CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

Organizational climate in a college is a multidimensional concept which has been most studied but least understood. The study has the objective of examining the influence of organizational climate on teachers’ job performance. Hence to make these two concepts simple, the review of literature is grouped around the following sections

i) Concept of organizational climate

ii) Concept of job performance

iii) Related literature of organizational climate and job performance

2.2 CONCEPT OF ORGANIZATIONAL CLIMATE

2.2.1 Definitions of Organizational Climate

Different authors and researchers have given different definitions of organizational climate. The following are a few important definitions of organizational climate.

i. Litwin & Stringer (1968) defined organizational climate as the set of measurable properties of the work environment that is either directly or indirectly perceived by the
employees who work within the organizational environment that influences and motivates their behavior.

ii. Organizational climate is a molar concept that pinpoints the organization’s goals and means to obtain these goals. Organizational climate is the formal and informal shared perceptions of organizational policies, practices, and procedures (Schneider 1975).

iii. Organizational climate is the employees’ perceptions and attitudes toward their organization at any given time (Momeni 2009).

iv. Anderson defined college climate as the total environmental quality within a given college building.

v. Fraser and Walberg observed that college climate is a collective perception of all who work in a particular setting.

vi. Halpin paralleled the climate to personality. “Personality is to individual what climate is to organization”.

vii. Fred Luthans asserts that the college climate is overall feeling that is conveyed by the physical layout, the way participants interact, and the way members of the organization conduct themselves with customers or other outsiders.

viii. Tagiuri defined the climate as “The set of internal characteristics that distinguish one organization from another.

ix. Hoy & Miskel (1996) defined the climate as “the relative enduring quality that is experienced by the participants, affects their behavior, and is based on their collective perceptions of behavior in colleges”.
x. Moran & Volkwein (1992) defined organizational climate as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner.

xi. Dennison (1996) states that climate is a condition with a linkage of thinking, feelings, and actions by those in the organization. Therefore, it is subjective and is bound by the full manipulation of power and influence of somebody.

xii. According to Forehand and Gilmer (1964), organizational climate is a set of characteristics that define an organization and differentiate that particular organization with other organizations.

xiii. According to Pritchard & Karasick (1973), organizational climate as a quality environment of an organization that different it from other organizations, which can be classified as (a) existing from the behavior and basis of the members of the organization; (b) accepted or considered by the members of the organization; (c) acts as a foundation to evaluate a situation and (d) acts as a source of force to organize an activity. Organizational climate interacts with individual differences as a need or value in influencing a behavior.

xiv. Guion (1973) said the idea of organizational climate exists to refer to characteristics or to characterize the working environment. If organizational climate refers to an organization, then organizational climate should be judged in terms of precise perception.
xv. Hellriegel & Slocum (1974) have the view that organizational climate refers to a set of characteristics related to an organization or subsystem, interacts with one another within the organization itself.

xvi. According to Verbeke, Volgering & Hessels (1996), organizational climate reflects the acceptance towards the characteristics that define the environment of the organization.

xvii. Castro & Martins (2010) said that organizational climate is a perception that is shared, emotions and the attitude that members of the organization and the basic organizational elements that reflects the norm, value, attitude, culture and influence of the positive and negative attitude of individual in the organization.

xviii. Lin, Madu & Kuei (1999) are of the opinion that organizational climate is a rational process involving a dynamic interaction among organization environment, employees and administration practices. This understanding is essential since the main objective of quality management is to prepare a platform orientated by the environment from the inside and outside.

2.2.2 Dimensions of Organizational Climate

The earliest concept of organizational climate was found in the article of Lewin et al (1939) which focused on the social climates on a number of groups of teenage boys but they failed to provide any conceptual framework or the technique to measure the organizational climate. It could be observed that the article mainly emphasized on the relationship between
leadership styles which was called as ‘Social Climate’. The concept then was used in an article by Fleishman (1939) who discussed ‘Leadership Climate’ as a construct but he did not explain the concept of climate in detail.

Climate was first clearly defined by Argyris (1958) who introduced the concept of organizational climate in terms of formal organizational policies, employee needs, values, and personalities. He was another person who got confusion between culture and climate that persisted till late 70’s in the study of organizational behavior.

The book called ‘The Human Side of Enterprise’ (1960) opened a new arena of management science in which McGregor argued that the climate is primarily determined by the managerial assumptions and the relationship between the managers and their subordinates. But McGregor did not present any technique of measurement of Organizational Climate.

Forehand & Gilmer (1964) defined Organizational Climate as a ‘set of characteristics that (a) describe the organization and distinguish it from other organizations (b) are relatively enduring over time and (c) influence the behaviour of people in the organization.’

Gregopoulos (1963) defined Organizational Climate as a ‘normative structure of attitudes and behavioral standards which provided a basis for interpreting the situations and act as a source of pressure for directing activities.’

In their famous research work Litwin & Stringer (1966) introduced a very comprehensive framework of Organizational Climate. They provided six dimensions of Organizational Climate that include i) structure ii) responsibility iii) reward iv) risk v)warmth and vi) support. In another book by Litwin & Stringer (1968) focused on the concept of climate and its
influence on the McClelland’s ‘need factors’ of motivation i.e. n. power, n. achievement, and n. affiliation. Many researchers attempted to establish the operationalization of climate through the assessment of members’ perceptions. This was the time when the actual concept of Organizational Climate began to take shape.

Schneider & Bartlett (1968) developed a measure of climate and conducted extensive empirical study on the employees in life insurance companies by developing two sets of different dimensions, one for managerial level and another for the field agent. During this time it was understood that it can be conceptualized and measured through the shared perceptions of the organizational members.

James & Jones (1974) classified three approaches for defining, conceptualizing and measuring organizational climate namely (a) Multiple Measurement - Organizational Attribute Approach (MMOAA), (b) Perceptual Measurement - Organizational Attribute Approach (PMOAA), and (c) Perceptual Measurement - Individual Attribute Approach (PMIAA) which have attracted a great deal of interest from social scientists. For instance, under MMOAA, the definition of Forehand & Gilmer (1964) is most appropriate for they have described organizational climate as a set of relatively enduring characteristics that distinguish one organization from another. The definition of organizational climate given by Campbell et al (1970) is under PMOAA. These authors have defined the construct as attributes specific to the organization, induced from how the organization deals with its employees and environment. According to Hellreigel & Slocum (1976), organizational climate is a set of perceived attributes of the organization (or its sub systems), induced from the way the organization and its members deal with each other and with their environment. This definition is another example of PMOAA.
Furthermore, Schneider & Hall (1972) have defined organizational climate as a set of global perceptions held by organizational members about their organizational environment. This can be classified under PMIAA. According to Pareek (1989), organizational climate is created by the perception of organizational members about the outcome of interactions among five components of the organization. These interaction components are (a) structure, (b) system, (c) culture, (d) leader behavior, and (e) employees’ psychological needs. This definition is another example of PMIAA. Having outlined the approaches to conceptualize climate change, it is desirable to understand the underlying differences between organizational climate and organizational culture, as the two concepts are often confused with each other (Hellriegel & Slocum 1974).

James & Jones (1974) insisted the use of the term Organizational Climate in case of organizational attributes only. In the other case of individual attributes, they used a new term Psychological Climate. Later, in another paper, they derived six dimensions based on the individual attributes and categorized them under Psychological Climate instead of Organizational Climate. The six dimensions under individual attributes as devised by them are: a) leadership facilitation and support, b) work group cooperation, friendliness, and warmth, c) conflict and ambiguity, d) professional and organizational spirit, e) job challenge, importance, and variety, f) mutual trust.

In the latter research works, the individual attributes approach has gained more importance. Glick, in a study (1985), made another critical review of Organizational and Psychological Climate theories, conceptual models, and measurements and extensively discussed the issue of the level of analysis.
Dastmalchian (1986) conducted a study to explore the characteristics of the organization’s environment that affect organizational climate. The questionnaire that he used consists of eight dimensions and 32 items: rules orientation (administrative control); leaders’ psychological distance and management concern for employee involvement (egalitarianism), creativity and readiness to innovate (planning and action); questioning authority (open-mindedness), sociability and community orientation; and reward orientation.

James et al (1988) recommend that organizational climate is a combination of (a) conflict and ambiguity; (b) job challenge, importance and variety; (c) leader facilitation and support; (d) work group cooperation, friendliness, and warmth, and (e) professional and organizational esprit.

Boss et al (1989) used the Likert Profile, with an 18-item questionnaire, in measuring the improvement on organizational climate in the nursing services department of a medium sized hospital. This Likert Profile is designed to measure organizational climate in six dimensions: leadership; motivation; communication; decision making; goal setting and control processes.

Ryder & Southey (1990), in their study, explored the usefulness of the measurement scales provided by Jones & James (1974) and established the validity of the dimensions provided by them.

While studying the interaction of work orientation and psychological climate, Day (1991) developed a questionnaire with seven dimensions of organizational climate: (a) structure (jobs are clearly defined and logically structured); (b) responsibility (subordinates take responsibility for the job); (c) warmth – support (a friendly atmosphere prevails); (d) reward (people are rewarded in proportion to excellence of job performance);
(e) pressure –standards (we set a high standards of performance); (f) risk (management is willing to take a chance on a good idea); (g) accommodation (it is important to get along the produce).

Hershberger et al (1994) studied organizational climate through the Work Environment Scale with 10 scales organized under three areas: relationship (involvement, peer cohesion, and supervisor support); personal growth (autonomy, task orientation, and work pressure); and system maintenance and system change (clarity, control, innovation, and physical comfort).

Butcher (1994) intends in his study that 5 core dimensions can be used to build and support organizational climate; goal emphasis; means emphasis; reward orientation, task support; and socio-emotional support.

Sparrow & Gaston (1996) used the Business Organization Climate Index which covers 17 scales: orientation to information technology, sociability, open-mindedness, industriousness, questioning authority, interpersonal aggression, leaders’ psychological distance, rules orientation, cultural orientation, readiness to innovate, orientation to the wider community, intellectual orientation, quality orientation, future orientation, scientific and technical orientation, administrative efficiency, and customer orientation in developing generic climate maps.

2.3 CONCEPT OF JOB PERFORMANCE

2.3.1 Definitions of Job Performance

i) In business dictionary, job performance is defined as the work related activities expected of an employee and how well those activities were executed.
ii) Murphy (1988) defined job performance as a behavior or action by an individual towards specific tasks that he needs to be aware of doing as an employee. Job performance is highly influenced by factors such as success in maintaining good interpersonal relationship with co-workers, attendance to work, discipline, and social level of an employee.

iii) Ree & Earles (1992) state that job performance is the mixture of skills, knowledge, work techniques, and training which can be utilized to achieve the objective of an organization. Other determining factors of job performance include motivation, physical strength, personalities and others.

iv) Campbell et al (1993) state that performance is not derived from the result or effect of an action but it is part of the action itself. They set performance as an action or behavior that is related to the objective of the organization and that can be measured in terms of an individual’s competency such as the individual’s contribution.

v) Viswesvaran et al (2000) define job performance as actions that can be altered, behavior and product that contribute to the organization’s objective.

vi) Janssen & Van Yperen (2004) define job performance as a stated and desirable action according to the type of work that a worker is entitled to and with that, the organization will evaluate the job performance based on the responsibility that was given and agreed upon when an individual was hired by the organization.

vii) Tucker et al (2004) classify job performance into seven items, namely, 1) technical evaluation 2) approach to management,
3) establishing working relationship 4) working with the locals, 5) working at the highest level with unrecognized challenges, 6) effectiveness of work and suitability and 7) the tasks of imparting the knowledge and technology to local residents.

viii) Fritz & Sonnentag (2005) see the concept of job performance as employees’ behavior that produces positive effects for the individual as well as beneficial to the organization.

ix) Cai-feng (2010) defined job performance as result of the tasks assigned, achievement of objective, outcome and output.

### 2.3.2 Factors that have Influence on Job Performance

Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao & Kumar 2004).

Research carried out by Muhammad & Ajmal (2011) found that most employees are satisfied with the work that they have completed. The research also found that demographic factors such as age, academic level, job status, job category, job level, way of appointment and number of years in service all have effects on work satisfaction which gives further impact on the job performance.
In the research carried out by Zemguliene (2012), it was found that the outcome of empirical research shows that work communication and career communication, showed influence as a medium of relationship between job satisfaction and intention towards a job in terms of job achievement and quality service performance.

The research by Dauda & Mohammed Abubakar (2012) found that performance can also be influenced by motivation whereby findings showed a moderate positive correlation between motivation and learning performance, and weak negative correlation between motivation and research performance. It also shows that motivation has a huge impact on the learning performance but has no impact on research performance. Therefore, Dauda & Mohammed Abubakar (2012) suggest that universities should be serious in dealing with the issue of staff motivation to ease effective teaching and the delivery of knowledge. Universities could have financial support to sponsor publications and marketing of researches carried out by the university’s academic staff.

The research carried out by Fauzia et al (2012) found a positive relationship between a teacher’s efficiency with job performance. The research also found that in secondary schools, female teachers have higher level of efficiency compared to male teachers. Besides, teachers with more experience in teaching and have higher level of academic background have higher self efficiency. The research also found out that female students are seen to be more concerned of their teachers’ performance compared to male students. Students who came from families with high source of income tend to look down upon their teachers’ performances.

Chi Wu (2011), in his research, found that job stress have connections with job performance. The positive relationship found in the research is between emotional intelligence and job performance. The finding from the research also shows that emotional intelligence has a moderate
relationship with job stress and job performance. However, for employees with low level of emotional intelligence, there is negative relationship between job stress and job performance.

A significant finding in Smayling & Miller (2012) show that there is a higher level of work satisfaction and job performance in situations where the trainees and supervisors are of the same sexes. This gives an impression that the sex factor has an influence on job performance.

Human resource management also has an indirect influence on job performance (Atteya 2012). This influence comes through positive job satisfaction, organizational commitment, and the behavior of the organization members, and the intention to halt any negativity and negative words.

A research carried out by Yekeen Adebayo et al (2012) found that all free variables such as sex age, marital status, academic background, period of service, emotional intelligence and leadership when combined, can create an expected job performance. The findings also show that there is a significant difference in the relationship between emotional intelligence and the job performance of employees. The research also shows that leadership play a significant role towards job performance.

In the study conducted by Lu et al (2010), it was found that job stress does have connection with job performance. Specifically, work burden has positive relationship with job performance, whilst obstacles from organizations have negative impact on job performance. The finding of the research also showed that employees who are positive in dealing with a challenge have more positive relationship with their job performance. Otherwise, employees who are passive in facing with a challenge are found to have negative relationship with job performance.
In the study carried out by Cai-feng (2010), it was found that job stress have some positive impact on job performance but not for mental health where poor mental health have negative effect on job performance. The study also showed that continuous commitment could bring negative effect on job performance while emotional commitment could bring about positive impact on job performance.

In the research by Chien et al (2010) it was found that the payment of salary based on performance could create a sense of positivity towards job performance. Besides that, the research also confirmed that execution of a procedure brings about a positive relationship with job performance and moderates the relationship between performance-based payment and job performance.

2.3.3 Measuring Job Performance

Performance assessment is essential in the management of human resources. The impact from the evaluation system will be very significant to employees because of the direct connection it has to the monthly payment that employees receive.

Campbell et al (1993) has fixed that performance can be measured in terms of an employee’s efficiency such as the contribution given.

Ghobadian & Ashworth (1994) are of the opinion that measurement of employee’s job performance through customer’s evaluation is a less effective method as compared to measuring job performance by a manager’s evaluation.
Scullen et al (2000) held on to the view that the old method of measuring job performance was used by managers or supervisors. The new method of measuring job performance that was more specific and popular at the time was peer evaluation and self evaluation as addition to the measurement of job performance.

The next view is that of Bracken et al (2001) whereby they have the view that the latest method of overall evaluation is a collection of evaluations from supervisors, employees, peers and at times, customers.

Chan & Neal Schmitt (2002) say that overall job performance can be measured by a few elements which are efficiency, dedication, and interpersonal relationship.

According to Halachmi (2002), measurement of performance can improve individual’s performance as well as organization performance. A manager should have the freedom to determine when, why, and the type of measurement to be used whether it is a qualitative or quantitative technique. A manager is also responsible for ensuring that rules that govern the measuring of a performance are intended and agreed by the organization.

Jaramillo et al (2005), in their study, see job performance as a critical issue. Evaluation of job performance provides essential information in the management of decision making, promotion, and training and as a platform to improve performance or to put a stop to an employee’s service.

Organizations might receive negative impact if the evaluation system used to measure job performance is seen as a disorganized system, being unfair and suppressing employees. De-motivated employees, productivity that does not reach the level of quality intended and unstable
commitment from employees brings about an impact to the overall performance of the organization involved (Rusli et al 2007).

Murphy (2008) said that the measurement of job performance is undoubtedly a difficult challenge for managers and researchers. Job performance can be measured either objectively (product) or subjectively (consideration). Even if favor is towards the objective technique, evaluation of job performance through objective measures cannot be used in all of job performance measurements.

Cai-feng (2010) said that job performance can be measured through three stages namely organization, group and individual.

2.4 RELATED LITERATURE OF ORGANIZATIONAL CLIMATE AND JOB PERFORMANCE

This section presents a review of literature on the past research studies related to organizational climate and its relationship with job performance.

Ahluwalia & Ahluwalia (1990) carried out a comparative study of organizational climate of three types of schools of Delhi which included four public schools, four central schools of six government schools and found that paternal climate was popular in central schools while government schools had closed climate except one government school, which had controlled climate. Two public schools had open climate and two public schools had controlled climate. Thus, organizational climate of different schools was different from each other.
Chakraborti (1990), in his study on the organizational climate of secondary schools in West Bengal, found that the paternal climate was the most commonly perceived climate followed by controlled, familiar, open, autonomous and closed climates. Significant relations were found between the school organizational climate and the leadership behavior of the principal, the job satisfaction of the teacher and school effectiveness.

Salanki (1992) conducted a study on the relationship between educational management and organizational climate of secondary schools of Saurashtra region and found that the organizational climate of secondary schools appeared to be independent of organizational management, place of school and sex of the student population. He also revealed that there was a relationship between resource management and the organizational climate of the secondary schools.

Sebastian (1993), in his study on organizational climate of schools in Tamil Nadu and impact of headmaster’s power behavior with the sample of schools and three districts, found that coercion was positively related to conflict and negatively related to open school climate. Influence was positively related to open climate while authority was related only marginally either to open or close climate.

Manorama (1993) studied the impact of organizational climate on personnel management in the university libraries. The objective of the study was to find out the root cause of problems such as lack of social recognition, job dissatisfaction, under-utilization of staff skills, and personal conflicts among the various hierarchical levels. She identified three important organizational factors viz., leadership process, bureaucratic principles and lack of motivational factors as responsible for the problems. She mentioned the need for the librarians to use highly qualified employees and to provide them with challenging jobs. She identified promotional avenues as one of the
most significant motivational factors and also the characteristics of climate as leadership process, communication pattern, motivational forces, decision making process, internal and external environment of an organization etc., it could be learnt from the study that closed or rigid climate not adapted to the environment leads to entropy.

Patel (1994) conducted a study on organizational climate in higher secondary schools with the sample of girls, boys and co-educational schools of urban as well as rural areas of Gujarat. His findings revealed that the girls’ school had open climate whereas the boys schools had closed climate. In case of large size schools, the percentage of familiar, controlled and open climate was found more.

Heflich (1994), in his study on comparing teacher perceptions of school climate, revealed that there were differences in school climate between public and private schools. Moreover he exposed that independent schools had higher climate scores as compared to the public ones.

Taylor & Tashakkori (1994), in their study on the relationship of teacher decisional participation and school climate to teachers' sense of efficacy and job satisfaction, stated that climate was the combination of three elements: principal leadership in faculty, collegiality and management of student discipline. Each climate element has a relatively strong relationship with teachers’ feelings of efficacy lead to job satisfaction. Each component was found to be significant to teacher effectiveness and job satisfaction.

Coutts (1997) investigated the effect of each new principal with varying leadership styles on the prevailing climate of his school. The significant predictors for school climate were effectiveness of instructional leadership, opportunity to learn, clarity of instructional goals and objectives,
monitoring of student progress, student discipline and communications of expectations for success.

Naseema (1997) conducted a study on the climate of fifty secondary schools in Kerala. She revealed that school climate in Kerala varied from school to school and there was no significant difference found between the climate of rural urban and private government schools.

Krishnan (1997), in his study on organizational climate of schools, discovered that teachers working in high controlled climate schools affected the organizational climate more than those who were working in low controlled climate. Teachers working in different types of schools (boys, girls and co-educational) differed significantly in their organizational climate score.

Handayani (1997) addressed the effect of bureaucratic control on organizational climate and leadership behaviour indicating that the more autonomy to make work decisions and less standardized the work, the better the climate and the more support felt from supervisory and peers.

Further, a study by Suhaidi (1998) found that organizational climate is moderate while the performance of staff at a high level. Organizational climate has a positive relationship with the employee's job performance. Studies show identity dimensions and dimensions of cooperation and support has a positive relationship with job performance.

Gyanain (1998) found in her study that the teachers working in closed or controlled type of organizational climate lingered with tense and developed some physical and mental distortions in their body, while the teachers working in autonomous or open type of organizational climate were mentally happy and healthy.
Lawrence (1999) carried out a study on type of organizational climate existed in secondary schools and level of teacher effectiveness in the schools. He found that there was no significant difference in the mean rating of teacher effectiveness on the basis of organizational climate, there was no significant difference in the mean rating of the teachers’ attitude on the basis of school type of organizational climate and there was no significant interaction effect of school type and organizational climate on teacher.

Sajjabi (1999), in his study, found that the teachers working in government urban schools had more favorable perception of organizational climate than did their colleagues working in the government rural schools of Busoga region, while reverse was true in Buganda region. The private rural as well as urban schools in Busoga region had a much higher average score on organizational climate than did the private rural and urban schools in Buganda region. He also revealed that it was possible to categorize the school in the two regions into the six climate types described by Halpin & Croft (1963). Out of forty schools taken for the study, eleven schools had open climate, seven schools had autonomous climate, four schools had controlled climate, three schools had familiar climate and eleven schools had closed climate. One school did not fall into any specific type of climate.

Beegum (2001), in her study, revealed that job satisfaction among college teachers was related to certain socio-demographic variables such as faculty, region, locality, caste and community mode of conveyance and education of spouse. She also found that job satisfaction of college teachers were related with certain personality variables like self-esteem, materialism, spirituality, orientation and thoughtfulness.

Park (2001), in his study on the relationship between ministry satisfaction and organizational climate among sundry school teachers in the Korean Evangelical Holiners Church, employed a causal comparative and
correlation research design to explore the relationship between job satisfaction and organizational climate, selected socio-demographic variables, volunteer history variables. Significant differences were found in several job satisfaction sub-scales. But there were no significant differences in overall job satisfaction. Also, it was found that there were significant correlations between job satisfaction and organizational climate but those were weak.

Brown (2001), in his study aimed to determine the relationship between organizational climate and job satisfaction, found that there was a significant relationship between organizational climate and teacher job satisfaction. There were significant correlations found between the characteristics of job satisfaction and the characteristics of organizational climate. He also explained that there was no significant relationship between the variables of gender, years of teaching experience, educational level, and ethnicity with climate and job satisfaction. It was also studied that open climate and higher job satisfaction are positively related.

Mohammad Abdeen & Mahmoud Abu-Samra (2001) aimed at determining the perceptions of Al-Quds University faculty members of its organizational climate. One hundred eighty two full-time Arabic speaking members were included in the study. The results of the study showed that the faculty members had a low-ranking evaluation of the organizational climate at the University in general. Differences in their perceptions were shown with regard to sex (in favor of female), type of faculty (in favor of literary faculties), academic rank (in favor of professor) and years of experiences (in favor of those who had less than five years). Finally, improvement of organizational climate was recommended for proper university administration.
Bulach & Peterson (2001), in their study on rural, suburban and urban students, found a positive relationship between leadership behavior and the overall climate of the school.

Chumma (2002) analyzed the job satisfaction among the faculty members of degree granting colleges of education in Nigeria. From the findings of the study, the researcher concluded that they were satisfied with their overall aspects of their working situations. The greatest source of job satisfaction was coworkers, followed by supervision. Faculty members were least satisfied with pay and opportunities for promotion. The study also found that the demographic variables such as sex, age, level of education, teaching experiences, salary, grade level, state of origin and religious affiliation affect the faculty members’ job satisfaction.

Natarajan & Dhandapani (2002), in their study on organizational climate and job satisfaction of teachers in schools, found that the higher secondary schools fell into six types of climates namely open, autonomous, familiar, controlled, paternal and closed. Open climate was found in more number of private schools and familiar climate was found in government school. There was a significant difference in the job satisfaction between male and female teachers. The female teachers are enjoying more job satisfaction. The married and unmarried teachers do not differ in their job satisfaction and also no significant difference was found among rural and urban teachers in their job satisfaction. There was no significant relationship among the teachers in respect of their location of work, and type of school in marital status, location of work which they work with job satisfaction. The teachers working in the open climate are enjoying very high level of job satisfaction.

Austin (2004) investigated the relationship between Mississippi public secondary teacher’s perceptions of school climate and their level of job satisfaction. Findings of the study showed that teachers with high level of job
satisfaction indicated more favorable impressions of school climate than the
teachers of low level job satisfaction. The variables of the subject taught and
type of the school district, appointed or elected superintendent did not make a
difference in the relationship between level of job satisfaction and perception
of school climate.

Mehrotra (2004) performed a study on leadership styles of
principals and job satisfaction of teachers and organizational climate. He
conducted this study in the government and private schools of Delhi with the
sample of 28 government and 28 private senior secondary schools and found
that the principals of government and private schools had different leadership
styles and majority of the government and private schools had autonomous
climate. But controlled and closed climate was demonstrated by equal number
of government schools. The private schools showed closed climate and there
was no significant relationship between leadership styles of principals and the
organizational climate in government as well as private schools.

Kelley (2005) attempted to establish relationships among
leadership, school climate, and effective schools with the selected dimensions
of leadership and measures of school climate in 31 elementary schools. He
also compared the principal’s perceptions of their leadership styles with
teacher’s perceptions of their principal’s leadership styles. Results designated
that teacher’s perceptions of their principal’s effectiveness were related to
school climate.

Sumanlata (2005), in her study on educational attainment as a
function of school organizational climate, examined the differences between
the means on the educational attainment of pupils of different school climates,
namely open, autonomous, familiar, controlled paternal and closed. She found
that there was a significant difference between autonomous and closed type of
school climate. The difference between the means of educational attainment
of pupils in paternal type of school climate and closed type of school climate and between paternal type of school climate and autonomous type of school climate have been found significant.

Bandhu (2006) investigated the effect of institutional climate on burnout among college teachers and described that better climate (openness and autonomy) would uphold job satisfaction by keeping burnout at low levels, whereas poor climate (paternal and closed) would lead to higher levels of burnout and thus low levels of effectiveness.

Philipa Idogho (2006) conducted a study on academic staff perception of organizational climate in universities in Edo State, Nigeria with the sample of 1025 participants drawn from three universities in Edo state. It was found out from the data that academic staff perceived the organizational climate of their institutions as favorable and there is a significant difference among academic staff in their perception. It was also learnt that academic staff do not differ in their perception of organizational climate in their institutions based on sex, age and status.

Barbara Townsend (2006) explored the issues of what would constitute a positive organizational climate for women and minorities within the community college setting and ways in which such a climate might be achieved. The study first described some traditional or standard measures of a positive organizational climate for women and minorities and then evaluated how well the community college was doing when examined against these measures. The study also described some structural manifestations of a negative climate, including negative discourse about minorities and women, in doing so; it traces the development of some discourse patterns about these groups and provides some illustrative cultural assumptions that reflect these discourse patterns. The study concluded with implications for the community
college, including some steps to be taken to improve the organizational climate for minorities and women.

Chu et al (2006), in their study to investigate the impact of leadership style and school climate on faculty psychological contracts, indicated that overall perceptions of the faculties toward leadership style, school climate and psychological contract were favorable and leadership style and school climate affected faculty psychological contracts. Age was found to be a factor differentiating faculty psychological contracts. It was concluded that employee perceptions of positive organizational climate would be associated with higher levels of job satisfaction and organizational performance and with lower levels of employee turnover. The relationship between organizational climate, organizational performance and employee turnover would be mediated by employee job satisfaction.

Adeyemi (2006) investigated the relationship between organizational climate and teachers' job performance in primary schools in Ondo State, Nigeria. The findings revealed that most of the schools run an open climate type of organization. The level of organizational climate in the schools was however very low. The level of the teachers' job performance was equally low. A significant relationship was however found between organizational climate and teachers' job performance. Based on the findings, it was suggested that head teachers should create a favorable climate to enhance better job performance among teachers. They should intensify more regular supervision of teachers and be more sensitive to their needs to enhance a conducive and enriching school climate. Government too, should provide all the necessary facilities and resources in schools.

Day et al (2007) found that there is no significant relationship between effectiveness and age, life phase, or gender of teachers. Commitment and resilience were found to be significant characteristics of effective
The quality of school leadership, professional development and opportunities for collaboration were the significant factors to retain the positive attitudes in the minds of the teachers.

Roul Sushanta (2007), in his study on teachers of autonomous and non-autonomous colleges, found that teachers of autonomous colleges were more effective than the teachers of non-autonomous colleges. The organizational climate of autonomous colleges was more effective than that of non-autonomous colleges and teachers in autonomous colleges got more freedom in all respects including curriculum framing, flexibility in the academic reforms. On the other hand, teachers of non-autonomous colleges were burdened with more work and they faced interfaces from principals and management in their work.

Cynthia Uline & Megan Tschannen Moran (2007) in their study examined the interplay between the quality of school facilities and student achievement. Teachers from 80 Virginia middle schools were surveyed with the school climate index, a seven item quality of school facilities scale as well as three research support items. They have examined the proposition that at least part of the explanation for the link between school building quality and student outcomes is the mediating influence of school climate. The paper also revealed that there was a close relationship between school social environment and student achievement. The social environment of school included learning climate, teacher behavior and attitudes, principal leadership and community ties.

James Griffith (2008) examined specific aspects of organizational climate related to job satisfaction, employee turnover and organizational performance in public elementary schools. Survey data were obtained from school staff and students and from school district archives. Hypotheses tested included: (1) Employee perceptions of organizational climate and job
satisfaction, when aggregated to an organizational level would represent group level constructs; (2) Employee perceptions of positive organizational climate would be associated with higher levels of job satisfaction and organizational performance with lower levels of employee turnover and (3) Relations of organizational climate to organizational performance and to employee turnover would be mediated by employee job satisfaction. The study revealed that there was no evidence for the mediating effects of organizational climate in relation to job satisfaction, employee turnover and organizational performance.

Schulte et al (2008) analyzed the characteristics of effective high school teachers as perceived by 615 college students in relation to gender, ethnicity, students’ status and generational status. Qualitative analyses revealed the presence of 24 themes: caring, communication, creative, disciplinarian, fairness, flexible, friendly, fun, knowledgeable, listening, manages classroom, uses different modalities, involving, motivating, organized, passion for teaching, patience, builds relationships, shows respect to others, challenges, service, teaches well and good personality.

Sridhar & Baidei (2008) compared the teacher efficacy in India and Iran. Statistically no significant difference in general teaching efficacy scores were found between two countries. A statistically difference was found between male teachers in two countries in terms of personal teaching efficacy. Iranian male teachers had high personal efficacy than their Indian counterparts. However, female teachers did not report statistically difference in teacher efficacy. Also, no significant difference was found in teacher efficacy for number of years of teaching experience.
Nammi & Maryam Zarra Nezhad (2009) found the relationship between components of psychological climate and organizational commitment by conducting a study in one of the biggest cities in Iran with a sample of 170 teachers.

Gupta (2009) conducted a study on values among school principals, their attitude towards modernization and its relationship with the organizational climate and found that there was a significant difference in the climate of public schools and government schools. Public schools possessed controlled climate whereas the government schools possessed familiar climate. There was no significant relation found between values or the modernization and the school organizational climate.

Nasser & Fathi (2009) attempted to evaluate the institutional performance in secondary schools in the Eastern Region of Saudi Arabia and found that the efficiency of the institutional performance was weak and there was no significant difference in the institutional performance due to qualification and experience of administrators.

Jing et al (2010) found that supportive climate would result in higher organizational performance.

Adeyemi (2010) found the relationship between the leadership styles of principals and teacher’s job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of
leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher’s job.

Chandrasekar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees, their performance gets affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity were the significant factors affecting job performance. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee’s job performance.

According to Nadeem et al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary,, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance.

In their study, Hemalatha & Nisar Ahmed (2011) stated that teachers do not differ from employees in other organizations and they desire decent salaries and benefits, suitable working conditions, recognition and promotion opportunities. As a result, they may not be as committed, derive lower satisfaction from their jobs, display higher absenteeism rates and their performance may be impeded. Dissatisfaction with pay and advancement opportunities, in particular, illuminates the areas that can potentially be accorded attention by the AICTE. While there is reason to question the salary system of teachers, other strategies should not be neglected in enhancing
teacher satisfaction and commitment. Working environment in college enhances job satisfaction and thereby increases commitment.

George Rodrigues & Purushothama Gowda (2011), conducted a survey of 72 library professionals working in professional college libraries in Mangalore found that job security, performance evaluation and guidance, appointments and promotions play a positive role in the level of satisfaction, while responsibility and decision making aspects play a negative role. They concluded that by providing better physical facilities, strengthening the reward system, maintaining better interpersonal relations, job security, and promote on facilities provide for increased level of satisfaction that leads to better organizational climate.

School organizational climate is well known to be a factor that affected teachers’ job performance. Babu (2013), in his study, said: High performance organizations tend to make optimal use of every one’s capabilities. Thus, organizational climate definitely affects the teachers’ performance in school. It will affect their motivation and dedication in work, job satisfaction and efficacy. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education.

Selamat et al (2013) stated: “In terms of the relationship between organizational climate and teachers’ job performance, the findings revealed that there was a significant relationship between organizational climate and teachers’ job performance”

Basilius Redan Werang & Lukas Lena (2014), in their study, found that there was a significant relationship between principal’s leadership and teachers’ job performance at state senior high schools in Merauke regency, Papua and there was a significant relationship between school organizational
climate and teachers’ job performance at state senior high schools in Merauke regency, Papua.

2.5 CONCLUSION

The chapter reviewed existing studies and explained the key concepts which enable the researcher to understand the necessary concepts and research problem taken for the study. Organizational climate and job performance with variety of approaches in different settings were clearly explicated. Some organizational climate factors, such as support, reward, trust, and caring, seem to be appropriate in almost any setting. Other climate factors, however, may not be relevant to a specific setting like schools and colleges.

Though researchers and academicians have identified the role of organizational climate in the performance of an organization, there is no unanimous opinion among them regarding uniformity of dimensions affecting organizational climate irrespective of the nature of the organization. After studying the literature thoroughly, the researcher has judged at least nine factors as prominent in the literature and bearing relevance to the self financing engineering college setting namely Role Clarity, Communication, Management Support, Compensation and Benefits, Recognition and Reward, Leadership, Teamwork and Cooperation, Physical Comfort and Organizational Commitment.