and c) influence the behavior of people in the organization.

The atmosphere perceived by the employees is created in organizations by practices, procedures and rewards. Employees observe their surroundings and then draw some conclusions about their organization’s priorities and set their own goals and priorities accordingly. Organizational Climate has much to offer in terms of its ability to explain the behavior of people in the work place (Randhawa Gurupreet, Kaur Kuldeep 2012).

The Organizational Climate is the powerful tool that has tremendous effect on the morale, performance and job satisfaction of employees in an organization as these are usually associated with the perceptions, ideas, values, beliefs and most importantly the behavior of its employees.

A sound Organizational Climate encourages a cooperative attitude towards their work, which is most essential for the organization in the task of achieving its goals and objectives that also benefits the employees. The concept has also proved useful in predicting & explaining a variety of job related behavior, attitudes & performance as well as organizational performance across a number of dimensions.

In the current scenario of globalization and a world of competition, there are an increasing number of graduates who opt for management degree to gain an edge over others and to increase their chances of getting employed. This has resulted in a phenomenal growth in the number of institutes providing management education. These institutes are longing to cater world class education and training to their students and make a mark in the field of Management Education. The desire and awareness among beneficiaries have brought Management institutes under a scanner for their infrastructure facilities and Competencies of teaching faculty members. This ever increasing pressure on the management institutes to achieve the top slot or rating has put tremendous pressure on the faculty members to constantly improve them and show their ability to groom the students in the right way.
However, the question of developing motivated and devoted staff in management institutes have attracted very little or no attention. The major strength of institutes comes from the Competencies of its faculty members. Institutes must motivate their staff to perform and improve the level of job satisfaction amongst their staff. To achieve this institute must try and improve the overall Organizational Climate. The climate study enables an organization to find out the overall climate of its organization and factors that leads to formation of the climate. Hence the institutes must work on the climate and bring motivation and improve the quality and productivity of its staff.

LITERATURE REVIEW ON ORGANIZATIONAL CLIMATE

Organizational climate is a concept of employees’ perception and attitude towards their organization which has great impact towards their working ways and contributions; in consequence organizational climate causes organization performance because this relates directly to employees’ satisfaction and commitment towards organization (Saket Jeswani & Sumita Dave, 2012). It is a medium between interpersonal and working behavior which emanates to organizational efficacy.

Shukla and Mishra say that organizational climate refers to the quality of working environment. If people feel that they are valued and respected within the organization, they are more likely to contribute positively to the achievement of business outcomes. Climate for an organization is somewhat like the personality for a person. Just as every individual has a personality that makes each person unique, each organization has an organizational climate that clearly distinguishes its personality from other organizations. (George Rodrigues and Purushothama Gowda, 2011) Thus Researchers face a number of conceptual challenges in the measurement of Organizational Climate. Campbell defined Organizational Climate as “a set of attributes specific to a particular organization that may be induced from the way the organization deals with its members and its environment. For the individual member within an organization, climate takes the form of a set of attitudes and expectancies that describe the organization in term of both static characteristics (Such as degree of autonomy) and behavior – outcome & outcome – outcome contingencies”.

Organizational Climate can be understood to be the perceptions of the outward features of an Organization’s Culture. That is, employees' perceptions and attitudes toward their organization at a given time is the organization's climate. Researchers believe that the behavior of a manager has a great influence on staff's perceptions and attitudes that create Organizational Climate. Organizational Climate improves the efficiency of an organization and decreases costs of turnover and problems with staff (Goleman, D., Boyatzis, R., & McKee, A., 2001, December).

Litwin and Stringer (1968) conducted the first comprehensive study on Organization Climate that was based on theory developed by McClelland et al. (1953) and focused on Climate its affects on human motives for achievement, power and affiliation needs and developed Litwin and Stringer Organizational Climate Questionnaire (LSOCQ), a scale for measuring Climate with the nine dimensions.
Schneider and Snyder (1975) defined climate as a summary perception which individuals form of (or about) an organization. For them it is a global impression of the organization, many different types of events, practices and procedures may contribute to the global or summary perception individuals have of their organization.

Lyman looked at the Organizational Climate of four-profit making companies and found that a great place to work is a place where employees trust their managers, have pride in what they do, and enjoy the people they work with. Lyman focused more on employee – manager relationship and managers’ behavior that create an Organizational Climate. He developed the model of Organizational Climate on five dimensions that are- Credibility, Respect, Fairness, Pride and Camaraderie.

However, over the years the numbers of climate dimensions were identified. Likert proposed 6 dimensions of Organizational Climate: Leadership, Motivation, Communication, Decisions, Goals and Control. Further Litwin and Stringer (1968) proposed 7 Dimensions: Conformity, Responsibility, Standards, Rewards, Organizational Clarity, Warmth and Support, and Leadership. One of the best-known general measures of Organizational Climate is the Organizational Climate Questionnaire (MAO-C) by Udai Pareek. The instrument employs 12 dimensions of Climate i.e. Orientation, Interpersonal Relationships, Supervision, Problem Management, Management of Mistakes, Conflict Management, Communication, Decision Making, Trust, Management of Rewards, Risk Taking and Innovation and Change. Many researchers have done studies on Organizational Climate using this instrument.

For the purpose of this research study, in the light of various theories and models of Organizational Climate developed by various researchers and after discussion with the management subject experts, 10 dimensions of Organizational Climate were identified as important and more prevalent among the educational settings.- Fairness, Collegiality, Reward & Recognition, Decision Making, Innovation & Change, Orientation, System, Equipment & Training, Organizational Pride & Belongingness, Work Life Balance and Career Advancement & Skill Up-gradation.

OBJECTIVES

The objectives of the study are to-
1. To Study various Dimensions of Organizational Climate in the Management Institutes.
2. To ascertain Faculty Members Perception and their Thoughts on various Policies of the Institutes.
3. To find out the present status of Organizational Climate of Management Institutes situated in Pune city.

RESEARCH METHODOLOGY

Primary data for the study was collected from the Faculty Members of the Management Institutes working as Full Time having Designation of Professor, Assistant Professor and Lecturers. All the Management Institutes of Pune City under the governance of University of Pune and approved by AICTE, Delhi were covered under the study. Primary data has been collected by the researcher for the study with the help of
questionnaire method. Some of the faculty members were interviewed; all these interviews have proved useful in analyzing data from questionnaire and drawing conclusions.

Convenient sampling technique was used to cover various categories of faculty members from the institutions. Questionnaire was administrated personally to 144 faculty members. The number of usable questionnaires was eventually 120, yielding a response rate of 83.33%.

THE INSTRUMENT

For the purpose of collecting data questionnaire was developed with ten parameters covering the essence of Organizational Climate. Questionnaire contains 30 close ended statements and one open ended question. The questionnaire response categories were designed for easy respondent answers. All the statements responded with the classification 5 - strongly agree, 4 - Agree, 3 - somewhat agree, 2 - Disagree, 1 - strongly agree. In order to avoid biases in responses, certain statements were negatively worded and their scores were reversed during data analysis, so that all items became unidirectional.

The option somewhat agree showed that respondents had a little agreement but mostly disagreement on the statement. While calculating scores for meaningful assertion, strongly agree and agree were clubbed as representing agreement, while strongly disagree and disagree were clubbed together as representing disagreement.

DATA ANALYSIS AND INTERPRETATION

The analysis was conducted using Statistical Package for the Social Sciences (SPSS). The results were evaluated on each dimension of Organizational Climate.

1. Fairness in Climate

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage</strong></td>
<td>8.33</td>
<td>17.5</td>
<td>32.22</td>
<td>30.28</td>
<td>11.67</td>
<td>100</td>
</tr>
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</table>

**Analysis & Interpretation**

The data indicates that 41% of respondents agree that there is a considerable amount of fairness in treatment and workload distribution in the organization; 25% of the respondents disagree with this, while 32% respondents marginally agree with the degree of fairness.

This shows that the overall climate of fairness is good in the organizations. The organizations are giving fair treatment to their employees and the employees are satisfied with the work environment and culture (Table-1).
2. **Collegiality in Climate:**

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>4.58</td>
<td>13.33</td>
<td>38.33</td>
<td>36.25</td>
<td>7.50</td>
<td>100</td>
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**Analysis & Interpretation**
The data indicates that 44% respondents believe that people are willing to share information with each other and there exists an atmosphere of cooperation and collaboration; 18% disagree with this, while 38% marginally agree to this.

The overall climate of collegiality is good in the institutes. Faculty members are willing to share information and resources with peers, superiors and subordinates and a feeling of camaraderie exists in the institutes (Table-2).

3. **Rewards and Recognition**

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<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>7.50</td>
<td>37.78</td>
<td>38.89</td>
<td>11.94</td>
<td>3.89</td>
<td>100</td>
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**Analysis & Interpretation**
The data indicates that 16% of the respondents believe that organization rewards their employees for their excellence and recognize their efforts; 45% disagree with this, while 39% marginally agree to this.

This shows that a majority percentage of faculty members are not satisfied with the rewards and recognition system in the institute and they feel that their efforts should be fairly recognized (Table-3).

4. **Decision Making Process:**

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<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>6.94</td>
<td>27.22</td>
<td>32.50</td>
<td>30.56</td>
<td>2.78</td>
<td>100</td>
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</tbody>
</table>
Analysis & Interpretation
The data indicates that 33% respondents believe that the decision making process in organization is fair and the employees are involved in the process; 34% disagree to this, while 33% marginally agree to this.

Overall decision making process in the institutes is average. Top management takes most of the decisions, faculty members feel that there is a scope of improvement in the process and they would like to be involved in decision making for the institutes (Table 4).

5. Innovation and Change

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>9.38</td>
<td>27.29</td>
<td>33.75</td>
<td>23.75</td>
<td>5.83</td>
<td>100</td>
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</table>

Analysis & Interpretation
The data indicates that 30% believe that innovation and change is given importance in the organization and they are involved in the process; 37% disagree to this, while 34% marginally agree to this.

This shows that institutes are not giving much importance for innovation in the work or process that they have. They are reluctant to bring a change in institutes which might benefit them. If at all such initiative exists they are finalized by top management and then communicated or discussed with employees. At the same time faculty members too are not that willing to get involved in this as they feel that such changes disturbs well established process (Table 5).

6. Orientation of Employees

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>9.44</td>
<td>30.56</td>
<td>27.78</td>
<td>24.72</td>
<td>7.50</td>
<td>100</td>
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Analysis & Interpretation
The data indicates that 32% of the respondents believe that the orientation of their peers, superiors and subordinates is good; 40% disagree to this, while 28% marginally agree to this.

The faculty members feel that their peers have poor orientation and they are not much interested in initiatives like developing new training materials, writing research papers, etc. They feel that their peers
are only interested in only following the due required process and want to strengthen their position in the institutes (Table-6).

7. Systems, Equipment and Training Provided to Employees:

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage</strong></td>
<td>5.00</td>
<td>13.1</td>
<td>18.61</td>
<td>38.61</td>
<td>24.72</td>
<td>100</td>
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</tbody>
</table>

Analysis & Interpretation
The data indicates that 63% respondents agree that they have the necessary systems, equipment and training available to their work and stay up to date; 18% disagree to this, while 17% marginally agree to this.

Systems and training are given to the employees which helps them do their jobs better and upgrade their skills. Faculty members are satisfied with the overall infrastructure available to them for work and skill up gradation. This definitely is a plus point for organization as faculty members will have the motivation to work and improve themselves if all the facilities are readily available (Table-7).

8. Organizational Pride & Belongingness

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage</strong></td>
<td>1.94</td>
<td>5.28</td>
<td>24.72</td>
<td>41.39</td>
<td>26.67</td>
<td>100</td>
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</table>

Analysis & Interpretation
The data indicates that 68% of respondents have a feeling of pride to be associated with the organization and have a sense of belongingness for it; 7% disagree with this, while 25% marginally agree to this.

This shows that faculty members fell proud to be a part of the institutes. They feel that they are treated with dignity and respect and would prefer their institute over others. This is a big plus for the organizations as employees would recommend their organization to others and are happy working for it. The overall job satisfaction amongst employees can improve because of this (Table-8).
9. Work Life Balance

**TABLE-9**

<table>
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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>2.92</td>
<td>7.92</td>
<td>22.08</td>
<td>36.25</td>
<td>30.83</td>
<td>100</td>
</tr>
</tbody>
</table>

**Analysis & Interpretation**

The data indicates that 67% of respondents agree that work life balance is good in their organization and they get enough time to be with their families; 11% disagree to this, while 22% marginally agree to it.

This shows that faculty members are satisfied with the work hours of the organization and they get a nice balance between professional and personal life. Organizations will benefit from this as the efficiency and productivity of the employees will increase due to nice work life balance (Table-9).

10. Career Advancement and Skill Up-gradation Opportunities:

**TABLE-10**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>7.08</td>
<td>16.46</td>
<td>41.67</td>
<td>26.46</td>
<td>8.33</td>
<td>100</td>
</tr>
</tbody>
</table>

**Analysis & Interpretation**

The data indicates that 35% of respondents believe that there are enough career advancement and skill upgradation opportunities available in the organization; 24% disagree to this, while 42% marginally agree to this.

This shows that although there are ample fund made available to faculty members for attending seminars, workshops, presentations, etc; they are not necessarily linked with their career advancement plan. The institutes lack a solid career advancement plan for their faculty members. Due to this the whole purpose of making faculties members attend such seminars or workshops is defeated. Faculty members are also not utilizing these opportunities available to them to develop their expertise (Table-10).

**CONCLUSION**

The empirical results that came out of this study indicate that the organizational climate in management institutes in Pune is favourable for most of the dimensions. The result suggests that institutes are fair in treatment of the faculty members and provide good work life balance to them. Faculty members are
satisfied and are also willing to share information with peers. Overall there exists a congenial environment in the institutes.

The study also suggests that institutes must develop good reward programme for their employees as they feel their loyalty, hard work and innovation should be suitably rewarded. The findings also support that institutes should also encourage employees to upgrade their skills by motivating them to participate in research activities. They can also encourage employees to participate in research project and seminars by making use the grants sanctioned. Institute’s management should often think on how they can involve faculty in decision making and try to achieve an innovation friendly climate.

Business Models used in the most happening Organizations of the World, Draw their learning’s from the Scanning of the Environment around, which is full of Opportunities and Threats. The Business Excellence Model regarding Education Sector is concerned should focus on Harnessing Talent and Leveraging Competencies of workforce, as now we have entered into a completely changed face of the Education Sector, where private players have entered with their enormous potential. Hence, in this competitive world, education institutes require satisfied and committed faculty members to generate value for the institution and improvement in the above aspects will definitely lead to further improvement in the organizational climate and help the institutes to achieve their goals.

LIMITATION

Since a limited sample was taken, the results may not be truly generalized. However, the study does throw some light on the various facets of prevailing Organizational Climate among the Management Education Sector.

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