



Correlates of Perception about Organisational Climate by teachers of Acharya N.G.Ranga Agricultural University

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ABSTRACT

The study revealed that majority of the teachers had medium (65.09%) perception towards organisational climate followed by low (18.87%) and high (16.04%) perception. The relationship between profile characteristics and organisational climate of teachers revealed that computed 'r' values of age, work experience, general work load, attitude towards work, job involvement and level of aspirations were positively significant at 0.01 level of probability. Teaching work load and professional orientation were found to be positively significant at 0.05 level of probability. Whereas, educational qualification, cadre, salary, training received, web/internet exposure, place of residence, distance from work site and self confidence were found to be non-significant. Multiple Linear Regression Analysis gave the R^2 value of 0.824, thus inferred that selected independent variables put together contributed 82.40 per cent of the total variation in the organisational climate of teachers.

Key words : Organisational climate, Perception.

Organisational climate has a major influence on human performance through its impact on individual motivation and job satisfaction. Climate does all this by creating expectations about what consequences will follow from different actions. Employees expect certain rewards and satisfaction on the basis of their perception of the organisation's climate. Individuals in the organisation have certain expectations, and fulfillment of these depends upon their perception whether organisational climate suits according to their needs or not (Lehal, 2004). So, organisational climate is directly related with the performance of employees working in any organisation.

Hence, the present study was undertaken with an objective to find out the relationship of profile characteristics of teachers with their perception on prevailing organisational climate.

MATERIAL AND METHODS

Acharya N G Ranga Agricultural University (ANGRAU) was selected purposively, as it is only agricultural university in the state. There are eight Agricultural Colleges in ANGRAU. Out of them two colleges have been established recently. Among the six remaining Agricultural

Colleges, three are old and three Agricultural Colleges are new. Two among old colleges and two among new colleges have been selected by random sampling. All teachers were selected by census method. An Ex-post facto research was followed and data was collected from the respondents through a well structured and pre-tested questionnaire. Collected data was analysed by using suitable statistical tools and necessary inferences were drawn.

RESULTS AND DISCUSSION

Table 1 shows that majority (65.09%) of the teachers had the medium perception towards organisational climate followed by low (18.87%) and high (16.04%) perception. This may be due to the passage of considerable period of time since the establishment of colleges which facilitated teachers to perceive organisational climate in terms of organisational structure, supervision, decision making, communication, training strategy, job clarity, team work, performance appraisal, rewards, interpersonal relationships, conflict management, job stress, organizational stress, job satisfaction at the same time classroom facilities, laboratory facilities, library facilities and faculty also remaining at

Table 1. Distribution of respondents according to their perception about organisational climate.

n=106			
S. No.	Category	Respondents	
		Frequency	Percentage
1	Low (<209.34)	20	18.87
2	Medium (209.48-267.42)	69	65.09
3	High (>267.42)	17	16.04
Mean = 238.45			S.D = 29.10

Table 2. Correlation coefficient between profile characteristics and organisational climate of teachers.

n=106		
S. No.	Independent variables	'r' values
1	Age	0.611**
2	Educational qualification	0.009**
3	Work experience	0.726**
4	Cadre	-0.157NS
5	Salary (per month)	-0.081**
6	Training received	0.002NS
7	Teaching work load	0.473*
8	General work load	0.732**
9	Web/Internet exposure	-0.036NS
10	Place of residence	0.067NS
11	Distance from work site	-0.101NS
12	Attitude towards job	0.706**
13	Job involvement	0.717**
14	Professional orientation	0.194*
15	Self confidence	0.016NS
16	Level of aspirations	0.652**

** Significant at 0.01 level of probability

* significance at 0.05 level of probability

NS - Non-significant

average level does not helped the teachers to perceive high about the existing organisational climate. The results were in agreement with the findings of Manjunath *et al.* (2008), Jyothi and Hanchinal (2008).

The table 2 depicted that computed 'r' values of age, work experience, general work load, attitude towards work, job involvement and level of aspirations were positively significant at 0.01 level of probability with perception about organisational climate of teachers. Teaching work load and

professional orientation were found to be positively significant at 0.05 level of probability. Whereas, educational qualification, cadre, salary, training received, web/internet exposure, place of residence, distance from work site and self confidence were found to be non-significant with organisational climate of teachers.

The table 2 shows that there was positive and significant relationship between age and perception about organisational climate. As the teachers grow in their age, their perception about

Table 3. Multiple regression analysis of profile characteristics of teachers with their perception about organisational climate

S. No.	Independent variables	b_i 's	Standard error	't' value
1	Age	5.977	2.122	2.817*
2	Educational qualification	3.172	3.290	0.964NS
3	Work experience	7.360	1.649	4.462*
4	Cadre	-2.281	2.520	-0.905NS
5	Salary (per month)	0.283	0.982	0.288NS
6	Training received	-1.227	1.530	-0.802NS
7	Teaching work load	6.627	2.176	3.045*
8	General work load	1.294	2.179	0.594NS
9	Web/Internet exposure	0.089	2.191	0.041NS
10	Place of residence	3.734	2.913	1.282NS
11	Distance from work site	0.186	1.236	0.151NS
12	Attitude towards job	1.109	1.026	1.081NS
13	Job involvement	3.003	1.074	2.797*
14	Professional orientation	0.756	0.650	1.162NS
15	Self confidence	-2.598	0.746	-3.482*
16	Level of aspirations	2.251	0.779	2.891*

$$R^2 = 0.824$$

* Significant at 0.05 level of probability

$$a = 155.55$$

NS - Non-significant

organisational climate tend to be significantly positive because of the experience gained, maturity in decision making and degree of job clarity achieved. This result was in conformity with the findings of Reddy (2000).

The table 2 indicated that there was no significant correlation between education and organisational climate of the teachers. This might be due to teachers perception about organisational climate was not being changed with education. This was in conformity with the findings of Kiran (2007).

The table 2 revealed that there was positive and significant relationship between experience and perception about organisational climate of the teachers. This may be due to the enhanced capabilities of the teachers in perceiving the rules, procedures and understanding different working conditions of the University that helped in perceiving the working climate of the University. The results were in conformity with Tondare *et al.* (2008).

The table 2 revealed that there was no significant correlation between cadre and organisational climate of the teachers. This may be due to no changes in the point of consideration for evaluation of organisational climate with change in cadre. .

The table 2 indicated that there was no significant correlation between salary and organisational climate of the teachers. This might be due to no change in the facilities with change in the salary, a phenomena common to educational organisations. The results were in conformity with Nagananda (2005) and Kiran (2007).

The table 2 exhibited that there was no significant correlation between training received and perception about organisational climate of the teachers. The reason for this finding may be that most of teachers not been provided with additional facilities and opportunity to make use of that knowledge on undergoing training. Hence, there is no question of

change in perception about organisational climate. The findings were in agreement with Sontakki (1995) and Nagananda (2005).

The table 2 viewed that there was positive and significant relationship between teaching work load and perception about organisational climate of the teachers. This may be due to given opportunity to teachers to utilize their fullest abilities and realize their fullest potential there by resulting in significantly positive perception about organisational climate. The findings were in agreement with Sontakki (1995) and Bosco (2000).

The table 2 reveals that there was no significant correlation between internet exposure and perception about organisational climate of the teachers. The probable reason might be internet exposure is only means to update the knowledge of the teachers and for facilitating organisational communication but it cannot influence the working environment of the employees.

The table 2 indicated that there was no significant correlation between place of residence and organisational climate of the teachers. This may be due to the same advantageous and disadvantageous situation for which each employee was subjected and there by place of residence does not shows any significant relationship with the perception of teachers about organisational climate.

The table 2 indicated that there was no significant correlation between distance from work site and organisational climate of the teachers. This may be due to the same advantageous and disadvantageous situation for which each employee was subjected and there by distance from work site does not shows any significant relationship with the perception of teachers about organisational climate.

The table 2 exhibited that there was positive and significant relationship between attitude towards work and perception about organisational climate of teachers. The reason might be as an individual's attitude towards job turns positive and they realize the purpose of their work will make them to perceive their organisational climate as significantly positive. The findings were in agreement with Kiran (2007).

The table 2 revealed that there was positive and significant relationship between professional orientation and perception about organisational climate of teachers. This might be

due to their inner feeling of considering them as part and parcel of organisational climate and there by perceive it positively. The findings were in agreement with Reddy (2000).

The table 2 indicated that there was no significant correlation between self confidence and perception about organisational climate of the teachers. This might be due to the fact that the perception about organisational climate is not something that is going to change with self confidence. The findings were in agreement with Reddy (2000).

The table 2 exhibited that there was positive and significant relationship between level of aspirations and perception about organisational climate of the teachers. The reason for this finding may be due to the prevailment of die hard attitude to achieve that is making them to perceive positively about organisational climate inspite of all odds. The findings were in agreement with Reddy (2000).

The Table 3 indicated that the sixteen independent variables with the perception about organisational climate of teachers taken on Multiple Linear Regression Analysis gave the R^2 (Coefficient of multiple determination) value of 0.824. Hence, it could be inferred that independent variables put together contributed for 82.40 per cent of the total variation in the organisational climate of teachers, leaving the rest to extraneous effects. The independent variables like age, work experience, teaching work load, job involvement, self confidence and level of aspirations of the respondents had contributed significantly at 0.05 level of probability towards the variation in the organisational climate of teachers.

It could be concluded from the findings that majority of the teachers possessed medium perception towards organisational climate followed by low and high perception. The independent variables age, work experience, general work load, attitude towards work, job involvement and level of aspirations exhibited positively significant relationship with perception about organisational climate by teachers of ANGRAU at 0.01 per cent level of probability. Teaching work load and professional orientation were found to be positively significant at 0.05 level of probability. Whereas, educational qualification, cadre, salary, training received, web/internet exposure, place of residence,

distance from work site and self confidence were found to be non-significant in their relationship with the perception about organisational climate by the teachers of ANGRAU.

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