Chapter 6.SUMMARY

INTRODUCTION:
An organization is a social entity that has a collective goal and is linked to an external environment. Each organization has its own personality. Organizational climate refers to the environment of an organization. It is concerned with the feelings that the employees have about the organization. School is an organization. The climate of the school depends on the morale of the employees. The most important factor which determines the climate of an institution is the teachers. Their satisfaction positively affects the growth of the institution. Job satisfaction is how content one is with his or her job. Researches proved that the more positive the environment of an institution, the better is the job satisfaction and it positively contribute to academic achievement of students. Organizational climate and job satisfaction are closely related. Better the organizational climate higher is the level of job satisfaction of teachers. The satisfied teachers will be able to perform better. The teachers who are happy and satisfied with their jobs would impact their students positively. The job of the teacher is to see to it that he or she help his or her students to do well not only in their exams but also in their lives. Thus what the students achieve depends upon the teachers to a large extent. Achievement of students refers to the marks scored by the students in their exams. In India exams are the measuring tool to measure the performance of the students. The organizational climate, job satisfaction and achievement of students are closely connected.

Junior college is an organization like any other organization as it is also a social entity, wherein the most important resource is the human resource. It also has common goals which can be achieved only through the efforts made by all its employees i.e the teachers. There are various subject departments like other organizations have. Each department is headed by a particular person the senior most teacher of that department. The college has a hierarchy of management such as principal, vice-principal, supervisors. The success of a junior college is the result of the students of XII
in their board exams. The colleges that produce good results are successful and enjoy a good reputation.

Various studies have been conducted showing that there is a relation between organizational climate and job satisfaction. “Frank Fredlander” conducted a study on “Multiple Impacts of organizational climate & Individual system upon job satisfaction”. The data gathered from 95 employees of a Research & Development Organization that maximal satisfaction with different areas of one’s work demands different mixes of climate. (Frank Fredlander, personnel psychology 1969, 22, 171 – 183). Another study by “S. P. Deshpande” shows the impact of ethical climate types on various facets of job satisfaction in a large non profit organizations. (S. P. Deshpande, “The impact of ethical climate on facets of job satisfaction”). Journal of Business Ethics June 1996 – Springer volume 15 Issue 6).

The above studies show that the organizational climate affects job satisfaction. Various studies have been conducted on the organizational climate, its features, importance and its dimensions, culture of the organization, organizational commitment etc which show that these factors have an impact on the performance of the employees. Similarly various studies are also conducted on the factors that affect the level of job satisfaction and the performance of the employees, their intention to leave the job, etc. There are studies conducted on the school climate, climate of the colleges and how they affect the job satisfaction of the teachers. Various studies are conducted on the academic achievement of the students and the factors affecting their performance, however the researcher finds that there is a lack of research on the climate of the junior colleges affecting the job satisfaction of the teachers and the academic achievement of the students. Thus to know the effect of the organizational climate on the job satisfaction of the teachers and the academic achievement of students with reference to the junior colleges of Greater Mumbai the present study was taken up.
1.2 STATEMENT OF PROBLEM:-
The problem is stated as “The Effect of Organizational Climate on Job Satisfaction of Teachers and Academic Achievement of Students with Respect to Junior Colleges of Greater Mumbai”

1.3 DEFINITION OF TERMS

CONCEPTUAL DEFINITIONS
Organizational Climate:
- Organization is a group of people working together for a common goal; it can also be considered as an act of establishing or forming something.
- Climate is generally the conditions prevailing at a particular place.
- Thus organizational climate is the process of quantifying the “culture” of an organization; it precedes the notion of organizational culture. It is a set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force influencing employee behaviour.

Job Satisfaction:
- Job refers to a paid position of regular employment.
- Satisfaction is the fulfilment of one’s expectations or the needs.
- Thus job Satisfaction describes how content an individual is with his or her job; the happier people are within their job the more satisfied they are.

Achievement of students:
- Achievement is to do something successfully with efforts.
- Student is a person who is studying in a school or college or in a university.
- Achievement of students thus is the outcome of education – the extent to which a student has achieved the educational goals.

OPERATIONAL DEFINITIONS
Organization climate:
- Organization here is a junior college, Junior college is an educational institution after the senior secondary school, which is for a period of two years.
- Organizational climate here is the climate of the junior colleges, which includes the kind of policies, leadership style of the principal, working conditions, culture and the overall atmosphere of the junior college.

Job satisfaction:
- It is the state of mind of teachers of the junior colleges in which rewards are according to their expectations, it is the frame of mind where the teachers are happily doing the teaching.
- Achievement of students: It refers to the marks scored by the students in their board exams, students here are the learners at the second year of their junior college.

1.4 OBJECTIVES:-
- To study the relationship between organization climate, job satisfaction of the junior college teachers and the academic achievement of the students of standard of XII.
- To analyse the factors which affect the organizational climate of the junior colleges.
- To understand the problems faced by the teachers in the junior colleges with respect to climate of the junior colleges and the job satisfaction of the junior college teachers.
- To study the factors that can enhance the organizational climate of the junior colleges, job satisfaction of the teachers and the academic achievement of the students of junior colleges.
- To study the relationship between organizational climate of the junior colleges, job satisfaction of the teachers and the academic achievement of students of the junior colleges.

1.5. HYPOTHESES :-
1. There is no significant relationship between organizational climate and job satisfaction of Junior College teachers.
2. There is no significant relationship between organizational climate and job satisfaction of teachers of aided junior colleges.
3. There is no significant relationship between organizational climate and job satisfaction of teachers of unaided junior colleges.
4. There is no significant relationship between organizational climate and job satisfaction of teachers of minority junior colleges.
5. There is no significant difference in Organizational climate as perceived by the male and female teachers of junior colleges.
6. There is no significant difference in organizational climate as perceived by the male and female teachers of aided junior colleges.
7. There is no significant difference in organizational climate as perceived by the male and female teachers of unaided junior colleges.
8. There is no significant difference in organizational climate as perceived by male and female teachers of minority junior colleges.
9. There is no significant difference between Job satisfaction of male and female teachers of junior colleges.
10. There is no significant difference between the job satisfaction of male and female teachers of aided junior colleges.
11. There is no significant difference between the job satisfaction of male and female teachers of unaided junior colleges.
12. There is no significant difference between the job satisfaction of male and female teachers of minority junior colleges.
13. There is no significant relationship between organizational climate as perceived by the teachers and the academic achievement of the junior college students.
14. There is no significant relationship between job satisfaction of teachers and academic achievement of junior college students.
15. There is no significant relationship between the organizational climate of aided and unaided junior college teachers.
16. There is no significant relationship between job satisfaction of aided and unaided junior college teachers.
17. There is no significant relationship between the academic achievement of the aided and unaided junior college teachers.

NEED OF THE STUDY

There are various studies that have been conducted on Organizational climate and Job satisfaction. The studies also show that there is a strong relationship between Organizational climate and Job satisfaction of the teachers.

- For a higher level of job satisfaction a good and healthy climate in the organization is much more essential.
- As per the knowledge of the researcher there are various studies conducted in India as well as abroad in respect of organizational climate and job satisfaction.
- However very few studies are conducted on organizational climate, job satisfaction and academic achievement of students in respect of junior colleges. As there is always gap between two theories, the one that works in one situation may not work in other situation.
- There is always scope to find out new facts which may work better in a particular situation.
- The researcher wants to take up the said study as she feels that there is a relationship between organizational climate of junior colleges, job satisfaction of teachers and the academic achievement of the students.
- Researcher through this study wants to find out how the climate of junior colleges can affect the job satisfaction of teachers and the academic achievement of students.
- The study would be helpful to know the factors that affect organizational climate, job satisfaction of teachers and the academic achievement of the students.
- The present study would help to know the relationship between climate of junior colleges, job satisfaction of the teachers and academic achievement of students.
- It would also help in testing and comparing different approaches, explore different ways and learn from peoples’ experience about the climate of the junior
colleges’ job satisfaction of the teachers and the academic achievement of the students of the junior colleges.

It would also help to understand the other factors that may influence the result. The researcher has collected the data from various junior colleges on random basis within Greater Mumbai. It is collected by preparing two tools one on organizational climate and the other on job satisfaction. The data was collected from the junior college teachers. The researcher has also collected the HSC board marks of the students to see and compare the academic achievement of the students. The researcher intended to know whether there is any significant relationship between organizational climate and job satisfaction of junior college teachers. The researcher wanted to know whether there is any relationship between organizational climate and job satisfaction of aided, unaided and minority junior colleges. Also the researcher wanted to know whether there is any relation between organizational climate and job satisfaction of male and female teachers of aided, unaided and minority junior colleges. The researcher wanted to see whether there is any relationship between organizational climate, job satisfaction and academic achievement of students of junior colleges. Through the study the researcher was also interested to know whether there is any difference between job satisfaction of male and female teachers of aided, unaided and minority junior colleges. The researcher wanted to know whether there is any significant relationship between organizational climate of aided, unaided and minority junior colleges and the academic achievement of the students and also whether job satisfaction of teachers in aided, unaided and minority junior colleges can affect the academic performance of the students. The study would help to know the relationship between organizational climate, job satisfaction of teachers and academic achievement of students. It would help to test and compare different approaches, explore different ways and learn from peoples’ experience and also it would help to understand the other factors that may influence the result.

Various studies have been conducted showing that there is a strong relationship between organizational climate and job satisfaction of teachers. The environment of the
organization has an impact on the performance of the employees and vice versa. There is a direct relationship between the organizational climate and the job satisfaction of the employees. The satisfied employees would in turn enhance the organizational climate. Both have an impact on each other. A good and healthy organizational climate would increase the efficiency and productivity of the organization.

An effective and healthy atmosphere would result into all positive vibes. It will help in enhancing the image of the organization which is very important in today's competitive business world. The result of the study will help in developing a good organizational climate which is very important for the growth of an institution. The study would help in considering the factors to enhance the performance of junior college teachers and the achievement of the students. In India the performance of the students is judged by the marks scored by them in their exams. So the study would help them to enhance their achievement.

1.7 SIGNIFICANCE OF THE STUDY

The researcher referred to the various related research work conducted on the organizational climate its features, importance and how it can impact on the performance of the employees. The researcher also referred to various studies conducted on job satisfaction, the various factors that affects the level of job satisfaction. The researcher referred to studies conducted showing relationship between organizational climate and job satisfaction. The various researches on the school climate and college climate were also studied. The researcher also considered the studies conducted on the job satisfaction of the teachers and the work done on the academic achievement of the students. The researcher reviewed the studies conducted in India as well as abroad. Although various studies have been conducted on the organizational climate, job satisfaction and the academic achievement of the students, there is no study conducted on the study of organizational climate, job satisfaction of teachers and the academic achievement of the students. Thus the researcher took up the present study on the “Effect of Organizational climate on Job satisfaction and Academic achievement of students with respect to junior colleges of Greater Mumbai”.
Every organization wants to prosper and grow and this depends upon the climate of the organization to a large extent. A healthy and good climate would result into survival and the growth of the organization. The result of the study would help to know about the factors developing a good organizational climate.

It is very important that in the organization the human resource remain motivated as without their co-operation and support no organization can function smoothly.

The study would help in considering the factors to enhance the performance of Jr. College teachers.

The climate of the organization affects the performance of the employees and in turn the level of the job satisfaction of the employees help in developing a healthy climate. The result of the study would help to improve the various junior colleges’ climate such as aided, unaided and the minority.

The study would help to understand the various factors responsible for the job satisfaction of the teachers in aided, unaided and the minority junior colleges and to take suitable steps that would help to enhance the climate of the junior colleges and the performance of the teachers.

In India the students are judged by their performance in the exams. So its important for them to score well in their exams, good marks will boost their confidence and make them productive citizens which is very important for a nation. Their academic achievement depends upon the kind of climate they are nurtured at their adolescence age. The teachers can have a strong impact on them which should be a positive one and it is possible only when the teachers themselves are satisfied with their job.

1.8 SCOPE OF THE STUDY:-
1. Researcher has studied the organizational climate as perceived by the teachers of aided unaided & minority junior colleges.
2. The researcher has studied the climate of the arts, commerce and the science junior colleges.
3. The researcher has studied the organizational climate as perceived by the male and female teachers of the aided, unaided and minority junior colleges.

4. The researcher has studied the climate as perceived by the teachers teaching in arts, commerce and science stream.

5. The research study includes job satisfaction of male and female teachers of aided, unaided & minority junior colleges.

6. The researcher has collected the data on job satisfaction of the teachers of the arts, commerce and science junior colleges.

7. The study includes the academic achievement of students of aided, unaided & minority junior colleges.

8. The study has considered the marks scored by the students of the arts, commerce and science students in their board exams.

1.9 LIMITATIONS AND DELIMITATIONS:-

1. Even though the study could have been conducted in the other sections such as the school and the degree colleges but it is restricted to the junior colleges of the Greater Mumbai.

2. The study is restricted to only English Medium Jr. Colleges as in most of the junior colleges the medium of instruction is English.

3. The study could have been conducted taking into account the marks of XI standard students as well however it is the board exams marks which are of importance thus the study is restricted to STD- XII students only.

4. The climate of a junior college is important and the teachers are of junior colleges should be satisfied with their jobs. It is very important as the junior college teachers are handling the adolescence and the students are into transition period, it is time when they think of making their career choice. The teachers if not satisfied will not be able to influence the students in a right way which may affect their performance in the exams. Although there are other factors which can be studied in the junior colleges but the study is restricted to the organizational climate, job satisfaction of the teachers.
1.10. RESEARCH METHODOLOGY:-

The most important component of the research is to make a research design. A research design is a detailed outline of how the research will be conducted, how the data will be collected by employing the different instruments and how the data would be analysed. It is a blueprint of the research to be undertaken. It provides a framework to the researcher so that the research can be undertaken smoothly. It provides guidance for collecting the required data through the proper tools. Once the research is made it becomes easy for the researcher to start with his findings without any wastage of time and energy.

The study is conducted by Survey method through random sampling technique. 20 junior colleges of different categories like aided, unaided, and minority colleges were taken for the study.

1.11. SAMPLE:-

The Researcher collected the data from 425 teachers of 20 aided, unaided and minority junior college teachers of Greater Mumbai. The marks of HSC board exams held in March 2014 of the students were also taken from the said colleges. The total sample consisted of 425 teachers and 7695 students of 20 junior colleges.

1.12  Statistical techniques used; Researcher used t-test, correlation techniques and ANOVA to analyse the collected data and interpretation.

2. REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:-

Review of related literature and studies is an important step in research work. It refers to the published work related to the project taken up by the researcher. It helps to bridge the gap between what is done and what can be done. It helps the researcher to develop a better understanding about his project. It also helps to avoid duplicating research. It helps the researcher to show his ability to understand and analyse the work done related to his project. Review of related literature is a gate to the research collection and reading of those journals or studies that are relevant to the researcher’s project.
This chapter presents the related literature and studies both from India and abroad. Information provided here helps in familiarizing the information that was relevant to the present study.

Robbert.J.Riggle in his research on “The impact of organizational climate variables of perceived organizational support, work place isolation and ethical climate on sales person psychological and behavioural work outcomes” (2007) has focused on the organizational climate variables and their direct impact on the sales persons’ psychological and behavioural outcomes and further how organizational climate impacts it. The findings suggest that organizational climate variables such as organizational support, ethical climate, trust etc do have a positive impact on the employees.

In the article “The impact of Organizational climate and implementation strategy at the introduction of a new working, tool in primary health care” by Carlfjord S and others (2010) the factors that predict receptivity for new ideas and creativity have been identified. Difference in the organizational climate in the units of the organization was observed. Organizational climate varies within the organization. The study indicates that if the managers are good the organizational climate will be good and hence the new ideas will be accepted.

The study titled “Factors influencing organizational climate” (2014) by Md. Khaja Moinuddin Farokhi and Dr. T.N.Murty suggest that it is very important to have insight into the various dimensions of organizational climate such as communication, cooperation, creativity, employee satisfaction and morale etc. All these factors play a very important in enhancing the efficiency of the organization. The organization is effective if there is proper communication, spirit of co-operation etc. The perceptions of the employees affect their involvement and commitment. The climate of an organization depends upon the job satisfaction, co-operation, proper communication, good leadership qualities. If climate is good the employees feel proud to be a part of such organizations.
“Job satisfaction and dissatisfaction in higher education” by Titus Oshagbemi (1997), the study focuses on the fact that although various studies have been conducted where job satisfaction and dissatisfaction in various organizations have been discussed but very few explain about the job satisfaction and dissatisfaction. In the present study it is revealed that teaching and research related activities contribute to job satisfaction and dissatisfaction of the university teachers. The study also suggests that the various other dimensions of the workers such as relative job security and changes in the university funding mechanism affect the job satisfaction and dissatisfaction respectively.

“Factors influencing employee job satisfaction and its impact on employees’ performance: A study case of Unilever Kenya” by Ssegawa Godfrey (2014) the study aims to examine the factors that influence employees’ job satisfaction in Kenyan organizations. The data was collected from a total of 796 employees. The result shows that the extrinsic factors have a very strong impact on employees’ job satisfaction. Leadership style, remuneration, structure, nature of job and job security affect the level of job satisfaction. Intrinsic factors that have an impact on the job satisfaction include responsibility at work, recognition, work meaningfulness, making employees feel that their contributions to achieve the organizational goals is important etc. Higher the level of job satisfaction higher is the performance of the employees.

In another study by Ajay Babu and Mandakini (2013) titled “Organizational climate as a predictor of teacher effectiveness” is suggested that a teacher has to be effective for the betterment of the students, but it has been observed that quality of teaching is decreasing. A good organizational climate in schools can enhance the effectiveness of teachers. The study aims to see the impact of organizational climate in teachers’ effectiveness. The results show that there is a significant difference between the effectiveness of teachers in relation to their organizational climate. In an article by Samrddhii Wadhwa and Surya Kumar Yadav (2013) “Creativity and achievement of adolescents studying in English medium and Hindi medium schools: A comparative study” in which the study is conducted on 200 students of secondary schools in Rewari
District. The result of the study shows that the boys and girls of English medium schools were more creative and good achievers than the boys and girls of Hindi medium schools. It was also observed that creativity impacts the academic achievement.

“Impact of academic achievement and home environment on coping strategies of adolescents” by Prof. Indira Dhull and Pargat Singh Jathol (2013) according to the study the adolescents need a large number of coping strategies in the present fast changing world to adjust themselves. The aim was to study the coping strategies of adolescents in relation to their academic achievement and their home environment. The result shows that although there is difference in the academic achievement of the students but the coping strategies in case of high achievers and the low achievers were similar. It was also observed that the favourable and unfavourable home environment do not affect the coping up strategies of adolescents in a significant manner.

Thus the review of literature indicated that various researches on the effect of organizational climate on the various factors have been conducted in India as well as abroad. Various studies have been conducted on the job satisfaction of the employees. The researcher reviewed the various researches on the academic achievement of the students. However as per the knowledge of the researcher there are more studies conducted on the organizational climate, job satisfaction of the employees in abroad as compared to India.

The study by Ajay Babu and Mandakini (2013) is on the effectiveness of the teachers which is important for the betterment of the students, and the various studies conducted abroad as well as in India on organizational climate indicate that the good organizational climate boosts the performance of the employees. The climate of the junior college is thus very important for the teachers, students as well as the society as a whole. As per the best knowledge of the researcher no study in respect of the organizational climate, job satisfaction and the academic achievement of the students of the junior colleges in respect of the Greater Mumbai has been conducted, the researcher herself is a junior college teacher and has an experience of 15 years of
teaching in a junior college. Hence the researcher took up the present study. On the basis of the various studies conducted on the organizational climate, its effect on the job satisfaction, the factors that impact the level of job satisfaction, the factors that affect the academic achievement of the students etc, the researcher wanted to find out whether the climate of junior colleges have any impact on the job satisfaction of the teachers and the academic achievement of the students. And thus the present study was taken up.

2.2 METHODOLOGY
Research is a systematic investigation to explore new knowledge. It is a creative work that one undertakes to increase knowledge. It is a journey from known to unknown. A good research aims at discovering the truth. It is a rigorous investigation of a situation or a problem in order to generate new knowledge or validate existing knowledge. A good research requires proper planning, the ultimate objective of the research has to be finalised. This would help to save the time and energy of the researcher. Plan for the research further involves finalizing about the problem or the questions that come in the mind of the researcher. Based on the problems or the questions one has to finalise then on which the study would be conducted. Once the topic of the study is finalised the researcher has to then decide about the procedure to be undertaken and the techniques to be used to find out the facts.

The present research “The effect of organizational climate on job satisfaction and academic achievement of students in respect of junior colleges of Greater Mumbai” is a descriptive research. The descriptive research is a study that is designed to describe the participants of the study in a systematic way. It is all about describing the collected facts. It involves observing and describing the behaviour of a subject without influencing it in anyway. It is undertaken to describe certain situations, programme, phenomenon etc. This type of research is conducted to analyse certain specific hypothesis. It is so because the researcher wants to describe certain specific facts and the behaviour as they occur in the environment.
Sample:- It is very important in research to select an appropriate sample. A small part of piece can be selected from a large population. Population is the group of people that is the part of a particular survey or study. The sample is the representative of the large group. There are five types of sampling namely Random, Systematic, Convenience, Cluster and Stratified. Often the sample is selected randomly. The size of the sample depends upon the type of study to be undertaken and the type of information to be collected.

For the present study the researcher has collected data through the junior colleges of Greater Mumbai selected on the random basis. The data was collected from the following junior colleges:

1. Ashish Junior College, Ishwar Nagar, Bhandup (W).
2. Asmitha Junior College, Kannamwar Nagar, Vikhroli (E).
3. Bright High School and Junior College, Bhandup (W).
4. Eden High School and Junior college, Safed pool, Sakinaka.
5. Guru Nanak Junior College of Arts, Commerce and Science, GTB Nagar, Sion.
6. Karthika High School and Junior college of Science and Commerce, Kurla (W)
7. Michael High School and Junior College, Kurla (W).
9. PVG’s Vidyabhavan Junior College of Science, Ghatkopar (E).
11. Ramlingam educational Foundation’s English High School and Junior college, Govandi.
12. Sandesh Vidyalaya and Junior College, Vikhroli (E).
15. S.N.G College of Arts, Commerce and Science, Chembur.
17. Shri V.L Napoo High School and Junior College of Commerce, Chinchpokli (E).
The data for the research was collected from the above junior college teachers and students. The sample size consisted of 425 Teachers and 7,695 Students. The researcher has taken junior college as an organization and the samples are the junior college teachers and the students.

**Variables**: Variables are further Important components of a research. In simple words anything that can vary is a variable. The two most important variables in cause and effect relationship are independent and dependent variables. Independent variables are those where the research has control, the researcher here feels that it has some effect on the dependent variables. The dependent variables show the effect of manipulating or introducing independent variables. The changes in the dependent variables occur due to the changes in the independent variables.

In the present study the variables are:

**Independent Variable**: Organizational Climate as perceived by the teachers of the Junior Colleges.

**Dependent Variables**: Job satisfaction of the teachers and the academic achievement of the students of junior colleges.

The researcher here wants to find out whether there is any effect of the junior colleges’ climate on the job satisfaction of the teachers and the academic achievement of the students.

**Tools**: Theories cannot be constructed without the tools. Tools help to analyse the hypothesis. There are various tools that can be used in research. A tool should be such which can help the researcher to ask the hypothesis. A tool is designed depending upon the research to be undertaken. A tool is an instrument that is used to collect the data.
The various types of tools are Questionnaire, Checklist, Interview, Obsevation, Records, Experiment, Survey etc.

For the present study the researcher constructed two questionnaires as follows:-

A. Questionnaire to collect the data on the organizational climate of the junior colleges as perceived by the teachers.

B. Questionnaire to collect the data on the level of job satisfaction of the junior college teachers.

Procedure:- The researcher constructed the above two questionnaire on 5 point scale as

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Each Questionnaire consisted of 50 statements on organizational climate and 50 on the on job satisfaction of the teachers. Both the tools were given for the test validity to 30 experts, these experts consisted of principals, lecturers, teachers and the other Ph. D holders from the teaching field. They all gave their valuable suggestions and guidance on the basis of which the researcher constructed the tools for the organizational climate and the job satisfaction of the teachers considering the guidelines. The data was collected by selecting different junior colleges in different areas of Greater Mumbai. The data was collected from Arts, Commerce and Science junior colleges. The researcher went to aided, unaided and minority junior colleges for the data collection. The researcher approached the principals of the various colleges seeking permission for the collection of the data. After seeking the permission, the teachers were explained about the topic of the study and about the tools and it they were also informed that their response would be kept confidential and would be used only for the research purpose.
To see the test reliability the researcher gave the tools to 50 teachers and after getting their response from them, again the same were given to them after a gap of 10 days. The result of the test reliability was found after testing the data collected from them.

**Split-half Reliability Organizational climate**

**Reliability Statistics**

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**Guttman Split-Half Coefficient** \( .914 \)

**Split-half Reliability Job satisfaction**

**Reliability Statistics**

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The researcher collected the data in the form of the questionnaires on the organizational climate as perceived by the teachers and on their job satisfaction, further to see the academic performance of the xii standard students the marks scored by them in their board exams 2014 were collected.

2.3 Hypothesis, Result and Discussion

Inferential Analysis of the Data collected

In any research the entire population is not considered for collecting the data. The researcher in order to collect the data would use only a particular sample or samples from the entire population. Inferential analysis refers to those mathematical methods which helps to establish the theory of inferring the properties of a population from the analysis of the properties of a data. It is concerned with the precision and reliability of the interference. Inferential Analysis helps a researcher to reach at a conclusion. It helps to evaluate the data. Whenever the average performance of two groups are to be analysed inferential tests are used. The Inferential Statistics include the tests like t-test, Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA) regression etc. In the present study also these tests were conducted to analyse the data and to test the hypothesis. The result of these tests are as follows:

**H01:**
There is no significant relationship between the organizational climate of junior colleges and the job satisfaction of the junior college teachers.

<table>
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<th>OC Score</th>
<th>JS Score</th>
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<td>Pearson Correlation</td>
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<td>Sig. (2-tailed)</td>
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</table>
The correlation is significant at 0.01 level and the result shows that the correlation between the organizational climate and the job satisfaction of the junior colleges is .000, is significant. Thus the null hypothesis is rejected. Hence there is a significant relationship between the organizational climate and the job satisfaction of the junior college teachers.

**H02:**
There is no significant relationship between between between the organizational climate and the job satisfaction of aided junior college teachers.

Correlation – Aided Colleges

<table>
<thead>
<tr>
<th>OC Score</th>
<th>JS Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.590**</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>241</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (1-tailed).

The correlation is +0.590 and is significant (P=0.000 i.e. < 0.001).

The result shows that the correlation between the organizational climate and the job satisfaction of the aided junior colleges is .000, is significant. Thus the null hypothesis is rejected. Hence there is a significant relationship between the organizational climate and the job satisfaction of the aided junior college teachers.

**H03:**
There is no significant relationship between the organizational climate and the job satisfaction of the unaided junior college teachers.

Correlation – Unaided Colleges

<table>
<thead>
<tr>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS Score</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
The correlation is +0.813 and is significant (P=0.000 i.e. < 0.001).
The result shows that the correlation between the organizational climate and the job satisfaction of the unaided junior colleges is .000, is significant. Thus the null hypothesis is rejected. Hence there is a significant relationship between the organizational climate and the job satisfaction the unaided junior college teachers.

**H04:**
There is no significant relationship between the organizational climate and the job satisfaction of the minority junior college teachers.

Correlation – Minority Colleges

<table>
<thead>
<tr>
<th>OC Score</th>
<th>Pearson Correlation</th>
<th>JS Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>.648</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (1-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>73</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (1-tailed).

The correlation is +0.648 and is significant (P=0.000 i.e. < 0.001).
The result shows that the correlation between the organizational climate and the job satisfaction is .000, is significant. Thus the null hypothesis is rejected.

Hence there is a significant relationship between the organizational climate and the job satisfaction of minority junior college teachers.

**H05:**
There is no significant difference in the organizational climate of the junior college as perceived by the male and female teachers of junior colleges.
<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC Score</td>
<td>Male</td>
<td>180</td>
<td>180.39</td>
<td>21.877</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>245</td>
<td>176.63</td>
<td>20.805</td>
</tr>
</tbody>
</table>

**Independent Samples Test**

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>OC Score</td>
</tr>
</tbody>
</table>

There is a significant difference in OC of Males and Females ($t=1.802$, $df=423$, $P=0.036$, 1-tail test).

The result shows that there is a significant difference in the organizational climate as perceived by the male and female teachers of junior colleges. Thus the null hypothesis that is there is no significance difference in the organizational climate of the junior colleges as perceived by the male and female teachers of junior college teachers is rejected.

**H06:**

There is no significant difference in Organizational climate of junior colleges as perceived by the male and female teachers of aided junior colleges.

**AIDED**

-t-Test – Male vs Female Teachers
The result shows that the difference between the organizational climate as perceived by the male and female teachers of the aide junior colleges is .958, which is not significant. Thus the null hypothesis that there is no significant difference between the organizational climate of the junior colleges as perceived by the male and female teachers of the aided junior colleges is accepted.

**Ho7:**
There is no significant difference between organizational climate of the junior colleges as perceived by the male and female teachers of the unaided junior colleges.

**UNAIDED**

**t-Test – Males vs Females**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>89</td>
<td>175.52</td>
<td>20.580</td>
<td>2.182</td>
</tr>
<tr>
<td>Female</td>
<td>141</td>
<td>175.38</td>
<td>17.205</td>
<td>1.449</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC Score</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>.053</td>
</tr>
</tbody>
</table>
The result shows that the correlation between the organizational climate as perceived by the male and female teachers of unaided junior colleges is .143 which is not significant, thus the null hypothesis that there is no significant relationship between the organizational climate as perceived by the male and female teachers of unaided junior colleges is accepted.

**Ho8:-**
There is no significant difference between the organizational climate of the junior colleges as perceived by the male and female teachers of the minority junior colleges.

**MINORITY**

**t-Test – Males vs Females**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC Score Male</td>
<td>37</td>
<td>187.92</td>
<td>28.575</td>
<td>4.698</td>
</tr>
<tr>
<td>OC Score Female</td>
<td>53</td>
<td>179.53</td>
<td>24.626</td>
<td>3.383</td>
</tr>
</tbody>
</table>

**Independent Samples Test**

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
</tr>
<tr>
<td>1.480</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>OC Score</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>OC Score</td>
<td>37</td>
<td>187.92</td>
<td>28.575</td>
<td>4.698</td>
</tr>
<tr>
<td>Female</td>
<td>OC Score</td>
<td>53</td>
<td>179.53</td>
<td>24.626</td>
<td>3.383</td>
</tr>
</tbody>
</table>
The result shows that there is no significant difference between the organizational climate of junior colleges as perceived by the male and female teachers of the minority junior colleges as it is .140, which is not significant, thus the null hypothesis that there is no significant difference between the organizational climate as perceived by the male and female teachers of the minority junior colleges is accepted.

**Ho9:**
There is no significant difference between the job satisfaction of male and female teachers of the junior colleges.

**t-Test**

**Group Statistics**

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS Score</td>
<td>Male</td>
<td>180</td>
<td>178.39</td>
<td>19.048</td>
<td>1.420</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>245</td>
<td>174.93</td>
<td>17.534</td>
<td>1.120</td>
</tr>
</tbody>
</table>

**Independent Samples Test**

<table>
<thead>
<tr>
<th></th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
</tr>
<tr>
<td>JS Score</td>
<td>1.942</td>
</tr>
</tbody>
</table>

There is a significant difference in JS of Males and Females (t=1.942, df=423, P=0.0265, 1-tail test)

The result shows that there is significant difference between the job satisfaction of male and female teachers of the junior colleges that is .053, thus the null hypothesis that
there is significant difference between the job satisfaction of the male and female teachers of the junior college teachers is rejected

**Ho10:**
There is no significant difference between the job satisfaction of the male and female teachers of the aided junior colleges.

**AIDED**

**t-Test – Male vs Female Teachers**

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS Score</td>
<td>Male</td>
<td>89</td>
<td>176.26</td>
<td>18.406</td>
<td>1.951</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141</td>
<td>173.89</td>
<td>14.922</td>
<td>1.257</td>
</tr>
</tbody>
</table>

**Independent Samples Test**

<table>
<thead>
<tr>
<th></th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
</tr>
<tr>
<td>JS Score</td>
<td>1.071</td>
</tr>
</tbody>
</table>

The result shows that there is no significant difference between the job satisfaction of male and female teachers of the aided junior colleges as it is only .285, thus the null hypothesis that is there is no significant difference between the job satisfaction of the male and female teachers of junior colleges is accepted.

**Ho11:**
There is no significant difference between the job satisfaction of male and female teachers of unaided junior colleges.
Group Statistics

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS Score</td>
<td>Male</td>
<td>54</td>
<td>179.28</td>
<td>14.968</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>51</td>
<td>173.10</td>
<td>18.641</td>
</tr>
</tbody>
</table>

Independent Samples Test

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
</tr>
<tr>
<td>JS Score</td>
</tr>
</tbody>
</table>

The result shows that there is only difference of .063 which is not a significant difference between the job satisfaction of the male and female teachers of the unaided junior colleges. So the null hypothesis that there is no significance difference between the job satisfaction of the male and female teachers of unaided junior colleges is accepted.

Ho12:
There is no significant difference between the job satisfaction of male and female teachers of the minority junior colleges.
The result shows that there is a difference of .576 between the job satisfaction of the male and female teachers of the minority junior colleges which is not significant. Thus the null hypothesis that is there is no significant difference between of male and female teachers of minority junior colleges.

**Ho13:**
There is no significant relationship between organizational climate of junior colleges as perceived by the teachers and academic achievement of junior college students.

<table>
<thead>
<tr>
<th>Mean OC Score</th>
<th>Mean Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Coorrelation</td>
<td>.188</td>
</tr>
<tr>
<td>Sig (1-tailed)</td>
<td>.214</td>
</tr>
<tr>
<td>N</td>
<td>20</td>
</tr>
</tbody>
</table>

The result shows that there is correlation of .214 between the organizational climate and the academic achievement of the students which is not significant, thus the null hypothesis that is there is no significant relationship between the organizational climate as perceived by the teachers and the academic achievement of the junior college students is accepted.

**Ho14:**
There is no significant relationship between job satisfaction of the teachers and the academic achievement of the junior college students.
The result reveals that the null hypothesis that there is no significant relationship between job satisfaction of the teachers and the academic achievement of the junior college students is accepted as the correlation between the job satisfaction of the junior college teachers and the academic achievement of the students is not significant at the .246 level.

**Ho15:**
There is no significant relationship between the organizational climate of aided and unaided junior colleges.

<table>
<thead>
<tr>
<th>OC Score</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided</td>
<td>230</td>
<td>175.43</td>
<td>18.540</td>
<td>1.222</td>
</tr>
<tr>
<td>Unaided</td>
<td>105</td>
<td>180.27</td>
<td>21.330</td>
<td>2.082</td>
</tr>
<tr>
<td>Minority</td>
<td>90</td>
<td>182.98</td>
<td>26.492</td>
<td>2.793</td>
</tr>
<tr>
<td>Total</td>
<td>425</td>
<td>178.23</td>
<td>21.322</td>
<td>1.034</td>
</tr>
</tbody>
</table>

**ANOVA**

<table>
<thead>
<tr>
<th>OC Score</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4261.305</td>
<td>2</td>
<td>2130.652</td>
<td>4.770</td>
<td>.009</td>
</tr>
<tr>
<td>Within Groups</td>
<td>188495.011</td>
<td>422</td>
<td>446.671</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>192756.315</td>
<td>424</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The result reveals that there is no significant relationship between the organizational climate as perceived by the teachers of aided and unaided junior colleges thus the null hypothesis that there is no significant relationship between the organizational climate of the aided and unaided junior colleges as perceived by the teachers.

**Ho16:**
There is no significant relationship between the job satisfaction of the aided and unaided junior college teachers.

<table>
<thead>
<tr>
<th></th>
<th>Aided</th>
<th>Unaided</th>
<th>Minority</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS Score</td>
<td>230</td>
<td>105</td>
<td>90</td>
<td>425</td>
</tr>
<tr>
<td></td>
<td>174.80</td>
<td>176.28</td>
<td>180.60</td>
<td>176.40</td>
</tr>
<tr>
<td></td>
<td>16.360</td>
<td>17.055</td>
<td>23.101</td>
<td>18.250</td>
</tr>
<tr>
<td></td>
<td>1.079</td>
<td>1.664</td>
<td>2.435</td>
<td>.885</td>
</tr>
</tbody>
</table>

**ANOVA**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>4261.305</td>
<td>2</td>
<td>2130.652</td>
<td>4.770</td>
<td>.009</td>
</tr>
<tr>
<td>Within Groups</td>
<td>188495.011</td>
<td>422</td>
<td>446.671</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>192756.315</td>
<td>424</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JS Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>2174.804</td>
<td>2</td>
<td>1087.402</td>
<td>3.300</td>
<td>.038</td>
</tr>
</tbody>
</table>

The result shows that there is no significant relationship between the job satisfaction of the aided and unaided junior college teachers, thus the null hypothesis that is there is a significant relationship between the job satisfaction of the aided and unaided junior college teachers is accepted.
Ho17:
There is no significant relationship between the academic achievement of the aided and unaided junior college students.

Oneway ANOVA

Descriptives (Marks)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided</td>
<td>3809</td>
<td>57.35</td>
<td>133.531</td>
<td>2.164</td>
</tr>
<tr>
<td>Unaided</td>
<td>2148</td>
<td>54.34</td>
<td>10.458</td>
<td>.226</td>
</tr>
<tr>
<td>Minority</td>
<td>1902</td>
<td>60.71</td>
<td>10.062</td>
<td>.231</td>
</tr>
<tr>
<td>Total</td>
<td>7859</td>
<td>57.34</td>
<td>93.275</td>
<td>1.052</td>
</tr>
</tbody>
</table>

ANOVA (Marks)

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>40936.767</td>
<td>2</td>
<td>20468.383</td>
<td>2.353</td>
<td>.095</td>
</tr>
<tr>
<td>Within Groups</td>
<td>68326124.177</td>
<td>7856</td>
<td>8697.317</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>68367060.944</td>
<td>7858</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No significant difference between colleges.

The result reveals that there is no significant realationship between the academic achievement of the aided and unaided junior college students. Thus the null hypothesis that there is no significant relationship between the academic achievement of the students of aided and unaided junior colleges is accepted.

CONCLUSION:
The findings of the research reveal that:
1. There is significant relationship between organizational climate of junior colleges and job satisfaction of junior college teachers.
2. There is significant relationship between the organizational climate of junior colleges and the job satisfaction of the Aided junior colleges teachers.

3. There is significant relationship between the organizational climate of junior colleges and the job satisfaction of the unaided junior college teachers.

4. There is significant relationship between the organizational climate of junior colleges and the job satisfaction of the minority junior college teachers.

5. There is significant difference between the organizational climate of junior colleges and the job satisfaction of the junior college teachers.

6. There is no significant difference between the organizational climate of junior colleges as perceived by the male and female teachers of the aided junior college teachers.

7. There is no significant difference between the organizational climate of junior colleges as perceived by the male and female teachers of the unaided junior college teachers.

8. There is no significant difference in the organizational climate of junior colleges as perceived by the male and female teachers of the minority junior college teachers.

9. There is significant difference between the job satisfaction of the male and female teachers of the junior colleges.

10. There is no significant difference between the job satisfaction of the male and female teachers of the aided junior colleges.

11. There is no significant difference between the job satisfaction of the male and female teachers of the unaided junior colleges.

12. There is no significant difference between the job satisfaction of the male and female teachers of the minority junior colleges.

13. There is no significant relationship between job satisfaction of the teachers and the academic achievement of the students of junior colleges.

14. There is no significant relationship between job satisfaction of teachers and academic achievement of the students of junior colleges.

15. There is no significant relationship between the organizational climate of aided and unaided junior colleges as perceived by the teachers.
16. There is no significant relationship between the job satisfaction of the aided and unaided junior college teachers.

17. There is no significant relationship between the academic achievement of the aided and unaided junior college students.

RESULT AND DISCUSSION

INTRODUCTION:
After the completion of the study once the data is analysed it is very important to interpret the results of the findings which the researcher has to do very skillfully. Like any other stage in the process of research this is also a very important stage which must be structured properly. The result of the findings has to be communicated very carefully and effectively. The reporting and the dissemination of the study and its result need to be properly structured so that it can be easily understood. A standardized process has to be followed. A research report must include all its elements.


The researcher viewed various articles, studies and researches on:
The organizational climate, the factors that affect the organizational climate, organizational culture, their dimensions in different types of organizations whether business or non business organizations, schools, colleges, hospitals, hotels, banks, private and public organizations, universities etc in India as well as abroad.
The effect of the organizational climate on the level of job satisfaction and the performance of the employees in schools, colleges, universities and other business and non business organizations in India and abroad.

The performance of the students and the various factors such as the climate of the school experience of the teachers, style of the principal, parents involvement, their physical activities etc, which affect the performance of the students, the factors which
can help to enhance their academic achievement in various educational institutions in India and abroad.

After viewing these studies and the researches conducted on the above said topics it was found that the climate of an organization has an impact on the job satisfaction of the employees and as per the knowledge of the researcher no study on the effect of organizational climate on the job satisfaction and academic achievement of the students of the junior colleges in respect of Greater Mumbai is conducted, hence the above topic was taken up by the researcher.

**SCOPE OF THE STUDY:**
The study was to see the effect of the organizational climate of the junior colleges on the job satisfaction of the teachers and the academic achievement of the students. 20 colleges were selected randomly from Greater Mumbai. These colleges included Aided, Unaided and Minority junior colleges only. Only the English medium colleges were considered. Only the Arts, Commerce and Science junior colleges in the Greater Mumbai were considered. For the academic achievement only the board marks of XII standard students were considered.

**OBJECTIVES:**
The objectives of the study include to see the effect of the organizational climate of the junior colleges on the job satisfaction of the teachers and academic achievement of the students.

- To see the factors that affect the climate of the junior colleges and impact of climate on the level of the job satisfaction of the teachers.
- To see if organizational climate and the job satisfaction of the teachers have any impact on the academic achievement of the students.
To see the ways through which we can enhance the organizational climate, level of job satisfaction of the teachers and the academic achievement of the students.

The results of the findings reveal the following:

a. Organizational climate as perceived by the junior college teachers:

The environment at the work place is important for the smooth functioning of any organization. In the present study the organizational climate as perceived by the teachers of all the three types of junior colleges i.e. aided, unaided and the junior colleges is analysed. The result shows that the climate as perceived by the minority junior college teachers is best among all the three types of the colleges. The climate of the aided junior colleges as perceived by the teachers is at the lowest amongst the three. The minority colleges which are run by the minority groups have better climate in the organization as perceived by their teachers. Further the result reveals that the male teachers of all the colleges have better perception of the colleges where they work as compared to the female teachers. In aided colleges the male teachers’ perception of the climate is better than the female teachers, in the unaided junior colleges the organizational climate as perceived by the male teachers is better than the female teachers and the same is the case in the minority junior colleges. The organizational climate as perceived by the male and the female teachers of the aided junior colleges is almost the same. Thus people working at the same place have different perceptions of the climate of the organization. In case of minority colleges where all the policies, working style would be same but when it comes to perceiving the climate it is different for the males and the females.

a. Job satisfaction of the junior college teachers:

The present study includes the level of the job satisfaction of the junior college teachers of the aided, unaided and minority junior colleges. The findings show that the level of job satisfaction of the teachers is high in the minority junior colleges as compared to the aided and unaided junior colleges. The teachers of the aided junior colleges show the the least satisfaction among the all three. The
level of job satisfaction is higher in case of the male teachers as compared to the female teachers i.e. the male teachers are more satisfied with their job as compared to the female teachers. The male and female teachers of the minority colleges have better job satisfaction. In the aided colleges, the male teachers are more happy with their jobs than the females and it is the same in case of the unaided colleges as well. All the teachers in the minority colleges are happier than in the other colleges. The people working in the same organization may not have the same level of satisfaction, as we see that in the minority junior colleges the male teachers are more satisfied than the female teachers.

b. **Organizational climate as perceived by the teachers of the junior colleges and their level of job satisfaction:**

The climate of an organization is very important which has to be healthy, however it depends upon the perception of the employees working in it. The climate of an organization may be very healthy for an employee but the same may not be true for the other employee. The climate of an organization does have an impact on the level of the job satisfaction. In the same manner the climate of junior colleges does have an impact on the teachers. The findings show that there is a significant correlation between the climate of a junior college as perceived by the teachers and the job satisfaction. It means that the climate has a significant impact on the performance of the teachers. A healthy, positive and friendly climate will result into higher level of job satisfaction which is very important for the success of an organization. The healthy and positive climate helps to motivate the employees to put their best for the organization.

c. **Organizational climate as perceived by the aided junior college teachers and the level of their job satisfaction:**

The aided junior colleges are those which get the grant from the government, in these colleges, the teachers and the other staff members are paid by the government. In these colleges also the correlation between the organizational climate as perceived by the teachers and the job satisfaction level is very
significant. The climate of the aided junior colleges also have an impact on the job satisfaction of the teachers. The healthy and positive climate of the aided junior colleges has resulted into the higher level of job satisfaction.

d. Organizational climate as perceived by the unaided junior college teachers and their level of job satisfaction:
The result shows that there is significant correlation between the organizational climate as perceived by the teachers of the unaided junior colleges and their level of job satisfaction. The unaided junior colleges are those which are private and do not get any grant from the government. The management is private i.e the junior colleges are run by the private individuals. The teachers are paid by the management and not by the government. The findings suggest that in the unaided junior colleges also the teachers are satisfied because the climate of such colleges is healthy and good as perceived by the teachers.

e. Organizational climate as perceived by the Minority Junior college teachers and their level of job satisfaction:
The minority junior colleges are those which may be aided or unaided and are run by the minority groups. The findings show that the correlation between the organizational climate as perceived by the minority junior college teachers and the level of their job satisfaction is significant. The healthy and good climate of the minority junior colleges has resulted into the high level of job satisfaction in such colleges.

f. Difference in Organizational climate as perceived by Male and Female teachers of the Junior College Teachers:
The result shows that the difference between the organizational climate as perceived by the male and female teachers of the various junior colleges is not significant that is the male teachers and female teachers perception of the climate of their junior colleges is the same.
g. **Organizational climate as perceived by Male and Female teachers of the Aided Junior College Teachers.**

The difference between the organizational climate as perceived by the male and female teachers of the aided junior college is also not significant, hence the perception of the climate of the aided junior colleges is not different but same for all the male and female teachers irrespective of their gender.

h. **Organizational climate as perceived by Male and Female teachers of the Unaided Junior College Teachers:**

The difference between the organizational climate as perceived by the male and female teachers of the unaided junior college is also not significant, hence the perception of the climate of the aided junior colleges is not different but same for all the male and female teachers irrespective of their gender.

i. **Difference in Organizational climate as perceived by Male and Female teachers of the Minority Junior College Teachers.**

The difference between the organizational climate as perceived by the male and female teachers of the minority junior college is also not significant, hence the perception of the climate of the aided junior colleges is not different but same for all the male and female teachers irrespective of their gender.

Thus the study reveals that the difference between the organizational climate as perceived by both the male and the female teachers of all aided, unaided and minority junior colleges is not significant.

j. **Difference in the Level of Job Satisfaction of the Male and Female Teachers of the Junior colleges.**

It is very important to see whether the employees of the organization are satisfied with their jobs, or the work assigned to them. If the employees are not satisfied with their jobs they will not be motivated to give their best to their organization and hence the desired organizational goals would not be achieved. Thus higher the level of the job satisfaction of the employees better would be the performance
of the organization. The study reveals that the level of job satisfaction in case of both male and female teachers is the same. There is not much difference between the level of job satisfaction of the male and female teachers of the junior colleges. The difference between the perception of the male and female teachers of the junior colleges is also not significant, hence the level of job satisfaction of both is also same.

k. Difference in the Level of Job Satisfaction of the Male and Female Teachers of the Aided Junior colleges:

The aided junior college teachers are paid by the government. The level of the job satisfaction of the male and female teachers is the same. The results reveal that there is not much difference between the level of job satisfaction of the teachers irrespective of their gender.

l. Difference in the Level of Job Satisfaction of the Male and Female Teachers of the Unaided Junior colleges:

The unaided junior college teachers are paid by the management. The level of the job satisfaction of the male and female teachers is the same. The results reveal that there is not much difference between the level of job satisfaction of the teachers irrespective of their gender.

m. Difference Level of Job Satisfaction of the Male and Female Teachers of the Minority Junior colleges:

The minority junior colleges may be aided or unaided. The teachers here are either paid by the government if the college is aided and by the management if unaided. The college is run by the minority group. The level of the job satisfaction of the male and female teachers is the same. The results reveal that there is not much difference between the level of job satisfaction of the teachers irrespective of their gender.
From the study’s result it is clear that there in no significant difference between the level of job satisfaction of the male and female teachers of all types of colleges whether aided, unaided or minority.

n. Academic Achievement of the students:
Academic achievement of students here means the performance of the students in their exams. The performance in the exams is important for the students for their bright future. In the present study the performance of the students in their HSC board exams is analysed in three categories of colleges i.e aided, unaided and the minority junior colleges. It is observed that the performance of the students in their HSC board exams in the minority junior colleges is the best among all the junior colleges. In the aided colleges the performance is the lowest.

o. Organizational Climate as Perceived by the Teachers and the Academic Achievement of the Students of Junior Colleges:
The climate of an organization is very important for the human resource to perform its best. The human resource in any organization is the most important asset. The success of the organization depends upon the kind of human resource it has. The motivated employees would contribute to the best of their ability. In a junior college the human resource on which the success of the college depends is the teachers and the students. The junior college is successful if its HSC result is good, that is performance of the HSC students in their board exams. The teachers and the students have to be in a healthy environment so that both can give good result. If the climate is such that it does not cater to the needs of the teachers and the students they will not perform well. The result however shows that there is no significant difference between the organizational climate of the junior college teachers and the academic achievement of the students. There are various factors that affect the performance of the students. It is not only the climate of their college that will impact them but other factors like their own attitude towards their studies, career, ability, parental support, the
environment at home, peer group pressure, the kind of impact the teachers have on them, their role models, ambition etc. At times there may be a very healthy climate of the junior college but the students have a very disturbed environment at home or they have poor academic ability in such case a good junior college climate may not help the students to do well in their exams or it may happen that some mishappening has taken during exams due to which the performance of the students is not satisfactory. Only their final exam marks are considered to evaluate their performance and not the performance throughout the year in the various tests or exams conducted by the college. Hence the good organizational climate may not impact their academic achievement.

p. Relationship between the Job Satisfaction of Junior college teachers and the Academic Achievement of the Students. The teachers play an important role in the lives of the students:
They have a powerful role to influence them. The teachers who are satisfied with a job are in better position to influence their students in a positive way. However the result does not show any significant relationship between the job satisfaction of the junior college teachers and the academic achievement of their students. It may be that a good student can learn from a bad teacher and a bad student cannot learn even from a good teacher. If the students are ambitious and are focused then they will be able to manage the studies on their own.

q. Organizational climate, job satisfaction and the academic achievement of the students:
A healthy atmosphere at the work place is required in all types of organizations. Since a junior college is also a type of organization it also has a particular environment which has an impact on the employees that is the teachers. The teachers should be motivated to perform better, which depends to a large extent on the work place atmosphere. If the climate of the junior colleges is healthy the level of the job satisfaction would also be high. The satisfied teachers would be able to give their best to their students. The academic
performance of the students’ depends upon the efforts put in by the teachers. Teaching and learning is a two way process. The motivated and the satisfied teachers do take interest in their job and would influence their students in a positive way.

In the present study we see that the climate as perceived by the teachers of the minority junior colleges is the best, the level of the job satisfaction of the teachers is also the highest in the minority junior colleges and the performance of the HSC students in their board exams is also the best as compared to the aided and unaided junior colleges. By looking at the analysis we can say that since the climate of the minority junior colleges as perceived by the teachers is the best the teachers are also satisfied with their jobs which has further resulted into the better performance of the students in their HSC exams. Thus we can say that the climate of the minority junior colleges is good which has positively impacted the teachers and the performance of the students.

In the aided junior colleges the climate as perceived by the teachers has got the minimum score. The climate of the aided junior colleges is different. Such colleges are aided by the government. The pay structure, the working style, staff pattern, working hours etc are decided by the government. There is no direct accountability in such colleges. The principals in such colleges are not appointed as per the merit basis but on seniority basis. They may lack the managerial abilities, the leadership qualities etc. They may not take the initiative to improve the working environment, they may only be interested in their salary. The leadership styles, the policies followed in the junior colleges will affect the climate. The teachers in such colleges may not be much interested in performing their duties as they have more job security as compared to the unaided colleges. They have no direct responsibility. As there is a very nominal fees for the students as well, they don’t feel responsible towards the parents as well. Thus it can be seen that the organizational climate, job satisfaction of the teachers and the academic performance is low in case of the aided junior colleges. Where as
in the minority and the unaided colleges which are run by the private and minority groups the organizational climate is better and the level of job satisfaction and the academic achievement of the students is comparatively high. The reasons may be that in such institutions the management is private and generally the promotion is on the merit basis. The leadership styles are better as the principals have to show their efficiency to be at the post. They have to prove themselves as good leaders. There is no job security, thus the teachers are also under pressure to perform better, they are also responsible to the parents. Such colleges charge high fees as compared to the aided colleges, thus there is an accountability towards the parents who are the real stakeholders. Thus that could be the reason of the better climate, high job satisfaction and the better performance of the students.

1.2. RECOMMENDATIONS:

To enhance the climate the junior colleges:-
The various studies conducted on the organizational climate of the various types of organizations do suggest that the environment in the organization is a very important factor that plays an important role in the success of any organization. A healthy working environment helps to enhance the potential and the capabilities of the employees. This also results into motivating the employees and to encourage them to put their best in the progress of the organization. Human resource is the most important asset in any institution which has a lot of feelings and emotions, thus they must perceive the working environment in a positive way otherwise it would have a bad impact on their performance. No organization can be successful without the efforts of its manpower. In order to face the competition it is important to have excellent manpower. The climate has an impact on the level of job satisfaction of the employees. The positive environment would influence the performance of the employees in a positive way.

The present study also reveals that there is a relationship between the organizational climate as perceived by the teachers of the organizational climate and the job satisfaction of the teachers. Hence if the organizational climate of the junior colleges is healthy, the level of the satisfaction of the teachers is also going to be high. The working
The environmental conditions of junior colleges do impact the performance of teachers and in fact, they also affect the students. The study shows that the climate as perceived by the teachers of minority junior colleges is the best as compared to the climate as perceived by the aided and unaided junior colleges, and therefore, we can also see that the teachers’ job satisfaction and the performance of the students is also best in the minority junior colleges. Thus, the climate of junior colleges has an impact on the job satisfaction of teachers and the academic achievement of students.

The following points should be considered to enhance the climate of the junior colleges:

- The organizational climate of the colleges should be such that it provides teachers with opportunities to learn and progress. The climate is healthy when the teachers are also ready to share the knowledge that they have with others for the betterment of the college.

- There should be an ethical environment in the junior colleges where policies followed in the colleges should be fair and just. This would have a positive impact on the teachers and the students. The climate should be such that it helps the students to imbibe the right values in them.

- The principals and other authorities should have effective leadership styles, whereby the teachers and the students can express themselves. The teachers and students should be involved in the plans and the policies which are of their interest. This would develop in them the sense of belongingness. The teachers should have faith in the abilities of the principal.

- The environment should be such that teachers can work freely without any fear or stress. There should be equal treatment to all, responsibilities should be given along with the authority. The work should be equally divided as per the abilities and the knowledge of the subject. Duplication of the work should be avoided.
• The aims and the objectives of the colleges should be made very clear to the teachers. Teachers should be well versed with the culture the norms which are followed in the college. The vision and the mission of the college should be clear to the teachers. The tasks should be given to the teachers as per the set standards.

• The working conditions should be good and there should be proper availability of the resources for the teachers and the students to perform well. The colleges must ensure that there is a right person for the right job. The classrooms should be well equipped.

• There should be a clear communication line between all the people in the organizations that is the management, principal, teachers, students and the parents. Proper instructions should be given to the teachers before performing any tasks so that they make no mistakes. They should not be held responsible always for the poor performance of the students as there could be other reasons because of the bad performance of the students. There should be proper coordination among all for the smooth functioning of the college.

• The principals should have a positive attitude towards the teachers and must get the work done from the teachers without any pressure on them. They must provide the opportunities to the teachers whereby they can upgrade their knowledge and skills. They should reward and punish the teachers as per the set rules and regulations. The rules and the regulations of the college must not vary from teacher to teacher. The principal must resolve the conflicts between the teachers amicably. He or she should enhance the team spirit among the teachers. The principal must believe in the concept of total quality management for the overall growth and development of the college, teachers and the students.

• The stress level if any among the teachers and the students should be tackled properly. There should be proper grievance cell in the college to handle the
grievances of the students, parents and the teachers. There should not be any gender discrimination among the teachers and the students.

The researcher herself is working in the junior college for the past 16 years and thus is well versed with the climate of the junior college in which she is working, its plus points and the negative points and thus further suggest the following points to make the climate of the junior college better:

- There should be proper planning before performing any task. Sufficient time is to be given to do the job, short notices to do the work should be avoided.
- The principal must act as a very good co-ordinator between the management and the teachers.
- The principal must give proper directions to the teachers to do the work.
- The efforts put in by the teachers should be recognized.
- The problems faced by the teachers in the classroom should be handled properly.
- Proper measures should be taken for the safety and the security of the teachers.
- Very often it is observed that the teachers are threatened by the students and their parents, if they try to enforce the discipline among the students.
- The teachers should be given due importance in the institution by the management, principal, parents and the students.
- The teachers must not be overloaded with the work at times they are even asked to do the clerical work that should be avoided.
- A healthy environment should be created in the college where the teachers can be stress free and enjoy their work.
- Due respect by the management, students and the parents should be given to the teachers which is disappearing now a days.

To improve the job satisfaction of the junior college teachers:

Various studies conducted on the job satisfaction of the employees of the various organizations show that the employees who are satisfied with their jobs perform
The success of the organization depends upon the efforts put in by the employees. The organizations with good and efficient manpower can face the tough competition today and can survive. Thus it is important to have the motivated workforce.

The following points should be considered for the make the employees feel satisfied with their jobs.

- It is very important to see to it that the teachers are given the monetary incentives. In the aided colleges the salary and the other perks given to the teachers are good but not in the unaided colleges. Few colleges may follow the salary pattern as given by the government but not all. As of now in the aided colleges the teachers are given the 6th pay commission and very soon they will get the 7th pay commission. They also get various other allowances such as dearness allowance, travelling allowance etc. Where as in the unaided sections the salary given to the teachers is low. Thus teachers should be given a fair salary, this would help them to feel satisfied.

- Many a times the teachers are blamed for the bad results of the students, which is always not true. Teachers job should not be at stake because of the bad performance of the students. If students don’t fair well in the exams sometimes the increment of the teachers is stopped, which is not fair. The kind of system today we have and the kind of environment where the students learn, the exposure etc may be the causes of the poor performance of the teachers, therefore if always the teachers are only blamed for the bad performance they will feel demotivated.

- The teachers must be motivated to teach, they must have the passion for teaching, thus if they are satisfied with their jobs they would be highly motivated to teach. They must be given the opportunities to improve and develop their personality. The teachers should be motivated to take part in the various competitions and programmes, providing them a platform to showcase their skills and boost their confidence level.
• The teachers should have the sense of belongingness that is that they should feel like never leaving the college. They should have a feeling that in future also they would like to see them in the same college. The atmosphere should be such that the teachers take up their work without waiting for the orders. They should take the initiative in doing every work. They are satisfied when their efforts are recognized and rewarded by the management and the principal.

• Further it should be taken care that the teachers should be given the work as per their abilities and interest. They should not be forced to take up that work in which they are not interested. The satisfaction level is high when the colleagues are very supportive and co-operative. At times when even the pay scale is not that high but the teachers are satisfied with their jobs as their colleagues are good and supportive. The teachers should be involved in the various activities which are conducted in the college. They should be made aware of the various plans and policies of the management. In taking decisions related the curriculum, co –curricular and the extra curricular activities the teachers should be allowed to give their suggestions. This would help them to get motivated.

• The teachers are satisfied when the colleges adopt fair policies related to the recruitment, selection and promotion etc. The right people for the right people should be selected and the deserving only should be promoted. The management and the principals should not favour unnecessarily any teachers but only those who are sincere and dedicated. Many a times the senior teachers are given extra work which they don’t like as they feel the juniors should be given the extra work so that they learn more. The teachers therefore should be given equal work.

• The present generation of teachers is more advanced and open to express their views, and many times it is observed that they are given more opportunities to give their views and suggestions. They have more freedom of expression which may a cause of dissatisfaction for the senior teachers. The colleges where the teachers’ number of years of service, their seniority etc are not taken into account they feel less job satisfaction.
• The information about the various activities and programmes should always be conveyed properly by the head of the institution or the department. The teachers don’t feel good when they get to know about the activities from the third persons. So there should be a proper line of communication and no barriers should be there. The teachers should be provided with ample opportunities to grow and develop, various programmes, activities, training sessions etc should be organized for them. When the teachers are satisfied with their jobs they happily accept their work even if it is some extra work, they willingly volunteer for the college work. The teachers are satisfied if they are able to express themselves in case there is any conflict. If any conclusion is given on the basis of the information provided by a person without hearing the other side it is unfair. The work allotted to the teachers should be quality and productive, duplication of efforts should be completely avoided. The various activities conducted should be according to the goals set by the college.

• The teachers are satisfied when the head gives them proper guidelines and instructions to the work. If the direction is clear the teachers feel motivated to undertake the work given to them. It may happen that at the time of allotting the work no guidance or instructions are given but when the work is done the head tries to highlight the mistakes, and how it should have been done. It is something very bad on the part of the head of the institution, this will bring down the morale of the teachers.

• It is one of the important principles of management that the authority and the responsibility should go hand in hand. They should be treated at par. There should be balance between the two. When the teachers are given the responsibility they should also be given the authority as responsibility without authority will be of no use. Generally the teachers are given the responsibility but they have no power to take decision on their own, this shows that the head does not have the trust in the abilities of the teachers to take decisions, whom the responsibility is given.

• Further it is noticed that as there is a hike in the salary there would also be an increase in the work load of the teachers which further demotivates them. The
salary should be hiked keeping in mind the growing needs and the inflation rate. The teachers feel that they are torched when the workload along with the salary increases. The satisfied teachers would be a great asset to the colleges who would see to it that all the available resources in the colleges are properly utilised without any wastage. They are making themselves productive in the class and benefit the students. They would also see to it that they take extra care for the academically weak students by conducting remedial classes for them. The teachers who are dissatisfied with their jobs will not think of any extra work, they may not pay any attention to the academically weak students.

- If teachers are taking extra interest to enhance the result of the college that shows that teachers are satisfied with their jobs and have a strong association with the college.

- The satisfied teachers would be happy with the success of their students. The teacher-student bonding will be strong. The infrastructure and the leadership style of the principal also impact the level of job satisfaction of the teachers. If the infrastructure is good and the facilities needed for an effective teaching learning are provided the teachers’ satisfaction will be high. Further if the head has an effective and fair leadership style, the level of job satisfaction would be high. The teachers may get to learn from an effective and efficient principal. The level of the job satisfaction is low when the teachers feel that the head is not intelligent enough for the post. The head must also see to it that he or she understand his or her social responsibility towards the teachers and must put in efforts for the well being of the teachers. The head should take out time to give feedback to the teachers from time to time. They should be praised and appreciated for their good work. This will increase the level of job satisfaction. The sense of belongingness would be developed and the teachers will definitely be worried about the fate of their college. They would feel proud to say that they are associated with the college.

- The teachers should be made feel that the college values them and they should happily talk about their college to others rather than feeling that joining the concerned college was a major mistake made by them. After working for some
years if people feel that they made a mistake by spending the precious years of their lives this speaks volumes about the job dissatisfaction. The policies made by the college related to teachers and students should be fair. The teachers must be made feel that they would be benefitted by working in the college, they have a good scope there. Loyalty on the part of the teachers is very important and that will be seen in the teachers who are satisfied with their teachers.

The researcher herself has an experience of working in a junior college of 16 years so the following points need to be considered for job satisfaction:

- First and the foremost is the working environment that affects the level of job satisfaction. If the working environment is good the teachers are satisfied.
- The health of the teachers both the mental and the physical should be taken into account. The health check up camps can be organized by the colleges.
- There must also be some recreation programmes for the teachers, such programmes are very common in the corporate world but not in the educational institutions. Such programmes would help the teachers to destress.
- To enhance the physical health the sports activities should be conducted.
- Often now a days it is observed that the teachers are disrespected by the students, parents and even by the management, efforts should be made to see that the teachers must be given due respect and they should be treated decently.
- In today’s society we have witnesses that the teachers are not given any security, they are threatened and are ill treated, which further make them feel that teaching is not a noble profession and they feel demotivated and insecurity.
- The environment today is student friendly, the teachers are not given opportunities to voice themselves which further decreases the love for their jobs.
- Teaching is a noble profession, destiny of the nation is shaped by the teachers so they should be given what they deserve.

Thus we can say if the climate of the junior colleges as perceived by the teachers is effective, healthy, cordial then it is going to have positive impact on the job satisfaction of the teachers. The teachers working in a healthy environment would be performing
good as they are satisfied with their jobs. The management, principal should take care to enhance the culture and the climate of the college. They must also see to it that the teachers who are the most important in the college are satisfied with their jobs so that they can give their best for the betterment and growth of the college and the students.

It is the responsibility of the teachers to produce good citizens who can help the society and the nation to grow and prosper. The students should not only excel in their studies but also in other aspects of life. The students who are not good in academics or who fail in the exams usually drop out and become burden on the society. Researches show that they then generally get indulged into the anti-social activities. The teachers who work in good environment and are satisfied with their jobs would put in extra efforts in their teaching and would see to it that the students do well in their academics and also such teachers would contribute in the overall development of the students.

The recommendations given above are all on the basis of the information collected from the teachers of the junior colleges, the personal experience of the researcher herself and the review of the related research.

5.3 **SCOPE FOR FURTHER STUDIES:**

The present study includes the effect of organizational climate of the junior colleges as perceived by the teachers, their job satisfaction and the academic achievement of the HSC students only. There is ample scope of conducting researches on the following topics as well:

- There is scope to conduct the study on the organizational climate of the junior colleges as perceived by the teachers, job satisfaction of teachers and the academic achievement of XI std students.
- The study can also be conducted on the school climate and the academic achievement of the students.
- The school climate and the job satisfaction of the teachers.
- The climate of the senior colleges and the performance of the students at the graduate level.
• Effect of the leadership styles of the principals in motivating the teachers and the students.
• The factors influencing the climate of the junior colleges.
• Impact of the teaching ethics and culture of the junior colleges on the students.
• The factors responsible to enhance job satisfaction of teachers.
• The study on the New Educational policy for schools.
• Factors responsible for the deteriorating quality of the education.
• Factors responsible for the declining performance of the students in the exams.
• The effect of the internal assessment in HSC board exams on the performance of the students.
• Comparative study of the nature of working of aided and unaided colleges.
• Organizational climate in vernacular medium schools.
• Organizational climate of the arts, science and commerce junior colleges as perceived by the teachers, job satisfaction and the academic achievement of the students.
• Environmental effects on the academic achievement of the students.
• Comparative study of the various boards, i.e state board, central board, ICSE board, IGC SE etc.
• Comparative study of the pay scales and their impact on job satisfaction.
• Safety and security of the teachers in the present scenario.
• Effect of exam pressure on the performance of the students.
• Behavioural problems that affect the performance of the students.
• Adolescence and the effect of the peer pressure on their performance.
• The increasing expectations of the parents and its impact on the achievement of students.