

## ORGANIZATION CLIMATE IN TECHNICAL AND MANAGEMENT INSTITUTIONS OF UTTAR PRADESH

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***Abstract:** The rapid economic growth leading to demand for skilled human resource and enhance to competitiveness of Indian industries in a globalized economy has made the higher education sector a priority sector today. However, the sector is faced with great challenges in terms of quantity and quality of education delivery, funding, inclusivity, research and development employability of graduates and equitable access to the benefits of international cooperation. Private higher education providers have been supplementing the states' efforts to meet the growing demand for skilled workers. India needs more holistic, flexible and vibrant universities. Indian higher education system has witnessed substantial growth in last decades. There has been phenomenal growth in private academic institutions providing higher education in traditional and professional disciplines and courses. The globalization and economic liberalization have created the opportunities for the expansion of higher education institutions however, there is still deficiency of academic institutions as demand for higher education is gradually increasing. Management and technical education is being provided by a vast network of academic institutions including self-financed AICTE approved institutions and colleges. The quality professional education depends upon the organizational commitment, engagement, and teachers performance which is highly influenced by organizational climate and working conditions. In view of this, present paper has attempted to examine the organizational climate in institutions of technical and management of Uttar Pradesh.*

### INTRODUCTION

An organization's climate represents the way in which its members perceive the organization, from a practical point of view, climate is usually assessed by measuring employees perceptions of specific aspects or dimensions of the organization including perceived autonomy, warmth and support, openness, cooperation, aggressiveness, and competitiveness. Some scholars like Hoy and Miskel (2001) assert that each college has its own unique climate. This is because colleges operate in different ways. The type of climate that prevails in a college is the blend of the behavior of the principal, teachers, students and parents in that college. Therefore, climate differs from college to college. Freiberg (1999) opines that climate is an ever-changing factor in colleges. This is because the principal may choose on specific occasions to

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adapt a different leadership style, which may have great impact on the climate that will lead to a change. Again, a new principal may bring some unfamiliar ideas that may change the existing climate. New teachers in a college may equally have a noticeable effect on the prevailing climate of a college. Another possibility is that new students may bring to a college a different atmosphere. Finally, the involvement of parents of new students may influence the prevailing climate of a college. There is an underlying assumption that organizational factors relate to job satisfaction, motivation, and commitment in the workplace, and that motivated workers are more productive and therefore more effective. Studies on the role of organizational climate in determining worker perceptions of job satisfaction have yielded mixed results. Studies conducted by Herzberg, *et al.* (1959) indicate that organizational climate issues are actually hygiene factors. However these results are far from conclusive. Organizational climate encompasses all those behaviours that permit cordial interpersonal relationships among staff of an organization or institution. It permits cooperative human activities in which members of staff both academic and non-academic, interact for the purpose of realizing set goals and objectives. Hence, the perception of academic staff in universities may depend on some external and internal factors. Some of the external factors include location, size, student population, educational policies and socio-economic changes, while some of the internal factors include interactive behavior between the School Head and the staff, amongst the staff themselves and between staff and students. In this regard, the school can be regarded as a social system in which the School Head, staff and students interact to accomplish common goals.

In an organization like the university, the climate as perceived by those who work in it determines to a large extent their level of contribution and the degree of attainment of its set goals and objectives. This opinion is predicated on the understanding that whatever is the output of an individual in an organization depends on those factors that encourage him/her to put in his/her best. Therefore, positive interactive behavior reinforced by effective leadership, motivation and communication could further accelerate the accomplishment of goals. Studies by Hoy and Tarter (1992) have shown that administrative organizational climate is an important factor that influences perception and performance of staff. They further stated that a healthy organizational climate is crucial for a good school. Consequently, the way the School Head shapes such climate and its resultant effect on the entire organization and its goals have become issues of concern. The leadership style of the School Head, therefore, invariably affects his administrative pattern, which consequently influences the staff in the way they perceive the organization. "Organizational climate is the study of perceptions that individuals have of various aspects of the environments in the organization" (Owens, 1987). School climate has obvious implications for improving the quality of work life. Schools that are characterized by a great deal of togetherness, familiarity, and trust among teachers will be more effective. In this sense, climate is a form of organizational energy whose telling effects on the school depend on how this energy

is channeled and directed. Some of these groups use their climate energy to help make the school work better, but other groups may use the same energy to promote and cause school problems and difficulties.

## RESEARCH METHODOLOGY

The present paper is based on the major research study supported by ICSSR, New Delhi. It is empirical in nature and based on primary data collected through field survey. The study is empirical in nature and based on quantitative technique. The study has represented all the geographical regions viz. Central, Western, Eastern, and Bundelkhand. Lucknow (Central) of the state of Uttar Pradesh. Moradabad (Western), Varanasi (Eastern) and Jhansi (Bundelkhand) were selected for identification of technical and management institutions for field survey. Overall, about 40 academic institutions were surveyed from all the selected regions of state. Colleges, institutes and universities from all the regions were randomly selected for survey. Faculty members (Lecturer, Senior Lecturer, Assistant Professor and Professor) from self-financed technical institutions of Uttar Pradesh were selected for the study. Overall 407 teachers were selected for the field survey. For the purpose of the study, a structured interview schedule was developed and SPSS was applied for data analysis

## ANALYSIS OF DATA

The respondents were asked that whether their institutes are following AICTE norms for pay scale. About 2/3<sup>rd</sup> respondents reported that their institutes are following AICTE norms for providing pay scale to them. This was found more pronouncing in Bundelkhand and Western region. About 1/3<sup>rd</sup> respondents reported that their institutes are not following AICTE norms for providing pay scale to them. This was found more pronouncing in Central and Eastern region (Table 1).

**Table 1**  
**Does Your Institute Follow AICTE Norms of the Pay Scale**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	37 37.0%	63 63.0%	100 100.0%
Eastern	51 47.2%	57 52.8%	108 100.0%
Western	91 80.5%	22 19.5%	113 100.0%
Bundelkhand	86 100.0%	0 0.0%	86 100.0%
Total	265 65.1%	142 34.9%	407 100.0%

Source: Field Survey

The respondents were further asked that whether their institutes are providing lesser amount of salary as against of actual salary. About 1/4<sup>th</sup> respondents admitted

that their institutes are providing lesser among of salary as against of actual salary. This was found more pronouncing in Western region (43 per cent) (Table 2).

**Table 2**  
**Whether Institute Provides A Lesser Amount of Actual Salary**  
**Against Official Salary**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	25 25.0%	75 75.0%	100 100.0%
Eastern	15 13.9%	93 86.1%	108 100.0%
Western	52 46.0%	61 54.0%	113 100.0%
Bundelkhand	13 15.1%	73 84.9%	86 100.0%
Total	105 25.8%	302 74.2%	407 100.0%

Source: Field Survey

About slightly more than 1/3<sup>rd</sup> respondents reported that their institutes are charging a subsidized amount for use of transport facility provided by the institute. This was found more pronouncing in Central (59 pr cent) and Western region (40.7 per cent). Thus, majority of the respondents said that their institutes are providing transport facility free of cost or they are not providing transport facility to the faculty (Table 3).

**Table 3**  
**Whether Faculty is Charged Subsidized Amount for the Use of**  
**the Institute's Transportation**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	59 59.0%	41 41.0%	100 100.0%
Eastern	6 5.6%	102 94.4%	108 100.0%
Western	46 40.7%	67 59.3%	113 100.0%
Bundelkhand	32 37.2%	54 62.8%	86 100.0%
Total	143 35.1%	264 64.9%	407 100.0%

Source: Field Survey

Slightly less than 1/4<sup>th</sup> respondents reported that their institutes are providing Provident Fund facility to them. This was found more pronouncing in Western region (54.9 per cent). Thus, more than 3/4<sup>th</sup> respondents admitted that they are not being provided Provident Fund facility by their institutes (Table 4).

**Table 4**  
**Whether Provident Fund Facility is Available**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	30 30.0%	70 70.0%	100 100.0%
Eastern	0 0.0%	108 100.0%	108 100.0%
Western	62 54.9%	51 45.1%	113 100.0%
Bundelkhand	4 4.7%	82 95.3%	86 100.0%
Total	96 23.6%	311 76.4%	407 100.0%

Source: Field Survey

Only a negligible proportion of respondents admitted that gratuity scheme is available to them. However, this was found significant in Western region (28.3 per cent). Thus, most of the respondents revealed that gratuity scheme is not available to them (Table 5).

**Table 5**  
**Whether Gratuity Scheme is Available**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	0 0.0%	100 100.0%	100 100.0%
Eastern	0 0.0%	108 100.0%	108 100.0%
Western	32 28.3%	81 71.7%	113 100.0%
Bundelkhand	4 4.7%	82 95.3%	86 100.0%
Total	36 8.8%	371 91.2%	407 100.0%

Source: Field Survey

Only 5 per cent respondents reported that retirement/ pension scheme is available to them. This was found significant in Western region. Thus, most of the respondents revealed that retirement/pension scheme is not available to them (Table 6).

Slightly more than 1/4<sup>th</sup> respondents reported that their institutes are providing medical insurance to them. This was found more pronouncing in Western (54 per cent) and Bundelkhand (33.7 per cent). Thus, majority of the respondents revealed that they are not being provided medical insurance by their institutes (Table 7).

**Table 6**  
**Whether Retirement/Pension Scheme is Available**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	5 5.0%	95 95.0%	100 100.0%
Eastern	0 0.0%	108 100.0%	108 100.0%
Western	11 9.7%	102 90.3%	113 100.0%
Bundelkhand	4 4.7%	82 95.3%	86 100.0%
Total	20 4.9%	387 95.1%	407 100.0%

Source: Field Survey

**Table 7**  
**Whether Institute Provides Medical Insurance**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	6 6.0%	94 94.0%	100 100.0%
Eastern	12 11.1%	96 88.9%	108 100.0%
Western	61 54.0%	52 46.0%	113 100.0%
Bundelkhand	29 33.7%	57 66.3%	86 100.0%
Total	108 26.5%	299 73.5%	407 100.0%

Source: Field Survey

About 2/5<sup>th</sup> respondents revealed that they have paid leaves each year. This was found more pronouncing in Western (65.5 per cent) followed by Central region (64 per cent). Thus, about 60 per cent respondents reported that their institutes are not providing paid leaves to them (Table 8).

**Table 8**  
**Whether There Are Paid-Leaves Every Year**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	64 64.0%	36 36.0%	100 100.0%
Eastern	6 5.6%	102 94.4%	108 100.0%
Western	74 65.5%	39 34.5%	113 100.0%
Bundelkhand	20 23.3%	66 76.7%	86 100.0%
Total	164 40.3%	243 59.7%	407 100.0%

Source: Field Survey

The respondents were further asked that whether their institutes are providing them loan / advances in emergency situations. About 2/3<sup>rd</sup> respondents revealed that their institutes are providing loans/advances in emergency situations. This was found more pronouncing in Bundelkhand followed by Western and Eastern regions. However, a proportion of respondents in Central region reported that their institutes are not providing loans/advances in emergency situations (Table 9).

**Table 9**  
**Whether The Institute Also Gives Loans/Advances Against Emergency Situations**

Region	Yes	No	Total
Central	30 30.0%	70 70.0%	100 100.0%
Eastern	60 55.6%	48 44.4%	108 100.0%
Western	95 84.1%	18 15.9%	113 100.0%
Bundelkhand	86 100.0%	0 0.0%	86 100.0%
Total	271 66.6%	136 33.4%	407 100.0%

Source: Field Survey

Majority of the respondents reported that there is provision for session break in their institutes. This was found more pronouncing in Bundelkhand followed by Western and Central regions (Table 10).

**Table 10**  
**Whether There Is Provision For Session Break**

Region	Yes	No	Total
Central	71 71.0%	29 29.0%	100 100.0%
Eastern	45 41.7%	63 58.3%	108 100.0%
Western	83 73.5%	30 26.5%	113 100.0%
Bundelkhand	86 100.0%	0 0.0%	86 100.0%
Total	285 70.0%	122 30.0%	407 100.0%

Source: Field Survey

The respondents were asked that whether salary is being paid during session break. There has been gap among the respondents reporting session break and respondents receiving salary during session break. About 68 per cent respondents reported that salary is being paid during session break. However, a significant proportion of respondents in Central region admitted that salary is not being paid during session break (Table 11).

**Table 11**  
**Whether Salary Is Being Paid During Session Break**

Region	Yes	No	Total
Central	57 57.0%	43 43.0%	100 100.0%
Eastern	45 41.7%	63 58.3%	108 100.0%
Western	88 77.9%	25 22.1%	113 100.0%
Bundelkhand	86 100.0%	0 0.0%	86 100.0%
Total	276 67.8%	131 32.2%	407 100.0%

Source: Field Survey

Less than 20 per cent respondents admitted that their institutes are standard paymasters. However, about 55 per cent respondents were found against the view point. About 1/4<sup>th</sup> respondents were found in undecided position. A high proportion of respondents in Bundelkhand and Central region admitted that their institutes are standard paymasters (Table 12).

**Table 12**  
**Whether Your Institute Is A Standard Paymaster**

Region	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Central	6 6.0%	48 48.0%	19 19.0%	23 23.0%	4 4.0%	100 100.0%
Eastern	0 0.0%	72 66.7%	30 27.8%	6 5.6%	0 0.0%	108 100.0%
Western	14 12.4%	40 35.4%	39 34.5%	15 13.3%	5 4.4%	113 100.0%
Bundelkhand	14 16.3%	28 32.6%	16 18.6%	28 32.6%	0 0.0%	86 100.0%
Total	34 8.4%	188 46.2%	104 25.6%	72 17.7%	9 2.2%	407 100.0%

Source: Field Survey

The respondents were asked that whether annual increments are transparent based on certain criteria. Only a negligible proportion of respondents (14 per cent) were found agreed and strongly agreed that annual increments are transparent and based on certain criteria. Thus, about 58 per cent respondents were found disagreed and strongly disagreed on the view point that annual increments are transparent and based on certain criteria. This was found significant high in Eastern and Western region. More than 1/4<sup>th</sup> respondents were found undecided situation. This was found more pronouncing in Bundelkhand and Central region (Table 13).



**Table 13**  
**Whether Annual Increments are Transparent and Based on**  
**Certain Criteria**

<i>Region</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Total</i>
Central	4 4.0%	23 23.0%	38 38.0%	31 31.0%	4 4.0%	100 100.0%
Eastern	6 5.6%	72 66.7%	27 25.0%	3 2.8%	0 0.0%	108 100.0%
Western	21 18.6%	63 55.8%	16 14.2%	9 8.0%	4 3.5%	113 100.0%
Bundelkhand	28 32.6%	18 20.9%	34 39.5%	6 7.0%	0 0.0%	86 100.0%
Total	59 14.5%	176 43.2%	115 28.3%	49 12.0%	8 2.0%	407 100.0%

Source: Field Survey

The respondents were further asked that whether management has not fairly negotiated their salary during the interview. Most of the respondents were found against the view point while about 11 per cent respondents were found agreed on the view point. This was found more pronouncing in Bundelkhand and Central region (Table 14).

**Table 14**  
**Whether Management has Not Fairly Negotiated Your Salary**  
**During The Interview**

<i>Region</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Strongly Agree</i>	<i>Total</i>
Central	5 5.0%	46 46.0%	31 31.0%	18 18.0%	100 100.0%
Eastern	6 5.6%	90 83.3%	9 8.3%	3 2.8%	108 100.0%
Western	31 27.4%	75 66.4%	7 6.2%	0 0.0%	113 100.0%
Bundelkhand	12 14.0%	47 54.7%	4 4.7%	23 26.7%	86 100.0%
Total	54 13.3%	258 63.4%	51 12.5%	44 10.8%	407 100.0%

Source: Field Survey

The respondents were asked that promotional policy is unbiased and fair. About 1/4<sup>th</sup> respondents were found agreed on the view point while more than half of the respondents were found disagreed and strongly disagreed on the view point. This was found more pronouncing in Western region followed by Eastern region (Table 15).

**Table 15**  
**Whether the Promotional Policy Is Unbiased and Fair**

Region	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Central	8 8.0%	27 27.0%	31 31.0%	29 29.0%	5 5.0%	100 100.0%
Eastern	24 22.2%	39 36.1%	6 5.6%	39 36.1%	0 0.0%	108 100.0%
Western	44 38.9%	42 37.2%	18 15.9%	9 8.0%	0 0.0%	113 100.0%
Bundelkhand	13 15.1%	17 19.8%	33 38.4%	23 26.7%	0 0.0%	86 100.0%
Total	89 21.9%	125 30.7%	88 21.6%	100 24.6%	5 1.2%	407 100.0%

Source: Field Survey

## SUGGESTIONS

- Universities and academic institutions should develop and strengthen infrastructure for providing academic environment, library resources, recreational facilities, internet access and other advisory services through on-line so that the students from backward and low income groups may do not feel inferiority complex.
- There should be a monitoring system to see whether the implications of the AICTE and other bodies' guidelines are actually followed in the real sense of the term. There should be a mechanism whereby the salary disbursement amount and date of all the private institutes can be taken care of by an independent government body, and the body will have some representatives of the institutes also to streamline the process.
- It is recommended that a scientific performance appraisal system should be formulated and there in this regard the management can take the help of external OD (Organizational Development) specialists to formulate such appraisal systems. Since the institutes stand at various life cycle stages because of the continuous mushrooming every session hence there has to be different kinds of such systems. There can be an external inspector or expert who will study the feasibility of respective system eventually and shall chart out the promotional policies and increment stages from it.
- To reduce the deep fear of sudden terminations a strict and clear policy has to be formulated with certain factors incorporated like one month's salary in advance, clearance of all dues. There should be a government aided body to assess such cases to see unfair treatments to such cases. The overall motto should be to see that the exit should be made graceful with proper exit interview.
- The HR policy manual should have salient points regarding the code of conduct and discipline so that there is a transparency of implementation of drastic

measures by the Management and there will be a reduced feeling of injustice and low morale among the existing faculty members.

- The core competency of the faculty member is teaching, research and academic work so clerical and administrative work should be minimal. This is also because the faculty also requires time for subject preparation and research work. The individual teaching load should be studied minutely and judicious work load to teachers should be given.
- Though the level of Management support in faculty development programmes have increased still there has to be a training calendar formulated at the beginning of the year by the HR department with the consultation of the departmental head, the Principal/Director. This should be done department and designation wise. In cases where faculty members cannot be sent outside expert trainers should be brought within the campus for such purposes.
- The infrastructure support like enriched library with extensive reference books, research journals, online journals, research software, and speedy internet connected labs; canteens charging subsidized rates, separate buses for faculty members etc are the areas to be taken care of.
- There should be a psychological counseling cell (Management funded) for faculty members whereby the expert is outsourced from outside. Faculty members can go for such sessions to discuss their professional and personal problems which will ease their problems and enhance their morale.
- A grievance handling cell is recommended for the faculty members within the campus which will be comprise of members of senior faculty members management and external mediator.
- There is virtually no faculty association in Uttar Pradesh employed in private technical institutes to check the existing malpractices. Such an Union/Unions will definitely be a great mental support for this intellectual segment. Initiative should be taken to start such an association.
- It is recommended that disengagement behaviour of teachers should be controlled. The management of the institutions may take some measures to discourage disengagement in teachers. The management may adopt positive attitude to keep the teachers engaged, happy and healthy. Positive attitudes corresponding to open and controlled climates among principals and teachers be ensured through administrative policy.

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