

**The Impact of Working Climates on Employees' Performance: A Survey on
Technical Institutions in India**

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Introduction

The globalization of the Indian economy has posed unprecedented challenges for the education system of India. The government in its recent education policy declared its plans to open schools for quality education, institutions and branches of universities abroad. According to the government, there are countries that are interested in education management and in setting up institutions on the lines of UGC, CBSE, NCERT and CSIR in the field of science. Moreover, on a recent trip to Mongolia, the Human Resources Development Minister, Murli Manohar Joshi, signed MoUs for setting up schools that would have CBSE affiliation and also universities. India has agreed to provide schools and university teachers, supply computers and set up IT training institutions. While private sector has been contributing in the Gulf region, especially Dubai and Bahrain, Sri Lanka, Nigeria, Zambia, Malaysia and Nepal. In Mauritius, a vocational training college has been established and the Rajiv Gandhi Science Center, conceived in 1998 will start functioning by next year. The government is also inviting foreign students to pursue their studies in India, all central universities are to provide 15 per cent more seats to foreign students, with the private sector to also implement this policy. The government under its new education policy is going to allow a large number of foreign institutions to set up shop in India – “it’s a two way traffic”, Joshi.

Yet, it is an undeniable fact, that the quality of educational services delivered by Indian institutions is lower as compared to developed countries like United Kingdom and United States of America. With the exception of IITs (Indian Institute of Technology) and IIMs (Indian Institute of Management) in the areas of science, technology and management, the educational institutions of India lag behind in the quality and number of publications, research projects undertaken and conferences attended and participated in (Sharma, 1996). In other words except for a few government and private educational institutions, the quality and standard of education provided in India is comparatively lower as compared to UK and USA.

This research study is interested in investigating the reasons behind the low quality of educational services provided by Indian educational institutions. This report is divided into four sections; the first section will trace the origin of education in India and its present scenario. While the second section will revolve on working climates as an influencing factor of the quality of services provided by the concerned organizations. The next section will discuss relevant methodological issues and the final section will cover the empirical data and analysis.

Section 1: Overview of Education System in India

The roots of Indian education system can be traced back to the time of ancient Rishis and sages in the Vedic age, to the Gurukul concept of imparting knowledge extensively followed during the Upanishadic periods. Nalanda, Takshashila and Vikramsila were the first universities to be established in India, in as early as 4th and 5th centuries A.D. respectively. India, basically has a long tradition of inquiry and articulation of concepts of universe, self, role of state, economy, social order and other related matters. The methodologies adopted and practiced were both subjective and objective and included observation, conceptualization, verification, articulation and teaching. As a result, India preceded other countries in the fields of mathematics, astronomy, chemistry, metallurgy and physics. Scientists in ancient India, discovered and formulated formulas and experiments before their European counterparts and were knowledgeable in areas of medicine and surgery. India was the first to compile the literature on "Vriksha Ayurveda" (Herbal Medicine) and the philosophy and knowledge of art of meditation –yoga. In other words, higher education system in India flourished and reached high levels of standard during the medieval and ancient periods.

But the modern higher system similar to the one practiced now, is actually only 140 years old and was shaped and developed by the Britishers. It was during the period of 1857 to 1947, three universities were founded at Mumbai, Kolkatta and Chennai to provide education in subjects like literature, history, philosophy, political science, social science and natural science. Further, some engineering and medical colleges were also set up. This policy of Britishers to encourage higher education in India was responsible for the

existence of twenty universities and five hundred colleges located in different parts of the country. These educational institutions enrolled around a hundred thousand students among whom women candidates were limited.

After independence, the government under its Five Year Plans, concentrated on developing the education system of India. Consequently, India now ranks very high in terms of the size of the network of higher education institutions, with 6.75 million students enrolled every academic year. The number of students per 100,000 population has increased significantly from 48 per 100,000 in 1951 to 613 per 100,000 in 1997.

Moreover, the higher education system of India is comparatively better than countries like South Asia and Africa in terms of enrollment. But yet, India is lagging behind Philippines, Thailand and Malaysia. The table below gives a detailed explanation of the growth of higher education in India:

Institutions	1950-51	1990-91	1996-97
Universities	30	117	214
Colleges	750	7346	9703
Enrolment (‘000s)	263	4925	6755
Teachers (‘000s)	24	272	321

Source: UGC Annual Report 1996-97 (New Delhi: University Grants Commission); & Selected Educational Statistics (New Delhi: Ministry of Human Resources Development)

To regulate the standard of teaching, the government selects and appoints teachers on the basis of National Level Eligibility Test. Some states also conduct State Level Tests for the appointment of teachers in their states. Positions of Professors and Readers in the Universities are filled through open selection. Under the Career Advancement Scheme, teachers are also promoted to higher positions up to the level of Professor in the Universities and up to the level of Readers in the colleges. Out of the total number of

teachers in higher education, Professors and Readers account for 12.8 and 26.2 per cent respectively in the University Departments and University Colleges. There were 21 students for each one teacher in 1996-97 as compared to 12 students per teacher in 1965-66. There are today, 214 universities and equivalent institutions. The total number of universities include six open universities—one central university and five state universities—all run by the government. Apart from the degree awarding university level institutions, there are 9703 colleges that provide mostly bachelors' and some times master's level education. A majority of the colleges are arts, sciences, and commerce. There are about 550 engineering and technical colleges, 655 medical colleges, nearly 6000 management institutions, 700 teacher education/training colleges and 1100 polytechnics.

Higher education in India is coordinated by several agencies, for instance UGC, AICTE, NCTE and ICAR etc. These agencies have been briefly explained next.

The University Grants Commission

The University Grants Commission (UGC) was established in 1952 and was constituted as a statutory body under an Act of Parliament in 1956. UGC was established by the Government of India (GOI) to coordinate and determine the standards of universities, and ensure that the standards of teaching, research and examinations are maintained. To perform these functions, the UGC allocates and disburses grants placed at its disposal by the Central government to the concerned university after an assessment of its needs. UGC has undertaken the following measures to improve the quality and standards of higher education:

- Improvements in the quality and standards of teaching and research through programmes for setting up centers of Advanced study and Research, improvements in college teaching, strengthening research and infrastructure etc.
- Periodic review and renewal of curriculum content of courses in various disciplines and special schemes for introduction of emerging areas of education and training.

- Provision of scholarships and fellowships to students
- Induction of electronic media in higher education
- Establishment of common facilities for research networking of resources for information and documentation
- Launching of special programmes to encourage participation of women and other disadvantaged and weaker sections of the society in higher education

All India Council for Technical Education (AICTE)

The AICTE was set up in 1948 as an advisory body to assist the Central government in the overall planning and development of technical education at the university level i.e., engineering and technology, architecture, management and pharmacy are under the purview of AICTE. The AICTE coordinates and supports the development of engineering colleges, management education institutions and polytechnics engaged in the training of technicians. AICTE is also responsible for overseeing as well as maintaining the quality and standards of education in India. The functions of AICTE constitute reviewing and renewing the curriculum for the education and training of engineers and technicians, modernization of the laboratories and workshops, removal of obsolescence, establishment of community polytechnics, training of teachers, preparation of norms and standards for programmes of education and training in various disciplines at different levels.

National Council for Teacher Education

The National Council for Teacher Education (NCTE) was set up in 1973 to advise Central and State governments on all matters pertaining to teacher education. NCTE is responsible for coordination and development of teacher education as well as determination and maintenance of its standards, by laying down norms for specified categories of courses and guidelines for granting recognition to teacher training programmes offered by various institutions.

Indian Council of Agricultural Research

The Indian Council of Agricultural Research (ICAR) was established to promote agricultural and research in the country.

National Accreditation and Assessment Council (NAAC)

The government to ensure a measure of accountability and to evaluate the performance of institutions on the basis of objective criteria, set up a council known as National Accreditation and Assessment Council (NAAC), which is responsible for carrying out periodical assessment of universities and colleges in the country. The methodology developed by NAAC for assessment involves:

- A self appraisal by each university/college on the basis of specified parameters and documenting its performance with reference to each of them;
- On assessment of the performance by an Expert Committee on the basis of probes identified in respect of each parameter;
- A peer review of the self appraisal and expert's evaluation and
- A judgment of the performance.

Other centers of education constitute of the following institutions:

Indian Institutions of Technology: these are India's apex institutions for engineering, education and research. These institutions offer both a bachelor's and a masters degree course in a wide range of subject fields and also offer facilities for Research and Doctoral work. The main emphasis at the institutes is on the Post-Graduate studies and Research with an inter disciplinary approach. There are seven IITs in India at Delhi, Kanpur, Mumbai, Kharagpur, Guwahati, Roorke and Chennai.

Indian Institute of Science, Bangalore: the Indian Institute of Science, Bangalore, the oldest and leading post-graduate and research center in Science and Engineering, has facilities in special fields which include Electronics and Communication, Engineering, Aeronautical Engineering, Heat and Power Engineering, High Voltage Engineering, Power Engineering, Bio-Chemistry, Chemistry, Physics and Mathematics.

Regional Engineering Colleges: there are fifteen RECs affiliated to different states of India, offering undergraduate and postgraduate courses in the various technical areas.

State Colleges and University Departments

In addition to the above institutions, there exists a wide network of engineering colleges established and administered by the State governments, universities and private agencies which are affiliated to Universities and offer degree courses in a variety of subject fields.

Indian Institutes of Management: there are IIMs at Ahmedabad, Calcutta, Bangalore, Lucknow, Indore and Kozhikode offering MBA courses and also advanced fellowship programs in various areas of specializations. They also conduct a number of in-service Executive Development programs.

National Institute for Training in Industrial Engineering, Mumbai: offers a two years post graduate program in Industrial Engineering as well as a variety of Executive Development Programs.

National Institute of Foundry and Forge Technology, Ranchi: offers a special post graduate training program of 12-18 months duration in Advanced Foundry and Forge techniques for personnel from the industry.

Technical Teacher's Training Institutions: are present at Bhopal, Calcutta, Chandigarh and Madras offering special "training" to teachers of polytechnics.

Section 2

There is literature which suggests that there is a link between how employees describe their work environments and the relative performance of these working environments. There is a significant amount of evidence that has been accumulated documenting the importance of the work environment to organizational performance. In general, research has shown that factors in the work environment are related to outcomes such as employee motivation, job satisfaction, intentions to quit, job performance and even organizational productivity. In addition, an emerging area of research has indicated that organizational climate can influence customer perceptions of the quality of goods or services delivered by the company (Altmann, 2000).

Research into organizational climate has attempted to understand the relationship between shared cognitions of the work environment and organizational outcomes. For instance, climate and culture have been shown to influence such things as accidents (Hofmann and Stetzer, 1996 in Baker and Fesenmaier, 1997), absences (Hartocchio, 1994 in Baker and Fesenmaier, 1997), customer service (Schneider, Parkington and Buxton, 1980 in Baker and Fesenmaier, 1997). Studies on working climates have been conducted in the areas of banking, insurance, retail, utilities, fast food, and business and education services. Johnson (1996) conducted a study on climate existing within a bank, which revealed that there was a direct connection between climate existing in the organization and quality services, rewarding and recognizing excellent service resulted in customers' satisfaction, leading to positive business performances. Thompson (1996)'s study on the utility industry reveals that those working climates which practice employee oriented practices have superior level of business performances. Employee were questioned about human resources practices and measured on the extent of knowledge they possess about items like core values, customer commitment, business dimensions, communication safety, empowerment, teamwork, rewards and recognition, innovation and risk taking. The research findings showed that those units which supported employee empowerment schemes etc, were also units with higher customer commitment, satisfaction and profit margins. Schmit and Allscheid (1995) explored the relationship between employee attitudes, intentions and customer satisfactions. Their findings suggested that the "top management must take an active role in establishing a service climate by showing direct support for service imperatives and concern for employees' welfare" (1995: 532). Another study undertaken on a Canadian/US context, employee-centered management is at least compatible with high performance and competitive advantage. There is also evidence that in some instances organization performance can be significantly enhanced through the participation and contribution of employees in problem solving and decision-making processes. The relationship between management practice, organization climate and performance has been of considerable interest to researchers and to the business community for some time (Lawler, 1997).

For instance, Lawler's study reveals that if employees are poorly motivated or if the correct organization systems are not in place, the employees' talent may be wasted. An organization becomes centered through a carefully managed process that strives for participation to integrate the individual with the organization to achieve high productivity and competitive advantage. This process involves restructuring the work so that it is challenging, interesting and motivating as possible. Individuals at all levels are given power to influence decisions, they are given information about the organization's operations and performances and they are trained so that they can operate with a good understanding of the business.

Even in educational institutions, working climates have been linked with the quality of services rendered to the students and other stakeholders (Narasimhan, 1996). For instance, the University of Braunton in the UK, believes that by improving its working climate, the quality of educational services provided can be improved, which would give it a competitive edge over their establishments. Similarly Fox Valley Technical College (FVTC) in the USA, regularly measures its working climate, to sustain the quality of services and the personal satisfaction of its student customers (Narasimhan, 1996).

In India, academicians like Rao (1996), Sarupria (1996), Sethumadhavan (1996), D'Souza and Pareek (1996) have successfully linked up the working climates of organizations in the areas of hospitals, educational colleges, banks, small-scale industries and private organizations with the overall performances of these organizations. They believe that overall climates of organization influences the performances of organizations and the services provided.

Schneider et al., (1994) conducted a series of studies on the kinds of practices and procedures, employees' report exist when customers say they experience high quality services. According to them, high performing climates usually have the following characteristics:

- When employees feel that the organization's practices and procedures are treating them well and they consider themselves as part of the community, their customers usually report high level of service.
- When an organization is concerned about retaining customers, gives attention to staff, equipment and supplies are maintained and employees are well trained and the quality of services is good.
- The quality of service is dependent on the interaction between the service deliverer and the consumer at the time of delivery when employees experience support (via staffing, training and logistics) feel that they are being treated well, they naturally perform well i.e., treat customers in an excellent manner.

In other words, if the internal working climate and relationships are conducive in nature, customers of the organization will naturally experience better services. Employees have a tendency to experience better services. Employees have a tendency to treat others as they have been treated. "Customer contact employees who are treated as valuable persons by the organization, will treat the organization's customers similarly. It is the little things that count. Good service consists of many well-executed small details work should offer employees a sense of community and belonging where employees treat each other like a family" (1994: 25). Similarly studies conducted at Sears and Ryder and Forum Corporation conclude, that when employees experience their organization as one community, which supports them as people, customers report high levels of superior service. In other words organizational effectiveness requires all employees to be cooperative, committed to the organization's long term survival and success. In short, employees determine the quality of services provided, by how they experience their working climates and environments.

The next section will explain this research project's aims and objectives.

Section 3

This research revolves around working environments, employees' performances and quality of services delivered. Rao (1972) conducted a study on the medical college

environments as perceived by the students. He measured the climate on elements like general esteem, academic interest and enthusiasm, student scholarship, clear concise and encapsulated instruction, faculty discipline and tolerance, teacher scholarship and academic attitude, work facilities and student disciplines. In contrast this study seeks to measure the working environments of educational institutions in the area of engineering from the perspective of the employees i.e., what are the reasons behind their levels of performances, to answer the question as to whether there is a direct connection between working climates and the performances of these institutions. This study will answer issues like:

- Does working climate influence the overall performance of the organizations?
- What factors contribute towards high performing working climates?

To investigate the above research issues, the survey method was thought to be appropriate. Surveys basically fall under the category of positivist stream of knowledge. Positivism is a philosophical position which draws from the role model of knowledge creation developed in natural sciences. According to this stream of knowledge, “social science is methodologically equivalent to natural sciences”. Positivist researcher is based on the ontological perspective in which actors respond as individuals to external stimuli. Positivists believe that it is possible to measure and observe the stimuli and the response as a neutral researcher. Surveys, experiments and questionnaires are some well-known positivist methods. Survey is an “inquiry which collects pieces of information, by whatever method, over a range of different cases and arranges the information about those cases as variables” (Marsh, 1984).

A survey consisting of 32 questions was conducted at three technical institutions within Kerala to gain a better and coherent understanding of the working environments in the institutions, and examine the phenomena of working climates and the quality of services offered. The next section will discuss the empirical data.

Section 4

Overall 103 questionnaires were administered at three institutions – Regional Engineering College, Calicut, College of Engineering Trivandrum and Muslim Educational Society, Kuttipuram. All three colleges were technical institutions offering undergraduates and postgraduate courses like Bachelor of Technology and Masters of Technology with specializations in the areas of civil, electrical, computers and mechanical engineering etc. 41 questionnaires were collected from CET, 27 from MES, Kuttipuram and 35 from REC, Calicut. The parameters for measuring working climates were the understanding of mission, objectives, identity and institution's activities, communication of values, decision making, power and politics, level of communication, roles and identification, structure and career satisfactions, research, creativity and teaching and learning opportunities for employees. The entire data was analyzed using the latest statistical package of SPSS.

This section will discuss the working climates as perceived by the respondents, on the basis of grading given on a scale of 1-6.

Regional Engineering College

Parameter 1: Knowledge of mission, objectives, identity and information

Respondent	1	2	3	4	5	6
34	0	3	4	10	9	7

The above table reveals that the most of the respondents' knowledge about mission, vision, objectives of the institutions was under the category of 4.

Parameter 2: Decision Making

Respondents	1	2	3	4	5	6
34	1	3	4	5	10	7

The above table reveals that most of the respondents gave a score of 5 as far the level of decision making was concerned at REC.

Parameter 3: External Dealings with the outside Environment

Respondents	1	2	3	4	5	6
35	2	2	4	6	12	7

The above table reveals that 12 respondents believe the level of efficiency with the external environment was good enough to be graded as 5.

Parameter 4: Teamworking

Respondents	1	2	3	4	5	6
35	1	1	3	4	10	5

The level of team working and employee participation is good for it has been graded on score of 5.

Parameter 5: Communication

Respondents	1	2	3	4	5	6
34	2	3	4	10	7	7

The communication at REC institution is on a score of 4, which is means the level of communication can be further improved.

Parameter 6: Roles and Responsibilities

Respondents	1	2	3	4	5	6
35	1	5	4	8	11	6

Employees seem to be absolutely clear about their goals and roles within the institution by contributing in the areas of teaching, research and creativity, the scores ranged between 4-6 on an average.

Parameter 7: Motivating Levels

Respondents	1	2	3	4	5	6
35	3	6	7	8	4	5

The level of motivation is very low in the sense of career opportunities, performance appraisal systems, this is something which the organization should look into, for most of respondents graded scores from 2-4. So one of the reasons for poor services provided would certainly be lack of motivation.

Parameter 8: Politics

Respondents	1	2	3	4	5	6
34	3	4	0	10	7	5

The existence of politics is quite high in the institution of REC, ranking in the scores of 4-6, this should be a factor of concern for the institution.

Parameter 9: Learning Opportunities

Respondents	1	2	3	4	5	6
33	1	3	4	8	15	7

Obviously the opportunities to learn provided by the institution are good in terms of training programs, conferences and workshops, for the scores are as high 5 and 6 on this parameter.

Parameter 10: Change and Growth

Respondent	1	2	3	4	5	6
32	0	3	6	7	10	6

REC as an institution is responding to external environmental demands i.e., its customers or other students needs in the form of development of new courses, industry interaction,

reorganization of its institution to better meet its consumer wants. The scores received on this parameter is around 5.

Based on the above survey analysis, it is possible to argue that employees of REC are aware of its mission, agenda and objectives, and are conscious of their roles and duties but are not committed to them because of lack of motivation in the form of career opportunities and performance appraisal systems which are never used to monitor employees' performances. Also existence of power and politics and lack of open communication facilities hinders employees from equally availing all learning opportunities and other facilities. This is typical of any government institution in India.

MES—Kuttipuram

All faculty members within the Civil and Mechanical departments were asked to fill up a questionnaire, in total 27 questionnaires were received and analyzed statistically.

Parameter 1: Knowledge of Mission, Objectives, Identity and Information

Respondents	1	2	3	4	5	6
27	1	2	5	7	6	4

Most of respondents seem to be aware of the MES as an institution, its identity, its mission and agenda, for maximum of the respondents graded scores of 4 and 5.

Parameter 2: Decision Making

Respondents	1	2	3	4	5	6
27	5	0	5	5	6	6

The decision making policies at MES, is overall efficient, most of the respondents have scored a grade of either 5 or 6.

Parameter 3: External Dealings

Respondents	1	2	3	4	5	6
27	0	2	2	4	6	12

The institution has good relations with other institutions, high levels of interaction in terms of inter college competitions, meets, good publicity about the institution and the facilities provided by MES, the respondents graded this parameter with a maximum score of 6.

Parameter 4: Teamworking

Respondents	1	2	3	4	5	6
27	1	0	3	4	8	10

The level of employee participation and team work is very high at MES institution, with grades of 5 and 6.

Parameter 5: Communication

Respondents	1	2	3	4	5	6
27	1	3	2	4	5	11

The level of communication and interaction among the faculty members is on a high grade of 6.

Parameter 6: Roles and Responsibilities

Respondents	1	2	3	4	5	6
26	1	2	3	4	6	9

Employees are clear about their roles and duties in terms of creativity, teaching and research, a score of 6 was given by 26 respondents.

Parameter 7: Motivating Levels

Respondents	1	2	3	4	5	6
26	1	1	1	8	9	6

The levels of motivation at MES college were high, grades of 4-6 were given.

Parameter 8: Politics

Respondents	1	2	3	4	5	6
27	2	1	4	6	6	7

The level of politics was evenly spread out between the scores of 4-6, but it certainly is existing at MES.

Parameter 9: Learning Opportunities

Respondents	1	2	3	4	5	6
27	0	1	2	3	8	11

The opportunities to learn were provided by the institution, scores of 5 and 6 were given by the respondents on this parameter.

Parameter 10: Change and Growth

Respondents	1	2	3	4	5	6
27	2	1	2	4	5	11

Respondents graded this parameter on a score of 6, revealing that institution was adapting to the needs and demands of its consumers.

The respondents of MES, graded all the parameters on scores of 5-6, parameters which were contradictory received high scores, for instance inspite of having high communication, team working and motivation, there still existed politics, this could be

healthy politics nothing detrimental to the overall functioning of the organization. The conclusion reached based on the above data is that MES, has a high performing climate.

College of Engineering of Trivandrum

Parameter 1: Knowledge of Mission, Objectives, identity and information

Respondents	1	2	3	4	5	6
41	0	3	4	10	12	10

Respondents of CET seem to be aware of the organization's mission, identity and objectives, grades of 5 and 6 were given to this parameter.

Parameter 2: Decision Making

Respondents	1	2	3	4	5	6
40	1	8	9	7	8	7

The level of decision making at CET is something is be concerned about with most of the respondents giving a grade of 3.

Parameter 3: External Dealings

Respondents	1	2	3	4	5	6
41	4	5	6	10	9	6

The institution is efficient where its dealing with outsiders and other institutions is concerned with grades of 4 and 5 being given by the respondents.

Parameter 4: Team working

Respondents	1	2	3	4	5	6
41	4	4	8	16	6	5

Team working at CET, is not very good, most of the respondents gave scores of 3 and 4 to this parameter.

Parameter 5: Communication

Respondents	1	2	3	4	5	6
41	4	4	6	8	11	7

Levels of communication is high at CET.

Parameter 6: Roles and Responsibilities

Respondents	1	2	3	4	5	6
12	12	4	6	4	4	3

Respondents are not aware of their duties, roles and responsibilities at CET, in other words they don't know that they have to contribute in terms of teaching credits, research publications and be creative in terms of their output.

Parameter 7: Motivation Levels

Respondents	1	2	3	4	5	6
41	6	7	14	4	7	3

Motivation levels at CET is very low, therefore employees are not contributing towards their overall duties and responsibilities.

Parameter 8: Politics

Respondents	1	2	3	4	5	6
41	3	7	10	13	7	1

Politics is not a major problem at CET with scores of 10 3 and 4 being allotted to this parameter.

Parameter 9: Learning Opportunities

Respondents	1	2	3	4	5	6
41	12	12	4	6	4	3

Employees are not given much opportunities to learn and develop at CET in terms of workshops, conferences and training programs.

Parameter 10: Change and Growth

Respondents	1	2	3	4	5	6
41	5	7	4	10	11	4

CET as an organization is adaptable to external environmental pressures and students demands, in terms of new courses, better teaching facilities, restructuring of the organization etc.

Conclusion

This research study was interested in examining the reasons behind the low standard of education services provided by technical institutions in India. This study has sought to examine whether there was a direct relationship between an institution's working climate and the services being provided. To investigate this issue, a survey was conducted at three technical institutions in Kerala, where overall 103 questionnaires were collected; all respondents were asked to measure their working climates on a scale of 1-6, on ten diverse parameters like knowledge about the identity, information and mission of the institutions, their roles and responsibilities, influence of power and politics, policies relating to communication and decision making. The empirical analysis does suggest that working climates at REC and CET might be influencing their level of services to be provided. REC and CET had certain factors missing, which were needed to be classified as high performing climates, level of communication and motivation was graded low and there was presence of high levels of politicking in both the institutions. This suggests the existence of high levels of bureaucracy and prevalence of red tapism, at both the institutions. In contrast, at MES, respondents categorized their institution to have a high

performing working climate. Even though ironically, there persisted politicking because it was not proving to be a detrimental to the overall efficiency of the institutions' functioning, it can be considered to be positive and healthy.

It is essential, to now understand the reasons behind poor levels of motivation and communication and mechanisms through which politicking can be managed and controlled. It is therefore, necessary to conduct a qualitative study using in-depth interviews to further explore the issues raised in this research report.

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