Impact of Organizational Climate on Professional Colleges of Bangalore, Karnataka State, India – Students’ Perspective

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Introduction

“Education is not just a serious business, essential for manpower planning, it also holds the key for international benchmarking of our standards” (Suman K. Mukerjee 2007).

Ideally, any existing academic institution must continuously adapt to changing time to meet the aspirations of new generations and to keep pace with new frontiers of knowledge. Management education in India has come a long way from the 1960s, when there were limited number and types of business schools in the country. Within the increase in the number and types of business schools (many of them outside the Government/University system), there are growing concerns about maintaining the quality of management education in the country.

In this study, we have attempted to study mainly the management education climate compared with other arts and science education climate prevailing in the selected institutions of higher learning. The dilemma in the higher educational institutions is in maintaining the balance between regulation and autonomy. Between these two concerns, there has to be greater emphasis on autonomy, as the need of the hour is dynamic and continuous improvement of quality rather than static non-responsive level of ‘quality’, often prescribed in terms of certain number of faculty, classrooms, computers, books, journals etc., The current emphasis, therefore, is to maintain better organization climate to maintain quality.

Organizational Climate

Lorsch (1965) conceives an organization as a socio-technical system in which behavior is influenced by a number of inter-related variables, including the individual predispositions of members, social structure, formal organization and the system’s external environment. Stogdill (1967) opines that an organization is an input-output system. The three sets of variables namely inputs, process and outputs, which he describes are concepts assumed to characterize any organization. Climate is the environment which may be internal or external mostly related to the working conditions of the individual or group in an organization which gives rise to the organization’s development. Organization Climate is defined as the patterns of social interaction that characterizes an organization, which
according to Halpin and Croft (1963) runs from openness at one end of the continuum to the closed-ness at the other.

Many research findings point out the importance of interpersonal relationships in affecting an individual’s development and behavior in organizations. Climate as used in the organizational context consists of a total affective system of the human group in the organization, including feelings of attitude towards the system, subsystems; super ordinate systems and other systems of the persons, tasks, procedures, and conceptualizations. Climate, thus, refers to the relationships in any situations as the people in that particular situation affectively experience these (Susan Chirayatyh 2007).

Organizational Climate is a relatively enduring quality of the organization, which is experienced by its members. It has an effect on their behavior, and how the organization functions. There are several approaches to the concept of climate, of which two in particular have received substantial patronage: They are (1) cognitive schema approach and (2) shared perception approach. The Cognitive Schema Approach is the concept of climate as an individual perception and cognitive representation of the work environment. From this perspective climate assessments should be conducted at an individual level. The Shared Perception Approach emphasizes the importance of shared perceptions as underpinning the notion of climate.

Keeping the Organizational Climate (OC) in an organization with sustained action wholly depends on the prevailing organizational culture in the organization. Even though OC mostly depend on the culture either for good or for bad, both are basically different.

The Concepts of Climate and Culture

Climate and culture are both important aspects of the overall context, environment or situation of an organization or institution. Although culture and climate are related, climate often proves easier to assess and change. They are not the same, nor is one contained in the other. The two concepts of climate and culture are quite distinct.

Culture tends to be shared by all or most members of some social group. It is something that older members usually try to pass on to younger members. It shapes behavior and structures perceptions of the world. Cultures are often studied and understood at a national level, such as the Indian or French culture. Culture is the pattern of behavior, which includes the organizational form. Culture includes deeply held values, beliefs and assumptions, symbols, and rituals. Organizational cultures are generally deep and stable.

When necessity arises for changing the culture to face the competition successfully, and to sustain in the market, a drastic change has to be effected in the existing culture which is called “Organizational Change”.

As an organization, the higher educational institution is also not an exempted one subjected to change. The higher educational institutions thus, have to adapt themselves to face the external and internal challenges, competitions to raise their status to be an organization to give quality education. In this process, it is their important duty to maintain a good and conducive organizational climate within the organization.
When change is effected, it is very important see that the employees are satisfied with the change in respect of all the factors which contribute the Quality of Work Life.

In line of the thoughts drawn from various studies conducted previously, and taking the important dimensions of Organizational Climate, the researcher has selected a few which are more related to the educational organizations for his study. The title of the study being “Organizational Climate of Professional and Non-professional Colleges in Bangalore”, the following dimensions which were more suited to this study were selected.

They are:

- Job Satisfaction
- Rewards
- Organizational Clarity
- Warmth and Support
- Leadership
- Motivation
- Communication
- Decision Making
- Organization Goals and
- Control

There are two important lessons to be learned (1) Quality of management education and (2) Inter linkages in the system. It becomes clear that the quality as well as revenues of the business school would, to a large extent, depend on the quantity and variety of activities taken up by the schools (Mathew J. Manimala 2006). Major dimensions for assessing the quality of management education as proposed by the south Asian Quality System(SAQS) – Modeled on the European Quality Improvement System(EQUIS) are:

1. Context and mission
2. Contribution to the Community
3. Resources
4. Faculty
5. Research and Development
6. Programmes and Activities
7. Students and Participants
8. Personal development of students and participants
9. Alumni relations
10. Executive education(Training for practitioners)
11. Linkages with the practicing world
12. National, regional, international/global relations.

(Adapted from the Documents of the Association of Management Development Institutions in South Asia(AMDISA).

Thothathri Raman (2006) proposed the following to make a top B-School:

1. Good Quality Faculty
2. Suitable investment in faculty development
3. Excellent track record of faculty publishing and conferences
4. Specific admission process attracting best talent
5. Conscious brand building
6. Strong industry interface
7. Good tie ups with universities abroad for curriculum support
8. Student and faculty exchange programmes
9. Processes that tracks the progress of students and supports their all round development
10. Placement process that focuses on getting the best match for students and not just top Salaries.
11. Highly motivated leadership
12. Good track record of management training, industrial consultancy and active research
14. Accreditation (National and Global)
15. Strong Alumni network and periodic interaction with the campus.

Suman K. Mukerjee(2007) points out that it is an imperative need quality Assurance in monitoring and evaluation of courses in all degree programmes, quality Assurance in Teaching and soft skill development, quality Audit of all academic courses and careful scrutiny of the academic staff.

Educational Environment
The lack of a common standard in selection and the syllabus among the business education institutions across the country puts a big section of the management students in a handicap situation when they have to compete later with each other on a common platform (in job) post graduation. The age old curriculum further retards the growth of the students as it does not help in attaining proper theoretical understanding of the subject areas or the exposure to practical fields.

Statement of the Problem
Do all the Professional and Non-professional colleges have good organisational climate and infrastructural facilities as specified by monitoring authorities. Do the eleven dimensions of the organisational climate considered in this study are being performed in the Professional and Non-professional colleges situated in Bengaluru city. And does the employees perceptions on the dimensions of the organisational climate differ between Professional and Non-professional colleges.

Objectives of the study
Primary objective is to study the presence of selected components of the Organizational Climate in colleges/institutions to impart quality education to students. Secondary objectives:
1. To study the relationship between the perception of the profile variables and the dimensions of the organizational climate.
2. To study variation in the perception of students and employees with regard to Organization Climate of professional and non-professional colleges.
3. To compare the perceptions of profile factors of students and faculty in respect of Organization Climate in professional and non-professional colleges in Bengaluru city.
4. To find out the dimensions actively participating and mutely lying in the Quality implementing process in the colleges.
5. To compare the participating and mute dimensions of the above two categories of colleges.
6. To identify the significant dimensions of Organization Climate as perceived by the profile factors.
7. To suggest and recommend to the appropriate forum or the authorities to improve the quality of education by driving the dimensions in proper way to have good organization climate in the colleges.

**Hypothesis**

Following are two null hypotheses formed for the study:

a. There is no difference of perception within the sub-groups of each of the profile factors of students in respect of the organizational climate dimensions in professional and non-professional colleges.

b. There is no difference of perception within the sub-groups of each of the profile factors of faculty in respect of the organizational climate dimensions in professional and non-professional colleges.

**Limitations of the Study**

a. The perception of the respondents may vary according to their situations.

b. The study was limited to the selected professional and non-professional colleges situation within Bangalore and around the city only.

c. Due to time constraints, the data collection was limited to eight months.

**Need for the study**

The whole field of higher education in India is facing a serious challenge as powerful economic forces, changing societal needs and rapidly evolving technology are creating powerful market forces. Education represents the most fertile new market for investors. To build India economically strong, the students and the faculty should be innovators, the catalysts as well as originators of ideas to make the country self-sufficient.

To take up the above endeavour, quality and innovation will be the major determining factors of the survival of Higher Education system and its components including the faculty, the administrators and the rulers. Hence, study to improve or to rectify the climate is required.

**Design of the Study**

The researcher has employed “descriptive research design” to examine the association between profile variables of the participants and various organizational climate dimensions as the driving force for quality higher education. Profile variables are considered as independent variables and the ten dimensions of the organizational climate were treated as Criterion or dependent factors. The study is also in the nature of exploratory research design. The participants who had already involved in the process of delivering a quality higher education were considered for the analysis.

**SAMPLING TECHNIQUE:** The sampling technique employed in this study was “Convenience Stratified Random” sampling technique, since the students and the faculty could be classified on the basis of Gender, Age, Experience, and so on according to the profile factors.

**RESEARCH TOOLS:** Considering the conformity of needs, specifically to this study, the researcher, after going through various procedures and previous studies, attempted to construct his own tool for this study. In order to make the tool more effective and purposeful, he has
incorporated some of the important relevant demographic and other criterion factors in the research tool.

**INSTRUMENTATION**

The researcher employed the following two tools for this study.

1. The research tool to collect data from the students – Organizational Climate Students’ Questionnaire (OCQS)
2. The research tool to collect data from the faculty – Organizational Climate Faculty Questionnaire (OCFS).

**Organizational Climate Students’ Questionnaire (OCSQ)**

To proceed with the investigation, the researcher constructed the questionnaire to obtain response from the students. This OCSQ was incorporated with Ten selected criterions (Dimensions), under which 65 predictor variables were distributed.

**TABLE 1: DISTRIBUTION OF PREDICTORS UNDER OCSQ**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Criterion Factors</th>
<th>Number of Predictors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job Satisfaction</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Rewards</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Organizational Clarity</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Warmth and Support</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Leadership</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Motivation</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Communication</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Decision Making</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Organization Goals</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Control</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
</tr>
</tbody>
</table>

**Organizational Climate Faculty Questionnaire (OCFQ)**

The procedure that was followed for structuring questionnaire for students was strictly observed while formatting questionnaire for faculty, since the criterion factors were the same as that of students. However, slight modifications were carried out while coining the sentences of the predictor variables, to suit to the faculty.

**TABLE 2: DISTRIBUTION OF PREDICTORS UNDER OCFQ**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Criterion Factors</th>
<th>Number of Predictors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conformity</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Rewards</td>
<td>6</td>
</tr>
</tbody>
</table>
The foregoing discussion on Organizational Climate has described the concept in terms of social environments. Environmental concepts seem to be most readily accepted by those theorists who predicate their paradigm on the social system; these include as important social circumstances the informal group and employee-centered behavior. The definition of organization climate as stated by Tagiuri places it in the realm of interpersonal relations as depicted by the perceptions of the behavior of the individual members of the group. Implicit in the entire discussion is the dependence of behavior on environment. The various theories outlined in the foregoing discussion place varying degrees of importance of environment on the action of individuals in groups. Contemporary theorists agree that group effectiveness is directly related to the development of interpersonal relationships within the group.

This simplistic approach to the concept of OC allows for investigation of its consequences. This approach is not to be construed as an indication that OC is uni-dimensional. In reality, it appears that OC is an extremely complex concept. Most likely, further research and analysis of the concept will probably reveal a multi-level and multi-concept nature.

### Constraints in Data Collection

The researcher had to face so much of challenges and hardships in administering the questionnaires in the colleges in spite of assurance given to the respondents that the information would be kept in confidence and the study would be for the betterment of the institution and the respondents. Except a few, most of the institution’s head showed non-cooperation. Some have summarily refused to entertain the researcher and rejected his pleas and request, by saying so many reasons which were known to them only. The main reasons may be that in those colleges, the OC may be in lowest level and fearing divulgence of the real fact to the researcher may cause adverse effect to their career of the faculty. The students had the doubt and fear of consequent actions from their higher ups. In some institutions, there were Heads, but in name sake, they had to get permission from their Chairman of the college. One thing, the researcher noted is that, the students and faculty were more interested to respond. Even though there were huge number of colleges in Bangalore city, only a few came forward to assist and help the researcher for this good cause. The researcher felt that the members of faculty except in the Government and Aided institutions naturally have fear to
depose the details of the OC in the colleges and many of them requested not to mention their name and the name of the college.

### TABLE 3

**FREQUENCY DISTRIBUTION OF GLOBAL SAMPLE**

<table>
<thead>
<tr>
<th>Sl.Nos</th>
<th>Profile Variables</th>
<th>Professional College</th>
<th>Non-Professional College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students</td>
<td>456</td>
<td>194</td>
<td>650</td>
</tr>
<tr>
<td>2</td>
<td>Faculty</td>
<td>105</td>
<td>45</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>561</td>
<td>239</td>
<td>800</td>
</tr>
</tbody>
</table>

Source: Primary Data

Table 3, explains that 456 and 194 students were selected as samples from professional and non-professional colleges in Bangalore respectively. Therefore, the total students’ sample population was 650. As such, 105 and 45 faculty have been considered as sample from professional and non-professional colleges in Bangalore respectively, which totaled to 150 samples in case of faculty members.

Two separate questionnaires prepared one for students and another one faculty were administered among respondents in view of collecting required data. The responses to the statements in the questionnaire were obtained through five point Likert scale of measurement, as Strongly Agree(5), Agree(4), Neither Agree or Disagree(3), Disagree(2) and Strongly Disagree(1). The responses, then transformed into numerical data to make it easy to employ appropriate statistical tools and the result thus arrived were suitably and appropriately displayed in Tables to interpret in proper method to avoid confusion. The results of the students questionnaire has been anlysed and taken for this study.

The responses were obtained in respect of ten selected criterion variables which were supported by number of predictor variables. Average score of the predictors under criterions were calculated and taken as the score in respect of the concerned criterion and considered for the analysis. Therefore, the analysis was done for the criterion variables and hence the results were given in respect of criterion variables only. Nowhere in the tables the predictor variables were displayed except in the tables showing the level of agreement on the predictors.

### TABLE 4

**DISTRIBUTION OF PREDICTORS UNDER OCSQ**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Criterion Factors</th>
<th>Number of Predictors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Profile factors</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Job Satisfaction</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Rewards</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Organizational Clarity</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Warmth and Support</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Leadership</td>
<td>6</td>
</tr>
</tbody>
</table>
The Table 4 shows the distribution of factors in the OCSQ. Out of 73 statements, 8 were pertaining to profile factors of the students. There were 5 statements under the dimension Job Satisfaction, 6 under Rewards, 6 under Organizational Clarity, 7 under Warmth and Support, 6 under Leadership, 6 under motivation, 8 statements were under Communication, 7 under Decision Making, 5 under Organizational Goals, and 9 under Control. The total statements were 73.

It was observed that the students and the faculty found that both the questionnaires were devoid of ambiguity, packed with clarity of purpose, and easy to understand and respond quickly consuming minimum time.

### Methodology and Analysis

To analyze the relationship of the profile factors with the criterion factors master chart which were subjected to SPSS version 5 for detailed analysis. The results were tabulated accordingly and interpreted appropriately.

### Statistical Tools of Analysis
In order to examine the relationship between the employee’s socio-economic background and their levels of agreement, in respect of the predictor variables, following statistical tools were employed.

- Frequency Analysis
- Factor Analysis
- ‘t’ Test
- One Way ANOVA
- Discriminant Analysis
- Canonical Correlation Analysis

Using the Principal Component method of factor analysis to group the factors of both students and faculty, ‘t’ test was used to find the mean difference of perception between two subgroups of the same group in this study. One way ANOVA has been used to find out the difference of perception among three or more sub-groups of a same group with regard to the predictor variables of each dimension. The researcher has employed the “U” statistics to find out the Wilks’ Lambda and Fishers’ linear discriminate function to determine the coefficient values of the variables as perceived by various subgroup in the form of departments. To predict a set of criterion variables from their joint co-variance with set of explanatory variables, Canonical Correlation Analysis was carried out and the overall description of the presence or observance of a relationship has been arrived.

**ANALYSIS AND RECOMMENDATIONS**

**Part I: Section-A (Students of Professional Colleges)**

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

- 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.
- 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.
- 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) were belong to the parents with income of above Rs.50,000 per month. The students belong to the parents having the income of Rs.50000 per month and above were more in number.
- 104 (22.8) students belong to the parents employed in Government, 90 (29.7) employed in private, 126 (27.6) 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:

- 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.
<table>
<thead>
<tr>
<th>SL No</th>
<th>Criteria</th>
<th>Professional College</th>
<th>Non-Professional College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conformity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Rewards</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Organizational Clarity</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Warmth and Support</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Leadership</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Motivation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Communication</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8</td>
<td>Decision Making</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>Organizational Goals</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>Control</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

The different age groups of students were also perceived in all the ten dimensions moderately it showed that the O.C was not existed in the Institutions in full scale. They perceived nine dimensions except the one “Organizational Clarity” as significant.

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 Resident and Non-Resident students were also perceived all the ten dimensions moderate to low. However, they have perceived the dimensions ”Conformity”, “Leadership”, and “Organizational Goals” as significant.

The students belong to the parents of educated and uneducated have also perceived all the ten dimensions moderately. They found no dimension as significant in nature.

The students belong to parents having two types of income have perceived all the ten dimensions moderately. Also they perceived the following dimensions significant and influence the concept O.C. That are, “Conformity”, “Organization al Clarity”, “Warmth and Support”, “communication “, “Organizational Goals”, and “Control”.

The students belong the parents having occupied different types of professions, were 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”.

**Part – I: Section-B (Non-Professional Colleges’ Students)**

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.

Out of 194 students from Non-Professional Colleges(NPC), 60 (30.9) were boys and 134 (69.1) were girls. The sample population of girls were surpassed the boys.

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

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

173 (89.2) were resident students and 121 (10.8) were non-resident students. The resident students formed the majority in the sample size.
The parents of 145 (74.7) were educated and 49 (25.3) uneducated.
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.
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:

- From the mean scores as perceived by boy and girls students showed that they have rated all the ten dimensions moderately. This revealed that, still most of the dimensions were not at all existing in the institutions. The two important dimensions were rated very low by them, that are, “Rewards” and “Motivation”. The 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 influence the O.C.

- 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 considered as significant and play important role in O.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 resident and non-resident students of NPCs were also 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 students belong to the parents having different educational status perceived all the ten dimensions 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 to have important role in O.C.

- The students of parents having two different types of monthly income also perceived all the ten dimensions 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 perception of the students belong to 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 their perception, “Reward” was found to be statistically significant.

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.
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.

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

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.

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.

Principal Component factor analysis was done on overall 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.

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.

**Conclusion:**

All the ten dimensions were found to be statistically significant by the students and faculty members of the Professional and Non Professional colleges. All the respondents have rated the ten dimensions moderate to low. Therefore, it was construed that the ten dimensions of Organizational Climate were not at all fully practiced in the Higher Educational Institutions in Bangalore. Mostly, all the ten dimensions have the power of discriminating the Organizational Climate. It was noticed that there was vast difference in perception between the students and faculty members of both type of colleges.