CHAPTER VII

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

7.1 INTRODUCTION

Usually, in a research study, various statistical tools would be used to analyze the primary and secondary data in view of obtaining a result and from which suitable conclusion would come to the floor. Detailed analysis was carried out in the previous chapter and the results obtained were suitably interpreted. From the interpretation made out, the researcher has made an attempt to extract the important findings relevant to the study, which in turn give an opportunity to draw out the conclusion. From the conclusion, suggestions were given to the organizations in general and particularly to the Higher Educational Institutions, which ventured out to impart quality education for the benefit of the students’ community and to the Nation.

7.2 SUMMARY OF THE FINDINGS

Two segments of population selected for the study, One was Students and other was the Faculty members. A total of 650 students from Professional colleges (456) and Non-Professional Colleges (194) were considered for the study. From the members of Faculty a total number of 150 were considered; 105 from Professional Colleges and 45 from Non-Professional Colleges were considered.

i) Following are the findings in respect of the perceptions of the students from Professional Colleges.

a. Out of 456 students from Professional colleges, 213 (46.7) were boys and 243 (53.3) were girls. The sample population of girls exceeded the boys. With regard to the age groups, 158 (34.6) were below 21 years and 298 (65.4) were above 21 years of age. The majority of students were from the age group of above 21 years.

b. 413 (90.6) students were purely from Professional Colleges, and 43 (9.4) were from Non Professional colleges, but studying professional courses. Regarding residential status, 303 (66.4) were residents and 153 (33.6) were non-residents. The resident students were more in number.
c. The parents of 377 (82.7) students were educated and 79 (17.3) were uneducated. With regard to the students stratified according to the income of their parents. The students from the educated parents were more in number. 191 (41.9) students belong to parents who have income “below Rs.50,000” and 265 (58.1) belonged to the parents with income of “above Rs.50,000” per month. The parents of students having the income of Rs.50000 per month and above were more in number.

d. 104 (22.8) parents of the student were employed in Government, 90 (29.7) employed in private, 126 (27.6) were self employed or doing business and 136 (29.8) farmers or agriculturists. The students from the family of farmers formed the majority.

The following were the findings from the ‘t’ test:

a. Even though the values of the perception of both boy and girl students were similar in respect of the ten dimensions, the comparison of perception of the two groups of students (Boy and Girl students) suggested the significant difference in perception between the two groups in respect of all the ten dimensions. Hence the Organizational Climate differed across the sex (gender) groups. The null hypothesis was totally rejected.

b. The different age groups of students perceived all the ten dimensions moderately and it showed that the O.C was not present in the Institutions in full scale. They perceived nine dimensions except the one “Organizational Clarity” as significant. The null hypothesis was rejected in respect of the above nine dimensions.

c. The two different categories of students undergoing in Professional College, also perceived all the ten dimensions moderately. They found the dimensions, “Reward, “Leadership”, “Motivation”, and “Decision Making” as significant and playing important role in the concept of O.C. The null Hypothesis was rejected in respect of the above four dimensions.

d. The Resident and Non-Resident students perceived all the ten dimensions moderate to low. However, they have perceived the dimensions “Conformity”,

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“Leadership”, and “Organizational Goals” as significant. The null hypothesis was rejected with regard to the above three dimensions.

e. The students belonging to the parents of educated and uneducated have also perceived all the ten dimensions moderately. They found no dimension as significant in nature. The null hypothesis was totally accepted.

f. Parent of the students who had two types of income perceived all the ten dimension moderately. Also they perceived the following dimensions significant and influence the concept O.C. They are: “Conformity”, “Organizational Clarity”, “Warmth and Support”, “communication “, “Organizational Goals”, and “Control”. The null hypothesis was rejected with regard to the above six dimensions.

g. Parent of students occupied different types of professions, and they also perceived the ten dimensions moderate to low, particularly, they have given low mean scores to the following three dimensions, namely, “Motivation”, “Organizational Goals”, and “Control”. The null hypothesis was rejected in respect of the above three dimensions.

ii) This section portrays the analysis pertaining to the perception of students from Non-Professional Colleges in respect of the selected ten dimensions or the important drivers activating the O.C.

a. Out of 194 students from Non-Professional Colleges (NPC), 60 (30.9) were male and 134 (69.1) were female. The sample population of female exceeded the male students.

b. 136 (70.1) were in the age group of below 21 years and 58 (29.1) were in the group of above 21 years.

c. Some of the NPC’s conduct certain professional degree courses. Therefore, the students were categorized into two. Accordingly, 61 (31.4) were from Professional courses and 133 (686) from Non-Professional Colleges.

d. 173 (89.2) were resident students and 121 (10.8) were no n-resident students. The resident students formed the majority in the sample size.
e. The parents of 145 (74.7) were educated and 49 (25.3) uneducated.

f. The parents of 154 (79.4) students were in the monthly income group of below Rs. 50000 and 40 (20.6) under the group of above Rs. 50000.

g. The parents of 15 (7.7) students were employed in Government services, 53 (27.3) employed in Private, 74 (38.1) business or self employed and 52 (26.8) were farmers or agriculturists.

The findings from the result of ‘t’ test and One Way ANOVA have been given below:

a. From the mean scores as perceived by male and female students showed that they have rated all the ten dimensions moderately. This revealed that, still most of the dimensions were not at all prevalent in the institutions. The two important dimensions were rated very low by them, which are, “Rewards” and “Motivation”. Both the groups of students significantly differed in their perception in respect of the dimensions, “Rewards”, “Organizational Clarity”, “Warmth and support”, “Leadership”, and “Motivation”, since these were considered to be statistically significant and influenced the O.C. The null hypothesis was rejected in respect of the above five dimensions.

b. The two different age groups of students have also perceived as similar to that of the boy and girl students. Significant difference of perception was observed between the two age groups of students in respect of the one dimension namely, “Organizational Goals”, since it is considered as significant and play important role in O.C. The null hypothesis was rejected in respect of the above one dimension and accepted all the other nine dimensions.

c. The two different categories of students, who were studying professional and non-professional courses at NPCs have also perceived as that of the above two age groups of students. These students have perceived the three dimensions, “Organizational Clarity”, “Communication”, and “Decision Making” as significant. The null hypothesis was rejected in respect of the above three dimensions and accepted all the other dimensions.
d. The resident and non-resident students of NPCs perceived the ten dimensions as that of the above three different groups of students. Meanwhile, they perceived the dimensions, “Motivation”, and “Organizational Goals” as significant and to have important role in O.C. The null hypothesis was rejected in respect of the above two dimensions and was accepted with reference to other eight dimensions.

e. The parents of the students having different educational status perceived all the ten dimensions from “moderately to low”. Particularly, the only one dimension was rated very low by them, that was “Organizational Goals”, which meant that this aspect has been ignored mostly by the Institutions. These students have found the two dimensions, “Organizational Clarity”, and “Decision Making” as significant and influence the concept O.C. The null hypothesis was rejected in respect of the above two dimensions.

f. The students of parents having two different types of monthly income also perceived all the ten dimensions from low to moderate. The dimensions “Reward”, “Leadership”, and “Motivation” were given low scores by them, indicating the absence of these determinants in the institutions. Further, they have perceived that the two dimensions namely, “Leaderships”, and “Decision Making” as significant. The null hypothesis was rejected with regard to the above two dimensions.

g. The perception of the parents having different occupational status were fitted with One Way ANOVA test. From the result, it was ascertained that they have perceived all the ten dimension “low to moderate,” revealing its absence in their institutions. They have also perceived the two dimensions, “Reward”, and “Motivation” with minimum mean scores. According to their perception, ”Reward” was found to be statistically significant. The null hypothesis was rejected in respect of the only dimension “Reward” and accepted all the other nine dimensions.

To find out the level of agreement on each dimension, the overall average score of the predictors under criterion were calculated in terms of “Agreed”, “Undecided” and Not
agreed. Accordingly the more percentage value in each of the above three were taken for consideration.

a. The overall average agreement score of the five predictors under the criterion(Dimension) “Conformity” was calculated and the level of score stood at 496.60 (76.4). For the dimension “Rewards” it was 449.07(69.07). The average score of the dimension “Organizational Clarity” was 451.16 (69.39). The average scores of the dimensions “Warmth and Support” and “Communication” were 428.43 (65.91) and 4517.50 (64.23) respectively. These scores were just above 50 percent and below 75 percent. Therefore, it was concluded that, the aspects “Reward”, “Organizational Clarity”, “Warmth and Support” and “Communication” were still lacking in the institutions.

b. The overall average score of “Leadership” was 481.33 (74.06), which is nearer to 75 percent, therefore, it could be construed that a few colleges might have been concentrating on this aspect.

c. The overall average scores of the dimensions, Motivation”, “Organizational Goals”, and “Control” were, 527.50 (81.15), 504.20 (77.57) and 478 (73.54) respectively. These dimensions were present in some of the institutions.

d. The most suffered aspect was the “Decision Making” This aspect has been completely neglected by the Managements, by tasking decisions on their own, that might be for the benefit of Management only.

e. Principal Component factor analysis was done on over all perceptional score (546 = 194) of the students to group the 65 predictors (statements) spread over under ten dimensions. The PC factor analysis extracted Thirteen major factors by grouping the above 65 predictors. The major factors were: Discipline, Communication, Decision Making, Rewards, Warmth and Support, Conformity, Motivation, Co-operation, Encouragement, Control, Responsibility to Students, Academic Encouragement and Leadership.

f. To study the discriminant power of the dimensions towards O.C, Fisher’s Linear Discriminant Function analysis was done comparing the perceptions of
students from Professional Colleges and Non-Professional Colleges. It resulted that, the three dimensions, “Warmth and Support”, “Motivation”, and “Decision Making:” were found to be significant by the students of both the group of colleges and have high discriminant power. In addition, the students of PCs have identified the dimension “Rewards” and NPCs identified “Organizational Goals” having discriminant power.

iii) The results obtained from the analysis in respect of the perceptions of faculty members have been furnished. 105 members of faculty from PCs were participated in this analysis.

a. As per the sex (Gender) wise distribution, 50 (47.6) were male and 55 (52.4) were females. The population of females was more than that of males. According to Age-wise frequency distribution of faculty members from PC, 22(21.0), and 43 (41.0) belonged to “below 25 years” and “26-35 years of age” respectively. 27 (25.6) belonged to the age group of 36-45 years and 13 (12.8) were above 46 years of age.

b. When the faculty members were stratified according to their academic qualification, there were 81(77.14) qualified Post Graduates only. 19 (18.09) were technically qualified and 5 (4.76) were Doctorate Degree holders. According to their designation, it was stratified that, 3 (2.85) were Heads of the Departments, 28 (26.85) were Professors, 4 (3.82) were Associate Professor and 70 (66.67) were Assistant Professors. Majority of the sample population consisted of Assistant Professors.

c. The faculty members classified according to their monthly income were 23 (21.9) were in the group of below Rs.10,000. 41 (39.0) were in the group of Rs.10,001 – 30,000, 22 (21.0) and 19 (18.1) were in the group of Rs.30001-50000 and Rs.50001 and above respectively. According to their experience, there were 48 (45.7) under the group of “below 5 years experience”. 17 (16.2) were in the “group of 6-10 years,” 17 (16.2) in “11-15 years”. 9 (8.6) and 14 (13.3) were in the groups of “16-20 years” and “21 years and above” respectively. The majority were in the group of “below 5 years”.
d. The result of the ‘t’ test revealed that the male faculty members have perceived all the ten dimensions moderately. While the female faculty members perceived the dimension “Rewards” highly, the other nine dimensions moderately. All the ten dimensions were perceived by them to be statistically significant and have the power to influence the O.C. The highly significant dimension was “Rewards”. The null hypothesis was totally rejected.

e. The four age groups of faculty members of pCs have perceived all the ten dimensions moderately. The following seven dimensions were perceived by them as significant. They are: “Conformity”, “Rewards”, “Organizational Clarity”, “Warmth and support”, “Motivation”, “communication”, and “Control”. The null hypothesis was rejected in respect of the above seven dimensions.

f. The three groups of faculty members having different educational qualifications have rated all the ten dimensions moderately. They perceived nine dimensions except “Rewards” as significant. The null hypothesis was rejected with regard to nine dimensions except the dimension “Rewards” which was accepted.

g. According to the faculty members of the four groups by designations, they perceived all the ten dimensions moderately. Further, they perceived that all the ten dimensions were significant and have the power to influence the concept Organizational Climate (O.C). The null hypothesis was totally rejected.

h. The four different income groups of faculty members have rated all the ten dimensions moderately. They have perceived the nine dimensions, except “Decision Making” as significant. The null hypothesis was rejected for the above nine dimensions except the one “Decision Making”.

i. The faculty members having different years of work experience, have rated all the ten dimensions with moderate scores. However, they have perceived all the ten dimensions as significant having power to influence O.C. The null hypothesis was totally rejected.
iv) In this section, the result from the analysis carried out on the perceptions of Faculty members belonging to NPCs. The sample population was only 45.

a. There were 20 male and 25 female faculty members from NPCs. According to Age-wise distribution of them there were 4 (8.9) and 19(42.2) in the groups of “below 25 years” and “26-35 years” of age respectively. 22(48.9) belonged to the age group of 36-45 years. There were no faculty members in the age group of 46 years and above from NPCs.

b. The faculty members of NPCs were stratified according to their educational qualifications. There were only 42 (93.4) qualified Post Graduates. 1 (2.2) was technically qualified and 2 (4.4) were doctorate degree holders. There were more number of Post Graduates in the sample population. According to designation-wise classification, there were 3 (6.7) Heads of the Departments, 5 (11.1) Professors, 1 (2.2.) Associate Professor and 36 (80.0) were Assistant Professors. The sample population of Assistant Professors were more among the Faculty members from NPCs.

c. As per the income wise categorization of faculty members, there were 4 (8.9) within the income limit of below Rs.10000, 7 (15.6) under “Rs.10001 – 30000”, 29 (64.4) under “Rs. 30001 – 50000” and 5 (11.1) in “Rs. 50001 and above”. More faculty members were in the income group of “Rs.30001 – 50000”.

d. According to the classification of work experience, 16 (35.6) had below 5 years, 15 (33.3) “5 – 10 years”, 13 (28.9) “11 – 15 years” and 1 (2.2) in “16 – 20 years” of experience. There was no faculty member in the group of “above 21 years”. Nearly, 31 members were in the groups of 1-5 and 6-10 years of experience.

e. It was revealed from the result of ‘t’ test that the male faculty members rated almost all the ten dimensions giving very poor scores. The female faculty members rated nine dimensions moderately and one dimension “Motivation” poorly. This showed that there was poor implementation of the selected ten drivers in the process of improvement of Organizational Climate in their institutions. However, both have perceived, by their significant difference of
perception, the six dimensions namely, “Conformity”, “Rewards”, “Organizational Clarity”, “Warmth and Support”, “Leadership”, and Decision Making” as significant and could influence the Organizational Climate. The null hypothesis was rejected in respect of the above six dimensions.

d. The result obtained from One Way ANOVA test has given the following opinion. The three age groups of faculty members have rated almost all the ten dimensions giving very low mean scores. According to their perceptions, the ten dimensions were not at all followed in their institutions. Interestingly, they have perceived the only dimension “Control” as significant. The null hypothesis was accepted in respect of all the nine dimensions except the one “Control”

g. The faculty members belong to three different groups of educational qualifications have also rated all the ten dimensions very low, with minimum mean scores. Therefore, according to them, these ten dimensions were not at all implemented in NPCs. They found no dimension was significant. The null hypothesis was totally accepted.

h. The Heads of the Departments have perceived all the ten dimensions with highly moderate scores. The professors have perceived seven dimensions moderately, and the three dimensions, “Motivation”, “communication” and “Organizational Goals” very low. The Associate Professors and Assistant Professors also perceived the ten dimensions as “moderate to low”. The four groups have perceived all the ten dimensions as significant. The null hypothesis was totally rejected.

i. All the four groups of faculty members, having different types of income, have rated all the ten dimensions as “moderate to low”. They have, further perceived the five dimensions, ‘Warmth and Support”, “Motivation”, “Communication”, “Organizational Goals”, and “control” as significant. The null hypothesis was rejected with regard to the above five dimensions.

j. The four groups of faculty members having different years of work experience have rated all the ten dimensions as “moderate to low”. They perceived only
one dimension “Warmth and support” as significant. The null hypothesis was accepted for the nine dimensions except the one above.

(v) In this section, the agreement levels in respect of the ten dimensions were calculated to study whether the dimensions were actually practised in the institutions or not. The total sample of the faculty members (105 + 45 = 190) from PCs and NPCs was taken for the analysis. The overall average score of the predictor variables under each criterion factor was also calculated and interpretations were given on the basis of the average score.

a. The dimension “Conformity” was mostly agreed by the faculty members (85.70 percent). Interestingly, the agreement level of “Rewards” was only 50.33 percent and the disagreement level was 36.22 percent. It was noticed that the statement “Rewards by way of giving promotions” was not at all accepted by them. 54.76 percent of faculty members have agreed to the “Organizational Clarity” and 33.62 percent have not agreed. It was construed that there were no clear vision and mission in most of the institutions.

b. Only 47.33 percent of faculty members have agreed to the dimension “Warmth and Support”. And 43.89 percent of faculty members have disagreed with it. Since most of the faculty members disagreed the statements regarding providing needed help and mutual dependency and giving encouragement to employees who work more for the good causes of institution. The dimension “Leadership” was agreed by 71.22 percent of faculty members. According to the individual scores of the statements, the two aspects that are, understanding the difficulties and problems of the staff and students and flexibility and accommodativeness seemed to be wanting.

c. The criterion “Motivation” was agreed by 64.78 percent of faculty members. The dimensions “Communication”, “Organizational Goals” and “Control” were also agreed by 61.75, 60.10 and 63.93 percent of faculty members respectively. This showed the minimum level of existence of the dimensions in the institutions.
d. The “Decision Making” process in the institutions was not at all in good shape, since the agreement level was 44.37 percent and the disagreement level was nearly equal, that was 38.74 percent.

e. When the statistical tool Principal Component factor analysis was applied with the above global perceptual score of the faculty members, nine major factors were extracted. They were: Decision Making, Organizational Goals, Control, Job Satisfaction, Managements’ Prerogatives, Warmth and Support, Leadership and Conformity.

f. Canonical Discriminant Function analysis and in addition, Wilk’s Lambda were also employed to find out the discriminant power of the dimensions. The Canonical Un-standardized co-efficient values revealed that the following criterion factors have the high discriminant power. They are, Leadership, Control, Decision Making, Conformity and Motivation. According to the values of Wilk’s Lambda, all the ten criterion factors were significant in having high discriminant power. Among the ten dimensions, the Organizational Clarity, Rewards, Conformity and Motivation were found to be highly significant.

(vi) **Comparative Analysis**

A comparative analysis was done, comparing the perceptions of PC and NPC students and PC and NPC faculty members.

1. The PC and NPC students have rated the ten criterion factors moderately. There was significant difference of perception between the two categories of students in respect of the following four criterion factors and hence they were found to be statistically significant. They were, “Rewards”, “Organizational Clarity”, “Motivation” and “Decision Making”. The null hypothesis was rejected in respect of the above four dimensions.

2. While comparing the perceptions of PC and NPC faculty members by employing ‘t’ test, the mean scores revealed the moderate perception on the ten criterion factors. They had significant difference in their perception in respect of all the ten criterion factors. Hence these ten criterion factors
were found to be statistically significant and play important role in promoting the Organizational Climate in Higher Educational Institutions. The null hypothesis was totally rejected.

7.3 SUGGESTIONS AND RECOMMENDATIONS

In line with the above, the investigator concluded that the selected characteristics or the dimensions were expected to play an important role in keeping Organizational Climate in good shape and state to transform and maintain the environment more conducive to learn in the case of students and to work in case of employees with good behavior and intension to take the organization to prosper and be a good example to others. Most of the institutions of Higher Education in Bangalore are suggested to embrace the good organizational Climate by strictly following the selected aspects herein stated to give quality education to students and to stand ahead of the other institutions.

The reward system has not been implemented in most of the professional colleges. It is clearly indicated that the management is not taking more care on the welfare of the employees. The hierarchy among the employees is also not at all followed by managements. The management is not providing any required and important help immediately. These study show that the organisational climate in the few of the professional and non-professional college are not at all good and it needs so many improvements. Unless the organizational climate is improved, it is not possible to expect quality education from those institutions. So the professional and non-professional colleges must try to rectify the aforesaid problems in a way that the quality of education improves in future.

Organizational Climate is considered to be an important concept to develop the organization by improving the system and to compete with the well developed institutions in India and in the world. It becomes mandatory to keep the climate of the organization vibrant and active. This simplistic approach to the concept of organisational climate allowed for the investigation of its consequences. This approach may not be construed as an indication that organizational Climate is uni-dimensional. In reality, it appears that Organizational Climate is an extremely complex concept. Most likely, further research and analysis of the concept may probably reveal multi-level and multi concept nature.
7.4 CONCLUSION

The literature written by a number of contemporary administrative theorists was reviewed, where in, the Organizational Climate has been described in social – environmental terms. By definition, Organizational Climate has been placed in the realm of interpersonal relations as depicted by the perceptions of the behavior of the individual members of the group. Important to the concept is the dependence of the behavior on environment. Contemporary theorists agree that group effectiveness is directly related to the development of interpersonal relations within the group. Organizational Climate is a relatively enduring quality of the internal environment of an organization experienced by its members, which influence their behavior and may be described in terms of the values of a particular set of characteristics of the organization. Climate is a less general, narrower concept than is environment. To conclude the above, in a nut shell, it was very clear that all the ten dimensions or drivers of O.C. were not at all fully practiced or implemented properly in most of the institutions in Bangalore. The institutions were implementing few of the dimensions according to the whims and fancies of the Management or the Principal. Also noticed, the vast differences between the perceptions of the students and faculty members belong to PCs and NPCs in respect of the predictor variables relating to the criterion factors (dimensions). Mostly all the ten dimensions or the criterion factors were perceived by the students and the faculty members as significant to state that these ten dominions were considered to be important in influencing the concept, Organizational Climate.

7.5 SCOPE FOR FURTHER RESEARCH

The concept of Organizational Climate was thought that it was meant only for the organizations of other categories like big industries and so on. Later, the contemporary theorists came with an idea to introduce them in Educational Institutions also. Most of the research have been done in the west, in investigating the O.C in the Schools and few were in the colleges. In India also this research is yet to take off in full scale. In view of the above, the researcher wanted to suggest the following for further investigations related to the concept, Organizational Climate. A gap analysis can be carried out from the expected climate and perceived climate of the following:
a. Schools of various types in various Districts, and various States.

b. Various colleges in different regions and states

c. Various Universities in different regions and states

d. Comparative analysis can be done between Schools of Districts and States.

e. The Organizational Climate of the Higher Learning Institutions in Regions and States could be compared.

f. The Organizational Climate of the Universities could be studied and compared.

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