



# “Organizational Climate Perceptions Among University Teachers: Exploring Gender And Rural-Urban Variations”

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## ARTICLE INFO

## ABSTRACT

This study explores the organizational climate perceptions of university teachers in the Kashmir Valley, analyzing differences based on gender and rural-urban residence. Utilizing a descriptive survey design, data were gathered from 300 university teachers and assessed using the Organizational Climate Scale (OCS-PSCSDU-2019). Findings indicate that the majority of teachers experience a moderate to high level of organizational climate. No significant differences were observed in perceptions of organizational climate based on gender or location, except in the clarity of roles and information-sharing, where rural teachers showed more favorable views. These results underscore the effectiveness of inclusive, gender-neutral policies and equitable support across urban and rural institutions, aligning with the educational goals of NEP 2020. This study highlights the importance of a positive organizational climate in enhancing professional development and teaching effectiveness.

**Keywords:** Organizational climate, university teachers, gender, rural-urban differences

## 1. Introduction

Organizational climate has drawn the attention of social scientists, educators and experts in management in recent years. Organizational climate is simply the shared culture, norms and values in a workplace. It refers to the overall feelings and perceptions employees have about their work procedures and activities within an organization (Asikin et al., 2023). According to Halpin and Craft (1963), organizational climate refers to the predominant emotions that exist within an organization. These feelings range from one organization to another. They contend that the climate of an organization is primarily influenced by three primary factors: the role of groups rather than individuals, the interconnectivity of these groups through functional and hierarchical links, and the influence of external functioning patterns on these groups. In educational settings, the organizational climate is influenced by the behaviors and interactions of teachers, principals, and the dynamics between different groups within the educational system. Therefore, the organizational climate is the cumulative outcome of how the institutional heads engages with teachers and how teachers interact with each other and with the students.

The organizational climate of educational institutions is crucial for fostering creativity and enhancing teaching effectiveness. Educational institutions are organizations with unique attributes that define their atmosphere or climate. It is essential to understand how these attributes affect their functioning. Researchers have studied these dynamics to identify how social and psychological interactions among teachers, principals, and students shape the climate of an institution (Cohen et al., 2009; Hoy & Miskel, 2008). Thus, organizational climate represents the overall atmosphere of an institution, embodying its distinct personality and character. The atmosphere is shaped by the social and psychological interactions that occur between teachers and the principal, as well as among teachers and students within the institution.

### Dimensions of Organizational Climate

There are various types of organizational climate in the workplace. Researchers have identified several dimensions, including open climate, closed climate, autonomous climate, controlled climate, familiar climate, and paternal climate (Bentil, 2021; Odoh, 2021).

Authors and climate scientists have proposed various dimensions of organizational climate. Each has offered a unique classification of factors in their work. For example, Likert (1967) focused on leadership and motivation, while Ekvall (1991) emphasized creativity-related factors such as challenge and freedom. More recently, Rožman and Štrukelj (2021) highlighted leadership, employee relations, and satisfaction as key factors.

It can be difficult to identify organizational climate dimensions that are similar. However, it is important to find dimensions that apply to most organizations, including educational institutions, which is the focus of this study. The following dimensions of organizational climate are examined in this study, as per Pethe et al. (2019):

- Results, Rewards and Interpersonal Relations
- Organizational Processes
- Clarity of Roles and Sharing of Information
- Altruistic Behaviour

## 2. Research Objectives

1. To study the Organizational climate of University teachers in Kashmir Valley
2. To compare the Organizational climate as perceived by University Teachers on the basis of Gender (Male & Female)
3. To compare the Organizational climate as perceived by University Teachers on the basis of Rural-Urban Dichotomy

## 4. Hypotheses

- 1) *There is no significant difference in organizational climate perception of male and female university teachers.*
- 2) *There is no significant difference in organizational climate perception of rural and urban university teachers.*

## 5. Methodology

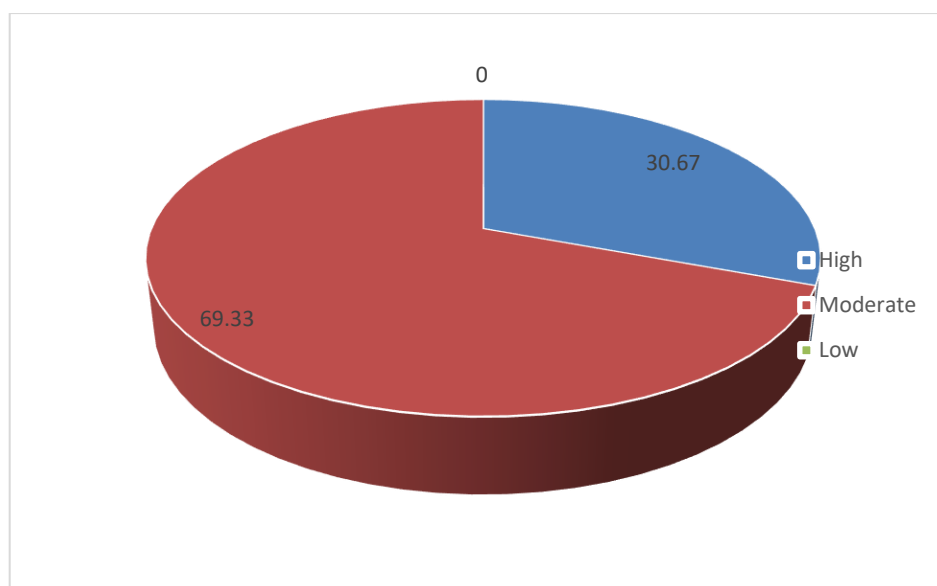
This study is practical in its aims and uses a descriptive survey based methodology. 300 University teachers were chosen for the study using the Krejcie and Morgan table (1970) and proportionate stratified random sampling. The study employed Organizational Climate Scale (OCS-PSCSDU-2019) by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar. The data were analyzed using SPSS software with both descriptive and inferential statistics (t-test).

## 6. Data Analysis and interpretation

### Section – A: Descriptive Analysis

**Table 1: Showing the percentage distribution of the university teachers (overall sample) across different levels of Organizational Climate (N = 300).**

Organizational Climate Level	Range of Raw Scores	Frequency	Percentage (%)
High	116-154	92	30.67
Moderate	65-115	208	69.33
Low	22-64	0	0
<b>Total</b>		<b>300</b>	<b>100%</b>



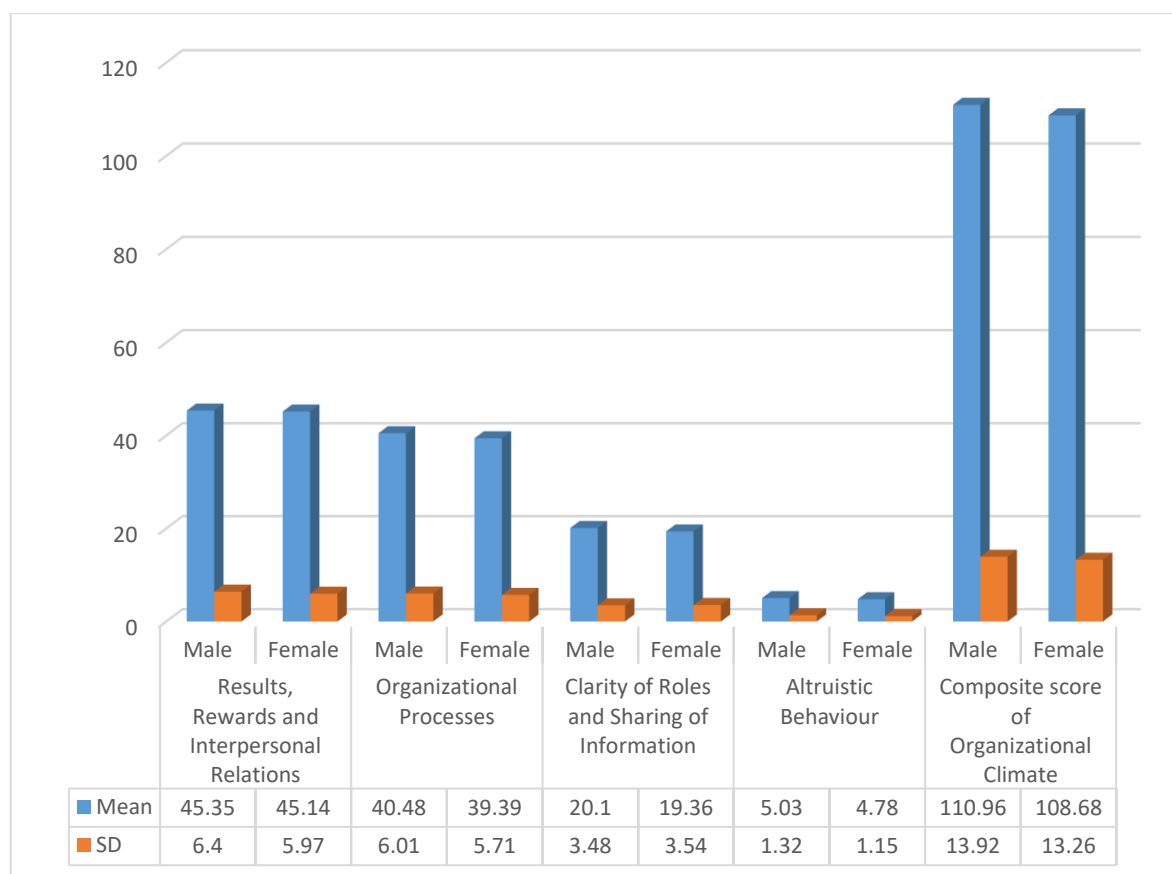
**Fig. 1: Showing the percentage distribution of the overall sample across different levels of Organizational Climate in the Kashmir Valley (N = 300).**

**Interpretation:** The data presented in **Table 1** shows the percentage distribution of the university teachers (overall sample) across different levels of Organizational climate (N = 300). A perusal of the table presents findings indicating that 92 university teachers, constituting 30.67% of the sample, exhibit a high level of Organizational climate, while 208 individuals (69.33%) demonstrate an average level. Notably, none of the university teachers fall within the low level of organizational climate, suggesting that a predominant proportion of the sampled population possesses an average organizational climate level. The findings are further illustrated using a pie chart (see **Fig.4.2**, chapter 4).

#### Section - B: Comparative Analysis

**Table 2: Showing the Significance of difference between the Mean Scores of Male and Female University Teachers on Organizational Climate.**

University Teachers on Organizational Climate.						
S.No.	Dimensions of Organizational Climate	Gender	N	Mean	SD	't' value
1	Results, Rewards and Interpersonal Relations	Male	195	45.35	6.40	.286
		Female	105	45.14	5.97	
2	Organizational Processes	Male	195	40.48	6.01	1.54
		Female	105	39.39	5.71	
3	Clarity of Roles and Sharing of Information	Male	195	20.10	3.48	1.73
		Female	105	19.36	3.54	
4	Altruistic Behaviour	Male	195	5.03	1.32	1.67
		Female	105	4.78	1.15	
Composite score		Male	195	110.96	13.92	1.39
		Female	105	108.68	13.26	



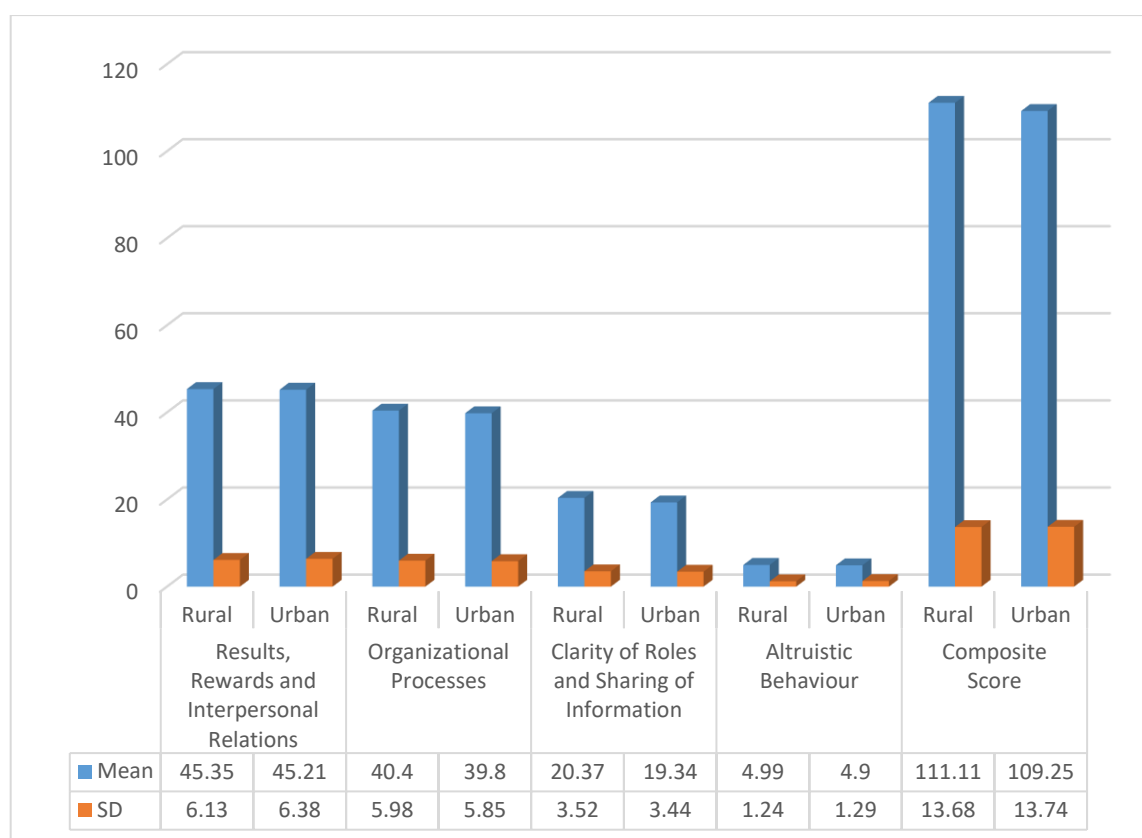
**Fig. 2: Showing the Significance of difference between the Mean Scores of Male and Female University Teachers on Organizational Climate.**

**Interpretation:** Table 2 shows no significant difference between male and female university teachers in their perceptions of organizational climate across dimensions, as all t values are non-significant ( $p > 0.05$ ). Males scored slightly higher on organizational processes, clarity of roles, and altruistic behavior, but these differences were minimal. The overall perception composite score also reflects no significant gender-based difference in organizational climate perceptions. Overall, these findings suggest that gender does not significantly influence perceptions of Organizational Climate among university teachers. The graph also depicts the same results (see Fig 2).

**Table 3: Showing the Significance of difference between the Mean Scores of Rural and Urban University Teachers on Organizational Climate.**

S.No.	Dimensions	Residence	N	Mean	SD	't' value
1	Results, Rewards and Interpersonal Relations	Rural	147	45.35	6.13	.20
		Urban	153	45.21	6.38	
2	Organizational Processes	Rural	147	40.40	5.98	.87
		Urban	153	39.80	5.85	
3	Clarity of Roles and Sharing of Information	Rural	147	20.37	3.52	<b>2.55*</b>
		Urban	153	19.34	3.44	
4	Altruistic Behaviour	Rural	147	4.99	1.24	.62
		Urban	153	4.90	1.29	
<b>Composite score</b>		Rural	147	111.11	13.68	1.18
		Urban	153	109.25	13.74	

**\*Significant at 0.05 level.**



**Fig. 3: Showing the Significance of difference between the Mean Scores of Rural and Urban University Teachers on Organizational Climate.**

**Interpretation:** Table 3 and Fig. 3 reveal that rural and urban university teachers generally show no significant differences in perceptions of organizational climate, as most  $t$  values are non-significant ( $p > 0.05$ ). However, rural teachers perceive clarity of roles and information sharing more favorably ( $t = 2.55$ ,  $p < 0.05$ ). Overall, both groups hold similar views on organizational climate.

## 7. Results and Discussion

The study reveals that university teachers in the Kashmir Valley generally experience a satisfactory organizational climate, with most reporting moderate to high levels of organizational climate. This positive perception of the organizational climate is crucial as it plays a fundamental role in shaping teachers work experiences and their ability to engage in continuous professional development. However, the study also highlights some differences based on gender and rural-urban dichotomy but insignificant. For instance, male teachers reported slightly higher levels of organizational climate compared to female. Rural teachers also perceived a marginally better organizational climate compared to their urban counterparts.

Male and female university teachers show no significant differences in perceptions of organizational climate, consistent with previous studies by Kori (2023), Thapliyal & Purohit (2023), Gnanasoundari & Muthamizhselvan (2018), Dhull (2017), Ghosh & Guha (2016), and Devi & Talukdar (2016). These studies report similar perceptions across genders, though males often had slightly higher, yet insignificant, scores. Overall, gender does not substantially affect teachers' views of organizational climate.

Rural teachers also perceived a marginally better organizational climate compared to their urban counterparts. The findings are consistent with studies by Dhull (2017), Ghosh & Guha (2016), and Jan et al. (2012), which report no significant differences in organizational climate perceptions between rural and urban schools. Although rural teachers sometimes had slightly higher mean scores. The location of institution does not substantially impact teachers' experiences of organizational climate.

## 8. Educational Implications

Based on the research findings, this study aims to highlight key educational implications. The educational implications derived from this study are clear and straightforward. The following outlines the main educational implications identified in the research:

- The absence of significant differences in organizational climate between male and female university teachers suggests that gender-neutral policies and practices are effective, aligning with NEP 2020's

emphasis on gender equality in education. Institutions should continue promoting inclusive environments and equal professional development opportunities for all genders.

- Despite no overall difference in organizational climate perceptions between Science and Arts teachers. This can enhance interdisciplinary collaboration and support NEP 2020's goal of holistic and multidisciplinary education.
- The lack of significant differences between rural and urban university teachers in organizational climate aligns with NEP 2020's focus on targeted interventions for equitable access to quality education.
- Teachers who perceive their organizational climate positively are more likely to engage in continuous professional learning and development activities.
- A supportive organizational climate fosters a collaborative and innovative educational environment.

## 9. Conclusion and recommendation

The study reveals that university teachers in the Kashmir Valley generally perceive a positive organizational climate, with no significant differences based on gender or location. This indicates a relatively inclusive and supportive work environment across demographics. Institutions should continue fostering gender-neutral policies and emphasize equitable professional development opportunities. Additionally, enhancing role clarity and information-sharing practices can further improve organizational climate, benefiting teachers' professional growth and student outcomes.

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