

**ORGANIZATIONAL CLIMATE AND WORK OUTPUT OF
AGRICULTURAL SCIENTISTS OF SELECTED STATE
AGRICULTURAL UNIVERSITIES OF
NORTHERN REGION**

Dissertation

**Submitted to the Punjab Agricultural University
in partial fulfilment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

in

EXTENSION EDUCATION

(Minor Subject : Entomology)

BY

Prabhjot Kaur

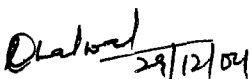
(L-2001-A-12-D)

**Department of Extension Education
College of Agriculture
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LUDHIANA-141 004
2004**

Dedicated
To
My Father M. S. Dhaliwal
and mother
Late Smt. Surjit Kaur

CERTIFICATE – I

This is to certify that this dissertation entitled, “**Organizational climate and work output of agricultural scientists of selected state agricultural universities of northern region**”, submitted to the Punjab Agricultural University, Ludhiana, in partial fulfilment of the requirements for the degree of Doctor of Philosophy in the subject of Extension Education (Minor subject: Entomology), is a bonafide research work carried out by **Prabhjot Kaur (L-2001-A-12-D)** under my supervision and no part of this dissertation has been submitted for any other degree. The assistance and help received during the course of investigation have been fully acknowledged.

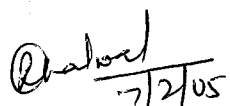

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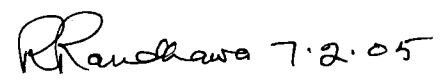
This is to certify that this dissertation entitled, “Organizational climate and work output of agricultural scientists of selected state agricultural universities of northern region”, submitted by Prabhjot Kaur (L-2001-A-12-D) to the Punjab Agricultural University, Ludhiana, in partial fulfilment of the requirements for the degree of Doctor of Philosophy in the subject of Extension Education (Minor subject: Entomology), has been approved by the Student's Advisory Committee after an oral examination on the same, in collaboration with an External Examiner.


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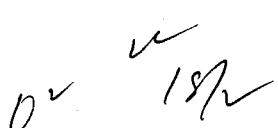
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ABSTRACT

The present study was conducted to study the prevailing and desired organizational climate as perceived by the agricultural scientists and work output of the agricultural scientists of selected state agricultural universities of northern region. The data were collected from 293 agricultural scientists of three purposively selected state agricultural universities namely, GBPUAT, Pantnagar, CCSHAU, Hissar and PAU, Ludhiana. Organizational climate scale was developed by using Likert technique. Work output was studied in teaching, research and extension. Instructions are issued after due consideration and are expected to be carried out, faculty members speak with each other rather than writing memo discussion held at various meetings are free and frank, promotion decisions are based on the suitability of the promotee, psychological climate is very conducive, higher authorities make efforts to identify and utilize the potential of the staff members, decisions are made keeping in view the welfare of the faculty were the items with which majority of the respondents in three SAUs agreed and perceived as desirable. Majority of the respondents in three SAUs perceived the prevailing climate in all the areas viz. communication, managing rewards, interpersonal relationships, supervision and decision making as above average and more than 90.00 percent of the respondents desired for above average climate. Gap of mean score in the prevailing and desired organizational climate in all the areas in three SAUs was found. A gap of 27.50 was found in the mean scores of perceived prevailing and desired organizational climate in the three SAUs. More than 46 per cent of the respondents of GBPUAT belonged to medium work output category whereas 60 percent from CCSHAU and 55 per cent from PAU belonged to low work output category. Relationship of age and service experience with work output of respondents was found positive and significant in all the three SAUs. Association between family background and work output of the respondents of GBPUAT was found significant. Occupation of spouse and work output of respondents of PAU was associated.

Key words: Perceived organizational climate, prevailing, desired, gap, work output.


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7	Operational model of the study

LIST OF ABBREVIATIONS USED

ANGRAU	-	Acharya N G Ranga Agricultural University
CSKHPKV	-	Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishav Vidyalaya
CCSHAU	-	Chaudhary Charan Singh Haryana Agricultural University
GBPUAT	-	Gobind Ballabh Pant University of Agriculture and Technology
PAU	-	Punjab Agricultural University
SAUs	-	State Agricultural Universities

Chapter I

INTRODUCTION

University Education Commission under the chairmanship of Dr. S. Radhakrishnan made the far reaching recommendation of setting up rural (agricultural) universities in India patterned on the Land Grant System of Agricultural Universities in the United States of America. Thus, agriculture education received a place of pride and given an epoch making direction for growth. The commission made a number of concrete suggestions for the overall organizational structure, management and functioning of these universities including arrangements for strengthening agricultural experiment stations and involvement of faculty members and students in extension education programmes. The commission's recommendation was further endorsed by the first and second Joint Indo-American teams (1955 and 1959), Ford Foundation Study Team (1959); The Cummings Committee on Agricultural Universities (1960-62), Planning Commission (1961), Kothari Commission on Education (1964-66), Administrative Reforms Commission (1967) and National Commission on Agriculture (1975).

In pursuance of the recommendations of the University Education Commission and other expert committees and teams, the first agricultural university was established at Pantnagar (Uttar Pradesh) now in Uttarakhand in 1960. Following the example of University of Pantnagar, the Govt. of Punjab also took steps to establish Punjab Agricultural University at Ludhiana in 1962 and a number of other such universities like Chaudhary Charan Singh Haryana

Agricultural University, Hissar, Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishav Vidyalaya, Palampur came into existence in the following years. At present, there are 34 state agricultural universities working in the country.

Essential features of an agricultural university

Based on the guidelines of the model act, each agricultural university has the following essential features with varying specifications:

- a. Statewide responsibility for teaching, research and extension education.
- b. Integration of teaching, research and extension at all levels of the university administration.
- c. United administration and complementarity of colleges and departments and multidisciplinary team work in the development of programmes of education, research and extension.
- d. Constituent status for all the university colleges for ensuring proper standards and quality without any arrangement for affiliation.
- e. Flexible course - credit system buttressed by continuous internal evaluation.
- f. Acceptance by all concerned in the university of a philosophy of service to agriculture and the rural community and emphasis on programmes which are directly and immediately related to solving social and economic problems of the country side.
- g. Quick communication of new knowledge to students in classrooms and to extension workers and farmers for adoption in production technology.
- h. Programmes giving specialized training to the maximum number of rural youth and adults, men and women who are not candidates for degrees,

who through departments involved in responsibility for the subject - matter being taught.

- i. A corporate board of management with adequate powers under the university act.
- j. Organizational and operational autonomy
- k. Adequate and liberal financial support from government

A typical agricultural university operates on the concept of integration of teaching, research and extension functions with a large number of specialized disciplines and departments. These are organizationally structured into five constituent colleges, viz. College of Agriculture, College of Basic Sciences and Humanities, College of Home Science, College of Agricultural Engineering and College of Veterinary Science. An important function of agricultural universities is to train manpower needed for agricultural research, extension and other related disciplines. This is done through a number of formal and nonformal educational programmes.

State agricultural universities are academic organizations, which contribute significantly to agricultural development. The technical expertise and commitment of scientists of various agricultural universities is of paramount importance, which has a direct bearing in the generation and transfer of improved agricultural technology. So, ultimately the congenial organizational climate provided by the university will bring in efficient functioning of the scientists working in the organisation, which will help in achieving the objectives of the organization.

Organizational climate has emerged as an effective way of studying the inter group dynamics of organizational behaviour pattern and structure of the organisation as a whole. Organizational climate serves as a guideline for dealing with people and has a major influence on motivation and productivity of individuals as well as total work group. Studies on organizational behaviour mainly aim at integrating the individual and organisation. Scientists are engaged in transactions for meeting their professional needs and strengthening their disciplines. If congenial work environment prevails only then the scientists become satisfied with their job, work in harmony as a team and motivate the people to participate in extension and development programmes. The institution's responsibility is to provide climate in which scientists can gain satisfaction and help the institution to attain its objectives.

Effectiveness of a university to great extent depends upon the quality and quantum of work done by the scientists. Scientists performance is much dependent on socio-psychological behaviour in the form of motivation and satisfaction. Efficiency and effectiveness of work will be affected if scientists behaviour does not flow in the desired direction. While studying the work output of scientists, it becomes, therefore, imperative to know not only their personal attributes but also the conditions in which they work, their idealized situation and its association with their performance.

More favourable the organizational climate, the greater will be the productivity. Keeping this in view, the present study entitled "Organizational Climate and Work Output of Agricultural Scientists of Selected State Agricultural Universities of Northern Region" was undertaken with the following objectives.

1.1. OBJECTIVES OF THE STUDY

- 1.1.1. To study the prevailing and desired organizational climate as perceived by the agricultural scientists.
- 1.1.2. To study the work output of agricultural scientists.
- 1.1.3. To determine the personal and job related factors affecting the work output of agricultural scientists.
- 1.1.4. To study the gap between the prevailing and desired organizational climate.

1.2. HYPOTHESES FOR THE STUDY

Keeping in view the objectives of the study, the following research hypotheses were framed on different aspects of the study. The objective wise research hypotheses are described below:

Objective: To study the gap between the prevailing and desired organizational climate.

H_0 : There is no significant gap between the prevailing and desired organizational climate in the different areas as perceived by the perceived by agricultural scientists of selected state agricultural universities.

H_1 : There is a significant gap between the prevailing and desired organizational climate in the different areas as perceived by the agricultural scientists of selected state agricultural universities.

H_0 : There is no significant gap in the overall prevailing and desired organizational climate as perceived by the agricultural scientists of selected state agricultural universities.

- H₁ : There is significant gap in the overall prevailing and desired organizational climate as perceived by the agricultural scientists of selected state agricultural universities.
- H₀ : There is no significant difference in the perceived prevailing climate scores of selected state agricultural universities.
- H₁ : There is a significant difference in the perceived prevailing climate scores of selected state agricultural universities.
- H₀ : There is no significant difference in the perceived desired climate scores of selected state agricultural universities.
- H₁ : There is a significant difference in the perceived desired climate scores of selected state agricultural universities.

Objective: To determine the personal and job related factors affecting the work output of agricultural scientists.

- H₀ : There is no significant relationship between the personal and job related factors affecting the work output of agricultural scientists.
- H₁ : There is a significant relationship between the personal and job related factors affecting the work output of agricultural scientists.
- H₀ : There is no significant association between the personal and job related factors affecting the work output of agricultural scientists.
- H₁ : There is a significant association between the personal and job related factors affecting the work output of agricultural scientists.

1.3. SIGNIFICANCE OF THE STUDY

Findings of the study will throw light on the prevailing

organizational climate of State Agricultural Universities. The present study is an attempt to explore the desired organizational climate that will facilitate the administrators to make necessary improvements for healthy working environment for the faculty. This will enable the faculty to derive maximum satisfaction from the job, which in turn will result in more effective and efficient realization of organizational goals. Results of the study will serve as a feedback to the administrators so as to readjust and streamline their efforts for effective management of work and scientists in the organization. Moreover the organizational climate of an organization may serve as important criteria for evaluating the organization. Work output will indicate the efficiency of agricultural scientists. Factors affecting the work output will give an insight about the factors, which enhance output, which in turn can be emphasized to increase the productivity of the scientists. Perceptions of the organizational climate will be helpful in planning and bringing improvement in the efficiency, productivity and morale. The results of the study may add to knowledge in the field of management of agricultural universities. Data on work output of scientists will serve as a guideline to plan and organize different training programmes for the faculty.

1.4. LIMITATIONS OF THE STUDY

- 1.4.1. The investigation was completely based on the expressed opinion of the agricultural scientists, which may not be free from personal bias.
- 1.4.2 Findings of the study will be applicable only to the state agricultural universities and not other universities.

1.5. ORGANIZATION OF THE DISSERTATION

The presentation starts with introduction, which includes objectives, hypotheses, significance and limitations of the study. Chapter II deals with review of relevant literature. Theoretical orientation adopted for the study has been discussed in chapter III followed by the research methodology, which has been reported in chapter IV. The findings and discussion related to the study are presented in Chapter V. The last chapter VI contains summary and recommendations for future research, which is succeeded by the references. The questionnaire used for the purpose of data collection is given in Appendix – I. The scoring procedure followed for the parameters of work output is given in Appendix –II.

Chapter II

REVIEW OF LITERATURE

The review of research done in a given area of study is a desirable component, because it yields information about the nature and direction of trends that prevailed in the field of study from time to time. It maps out the research gaps and research methodologies followed in the previous research studies. It also provides basis for interpreting and discussing the results of the research problem. The present chapter gives a brief review of the researches related directly or indirectly with the present study. The available research studies have been presented under three different sections, which are as follow:

- 2.1 Research studies related to organizational climate
- 2.2 Research studies related to work output
- 2.3 Research studies directly or indirectly related to personal and job related variables

2.1. RESEARCH STUDIES RELATED TO ORGANIZATIONAL CLIMATE

Jhansi (1985) reported that majority of agricultural scientists fell in the category of medium group with respect to their perception about organizational climate. About 33.50 per cent of the sample fell under high group whereas only 29 per cent of the respondents fell under the low group.

Reddy (1986) observed that majority of village extension officers in three selected districts of Andhra Pradesh perceived the organizational climate as facilitating and further revealed that the variation in the perception of organizational climate is mainly due to the fact that it depends on one's

personality.

Talukdar and Laharia (1986) reported that 80 per cent of Agricultural Development Officers had unfavourable image of the organisation.

Jhamtani and Singh (1987) studied the prevailing and desirable organizational environment of a development department. A comparison of the data on existing and desired environment was made to ascertain the extent of gap in the existing and desired levels. Data were collected from the line functionaries of eight departments. The average desired score for the organizational environment dimensions for the department as a whole showed a high preference for the dimension trust. In the perceived existing situation too the dimension trust was ranked at the highest. Personal dimension was ranked the poorest dimension in the existing environment. This dimension was however, ranked second in the desired situation. Another low ranking dimension in the existing situation was decision making. Analysis of the gap between the existing and desired organizational environment dimensions showed that for most of the dimensions the gap was highly significant. Significant gaps in most of the organizational environment dimensions viz. recognition, personal development, innovation, decision-making, teamwork and managing problems indicated that there is enough scope for improvement.

Reddy (1988) reported that majority of technical officers (65.72%) fell under the category of medium group and 20.00 per cent of the technical officers fell under the category of high job productivity whereas only 14.28 per cent fell under low group regarding the perception of organizational climate.

Samanta (1988) revealed that very high percentage of scientists

(88.4%) felt that they had congenial motivational climate in their research institutes. As high as 72.60 percentage of the scientists were satisfied with their job and only 4.20 per cent were highly satisfied. Majority of the scientists perceived the presence of congenial motivational climate in their research organizations concerning orientation to job (88.4%), supervision (80.00%), managing problems (84.2%), managing conflicts (88.4%), managing rewards (89.5%) interpersonal relationships (69.5%), communication (76.8%), decision making (69.5%), trust (65.2%), managing mistakes (67.4%) and risk taking (66.3%). Job satisfaction and role perception were found to be positively and significantly related with the overall motivational climate.

Jhamtani and Singh (1989) studied the perceptual variations of individuals on organizational environment dimensions of a development department and reported that in high environment cluster, trust scored highest followed by communication and structure. In the medium environment group also trust ranked first followed by communication and performance. In low environment group, structure and trust both ranked first followed by supervision and teamwork. It is, therefore, observed that irrespective of the groupings trust scored highest in the development department. Further, the three clusters of individuals perceiving the environment as good, medium and poor were compared while comparing the cluster of higher versus medium, it was found that dimension managing problems was quite significant, contributing 16.80 per cent to their difference. Comparing the high versus low perception cluster the differences were found mainly due to the dimension performance, which alone contributed 22 per cent to the difference. Medium versus. low perception group

of employees overall identity contributed 19.28 per cent.

Singh and Chand (1989) reported that there was variation in the perception of the climate by the trainers of five organizations with regard to orientation dimension, inter-personal relations, supervision, managing problems and communication. It was observed that dominant motivational climate in the different training organizations is control cum-affiliation. The study suggested the need for a shift from the control-cum-affiliation to extension-cum-expertise climate for better growth of people, good performance and quality training programmes.

Khan (1990) reported that majority of the managers and supervisors perceived their organizational climate as average.

Srivastava (1990) observed that 49 per cent teachers perceived the organizational climate as favourable and only 14 per cent perceived it as an unfavourable. Further 37 per cent of the teachers perceived the organizational climate as neutral. So far as organizational climate was concerned, the groups of teachers and the groups of readers did not show any significant differences. Similar is the case between the groups of readers and the groups of professors and same with groups of lectures and professors.

Venkaiah (1991) concluded that majority of the Agricultural Officers (56%) perceived their organizational climate as high while 44 per cent of them perceived as low.

Rajiv (1992) stated that 38.33 per cent of the teachers and 31.28 per cent of the researchers perceived the climate as facilitating followed by 33.33 per cent of teachers and 29.27 per cent of researchers most facilitating

and the remaining 28.33 per cent of the teachers and 19.38 per cent of researchers as least facilitating. He identified that among the ranked dimensions of the organizational climate, the respondents attached highest perception scores to the dimension of problem solving followed by other dimensions like decision making, communication, team spirit, managing conflicts, guidance and supervision and interpersonal relationships in descending order. He further stated that teachers and the researchers did not differ significantly in relation to perceived organizational climate.

Mishra and Singh (1993) studied motivational climate of training institutions. Control climate was most dominant in the area of orientation, managing mistakes, managing conflicts, trust and innovation and change. In interpersonal relationships achievement type of climate was found more dominant. Dependency climate was more dominant in the area of supervision. Expertise climate was perceived as more dominant in managing problems and communication. Affiliation type of climate was more dominant in the area of risk taking. Dominant organizational climate in the four training organizations was dependency-cum-control. This suggested the need for a shift from the prevalent climate to extension – cum – expertise oriented climate for better growth of the people and quality of work. Efforts should be made to generate such climate for the development of training organization.

Bharathi (1994) revealed that majority of the teachers of ANGRAU (41.33%) perceived the organizational climate as average followed by high (33.33%) and low (25.33%).

Prabha (1994) expressed that 63.5 per cent of the teachers of

ANGRAU perceived the organizational climate as average followed by high (20%) and low (14.5%).

Reddy (1995) revealed that 60.00 per cent of the professors had average organizational climate 40 per cent of them had high and none of them had low organizational climate, 85.10 per cent of the associate professors had average organizational climate, 8.51 per cent had high and 6.38 per cent had low organizational climate. Further, 80.48 per cent of assistant professors had average organizational climate whereas total sample distribution indicated that majority of the scientists of ANGRAU (80.61%) had average organizational climate, 11.2 per cent had high and 8.16 per cent of them had low organizational climate.

Nagnur and Sundaraswamy (1996) studied the correlates of perception of organizational climate and found that majority of the Anganwadi workers (71.54%) had medium level of perception of organizational climate. In the low and high perception categories, there were only 13.46 per cent and 15.00 per cent respondents.

Veerasamy *et al* (1999) reported that data on motivational climate showed that trust was ranked first by the scientists, Prevalence of a climate with high trust indicated that people by and large felt secured in the organisation and had confidence in their colleagues with whom they work. The organisation should strive to sustain this dimension for its growth and development. Special attention should be paid to the motivational climate dimensions viz. managing problems, managing rewards, making mistakes, risk taking and managing conflicts which were rated below average and poor by scientists. The significant

partial regression coefficient of job security indicated that this variable exerted an influence on the overall satisfaction of the scientists.

Ghosh (2000) reported that the village level extension personnel perceived the organizational climate as below average while circle level and sub-division level extension personnel perceived the same as above average. Performance appraisal climate, which explained about 60 per cent variation in both job satisfaction of extension personnel, and organizational climate were participation, reward and support system, criteria relevance, employee acceptance, performance standard and superior subordinate relationship.

Punia (2000) observed that 64 per cent university teachers viewed that work culture in their respective universities does not make them very happy. Further 77 per cent of the respondents strongly favoured the notion that personal growth and organizational growth go hand in hand whereas 99 per cent had unanimous opinion that good working conditions and working culture are much sought after ingredients of organizational culture rather they are complementary to each other. On the other hand, 88 per cent university teachers reported that they were not always rewarded and performance appraisal system rarely made known to the concerned persons. Only 13 per cent agreed that promotions were made on academic merit.

Reddy (2000) concluded that majority of the scientists favourably agreed with the dimension of decision making (57.02%) followed by the dimensions like communication (55.4%), job clarity (54.3%), guidance and supervision (53.37%), team work (50.76%), recognition (49.12%), appraisal (47.06%), physical facilities (45.63%) selection procedure (44.89%) financial

support to schemes (44.44%), training (43.9%) and psychological security (35.30%).

Veerasamy *et al* (2001) reported that in the perceived organizational climate of state extension system, dimension communication was best followed by managing problems, interpersonal relations, decision making, managing conflicts, making mistakes and risk taking in descending order. They were all rated above average while managing rewards, trust, supervision and orientation were rated as below average. Data on motivational climate perceived as actual showed that interpersonal relations and communication were ranked first by the extension functionaries, prevalence of this climate indicated that the employees maintained cordial relationships among themselves and enjoyed confidence in communicating their day to day happenings both positive and negative aspects while performing their duties without fear and apprehension of victimization.

Bairathi and Sharma (2002) studied the perceived communication climate in an agricultural university and found that communication climate as perceived by majority of the scientists was favourable. Various dimensions of communication climate viz. general communication, superior subordinate communication, superior's openness, upward communication, opportunity and quality of information were also perceived from moderately to highly satisfactory.

Sarangi *et al* (2002) studied the organizational climate of training institutions and found that extension oriented climate ranked first with the highest mean score (3.79) in all the three training institutions viz. Rudrapur, Haldwani and Hawabagh of Udham Singh Nagar of Nainital and Almora district respectively. Dependency oriented climate, expertise oriented climate, affiliation

oriented climate, achievement oriented climate and control oriented climate were ranked at second, third, fourth, fifth and sixth positions respectively. Dimensions such as orientation and managing conflicts were affiliation dominant, whereas extension oriented climate was found to dominate in managing mistakes, decision-making as well as trust. It indicated that a friendly and teamwork spirit prevailed in all these training institutions. The efforts should be made to generate such climate for the development and progress of training institutions.

Reddy and Maraty (2003) reported that 42 per cent of the teachers of Acharya N.G. Ranga Agricultural University (ANGRAU) were categorized under medium overall organizational climate of the university. Majority of the teachers were grouped under medium category regarding the perception of indicators job clarity, team work, appraisal, guidance and supervision, training, decision making, recognition, communication, information management system, psychological security, financial support to schemes, physical facilities and selection procedure. The improvement of these areas of functioning of the teachers naturally built up self-confidence and aspirational levels of the teachers and enhanced their perception towards working climate of the university.

It can be concluded from the research studies reviewed above that organizational climate was studied on various dimensions viz. decision making, managing problems, managing conflicts, supervision, risk taking, communication, interpersonal relationships and orientation etc. In majority of the studies, the dimensions were ranked. Organizational climate was also studied as facilitating, least facilitating, favourable, unfavourable congenial

motivational climate, high, low and average etc. Organizational climate was also studied as dependency oriented climate, expertise oriented climate, affiliation oriented climate, achievement oriented climate and control-oriented climate. Very few studies were conducted, in which organizational climate was measured using rating scale. So in the present study an attempt has been made to study the organizational climate by using Likert type scale.

2.2 RESEARCH STUDIES RELATED TO WORK OUTPUT

Aggarwal (1985) reported that Agricultural Officers working in nationalized banks were found in low, medium and high levels of productivity, possessed high category scores with regard to organizational climate. He also reported that drawbacks in the organisation were the major factor for not acquiring higher productivity by the Agricultural Officers.

Laharia and Talukdar (1987) studied the variables influencing the productivity of agricultural extension workers and reported that socio-economic status, family size, family obligations, psychological attributes, communication ability, general facilities and value system together contributed more than 82 per cent of the total common factor variance. Perceived supervisory style, organizational climate and locale factors explained less than 18 per cent of the total variance and particularly the aspiration and locale factor was found to be least important as it contributed only 48 per cent of the total variance. The study suggested that variables representing important factors such as socio-economic status, size of family, job satisfaction, communication behaviour and value orientation should be selected for studying the productivity of Agricultural Extension Officers.

Rani *et al* (1987) measured scientific productivity of scientists working in an agricultural university on three dimensions e.g. teaching, research and extension. The multivariate path analysis of scientific productivity showed that income had the highest direct effect followed by training, interpersonal communication, education and attitude towards teaching in descending order. Position/designation, experience, job satisfaction, age and level of aspiration exerted larger total indirect effect on scientific productivity of agricultural scientists.

Sharma (1988) observed that total number of students guided by a faculty member ranged from 0 to 30. More than 70 per cent teachers among teaching faculty were found to be in the range of 0 to 5. There was not much difference in the number of students guided by teaching and research faculty but it could be observed that extension faculty guided comparatively less number of students. It can be interpreted that majority of the faculty members in research (52.59%) followed by teaching (47.11%) and extension (42.67%) roles made more than 30 contributions towards scientific publications. It was found that positive and significant relationship existed between total length of service ($r=0.3542$), number of students guided ($r=0.2071$), number of scientific publications ($r=0.3250$), number of professional participants ($r=0.2182$) and job satisfaction. Workload and job satisfaction were positively but non-significantly correlated ($r=0.1252$).

Satapathy and Choudhury (1990) identified the variables for measuring achievements of farm scientists and reported that production of specific technology was the first and foremost factor that decided the proficiency of the scientists. Other factors in order of importance were acceptance of technology by the users, publication of findings in local newspaper, inclusion of findings in package of practices, publication of research

paper and feedback from the users etc. The factors associated with job satisfaction like recognition of work, status and position, participation in professional seminars, challenging nature of problem, co-operation among colleagues and from superiors, climate of help and guidance in organization, opportunity for self growth, freedom to work, scope to prove merit and job security were found to be closely related with output of the scientists.

Gogoi *et al* (1991) measured the productivity of Agricultural Extension Officers and reported that communication skills got the highest mean score and subject matter knowledge the lowest mean score.

Prasad and Hanumanthappa (1992) revealed that majority of the seed farm managers (54%) were in the low job performance category and the remaining 46 per cent in high job performance category. This indicated that most of the seed farm managers were in low job performance category.

Reddy *et al* (1992) observed that job performance of AEO's had relationship with the degree to which supervision was received, nature of job security and advancement, the nature of policies and administration and the degree to extension climate perceived by the extension officers. The fact that motivating factors included in the study had no statistically significant relationship with job performance did not mean that these factors were not important for job performance.

Singh and Singh (1992) reported that majority of the S₁ Scientists (57.83%) had 1-10 publications, 21.69 per cent had none, 10.84 per cent had 10-20 publications and 8.43 per cent had 20-30 publications. While 7.25 S₂ scientists had no publications at all, 5.8 percent scientists had publications ranging from 70-120. Research papers were the most common among the publications.

Reddy and Ramaiah (1993) reported that large majority of Village Extension Officers (68.3%) were grouped under the category of medium level of productivity. The percentage of Village Extension Officers both in high and low categories of productivity level was equal. Highly productive Village Extension Officers got 82 scores and least productive Village Extension Officers got 34 scores. Only four variables viz. attitude towards farmers, communication behaviour, knowledge as well as facilities and resources were significant in explaining the variation in productivity.

Singh and Sandhu (1993) reported that 24.11 per cent of the ADO's had a low level of role performance while 70.53 per cent had a medium level of role performance. Only 5.36 per cent had a high level of role performance. The overall role performance of the ADO's was found to be medium.

Keshava and Kumar (1995) reported that majority of scientists (69.37%) had only moderate level of participation in different extension activities followed by those (16.22%) with low level of participation. Only 14.41 per cent scientists had high level of participation in different extensions activities.

Rahad *et al* (1996) while studying job performance of Village Extension Workers in T&V system observed that higher proportion of respondents were good and excellent performers (40.42% and 48.33% respectively). The proportion of those with average and below average performers was very less i.e. 10.83 and 0.42 per cent respectively. Association between family background and job performance of Village Extension Worker was found to be non - significant.

Gogi and Talukdar (1997) indicated that the variables like interpersonal communication, agricultural scientists productivity, opportunities given, and facilities provided showed positive and significant correlation with their achievement motivation. It

could therefore, be inferred that agricultural scientists having more general facilities with opportunities and also with high degree of interpersonal communication alongwith agricultural scientists productivity or quality of work being produced will increase the level of achievement motivation, develop a tendency to do their best to excel others in performance. Only four variables viz. opportunities given, facilities provided, interpersonal communication and agricultural scientists productivity are important as they were found to influence the achievement motivation as they were significantly correlated with these variables.

Halakatti *et al* (1997) found that job performance of 71.85 per cent Agriculture Assistants was of medium level while 14.56 and 13.59 per cent of them had high and low level of the performance respectively.

Dhar (2000) reported that 49.30 per cent of Horticulture Development Officers (HDO's) had high level of job performance, 48 per cent of the fruit growers were of the opinion that HDO's had moderate level of job performance. Supervision, physical conditions of work, information seeking and sharing behaviour, service experience, knowledge, age and educational qualifications had significant and positive correlation with job performance. Whereas distance of place of posting from home, marital status and family background had no significant relationship with the job performance.

Kumar (2001) reported that half of the Agricultural Development Officers (ADO's) had high level of job performance, 37.50 per cent had moderate level of job performance and 44.58 per cent of farmers had opined that ADO's had low level of job performance.

Walia (2001) indicated that factors affecting professional competency of the ADO's were the personal factors, which were ranked at the first followed by rural

work factors at second place, physical factors were ranked at third and administrative factors were ranked at fourth place by the ADO's. It was found that all the four categories of factors had high level of association with the perceived professional competency of the ADO's.

Laharia *et. al.* (2002) reported that majority of the ADO's (69%) were in average category of job performance whereas 14 per cent of them were in high and 13 per cent of them were in below average category of job performance.

Kaur (2003) reported in a study of information out put behaviour that majority of the Home scientists (30.13%) published practical manuals followed by booklets (53.85%) book chapters (35.66%) and books (30.07%). Range of number of publications in case of books varied mostly from 1-4, practical manuals 1-5, booklets 1-8 and book chapters 1-6. Majority of the Home Scientists (64.28%) had completed the student research projects followed by sponsored research projects (50%) whereas individual projects were completed by one third of the Home Scientists only. Majority of the research papers and research abstracts were based on the student's research projects followed by sponsored individual research projects. The independent authorship for research papers and research abstracts in case of individual research projects, research publications in the form of books were observed to be the lowest. Majority of the respondents transferred the information to their clients i.e. farm women and field functionaries by way of writing popular articles. Further 53 per cent of the Home Scientists reported that they wrote articles independently.

Research studies reviewed on work output were conducted to identify the variables for measuring achievement and productivity. Few studies were conducted on job performance and it was studied as high, low and moderate. Some studies were

conducted on scientific productivity of the scientists. One study was conducted on scientific productivity in the three areas viz. teaching, research and extension. So, in the present study, work output was measured in teaching, research and extension by identifying the various parameters.

2.3. RESEARCH STUDIES DIRECTLY OR INDIRECTLY RELATED TO PERSONAL AND JOB RELATED VARIABLES

1. Age

Dhillon and Sandhu (1977) found non-significant relationship of age and job effectiveness of District Extension Specialists. Pandey and Mishra (1984) observed negative and significant relationship with information output behaviour. Veerasamy *et al* (1994) revealed positive trend between age and information processing behaviour of extension personnel.

Reddy *et al* (1992) found that age had negative significance with job performance of Agricultural Extension Officers.

Godara *et al* (2002) observed negative significant correlation of age with the constraints affecting the productivity of extension scientists.

Kaur (2003) found positive and significant relationship of age with output behaviour of Home Scientists in teaching and research.

2. Service experience

Sanoria (1974) revealed a non-significant relationship of experience with information output behaviour of researchers.

Shete (1974) did not find any significant relationship between job experience and communication output behaviour of extension personnel. Similar findings were reported by Pandey and Mishra (1984) with regard to information

input behaviour. However a negative but significant relationship was observed between experience and information output behaviour.

Dhillon and Sandhu (1977) observed that there was non-significant relationship between service experience and job effectiveness of District Extension Specialists.

Bhople (1985) reported that Agriculture Officers (AO's) had a negative but non-significant relationship with their field extension service experience and information processing and information distribution.

Varma (1987) observed a positive and significant relationship of service experience with information output behaviour of female extension personnel.

Singh (1988) found a positive and significant relationship of service experience with output behaviour of agricultural extension personnel.

Ganorkar and Shirke (1991) reported that job experience did not have any relationship with information output behaviour of extension personnel.

Reddy *et al* (1992) reported no significant relationship of service experience with job performance of Agricultural Extension Officers.

Godara *et al* (2002) observed negative and highly significant correlation with constraints affecting the productivity of extension scientists.

3. Family background

Dhillon and Sandhu (1977) found that rural background was positively and significantly related with job effectiveness of District Extension Specialist. Similar findings had been reported by Sexena (1958) Rahudkar (1963) Patel and Leagans (1968) and Seigeonkar and Patel (1970).

Rahad *et al* (1996) observed that family background and job performance of village extension workers was found to be non significant.

4. Training acquired

Reddy and Jayaramaiah (1988) observed non-significant relationship between training and job effectiveness of Village Extension Officers.

Shetty and Murthy (1971) Parshad (1973) and Sangha (1979) reported that in-service training was positively related to the communication behaviour and competencies of extension personnel.

Shete (1974) found a positive and significant relationship between in-service training and output behaviour of extension personnel. Sanoria (1974) revealed non-significant relationship of in-service training and output behaviour.

Singh (1988) reported a positive and significant relationship of in-service training with output behaviour of agricultural extension personnel.

Ganorkar and Shirke (1991) found a positive and significant relationship between in-service training received and output behaviour of extension personnel.

Reddy and Das (1992) reported no significant relationship between duration of training and job performance.

Godara *et al* (2002) revealed that training attended factor exhibited positive correlation with constraints affecting the productivity of the extension scientists.

5. Job satisfaction

Dhillon and Sandhu (1977) reported that job satisfaction was significantly related with job effectiveness.

Perumal and Rai (1978) observed non-significant relationship between job satisfaction and job performance of Agricultural Extension Officers.

Reddy and Jayaramaiah (1988) found positive and significant correlation between job effectiveness and job satisfaction of Village Extension Officers.

Sharma (1988) reported positive and significant relationship between number of students guided, number of scientific publications, number of professional participation and job satisfaction.

Shinde (1997) observed that job satisfaction of extension personnel had no significant relationship with their output behaviour.

Godara *et al* (2002) reported that job satisfaction had negative and highly significant correlation with constraints affecting the productivity of the extension scientists.

Kaur (2003) found positive and significant correlation between information output behaviour in teaching and job satisfaction of Home Scientists.

6. Organizational climate

Jhansi (1985) found significant relationship between organizational climate and the teaching and extension productivity of scientists of ANGRAU.

Reddy (1988) revealed that there was a non-significant relationship between organizational climate and job productivity of technical officers.

Reddy and Jayaramaiah (1988) reported non-significant relationship of organizational climate and job effectiveness of Village Extension Officers.

Variables like age, service experience, training acquired, family background, job satisfaction, organizational climate and constraints were studied. Reddy *et al* (1992) found negative significance of age with job performance and Kaur (2003) observed positive and significant relationship of age with output behaviour of Home scientists. Shetty and Murthy (1971), Parshad (1973), Shete (1974) and Sangha (1979) found a positive and significant relationship of training acquired and output behaviour. Dhillon and Sandhu (1977), Sharma (1988) and Kaur (2003) reported significant relationship of job satisfaction with job effectiveness.

Chapter III

THEORETICAL ORIENTATION

The collection of mere facts without a theoretical framework is not very meaningful intellectual pursuit, as facts do not speak for themselves unless viewed in a pertinent theoretical perspective. A theory emerges from the research and so does a particular research pursuit from the theory. This interdependence of the theory and research has been concisely stated by Dubin (1969). A theoretical system is what we construct in our mind's eye to model the empirical system. Theories and models provide the researcher concepts, definitions, variables and hypotheses that may be tested by analyzing relevant data. A theoretical framework is necessary for the development and explanation of a body of knowledge. It serves to provide a framework from which the hypothesis can be derived and tested and to show the relationship of the empirical findings to logical reasoning. An attempt has been made in this chapter to develop theoretical framework, which will provide guidelines for the empirical findings to logical reasoning. Following concepts have been included in the theoretical framework, which will help in their conceptualization:

- 3.1. Organization
- 3.2. Climate
- 3.3. Organizational climate
- 3.4. Dimensions of Organizational Climate
- 3.5. Conceptual model of the study

3.1. CONCEPT OF ORGANIZATION

The term organisation is often used to connote a status or a process of establishing relationships. The dictionary meaning of the word organization is an act of organizing institution or an organized body of persons. It is a group of people interacting together to achieve a common goal. Organization is the formal structure of authority through which work subdivisions are arranged, defined and co-ordinated for the defined objective.

According to Schulze' (1985), "an organization is a combination of the necessary human beings, materials, goals, equipments, working space and approaches brought together in systematic and effective co-ordination to accomplish some desired objective.

Waldo (1955) defined organization, "as the structure of authoritative and habitual personal interrelations in an administrative system.

The organization does not consist of bricks and mortars but it is a structured system of relationships that co-ordinate the efforts of a group of people towards the achievement of specific objectives (Kochler *et al* 1976).

Organizations are the mechanism by which work activities are organized and structured in order to achieve mutually agreed upon goals (Korman, 1978).

White (1955) defined "Organization as an arrangement of working relationship of individuals".

According to Terry (1970) an organization is the arrangement of functions deemed necessary for attainment of the objective and is an indication

of the authority and the responsibility assigned to individuals changed with the execution of the respective functions.

From the above definition, it can be concluded that organization includes the efforts of personnel to attain a common goal. This is done by assigning various responsibilities to the different personnel according to their positions.

3.2. CONCEPT OF CLIMATE

The oxford dictionary meaning of the word climate is 'character of something. Extending the dictionary meaning of climate to the organization, organizational climate is a character of an organization. Organizations differ not only in their structure but also in their character that is individuality. Personality is to the individual, what organizational climate is to the organization. This individuality has been called by different names viz. atmosphere, tone, personality and climate but the term climate got maximum acceptance among the men of organizational behaviour.

For a long time the term climate has been rather generally and imprecisely used to describe the feeling or atmosphere of organizations. The term has been given more precise meaning through the contributions of a number of researchers. Argyris (1958) is credited with the first attempt to describe systematically the factors, which comprise organizational climate in a study of organizational relationships.

3.3. CONCEPT OF ORGANIZATIONAL CLIMATE

The perception of the employees of the various characteristics of an organisation is known as the climate of the organisation. Simple definition of

organizational climate had been given by Scheider and Synder (1975) as a summary perception which people have of an organization. It is then, a global impression of what the organization is.

Litwin and Stringer (1968) defined organizational climate as a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in that environment which influence their motivation and behaviour.

Taylor and Bowers (1970) defined organizational climate as the perceived traits of organizational climate stimuli which become a group property through interpersonal interactions and which modify the overt behaviour of people within the organisation.

Kochler *et al* (1976) explained that the measurable physical working conditions are an important part of the organization's environment but all such conditions taken together would not constitute the organization's climate. Rather, they would constitute one kind of effect or manifestation of the organization's climate. The climate itself is thought of as the spirit of philosophy that dominates the organisation and is responsible for the relationships that exist among the individuals making up the organization. Those who study organizations are concerned more with outlook, reflected in structure than the process, which is perceived by the organization personnel and with the effect of these factors on organizational objectives and personnel satisfaction. The essential characteristic of an organisation is neither its facilities nor its technology but rather the relationships among its personnel. The most powerful forces at work in an organizational environment are therefore psychological

rather than physical. Taken together they make up the climate peculiar to that environment.

According to Baumgartel (1971) the organizational climate is a product of leadership practices, communication patterns enduring and systematic characteristics of working relationships among the persons and the divisions of any particular organization.

Tagiuri's (1968) defined that organizational climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of the values of particular set of characteristics of the organization.

Forehand and Gilmer (1964) defined the organizational climate as a set of characteristics which describe an organization that:

- I. Distinguish the organisation from other organizations.
- ii. One relatively enduring over time and
- iii. Influence the behaviour of people in an organization.

Davis (1977) meant it as entire social system of a work group and explained it clearly as a system of concept. Two important aspects of climate are the work place itself and the treatment received from management.

Kochler (1976) Tagiuri (1968), Forehand and Gilmer (1964) emphasized that organizational climate is the perception by the person of one's activities rather than by the doer himself.

Another feature is that organizational climate is not unidimensional. It is a general impression one carries about an organization on the basis of observation or interaction on different aspects. Scheider and

Synder (1975) quoted that, concept is not unidimensional. Many different classes of events or organizational practices and procedures may contribute to the global or summary perception people have of their organisation.

Litwin and Stringer (1968) measured the organizational climate on following eleven aspects:

1. Risk taking versus complacent
2. Compromising versus unilateral
3. Unstructuring versus structuring
4. Warmth and Support versus lack of support and warmth
5. Decentralization versus centralization
6. Expert persuasion versus coercion
7. Problem solving approach versus status approach to authority
8. Cooperation versus competitive approach
9. Employee task fit versus lack of employee task fit
10. Performance based reward versus expediency reward
11. High performance goals versus low performance goals

Baumgartel (1971) described as many as fifteen characteristics observable in organizational life as determining the developmental organizational climate as given below:

1. Growth orientation
2. Providing opportunity to executives to use new knowledge
3. Willingness to train the executives
4. Stimulate and approve of innovations and experimentation
5. Higher management being considerate of lower management

6. Giving freedom to set own performance goals
7. Participation in decision making
8. Showing confidence in competence and judgement of top management
9. Having free and open communication within management
10. Using performance as major criteria for promotions
11. Existence of interpersonal trust among executives
12. Not having restrictions through rule and procedure
13. Arranging conferences and group discussions
14. Absence of interpersonal conflict and rivalry
15. Planning new products

The third feature emerges on the basis of first two aspects. Since it is multi-dimensional and perception based phenomena, the image of organizational climate of an organisation may vary from individual to individual, the same individual may have different image on different timings and also one may have different images of the same organisation at the same time on different aspects. According to Scheider and Synder (1975) each individual perceives or conceptualizes organization in any number of ways, depending upon the context and the set of information about the organisation, which is operative for that individual.

Kochler (1976) observed that employees may experience the same climate differently depending on seniority, age or position in the hierarchy. Individuals can respond to the organizational climate only in terms of their perception of it, whether or not the perception is accurate. It therefore seems correct that the perception of organizational climate is dynamic and variable.

The variation in the perception of organizational climate is mainly due to the fact that it depends on one's personality traits and its interaction with the organizational environment.

A perusal of the various definitions and relevant literature revealed that concept of organizational climate:

- i) reflects organization's working.
- ii) it is abstract in nature and can only be perceived
- iii) it is multi dimensional and holistic in nature
- iv) it is relatively enduring in nature
- v) it is image based, same situation can be perceived differently by different persons and also the same person may see the same climate differently on different occasions.
- vi) it is the perception of the climate, which one carries, that influences the behaviour of an employee at work.

3.4. Dimensions of organizational climate

Litwin and Stringer (1968) identified nine theoretical dimensions of organizational climate. In their organizational climate questionnaire, there were 50 items, which were classified into nine dimensions. These dimensions were as under:

- 1. Structure
- 2. Responsibility
- 3. Reward
- 4. Risk
- 5. Warmth

6. Support
7. Standards
8. Conflict
9. Identity

Campbell *et al* (1970) stated that nine dimensions given by Litwin and Stringer can be reduced to four dimensions as

1. Autonomy/control
2. Structure
3. Rewards
4. Consideration, warmth and support

Hellriegel and Slocum (1974) stated that climate scale should have the following four dimensions:

1. Task
2. Structure
3. People
4. Technology

Several authors have argued that three or four dimensions may not be sufficient to cover all the aspects of organizational climate. Litwin and Stringer's (1968) organizational climate questionnaire identified the following six factors of organizational climate.

1. Interpersonal milieu
2. Standards
3. General objective
4. Organizational structure and procedure

5. Responsibility
6. Organizational identification

but there may be other dimensions, which are organisation specific.

Pareek (1981) identified the following six motivational climates underlying the dimensions of organizational climate as:

1. Orientation
2. Interpersonal relationships
3. Supervision
4. Trust
5. Managing problems
6. Managing conflicts
7. Communication
8. Decision making
9. Managing rewards
10. Risk taking
11. Managing mistakes

Types of motivational climate

1. Achievement climate
2. Expert climate
3. Extension climate
4. Control climate
5. Dependency climate
6. Affiliation climate

Hellriegel and Slocum (1974) pointed out that, though there seems

to be a common core of dimensions included in most of the instruments, there is increasing diversity beyond this core. Similarly Scheider (1975) argued that depending on the practices and procedures existing in an organization, the organizational climate scales could have any number of dimensions. Hellriegel and Slocum (1974), Scheider (1975) and Field and Abelson (1982) agree that though there seems to be some dimensions common to the different conceptualization of organizational climate, there are also different dimensions resulting out of the differences in the practices and procedures existing in different organizations as well as the differences in the conceptual approach adopted by the various authors.

3.5. CONCEPTUAL MODEL OF THE STUDY

Based upon the foregoing discussion, conceptual model of the study has been prepared and presented in Figure1. Perceived prevailing and desired organizational climate has been studied in the different areas viz. communication, managing rewards, interpersonal relationships, supervision and decision making. Gap was worked out from the perceived prevailing and desired organizational climate. It was assumed that the organizational climate affects the work output of scientists. Work output was measured in teaching, research and extension after identifying the different parameters. It was further assumed that personal and job related factors affect the work output of the scientists.

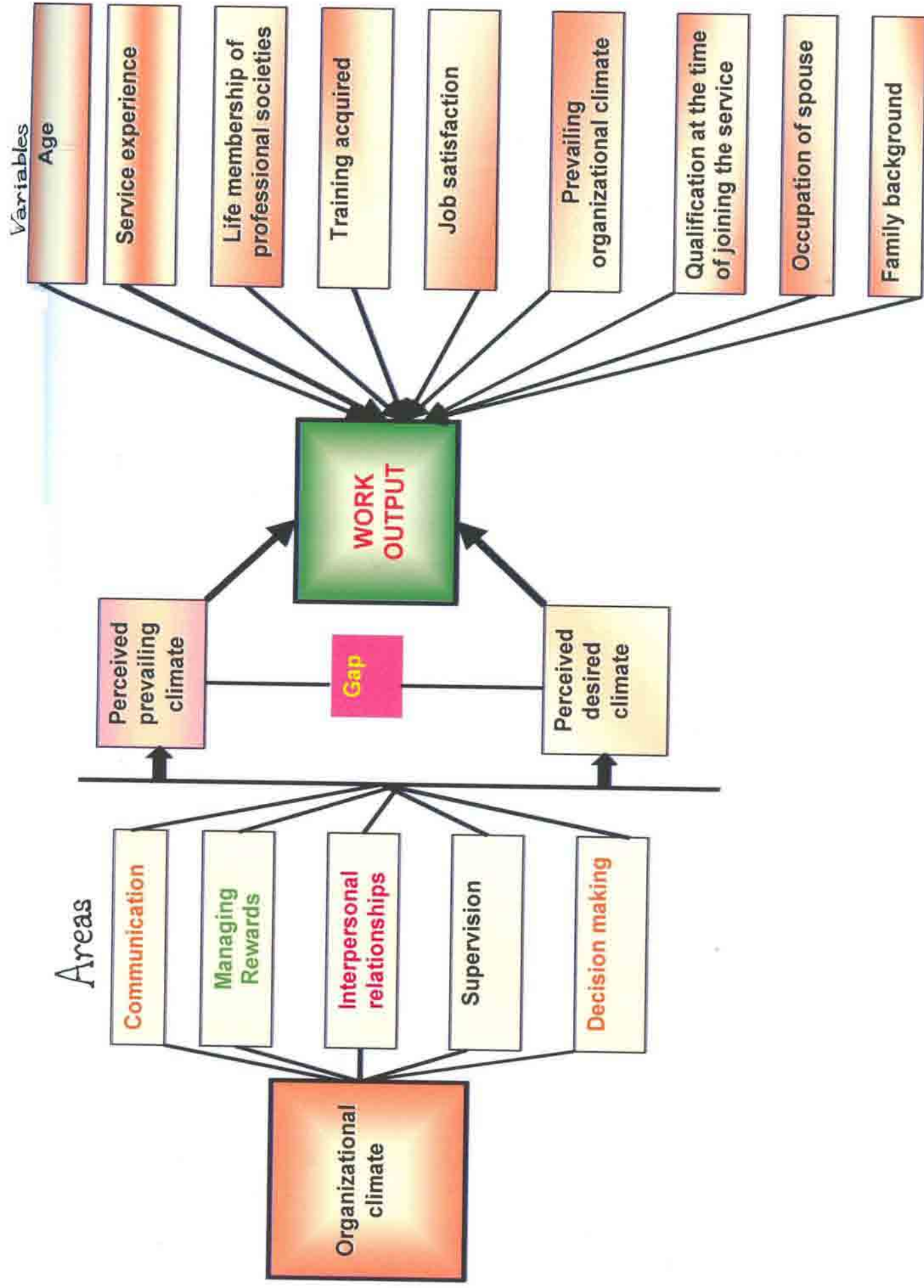


Figure 1. Conceptual model of the study

Chapter IV

RESEARCH METHODOLOGY

The procedures followed for conducting the present study have been described in this chapter. The discussion relates to the sampling plan, choice of variables and their operational definitions, construction and standardization of measuring instruments and methods used for collection and analysis of data. The methodological framework adopted for conducting the present study has been discussed under the following headings:

- 4.1 Locale of the study
- 4.2 Selection of the agricultural scientists
- 4.3 Operational definitions and measurement of variables
- 4.4 Construction of scale
- 4.5 Development of research instrument
- 4.6 Pre-testing of the research instrument
- 4.7 Collection of data
- 4.8 Analysis of data

4.1. LOCALE OF THE STUDY

The study was conducted in three purposively selected state agricultural universities of northern region namely CCSHAU Hissar, GBPUAT, Pantnagar and PAU, Ludhiana.

4.2. SELECTION OF THE AGRICULTURAL SCIENTISTS

A list of the in position faculty members of College of Agriculture was prepared for each University. From this list, one hundred agricultural scientists having minimum five years of service experience were selected from each University in proportion to the number of scientists in teaching, research and extension. In CCSHAU, extension personnel are under the Director of Extension Education. So to get a representation of extension faculty, a proportionate sample was drawn from the Extension Directorate also. Further the scientists from Professors, Associate Professors and Assistant Professors were selected in proportion to each cadre. Thus, 300 agricultural scientists from the three SAUs constituted the sample for the study.

Table 4.1. Sampling plan used for each University

**(a). Gobind Ballabh Pant University of Agriculture and Technology
(GBPUAT)**

Total number of agricultural scientists in position and the number of agricultural scientists selected were as under:

Cadre	Teaching	Research	Extension
Professor	44 (20)	56 (27)	5 (2)
Associate Professor	27 (13)	46 (22)	4 (2)
Assistant Professor	16 (8)	11 (5)	1 (1)
Total	87 (41)	113 (54)	10 (5)

Figures in parentheses indicate the number of scientists selected

(b). Chaudhary Charan Singh Haryana Agricultural University (CCSHAU)

Total number of agricultural scientists in position and the number of agricultural scientists selected were as under:

Cadre	Teaching	Research	Extension
Professor	59 (20)	102 (35)	9 (3)
Associate Professor	23 (8)	68 (23)	4 (2)
Assistant Professor	10 (3)	16 (5)	4 (1)
Total	92 (31)	186 (63)	17 (6)

Figures in parentheses indicate the number of scientists selected

(c). Punjab Agricultural University (PAU)

Total number of agricultural scientists in position and the number of agricultural scientists selected were as under:

Cadre	Teaching	Research	Extension
Professor	61 (15)	148 (37)	10 (3)
Associate Professor	25 (6)	70 (17)	5 (1)
Assistant Professor	17 (4)	65 (16)	4 (1)
Total	103 (25)	283 (70)	19 (5)

Figures in parentheses indicate the number of scientists selected

4.3. OPERATIONAL DEFINITIONS AND MEASUREMENT OF VARIABLES

Operational definitions and the procedure adopted for the measurement of various independent and dependent variables have been discussed in this part.

4.3.1. Independent Variables

1. Age
2. Service experience

3. Training acquired during the last five years
4. Marital status
5. Qualification at the time of joining the service
6. Family background
7. Occupation of spouse
8. Membership of professional societies
9. Job satisfaction

4.3.2. Dependent Variables

1. Organizational climate
2. Work output

Operational Definitions

1. Age

It refers to the chronological age in terms of number of years completed by the respondent at the time of data collection. One score was given to each completed year. The respondents were classified into 3 categories, viz. 33-41 years, 42-50 years and 51 to 59 years.

2. Service experience

The service experience refers to the total number of years of service of the respondent at present job till date. Completed number of years of service was taken as respondent's score on this variable. The service experience of the respondent was classified into four categories viz. 5-12 years, 13-20 years, 21-28 years and 29-36 years.

3. Marital status

Marital status of the respondents was studied in terms of married, unmarried, widower and divorcee.

4. Qualification at the time of joining the service

It refers to the formal education obtained by the respondent at the time of joining the service. However, the minimum educational qualification requirement to get a job in SAUs was M.Sc. Therefore, the category was as under M.Sc. and Ph.D. degree.

5. Job satisfaction

Job satisfaction was operationalized as the scores obtained by a respondent on five-point scale used for the purpose. Wanous and Lawler's (1972) job satisfaction scale was modified. Categories were made as under:

Category	Scores
Low	51 – 60
Medium	61 – 70
High	71 – 80

6. Occupation of spouse

It refers to the activities which occupies the respondent's spouse time permanently or part of it and categorized as under:

- Service
- Housewife
- Business
- Any other (please specify)

7. Family background

It was studied with response categories of rural and urban, which meant whether a respondent belongs to rural or urban area.

8. Membership of professional societies

It refers to the status of the respondent having annual and life membership of professional societies. It was measured as life/annual membership of number of societies. One score was assigned to each membership. It was categorized as

Life membership of	1 – 4 societies
	5 – 8 societies
Annual membership of	1 – 3 societies
	4 – 6 societies

9. Training acquired during the last five years

It refers to the in-service training acquired by the respondent during the last five years. It was studied as training attended at national and international level and duration of training. Scoring was done as under:

Training duration	National level	International level
Training course up to 21 days	1	2
Training course of more than 21 days	1.5	3

Total score was summed up.

4.3.2. Dependent Variables

4.3.2.1 Organizational climate: Organizational climate was measured in terms of scores obtained by scientists on organizational climate scale.

Organizational climate scale was developed by using Likert technique.

4.3.2.2 Work output: Work output was operationalized as the sum of scores obtained by the scientist on the different parameters of teaching, research and extension and divided by five. Scores were assigned on the basis of expert opinion and available literature. Scoring procedure is given in Appendix-II. Based upon the scores of work output, the respondents were classified into three categories of work output by using the cumulative cube root method (Singh, 1975). Categories were made as under:

Category	Score
Low	5.00 – 44.26
Medium	44.26 – 97.38
High	97.38 – 200.00

4.4 CONSTRUCTION OF ORGANIZATIONAL CLIMATE SCALE

Organizational climate scale was developed by following the various steps given as under:

4.4.1. Collection of statements: Various areas of scale viz. communication, managing rewards, interpersonal relationships, supervision and decision making were finalized with the help of available literature and experts. Under each area several statements were developed covering various aspects. Thus, a total of 55 statements concerning the climate were developed.

4.4.2. Editing of statements: The statements were carefully edited in the light of 14 criteria suggested by Edwards (1969).

4.4.3. Item analysis: A questionnaire consisting of 55 statements was prepared and used to collect responses from 40 agricultural scientists of CSKHPKV,

Palampur through mailed questionnaire approach. The respondents were asked to indicate their degree of agreement on a five point continuum viz. strongly agree, agree, undecided, disagree and strongly disagree with the weightage of 5, 4, 3, 2 and 1 for positive statements and 1, 2, 3, 4, and 5 for negative statements respectively. The organizational climate score of a respondent was obtained by summing the scores of all the items. Thus, total score obtained by each respondent was calculated. The respondents were arranged in the ascending order. For the purpose of item analysis, 25 per cent of the respondents with highest total scores and 25 per cent of the respondents with lowest total scores were selected. These two groups served as the criterion groups in terms of which item analysis was done. The following formula was done for selection of items. The following formula was used for selection of items:

$$t = \frac{\overline{X}_H - \overline{X}_L}{\sqrt{\frac{\sum (X_H - \overline{X}_H)^2 + \sum (X_L - \overline{X}_L)^2}{n(n-1)}}$$

$$\text{Where, } \sum (X_H - \overline{X}_H)^2 = \sum X_H^2 - \frac{(\sum X_H)^2}{n}$$

$$\text{and } \sum (X_L - \overline{X}_L)^2 = \sum X_L^2 - \frac{(\sum X_L)^2}{n}$$

$\overline{X}_H$ and $\overline{X}_L$ - The mean score on a given statement for the high and low group.

The value of t is a measure of the extent to which a given statement differentiate between high and low group.

The calculated t -values were found to be distributed between 0.443 to 12.18. Later the statements with t-value more than 1.75 were considered for final inclusion. Thus, 30 statements qualified for inclusion in the final organizational climate scale.

4.4.4. Reliability of the scales: A measuring device must be reliable and valid. The reliability of a measuring instrument refers to the degree to which it yields consistent scores when it is administered a number of times. The split half method was employed for testing the reliability. The organizational climate scale and job satisfaction scale were split into two halves on the basis of odd and even numbers of statements. Thus, two sets of scores were obtained. The Pearson Product Moment Correlation coefficient analysis was employed to determine the degree of relationship between the two set of scores. It was found to be 0.52. The correlation coefficient gave the reliability of half the test. Therefore, it was necessary to correct the reliability coefficient before taking it as evidence of reliability. The equation, which is referred as "Spearman Brown Correction" formula for split half reliability (Guilford, 1954) was used in finding out the reliability coefficient.

The formula is given below:

$$r_{tt} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where, r_{tt} = reliability coefficient

r_{xy} = Correlation coefficient between two parts of the scale.

Coefficient of reliability was found to be 0.68 for organizational climate scale and 0.76 for job satisfaction scale as given in Table 4.1. It

indicated high internal consistency of the scales constructed for the study.

Table 4.2. Reliability and validity of the scales

S.No.	Scale	Coefficient of reliability	Intrinsic validity
1.	Organizational climate	0.68	0.82
2.	Job satisfaction	0.76	0.87

5. Validity of scales: Validity refers to the degree to which an instrument measures what it is supposed to measure (Guilford, 1954). The content validity of the organizational climate scale was determined by experts from the Department of Extension Education. The irrelevant statements were excluded from the final scale. While selecting statements due care was taken for obtaining a fair degree of content validity. The empirical type of validity determination was used to calculate what Guilford (1954) called the intrinsic validity. According to him, it is the degree to which whether a test measures the true score components. This validity is indicated by the square root of its reliability hence called the index reliability. Validity of the organizational climate scale and job satisfaction scale were worked out by using the square root of its reliability. Validity of the organizational climate scale was 0.82 and job satisfaction scale was 0.87 as given in Table 4.1.

4.5. DEVELOPMENT OF RESEARCH INSTRUMENT

A questionnaire was prepared. It consisted of three parts.

Part I – It contained information related to personal and job related factors.

Part II - It consisted of organizational climate scale for measuring the prevailing and desired organizational climate. For measuring the prevailing organizational

climate, the response categories were strongly agree (SA), agree (A), undecided (U), disagree (DA) and strongly disagree (SDA). The response categories for desired climate were strongly desirable (SD), desirable (D), neutral (N), undesirable (UD) and strongly undesirable (SDA). Scores of 5, 4, 3, 2 and 1 were assigned to the positive statements and scores of 1, 2, 3, 4 and 5 were assigned to negative statements respectively.

Part III- It consisted of different parameters related to teaching, research and extension for measuring the work output of agricultural scientists.

Work output: Different parameters for teaching, research and extension were identified and finalized with the help of available literature and through discussion with the experts. The information related to work output was collected for the last five years.

Work output in teaching: For measuring the work output in teaching different parameters identified were number of courses taught, number of students guided, number of books and manuals published, conferences attended and papers presented, acted as expert, examiner, paper-setter and evaluator, involvement in student's co-curricular activities, incharge ship of undergraduate (UG), post graduate (PG) programme, library, audio visual laboratory, courses organized, lectures delivered and awards received in teaching.

Work output in research: Research papers and abstracts published, recommendation in *package of practices*, adhoc research projects handled, awards received in conferences/seminars, varieties developed, field trials conducted and awards received in research were the various parameters for measuring the work output in research.

Work output in extension: Parameters identified for measuring work output in extension were number of popular articles published, radio and T.V. talks delivered and compeered, camps organized and lectures delivered, invited lectures delivered, training courses, field days, campaigns, exhibitions organized, acted as member of execution team of extension projects and awards received in extension.

4.6. PRE-TESTING OF THE QUESTIONNAIRE

Pre-testing of the questionnaire was done on 40 non-sampled agricultural scientists of CSKHPKVV Palampur. Ambiguities were removed and some of the parameters of teaching, research and extension were added.

4.7. COLLECTION OF DATA

Distributed questionnaire approach was used to collect the data. Three hundred questionnaire were distributed for collecting data from the agricultural scientists of GBPUAT, CCSHAU and PAU. From GBPUAT, out of 100 only 93 respondents returned the questionnaire in spite of repeated requests and reminders So, data of 293 agricultural scientists were tabulated and analyzed.

4.8 ANALYSIS OF DATA

Data were analyzed by using the following statistical tools:

4.8.1. Mean score: The arithmetic or mean score of a set of data had to be often computed during the data analysis operation. Mean scores of the

respondents are worked out for prevailing and desired organizational climate.

The mean score was calculated by the following formula:

$$M = \frac{\sum X_i}{N}$$

Where X_i = observation score

N = Total number of observations

M = Mean score

4.8.2. Zero order correlation: The Pearson's Product Moment Coefficient of Correlation was used to determine the relationship (in quantitative terms) between dependent (work output) and independent variables (age, service experience, membership of professional societies, training acquired and job satisfaction). The formula used was as

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where,

r_{XY} = Coefficient of correlation.

X = Independent variable

Y = Dependent variable

N = Number of observations

4.8.3. Chi-square test: Chi-square test was used to test the association between two variables distribution in the form of nominal data or frequencies. Chi-square was used to see the association of independent variables (Family background, qualification at the time of joining the service, occupation of spouse) with dependent variables (work output). Chi-square was worked out

after fulfilling the condition that no cell frequency should be less than five. The formula used was as:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where,

O = Observed frequencies.

E = Expected frequencies

γ = degrees of freedom

$\gamma = (r - 1) (C - 1)$

4.8.4. Cumulative cube root method: Cumulative cube root method of Singh (1975) was used. The formula used was as:

$$Si = Li + \frac{i(C/K) - C_{i-1}}{3\sqrt[3]{f_i}} \times h$$

Where,

Li = Lower limit of i th arbitrary class.

C_{i-1} = Cumulative cube root frequency of the class preceding the i th arbitrary class.

$3\sqrt[3]{f_i}$ = Cube root frequency of i th arbitrary class.

h = Width of arbitrary class.

K = Number of categories to be made.

C = Total of the cube roots of the frequencies of various arbitrary classes.

4.8.5. Paired t-test: Paired t-test was used to see the ^{significance of} difference

in the mean scores of perceived prevailing and desired organizational climate in the different areas. Formula used was as:

$$t = \frac{\bar{d}}{s / \sqrt{n}}$$

Where,

$$\bar{d} = 1/n \sum d_i$$

$$n = \text{Sample size}$$

$$d_i = \text{Difference of scores in } i\text{th item}$$

$$s = \sqrt{\frac{1}{n-1} \left[\sum d_i^2 - \frac{(\sum d_i)^2}{n} \right]}$$

4.8.6. Analysis of variance: Analysis of variance was used to find out the significance of difference in perceived prevailing climate mean scores of three SAUs as well as analysis of variance was used to find out the significance of difference in desired climate mean scores of three SAUs.

Chapter V

RESULTS AND DISCUSSION

The results of the present study have been presented and discussed under the following headings:

- 5.1 Personal and job related factors of the respondents.
- 5.2 Perceived prevailing and desired organizational climate of respondents in the different areas.
- 5.3 Area-wise perceived prevailing and desired organizational climate.
- 5.4 Gap between the perceived prevailing and desired organizational climate.
- 5.5 Work output of the respondents.
- 5.6 Relationship of personal and job related factors with work output of respondents.
- 5.7 Operational model of the study

5.1. PERSONAL AND JOB RELATED FACTORS OF THE RESPONDENTS

The general information about the personal and job related factors of the respondents have been presented in Table 5.1.

1. Age

The age of the respondents ranged from 33 to 59 years. Data in Table 5.1 showed that in case of PAU 52 per cent of the respondents belonged to 33-50 years of age and 48 per cent of the respondents fell in the category of 51-59 years old. Only 16 per cent of the respondents belonged to age group of 33 to 41 years in CCS HAU. Forty four per cent and 40 per cent belonged to

Table 5.1 Distribution of the respondents according to their personal and job related factors

Personal and job related factors	GBPUAT (n=93)		CCSHAU (n=100)		PAU (n=100)	
	f	%	f	%	f	%
1. Age (years)						
33-41	22	23.66	16	16.00	26	26.00
42-50	21	22.58	44	44.00	26	26.00
51-59	50	53.76	40	40.00	48	48.00
2. Service experience (years)						
5-12	21	22.58	16	16.00	27	27.00
13-20	30	32.26	11	11.00	17	17.00
21-28	25	26.88	53	53.00	36	36.00
29-36	17	18.28	20	20.00	20	20.00
3. Family background						
Rural	70	75.27	77	77.00	72	72.00
Urban	23	24.73	23	23.00	28	28.00
4. Marital Status						
Married	92	98.92	99	99.00	99	99.00
Widower/Divorcee	1	1.08	1	1.00	1	1.00
5. Qualification at the time of joining the service						
M.Sc.	36	38.71	62	62.00	60	60.00
Ph.D	57	61.29	38	38.00	40	40.00
6. Education of spouse						
Primary	5	5.43	4	4.00	2	2.00
Matric	22	23.91	21	21.00	5	5.00
Graduate	31	33.70	24	24.00	20	20.00
Post graduate	28	30.43	31	31.00	46	46.00
Doctorate	6	6.52	19	19.00	26	26.00
7. Occupation of spouse						
Housewife	77	83.69	49	49.00	31	31.00
Service	14	15.22	49	49.00	66	66.00
Business	1	1.09	1	1.00	2	2.00
8. Job satisfaction (scores)						
51-60	14	15.05	26	26.00	27	27.00
61-70	54	58.06	50	50.00	49	49.00
71-80	25	26.88	24	24.00	24	24.00

Personal and job related factors	GBPUAT (n=93)		CCSHAU (n=100)		PAU (n=100)	
	f	%	f	%	f	%
9.Membership of professional societies						
a. Annual membership of						
1-3 societies	65	69.89	58	58.00	60	60.00
4-6 societies	9	9.68	13	13.00	10	10.00
b. Life membership of						
1-4 societies	65	69.89	79	79.00	71	71.00
5-8 societies	7	7.53	8	8.00	11	11.00
10.Training acquired during last 5 years						
Not acquired	29	31.18	28	28.00	47	47.00
Acquired at national level	54	58.06	53	53.00	46	46.00
Acquired at International level	4	4.30	8	8.00	2	2.00
Both National and International level	6	6.45	11	11.00	5	5.00
11. Training duration[♦]						
Up to 2 weeks	41	44.09	30	30.00	17	17.00
3 weeks	62	66.67	34	34.00	75	75.00
1 months	12	12.90	68	68.00	10	10.00
2 months	2	2.15	4	4.00	3	3.00
3 months	3	3.23	8	8.00	1	1.00

♦ Multiple response

42- 50 and 51-59 years of age group, respectively in CCSHAU. Fifty four per cent of the respondents from GBPUAT belonged to 51-59 years of age group.

2. Service experience

The service experience of the respondents under study ranged from 5 to 36 years. It is clear from the data set in Table 5.1 that 55 per cent of the respondents from GBPUAT were having service experience of 5 to 20 years. Only 18 per cent of the respondents were having service experience in the range of 29 to 36 years. A little less than three fourth of the respondents (73%) from CCSHAU were having service experience of 21 to 36 years, 27 per cent and 17 per cent of the respondents from PAU belonged to the category of 5 to 12 and 13 to 20 years of service experience respectively. More than fifty-five per cent of the respondents from PAU had service experience of 21 to 36 years.

3. Family background

Further look at the data in Table 5.1 revealed that more than 70 per cent of the respondents from three SAUs were having rural background.

4. Marital status

As regards the marital status of the respondents, 99 per cent of the respondents in GBPUAT, CCSHAU and PAU were married.

5. Qualification at the time of joining the service

Data in Table 5.1 further revealed that 61 per cent of the respondents from GBPUAT were having Ph.D. qualification at the time of joining the service. On the other hand, 62 per cent respondents from CCSHAU and 60 per cent respondents from PAU had M.Sc. qualification at the time of joining the service.

6. Education of spouse

Education of the spouses of the respondents varied from primary

to doctorate. PAU respondents' spouses had higher educational qualification, as it is evident from the data set in Table 5.1 that 72 per cent of them were postgraduate and doctorate and in GBPUAT it was opposite. Majority of the respondents' spouses (63%) were graduate and postgraduate. Only six per cent were holding doctorate degrees. More than 30 per cent were postgraduate in CCSHAU and 19 per cent had doctorate degree.

7. Occupation of spouse

Occupation of the respondents' spouses was categorized as housewife, service and business. Majority of the respondents' spouses in PAU and CCSHAU belonged to service class whereas in GBPUAT large majority of the spouses (83.69%) were housewives.

8. Job satisfaction

Data presented in Table 5.1 regarding job satisfaction of respondents, revealed that half of the respondents from three SAUs were moderately satisfied with their job and nearly one fourth of the respondents were highly satisfied.

9. Membership of professional societies

a) Annual membership of professional societies: Annual membership of professional societies varied from one to six. It was found that annual membership of 1-3 professional societies' was held by 60 per cent and 58 per cent of the respondents from PAU and CCSHAU respectively. Less than 70 per cent of the respondents were holding annual membership of 1 to 3 societies in GBPUAT.

b) Life membership of professional societies: Regarding the status of life membership of professional societies, it was observed that about 70 per cent of the respondents from GBPUAT were members of 1 to 4 societies whereas 79

per cent and 71 per cent of the respondents had the membership of 1 to 4 societies from CCSHAU and PAU respectively.

10. Training acquired during the last five years

A perusal of data in Table 5.1 revealed that more than 58 per cent of the respondents from GBPUAT, 53 per cent from CCSHAU and 46 per cent of the respondents from PAU had acquired national level training. Only two per cent from PAU, eight per cent from CCSHAU and about five per cent from GBPUAT acquired training at international level.

11. Training duration

Data set in Table 5.1 exhibited that majority of the respondents from three SAUs had acquired training of three weeks or one month duration. It may be due to the reason that scientists had to attend two training courses of three weeks or one-month duration for every step of promotion under new career advancement scheme. Only five per cent and four per cent respondents had acquired training of 2 to 3 months duration from GBPUAT and PAU respectively. But in CCSHAU, 12 per cent of the respondents acquired training of 2 to 3 months.

5.2. PERCEIVED PREVAILING AND DESIRED ORGANIZATIONAL CLIMATE IN THE DIFFERENT AREAS

Perceived prevailing and desired organizational climate was worked out in the areas of Communication, managing rewards, interpersonal relationships, supervision and decision making. Response was taken on different items. Perceived prevailing and desired organizational climate is given in frequencies and percentages.

5.2.1. Perceived prevailing and desired organizational climate of GBPUAT in the area of communication

Perceived prevailing and desired organizational climate of GBPUAT in the area of communication is given in Table 5.2. A close look at the data showed that 64 per cent of the respondents agreed that instructions are issued after due consideration and are expected to be carried out and it was strongly desired by majority of the respondents (66%). More than 33 per cent of the respondents did not agree that tendency is to pass the file to somebody else for making the decision and it was perceived undesirable by 34 per cent of the respondents. Distortion of information from one person to another was disagreed by almost 41 per cent of the respondents and 38 per cent of the respondents perceived it as strongly undesirable climate. Forty six per cent of the respondents agreed that seniors and subordinates feel free to discuss and communicate without any hesitation and majority of the respondents (70.96%) strongly desired the same. Faculty members speak with each other was agreed by 66 per cent of the respondents and strongly desired by 60 per cent of the respondents. Fifty four per cent of the respondents perceived that discussion held at meetings are free and frank and majority of the respondents (65%) perceived it as a desirable climate.

5.2.2. Perceived prevailing and desired organizational climate of GBPUAT in the area of managing rewards

Data regarding the perceived prevailing and desired organizational climate in the Table 5.3 revealed that 52.68 per cent of the respondents disagreed that knowledge and expertise have no value, hence it means knowledge and expertise have value and 52 per cent of the respondents perceived it as strongly undesirable climate. Thirty six per cent of the respondents agreed that rewards are given to those who help their colleagues to

Table 5.2. Distribution of the respondents of GBPUAT according to their perceived prevailing and desired organizational climate in the area of communication

Sr. No.	Items concerning area of communication	Perceived prevailing climate						Perceived desired climate					
		SA		A		U		DA		SDA		SD	
		f	f	f	f	f	f	f	f	f	f	f	f
1	Instructions are issued after due consideration by the authorities and are expected to be carried out.	16 (17.20)	60 (64.51)	12 (12.90)	3 (3.22)	2 (2.15)	62 (66.67)	29 (31.18)	-	2 (2.15)	-	31 (33.33)	30 (32.26)
2	For taking an important decision, the tendency is to pass the file to somebody else for making the decision.	9 (9.68)	40 (43.01)	11 (11.83)	31 (33.33)	2 (2.15)	15 (16.13)	17 (18.28)	-	-	-	-	-
3	The information passed from one person to another is distorted or deliberately misinterpreted.	6 (6.45)	21 (22.58)	18 (19.35)	38 (40.86)	10 (10.75)	7 (7.53)	15 (16.13)	-	35 (37.63)	-	36 (38.71)	-
4	Seniors and sub-ordinates feel free to discuss and communicate on all issues without any reservation or hesitation.	26 (27.96)	43 (46.24)	6 (6.45)	14 (15.05)	4 (4.30)	66 (70.97)	27 (29.03)	-	-	-	-	-
5	Faculty members speak with each other rather than writing memo.	24 (25.81)	62 (66.67)	3 (3.22)	2 (2.15)	2 (2.15)	56 (60.22)	33 (35.48)	-	4 (4.30)	-	-	-
6	Discussion held at various meetings are free and frank.	18 (19.35)	50 (53.76)	10 (10.75)	13 (13.98)	2 (2.15)	60 (64.52)	31 (33.33)	-	2 (2.15)	-	-	-

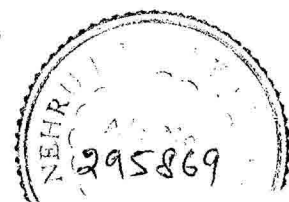
Figures in parentheses indicate percentage.

SA	-	Strongly agree	SDA	-	Strongly disagree	UD	-	Undesirable
A	-	Agree	SD	-	Strongly desirable	SUD	-	Strongly undesirable
U	-	Undecided	D	-	Desirable			
	-	Disagree	N	-	Neutral			

Table 5.3. Distribution of the respondents of GBPUAT according to their perceived prevailing and desired organizational climate in the area of managing rewards

Sr. No.	Items concerning area of managing rewards	Perceived prevailing climate						Perceived desired climate					
		SA	A	U	DA	SDA	SD	D	N	UD	SUD	(n=93)	
		f	f	f	f	f	f	f	f	f	f	f	f
1	Knowledge and expertise have no value.	5 (5.38)	18 (19.35)	3 (3.23)	49 (52.69)	18 (19.35)	13 (13.98)	5 (5.38)	-	26 (27.96)	49 (52.69)		
2	Rewards are given to those who help their colleagues to develop.	3 (3.22)	33 (35.48)	22 (23.66)	30 (32.26)	5 (5.38)	40 (43.01)	37 (39.78)	-	9 (9.67)	7 (7.52)		
3	Hard work is seldom recognized and appreciated.	13 (13.98)	27 (29.03)	9 (9.68)	37 (39.78)	7 (7.53)	23 (24.73)	15 (16.13)	-	23 (24.73)	32 (34.41)		
4	Rewards are given strictly on the basis of merit.	4 (4.30)	36 (38.71)	21 (22.58)	27 (29.03)	5 (5.38)	62 (66.67)	29 (31.18)	-	2 (2.15)	-		
5	Promotion decisions are based on the suitability of the promotee rather than on favouritism.	13 (13.98)	52 (55.91)	14 (15.05)	12 (12.90)	2 (2.15)	62 (66.67)	29 (31.18)	-	-	2 (2.15)		
6	Accomplishment of work is appreciated and recorded.	10 (10.75)	50 (53.76)	14 (15.05)	16 (17.20)	3 (3.22)	60 (64.52)	33 (35.48)	-	-	-		

Figures in parentheses indicate percentage



develop, 23 per cent were undecided about it and it was felt strongly desirable by 43 per cent of the respondents. About 40 per cent of the respondents did not agree that hard work is seldom recognized and appreciated and almost 35 per cent of the respondents perceived it as strongly undesirable climate.

Rewards are given strictly on the basis of merit was agreed by 38 per cent of the respondents and 29 per cent of them did not agree to it, but it was perceived strongly desirable by two-third of the respondents. Fifty six per cent of the respondents agreed that promotion decisions are based on the suitability of promotee and it was strongly desired by 66 per cent of the respondents. Accomplishment of work is appreciated and recorded was agreed by 53 per cent of the respondents and about 65 per cent of the respondents perceived it as strongly desirable climate.

5.2.3. Perceived prevailing and desired organizational climate of GBPUAT in the area of interpersonal relationships

Data regarding the perceived prevailing and desired climate in the area of interpersonal relationships have been presented in Table 5.4. The data set in the table indicate that 51 per cent of the respondents felt that work atmosphere is very friendly and strongly desired by about 70 per cent of the respondents. Forty eight per cent of the respondents agreed that faculty members have strong association mostly with their seniors and was perceived strongly desirable by 54 per cent of the respondents. The item staff members do not trust each other was disagreed by 43 per cent of the respondents and it was perceived strongly undesirable by 55 per cent of the respondents. More than 53 per cent of the respondents agreed that psychological climate is very conducive and 70 per cent of the respondents strongly desired the same. Forty five per cent of the respondents felt staff members deal more with differences on issues

Table 5.4. Distribution of the respondents of GBPUAT according to their perceived prevailing and desired organizational climate in the area of interpersonal relationships (n=93)

Sr. No.	Items concerning area of interpersonal relationships	Perceived prevailing climate				Perceived desired climate			
		SA	A	U	DA	SDA	SD	D	UD
		f	f	f	f	f	f	f	f
1	Work atmosphere is very friendly.	22 (23.66)	48 (51.61)	9 (9.68)	12 (12.90)	2 (2.15)	65 (69.89)	23 (24.73)	2 (2.15)
2	Faculty members have strong association mostly with their seniors and look for suggestions and guidance from them.	12 (12.90)	45 (48.39)	19 (20.43)	13 (13.98)	4 (4.30)	50 (53.76)	37 (39.78)	2 (2.15)
3	Staff members do not trust each other.	5 (5.38)	20 (21.51)	14 (15.05)	40 (43.01)	14 (15.05)	12 (12.90)	5 (5.38)	24 (25.81)
4	Psychological climate is very conducive for developing and acquiring new knowledge.	16 (17.20)	50 (53.76)	13 (13.98)	14 (15.05)	-	65 (69.89)	28 (30.11)	-
5	Staff members deal more with differences on issues and tasks rather than engaging in personality clashes.	5 (5.38)	42 (45.16)	18 (19.35)	23 (24.73)	5 (5.38)	42 (45.16)	28 (30.11)	13 (13.98)
6	Working as a group is problem.	7 (7.53)	35 (37.63)	6 (6.45)	39 (41.94)	6 (6.45)	4 (4.30)	9 (9.68)	42 (45.16)
									38 (40.86)

Figures in parentheses indicate percentage

and tasks and was strongly desired by same percentage of the respondents. Working as a group is problem was disagreed by about 42 per cent of the respondents, hence team work is not a problem and it was perceived undesirable by 45 per cent of the respondents and 41 per cent of the respondents perceived it as a strongly undesirable climate.

5.2.4. Perceived prevailing and desired organizational climate of GBPUAT in the area of supervision

Perceived prevailing and desired organizational climate in the area of supervision has been reported in Table 5.5. A perusal of the data set in the table indicated that 32 per cent of the respondents agreed that supervision is done usually to find mistakes and catch the person and little more than 33 per cent did not agree to it and it was perceived as undesirable climate and strongly undesirable climate by 30 and 35 per cent of the respondents respectively. Senior faculty members take pains to improve skills of juniors was agreed by 40 per cent of the respondents and strongly desired by 57 per cent of the respondents. Fifty nine per cent of the respondents agreed that seniors are free to express their feelings with their juniors and it was strongly desired by 57 per cent and desired by 41 per cent of the respondents. More than half of the respondents perceived that senior faculty members ask juniors for new ideas and it was strongly desired by majority of the respondents (54%). A little less than fifty per cent of the respondents disagreed that every staff member do not know who is working under whom it indicates that there is close cooperation among staff members and 36.56 and 38.71 per cent of the respondents perceived it as an undesirable climate and strongly undesirable climate respectively. Sixty eight per cent of the respondents felt that higher authorities make efforts to identify and utilize the potential of the staff members and it was

Table 5.5. Distribution of the respondents of GBPUAT according to their perceived prevailing and desired organizational climate in the area of supervision (n=93)

Sr. No.	Items concerning area of supervision	Perceived prevailing climate						Perceived desired climate					
		SA	A	U	DA	SDA	SD	D	N	UD	SUD		
		f	f	f	f	f	f	F	f	f	f		
1	Supervision is done usually to find mistakes and catch the person.	8 (8.60)	30 (32.26)	16 (17.20)	31 (33.33)	8 (8.60)	15 (16.13)	17 (18.28)	-	28 (30.11)	33 (35.48)		
2	Senior faculty members take pains to see that junior faculty members improve skills.	6 (6.45)	37 (39.78)	16 (17.20)	26 (27.96)	8 (8.60)	53 (56.98)	37 (39.79)	-	3 (3.23)	-		
3	Seniors are free to express or discuss their feelings with their juniors.	9 (9.68)	55 (59.14)	10 (10.75)	14 (15.05)	5 (5.38)	53 (56.99)	38 (40.86)	-	2 (2.15)	-		
4	Senior faculty members ask juniors for new ideas.	6 (6.45)	46 (49.46)	13 (13.98)	24 (25.81)	4 (4.30)	50 (53.76)	39 (41.94)	-	4 (4.30)	-		
5	Every staff member do not know who is working under whom.	5 (5.38)	20 (21.50)	7 (7.53)	46 (49.46)	15 (16.13)	12 (12.90)	11 (11.83)	-	34 (36.56)	36 (38.71)		
6	Higher authorities make efforts to identify and utilize the potential of the staff members.	12 (12.90)	52 (55.91)	9 (9.68)	14 (15.05)	6 (6.45)	60 (64.52)	31 (33.33)	-	2 (2.15)	-		

Figures in parentheses indicate percentage

strongly desired by more than 64 per cent of the respondents.

5.2.5. Perceived prevailing and desired organizational climate of GBPUAT in the area of decision making

Perceived prevailing and desired organizational climate in the area of decision making has been given in Table 5.6. It can be observed from the data that one-third of the respondents agreed that decisions are made without involving juniors and sub-ordinates and it was not desired by about 36 per cent of the respondents. Nearly 50 per cent of the respondents perceived that decisions are made and influenced by specialists and knowledgeable persons and the same was strongly desired by more than 53 per cent of the respondents. Decisions are made keeping in view the welfare of the faculty was agreed by 52 per cent of the respondents and strongly desired by 53.76 per cent of the respondents. A little more than 40 per cent of the respondents perceived that decisions are taken after discussing with the people concerned and about 52 per cent of the respondents perceived it as a strongly desirable climate. Fifty four per cent of the respondents agreed that superiors ask subordinates for an informal discussion, 19.35 per cent of the respondents did not agree to it and same percentage were undecided about it. More than 53 per cent of the respondents perceived it as a desirable climate. Faculty members have influence in decision making was agreed by 52 per cent of the respondents whereas 18.28 per cent were undecided about it and 19.35 per cent of the respondents did not agree to it. Forty seven per cent of the respondents perceived it as strongly desirable climate. So it is concluded that decisions should be made with the involvement of faculty.

Table 5.6. Distribution of the respondents of GBPUAT according to their perceived prevailing and desired organizational climate in the area of decision making (n=93)

Sr. No.	Items concerning area of decision making	Perceived prevailing climate						Perceived desired climate					
		SA	A	U	DA	SDA	SD	D	N	UD	SUD	f	f
		f	f	f	f	f	f	f	f	f	f		
1	Decisions are generally made without involving juniors and sub-ordinates.	16 (17.20)	31 (33.33)	12 (12.90)	29 (31.18)	5 (5.38)	15 (16.13)	13 (13.98)	-	33 (35.48)	32 (34.41)		
2	Decisions are made and influenced by specialists and knowledgeable persons.	5 (5.38)	46 (49.46)	18 (19.35)	21 (22.58)	3 (3.23)	50 (53.76)	39 (41.94)	-	4 (4.30)	-		
3	Decisions are made keeping in view the welfare of the faculty.	6 (6.45)	49 (52.69)	20 (21.50)	15 (16.13)	3 (3.23)	50 (53.76)	43 (46.24)	-	-	-		
4	Decisions are taken after discussing with the people concerned.	8 (8.60)	38 (40.86)	17 (18.28)	26 (27.96)	4 (4.30)	48 (51.61)	43 (46.24)	-	2 (2.15)	-		
5	Superiors ask sub-ordinates for an informal discussion.	5 (5.38)	50 (53.76)	18 (19.35)	18 (19.35)	2 (2.15)	38 (40.86)	50 (53.76)	-	5 (5.38)	-		
6	Faculty members have influence in decision making.	3 (3.23)	49 (52.69)	17 (18.28)	18 (19.35)	6 (6.45)	44 (47.31)	44 (47.31)	-	5 (5.38)	-		

Figures in parentheses indicate percentage

5.2.6. Perceived prevailing and desired organizational climate of CCSHAU in the area of communication

Perceived prevailing and desired organizational climate was measured in the different areas. Data pertaining to prevailing and desired organizational climate in the area of communication has been presented in Table 5.7. It can be inferred from the data that item, instructions are issued after due consideration by the authorities and are expected to be carried out was agreed by 58 per cent of the respondents and 16 per cent of the respondents did not agree to it whereas 52 per cent of the respondents strongly desired the same. Forty six per cent of the respondents agreed that tendency is to pass the file to somebody else for making the decision and 27 per cent of the respondents did not agree to it. Thirty nine per cent of the respondents perceived the item as an undesirable climate. Distortion of information from one person to another was disagreed by 35 per cent of the respondents and on the other hand it was agreed by 31 per cent of the respondents but 41 per cent of the respondents perceived it as an undesirable climate. Fifty two per cent of the respondents observed that seniors and subordinates feel free to discuss and communicate without any reservation. Only 7 per cent of the respondents were undecided about it and it was strongly desired by 56 per cent of the respondents. Sixty seven per cent of the respondents agreed that faculty members speak with each other rather than writing memo. Only 7 per cent did not agree to it and 60 per cent perceived it as a strongly desirable climate. Half of the respondents agreed that discussion held at meetings are free and frank and 60 per cent of the respondents perceived it as strongly desirable climate.

Table 5.7. Distribution of the respondents of CCSHAU according to their perceived prevailing and desired organizational climate in the area of communication (n=100)

Sr. No.	Items concerning area of communication	Perceived prevailing climate				Perceived desired climate			
		SA	A	U	DA	SDA	SD	D	N
		f	f	f	f	f	f	f	f
1	Instructions are issued after due consideration by the authorities and are expected to be carried out.	12 (12.00)	58 (58.00)	14 (14.00)	16 (16.00)	-	52 (52.00)	45 (45.00)	3 (3.00)
2	For taking an important decision, the tendency is to pass the file to somebody else for making the decision.	9 (9.00)	46 (46.00)	13 (13.00)	27 (27.00)	5 (5.00)	12 (12.00)	22 (22.00)	39 (39.00)
3	The information passed from one person to another is distorted or deliberately misinterpreted.	9 (9.00)	31 (31.00)	17 (17.00)	35 (35.00)	8 (8.00)	8 (8.00)	18 (18.00)	41 (41.00)
4	Seniors and sub-ordinates feel free to discuss and communicate on all issues without any reservation or hesitation.	19 (19.00)	52 (52.00)	7 (7.00)	20 (20.00)	2 (2.00)	56 (56.00)	41 (41.00)	3 (3.00)
5	Faculty members speak with each other rather than writing memo.	26 (26.00)	67 (67.00)	-	7 (7.00)	-	61 (61.00)	34 (34.00)	5 (5.00)
6	Discussion held at various meeting are free and frank.	17 (17.00)	50 (50.00)	14 (14.00)	16 (16.00)	3 (3.00)	60 (60.00)	40 (40.00)	-

Figures in parentheses indicate percentage.

5.2.7. Perceived prevailing and desired organizational climate of CCSHAU in the area of managing rewards

A perusal of data given in Table 5.8 regarding perceived prevailing and desired organizational climate in the area of managing rewards showed that 43 per cent of the respondents disagreed that knowledge and expertise have no value and only 4 per cent of the respondents were undecided about it and it was perceived to be strongly undesirable by 46 per cent of the respondents. Thirty per cent of the respondents agreed that rewards are given to those who help their colleagues to develop and it was desired by 45 per cent of the respondents. Thirty nine per cent of the respondents disagreed that hard work is seldom recognized and appreciated and it was perceived to be an undesirable climate and strongly undesirable by an equal percentage of the respondents (36%). Rewards are given strictly on the basis of merit was disagreed by 47 per cent of the respondents whereas it was strongly desired by about two-third of the respondents. Forty four per cent of the respondents agreed that promotion decisions are based on the suitability of the promotee and majority of the respondents (72%) perceived it as a strongly desirable climate. Appreciation and recording of accomplished work was agreed by 39 per cent of the respondents and it was perceived to be strongly desirable climate by 58 per cent of the respondents.

5.2.8. Perceived prevailing and desired organizational climate of CCSHAU in the area of interpersonal relationships

Perceived prevailing and desired organizational climate of CCSHAU in the area of interpersonal relationships has been presented in Table 5.9. Findings in Table 5.9 showed that 57 per cent of the respondents reported that work atmosphere is very friendly. Only 7 per cent were undecided about it

Table 5.8. Distribution of the respondents of CCSHAU according to their perceived prevailing and desired organizational climate in the area of managing rewards (n=100)

Sr. No.	Items concerning area of managing rewards	Perceived prevailing climate						Perceived desired climate					
		SA		A		U		DA		SDA		SD	
		f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)
1	Knowledge and expertise have no value.	8	(8.00)	34	(34.00)	4	(4.00)	43	(43.00)	11	(11.00)	8	(8.00)
2	Rewards are given to those who help their colleagues to develop.	6	(6.00)	30	(30.00)	18	(18.00)	40	(40.00)	6	(6.00)	36	(36.00)
3	Hard work is seldom recognized and appreciated.	13	(13.00)	35	(35.00)	11	(11.00)	39	(39.00)	2	(2.00)	16	(16.00)
4	Rewards are given strictly on the basis of merit.	8	(8.00)	21	(21.00)	14	(14.00)	47	(47.00)	10	(10.00)	64	(64.00)
5	Promotion decisions are based on the suitability of the promotee rather than on favouritism.	16	(16.00)	44	(44.00)	15	(15.00)	20	(20.00)	5	(5.00)	72	(72.00)
6	Accomplishment of work is appreciated and recorded.	9	(9.00)	39	(39.00)	16	(16.00)	32	(32.00)	4	(4.00)	58	(58.00)

Figures in parentheses indicate percentage.

Table 5.9. Distribution of the respondents of CSHAU according to their perceived prevailing and desired organizational climate in the area of interpersonal relationships (n=100)

Sr. No.	Items concerning area of interpersonal relationships	Perceived prevailing climate					Perceived desired climate				
		SA	A	U	DA	SDA	SD	D	N	UD	SUD
		f	f	f	f	f	f	f	f	f	f
1	Work atmosphere is very friendly.	12 (12.00)	57 (57.00)	7 (7.00)	21 (21.00)	3 (3.00)	69 (69.00)	31 (31.00)	-	-	-
2	Faculty members have strong association mostly with their seniors and look for suggestions and guidance from them.	10 (10.00)	53 (53.00)	12 (12.00)	21 (21.00)	4 (4.00)	57 (57.00)	43 (43.00)	-	-	-
3	Staff members do not trust each other.	4 (4.00)	26 (26.00)	10 (10.00)	49 (49.00)	11 (11.00)	18 (18.00)	14 (14.00)	-	25 (25.00)	43 (43.00)
4	Psychological climate is very conducive for developing and acquiring new knowledge.	7 (7.00)	49 (49.00)	15 (15.00)	26 (26.00)	3 (3.00)	60 (60.00)	38 (38.00)	-	2 (2.00)	-
5	Staff members deal more with differences on issues and tasks rather than engaging in personality clashes.	5 (5.00)	42 (42.00)	24 (24.00)	29 (29.00)	-	45 (45.00)	42 (42.00)	-	13 (13.00)	-
6	Working as a group is problem.	6 (6.00)	42 (42.00)	7 (7.00)	40 (40.00)	5 (5.00)	11 (11.00)	11 (11.00)	-	37 (37.00)	41 (41.00)

Figures in parentheses indicate percentage

and 69 per cent of the respondents strongly desired it and 31 per cent of the respondents desired the same. Faculty members have strong association mostly with their seniors and look for guidance from them was agreed by more than 50 per cent of the respondents and 57 per cent of the respondents strongly desired the same. About half of the respondents did not agree that staff members do not trust each other and 43 per cent of the respondents reported it as strongly undesirable. Psychological climate is very conducive was agreed by 49 per cent of the respondents and 60 per cent of the respondents perceived the item as strongly desirable climate. Forty two per cent of the respondents agreed that staff members deal more with differences on issues and tasks and it was strongly desired by 45 per cent of the respondents. Forty per cent of the respondents disagreed to the item working as a group is problem and it was perceived as a strongly undesirable climate by 41 per cent of the respondents and undesirable by 37 per cent of the respondents.

5.2.9. Perceived prevailing and desired organizational climate of CCSHAU in the area of supervision

Information regarding perceived prevailing and desired organizational climate of CCSHAU in the area of supervision is set in the Table 5.10. The figures in the table revealed that 38 per cent of the respondents did not agree that supervision is done to find mistakes and 39 per cent of the respondents perceived it as an undesirable climate. Senior faculty members take pains to improve skills of juniors was agreed by 45 per cent of the respondents and 55 per cent strongly desired the same. Fifty nine per cent of the respondents perceived that senior faculty members are free to express their feelings with their juniors and it was strongly desired by 43 per cent of the

Table 5.10. Distribution of the respondents of CCSHAU according to their perceived prevailing and desired organizational climate in the area of supervision

Sr. No.	Items concerning area of supervision	Perceived prevailing climate						Perceived desired climate						(n=100)			
		SA		A		U		DA		SDA		SD			UD		SUD
		f	f	f	f	f	f	f	f	f	f	f	f		f	f	
1	Supervision is done usually to find mistakes and catch the person.	9 (9.00)	37 (37.00)	11 (11.00)	38 (38.00)	5 (5.00)	9 (9.00)	16 (16.00)	-	39 (39.00)	36 (36.00)	-	-	-	-		
2	Senior faculty members take pains to see that junior faculty members improve skills.	10 (10.00)	45 (45.00)	6 (6.00)	24 (24.00)	15 (15.00)	55 (55.00)	45 (45.00)	-	-	-	-	-	-	-		
3	Seniors are free to express or discuss their feelings with their juniors.	12 (12.00)	59 (59.00)	7 (7.00)	20 (20.00)	2 (2.00)	43 (43.00)	49 (49.00)	-	8 (8.00)	-	-	-	-	-		
4	Senior faculty members ask juniors for new ideas.	7 (7.00)	49 (49.00)	11 (11.00)	28 (28.00)	5 (5.00)	49 (49.00)	47 (47.00)	-	4 (4.00)	-	-	-	-	-		
5	Every staff member do not know who is working under whom	2 (2.00)	12 (12.00)	5 (5.00)	60 (60.00)	21 (21.00)	8 (8.00)	18 (18.00)	-	37 (37.00)	37 (37.00)	-	-	-	-		
6	Higher authorities make efforts to identify and utilize the potential of the staff members.	8 (8.00)	43 (43.00)	14 (14.00)	28 (28.00)	7 (7.00)	54 (54.00)	42 (42.00)	-	-	4 (4.00)	-	-	-	-		

Figures in parentheses indicate percentage

respondents. Sixty per cent of the respondents disagreed that every staff member do not know who is working under whom, hence it indicates that there is proper coordination and it was perceived undesirable and strongly undesirable by 37 per cent of the respondents in each case. Forty three per cent of the respondents agreed that higher authorities make efforts to identify and utilize the potential of the staff. More than half of the respondents (54%) strongly desired the same, which indicates that identification and utilization of the potential of the faculty should be done.

5.2.10. Perceived prevailing and desired organizational climate CCSHAU in the area of decision making

It can be inferred from the data presented in Table 5.11 regarding perceived prevailing and desired climate of CCSHAU in the area of decision making that more than 50 per cent of the respondents perceived that decisions are generally made without involving juniors and subordinates and it was strongly undesired by 39 per cent of the respondents. Decisions are made and influenced by specialists was agreed by 41 per cent of the respondents and desired by 52 per cent of the respondents. Forty per cent of the respondents agreed that decisions are made keeping in view the welfare of the faculty. Fifty two per cent of the respondents strongly desired the same. Thirty seven per cent of the respondents disagreed with the item that decisions are taken after discussing with the people concerned and 53 per cent of the respondents perceived it as a desirable climate. Half of the respondents agreed that superiors ask subordinates for informal discussion and a little more than 60 per cent desired it. A little more than 40 per cent of the respondents agreed that faculty members have influence in decision making and 13 per cent were undecided about it but 49 per cent of the respondents desired that faculty

Table 5.11. Distribution of the respondents of CCSHAU according to their perceived prevailing and desired organizational climate in the area of decision making (n=100)

Sr. No.	Items concerning area of decision making	Perceived prevailing climate						Perceived desired climate					
		SA		A		U		DA		SDA		SD	
		f		f		f		f		f		f	
1	Decisions are generally made without involving juniors and sub-ordinates.	14 (14.00)	53 (53.00)	9 (9.00)	19 (19.00)	5 (5.00)	10 (10.00)	20 (20.00)	-	31 (31.00)	39 (39.00)		
2	Decisions are made and influenced by specialists and knowledgeable persons.	5 (5.00)	41 (41.00)	12 (12.00)	38 (38.00)	4 (4.00)	36 (36.00)	52 (52.00)	-	9 (9.00)	3 (3.00)		
3	Decisions are made keeping in view the welfare of the faculty.	7 (7.00)	40 (40.00)	25 (25.00)	24 (24.00)	4 (4.00)	52 (52.00)	48 (48.00)	-	-	-		
4	Decisions are taken after discussing with the people concerned.	6 (6.00)	33 (33.00)	19 (19.00)	37 (37.00)	5 (5.00)	44 (44.00)	53 (53.00)	-	3 (3.00)	-		
5	Superiors ask sub-ordinates for an informal discussion.	6 (6.00)	50 (50.00)	13 (13.00)	31 (31.00)	-	33 (33.00)	63 (63.00)	-	4 (4.00)	-		
6	Faculty members have influence in decision making.	5 (5.00)	41 (41.00)	13 (13.00)	37 (37.00)	4 (4.00)	46 (46.00)	49 (49.00)	-	5 (5.00)	-		

Figures in parentheses indicate percentage

members should have influence in decision making.

5.2.11. Perceived prevailing and desired organizational climate of PAU in the area of communication

Perceived prevailing and desired organizational climate of PAU in the area of communication has been given in Table 5.12. A perusal of data in table revealed that 69 per cent of the respondents agreed that instructions are issued after due consideration and are expected to be carried out. Only 4 per cent of the respondents strongly disagreed to it. Sixty one per cent of the respondents perceived the item to be strongly desirable. Thirty nine per cent of the respondents agreed to the item that for taking an important decision the tendency is to pass the file to somebody else and 24 per cent and 12 per cent disagreed and strongly disagreed to it respectively. Forty per cent of the respondents perceived it as an undesirable and 36 per cent as strongly undesirable climate. Distortion of information was disagreed by 51 per cent of the respondents. Only 9 per cent of the respondents strongly agreed to it. Forty five per cent of the respondents perceived it as an undesirable and another 40 per cent of the respondents perceived it as strongly undesirable climate. Seniors and sub-ordinates freely discuss and communicate on all issues was agreed by 47 per cent of the respondents and 58 per cent perceived it as strongly desirable climate and 38 per cent as a desirable climate. Only 4 per cent perceived it as an undesirable climate. Nearly two-third of the respondents agreed that faculty members speak with each other rather than writing memo. Only 8 per cent disagreed to it. An equal percentage of the respondents (50%) perceived it to be strongly desirable and desirable climate. Fifty four per cent of the respondents agreed that discussions held at various meetings are free and frank. Only 10 per cent were undecided about it and another 18 per cent

Table 5.12. Distribution of the respondents of PAU according to their perceived prevailing and desired organizational climate in the area of communication (n=100)

Sr. No.	Items concerning area of communication	Perceived prevailing climate					Perceived desired climate				
		SA		A		U		DA		SDA	
		f	(%)	f	(%)	f	(%)	f	(%)	f	(%)
1	Instructions are issued after due consideration by the authorities and are expected to be carried out	17	(17.00)	69	(69.00)	3	(3.00)	7	(7.00)	4	(4.00)
										61	(61.00)
										39	(39.00)
2	For taking an important decision, the tendency is to pass the file to somebody else for making the decision	12	(12.00)	39	(39.00)	13	(13.00)	24	(24.00)	12	(12.00)
										9	(9.00)
										15	(15.00)
3	The information passed from one person to another is distorted or deliberately misinterpreted	9	(9.00)	22	(22.00)	13	(13.00)	51	(51.00)	5	(5.00)
										4	(4.00)
										11	(11.00)
4	Seniors and sub-ordinates feel free to discuss and communicate on all issues without any reservation or hesitation	15	(15.00)	47	(47.00)	11	(11.00)	25	(25.00)	2	(2.00)
										58	(58.00)
										38	(38.00)
5	Faculty members speak with each other rather than writing memo	20	(20.00)	63	(63.00)	7	(7.00)	8	(8.00)	2	(2.00)
										50	(50.00)
										50	(50.00)
6	Discussion held at various meetings are free and frank.	18	(18.00)	54	(54.00)	10	(10.00)	18	(18.00)	-	-
										54	(54.00)
										46	(46.00)

Figures in parentheses indicate percentage

disagreed to it and 54 per cent perceived it as a strongly desirable climate.

5.2.12.. Perceived prevailing and desired organizational climate of PAU in the area of managing rewards

Perceived prevailing and desired climate of PAU in the area of managing rewards has been presented in Table 5.13. Figures in the table depicted that 55 per cent of the respondents did not agree to the item knowledge and expertise have no value in the institution, thereby meaning that knowledge and expertise have value in the institution and 55 per cent of the respondents perceived the item as a strongly undesirable climate. Thirty two per cent of the respondents agreed that rewards are given to those who help their colleagues to develop, 26 per cent were undecided and 35 per cent of the respondents perceived it as a strongly desirable climate. Item hard work is seldom recognized and appreciated was agreed by 28 per cent of the respondents whereas 46 per cent did not agree to it. Forty per cent of the respondents perceived it as strongly undesirable climate and another 36 per cent perceived it as an undesirable climate. Forty per cent of the respondents did not agree to the item that rewards are given strictly on the basis of merit and 32 per cent agreed to it. Majority of the respondents (63%) perceived it as a strongly desirable climate. Regarding the promotion decisions, 43 per cent of the respondents agreed that decisions are based on the suitability of the promotee, on the other hand 24 per cent of the respondents did not agree to it. More than half of the respondents (55%) perceived the item as strongly desirable climate. Sixty-one percent of the respondents agreed that accomplishment of work is appreciated and recorded and only 10 per cent were undecided about it. About two-third of the respondents perceived it as a strongly desirable climate and 38 per cent as desirable climate.

Table 5.13. Distribution of the respondents of PAU according to their perceived prevailing and desired organizational climate in the area of managing rewards (n=100)

Sr. No.	Items concerning area of managing rewards	Perceived prevailing climate				Perceived desired climate			
		SA	A	U	DA	SDA	SD	D	UD
		f	f	f	f	f	f	f	f
1	Knowledge and expertise have no value.	6 (6.00)	22 (22.00)	10 (10.00)	55 (55.00)	7 (7.00)	6 (6.00)	6 (6.00)	33 (33.00)
2	Rewards are given to those who help their colleagues to develop	3 (3.00)	32 (32.00)	26 (26.00)	33 (33.00)	6 (6.00)	35 (35.00)	40 (40.00)	15 (15.00)
3	Hard work is seldom recognized and appreciated.	13 (13.00)	28 (28.00)	6 (6.00)	46 (46.00)	7 (7.00)	11 (11.00)	13 (13.00)	36 (36.00)
4	Rewards are given strictly on the basis of merit	6 (6.00)	32 (32.00)	20 (20.00)	40 (40.00)	2 (2.00)	63 (63.00)	26 (26.00)	7 (7.00)
5	Promotion decisions are based on the suitability of the promotee rather than on favouritism.	12 (12.00)	43 (43.00)	18 (18.00)	24 (24.00)	3 (3.00)	55 (55.00)	45 (45.00)	-
6	Accomplishment of work is appreciated and recorded.	8 (8.00)	61 (61.00)	10 (10.00)	18 (18.00)	3 (3.00)	62 (62.00)	38 (38.00)	-

Figures in parentheses indicate percentage

5.2.13. Perceived prevailing and desired organizational climate of PAU in the area of interpersonal relationships

Data for perceived prevailing and desired organizational climate in the area of interpersonal relationships has been presented in Table 5.14. It indicated that 58 per cent of the respondents agreed that work atmosphere is very friendly and only 9 per cent reported to be undecided about it. More than 60 per cent of the respondents perceived it as strongly desirable climate. Faculty members have strong association mostly with their seniors was agreed by 69 per cent of the respondents and only 15 per cent did not agree to it. Fifty six per cent of the respondents perceived it as a strongly desirable climate and 42 per cent as desirable climate. Fifty two per cent of the respondents disagreed that staff members do not trust each other; hence it indicates that staff members trust each other and it was perceived as strongly undesirable climate by half of the respondents and as undesirable by another 36 per cent. Psychological climate is very conducive as reported by 49 per cent of the respondents and it was also strongly desired by 58 per cent of the respondents. Forty seven per cent of the respondents perceived that staff members' deal more with differences on issues and only 3 per cent strongly disagreed to it. Dealing with differences on issues was strongly desired by 40 per cent of the respondents and another 42 per cent of the respondents perceived it as desirable. Working as a group is problem was disagreed by 44 per cent of the respondents. Hence, it means that teamwork is not a problem and 47 per cent of the respondents perceived it as a strongly undesirable climate.

Table 5.14. Distribution of the respondents of PAU according to their perceived prevailing and desired organizational climate in the area of interpersonal relationships (n=100)

Sr. No.	Items concerning area of interpersonal relationships	Perceived prevailing climate					Perceived desired climate				
		SA	A	U	DA	SDA	SD	D	N	UD	SUD
		f	f	f	f	f	f	f	f	f	f
1	Work atmosphere is very friendly.	13 (13.00)	58 (58.00)	9 (9.00)	17 (17.00)	3 (3.00)	61 (61.00)	37 (37.00)	-	2 (2.00)	-
2	Faculty members have strong association mostly with their seniors and look for suggestions and guidance from them.	7 (7.00)	69 (69.00)	9 (9.00)	15 (15.00)	-	56 (56.00)	42 (42.00)	-	2 (2.00)	-
3	Staff members do not trust each other.	-	20 (20.00)	14 (14.00)	52 (52.00)	14 (14.00)	7 (7.00)	7 (7.00)	-	36 (36.00)	50 (50.00)
4	Psychological climate is very conducive for developing and acquiring new knowledge.	15 (15.00)	49 (49.00)	10 (10.00)	24 (24.00)	2 (2.00)	58 (58.00)	37 (37.00)	-	5 (5.00)	-
5	Staff members deal more with differences on issues and tasks rather than engaging in personality clashes.	5 (5.00)	47 (47.00)	19 (19.00)	26 (26.00)	3 (3.00)	40 (40.00)	42 (42.00)	-	6 (6.00)	12 (12.00)
6	Working as a group is problem.	4 (4.00)	33 (33.00)	5 (5.00)	44 (44.00)	14 (14.00)	9 (9.00)	12 (12.00)	-	32 (32.00)	47 (47.00)

Figures in parentheses indicate percentage

5.2.14. Perceived prevailing and desired organizational climate of PAU in the area of supervision

Perceived prevailing and desired climate in the area of supervision was measured on different items and it has been presented in Table 5.15. A close look at the data in table revealed that 41 per cent of the respondents did not agree to the item that supervision is done to find mistakes and it was perceived as strongly undesirable and undesirable by 43 per cent of the respondents in each case. Fifty seven per cent of the respondents reported that senior faculty members take pains to improve skills of junior faculty members. It shows that atmosphere of cooperation exists which is strongly desired by half of the respondents. Seniors are free to discuss with juniors, was agreed by 62 per cent of the respondents and 57 per cent of the respondents desired the same. Data in Table 5.15 further revealed that 60 per cent of the respondents perceived that senior faculty members ask juniors for new ideas and only 9 per cent were undecided about it. It shows that there is no hesitation among seniors, which is desired by more than half of the respondents. Majority of the respondents (63%) did not agree that every staff member does not know who is working under whom. It is inferred that there is proper coordination and 44 per cent perceived it as an undesirable and another 43 per cent of the respondents perceived it as strongly undesirable. Fifty six per cent of the respondents agreed that higher authorities make efforts to identify and utilize the potential of the staff, which is strongly desired by same percentage of the respondents.

5.2.15. Perceived prevailing and desired organizational climate of PAU in the area of decision making

Decision-making is an important aspect in any organization. At each and every level many decisions are to be taken in an organization.

Table 5.15. Distribution of the respondents of PAU according to their perceived prevailing and desired organizational climate in the area of supervision

Sr. No.	Items concerning area of supervision	Perceived prevailing climate						Perceived desired climate						(n=100)								
		SA		A		U		DA		SDA		SD			D		N		UD		SUD	
		f	f	f	f	f	f	f	f	f	f	f	f		f	f	f	f	f	f	f	f
1	Supervision is done usually to find mistakes and catch the person.	9 (9.00)	38 (38.00)	12 (12.00)	41 (41.00)	-	5 (5.00)	9 (9.00)	-	43 (43.00)	43 (43.00)	-	2 (2.00)	-	-	-	-	-	-	-	-	
2	Senior faculty members take pains to see that junior faculty members improve skills.	6 (6.00)	57 (57.00)	18 (18.00)	16 (16.00)	3 (3.00)	50 (50.00)	48 (48.00)	-	2 (2.00)	-	-	-	-	-	-	-	-	-	-	-	
3	Seniors are free to express or discuss their feelings with their juniors.	10 (10.00)	62 (62.00)	12 (12.00)	16 (16.00)	-	43 (43.00)	57 (57.00)	-	-	-	-	-	-	-	-	-	-	-	-	-	
4	Senior faculty members ask juniors for new ideas.	4 (4.00)	60 (60.00)	9 (9.00)	24 (24.00)	3 (3.00)	41 (41.00)	51 (51.00)	-	6 (6.00)	2 (2.00)	-	-	-	-	-	-	-	-	-	-	
5	Every staff member do not know who is working under whom.	-	15 (15.00)	5 (5.00)	63 (63.00)	17 (17.00)	4 (4.00)	9 (9.00)	-	44 (44.00)	43 (43.00)	-	-	-	-	-	-	-	-	-	-	
6	Higher authorities make efforts to identify and utilize the potential of the staff members.	4 (4.00)	56 (56.00)	13 (13.00)	25 (25.00)	2 (2.00)	56 (56.00)	42 (42.00)	-	2 (2.00)	-	-	-	-	-	-	-	-	-	-	-	

Figures in parentheses indicate percentage.

Perceived prevailing and desired organizational climate in the area of decision making has been given in Table 5.16. It can be observed from the data in Table 5.16 that decisions are generally made without involving juniors and subordinates and was agreed by 47 per cent of the respondents. Thirty seven per cent of the respondents perceived it as a strongly undesirable climate, which indicates that decision-making should be decentralized. Sixty three per cent of the respondents strongly agreed that the decisions are made and influenced by specialists and knowledgeable persons, which was desired by 47 per cent of the respondents. Fifty-one per cent of the respondents reported that decisions are made keeping in view the welfare of the faculty and it was strongly desired by half of the respondents. It indicates that welfare of the faculty is of utmost importance. Forty one per cent of the respondents agreed that superiors ask sub-ordinates for an informal discussion, which shows that informal atmosphere prevails and it was desired by 56 per cent of the respondents. Faculty member's influence in decision making was agreed by 43 per cent of the respondents and strongly desired by 55 per cent of the respondents.

5.3. AREA-WISE PERCEIVED PREVAILING AND DESIRED ORGANIZATIONAL CLIMATE

For studying the area-wise prevailing and desired organizational climate, the scores of different items were summed up. Score range varied from 6.00 to 30.00 as the scores were assigned from 5 to 1. Score of 3 was assigned to neutral/undecided response. There were 6 items each in all the areas. Score of 18.00 was considered as average and below 18.00 was regarded below average climate and above 18.00 was regarded as above average climate.

Table 5.16. Distribution of the respondents of PAU according to their perceived prevailing and desired organizational climate in the area of decision making (n=100)

Sr. No.	Items concerning area of decision making	Perceived prevailing climate				Perceived desired climate			
		SA	A	U	DA	SDA	SD	D	UD
		f	f	f	f	f	f	f	f
1	Decisions are generally made without involving juniors and sub-ordinates.	9 (9.00)	47 (47.00)	6 (6.00)	36 (36.00)	2 (2.00)	9 (9.00)	18 (18.00)	36 (36.00)
2	Decisions are made and influenced by specialists and knowledgeable persons.	6 (6.00)	63 (63.00)	10 (10.00)	19 (19.00)	2 (2.00)	44 (44.00)	47 (47.00)	6 (6.00)
3	Decisions are made keeping in view the welfare of the faculty.	6 (6.00)	51 (51.00)	17 (17.00)	26 (26.00)	-	50 (50.00)	46 (46.00)	4 (4.00)
4	Decisions are taken after discussing with the people concerned.	3 (3.00)	46 (46.00)	8 (8.00)	41 (41.00)	2 (2.00)	48 (48.00)	48 (48.00)	4 (4.00)
5	Superiors ask sub-ordinates for an informal discussion.	6 (6.00)	41 (41.00)	15 (15.00)	36 (36.00)	2 (2.00)	39 (39.00)	56 (56.00)	5 (5.00)
6	Faculty members have influence in decision making.	10 (10.00)	43 (43.00)	14 (14.00)	29 (29.00)	4 (4.00)	55 (55.00)	45 (45.00)	-

Figures in parentheses indicate percentage.

5.3.1. Area-wise perceived prevailing and desired organizational climate of GBPUAT

Information pertaining to the area-wise perceived prevailing and desired organizational climate of respondents worked out in the area of communication, managing rewards, supervision, interpersonal relationships and decision making has been presented in Table 5.17. More than 80 per cent of the respondents perceived the prevailing organizational climate as above average and 97 per cent of the respondents desired above average and thus showed a gap of 13 per cent in the area of communication. About 68 per cent of the respondents observed the prevailing climate in the area of managing rewards as above average and 97 per cent of the respondents desired above average climate. Only 12 per cent of the respondents perceived the prevailing climate in the area of interpersonal relationships as below average and more than 80 per cent of the respondents perceived it as above average. Still more than 96 per cent of the respondents desired above average climate. About 64 per cent of the respondents reported the prevailing climate in the area of supervision as above average and little less than 30 per cent of the respondents as below average but large majority of the respondents (97%) strongly desired above average climate. In the area of decision making 62 percent of the respondents perceived the prevailing climate as above average and 100 per cent desired above average climate, thus showing a gap of 37 per cent. Gap in the different areas shows that the prevailing climate is not better so the respondents desired above average climate in all the areas.

Table 5.17. Distribution of the respondents of GBPUAT according to area wise perceived prevailing and desired organizational climate (n=93)

Sr. No.	Area	Score range	Category	Perceived prevailing climate		Perceived desired climate		Gap	
				f	%	f	%	f	%
1	Communication	Above 18.00-30.00 18.00	Above average Average	78 3	83.87 3.23	91 2	97.85 2.15	13 1	13.98 1.08
		6.00-Below 18.00	Below average	12	12.90	-	-	-	-
2	Managing rewards	Above 18.00-30.00 18.00	Above average Average	63 6	67.74 6.45	91 2	97.85 2.15	28 4	30.11 4.30
		6.00-Below 18.00	Below average	24	25.81	-	-	-	-
3.	Interpersonal relationships	Above 18.00-30.00 18.00	Above average Average	75 6	80.65 6.45	90 3	96.77 3.23	15 3	16.12 3.22
		6.00-Below 18.00	Below average	12	12.90	-	-	-	-
4.	Supervision	Above 18.00-30.00 18.00	Above average Average	59 7	63.44 7.53	91 2	97.85 2.15	32 5	34.41 5.37
		6.00-Below 18.00	Below average	27	29.03	-	-	-	-
5.	Decision making	Above 18.00-30.00 18.00	Above average Average	58 6	62.37 6.45	93 -	100.00 -	35 -	37.63 -
		6.00-Below 18.00	Below average	29	31.18	-	-	-	-

5.3.2. Area-wise perceived prevailing and desired organizational climate of CCSHAU

The data presented in Table 5.18 revealed that 76 per cent of the respondents perceived prevailing climate above average in the area of communication. Only 8 per cent perceived it to be average but 99 percent of the respondents desired for above average organizational climate. As regards to the area of managing rewards, 46 per cent of the respondents observed below average climate and same percentage of the respondents observed above average climate. On the other hand, all the respondents desired for above average climate, which showed that 54 per cent more desired for above average climate indicating that the prevailing climate is not desirable. In case of interpersonal relationships, 60 per cent of the respondents perceived above average climate and only 10 per cent of the respondents perceived the climate to be average. In addition to the 60 per cent in above average climate category, 40 per cent more desired for above average climate indicating a gap in this area. Two-third of the respondents perceived the prevailing climate in supervision area above average and 25 per cent below average but for the desired climate only one per cent desired average and indicating gap of 32 per cent desiring for above average organizational climate. Almost equal percentage of the respondents felt the prevailing organizational climate in the area of decision making as above average and below average. Only 9 per cent of the respondents perceived the climate as average. Ninety six per cent of the respondents desired for above average climate and only 4 per cent average climate indicating a gap of 50 per cent.

Table 5.18. Distribution of the respondents of CCSHAU according to area wise perceived prevailing and desired organizational climate (n=100)

Sr. No.	Area	Score range	Category	Perceived prevailing climate		Perceived desired climate		Gap	
				f	%	f	%	f	%
1	Communication	Above 18.00-30.00 18.00	Above average Average	76 8	76.00 8.00	99 1	99.00 1.00	23 7	23.00 7.00
		6.00-Below 18.00	Below average	16	16.00	-	-	-	-
2	Managing rewards	Above 18.00-30.00 18.00	Above average Average	46 8	46.00 8.00	100 -	100.00 -	54 -	54.00 -
		6.00-Below 18.00	Below average	46	46.00	-	-	-	-
3	Interpersonal relationships	Above 18.00-30.00 18.00	Above average Average	60 10	60.00 10.00	100 -	100.00 -	40 -	40.00 -
		6.00-Below 18.00	Below average	30	30.00	-	-	-	-
4	Supervision	Above 18.00-30.00 18.00	Above average Average	67 8	67.00 8.00	99 1	99.00 1.00	32 7	32.00 7.00
		6.00-Below 18.00	Below average	25	25.00	-	-	-	-
5	Decision making	Above 18.00-30.00 18.00	Above average Average	46 9	46.00 9.00	96 4	96.00 4.00	50 5	50.00 5.00
		6.00-Below 18.00	Below average	45	45.00	-	-	-	-

5.3.3. Area-wise perceived prevailing and desired organizational climate of PAU

Data for area-wise prevailing and desired organizational climate of PAU has been given in Table 5.19. A perusal of the data in table indicates that in the area of communication, majority of the respondents (78%) perceived the prevailing climate as above average while six and sixteen percent perceived the organizational climate as average and below average, respectively. All the respondents desired for above average climate. Thirty one per cent of the respondents from the area of managing rewards observed the prevailing organizational climate as below average and two-third as above average. Ninety eight per cent of the respondents desired for above average climate indicating gap of 36 per cent. Seventy five per cent of the respondents felt that prevailing organizational climate in the area of interpersonal relationships as above average and 99 per cent of the respondents desired for above average climate. Twenty two per cent of the respondents in the area of supervision rated the prevailing climate as below average. On the other hand, 98 per cent desired for above average climate. In the area of decision-making, 56 per cent of the respondents perceived the prevailing organizational climate as above average and 9 per cent of the respondents perceived as average while 97 per cent of the respondents desired for above average climate. Thus, it can be concluded that there existed a gap of more than 20 per cent in the area of communication, 30 per cent in the area of managing rewards, 24 percent in the area of interpersonal relationships, 28 percent in supervision and 41 percent in the area of decision making. Thus, there is need to make improvements in the prevailing organizational climate as the respondents desired for above-average climate.

Table 5.19. Distribution of the respondents of PAU according to area wise perceived prevailing and desired organizational climate (n=100)

Sr. No.	Area	Score range	Category	Perceived prevailing climate		Perceived desired climate		Gap	
				f	%	f	%	f	%
1	Communication	Above 18.00-30.00 18.00	Above average Average	78 6	78.00 6.00	100 -	100.00 -	22 -	22.00 -
		6.00-Below 18.00	Below average	16	16.00	-	-	-	-
2	Managing rewards	Above 18.00-30.00 18.00	Above average Average	62 7	62.00 7.00	98 2	98.00 2.00	36 5	36.00 5.00
		6.00-Below 18.00	Below average	31	31.00	-	-	-	-
3.	Interpersonal relationships	Above 18.00-30.00 18.00	Above average Average	75 6	75.00 6.00	99 1	99.00 1.00	24 5	24.00 5.00
		6.00-Below 18.00	Below average	19	19.00	-	-	-	-
4.	Supervision	Above 18.00-30.00 18.00	Above average Average	70 8	70.00 8.00	98 2	98.00 2.00	28 6	28.00 6.00
		6.00-Below 18.00	Below average	22	22.00	-	-	-	-
5.	Decision making	Above 18.00-30.00 18.00	Above average Average	56 9	56.00 9.00	97 3	97.00 3.00	41 6	41.00 6.00
		6.00-Below 18.00	Below average	35	35.00	-	-	-	-

5.3.4. Overall perceived prevailing and desired organizational climate of GBPUAT, CCSHAU and PAU

For the overall perceived prevailing and desired organizational climate, scores of all the items in the different areas were summed up and thus based on the scores the respondents were classified into three categories. More than 90 scores were placed in above average and below than 90 scores in below average category. In case of CCSHAU, 58 per cent of the respondents perceived the prevailing climate as above average and 39 per cent as below average, whereas 100 per cent of the respondents desired for above average climate. In PAU, more than 75 per cent of the respondents reported above average climate and 22 per cent of the respondents as below average, on the other hand 100 per cent of the respondents desired above average climate. Thus, it can be concluded that the respondents of PAU, CCSHAU showed gap in their prevailing and desired organizational climate.

In GBPUAT, 78 per cent of the respondents perceived above average climate, and 21 per cent of the respondents perceived below average climate. But all the respondents desired for above average climate. Thus, it can be concluded that the respondents of PAU, CCSHAU and GBPUAT showed gap in their prevailing and desired organizational climate. Thus, there is need to make improvements in the prevailing organizational climate. A further look at the data in Table 5.20 shows that more than 78 per cent of the respondents from GBPUAT perceived the climate as above average whereas corresponding figures from CCSHAU and PAU were 58 and 76 per cent. This indicated that prevailing climate is relatively good in GBPUAT as compared to other two universities.

Table 5.20. Distribution of the respondents of three SAUs according to their overall perceived prevailing and desired organizational climate

Score range	Category	GBPUAT (n=93)				CCSHAU (n=100)				PAU (n=100)			
		Perceived prevailing climate	Perceived desired climate	Gap	f	Perceived prevailing climate	Perceived desired climate	Gap	f	Perceived prevailing climate	Perceived desired climate	Gap	f
Above 90.00-150.00	Above average	73 (78.50)	93 (100.00)	20 (21.50)	20	58 (58.00)	100 (100.00)	42 (42.00)	76	76 (76.00)	100 (100.00)	24 (24.00)	24
90.00	Average	-	-	-	-	3 (3.00)	-	-	2 (2.00)	-	-	-	-
30.00 - below 90.00	Below average	20 (21.50)	-	-	-	39 (39.00)	-	-	22 (22.00)	-	-	-	-

Figures in parentheses indicate percentage

5.4. GAP BETWEEN THE PERCEIVED PREVAILING AND DESIRED ORGANIZATIONAL CLIMATE

Mean score for perceived prevailing and desired organizational climate of each area was worked out. Gap was calculated from the mean score. Paired t-test was used to test the significance of gap between the prevailing and desired organizational climate in the different areas.

5.4.1. Gap between the perceived prevailing and desired organizational climate of GBPUAT

Perceived prevailing climate mean score and desired climate mean score was worked out for each of the area. The data given in Table 5.21 and Figure 2 indicated that gap of 4.06, 5.28, 4.59, 5.48 and 6.31 was found in the area of communication, managing rewards, interpersonal relationships, supervision and decision making respectively.

Table 5.21. Gap between the perceived prevailing and desired organizational climate of GBPUAT

Area	Perceived Prevailing climate (Mean score)	Perceived Desired climate (Mean score)	Gap (Mean score)	t- value
Communication	21.52	25.58	4.06	8.53**
Managing rewards	19.89	25.17	5.28	10.06**
Interpersonal relationships	21.18	25.77	4.59	8.59**
Supervision	19.80	25.28	5.48	10.24**
Decision making	19.37	25.68	6.31	11.52**
Overall organizational climate	101.78	127.48	25.70	12.21**

**Significant at 1 per cent level of significance

Gap of 25.70 mean score was found in the overall perceived prevailing and desired organizational climate. Paired t-test was applied to test

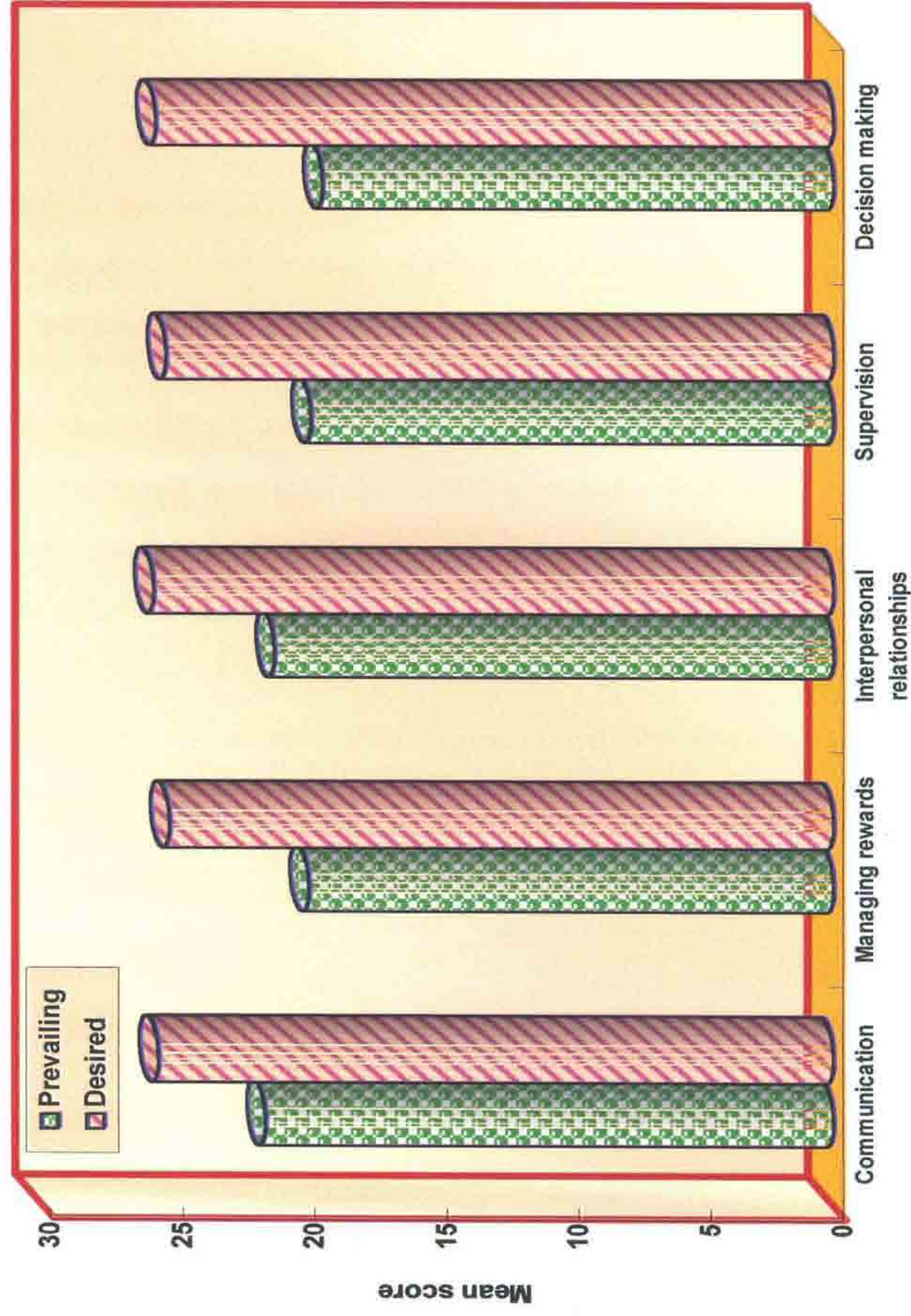


Figure 2. Perceived prevailing and desired organizational climate of GBPAUT

the significance of difference. Data further revealed that t-value was found to be significant at 1 per cent level of significance in all the areas, which indicates that there is difference in the mean scores of perceived prevailing and desired organizational climate in the different areas. So null hypothesis was rejected. Jhamtani and Singh (1987) reported similar findings and found a gap between the existing and desired organizational environment dimensions to be highly significant at 1 percent level of significance. It can be concluded that the respondents desire for better climate than the one, which is prevailing.

5.4.2. Gap between the perceived prevailing and desired organizational climate of CCSHAU

Mean score was worked out for perceived prevailing and desired organizational climate for each area. Data in Table 5.22 and Figure 3 showed that a gap of mean scores of 4.49, 7.16, 5.59, 5.26 and 6.93 was found in the area of communication, managing rewards, interpersonal relationships, supervision and decision making respectively.

Table 5.22. Gap between the perceived prevailing and desired organizational climate of CCSHAU

Area	Perceived prevailing climate (Mean score)	Perceived Desired climate (Mean score)	Gap (Mean score)	t- value
Communication	20.78	25.27	4.49	9.97**
Managing rewards	18.37	25.53	7.16	13.86**
Interpersonal relationships	19.99	25.58	5.59	13.10**
Supervision	19.98	25.24	5.26	10.67**
Decision making	18.26	25.19	6.93	11.16**
Overall organizational climate	97.38	126.81	29.43	14.17**

**Significant at 1 per cent level of significance

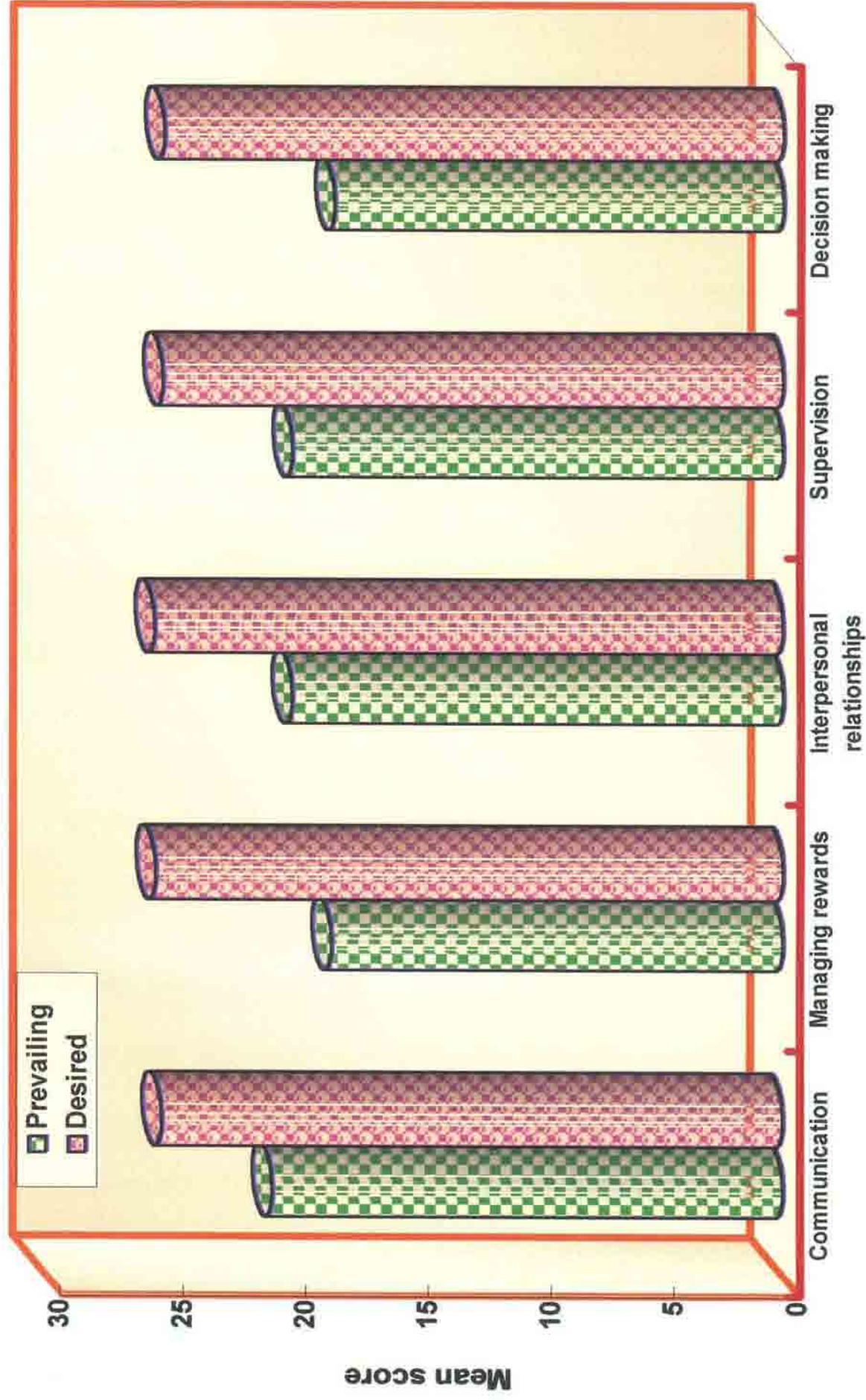


Figure 3. Perceived prevailing and desired organizational climate of CCSHAU

Gap of 29.43 mean score was observed in the overall perceived organizational climate. Paired t-test was used to test the significance of difference in the perceived prevailing and desired organizational climate scores in each of the area. In each area, t-value was found to be significant at 1 per cent level of significance, which means that there is significant difference in the mean scores of perceived prevailing and desired climate. So null hypothesis was rejected. These findings are in agreement with those of Jhamtani and Singh (1987). Thus, it can be concluded that there is a gap between the perceived prevailing and desired organizational climate mean scores in all the areas.

5.4.3. Gap between the perceived prevailing and desired organizational climate of PAU

Data regarding the gap between the perceived prevailing and desired organizational climate of PAU has been given in Table 5.23 and Figure 4. Mean score was worked out for perceived prevailing and desired organizational climate. Gap between the two climate mean scores was found to be 5.07 in the area of communication, 6.03 in the managing rewards, 4.64 in the area of interpersonal relationships, 5.19 in the area of supervision and 6.32 in the area of decision making.

In each area, t-value was found to be significant at 1 per cent level of significance. It indicates that there is difference in the mean scores of perceived prevailing and desired organizational climate of PAU respondents. Null hypothesis was rejected. These findings are in line with those of Jhamtani and Singh (1987). So, the respondents desire for better climate than the one, which is prevailing.

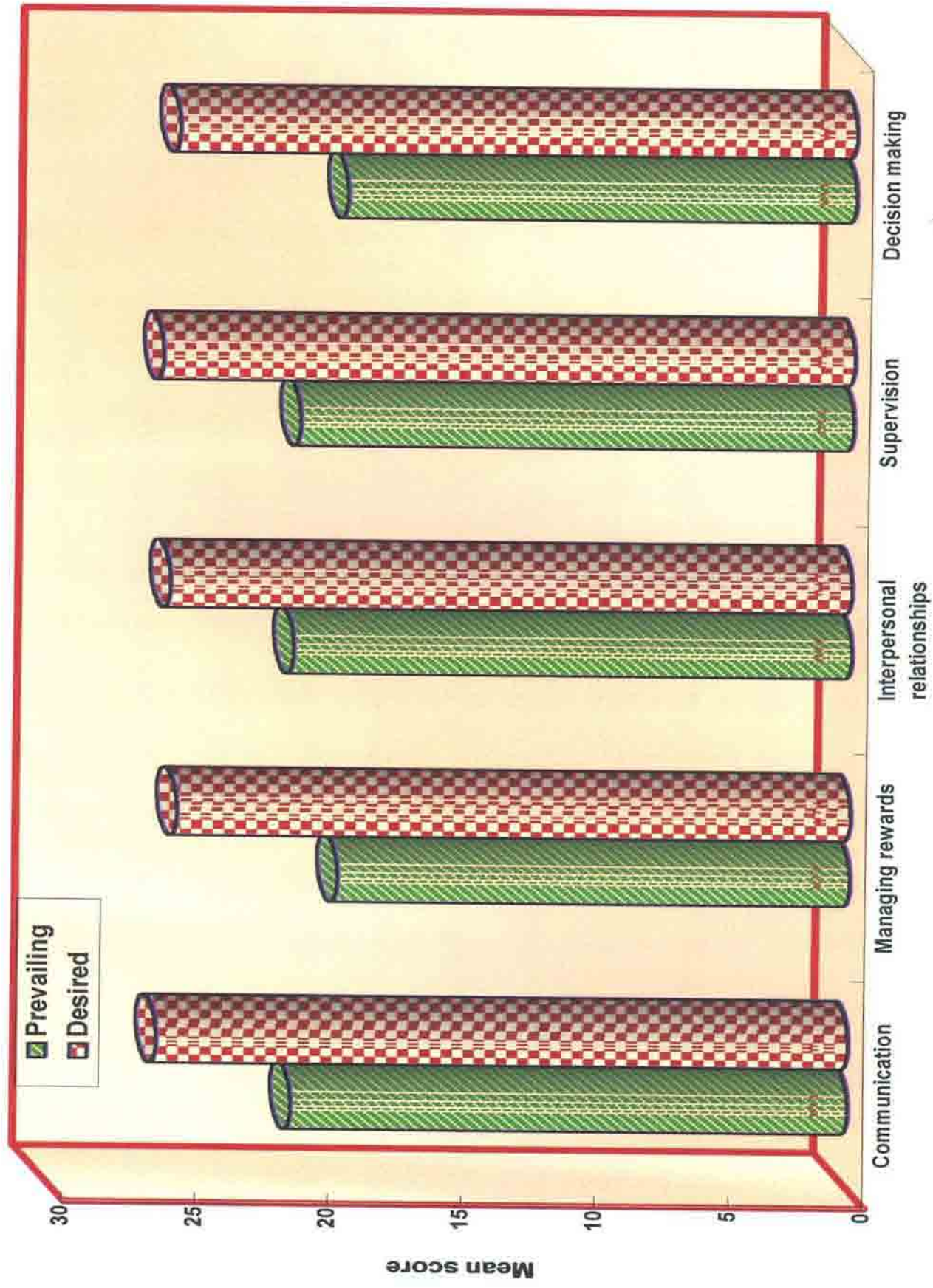


Figure 4. Perceived prevailing and desired organizational climate of PAU

Table 5.23 Gap between the perceived prevailing and desired organizational climate of PAU

Area	Perceived Prevailing climate (Mean score)	Perceived Desired climate (Mean score)	Gap (Mean score)	t- value
Communication	20.87	25.94	5.07	11.52**
Managing Rewards	19.22	25.25	6.03	12.10**
Interpersonal relationships	20.93	25.57	4.64	11.01**
Supervision	20.76	25.90	5.19	11.54**
Decision making	19.06	25.38	6.32	13.05**
Overall organizational climate	100.79	128.04	27.25	15.51**

**Significant at 1 per cent level of significance

5.4.4. Gap between the overall perceived prevailing and desired organizational climate of three SAUs

Overall perceived prevailing and desired organizational climate mean score was worked out for each institute. Gap was calculated from the mean score of prevailing and desired climate. A perusal of data in Table 5.24 and Figure 5 showed that prevailing climate mean score of three SAUs was 99.94 and desired climate mean score was 127.44. A gap of 27.50 was found in perceived prevailing and desired organizational climate mean scores. Paired t-test was used to test the significance of difference. It was found that t-value was significant at 1 per cent level of significance. Hence, there is difference in the mean score of overall perceived prevailing and desired organizational climate of three SAUs. So null hypothesis was rejected.

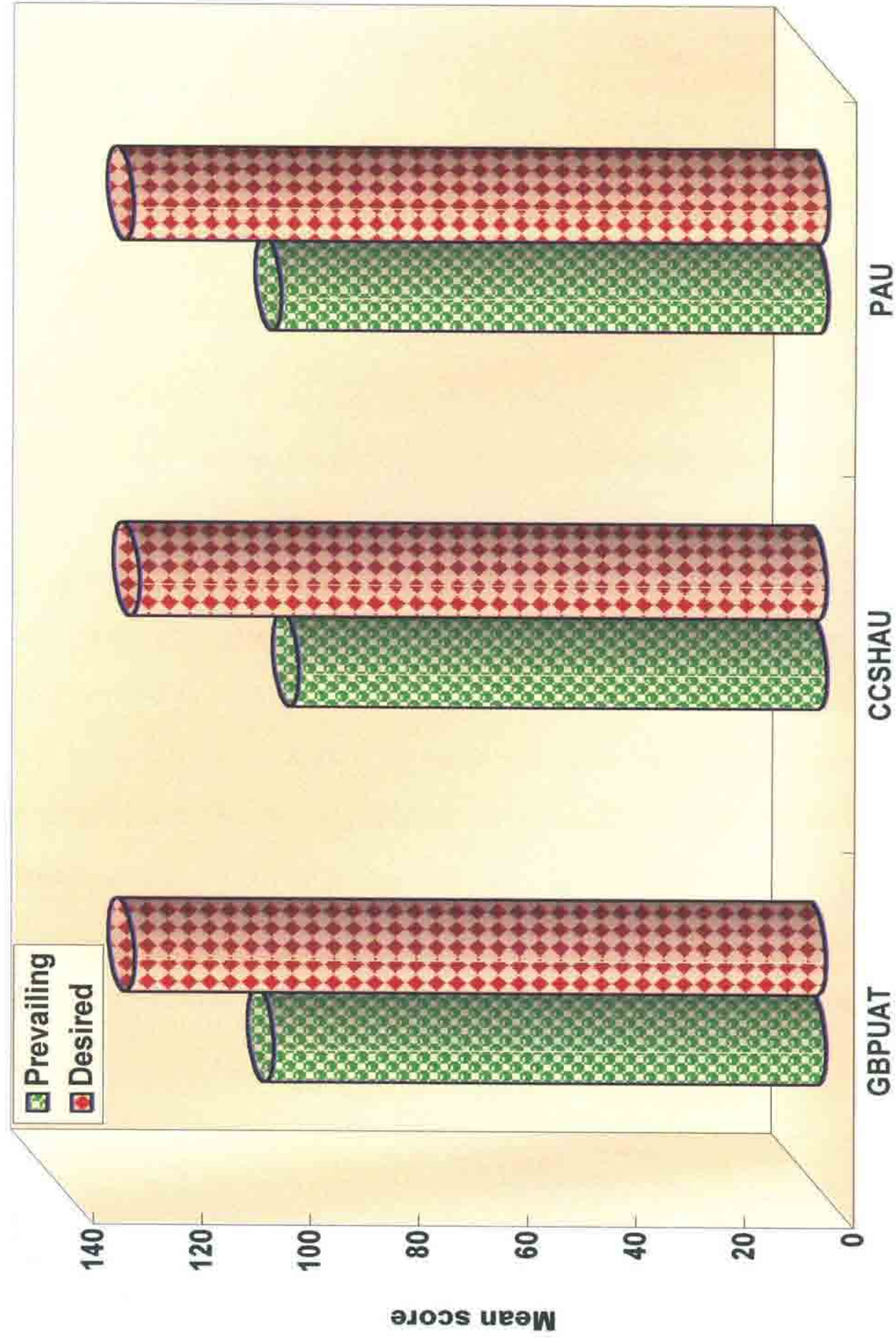


Figure 5. Overall perceived prevailing and desired organizational climate of three SAUs

Table 5.24. Gap between the overall perceived prevailing and desired organizational climate of three SAUs

Perceived Prevailing climate (mean score)	Perceived Desired climate (mean score)	Gap (mean score)	t-value
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99.94	127.44	27.50	24.05**
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** Significant at 1 per cent level of significance

5.4.5. Comparison between the perceived prevailing climate of three SAUs

Perceived prevailing climate mean score of GBPUAT, CCSHAU and PAU was 101.78, 97.38, and 100.79 respectively. Data regarding the comparison between the perceived prevailing climate mean scores of three SAUs is presented in Table 5.25. For making comparison between the prevailing climate of three SAUs, analysis of variance was used. Non-significant F-value indicates that there is no significant difference in the perceived prevailing climate mean scores of three SAUs. So null hypothesis could not be rejected.

Table 5.25 Analysis of variance of overall perceived prevailing organizational climate of three SAUs

SAU	Perceived Prevailing climate (mean score)	F-value
GBPUAT	101.78	1.86
CCSHAU	97.38	
PAU	100.79	

5.4.6. Comparison between the perceived desired climate of three SAUs

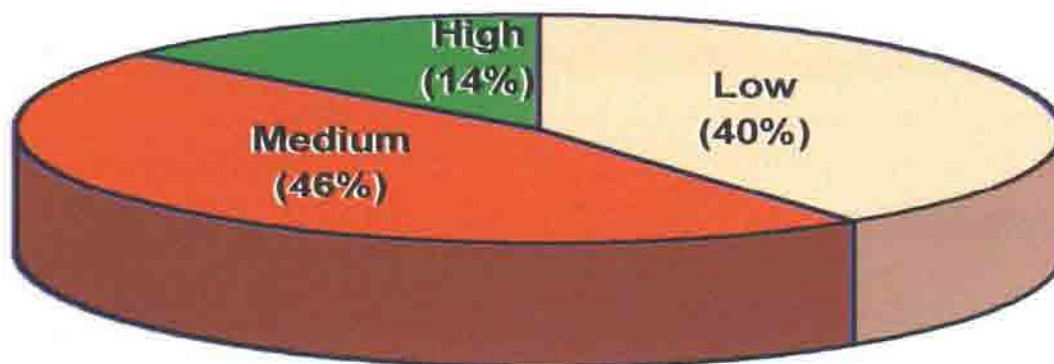
A perusal of data given in Table 5.26 regarding the comparison between the perceived desired climate mean scores of three SAUs revealed that perceived desired climate mean scores of GBPUAT, CCSHAU and PAU were 127.81, 126.38 and 128.04 respectively. Analysis of variance was used to make comparison between the desired climate scores of three SAUs. Non-significant F-value indicates that there is no significant difference in the perceived desired climate mean score of three SAUs. So null hypothesis could not be rejected.

Table 5.26 Analysis of variance of overall perceived desired organizational climate of three SAUs

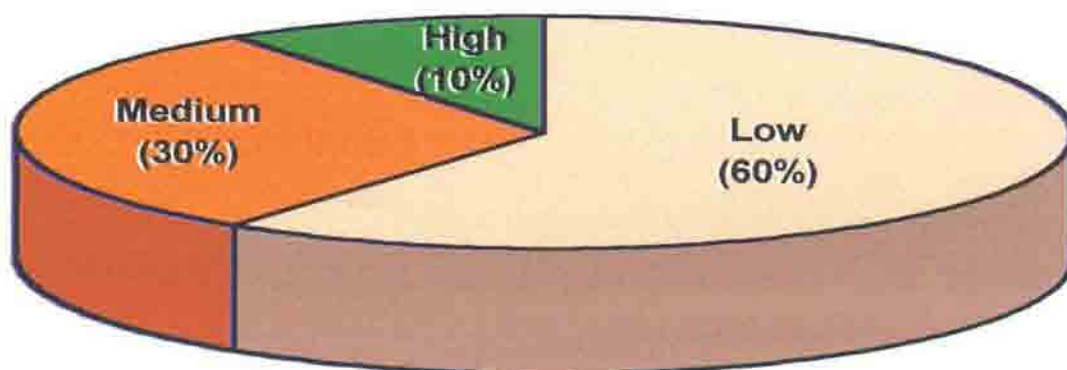
SAU	Perceived Desired climate (mean score)	F-value
GBPUAT	127.48	0.26
CCSHAU	126.81	
PAU	128.04	

5.5. WORK OUTPUT OF RESPONDENTS OF GBPUAT, CCSHAU AND PAU

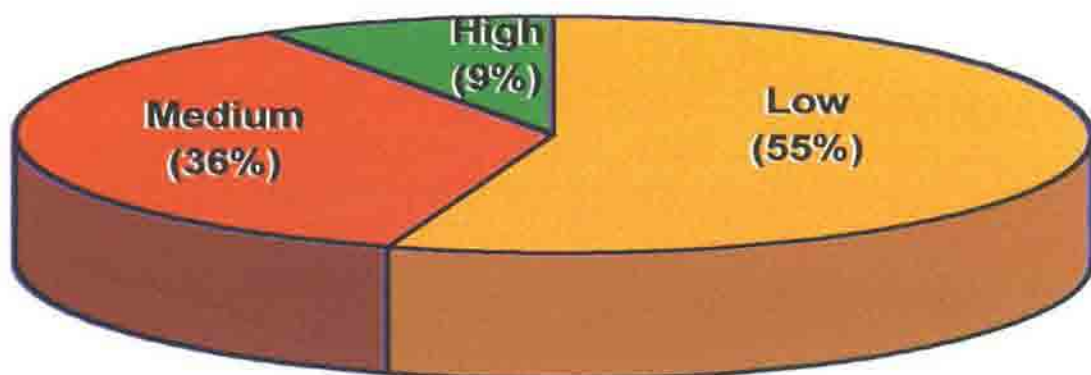
Different parameters in the area of teaching, research and extension were identified to measure the work output and scores were assigned to them. After summing up the scores of all the items in teaching, research and extension and were then divided by five. Scores ranged from 5.00 to 200. The respondents were classified into three categories by using cumulative cube root method. Data given in Table 5.27 and Figure 6 revealed that in case of PAU, 55 per cent of the respondents fell in the low category and only 9 per cent in the category of high work output. On the other hand, a little less than two-third of the respondents from CCSHAU were placed in the low category and only 10 per



(a) GBPUAT



(b) CCSHAU



(c) PAU

Figure 6. Work output of the respondents of three SAUs

cent in high work output category. In case of GBPUAT, more than 45 per cent of the respondents had medium work output category.

Table 5.27 Distribution of the respondents according to their work output

Scores	Range	Work Output		
		GBPUAT	CCSHAU	PAU
5.00-44.26	Low	37 (39.78)	60 (60.00)	55 (55.00)
44.26-97.38	Medium	43 (46.24)	30 (30.00)	36 (36.00)
97.38-200.00	High	13 (13.98)	10 (10.00)	9 (9.00)

Figures in parentheses indicate percentage

It can be concluded that there was not much difference in the percentage of respondents in the high category of work output among respondents of different SAUs. But in case of low and medium work output, GBPUAT respondents were less in these categories followed by PAU and HAU. So, the respondents from all the three universities had the same work output scores except the GBPUAT, where percentage of respondents was less in case of low work output category.

5.6. RELATIONSHIP OF PERSONAL AND JOB RELATED FACTORS WITH WORK OUTPUT OF RESPONDENTS

For identifying the personal and job related factors affecting the work output, coefficient of correlation was applied. Relationship of age, service experience, life membership of professional societies, trainings acquired, job satisfaction and perceived prevailing organizational climate with work output were worked out and data has been presented in Table 5.28.

1. Age

Data in Table 5.28 revealed that a positive and significant relationship between age and work output of respondents at 1 per cent level of

significance in CCSHAU and PAU, thereby indicating, more the age, more the work output. Null hypothesis was rejected. Kaur (2003) also reported similar findings of significant relationship of age with output behaviour of Home scientists in teaching and research.

The relationship of age and work output of the respondents was positive and non-significant in GBPUAT. These findings are in line with these of Dhillon and Sandhu (1977) who reported non-significant relationship of age and job effectiveness. Null hypothesis could not be rejected.

2. Service experience

Service experience and work output of the respondents was positively and significantly correlated at 5 per cent level in GBPUAT and at 1 per cent level in CCSHAU and PAU. It indicates that more the service experience more will be the work output. Null hypothesis was rejected. These findings are in agreement with Singh (1988) who found a positive and significant relationship of service experience and output behaviour of Agricultural Extension Personnel.

Dhillon and Sandhu (1977), Bhole (1985), Ganorkar and Shirke (1991) had contradicted these findings.

3. Life membership of professional societies

Relationship between life membership of professional societies and work output of respondents was found positive and non-significant in all the three SAUs. So null hypothesis could not be rejected.

It showed that life membership of professional societies do not affect the work output of respondents.

Table 5.28 Relationship between personal and job related factors and work output of respondents

Personal and job related factors	Work Output		
	GBPUAT (r value)	CCSHAU (r value)	PAU (r value)
1. Age	0.154	0.232**	0.330**
2. Service experience	0.217*	0.286**	0.337**
3. Life membership of professional societies	0.128	0.170	0.140
4. Training acquired	0.029	0.135	0.279**
5. Job satisfaction	0.080	0.152	0.278**
6. Prevailing organizational climate	0.001	0.094	0.007

* Significant at 5 per cent level of significance

** Significant at 1 per cent level of significance

4. Training acquired

Data presented in Table 5.28 showed that a positive and significant correlation existed between training acquired and work output of the respondents of PAU at 1 per cent level of significance. It means that more the number of trainings acquired more will be the workout. Null hypothesis was rejected. These findings were supported by Shetty and Murthy (1971), Parshad (1973), Sangha (1979) and Ganorkar and Shirke (1991).

The relationship was found positive and non-significant in case of GBPUAT and CCS HAU. So null hypothesis could not be rejected. Reddy and Das (1992) had also reported similar findings.

5. Job satisfaction

Relationship between job satisfaction and work output of respondents was found to be positive and non-significant in GBPUAT and CCSHAU. So null hypothesis could not be rejected. Similar findings had been reported by Perumal and Rai (1978), Shinde (1997). A positive and significant

relationship at 1 per cent level of significance was observed in case of PAU respondents. Null hypothesis was rejected. These findings are inline with these of Dhillon and Sandhu (1997), Sharma (1998) and Kaur (2003).

6. Perceived prevailing organizational climate

Perceived prevailing organizational climate and work output of respondents was positively and non-significantly co-related. These findings are inline with these of Reddy (1988). So null hypothesis could not be rejected. Jhansi (1985) had contradicted these findings and reported significant relationship between climate and teaching and extension productivity of the scientists.

5.6.1. Association between personal and job related factors with work output

For identifying the personal and job related variables affecting the work output of respondents, the association between the discrete variables like qualification at the time of joining the service, family background and occupation of spouse with work output was worked out and the data has been presented in Table 5.29 to 5.31.

5.6.2. Association between the qualification at the time of joining the service and work output of respondents

(a) GBPUAT

Data presented in Table 5.29 (a) indicated that majority of the respondents had Ph.D. degree at the time of joining the service. Among Ph.D. degree holder respondents, 27 per cent belonged to low work output and more than 22 per cent belonged to medium work output. Among the respondents having M.Sc. degree, about 24 per cent fell under the category of medium work output. Association between the qualification at the time of joining the service

and work output was found to be non-significant. So null hypothesis could not be rejected.

(b) CCSHAU

A perusal of the data in Table 5.29 (b) revealed that 36 per cent of the respondents having M.Sc. qualification fell under the category of low work output and 17 per cent under the medium work output category, whereas among respondents having Ph.D. degree at the time of joining, 24 per cent belonged to low and only 13 per cent belonged to medium work output category. Non-significant association showed that qualification at the time of joining the service was not associated with the work output of the CCSHAU respondents. So null hypothesis could not be rejected.

(c) PAU

Data presented in Table 5.29 (c) showed that 35 per cent of the respondents having M.Sc. qualification at the time of joining the service belonged to low and 17 per cent belonged to medium category of work output. Twenty per cent of the respondents having Ph.D. degree fell under the category of low work output and 19 per cent under medium work output category.

The association was found to be non-significant. It showed that qualification at the time of joining the service was not associated with the work output of PAU respondents. So null hypothesis could not be rejected.

Table 5.29 Association between the qualification at the time of joining the service and work output of respondents

(a) GBPUAT

(n=93)

Qualification at the time of joining the service	Work output			Total
	Low	Medium	High	
M.Sc.	11(11.83)	22(23.66)	3(3.22)	36(38.71)
Ph.D	26(27.96)	21(22.58)	10(10.75)	57(61.29)
Total	37(39.79)	43(46.24)	13(13.97)	93(100.00)

$$\chi^2 = 2.09$$

(b) CCSHAU

(n=100)

Qualification at the time of joining the service	Work output			Total
	Low	Medium	High	
M.Sc.	36(36.00)	17(17.00)	9(9.00)	62(62.00)
Ph.D	24(24.00)	13(13.00)	1(1.00)	38(38.00)
Total	60(60.00)	30(30.00)	10(10.00)	100(100.00)

$$\chi^2 = 0.25$$

(c) PAU

(n=100)

Qualification at the time of joining the service	Work output			Total
	Low	Medium	High	
M.Sc.	35(35.00)	17(17.00)	8(8.00)	60(60.00)
Ph.D	20(20.00)	19(19.00)	1(1.00)	40(40.00)
Total	55(55.00)	36(36.00)	9(9.00)	100(100.00)

$$\chi^2 = 0.67$$

5.6.3. Association between the family background and work output of respondents

(a) GBPUAT

A perusal of data in Table 5.30 (a) showed that more than 38 per cent of the rural background respondents were placed under the medium work output category and about 24 per cent of rural respondents were placed under low work output category. Association was found to be significant at 1 per cent level of significance. It can be inferred from the results that family background has association with the work output of respondents of GBPUAT. So null hypothesis could not be rejected. Dhillon and Sandhu (1997) reported that rural background was positively and significantly co-related with the job effectiveness. Similar findings have been reported by Saxena (1958), Rahudkar (1963), Patel and Lagous (1968) and Seigeonoker and Patel (1970).

(b) CCSHAU

It was clear from the data given in Table 5.30 (b) that 45 per cent rural respondents were placed under low work output and 23 per cent rural respondents in medium work output, but 15 per cent of the urban respondents belonged to low work output and only 7 per cent belonged to medium work output. Association was found to be non-significant. Rahad, Ingle and Supe (1996) had also reported the similar findings. So null hypothesis could not be rejected.

(c) PAU

A critical observation of data in Table 5.30 (c) revealed that 41 per cent of the rural respondents belonged to low work output category and 26 per cent of the rural respondents belonged to medium work output category, whereas among urban respondents 14 per cent were placed in low and 10 per cent in medium work output category. Association was found to be non-

significant. It means that family background has no association with the work output of respondents of PAU. So null hypothesis could not be rejected.

Table 5.30 Association between the family background and work output of respondents

(a) GBPUAT **(n=93)**

Family background	Work output			Total
	Low	Medium	High	
Rural	22(23.66)	36(38.71)	12(12.90)	70(75.27)
Urban	15(16.13)	7(7.53)	1(1.07)	23(24.73)
Total	37(39.79)	43(46.24)	13(13.97)	93(100.00)

$$\chi^2 = 8.24^{**}$$

** Significant at 1 per cent level of significance

(b) CCSHAU **(n=100)**

Family background	Work output			Total
	Low	Medium	High	
Rural	45(45.00)	23(23.00)	9(9.00)	77(77.00)
Urban	15(15.00)	7(7.00)	1(1.00)	23(23.00)
Total	60(60.00)	30(30.00)	10(10.00)	100(100.00)

$$\chi^2 = 0.34$$

(c) PAU **(n=100)**

Family background	Work output			Total
	Low	Medium	High	
Rural	41(41.00)	26(26.00)	5(5.00)	72(72.00)
Urban	14(14.00)	10(10.00)	4(4.00)	28(28.00)
Total	55(55.00)	36(36.00)	9(9.00)	100(100.00)

$$\chi^2 = 0.37$$

5.6.4. Association between the occupation of spouse and work output of respondents

(a) GBPUAT

It can be inferred from the data in Table 5.31 (a) that majority of the respondents' spouses (83.70%) belonged to housewife category. Only 15 per cent were service class. Among the housewife category, more than 42 per cent of the respondents belonged to medium work output and about 30 per cent belonged to low work output category. Occupation of spouses and work output of respondents were non-significantly associated. So null hypothesis could not be rejected.

(b) CCSHAU

A perusal of data given in Table 5.31(b) revealed that 49 per cent of the respondents spouses belonged to service class. Among the service class 32 per cent of the respondents were placed in low work output and 17 per cent were placed in medium work output category. Non-significant result indicates that there is no association between the occupation of spouses and the work output of respondents. So null hypothesis could not be rejected.

(c) PAU

Data presented in Table 5.31 (c) indicated that majority of the respondents' spouses belonged to service class. More than 40 per cent of the respondents belonged to low work output whose spouses were service class and about 20 per cent belonged to medium work output category. Significant association shows that occupation of spouse was associated with the work output of respondents of PAU. Null hypothesis was rejected.

Table 5.31. Association between the occupation of spouse and work output of respondents

(a) GBPUAT

(n=92)

Occupation of spouse	Work output			Total
	Low	Medium	High	
Housewife	28(30.43)	39(42.39)	10(10.87)	77(83.70)
Service	8(8.70)	3(3.26)	3(3.26)	14(15.21)
Business	1(1.09)	-	-	1(1.09)
Total	37(40.22)	42(45.65)	13(14.13)	92(100.00)

$$\chi^2 = 3.06$$

(b) CCSHAU

(n=99)

Occupation of spouse	Work output			Total
	Low	Medium	High	
Housewife	26(26.26)	17(17.17)	6(6.06)	49(49.49)
Service	32(32.32)	17(17.17)	-	49(49.49)
Business	1(1.01)	-	-	1(1.01)
Total	59(59.59)	34(34.34)	6(6.06)	99(100.00)

$$\chi^2 = 1.71$$

(c) PAU

(n=99)

Occupation of spouse	Work output			Total
	Low	Medium	High	
Housewife	10(10.10)	16(16.16)	4(4.04)	30(30.30)
Service	43(43.43)	19(19.19)	5(5.05)	67(67.67)
Business	1(1.01)	1(1.01)	-	2(2.02)
Total	54(54.54)	36(36.36)	9(9.09)	99(100.00)

$$\chi^2 = 7.8^{**}$$

**** Significant at 1 per cent level of significance**

5.7. OPERATIONAL MODEL OF THE STUDY

Operational model of the study is presented in Figure 7. Perceived prevailing and desired organizational climate was measured in the different areas viz. communication, managing rewards, interpersonal relationships, supervision and decision making. Overall perceived prevailing and desired organizational climate mean score of three SAUs was 99.94 and 127.44 respectively. Gap was worked out from the perceived prevailing and desired organizational climate. Gap of mean score of 22.50 was found in the overall perceived prevailing and desired organizational climate of three SAUs. Work output has been worked out. Age and service experience of the respondents were positively and significantly correlated with the workout put in all the SAUs. Training acquired and job satisfaction of the respondents was positively and significantly correlated with the workout put of the respondents of PAU. Relationship between perceived prevailing climate and workout put of the respondents was positive and non significant in all the SAUs. Association between family background and workout put of the respondents of GBPUAT was found significant. Occupation of spouse was associated with the workout put of the respondents of PAU.

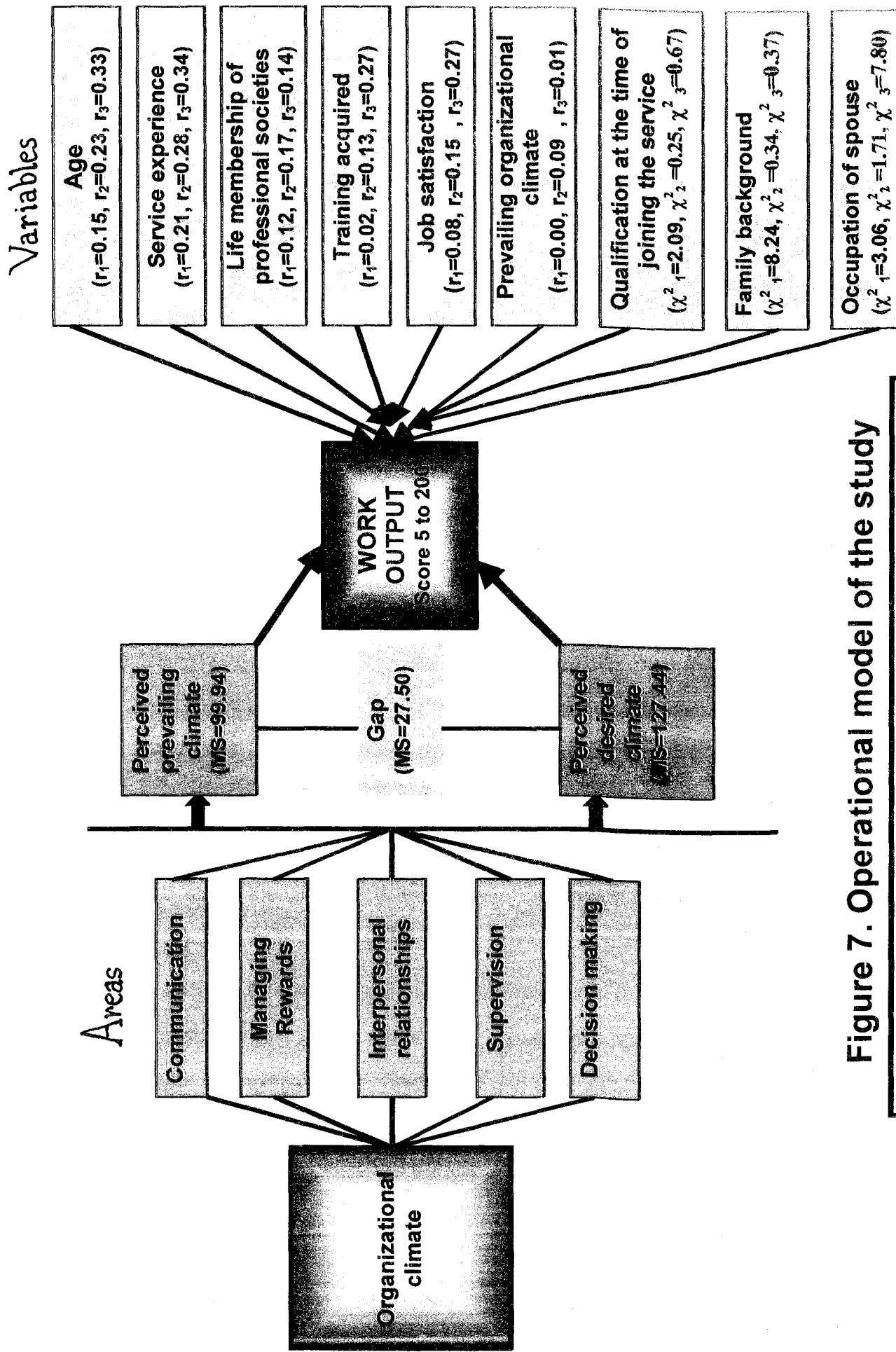


Figure 7. Operational model of the study

MS=mean score, r=correlation coefficient and χ^2 =chi square values
 r_1 χ^2_1 - GBPUAT, r_2 χ^2_2 - CCSHAU, r_3 χ^2_3 - PAU

Variables

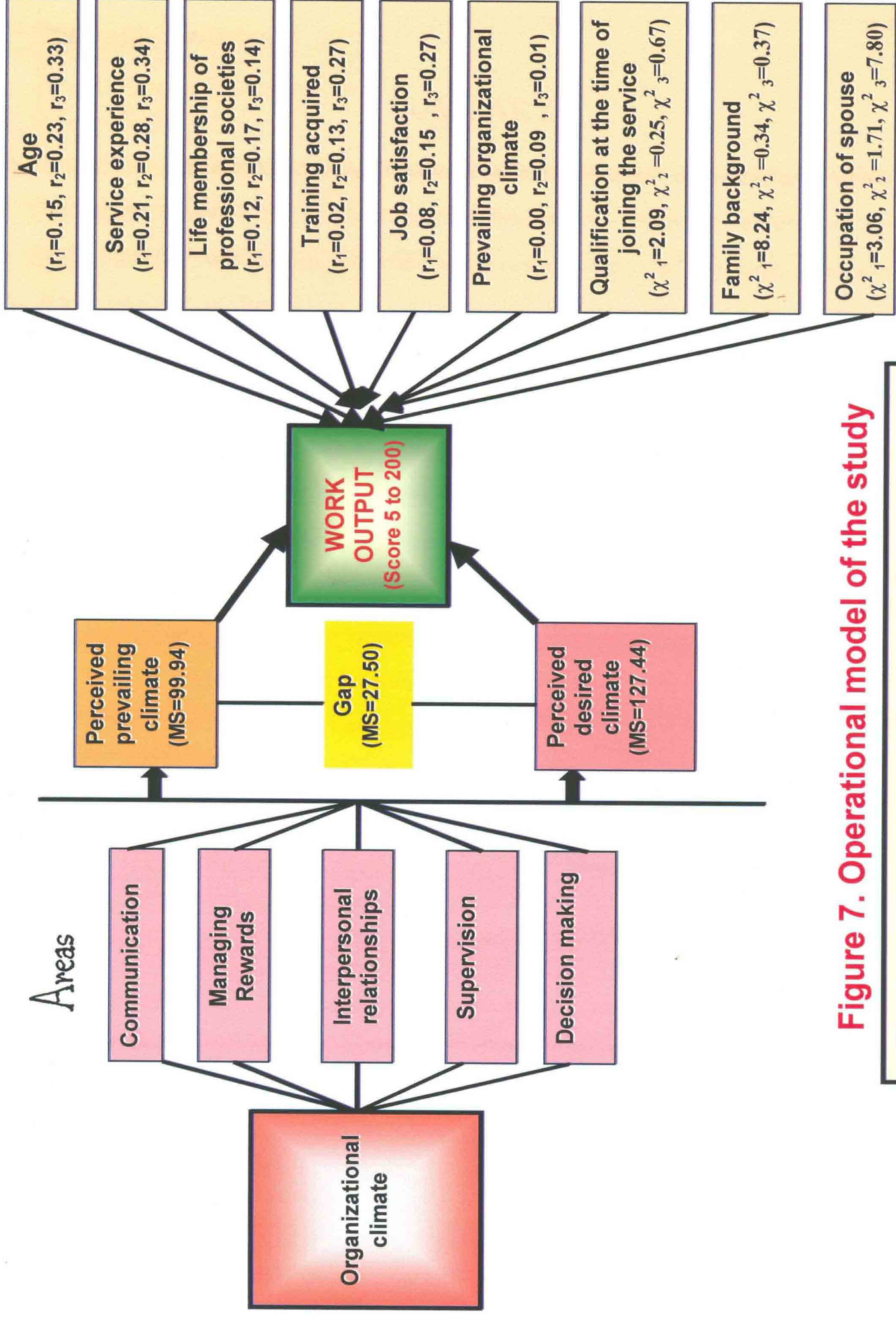


Figure 7. Operational model of the study

MS-mean score, r- correlation coefficient and χ^2 - chi square values
 $r_1 \chi^2_1$ - GBPUAT, $r_2 \chi^2_2$ - CCSHAU, $r_3 \chi^2_3$ - PAU

Chapter VI

SUMMARY

State Agricultural Universities are academic organizations, which contribute significantly to agricultural development. Essential features of an agricultural university are the state wise responsibility for teaching, research and extension of agriculture. An Agricultural University integrates these three functions. Organizational climate has emerged as an effective way of studying the inter-group dynamics of organizational behaviour pattern and structure of the organization as a whole. Scientists are engaged in transactions for meeting their professional needs and strengthening their disciplines. If congenial work environment prevails only then the scientists become satisfied with their jobs and work in harmony as an effective team and motivate the people to participate in extension and development programmes.

Organizational climate can have a major influence on motivation, productivity and job satisfaction. More favourable the organizational climate, the greater will be the productivity. Keeping these facts in view, the present study was undertaken with the following objectives:

1. To study the prevailing and desired organizational climate as perceived by the agricultural scientists.
2. To study the work output of agricultural scientists.
3. To determine the personal and job related factors affecting the work output of agricultural scientists.
4. To study the gap between the prevailing and desired organizational climate.

6.1. METHODOLOGY

The study was conducted in three purposively selected state agricultural universities of Northern region viz. GBPUAT, Pantnagar; CCSHAU, Hissar and PAU Ludhiana. One hundred agricultural scientists from each university were selected with proportional allocation to teaching, research and extension and Professors, Associate Professors and Assistant Professors. Organizational climate scale was developed by using Likert technique for measuring the prevailing and desired organizational climate. A questionnaire consisting of three parts was developed for the collection of data. Three hundred questionnaire were distributed for collecting the data from agricultural scientists of three SAUs. From GBPUAT, out of 100, 93 questionnaires were received back and one hundred each from CCSHAU and PAU. So, in all data of 293 agricultural scientists were tabulated and analyzed. Frequency, percentage, mean score, coefficient of correlation, Chi-square, paired t-test and analysis of variance was used for the analysis of data.

6.2 SALIENT FINDINGS

6.2.1. Personal and job related factors of the respondents

Majority of the respondents from three SAUs had 21 to 36 years of service experience, belonged to 42 to 59 years of age group, had rural background and were married and having M.Sc. qualification at the time of joining the service in CCSHAU and PAU. Majority of the respondents' spouses had education varying from graduate to doctorate. In CCSHAU and PAU, majority of the respondents' spouses were service class but in GBPUAT they were housewives. Majority of the respondents were moderately satisfied with their jobs, had life membership of 1-4 societies and acquired training at national level of 21 days or one-month duration.

6.2.2. Perceived prevailing and desired organizational climate of respondents in the different areas

Instructions are issued after due consideration and are expected to be carried out, faculty members speak with each other rather than writing memo, discussion held at various meetings are free and frank, promotion decisions are based on the suitability of the promotee rather than on favouritism, psychological climate is very conducive for developing and acquiring knowledge, higher authorities make efforts to identify and utilize the potential of the staff members, decisions are made keeping in view the welfare of the faculty were the items with which majority of the respondents in three SAUs agreed and perceived as desirable for desired climate.

6.2.3. Area wise perceived prevailing and desired organizational climate of the respondents

Majority of the respondents in three SAUs perceived the prevailing climate in all the areas viz. Communication, managing rewards, interpersonal relationships, supervision and decision making as above average and more than 90 per cent of the respondents desired for above average climate. Regarding the overall perceived organizational climate, 78 per cent, 58 per cent and 76 per cent respondents from GBPUAT, CCSHAU and PAU respectively perceived the prevailing climate as above average and 93 per cent in GBPUAT and all the respondents from PAU and CCSHAU desired for above average climate. Gap of more than 20 per cent, 42 per cent and 24 per cent in perceived prevailing and desired climate was observed in GBPUAT, CCSHAU and PAU respectively.

6.2.4. Gap between the perceived prevailing and desired organizational climate

Gap of mean score in the perceived prevailing and desired climate in all the areas viz. Communication, managing rewards, interpersonal relationships, supervision and decision making in three SAUs was found. Value of t-test was found significant in all the areas in three SAUs. Analysis of variance was used to find out the significance of difference in perceived prevailing climate mean score of three SAUs. The F-value was found non-significant. The F- value for the perceived desired climate mean scores was also found to be non-significant. Significant difference was found in the overall perceived prevailing and desired climate mean scores of three SAUs. Value of t-test was found significant at 1 per cent level of significance.

6.2.5. Work output of the respondents

More than 46 per cent of the respondents of GBPUAT belonged to medium work output category whereas 60 per cent from CCSHAU and 55 per cent from PAU belonged to low work output category.

6.2.6. Relationship of personal and job related factors with work output of the respondents

Relationship of age and service experience with work output of respondents was found positive and significant in all the three SAUs. Training acquired and job satisfaction of the respondents was positively and significantly correlated with the work output of the respondents of PAU. Qualification at the time of joining the service was not associated with the work output of respondents. Association between family background and work output of respondents of GBPUAT was found to be significant at 1 per cent level of

significance. Occupation of spouse and work output of respondents of PAU were associated. Family background and work output of respondents of CCSHAU and PAU were not associated. Association between occupation of spouse and work output of GBPUAT and CCSHAU was found to be non-significant.

6.3. SUGGESTIONS

Majority of the respondents in three SAUs desired for above average climate in all the areas and indicated gap in all the areas. For the overall prevailing and desired organizational climate majority of the respondents desired for above average climate and indicated a gap of 21.50, 42.00 and 24.00 per cent in GBPUAT, CCSHAU and PAU respectively. So, there is need to make improvements in the prevailing organizational climate. Based on the results of the study, the following suggestions are given:

- 6.3.1. Instructions should be issued after due consideration by the authorities.
- 6.3.2. Discussion at various meetings should be made free and frank.
- 6.3.3. Rewards should be given strictly on the basis of merit.
- 6.3.4. Promotion decision should be based on the suitability of the promotee.
- 6.3.5. Accomplishment of work should be appreciated and recorded.
- 6.3.6. Decisions should be made keeping in view the welfare of the faculty.
- 6.3.7. Very few scientists in the three SAUs had attended trainings at international level. So, it is suggested that scientists should be provided more opportunities to attend training at international level.
- 6.3.8. Training acquired had a positive and significant correlation with the work output of scientists. It is, therefore, suggested that scientists should be provided more opportunities for attending trainings courses.

6.3.9. As majority of the scientists are moderately satisfied with their jobs, so it is suggested that necessary improvements should be made in the prevailing organizational climate so that the scientists feel more satisfied with their jobs.

6.4. RECOMMENDATIONS FOR FUTURE RESEARCH

6.4.1. Similar study can be conducted in different regions.

6.4.2. Comparative study of organizational climate and work output of scientists of SAUs and Central Institutes can be undertaken.

6.4.3. Comparative study of organizational climate of teaching, research and extension faculty can be conducted.

6.4.4. Similar study can also be conducted on the extension personnel of state development departments.

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ANNEXURE-I
QUESTIONNAIRE
Organizational Climate and Work output of Agricultural
Scientists of Selected State Agricultural Universities of Northern
Region
PART – I

1. Name _____ 2. Designation _____
3. Department _____ 4. Age _____ years
5. Place of residence : _____
6. Date of joining the university service as Assistant Professor _____
7. Family background- Rural _____ 8. Marital status - Unmarried
- Urban _____ - Married
- Widow/Widower
- Divorcee
9. Major job responsibility - Teaching/Research/Extension
10. Qualification at the time of joining the service _____
11. Education of spouse _____
12. Occupation of spouse - Housewife
- Farming
- Service
- Business
- Any other (please specify)

If in service, place of posting _____

13. Membership status of professional societies
 - i. As Annual Member _____ (No.)
 - ii. As Life Member _____ (No.)

14. Training acquired during the last five years

S. No.	Name of the training	Level (National/ International) and Number	Duration	Year
i.	Summer school			
ii.	Winter school			
iii.	Short course			
iv.	Refresher course			
v.	Any other (Please specify)			

15. Job satisfaction : A list of statements concerning your job satisfaction has been given below. Against each statement, there are 5 columns. Please tick (✓) mark in the appropriate column against each statement (VMS - very much satisfied, S-satisfied, CS-can't say, D-dissatisfied, VMD-very much dissatisfied) to indicate your level of job satisfaction.

S. No.	Statements	V.M.S	S	C.S	D	V.M.D
1	Self esteem or respect.					
2	An opportunity for professional growth.					
3	Prestige of job inside the institution.					
4	Opportunity for independent thoughts.					
5	Feeling of job security.					
6	Opportunity for feedback on performance.					
7	Prestige of job outside the institution.					
8	Opportunity to do challenging work.					
9	Freedom on the job.					
10.	Opportunity for promotion.					
11.	Amount of respect and fair treatment.					
12.	Feeling of accomplishment.					
13.	Opportunity to help others.					
14.	Work load.					
15.	Opportunity to participate in professional seminars and conferences.					
16.	Opportunity for higher studies while working.					

PART - II

Organizational climate

A list of statements for measuring the organizational climate has been given below. Against each statement, there are ten columns. Please tick (✓) mark in the appropriate column against each statement SA-strongly agree, A-agree, U - undecided, DA-disagree, SDA-strongly disagree for the prevailing and SD- strongly desirable, D-desirable, N- neutral, UD- undesirable, SUD- strongly undesirable for the desired organizational climate as perceived by you.

S. No.	Items	Prevailing climate					Desired climate				
		SA	A	U	DA	SDA	SD	D	N	UD	SUD
A.	Communication										
1.	Instructions are issued after due consideration by the authorities and are expected to be carried out.										
2.	For taking an important decision, the tendency is to pass the file to somebody else for making the decision.										
3.	The information passed from one person to another is distorted or deliberately misinterpreted										
4.	Seniors and sub-ordinates feel free to discuss and communicate on all issues without any reservation or hesitation.										
5.	Faculty members speak with each other rather than writing memo.										

S. No.	Items	Prevailing climate						Desired climate			
		SA	A	U	DA	SDA	SD	D	N	UD	SUD
6	Discussions held at various meeting are free and frank.										
B. Managing rewards											
1	Knowledge and expertise have no value.										
2	Rewards are given to those who help their colleagues to develop.										
3	Hard work is seldom recognized and appreciated.										
4	Rewards are given strictly on the basis of merit.										
5	Promotion decisions are based on the suitability of the promotee rather than on favouritism.										
6	Accomplishment of work is appreciated and recorded.										
C. Interpersonal relationships											
1	Work atmosphere is very friendly.										
2	Faculty members have strong association mostly with their seniors and look for suggestions and guidance from them.										
3	Staff members do not trust each other.										

S. No.	Items	Prevailing climate					Desired climate				
		SA	A	U	DA	SDA	SD	D	N	UD	SUD
4	Psychological climate is very conducive for developing and acquiring new knowledge.										
5	Staff members deal more with differences on issues and tasks rather than engaging in personality clashes.										
6	Working as a group is problem.										
D. Supervision											
1.	Supervision is done usually to find mistakes and catch the person.										
2	Senior faculty members take pains to see that junior faculty members improve skills.										
3	Seniors are free to express or discuss their feelings with their juniors.										
4	Senior faculty members ask juniors for new ideas.										
5	Every staff member do not know who is working under whom.										
6	Higher authorities make efforts to identify and utilize the potential of the staff members.										

S. No.	Items	Prevailing climate					Desired climate					
		SA	A	U	DA	SDA	SD	D	N	UD	SUD	
E.	Decision making											
1	Decisions are generally made without involving juniors and sub-ordinates.											
2	Decisions are made and influenced by specialists and knowledgeable persons.											
3	Decisions are made by keeping in view the welfare of the faculty.											
4	Decisions are taken after discussing with the people concerned.											
5	Superiors ask sub-ordinates for an informal discussion.											
6.	Faculty members have influence in decision making.											

PART – III

Work Output

Different parameters for measuring work output in teaching, research and extension have been given below. Please give information related to these parameters for the last five years.

A. Teaching

I. No of courses taught

	Jointly	Independently
i. U.G. Courses	_____	_____
ii. P.G. Courses	_____	_____

II Advisement

	Advised	Presently
i. No. of U.G. groups	_____	_____
ii. No. of M.Sc. students	_____	_____
iii. No. of Ph.D. students	_____	_____
b. Member of students advisory committee		
i. Member of M.Sc. students advisory committee (No.)	_____	_____
ii. Member of Ph.D. students advisory committee (No.)	_____	_____
iii. As a Nominee of Dean, Postgraduate Studies in student's advisory committee (No.)	_____	_____

III. Books published

As main author (No.) _____

As co-author (No.) _____

Edited books (No.) _____

IV. No. of chapters published in books

V. Manuals published (No.) _____

VI. Bulletins/booklets published (No.) _____

VII. Participation in seminars/ conferences/
workshops/Symposia

S. No.	Level	Attended (No)	Paper presented (No)
i.	State level		
ii.	National level		
iii.	International level		

VIII. Number of courses/summer schools/winter schools organized and lecturers delivered

Sr. No.	Participation as	Summer school (No.)	Winter school (No.)	Refresher course (No.)	Short course (No.)	Any other (No.)
i.	Course director					
ii.	Co-director					
iii.	As resource person					
iv.	Any other (Please specify)					

IX. Best teacher award received, if any, please mention the level, Name of Agency _____

X. Examinership and paper setter

	As examiner		As paper setter		As
	Theory	Practical	Theory	Practical	Evaluator
	(No. of times)		(No. of times)		(No. of times)
U.G. Courses	_____	_____	_____	_____	_____
P.G. courses	_____	_____	_____	_____	_____

XI.	Acted as expert in	
i.	Selection committee (No.)	_____
ii.	Viva voce examination (No.)	_____
	M.Sc. Students (No.)	_____
	Ph.D. Students (No.)	_____
	Oral comprehensive examination of Ph.D. students (No.)	_____
	M.Sc. Thesis evaluated (No.)	_____
XII	Inchargeship	
	Class Incharge (No. of years)	_____
	Incharge, Departmental Library (No. of years)	_____
	Incharge, Audio Visual Aid Lab./Multi Media Lab. (No. of years)	_____
	Incharge, U.G. Programme (No. of years)	_____
	Incharge, P.G. Programme (No. of years)	_____
	Incharge, N.C.C./N.S.S. (No. of years)	_____
	Incharge, particular section e.g. Pulses section, Cotton section (No. of years)	_____

XIII. Offices held in professional societies

Sr. No.	Office	Local chapter and no. of years	National societies and no. of years	International societies and no. of years
1.	President			
2.	Vice- President			
3.	Secretary			
4.	Joint Secretary			
5.	Treasurer			
6.	Any other (Please specify)			

XIV. Involvement in students co-curricular activities

S. No.	Club/Association	Office held	No. of years
1.	Sports Club		
2.	Speakers Forum		
3.	Young Writers Association		
4.	Fine Arts and Photography Club		
5.	Dance Drama and Music Club		
6.	Any other (Please specify)		

XV. Offices held in various committees at department/College/University level :

Sr. No.	Committee (s)	Deptt./College/ University level	Office held and No. of years

B. Extension

I. Number of popular articles published

- i. Independently _____
- ii. Co-author _____
- iii. Status of publication
Magazines (No.) _____
Newspapers (No.) _____

II. Radio and T.V. Talks

	Delivered as expert	Compered
i. Number of T.V. talks	_____	_____
ii. Number of Radio talks	_____	_____
III. Member of Kisan Mela committees as		
i. Convenor (No)	_____	
ii. Co-convoner (No.)	_____	
iii. Member (NO.)	_____	

**IV Number of training camps organised
for farmers and lectures delivered**

Level	Camps organised (No.)	Lectures delivered (No.)
i. Village level	_____	_____
ii. Block level	_____	_____
iii. Distt. level	_____	_____

V. Refresher/In-service/Farmer's training courses organised and lectures delivered

Sr. No.	Name of the Course	Duration of course (No. of days)	Number of courses organized	Number of lectures delivered

VI Invited lectures delivered (e.g. NGOs, Co-operative organization, etc.)
Please specify the number of lectures delivered and name of inviting agency

VII Number of field days organized

VIII Number of campaigns organized

IX Number of queries attended

X Number of exhibition(s) organized

XI State level Rabi/Kharif workshops
organised as

i. Convenor (No.)

ii. Co-convenor (No.)

iii. Member (No.)

iv. Acted as Session Chairman (No.)

v. Acted as Session Co-ordinator (No.)

vi. Participated as expert (No.)

XII . Acted as member of execution team of extension projects

Sr.No.	Name of the Project	As member/ team leader	Number of years
--------	---------------------	---------------------------	-----------------

XI. Awards received in recognition of extension services

S. No.	Level	Name of the award	Individual/ team award	Agency/ organization who awarded
i.	University level			
ii.	State			
iii.	National			
iv.	International			

C. Research

I. (a) Number of research papers published in

	As first author	As co- author
i. National journal	_____	_____
ii. International journal	_____	_____

(b) Number of abstracts published in the
proceedings of Seminar/Workshop/
Conference/Symposia

	As first Author	As Co- author
State level	_____	_____
National level	_____	_____
International level	_____	_____

II. Number of recommendations in Package of Practices

i. Based on students research _____

ii. Independent research _____

III. Adhoc research projects

Completed Handling at
present

i. Funded adhoc research projects as P.I. _____

ii. Funded adhoc research projects as Co. P.I. _____

iii. Any other (Please specify) _____

IV. Best paper/poster award received in onference/Seminar/Symposia/Workshop, if any.

(i) Number of awards : _____

(ii) Name of the award : _____

(iii) Name of the Conference/ Seminar/Workshop/Symposia : _____

(iv) Organization/Society who awarded. : _____

V. Awards received in research

S. No.	Level	Name of the award	Individual/ team award	Agency/ organization who awarded
i.	University level			
ii.	State			
iii.	National			
iv.	International			

Single As Team
Member/
Leader

VI. Number of varieties developed _____

VII. Number of field trials conducted _____

VIII Any other (Please specify) _____

ANNEXURE – II

Scoring procedure followed for the parameters of work output

A. Teaching

I. Courses taught

		Jointly	Independently
i.	U.G. Courses	0.5	1.0
ii.	P.G. Courses	1.0	2.0

II. Advisement

		Advised	Presently
i.	U.G. groups	5.0	5.0
ii.	M.Sc. students	2.0	2.0
iii.	Ph.D. students	3.0	3.0
b.	Member of students advisory committee		
i.	Member of M.Sc. students advisory committee	1.0	1.0
ii.	Member of Ph.D. students advisory committee	1.5	1.5
iii.	As a Dean's nominee in student's advisory committee	1.0	1.0

III. Books published

As main author	3.0
As co-author	2.0
Edited books	1.0

IV. Chapters published in books

V. Manuals published

VI. Bulletins/booklets published (No.)

VII. Participation in seminars/ conferences/ workshops

S. No.	Level	Attended	Paper presented
i.	State level	0.5	1.0
ii.	National level	1.0	2.0
iii.	International level	1.5	3.0

VIII. Number of courses/summer schools/winter schools organized and lecturers delivered

Sr. No.	Participation as	Summer school (21days)	Winter school (21days)	Refresher course (21days)	Short course (10days)	Any other
i.	Course director	3.0	3.0	3.0	1.5	--
ii.	Co-director	2.0	2.0	2.0	1.0	--
iii.	As resource person	1.0	1.0	1.0	0.5	--
iv.	Any other (Please specify)					

IX. Best teacher award received, if any, please mention the level

National level	University level
2.0	1.0

X. Examinership and paper setter

	As examiner		As paper setter		As Evaluator
	Theory	Practical	Theory	Practical	
U.G. Courses	1.0	1.0	1.0	1.0	1.0
P.G. courses	1.0	1.0	1.0	1.0	1.0

XI. Acted as expert in

i.	Selection committee	3.0
----	---------------------	-----

ii.	Viva voce examination	
	M.Sc. Students	2.0
	Ph.D. Students	2.0
	Oral comprehensive examination of Ph.D. students	2.0
	M.Sc. Thesis evaluated	2.0
XII.	Inchargeship	
	Class Incharge	1.0
	Incharge, Departmental Library	1.0
	Incharge, Audio Visual Aid Lab./Multi Media Lab.	1.0
	Incharge, U.G. Programme	1.0
	Incharge, P.G. Programme	1.5
	Incharge, N.C.C./N.S.S.	1.0
	Incharge, particular section e.g. Pulses section, Cotton section (No. of years)	2.0

XIII. Offices held in professional societies

Sr. No.	Office	Local chapter	National societies	International societies
1.	President	2.0	3.0	4.0
2.	Vice- President	1.0	1.5	2.0
3.	Secretary	0.5	0.5	1.0
4.	Joint Secretary	0.5	0.5	1.0
5.	Treasure	0.5	0.5	1.0

XIV. Involvement in students co-curricular activities

1.	Sports Club	1.0
2.	Speakers Forum	1.0
3.	Young Writers Association	1.0
4.	Fine arts and Photography Club	1.0
5.	Dance Drama and Music Club	1.0
6.	Hostel warden	2.0

XV. Offices held in various committees at department/College/University level :

Sr. No.	Offices held	Deptt./College level	University level
1.	Chairman	2.0	3.0
2.	Secretary/Convenor	1.0	2.0

B. Extension

I. Number of popular articles published

i. Independently	1.0
ii. Co-author	0.5

II. Radio and T.V. Talks

	Delivered as expert	Compeered
i. T.V. talks	1.0	0.5
ii. Radio talks	1.0	0.5
III. Member of Kisan Mela committees as		
i. Convenor	1.0	
ii. Co-convenor	1.0	
iii. Member	0.5	

IV. Number of training camps organized for farmers and lectures delivered

Level	Camps organized	Lectures delivered
i. Village level	1.0	1.0
ii. Block level	1.0	1.0
iii. Distt. level	2.0	2.0

V. Refresher/In-service/Farmer's training courses organized and lectures delivered

Sr. No.	Duration of course (No. of days)	Courses organized	Lectures delivered
1.	21 days	2.0	1.0
2.	Short course	1.5	1.0

VI Invited lectures delivered (e.g. NGOs, Co-operative organization, etc.)
Please specify the number of lectures delivered and name of inviting agency: 1.0

VII Field days organized 2.0

VIII Campaigns organized 2.0

IX Queries attended 1.0

X Exhibition(s) organized 1.5

XI State level Rabi/Kharif workshops organized as 1.0

i. Convenor 1.0

ii. Co-convenor 0.5

iii. Member

iv. Acted as Session Chairman 1.0

v. Acted as Session Co-ordinator 1.0

vi. Participated as expert 1.5

XII . Acted as member of execution team of extension projects

As team leader 2.0

As member 1.0

XIII. Awards received in recognition of extension services

S. No.	Level	Individual award	Team award
i.	University level	2.0	1.0
ii.	State	3.0	1.5
iii.	National	4.0	2.0
iv.	International	6.0	3.0

C. Research

I. (a) Research papers published in

	As first author	As co-author
i. National journal	2.0	1.0
ii. International journal	3.0	2.0

(b) Abstracts published in the
proceedings of Seminar/Workshop/
Conference/Symposia

	As first Author	As Co-author
State level	1.0	0.5
National level	1.0	0.5
International level	2.0	1.0

II. Recommendations in Package of Practices

i. Based on students research _____	1.0
ii. Independent research _____	2.0

III. Adhoc research projects

	Completed	Handling at present
i. Funded adhoc research projects as P.I.	3.0	2.0
ii. Funded adhoc research projects as Co. P.I.	2.0	2.0
iii. Any other (Please specify)	_____	_____

IV. Best paper/poster award received in conference /Seminar/Symposia / Workshop:

S.No.	Paper / poster	National	International
(i)	Best paper in poster session:	1.0	2.0
(ii)	Best paper:	2.0	4.0

V. Awards received in research

S. No.	Level	Individual award	Team award
i.	University level	2.0	1.0
ii.	State	3.0	1.5
iii.	National	4.0	2.0
iv.	International	6.0	3.0

		As Leader	As Team Member
VI.	Varieties developed	2.0	1.0
VII	Field trials conducted	1.0	0.5

* Different scores were given to each category according to their importance. These were multiplied in the respective number according to the category.

VITA

Name of the student: Prabhjot Kaur
Father's name: S. Mall Singh
Mother's name: Late Smt. Surjit Kaur
Nationality: Indian
Date of birth: 14.5.1961
Permanent home address: V & P.O Badhni Kalan
District Moga (Punjab)

EDUCATIONAL QUALIFICATIONS:

Bachelor degree:

University and year of award: PAU, Ludhiana, 1981
OGPA: 2.88 (4.00)

Master's degree:

University and year of award: PAU, Ludhiana, 1984
OGPA: 3.54 (4.00)

Ph.D.

OGPA: 8.16 (10.00)
Title of Master's Thesis: Information needs of farm house wives
of Nihal Singh Wala block of Faridkot
district (Punjab)

Awards/Distinctions / Fellowship Nil
/ Scholarships:

