An Overview of Organisational Climate in Higher Education with special reference to Government Colleges of Aizawl District and Lunglei District, Mizoram, India.

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ABSTRACT

Organisational climate is a critical aspect influencing the dynamics within a workplace. It refers to the prevailing atmosphere, attitudes, and values that shape the collective experience of employees. Just as the climate of a region affects its inhabitants, the organisational climate profoundly impacts the individuals contributing to the workforce. Communication plays a pivotal role in shaping the organisational climate. A healthy balance promotes employee well-being and satisfaction, fostering a positive atmosphere. Conversely, a lack of balance may lead to burnout and stress, contributing to a negative organisational climate. Regular assessments are essential for organisations to understand and manage their climate effectively. Surveys, feedback mechanisms, and performance evaluations provide valuable insights into employee perceptions and concerns. Growing academic institution does have a climate which differs from colleges to colleges and affects teachers and student's actions and feelings for these colleges.

The findings of the study indicate that the teachers perceived the organizational climate of colleges situated in aizawl district are at a moderate level with 12.71 as an overall mean and Lunglei district mean value of overall organisational climate is 12.77 respectively.

The mean values for the components of the organizational climate for Aizawl district ranged from the lowest of 10.50 to the highest mean of 13.93 and Lunglei district mean ranged from 10.74 to 12.96 mean of the 5-point Likert scale where each dimensions has five elements and it was found that some dimensions have higher impact and some has lesser impact where the colleges can improve further in the future.

Overall, the findings of the present study indicate that the overall conditions of organisational climate at government colleges of Aizawl and Lunglei districts are at moderate level. But there is also a need to improve the current situation with respect to all the dimensions and components of the organizational climate for further growth and better management.

Keywords: Dimensions, Organizational climate, Colleges, Government, Higher Education, Aizawl District, Lunglei District, Mizoram.

INTRODUCTION

The phrase "organizational climate" has been widely used in both general management and the field of human resource management. Kurt Lewin, a psychologist and human behavior theorist, coined the phrase in 1939. A set of measurable characteristics of the work environment that are directly or indirectly experienced by those who live and work there and are thought to affect their motivation and behavior is what Litwin & Stringer characterized as the organizational climate in 1966, when they operationalized the word. "Climate is the relatively enduring quality of the internal environment of an organization that is experienced by its members, influences their behavior, and can be described in terms of the values of a particular set of characteristics (or attributes) of the organization," according to Taguiris (1968) definition of organizational climate. "Organizational climate as a mutually agreed internal (or moral) environmental description of an organization's practices and procedures" is how Benjamin Schneider (1975) described it.

Educational facilities have an organizational atmosphere since they are entities in and of themselves. These workplace frameworks are mostly shaped by the innate culture of the employees and are influenced by the establishments' beliefs and objectives. Although this has a lot to do with management techniques and administration, which create an organizational environment, people's behaviour are typically what characterize an organizational climate. The

organizational environment consists of the intricate interactions among employees, the consistency of corporate goals and stakeholders, and the social welfare initiatives that companies undertake on behalf of their constituents.

The way someone perceives the group they are a member of is largely reflected in their organizational environment. Employees perceive a variety of distinct characteristics and traits as having a significant impact on their behavior and mindset. Consequently, the social environment of the organization can be understood as the vast Organizational atmosphere.

A specific set of organizational traits can be used to characterize the organizational climate, which is a fairly constant aspect of the internal environment that affects employee behavior. The acts of the entities may be more significant in determining the total impact on the climate and the consistency of the working environment when considered separately, as there are as many environments as there are people in the organization. It is important to view the atmosphere from a system-wide perspective. Organizations will experience climatic changes, but these differences will eventually blend together to represent the overall organizational environment.

SIGNIFICANCE OF THE STUDY

When it comes to an organization or establishment, the atmosphere within it is crucial. Workers are the foundation of any business. Therefore, it is the management's duty to maintain a positive work environment for the staff so that they can be more productive and make more contributions. It is said that workers in environments where things are going well are more productive.

In a similar vein, educational institutions are made up of instructors, administrators, and students. It can be argued that instructors have the biggest influence on the institution's reputation and on the development of their students' lives. Consequently, it is critical to comprehend the environment they are working in. It is believed that employees perform better in an environment that is more positive.

This study's analysis provides us with an understanding of the current organizational climate of government colleges in the districts of Aizawl and Lunglei, as well as which variables has a greater impact than others.

OBJECTIVES OF THE STUDY

•   To identify and measure the status of Organisational climate in government colleges of Aizawl district and Lunglei district respectively.

RESEARCH METHODOLOGY

Population of the study:

The population of the study constitutes all the state government colleges situated in the district of Aizawl and Lunglei respectively (Private colleges & Church establish Colleges are not included). That includes eleven(11) state government colleges that is located in the area of aizawl district with about 385 teachers and two colleges in the district of Lunglei consisting of 98 teachers as per the latest statistical record of College Development Council(CDC), Mizoram University, 2021.

Sampling:

The study used the technique of convenient sampling, and out of 385 teachers from Aizawl the researchers received 120 respondents and out of 98 Lunglei teachers 31 respondents are taken as a sample from Lunglei district respectively, considering that as a sample size which is about 32% of the said districts.

LITERATURE REVIEW

The study "Relationship between Instructional Leadership and Organizational Climate in Primary Schools" was carried out by Gunes and Kale (2016). Analyzing the relationship between organizational environments and education was the goal of this study. In Ankara Primary Schools, 375 teachers participated in the study. The educational leadership activities carried out by primary institution leaders were characterized by the Turkish Organizational Elementary Environment Definition (OCDQ-RE). An organizational collection of questions was used as a tool to assess the students' level of involvement in the organizational environment. The study quest claims that the organizational environment has been subpar and that main college directors are not well-trained in education leadership.

Academic Optimism and Organizational Climate: An Elementary School Effectiveness Test of Two Measures was the subject of a 2010 study by Reeves. This study investigated the relationship between school performance and two climate buildings with a positive operational atmosphere and academic outlook. Three environmental factors contribute to intellectual excitement: faculty trust, mutual productivity, and intellectual focus (Hoy, Tarter, & Hoy, 2006).

When used in an operational context, the Organizational Climate Index (OCI) provides colleges with a quick and thorough assessment. According to Hoy et al. (2002), the index consists of four measures: vulnerability for academics, trainees' urgent accomplishment, efficiency and effectiveness, and key control. The tests are the main focus of the metric. Every construction was examined. They evaluated and examined how they can be sure to anticipate total productivity and student outcomes. Predictions have been made regarding scholastic motivation and the Organizational Climate Scale. Primary school teachers at 67 colleges in the northern part of Alabama responded to studies that evaluated college performance, school confidence, and OCIs in order to test this hypothesis.

The work environment at a college is, intellectually speaking, the result of human interaction. Freiberg and Stein (1999) says that college environment is a college's heart and soul, a college characteristic that motivates students, professors, and the principal to enjoy college and want to be there every day in the college. The heart and soul are used metaphorically to underline the significance of college atmosphere, it motivates and gratifies college students to feel comfortable while at college, keeping them drawn to college. The atmosphere is the college element that gives its life and exposes ideals that the college cherishes.

"Classroom Weather Research in Secondary Schools" Rao (1975). In his studied reported that 36 percent of schools belonged to the near type, 35 percent belonged to the intermediate type, and 29 percent belonged to the free nature category in Gujarat State. Smaller schools seemed as open-climate, whereas larger schools are typically closed-climate. The group of schools has no operational climatic contact.

"Organisational Weather Investigation of Rajkot City Higher Secondary Schools" was conducted by Joshi in 1980. He saw that all of the school environments were present. The largest closed climate schools are the largest; controlled climate schools are smaller; and common climate schools rank second. Male teachers in public and private schools, high-level or low-level organizations of different sizes, roles, and sources within the organizational setting, did not differ from their counterparts in rural or urban areas.

DATA ANALYSIS

Analysis with the help of standardized tools developed by Isaksen, Lauer &Ekvall (1999), the Nine Dimensions of Organisational Climate.

Table 1. Organisational climate of Aizawl District Colleges

	N	Minimum	Maximum	Mean	Std. Deviation
D1_Challenge_Involvement	120	10.00	15.00	12.66	1.31
D2_Freedom	120	12.00	15.00	**12.92**	.80

D3_Trust	120	11.00	15.00	**13.93**	.76
D4_Idea_time	120	11.00	16.00	**13.34**	1.12
D5_Humor_Playfulness	120	11.00	15.00	12.50	.92
D6_Conflict	120	6.00	14.00	10.59	1.32
D7_Idea_Support	120	10.00	23.00	**13.34**	1.58
D8_Debate	120	10.00	15.00	**12.91**	1.17
D9_Risk_taking	120	10.00	15.00	12.22	1.14
Valid N (listwise)	120			Overall Mean: 12.71	

Source: Researchers' Calculation

Interpretation:

In this analysis the nine dimensions of measuring organisational climate are challenge/involvement as Dimension 1(D1), Freedom as Dimension 2(D2), Trust as Dimension 4(D3), Idea time as Dimension 4(D4), Playfulness as Dimension 5(D5), Conflict as Dimension 6(D6), Idea support as Dimension 7(D7), Debate as Dimension 8(D8) and Risk taking as Dimension 9(D9).

The mean value of overall organisational climate is **12.71**

Likewise the mean value of D2 Freedom=12.92, D3 Trust=13.93, D4 IdeaTime=13.34, D7 Idea Support=13.34 and D8 Debate=12.91 respectively which are higher than the overall/weight mean value of 12.71.

Therefore, the perceived organisational climate has higher impact by these dimensions.

The other mean values which lower than the overall/weighted mean are D1Challenge/Involvement, D5Humor/Playfulness, D6Conflict and D9Risk_taking respectively which has lesser impact to the organisational climate.

Table 2. Organisational climate of Lunglei District Colleges

	N	Minimum	Maximum	Mean	Std. Deviation
D1_Challenge_Involvement	31	10.00	15.00	12.90	1.30
D2_Freedom	31	12.00	15.00	13.13	.84
D3_Trust	31	12.00	15.00	13.54	.72
D4_Idea_time	31	11.00	16.00	13.32	1.10
D5_Humor_Playfulness	31	11.00	14.00	12.96	.83
D6_Conflict	31	6.00	13.00	10.74	1.59
D7_Idea_Support	31	10.00	23.00	12.87	2.48
D8_Debate	31	10.00	15.00	13.26	1.31
D9_Risk_taking	31	10.00	15.00	12.25	1.34
Valid N (listwise)	31			Overall Mean: 12.77	

Source: Researchers' Calculation

Interpretation:

The mean value of overall organisational climate is **12.77**

Likewise the mean value of D1_Challenge_Involvement is 12.90, D5_Humor_Playfulness =12.96, D7_Idea_Support =12.87 respectively are higher than the overall/weight mean value of organisational climate 12.71.

Therefore, the perceived organisational climate has higher impact by these dimensions.

The other mean values which are lower than the overall/weighted mean are D2_Freedom, D3_Trust, D4_Ideatime, D6_Conflict, D8_Debate and D9_Risk_taking respectively which has lesser impact to the organisational climate.

FINDINGS:

From the analysis table above, it is found that the dimensions such as freedom, trust, idea time and idea support respectively which has higher impact in the climate of government colleges in Aizawl district which is a good sign of moderate favorable climate. Whereas the D8_Debate dimension has to be controlled as it falls in the category of higher impact.

But it is also found that there is a scope of improvement area in some of the lower score of dimensions such as Challenge/involvement, Humor/playfulness, Risk-taking in order to achieve the best level of climate. Whereas D6 conflict is at the lesser impact category is a good sign.

Whereas Lunglei district has a score of 12.77 for their overall organisational climate and therefore the dimensions which scores less than the overall 12.77 are considered as the area where improvement can be done and the dimensions scores above or more than the overall 12.77 scores will be considered as favourable climate. As seen from the analysis dimensions such as Challenge_Involvement, Humor_Playfulness , Idea_Support are showing positive climates but dimensions such as Freedom, Trust, Ideatime, Conflict, Debate and Risk_taking are indicating an improvement area for better organisational climate excluding conflict dimension as conflict scores must be low for healthy climate of any organisation.

CONCLUSION

Organizational climate in Human Resource Management (HRM) pertains to the workplace atmosphere shaped by factors like leadership, communication, and employee relations. A positive climate encourages employee satisfaction, engagement, and productivity. HRM strategies, such as effective communication channels, fair policies, and supportive leadership, contribute to fostering a conducive organizational climate. Regular assessment and adaptation of HR practices are essential for maintaining a positive work environment and enhancing overall organizational performance.

It is encouraged that all the colleges teachers in the said district to works harder on improving in the area of such said dimensions as suggested by becoming more active in teamwork and more contribution to their colleges, also to create more friendly environment with jokes and humor, and to believe themselves in taking the risk for the betterment of their colleges. If this dimensions standards are raise up to the next level by all the teachers then that will have a great impact on their performance which also will results the students learning motivation and colleges overall performance as a whole.

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