CHAPTER 5

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents the summary of findings, suggestions, conclusions and recommendations for further studies. The major purpose of this study was to find out the views of teachers on organizational climate dimensions and the relationship between organizational climate and the teachers’ job performance.

Organizational climate of any workplace is one of the significant factors that directly or indirectly influence the level of job performance of teachers. The researcher focused that the higher quality of education depends on the quality of climate of the organization.

The objectives of the study were to find out the perception of teachers towards the various dimensions of organizational climate; to study the relationship between organizational climate and teachers’ job performance; to study the work life aspects affecting organizational climate; and to suggest the recommendations to improve the organizational climate.

The methodology was formulated according to the objective of the study with the help of comprehensive reviews of previous studies. The information for the study has been obtained from both primary and secondary
sources. The primary data were collected through a structured questionnaire. The secondary data were collected through all relevant published sources. The collected data were analyzed with the help of appropriate statistical tools. The various findings of the present study are summarized as follows.

5.2 SUMMARY OF FINDINGS

5.2.1 Demographic Profile of College Teachers

In this study, descriptive statistics have been used to analyze the demographic profile of the respondents. The following are demographic profile of the respondents.

Out of total number of respondents, 38.5 percent belonged to Kanyakumari district, 30.7 percent belonged to Tirunelveli district, 15.4 percent belonged to Tuticorin district and 15.4 percent belonged to Virudhunagar district. Teaching profession was equally shared by both male and female teachers and most of them belonged to undergraduate departments. Most of the college teachers were less than thirty years old and more than half of respondents from total sample were single. Majority of them were assistant professors and had obtained post-graduate qualification. Regarding their experience as a teacher, most of them had taught for less than 5 years. Majority of the respondents drew their salary below Rs.25,000.

5.2.2 Level of Perception of Organizational Climate Dimensions

The overall highest perception score has been found for the dimension ‘management support’ identified by 366 (50.3 percent) respondents out of the 728 respondents chosen for the present study. The dimension ‘communication’ has the highest overall moderate perception score identified by 333 (45.7 percent) respondents. The overall lowest perception score has been found for the dimension ‘role clarity’ identified by 223 (30.6 percent) respondents.
5.2.3 Ranking of the Respondents’ Perception of Organizational Climate Dimensions

In order to rank the dimensions, weighted average method was applied by the researcher. Management support was the highest dimension in teachers’ point of view. The second highest dimension was communication and the third one was leadership. The fourth one was organizational commitment and the fifth one was role clarity. Teamwork and cooperation was the sixth one. The seventh, eighth and ninth dimensions were physical comfort, compensation and benefits and recognition and rewards respectively.

5.2.4 District-Wise Comparison of Perception of the Various Dimensions of Organizational Climate

The perception level of teachers in Tuticorin district was high in the dimension ‘management support’ and it was low in compensation and benefits. In Kanyakumari district, the level of perception towards management support was high and low in role clarity. In Virudhunagar district, the level of perception towards management support was high in and it was low in role clarity. In Tirunelveli district, the perception of the dimension ‘management support’ was high and it was low in role clarity and recognition and reward.

Tuticorin district was the one with the best organizational climate among the four districts. It got the highest score in five organizational climate dimensions namely role clarity, management support, recognition and rewards, teamwork and cooperation, and organizational commitment.

Tirunelveli district was the one with the worst organizational climate. It got the lowest scores in six dimensions i.e. role clarity, communication, recognition and rewards, leadership, physical comfort and
organizational commitment. It was in the third place in management support, compensation and benefits, and teamwork and cooperation.

Virudhunagar district was in the second place and Kanyakumari district was in the third place in the order of mean scores obtained from the views of respondents.

5.2.5 Effect of Demographics on Organizational Climate Dimensions

District

There is no significant difference between the perceptions with respect to districts in all dimensions except role clarity and also it was found that the respondents in Tuticorin district were very clear about their role.

Gender

There is no significant difference found between gender and organizational climate dimensions except role clarity. Mean scores show that female respondents are very clear about their role compared to male respondents.

Department

There is a significant difference found between department and organizational climate dimensions like recognition and rewards, teamwork and cooperation, physical comfort and organizational commitment. These significant variables play a vital role in influencing organizational climate. But role clarity, communication, management support, compensation and benefits and leadership do not have any significant difference based on departments (Under Graduation and Post Graduation).
Moreover, respondents who took classes for under graduation classes had perceived high towards the above dimensions of organizational climate which had a significant effect on organizational climate.

Age

There is a significant difference found between age and organizational climate dimensions like communication, recognition and rewards, physical comfort, organizational commitment, role clarity and compensation and benefits. But there is no significant difference exists between the perception of the dimension teamwork and cooperation, leadership and management support and respondents’ age.

It was also found that the level of perception of the respondents with above 50 years of age was low towards the dimensions like role clarity, compensation and benefits, recognition and reward, physical comfort and organizational commitment, compared to other age groups. The respondents with below 30 years of age had high level perception on communication compared to other age groups.

Marital status

There is no significant difference found between marital status and all the dimensions except compensation and benefits. In addition, unmarried respondents had high level perception on compensation and benefits which means that they had more satisfaction towards compensation and benefits than married ones.
Academic degree

There is a significant difference found between academic degrees and organizational climate dimensions like physical comfort, leadership, recognition and rewards, communication, role clarity, compensation and benefits except the remaining two dimensions namely organizational commitment and teamwork and cooperation.

It was also found that the respondents with post-graduate qualification had high level of perception towards all the dimensions except teamwork and cooperation and organizational commitment.

Designation

There is a significant difference between designation and organizational climate dimensions namely role clarity, communication, leadership, physical comfort, organizational commitment and management support. Teamwork and cooperation, recognition and rewards and compensation and benefits do not have any significant differences.

Results also showed that associate professors had high level of perception on role clarity, communication, management support, leadership, physical comfort, organizational commitment and overall climate compared to assistant professors and professors.

Experience

There is a significant difference found between experience and organizational climate dimensions like role clarity, recognition and rewards, physical comfort and organizational commitment. But teamwork and cooperation, leadership, compensation and benefits, management support and
communication do not have any significant differences based on respondents’ experience.

Post hoc analysis concluded that the respondents with below five years of experience had high level of perception on role clarity dimension compared to five to ten and ten to fifteen years experienced respondents. The respondents with more than fifteen years of experience had low level perception on the dimensions namely recognition and reward and organizational commitment compared to other groups.

The respondents with less than five years of experience had high level of perception on physical comfort and overall organizational climate compared to the respondents with five to ten years and above fifteen years of experience. The respondents with less than five years of experience and ten to fifteen years of experience had same level of perception on physical comfort and overall organizational climate.

**Salary**

There is a significant difference between salary obtained by the respondents and all the dimensions except compensation and benefits.

It was also found that the respondents who belong to the income category of Rs.25000-35000 had high level of perception on role clarity, management support, physical comfort, organizational commitment and overall climate dimension and low level of perception on communication compared to those who got below Rs.25000 as their income.

The income group which was below Rs.25000 had high level perception on recognition and rewards dimension compared to the group with their income between Rs.25000 and 35,000 and above Rs.45000 but had low
level perception on recognition and rewards compared to the group with their income between Rs.35000-45000 income group and almost had same level of perception on role clarity, physical comfort, organizational commitment and overall climate dimension compared to Rs.35000-45000 income group.

And income group who obtained between Rs.35000 and 45000 and those with above Rs.45000 had same level of perception on communication. The group which got its income between Rs.25000 and 35000 had high level of perception on management support dimension compared to those with less than Rs.25000 and those obtained between Rs.35000 and 45000.

The group which got its income between Rs.25000 and 35000 had same level of perception on leadership, team work and cooperation dimension compared to those obtained between Rs.35000 and 45000 and those with above Rs.45000 and had low level of perception on leadership, team work and cooperation compared to those with less than Rs.25000 as their income.

5.2.6 Overall Organizational Climate and Job Performance

The findings revealed that 25 percent of respondents felt that organizational climate in their colleges was bad and 50 percent of them felt that it was moderate and the organizational climate was good for the remaining 25 percent of the respondents. Hence the overall climate was moderate in self financing engineering colleges.

It was found that 31 percent demonstrated low level of job performance, 35 percent showed moderate level of job and 34 percent feels that level of job performance in self-financing engineering colleges is high.
5.2.7 Factors Influencing Job Performance

In order to identify the factors influencing job performance, factor analysis was performed. The most important factor influencing job performance explained 20.219% of the total variance and it was named as “Work Habits” followed by a factor that accounted for 17.056% of the total variance and was named as “Personal Relations”. The next factor explained 12.437 of the total variance and it was named as “Job skills and Ability”. The last factor accounted for 6.87% of the total variance and it was named as “Action Accomplishment”. Thus it could be irrefutably stated that four factors namely work habits, personal relations, job skills and ability and action accomplishment influence the job performance of the teachers in self financing engineering colleges.

5.2.8 Effects of Demographics on Job Performance

The findings revealed that the respondents from the four districts had same level of job performance with mean score of 3.50. The job performance of male respondents was found to be higher than that of female respondents. The respondents who took classes for under-graduate and post-graduate departments had showed the same level of job performance with the mean score of 3.60. The respondents with age of less than 30 years and those with age of more than 50 years showed the same level of job performance. Both married and unmarried respondents exposed the same level of job performance.

Post hoc analysis showed that the PhD holders had low level of job performance compared to others. Assistant professors, associate professors and professors did not show any significant differences in their job performance. There is no difference found in the level of job performance with respect to their experience. The respondents who obtained their salary
between Rs.35000 and 45000 reported high level of job performance compared to others with the salary of Rs.25000 and between Rs.25000 and 35000 and also reported the same level of job performance as that of the respondents who got above Rs.45000.

5.2.9 Relationship of Perceived Organizational Climate and Teacher’s Job Performance

Organizational climate and teachers’ job performance demonstrated moderate and positive linear relationship ($r=0.48$). The only one dimension, role clarity ($r=0.88$) had high positive relationship with teachers’ job performance. The dimensions of organizational climate like communication ($r=0.45$), leadership ($r=0.43$), management support ($r=0.31$), recognition and reward ($r=0.30$) and teamwork and cooperation($r=0.30$) had moderate and positive relationships with teachers’ job performance. The other dimensions namely organizational commitment($r=0.25$) physical comfort ($r=0.23$), compensation and benefits ($r=0.11$) had low positive relationships with teachers’ job performance. It was found that there was a significant relationship between organizational climate and teachers’ job performance. This inferred that healthy organizational climate could improve teachers’ job performance.

5.2.10 Effects of Organizational Climate Dimensions on Job Performance

Regression analysis with the coefficient value of 0.884 indicated that the relationship between job performance and the independent variables was quite strong and positive. It was found during the regression analysis that 78 percent of the variance in job performance is explained by the organizational climate variables. The coefficients of role clarity, communication, leadership and organizational commitment are 1.041, 0.101,
0.109 and 0.061 respectively which represents the significant effect of these dimensions on job performance. Particularly role clarity and leadership are the most significant predictors of job performance.

### 5.2.11 Influence of Organizational Climate on Job Performance

MANOVA technique was applied to find out the influence of organizational climate on job performance. Mean scores for role clarity, communication and leadership dimension was statistically significantly different between all three levels of job performance i.e. low level, medium level and high level. Hence it is clearly understood that the

Mean scores of management support, compensation and benefits, recognition and reward, teamwork and cooperation, physical comfort and organizational commitment dimensions were statistically significantly different between low and medium level of job performance and low and high level of job performance, but not between medium and high level of job performance.

### 5.2.12 Structural Equation Modeling (SEM)

SEM (AMOS 21) multivariate analysis technique was used to determine the relationship between the construct of organizational climate and the variable of job performance. The regression coefficients show a structural relationship between job performance and organizational climate. The variable of job performance (0.77) had an effect on the variable of organizational climate and explained 77 percent of the variance. Furthermore, the results show that role clarity was the weakest indicator of organizational climate, with a variance of 39 percent, followed by teamwork and cooperation and recognition and rewards. Both had variance of 50 percent. Management support (0.60 variance), organizational commitment (0.59
variance), communication (0.58 variance), and compensation and benefits (0.57 variance) were the strongest indicators of organizational climate. The results suggest that there is a structural relationship between job performance and organizational climate. When organizational climate goes up by 1, job performance goes up by 32.968.

5.2.13 Effect of Work Related Problems on Organizational Climate

The five significant work related problems of teachers are ‘vast difference in pay among the teachers’, ‘absence of cordial atmosphere’, ‘poor working condition’, ‘absence of mutual trust and respect of each other’ and ‘increased work load’. Since the non-significant coefficients exceed 0.05 indicating that the variables such as ‘non availability of well-equipped class rooms’, ‘lack of laboratory facilities’, ‘dominance of casteism, favoritism etc., while extending special privileges’, ‘absence of periodical checks and objective assessment of work’, ‘lack of basic amenities’, ‘absence of increase in salary based on experience’, absence of mutual trust and respect of each other’ and ‘lack of co-operation from the students’ do not contribute much to the model.

It also shows that the relative importance of significant predictors is determined by looking at the standardized coefficient. Absence of cordial atmosphere is the highest standardized coefficient with the lowest significance (p=0.05) which means that “absence of cordial atmosphere” is the main problem that affects overall organizational climate.

5.2.14 Factors to Enhance the Prevailing Organizational Climate

In order to identify the factors to enhance the prevailing organizational climate, the data so collected was analyzed with factor analysis technique. The analysis generated four factors that can improve the existing
climate in self financing engineering colleges. The most important factor explained 25.46 percent of the total variance and it was named as “Working condition”. The second factor accounted for 19.97 percent of the total variance and it was named as “Stress reduction”. The third factor accounted for 14.47 percent of the total variance and it was named as “Cooperation” and the fourth factor accounted for 13.70 percent of the total variance and it was named as “Career development”. Thus it could be undoubtedly stated that four factors namely working condition, stress reduction, cooperation and, career development will improve the existing climate in self financing engineering colleges.

5.3 SUGGESTIONS

The findings revealed that the teachers in the self financing engineering colleges had a moderate organizational climate and also showed a moderate level of performance in their jobs. It was also found that there is a positive correlation between organizational climate and teachers’ job performance which confirmed Selamat et al (2013) findings that there was a significant relationship between organizational climate and teachers’ job performance. It inferred that healthy organizational climate could enhance teachers’ job performance.

Hence it is indispensable to improve the prevailing climate through the following measures, given according to the level of perception of teachers towards organizational climate dimensions, in self financing engineering colleges to build the positive attitude in the minds of teachers towards the climate.
5.3.1 Role Clarity

It was found that many teachers under this study were not clear about their roles and also role clarity is the main indicator of job performance. Therefore, the college officials must clearly make the teachers to answer the questions of ‘What’s really expected of me?’ ‘What are the priorities at my work?’ and ‘How do I help the college achieve its goals?’ and accordingly delegate the responsibility to the teachers. This is one factor which can reduce the risk of multiple point of contact and also help in reducing a number of team related risks. In order to prevent role ambiguity, regular meetings must be conducted. In many colleges, only Heads of the Departments are invited to the meetings and majority of the teachers are excluded from these meetings. Hence it is recommended to invite all teachers to join the meetings.

5.3.2 Communication

Another important organizational climate dimension was communication in this study. Also it was found that there is a wide communication gap between the officials and teachers in self financing engineering colleges. Improving communication requires thorough understanding of the needs and expectations of the teachers. Equitable distribution of information and resources in colleges, clear dissemination of information and access to reliable information will lead to increased teachers' trust and in turn, increased job performance among them.

The communication tools from the traditional like print, meetings and telephone, to the new age, like e-mail and social media should be used wherever it is necessary. Also the communication should be two-way flow of information. Opportunity for feedback must be given to the teachers through surveys and anonymous feedback channels like suggestion boxes.
5.3.3 Management Support

Management support was the highest dimension perceived by the teachers in self financing engineering colleges in this study. On the other hand, managerial interventions could also facilitate educational institutions to foster more favorable organizational climate to positively influence teachers’ perception towards their work. The officials need to create equal opportunities for development and growth of teachers. As the findings showed that organizational climate was a crucial factor in improving the job performance of teachers, the management could create a committee to assess organizational climate among teachers. According to Ginbayi (2007), when there is an organizational climate assessment, there would be no barriers to the job performance of teachers.

5.3.4 Compensation and Benefits

The proliferation of private colleges, which are merely teaching shops, employs teachers at very low salaries and the teachers cannot give the best to students. The private colleges look down upon teachers as employees. This perception should be changed and compensation system should match with the prevailing and changing economic conditions. If teachers are provided a conducive atmosphere coupled with an attractive salary package, they would feel pleasant about their work and this could enhance individual efficiency and overall organizational performance.

5.3.5 Rewards and Recognition

Another area where the management could give its attention is the factor of rewards and recognition, may it be material or nonmaterial. Material rewards could be promotions, monetary benefits and the like where as non
material rewards could be appreciation of hard work and good job which would definitely enhance the level of belongingness towards the organization.

The heads of the departments can provide recognition to teachers by sitting and spending time with them having informal talks, or else in other activities like asking about their families and other crucial aspects related to their personal life. Chen (2007) reported that the external rewards and commendations were also effective in stimulating the teachers’ work motivation.

5.3.6 Leadership

Principals, as the leaders of institutions, and the Heads of the departments, as the leaders of the departments, should take the responsibility for all the work activities and also encourage the teachers. They must be approachable and highly competent in their duties as well as in leading and guiding their subordinates. They should explain the outcomes and results expected from the teachers towards the college. They have to treat every teacher equal in terms of respect, trust and integrity. If a teacher is a fresher to the field, they have to explain how to take the class and maintain students’ discipline. They should take into account teachers' interests and capabilities while assigning courses to them, since teaching courses which is interesting to them is one of the ways resulting in job performance.

Training programmes should be arranged for the teachers to update and enhance their knowledge and skills. They should keep up time in order to encourage the teachers to do the same. They have to give the proper feedback on the performance of teachers and appreciate their good job and academic results. Feedback enhances the commitment of teachers (Firestone & Pennell 1993). In a nutshell, they must be good models to other teachers.
5.3.7 Teamwork and Cooperation

The following meetings could be organized in colleges: teachers meeting in teams to learn how to help their students achieve at higher levels; college leaders sharing responsibility with teachers to achieve college goals; and beginning teachers working with more experienced teachers. Teachers in such colleges share responsibility for the achievement of all students and will be more likely to be satisfied with their careers. The management could conduct some interdepartmental programmes and competitions annually for the teachers which would enhance the teamwork and cooperation.

5.3.8 Physical Comfort

One of the areas where the teachers expect something tangible from the management side is the physical comfort which includes not only the facilities provided like seating arrangement, telephone and computer facility, and internet facility but also include the facilities like tea and lunch arrangement, assistance for their children’s schooling, housing, transport and medical benefits.

5.3.9 Organizational Commitment

Teachers have to be provided flex time when required to make them more committed. If the performance slips down, they have to be told directly but sensitively. According to Firestone and Pennell (1993), when teachers are allowed to participate in decision making, they are committed to the organization and teachers’ commitment is shaped by teachers’ working conditions.
5.3.10 General Suggestions

- The management of self financing engineering colleges should develop job security among the teachers because it is believed that there is no job security in private colleges.

- Since self financing engineering colleges are privately managed, there is no uniform policy of recruitment, promotion and salary pattern. So it is recommended to have a uniform policy for all self financing engineering colleges. The state or central government should enforce the regulations strictly. The affiliated colleges, which are running self-financing courses, are charging double fee from the students than the prescribed one, but, on the other hand they are not paying salary to the teachers as per the UGC norms. Hence salary must be given as per norms so that quality education could be provided without increasing the fee; otherwise, it would adversely affect the society in general and the students taking higher education in particular.

- The management should conduct a thorough revision of the rules and policies in force and it has to be ensured that they are consistent with the prevailing conditions of job and free from partiality affecting the interests of a group at the cost of another.

- The results indicated that the elder teachers reported negative perception. Hence the management of the colleges should consider conducting focus groups or surveys to know why those teachers showed negative perception.
Many of the institutions have been plagued by various deficiencies, including shortages of teachers. So it is suggested to increase the number of teachers by appointing faculty and industry experts, recommending that they be compensated adequately.

5.4 SCOPE FOR FUTURE RESEARCH

The present investigation tries to open new directions for future research which could be done by adding more samples, new variables and it could also be done in different places. This research could give the following suggestions for further attempts.

1. The study could be conducted on the teachers in Government Engineering Colleges.

2. A comparison of teachers in Government and private engineering colleges could be made in this regard.

3. The present investigation was among teachers in self-financing engineering colleges in four districts of Tamilnadu. Hence researches could be done in different parts of India.

4. The data collection tool for the present study is questionnaire. Other tools like interview and some projective techniques could also be used in this regard.

5. Other interested areas related to this study are organizational commitment, job stress, employee engagement, and organizational citizenship behavior, quality of work life and work life balance. So researchers could also be conducted on these issues.
5.5 CONCLUSION OF THE STUDY

It was found that organizational climate had a significant relationship with job performance. Specifically, if the perception of organizational climate by teachers is more positive, their job performance is higher. This finding suggested that creating a better organizational climate would be one of the cardinal ways to enhance job performance. It was also found that role clarity, communication, leadership and organizational commitment were the significant predictors of job performance.

Thus organizational climate of the engineering college teachers showing a positive relationship with job performance need to be understood in terms of certain personal variables. To sum up, organizational climate is characterized by positive attributes such as management support, communication, leadership and organizational commitment.

Teachers’ job performance is a personal characteristic comprising of intellectual capacity, knowledge and attitude of a teacher in educational setting, still it has its antecedents in environment i.e. college organizational climate. It is found that college climate with a blending of socializing and supporting role of head of institution and colleagues is facilitative in organizational success and employee satisfaction. Hence it is important to introduce autonomous and familiar types of college climate. It is not the physical infrastructure but human networking that is important. This revolves around inter-personal relationships and teacher-head relationship (Bhardwaj 2004).

A college teacher, irrespective of gender will show a good level of performance when college climate is more humane. The educational administrators at state level and also at district level need to play a facilitating rather than supervision with iron hand – role in helping teachers to show their best of abilities and interests (Das 2005).
The department classification of teaching i.e. under-gradation and post-gradation seems to affect organizational climate. Let all teachers, irrespective of stream should be given in-service training. This is likely to help teachers to be more effective – both intellectually and attitude wise. Along with use of mass media especially e-media should be made integral part of teaching-learning process and all teachers should be made technology savvy.

It is felt and believed by many that teaching experience does affect organizational climate. But it needs to be re-looked that experience may not be that important. Hence favoring either young or elder should be discarded and all teachers need to be treated as unique human beings in educational system. It is need of hour that teachers must be provided more conducive and supporting environment which will definitely enable college teachers to provide education to young generation for achieving excellence in college education.