DOI 10.70906/20221603036051

Article

A Study of Organizational Climate Among Academic Staff Of Delhi NCR

Rasheeqa Tabassum*
Abid Husain**

Abstract

Climate of an organization must be perceived healthy and prospering by every employee irrespective of the industry. In the current study, organizational climate among the academic staff working in public and private universities of Delhi NCR has been studied. The present research is quantitative in which survey method has been employed. To measure organizational climate, standardized scale given by Sanjyot Pethe, Sushma Chaudhary and Upindhar Dhar (2001) was used. The scale consists of 22 items and measures organizational climate total along with its four dimensions; results, rewards, and interpersonal relations; organizational processes; clarity of roles and sharing of information; and altruistic behavior. Moreover, assumptions of parametric tests such as data normality, homogeneity of variances were tested and has not been violated. Independent sample t-test and ANOVA along with Tukey's post hoc test were used to study the differences on organisational climate and its dimensions among various groups of academic staff. The results of one-way analysis of variances (ANOVA) shows significant differences on the perception of organisational climate and its dimensions by the academic staff among various age groups.

Keywords: Academic Staff, Organizational Climate, Public and Private, University staff.

How to cite: Tabassum, R., & Husain, A. (2022). A study of organizational climate among academic staff of Delhi NCR. Journal of Management and Entrepreneurship, 16(3), 36–51

DOI 10.70906/20221603036051

* First and corresponding author Research Scholar, Department of Psychology, Jamia Millia Islamia, New Delhi. Email: rasheeqa.333@gmail.com. Mobile Number: 8527208271

** Assistant Professor, Department of Psychology, Jamia Millia Islamia, New Delhi

1. Introduction

Firm's resources have the ability to generate sustained competitive advantage, although not all resources hold the same ability but the resources that are rare, valuable, imperfectly imitable, and non-substitutable have the potential to create sustained competitive advantage (Barney, 1991). To achieve a sustained competitive advantage, organizations must be able to make better use of current resources and acquire new resources more efficiently and effectively than their competitors (Mahoney & Pandian, 1992; Prahalad & Hamel, 1990, as cited in Lado & Wilson,1994). Furthermore, employees who are self-motivated, self-directed, prepared to adapt change, teamwork focused, having ethical values, ready to personal enhancement constitute to the most important resources of the organization (Arabaci, 2010). To facilitate these qualities and to sustained competitive advantages, organizations must focus on certain aspects. One important aspect that could play a vital role to uphold the enthusiasm of the employee could be perceived organizational climate. The aim of the present study was to study the perception of the organizational climate by the university academic staff and is there any differences in their perceptions among the various groups based on demographics.

Concept of Organizational Climate

The idea of organizational climate has been used by Lewin, Lippitt and White (1939) in their experimental research of social climate. However, they did not contribute any concrete on the conceptual framework or the measurement techniques in the field of organizational climate (Yadav, Balaji & Narendra, 2016). Also, it was Argyris (1958) who introduced the idea of organizational climate and defined in terms of organizational policies, employee needs, values, and personality (Madhukar & Sharma, 2017). Besides, there is a long discussion on definition, dimensions as well as measurement techniques of organizational climate, no single prevalent definition of the organisational climate exists in the available literature. Distinguished authors defined the concept of organizational climate in several manner. According to Campbell, et al., (1970), "a set of attributes specific to a particular organization that may be induced from the way that organization deals with its members and its environment" (p. 390). Moreover, Organizational climate can be defined as the shared perceptions and the meaning attached to the practices, policies, values, and procedures that the employee experiences and also the behaviors they are expected, supported as well as getting rewarded within formal organisational units (Ostroff, Kinicki & Tamkins, 2003; Schneider, Ehrhart & Macey, 2011, 2013).

With regards to the dimensions of the organizational climate as well, there is no joint agreement (Patterson et al., 2005; Thumin & Thumin, 2011). Primarily, for measuring the organizational climate, Litwin and Stringer (1968) developed the questionnaire and named it as 'Litwin and Stringer Organisational Climate Questionnaire' (LSOCQ). The scale covers nine dimensions or aspects of organisational climate. These were conflict, identity, responsibility, reward, risk, standards, structure, support, and warmth. In addition. Campbell, et al., (1970) identified four dimensions; "individual autonomy; degree of structure imposed on the situation; reward orientation; and consideration, warmth, and support" (Petterson et al., 2005, p. 381). Moreover, Kopelman, Brief & Guzzo, (1990) proposes five dimensions of organisational climate namely, goals and means emphasis, reward focus, task, and socioemotional support. Within the educational settings the dimensions of the organizational climate can be categorized as, structure of the organization, rewards, help and support from the management, acceptance, involvement in decision making process, risk taking capacity, level of communication and conflict, a feeling of belonging, teamwork, as well as image of the organization (Arabaci, 2010).

Organizational Climate in Universities

Academic staff has to perform diverse roles such as developing innovative teaching methods, bringing research grants and funds, integrating global scholarly networks, leading collaboration with industrial as well as government institutions, contributing to the social well-being and so on (Uslu & Arslan, 2015). The organizational climate is dynamic, inspired by operational and psychological processes, which have an influence on the organization's overall performance and positive results (Burke & Litwin, 1992; Schneider, Brief & Guzzo, 1996 as cited in

Sokol et al., 2015). In other words, it can be said that those who perceived better organizational climate are more focused and motivated towards their work which is ultimately seen in the overall organizational performance. Furthermore, for an education industry, organizational climate is composed of elements related to freedom, cohesion, trust, support, recognition, justice, creativity, and collegiality (Uslu & Arslan, 2015). Moreover, having an open climate in an educational setting improves operational performance as well as employee satisfaction (Arabaci, 2010), the same study found that, female and the older employees perceived the climate more positive than male and younger employees respectively. Likewise, the study of Jahani, Yaminfirooz, & Siamian (2015) on organizational climate shows significant positive association between the age and organizational climate, With the increase in the age of the employees, the attitudes towards their organizational climate perception changes. Furthermore, the study of Pozveh, and Karimi (2017) hypothesized difference of the view of respondents on organizational climate based on gender, age, education, field of study, work experience, organizational position, and service location. The findings show that significant difference was found between people of age group 35–45 years and above 45 years on organizational climate. Moreover, the cross-sectional study of Seyyedmoharrami et al., (2019) on employees of Torbat Heydariyeh University Iran, shows that there was a significant difference between the levels of organizational climate, based on gender. The same study further reveals that the score of organizational climate was higher in men.

Moreover, while reviewing the literature, it has been observed that surfeit of studies were available on school climate perceived by the teachers (Maxwell et al., 2017; Almessabi, 2021), as well as climate perceived by the non-academic staff of the university (Akanni, 2019; Etejere, Awodiji & Raji, 2021) but dimensional perspective of organizational climate in university level teaching fraternity is still limited. Moreover, due to COVID-19 outbreak and subsequent nationwide lockdown, the university employees were working from their respective home with the help of online teaching learning pedagogy. Also, to understand the technicality of the learning management system was the demanding necessity of that scenario. Thus, it has been presumed that, not only at the individual level, but organizational climate could also be perceived differently by various groups based on demographics. For example, women were managing both office tasks and other domestic work simultaneously; technological adaption as well as job clarity in various types of institutions; senior and elder employees were having added expectation to manage this unprecedented situation. Thus, keeping the above viewpoints, the following hypothesis has been formulated for the study.

Hypothesis of the study

Ho:1 There would be no significant difference on perception of organisational climate and its dimensions in academic staff based on gender.

Ha:1 There would be a significant difference on perception of organisational climate and its dimensions in academic staff based on gender.

Ho:2 There would be no significant difference on perception of organisational climate and its dimensions in academic staff based on type of university.

Ha:2 There would be a significant difference on perception of organisational climate and its dimensions in academic staff based on type of university.

Ho:3 There would be no significant difference on perception of organisational climate and its dimensions in academic staff based on various age groups.

Ha:3 There would be a significant difference on perception of organisational climate and its dimensions in academic staff based on various age groups.

2. Method

2.1 Sample

With the help of non-probability convenience sampling method, data has been gathered from the academic staff working in public and private universities of Delhi NCR. Convenience sampling method has been used in the present study because

the target population meets certain practical criteria, such as geographical proximity, time availability, as well as exhibit willingness to participate (Etikan et al., 2016). Moreover, email addresses of the target population was the prime source for collecting the responses in the present study, thus convenience sampling method seems incredibly prompt, less complicated, and economical. The sample size for the present study was 210 academic staff. Inclusion and exclusion criteria has been rigorously followed. Only permanent academic staff of the universities that is, assistant professors, associate professors and professors were included in the study. For now, guest faculty, ad-hoc faculty, and contractual staff were excluded from the study.

2.2 Measure

To measure organizational climate standardized 22 items scale by Sanjyot Pethe, Sushma Chaudhary and Upindhar Dhar (2001) was used. A seven-point bipolar scale with affirmative and negative poles and has four dimensions; results, rewards, and interpersonal relations; organizational processes; clarity of roles and sharing of information; altruistic behavior. The reliability of the scale was established through internal consistency method using Cronbach alpha. The alpha value (α**)** for 22 items organisational climate scale is 0.970. Since the scale is of Indian origin, also used on teachers of Indian higher education institutions (Karve, 2018), hence it has been assumed that the scale is valid and reliable for the current population.

2.3 Data Collection

Data collection was carried out with the help of online google forms during Oct. 2020 to Jan. 2021. Google link of the questionnaire along with the detailed instructions and purpose of the study was shared to the respective emails inviting them to participate in the survey. It was assured that the information will be kept confidential and obtained data will be used only in academic purpose. The participation was purely voluntary, and they were allowed to withdraw from participation at any time.

3. Results

3.1 Descriptive Statistics

Table 3.1 shows the frequency distribution of the demographic variable. Out of 210 sample, 138 (65.70%) were male and 72 (34.30%) were female. From 210 academic staff 90 (42.90 %) were from public universities and 120 (57.10%) from private universities. With respect to age group 54 (25.7%) were 25-35 years, 81(38.6%) were 36-45 years, 47(22.4%) were 46-55 years and 28(13.3%) were 56 years and above.

Since standardized scale has been used in the present study thus preliminary calculation process was performed with the help of the organizational climate scale manual. Score of each dimensions were obtained by summing up the obtained scores of their respective items and organizational climate total score was obtained by summing up the scores of all 22 items. The obtained excel sheet was then uploaded to IBM SPSS version 23.0 for further statistical analysis. As per the norms of the standardized scale, those who scored high are considered to perceive organizational climate as 'highly favorable' and those who scored low are considered to perceive organizational climate as 'highly unfavorable', whereas those who scored normal range are considered to perceived organizational climate as just 'favorable'. Table 3.2 shows the descriptive statistics of the dependent variables. The mean and standard deviation of organizational climate total, (*M*=105.99, *SD*=29.38), and of its dimensions; results rewards and interpersonal relations (*M*=43.65, *SD* =12.78), organizational processes, (*M*=38.61, *SD*=11.84), clarity of roles and sharing of information, (*M* =18.66, *SD*=5.49), and altruistic behavior *(M* =5.07, *SD* =1.37). The mean values are in normal range (manual OCS p.15) hence, it shows that academic staff perceived the organizational climate as 'favorable'.

3.2 Normality Testing

To fulfill the assumptions of 'data normality' for applying parametric tests, normality tests were done with the help of qualitative methods such as visualizing normal Q-Q plots and histogram as well as numerical method such as skewness kurtosis indices. Figure 3.1 and figure 3.2 shows the normal Q-Q plots and histogram respectively of organisational climate

total. By visualizing the plots and the histogram, the data was looked slightly skewed. To get clear picture of the data, skewness and kurtosis values were analyzed (Table 3.2). It has been found that all the values were in between -2 to +2 which is acceptable to sustain data normality (George &Mallery, 2010).

3.3 Inferential Statistics

To compare the perception of organizational climate and its dimensions between male and female academic staff Independent-sample t-test was performed. Equality of variances was tested using Levene's test and has not been violated for organisational climate total and its dimensions, hence equal variances assumed. Table 3.3 shows the results of Independent-sample t-test for male and female academic staff. The results revealed that no significant differences were found on organizational climate total and any of its four dimensions. The scores of the dimensions of organizational are, results rewards and interpersonal relations for male (M=43.83, SD=12.78) and for female (M=43.29, SD=12.85); t (208) =0.291, p=0.771 ; organisational processes (M=38.38, SD=12.24) and (M=39.06, SD=11.11); t (208) =-0.393, p=0.694 ; clarity of roles and sharing of information (M=18.59, SD=5.54) and (M=18.81, SD=5.44); t (208)=-0.273, p=0.785; altruistic behavior (M=5.07, SD=1.37) and (M=5.08,SD=1.36); t (208)=-0.091, p=0.928 and the scores for organisational climate total for male (M=105.86, SD=29.77) and for female (M=106.24 SD=28.84); t (208) =-0.087, p=0.937. Hence, the null hypothesis which states that there would be no significant difference on perception of organisational climate and its dimensions in academic staff based on gender is accepted.

To compare the perceptions of organizational climate and its dimensions in academic staff of public and private university, Independent-sample t-test was performed. Using Levene's test, equality of variances was tested and has not been violated for organisational climate total and its dimensions, hence equal variances assumed. Table 3.4 shows the results of Independent-sample t-test for public and private universities. The results revealed that there were no significant differences found on the organizational climate total and any of its dimensions. The score on organizational climate dimensions are; results rewards and interpersonal relations for public university (M=43.34, SD=12.67) and for private university (M=43.88, SD=12.91); t (208) =-0.297, p=0.767 ; organisational processes (M=38.26, SD=12.54) and (M=38.88, SD=11.34); t (208) =-0.374, p=0.709 ; clarity of roles and sharing of information (M=18.51, SD=5.66) and (M=18.78, SD=5.39); t (208)=-0.344, p=0.731; altruistic behavior (M=5.02, SD=1.44) and (M=5.11,SD=1.31); t (208)=-0.451, p=0.652; and on organizational climate total for public university (M=105.13, SD=30.06) and for private university (M=106.63, SD=28.98); t (208) =-0.365, p = 0.715. Hence, the null hypothesis which states that there would be no significant difference on perception of organisational climate and its dimensions in academic staff based on type of university is accepted.

Assumptions of homogeneity of variances for ANOVA was tested for organisational climate total and its dimensions. Table 3.5 shows the results of Levene's test of homogeneity of variances. The results shows that organisational climate total F (3, 206) =0.96, p=0.41 and of its dimensions; results rewards, and interpersonal relations F (3, 206) =1.41, p=0.24; organizational processes F (3, 206) =0.83, p=0.48**;** clarity of roles and sharing of information F (3, 206) =1.73, p=0.16, and altruistic behavior F (3, 206) =1.11, p=0.35. Since all the values are greater than 0.05 hence assumptions of homogeneity of variances have not been violated for organisational climate total and any of its dimensions. Table 3.6 shows the means and standard deviations on the measure of organizational climate and its dimensions as a function of age in academic staff. The mean values of organisational climate total and its dimensions shows that academic staff of age group 56 & above perceived better organisational climate than the other younger age groups (Manual for OCS p. 15).

ANOVA was conducted to study the differences of organizational climate and its dimensions on various age groups of academic staff. Table 3.7 shows the results of One-way Analysis of Variances. The results show significant differences on various age groups on the perception of organizational climate total and its all the four dimensions. The scores for organizational climate dimensions are; results rewards and interpersonal relations *F* (3,206) =3.106, ***p*=0.028,** η2=0.043**;** organizational processes *F* (3,

206) = 2.648, ***p*=0.050,** η2=0.037**;** clarity of roles and sharing of information *F* (3, 206) =2.718, ***p*=0.046,** η2=0.038, and altruistic behavior *F* (3,206) =3.361, ***p*=0.020,** η2=0.046 and for organizational climate total *F* (3, 206) =3.181, ***p*=0.025,** η2=0.044. The effect size was calculated by eta squared and found small for organisational climate total and its all the four dimensions. Hence, the alternate hypothesis which states that there would be a significant difference on perception of organisational climate and its dimensions in academic staff based on various age groups is accepted.

Furthermore, ANOVA tests shows only that, differences exist between and within groups, but it does not reveal that which mean differs from other pair of means. Thus, to understand which means amongst the set of means differ from the rest pair of groups, multiple comparisons was done. Table 3.8 shows the results of multiple comparisons Tukey's HSD test. In multiple comparisons four age groups, 25-35, 36-45, 46-55 and 56 & above have been compared with each other for organizational climate total and its dimensions. First, 25-35 age group was compared with 36-45, 46-55 and 56 & above age groups respectively. Subsequently 36-45 age group was compared with 25-35, 46-55 and 56 & above age groups. Then 46-55 age group was compared with 25-35, 36-45, and 56 & above age group respectively. Finally, 56 and above age group was compared with 25-35, 36-45, 46-55 age groups of academic staff. Similar process of comparison has been executed for organizational climate total and its all the four dimensions as shown in table 3.8. The results shows that on organisational climate total, academic staff of age group 56 and above (M=116.25 SD=25.39) were significantly differ from the age groups of 46-55 (M=98.15 SD=29.48); Mdiff=18.101, p=0.046. Whereas, for the dimensions of organizational climate, results rewards, and interpersonal relations; organizational processes and clarity of roles and sharing of information, all the findings of the various age group were statistically insignificant, p>0.05. For altruistic behavior dimension, academic staff of age group 56 and above (M=5.57, SD=1.21) was significantly differ from the age groups of 46-55 (M=4.6, SD=1.42); Mdiff= 0.976, p=0.014. Thus, in multiple comparison, result shows that except organizational climate total and altruistic behavior dimensions, no significant differences were found in any age groups for rest three dimensions, results rewards, and interpersonal relations; organizational processes; and clarity of roles and sharing of information.

4. Discussions

In today's business world human resource is one of an essential component (Seyyedmoharrami et al., 2019). None of the organization can operate its business without effective and consistent workforce, the higher education institutions are not the exception. In this section the results of the current study were discussed in the light of the available literature.

The results of the first hypothesis indicated that there were no statistically significant gender differences were found on organizational climate total and any of its four dimensions. Findings of the study were corroborated with other researches (Idogho, 2006; Ghosh, & Guha, 2016; Pozveh & Karimi, 2017). Contrary to these findings in other sectors, differences do exist on the discernment of organizational climate with respect to the gender (Sheoran, Yadav, & Punia, 2012; Selvaraju et. al., 2017). Moreover, the gender differences seems to be diminished with the more influx of women participation into the profession of teaching and research. Furthermore, technical skill of the university teachers is one of the factors in online teaching (Coman et al., 2020). Thus, it could be understood that due to sudden shift from traditional face-to-face to virtual mode of teaching, academic staff were showing some helping attitude with each other irrespective of gender to understand this new learning management system which eventually enhance the interpersonal relationship among them. In addition, it has been observed that under unusual circumstances, female educators are providing more social support and cooperating behavior to their coworkers, especially in India (Garg & Rastogi, 2006).

Furthermore, the results of the second hypothesis indicated that there were no statistically significant difference were found between public and private university's academic staff on the perception of organizational climate and any of its four dimensions. In past literature results were found inconsistent with respect to the organizational climate perception in public and private educational institutions (Raza 2010; Surapuramath, 2012; Ghosh, & Guha, 2016).

Moreover, for diverse perception of organizational climate in public and private sectors, few common explanations as reported by Rojas et al., (2014), the owner of the public organizations is the nation itself and thus instead of market forces, political forces are the major driver of the public organizations, whereas private organizations are owned and maintained by private partners, thus they provide financial incentive to encourage their managers and team for better performance. Likewise, compensation of the employees is allied with the profit margin of the company, thus they themselves supposed to be benefitted from their enhanced performance (Rojas et al., 2014, p. 13). However, in the context of the current study the fundamental reason for the indifferent climate perception among the academic staff of public and private universities could be the 'duration' when the study was conducted. Since, when data collection was done, the academic staff were working from their respective home through virtual arrangement due to COVID 19 pandemic, hence they were having limited communication with each other. Also, in the words of Pozveh & Karimi (2017), 'communication' could be studied as important dimension of organizational climate especially in educational setting. When employees were interacting daily with each other, they were advised of their job-related issues and get feedback from other staff as well.

Moreover, as per the norms of the standardized scale used in the current study, all the age groups of the academic staff perceived the overall climate as favorable. However, the results of the third hypothesis indicated that significant difference exists between and within various age groups on organizational climate and its dimensions. With respect to organisational climate, the findings were corroborated with the past literature (Arabaci 2010; Jahani et al., 2015; Pozveh & Karimi, 2017). Similarly, these results were found consistent with the researches conducted in other sectors (Ahuja & Narula, 2016; Selvaraju et. al, 2017). However, few studies were inconsistent with the present findings (Idogho 2006). Moreover, the recent advancement in information sharing platforms, improved teaching learning processes, clarity of roles, healthy interpersonal relationship, help and support from colleagues, etc. enables the academic staff towards favorable organizational climate perception.

As far as the dimensions of organisational climate is concerned, significant differences were found on all the four dimensions of organizational climate namely, results rewards and interpersonal relations; organisational processes; clarity of roles and sharing of information; and altruistic behavior. The possible explanation could be studied as; First, the older academic staff usually having greater work experience and may hold senior designations such as head or director, thus they were having more role clarity, ability, and authority than younger academic staff. Secondly it has been seen that, the eldest employees were more gratified and fulfilled from their career stage, because they probably have accomplished their personal responsibilities such as education, marriage, etc. Thus, it could be considered that oldest employees were less bothered towards immediate results and rewards than the younger employees.

Moreover, the multiple comparison results shows that differences exists on organizational climate total and only its one dimension that is, 'altruistic behavior'. Also, eldest group of academic staff perceived the organizational climate as more favorable compared to other age groups. In the past few years, information technologies has developed remarkably, and technology has played an essential component in work, and education etc. (Czaja, 2005). Due to work from home setting in universities there was more prominence on the online teaching learning methodology. Also, it has been seen that younger people sometimes more comfortable with electronic applications. Thus, while managing day to day tasks, the older academic staff gets the support and altruistic behavior from their younger colleagues was paramount to perceive the better organizational climate.

5. Conclusions

The main aim of the present research was to contribute into the available literature of organisational climate. As per the findings of the study, organizational climate perceived by the academic staff of various universities was favorable. Also, male and female as well as both public and private universities' academic staff have the analogous organizational climate perception for their respective institutions, even though differences exists with respect to their

age. Thus, it can be concluded that both groups appreciate the degree of respect and healthy relationship in the flow of their duties. Also, there is a sense of smooth functioning, role clarity and transparent knowledge sharing among eldest staff. Nevertheless, the educators need more help and support to enhance the teaching learning practices and consequently improve climate perception. Still, the management is continuously imparting training and other technical courses for the university and other teaching professionals.

6. Limitations

The present research is empirical, despite it is not free from limitations. The data was collected from Delhi NCR only, and random sampling method has not been used to select the participants for the study, thus the results cannot be generalizable to the entire population. However, future research with larger sample size could be conducted across the country. Scale used in the present study have limited dimension. In future, research could be conducted with more diverse dimensions of organisational climate for the current sample. Moreover, in future to make the research more insightful, effect of perceived organizational climate could be studied on other suitable dependent variable such as organizational citizenship behaviour, organizational performance etc.

REFERENCES

Ahuja, J., & Narula, V. (2016). A Demographic Study on Organizational Climate: Indian vs. Multinational IT Companies. *Pacific Business Review International 2016*, *8*(8), 59-79.

Akanni, A. (2019). Organizational Climate and Gender Differences in Work Engagement Among Non-Teaching Staff in a Nigerian University. *European Review Of Applied Sociology*, *12*(19), 1-5. https://doi.org/10.1515/eras-2019-0006

Almessabi, A. (2021). Culturally Foreign Teachers' Perceptions of School Climate and Its Relationship to Their Self-Efficacy. *SAGE Open*, *11*(3), 215824402110439. https://doi.org/10.1177/21582440211043927

Arabaci, I. B., (2010). Academic and administration personnel's perceptions of organizational climate (Sample of Educational Faculty of Fırat University). Procedia - Social and Behavioral Sciences, 2(2), 4445-4450. https://doi.org/10.1016/j.sbspro.2010.03.709

Argyris, C. (1958). Some Problems in Conceptualizing Organizational Climate: A Case Study of a Bank. Administrative Science Quarterly, 2(4), 501-520. https://doi.org/10.2307/2390797

Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. Journal Of Management, 17(1), 99-120. https://doi.org/10.1177/014920639101700108

Berman Brown, R., & Brooks, I. (2002). Emotion at work. Journal Of Management in Medicine, 16(5), 327-344. https://doi.org/10.1108/02689230210446517

Bowen, D., & Ostroff, C. (2004). Understanding HRM–Firm Performance Linkages: The Role of the "Strength" of the HRM System. Academy Of Management Review, 29(2), 203-221. https://doi.org/10.5465/amr.2004.12736076

Burke, W., & Litwin, G. (1992). A Causal Model of Organizational Performance andChange. Journal Of Management, 18(3), 523-545. https://doi.org/10.1177/014920639201800306

Campbell, J. P., Dunnette, M. D., Lawler, E. E., & Weick, K. E. (1970). Managerial behavior, performance, and effectiveness. New York: McGraw Hill.

Coman, C., Țîru, L., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. (2020). Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective. Sustainability, 12(24), 10367. https://doi.org/10.3390/su122410367

Czaja, S. (2005). The impact of aging on access to technology. ACM SIGACCESS Accessibility And Computing, (83), 7-11. https://doi.org/10.1145/1102187.1102189

Etejere, P., Awodiji, O., & Raji, S. (2021). Organisational Factors as Correlate of Non-Teaching Staff Job Performance in Kwara State Colleges of Education, Nigeria. The Journal Of Management Theory And Practice (JMTP), 64-70. https://doi.org/10.37231/jmtp.2021.2.2.74

Etikan, I., Sulaiman Abubakar, M., & Rukayya Sunusi, A. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal Of Theoretical And Applied Statistics*, *5*(1), 1-4. https://doi.org/10.11648/j.ajtas.20160501.11

Garg, P., & Rastogi, R. (2006). Climate profile and OCBs of teachers in public and private schools of India. *International Journal Of Educational Management*, *20*(7), 529-541. https://doi.org/10.1108/09513540610704636

George, D. & Mallery, M. (2010). SPSS for Windows Step by Step: A Simple Guide and Reference, 17.0 update (10a ed.) Boston: Pearson

Ghosh, M., & Guha, A. (2016). Organizational Climate of Teacher Education Institutions in West Bengal in relation to Teacher Educators' Motivation to Work. *International Journal of Education and Multidisciplinary Studies* 4(1) 135-146 https://dx.doi.org/10.21013/jems.v4.n1.p15

Hershberger, S. L., Lichtenstein, P. & Knox, S.S., (1994). Genetic and environmental influences on perceptions of organizational climate. *Journal Of Applied Psychology*, *79*(1), 24-33. https://doi.org/10.1037/0021-9010.79.1.24

Jahani, M., Yaminfirooz, M., & Siamian, H. (2015). The Regression Model of Iran Libraries Organizational Climate. *Materia Socio Medica*, *27*(5), 342. https://doi.org/10.5455/msm.2015.27.342-346

Karve, R. (2018). A comparative study on organisational climate, occupational stress and work motivation among physical education teachers working in different management schools of Bidar district. *International Journal Of Physiology, Nutrition And Physical Education*, *3*(2), 178-82.

Kopelman, R.E., Brief, A.P., Guzzo, R.A. (1990). The role of climate and culture in productivity. *In Organizational Climate and Culture*, 1st ed.; Schneider, B., Ed.; Jossey-Bass: San Francisco, CA, USA, 282–318.

Lado, A., & Wilson, M. (1994). Human Resource Systems and Sustained Competitive Advantage: A Competency-Based Perspective. *The Academy of Management Review, 19*(4), 699-727. doi:10.2307/258742

Lewin, K., Lippitt, R., & White, R. (1939). Patterns of Aggressive Behavior in Experimentally Created "Social Climates". *The Journal of Social Psychology*, *10*(2), 269-299. https://doi.org/10.1080/00224545.1939.9713366

Litwin, G.H., & Stringer, R.A. (1968). *Motivation and organisational climate*. Boston: Division of Research Graduate School of Business Administration, Harvard University

Madhukar, V. and Sharma, S. (2017). Organizational Climate: A Conceptual Perspective. *International Journal of Management, IT and Engineering*, 7(8), 276–293

Mahoney, J. T., & Pandian, J. R. (1992). The resource-based view within the conversation of strategic management. *Strategic Management Journal*, 13, 363-380.

Maxwell, S., Reynolds, K., Lee, E., Subasic, E., & Bromhead, D. (2017). The Impact of School Climate and School Identification on Academic Achievement: Multilevel Modeling with Student and Teacher Data. *Frontiers In Psychology*, *8*. https://doi.org/10.3389/fpsyg.2017.02069

Ostroff C, Kinicki A, Tamkins M. (2003). Organizational culture and climate. In *Handbook of Psychology: Industrial and Organizational Psychology*, ed. WC Borman, DR Ilgen, RJ Klimoski, vol. 12, 565–93. New York: Wiley

Patterson, M., West, M., Shackleton, V. J., Dawson, J. F., Lawthom, R., Maitlis, S., Robinson, D. L., & Wallace, A. M. (2005). Validating the organizational climate measure: Links to managerial practices, productivity and innovation. *Journal of Organizational Behavior*, *26*(4), 379-408. https://doi.org/10.1002/job.312

Pethe Sanjyot, Chaudhari Sushama, and Dhar Upinder (2001). Manual for Organization Climate Scale. Agra: National Psychological Corporation.

Philipa O. Idogho (2006) Academic Staff Perception of the Organizational Climate in Universities in Edo State, Nigeria, *Journal of Social Sciences*, 13(1), 71-78, https://doi.org/10.1080/09718923.2006.11892533

Pozveh A. Z., Karimi F., (2017) The relationship between organizational climate and organizational citizenship behaviors of the staff members in the Department of Education in Isfahan city. *Int J Educ Psychol Res* 3(1), 53-60 https://doi.org/10.4103/2395-2296.186520

Prahalad, C. K., & Hamel, G. (1990). The core competence of the corporation. *Harvard Business Review*, 68(3): 79-91

Raza, S.A. (2010). Relationship between Organizational Climate and Performance of Teachers in Public and Private Colleges of Punjab, Unpublished Ph.D. thesis, *University Institute of Education and Research, Arid Agriculture University,* Rawalpindi, Pakistan.

Rojas, D., Seghieri, C., & Nuti, S. (2014). Organizational climate: Comparing private and public hospitals within professional roles. *Suma De Negocios,* 5(11), 10-14. https://doi.org/10.1016/s2215-910x(14)70015-1

Schneider, B., Brief, A.P., & Guzzo, R.A., (1996). Creating a climate and culture for sustainable organizational change. *Organizational Dynamics*, 24(4), 7-19. https://doi.org/10.1016/s0090-2616(96)90010-8

Schneider B, Ehrhart M, Macey W. (2011). Perspectives on organizational climate and culture. In APA Handbook of Industrial and Organizational Psychology: Vol. 1. *Building and Developing the Organization,* ed. S Zedeck, pp. 373–414. Washington, DC: Am. Psychol. Assoc.

Schneider, B., Ehrhart, M., & Macey, W. (2013). Organizational Climate and Culture. *Annual Review Of Psychology*, *64*(1), 361-388. https://doi.org/10.1146/annurev-psych-113011-143809.

Selvaraju, P., Subramani, A., Akbar Jan, N., & Mohan, C. (2017). The starring role of demographic variables on discernment of organizational climate in information technology industries, in Chennai City. *International Journal Of Economic Research*, *14*(8), 419-436.

Seyyedmoharrami, I., Dehaghi, B., Abbaspour, S., Zandi, A., Tatari, M., Teimori, G., & Torbati, A. (2019). The Relationship Between Organizational Climate, Organizational Commitment and Job Burnout: Case Study Among Employees of the University of Medical Sciences. *The Open Public Health Journal*, *12*(1), 94-100. https://doi.org/10.2174/1874944501912010094

Sheoran, S., Yadav, K., & Punia, B. (2012). Employees' Perception of Organizational Climate in Indian Corporate Sector: A Study across Sectoral and Demographic Variables. Amity Management Analyst, 7 (1 & 2), 73-82.

Sokol, A., Gozdek, A., Figurska, I., & Blaskova, M. (2015). Organizational Climate of Higher Education Institutions and its Implications for the Development of Creativity. Procedia - Social and Behavioral Sciences, 182, 279-288. https://doi.org/10.1016/j.sbspro.2015.04.767

Surapuramath, K. (2012). A study of organizational climate of colleges of education under Karnataka University, *International Indexed and Referred Research Journal*, Vol. 3 (30), pp. 82-89.

Thumin, F.J., & Thumin, L.J. (2011). The measurement and interpretation of organizational climate. *The Journal of Psychology*, 145, 93-109

Uslu., B., & Arslan, H., (2015). Contemporary Approaches in Education. Norley, K., Icbay, M. I. & Arslan, H., (Eds), The Relationship between Organisational Communication and Organisational Climate in Universities (pp. 271-288) Frankfurt a.M: Peter Lang GmbH, Internationaler Verlag der Wissenschaften. https://www.researchgate.net/publication/313648070

Yadav, Y., Balaji, K., & Narendra, N. (2016). Organizational Climate- A Study carried out in an Electronic Manufacturing Industry in Mysuru. *International Research Journal of Engineering and Technology*, *3*(6), 168-174.

LIST OF FIGURES

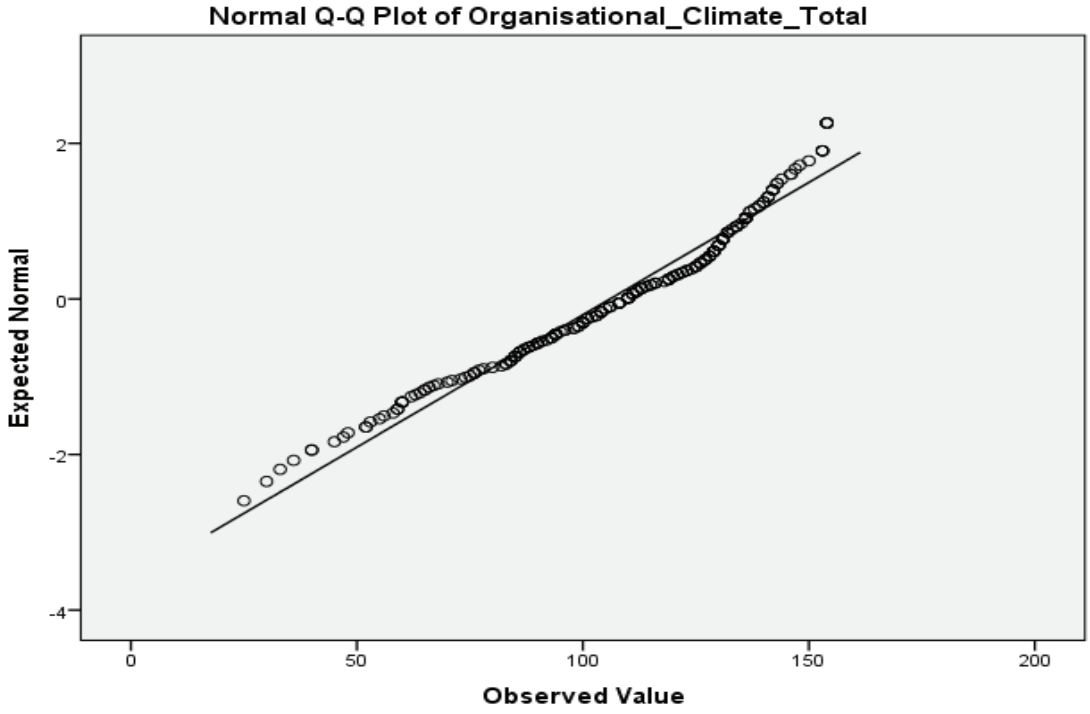

Figure 3.1 Normal Q-Q Plot for Organisational Climate Total

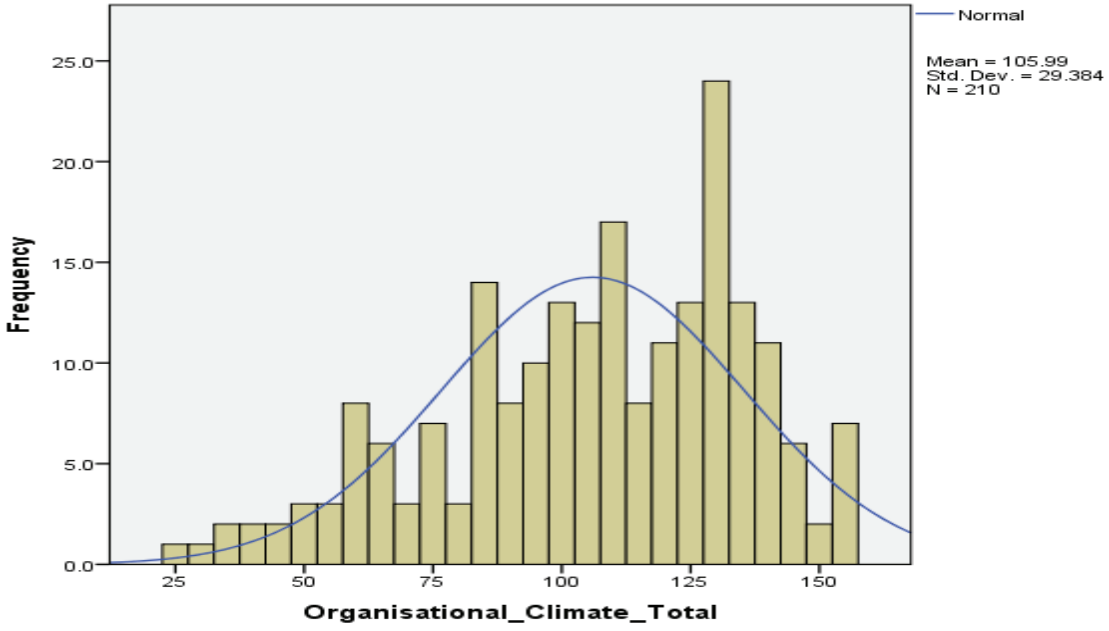

Figure 3.2 Histogram for Organisational Climate Total

LIST OF TABLES

Table 3.1

		Frequency	Percentage (%)
Gender	Male	138	65.70
	Female	72	34.30
Type of the University	Public	90	42.90
	Private	120	57.10
Age (in years)	25-35	54	25.70
	36-45	81	38.60
	46-55	47	22.40
	56 and above	28	13.30

Frequency distribution of the demographic variables

Table 3.2

Descriptive statistics of the variables

Organisational Climate and its dimensions	*N*	*M*	*SD*	Skewness	Kurtosis
Results Rewards and Interpersonal Relations	210	43.65	12.78	-0.64	-0.33
Organisational Processes	210	38.61	11.84	-0.66	-0.38
Clarity of Roles and Sharing of Information	210	18.66	5.49	-0.45	-0.43
Altruistic Behaviour	210	5.07	1.37	-0.77	0.24
Organisational Climate Total	210	105.99	29.38	-0.55	-0.37

Table 3.3

Mean, SD and independent t test scores of organisational climates and its dimensions for male and female academic staff.

Organisational Climate and its dimensions	Male 138		Female 72		t(208)	p
	M	SD	M	SD		
Results Rewards and Interpersonal Relations	43.83	12.78	43.29	12.85	0.291	0.771
Organisational Processes	38.38	12.24	39.06	11.11	-0.393	0.694
Clarity of Roles and Sharing of Information	18.59	5.54	18.81	5.44	-0.273	0.785
Altruistic Behaviour	5.07	1.37	5.08	1.36	-0.091	0.928
Organisational Climate Total	105.9	29.77	106.24	28.84	-0.087	0.931

Table 3.4

Mean, SD and independent t test scores of organisational climates and its dimensions for public and private university's academic staff.

Organisational Climate and its dimensions	Public 90		Private 120		t(208)	p
	M	SD	M	SD		
Results Rewards and Interpersonal Relations	43.34	12.67	43.88	12.91	-0.297	0.767
Organisational Processes	38.26	12.54	38.88	11.34	-0.374	0.709
Clarity of Roles and Sharing of Information	18.51	5.66	18.78	5.39	-0.344	0.731
Altruistic Behaviour	5.02	1.44	5.11	1.31	-0.451	0.652
Organisational Climate Total	105.1	30.06	106.63	28.98	-0.365	0.715

Table 3.5

Test of Homogeneity of Variances

Organisational Climate and its dimensions	Levene's Statistic	df1	df2	Sig.
Results Rewards and Interpersonal Relations	1.41	3	206	0.240
Organisational Processes	0.83	3	206	0.477
Clarity of Roles and Sharing of Information	1.73	3	206	0.163
Altruistic Behaviour	1.11	3	206	0.346
Organisational Climate Total	0.96	3	206	0.413

Table 3.6

Means and SD on the measure of organisational climate and its dimensions as a function of age in academic staff.

Organisational climate and its dimensions	Age groups	N	M	SD
Results Rewards and Interpersonal Relations	25-35	54	41.3	14.06
	36-45	81	45.11	12.24
	46-55	47	40.94	12.51
	56 and above	28	48.5	10.51
	Total	210	43.65	12.78
Organisational Processes	25-35	54	37.56	12.62
	36-45	81	40	11.44
	46-55	47	35.3	11.9
	56 and above	28	42.18	10.22
	Total	210	38.61	11.84
Clarity of Roles and Sharing of Information	25-35	54	17.8	5.61
	36-45	81	19.56	4.97
	46-55	47	17.32	6.09
	56 and above	28	20	5.14
	Total	210	18.66	5.49

Altruistic Behaviour	25-35	54	5.11	1.5
	36-45	81	5.15	1.23
	46-55	47	4.6	1.42
	56 and above	28	5.57	1.21
	Total	210	5.07	1.37
Organisational Climate Total	25-35	54	101.76	31.9
	36-45	81	109.81	27.65
	46-55	47	98.15	29.48
	56 and above	28	116.25	25.39
	Total	210	105.99	29.38

Table 3.7

One-Way Analysis of Variance of organisational climate and its dimensions by age groups of academic staff.

Organisational Climate and its dimensions	Source	SS	df	MS	F	Sig.	*η2*
Results, Rewards and Interpersonal Relations	Between Groups	1,476.86	3	492.29	3.106	**0.028***	0.043
	Within Groups	32,651.07	206	158.50			
	Total	34,127.92	209				
Organisational Processes	Between Groups	1,088.71	3	362.90	2.648	**0.050***	0.037
	Within Groups	28,229.27	206	137.04			
	Total	29,317.98	209				
Clarity of Roles and Sharing of Information	Between Groups	240.02	3	80.01	2.718	**0.046***	0.038
	Within Groups	6,062.97	206	29.43			
	Total	6,303.00	209				
Altruistic Behaviour	Between Groups	18.20	3	6.07	3.361	**0.020***	0.046
	Within Groups	371.73	206	1.80			
	Total	389.93	209				
Organisational Climate Total	Between Groups	7,988.68	3	2,662.89	3.181	**0.025***	0.044
	Within Groups	1,72,465.30	206	837.21			
	Total	1,80,453.98	209				

** $p<0.05$, Eta squared; small: $\eta 2 \geq 0.01$; medium: $\eta 2 \geq 0.06$; and large: $\eta 2 \geq 0.14$*

Table 3.8

Multiple Comparison Tukey's HSD

Organisational Climate and its dimensions (I)		(J)	Mean Difference (I-J)	Sig.
Results Rewards and Interpersonal Relations	25-35	36-45	-3.815	.313
		46-55	.360	.999
		56 and above	-7.204	.070
	36-45	25-35	3.815	.313
		46-55	4.175	.272
		56 and above	-3.389	.610
	46-55	25-35	-.360	.999
		36-45	-4.175	.272
		56 and above	-7.564	.060
	56 and above	25-35	7.204	.070
		36-45	3.389	.610
		46-55	7.564	.060
Organisational Processes	25-35	36-45	-2.444	.635
		46-55	2.258	.768
		56 and above	-4.623	.329
	36-45	25-35	2.444	.635
		46-55	4.702	.129
		56 and above	-2.179	.831
	46-55	25-35	-2.258	.768
		36-45	-4.702	.129
		56 and above	-6.881	.069
	56 and above	25-35	4.623	.329
		36-45	2.179	.831
		46-55	6.881	.069
Clarity of Roles and Sharing of Information	25-35	36-45	-1.759	.255
		46-55	.477	.971
		56 and above	-2.204	.304
	36-45	25-35	1.759	.255
		46-55	2.236	.114
		56 and above	-.444	.982
	46-55	25-35	-.477	.971
		36-45	-2.236	.114
		56 and above	-2.681	.166
	56 and above	25-35	2.204	.304
		36-45	.444	.982
		46-55	2.681	.166

Altruistic Behaviour	25-35	36-45	-.037	.999
		46-55	.515	.222
		56 and above	-.460	.457
	36-45	25-35	.037	.999
		46-55	.552	.115
		56 and above	-.423	.478
	46-55	25-35	-.515	.222
		36-45	-.552	.115
		56 and above	**-.976***	**.014**
	56 and above	25-35	.460	.457
		36-45	.423	.478
		46-55	**.976***	**.014**
Organisational Climate Total Score	25-35	36-45	-8.056	.390
		46-55	3.610	.924
		56 and above	-14.491	.141
	36-45	25-35	8.056	.390
		46-55	11.666	.127
		56 and above	-6.435	.741
	46-55	25-35	-3.610	.924
		36-45	-11.666	.127
		56 and above	**-18.101***	**.046**
	56 and above	25-35	14.491	.141
		36-45	6.435	.741
		46-55	**18.101***	**.046**

*The mean difference is significant at the 0.05 level

Acknowledgement

This research paper is the part of the ongoing Ph.D work of the first author. The author would like to express sincere gratitude to all the respondents who had participated in the study. Also, the authors would like to convey a sincere thanks to the two anonymous reviewers for their valuable comments in enhancing the original submission.