Academic and administration personnel's perceptions of organizational climate
(Sample of Educational Faculty of Firat University)

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Abstract

The data attempting to determine the perception regarding the organizational climate of the academic and administrative personnel employed at the Education Faculty have been gathered through the scale that was developed by the researcher. As a result of the research, it is found that the faculty employees have mid level organizational climate perception. While the academic and administrative staffs do have problems in participating in decision making, administrative personnel are having problems in communication matters. It is seen that academic personnel have more positive climate perception than administrative personnel, in the same way women and the old have more positive climate perception than men and the young respectively.

Keywords: Education faculties; academic personnel; administrative personnel; organization climate; perception.

1. Introduction

The significance of humans in organization management increases each and every day. The individuals with high quality, adaptable change, team work oriented, with high motivation, self control, with professional ethical values and open to personal improvement constitute the most significant resource of any given organization. Humans are affected by organizational conditions by virtue of being bio-cultural and social beings. Organizational climate, being defined as (Russel, 1976; Forehand and Gilmer, 1964; Campell, 1970; Taguiri and Litwin, 1968; Schneider, 1979; Joyce and Slocum, 1982) the whole of the characterizing internal aspects of an organization from its peers, affecting the behaviors of the members of a given organization, and being perceived distinctly by each one of the members thereof (Psychological climate), is closely interrelated with various factors, including organizational commitment, trust, sense of justice, alienation, exhaustion, and job satisfaction.
Education institutions that aim at developing a desirable behavior have to manage their human resources in an efficient and productive manner. Education institutions can vary in terms of their level of structuring. Academic and administrative personnel are employed in higher education institutions. Such personnel with diverse positions as in terms of status, duties, rights and obligations all serve for the same corporate objective. The organizational climate perception levels of such diverse positioned personnel significantly contribute to their individual performance and motivation. There can be found such climate types as open, independent, restricted, sincere, avuncular, and reserved in education organizations (Halpin, 1966; Çelik, 2000). The size of organizational climate is described differently by various authors. While Halpin (1960) designs organizational climate as dissolution, moral, sincerity, haughtiness, close control, work orientation and showing understanding; Litwin and Stringer (1968) design it as structure, individual responsibility, reward, risk, sincerity, management support, standards, conflict and organizational description; Lawler and Weick (1970) design it as individual responsibility, structure, reward and interest. There is no common understanding in description and size of organization climate in the world. The size of the organization climate can be classified as organizational structure, management support, reward, taking risk, participation in decision making, communication, conflict, a sense of belonging, acceptance, team work and organizational image.

As the education becomes more and more important in human life, the education faculties that are committed to provide the need for educators in the society have become even more important than before. Having an open climate in education faculties both increases the organizational efficiency and the work satisfaction of the personnel employed. For this reason, it is important to know of the organization climate perception of the academic and administrative personnel for the benefit of organizational efficiency. This research aims to find out the organizational climate perceptions of the academic and administrative personnel employed at education faculties and whether there are any differences between their respective perceptions. To this end answers will sought for the following questions:

1. What are the perceptions of academic and administrative personnel employed at Education Faculty with regard to organization climate and are there any differences between perceptions?
2. Does the perceived organizational climate offer any meaningful differences in terms of age, sex, marital status, seniority and being in the position of governor and governed?

2. Method

This research is designed according to the descriptive scanning model. The study universe of this research consists of all the academic and administrative personnel employed at the Education Faculty of Firat University.

Development of data gathering instrument: First of all the literature have been scanned and the relevant researches and the developed scales (Litwin and Stringer 1974); Korkut, 1993; Ertekin, 1993, Kolb,1979; Yahyagil, 2006, Çağlar, 2008, Özdemir, 2006, Keleş, 2008) have been studied. The researcher has developed an Organizational Climate Determination Scale (OCDS). The scale developed has been presented to the field experts for validity, and then applied to a group of 30 persons. In the analysis conducted, the following results have been found: KMO= .797 and sig.= .000, Bartlett's Test value= 1629 and based on such results the scale has been understood to be suitable for factor analysis. In the factor analysis Varimax steep rotation procedure has been implemented and it has been determined that the scale was gathered below 7 (seven) factors and that is accounted for 67.227% of the total variance of those factors. The scale consists of 35 articles. The factorial weight values of the articles vary between .494 and .868. Factors consist of the sizes of Organizational structure (11 articles), organizational communication (5 articles), participation in reward and decision making (5 articles), organizational image and loyalty (5 articles), risk taking (3 articles), team work (3 articles) and conflict (3 articles). In the reliability test conducted, the Cronbach Alfa coefficient has been determined as .910. This proves that validity and reliability of the scale is quite high. The scale has been evaluated with Likert type five grading scale. The range of grading scale consists of the following options: 1-1.79 I definitely do not agree, 1.80-2.59 I do not agree, 2.60-3.39 I am not sure, 3.40-4.19 I agree 4.20-5.00 I definitely agree. Frequency, percentage (%), arithmetic average, standard deviation, t test, single way variance analysis are employed in the analysis of the data.
3. Results

While 83.70% of the participants are comprised of men, women comprise the remaining 16.30%. In terms of age variable, the major group is comprised of the ones in the range of the ages of 30-35 (30%). Among the participants, while 82.50% are married, 15.00% are single, and the remaining 2.50% are divorced. For comprising a group of the least minority, divorced participants have been included in the group of single participants. In terms of seniority variable, 41.30% of the participants are comprised of persons with 1-5 years of seniority. Educational faculty’s status of being newly established has caused this situation. While 43.33% of the administrational personnel are comprised of graduates from high-school and its equivalents, another 40% is comprised of university graduates. While 16% of the administrational personnel are comprised of directors, the remaining 84% is comprised of officers. In terms of academic status, lecturers are placed on the top, with a percentage of 70%, research associates come second with a percentage of 24%. Among the academic personnel, while the rate of those with the status of director is 18%, the remaining 82% is comprised by lecturers.

Perceptions of the participants (Academic and administrational personnel) regarding the organizational climate correspond to X= 2.86 “I am not sure” Option. The items, regarding the organizational climate, with which the participants agree, or disagree in majority are listed below. 

**Positive opinions:** While 45% of the participants express their opinions to the item of “Our organization maintains a very rigid structure between the subordinate and superior offices” as “I do not agree” (X = 2.73; S = .14), 35% of them express their opinions to the item of “The duties within the field of operations of the employees have been clearly specified” as “I agree” (X = 3.07; S = .14), 42% of them express their opinions to the item of “Employees perform their duties in accordance with their responsibilities” as “I agree” (X = 3.11; S = .12), 47.5% of them express their opinions to the item of “I may access to all the levels of my organization at anytime, and meet up in person with the related person” as “I agree” (X = 3.35; S = .13), and 42% of them express their opinions to the item of “Directors do not show any tolerance to mistakes” as “I do not agree” (X = 2.85; S = .11). 

**Negative Opinions:** While 40% of the participants express their opinions to the item of “Efficiency of the organization sometimes suffers from lack of organization and planning” as “I agree” (X = 3.73; S = .12), 40% of them express their opinions to the item of “Opinions of the employees are taken into consideration in times of decision-taking with regard to them” as “I do not agree” (X = 2.50; S = .13), 36.30% of them express their opinions to the item of “Conflicts give harm to our organization” as “I agree” (X = 3.55; S = .14), and to the other items as “I am not sure”. In Table 1, findings on whether there is any difference between the perceptions of Administrative (Ad.P.) and academic personnel (Ac.P.) in terms of organizational climate according to the dimensions thereof.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>(Ad.P.)</th>
<th>(Ac.P.)</th>
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<tr>
<td>N</td>
<td>X</td>
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<td>N</td>
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<td>Organizational structure</td>
<td>30</td>
<td>2.88</td>
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<td>50</td>
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<td>Communication</td>
<td>30</td>
<td>2.68</td>
<td>1.02</td>
<td>50</td>
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<td>Rewarding</td>
<td>30</td>
<td>2.27</td>
<td>.94</td>
<td>50</td>
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<td>Organizational image and commitment</td>
<td>30</td>
<td>2.71</td>
<td>.96</td>
<td>50</td>
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<td>Risk-taking</td>
<td>30</td>
<td>2.67</td>
<td>.67</td>
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<td>Organizational conflict</td>
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<td>3.13</td>
<td>.89</td>
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<td>Team working</td>
<td>30</td>
<td>2.58</td>
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<td>Dimensional Average</td>
<td>N=80</td>
<td>X= 2.81</td>
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*p<.05

The participants generally opted for "I am not sure" X=2.81 option with respect to organizational climate dimensions. In all dimensions academic personnel have a more organizational climate perception than that of administrational personnel. Administrative personnel selected the “I do not agree” option with respect to reward and team work dimensions. It is meaningful that academic and administrational personnel have the same average in the organizational conflict dimension by opting for “I am not sure” option X=3,13. In the organizational communication dimension, a meaningful view difference is detected in favor of academic personnel.
The organizational climate perceptions of the participants in the risk taking dimension forms a meaningful view difference in favor of female participants in terms of sex variable \([t_{78}= 2.581, p<0.05]\). In terms of sex variable, female participants \((X= 3.07; S=.62)\) have opined more positively than male participants \((X=2.67;S=.58)\). The organizational climate perceptions of the participants form meaningful differences within conflict dimension in terms of age variable. \([F (5-74)= 2.35, p<0.05]\) In the LSD test made for determining the source of the difference, it is seen that the differences are between 1st Group (less than 30)- 2nd Group (ages 30 to 35)- 3rd Group (ages 36 to 40) and 5th Group (ages 46 to 50). The organizational climate perceptions of the participants do not form meaningful differences in terms of marital status, seniority, being superior/employee, education status, status, and academic employment.

4. Discussion

The perception of the participants with regard to faculty’s organizational climate is at the level of “I am not sure/average”. This result verifies the research result that has been previously conducted in that field (Ertekin, 1978; Dönmez, 1992; Bucak 2002; Gül, 2008). The participants’ respective high and low involvements in positive and negative articles as regards the organizational structure do not go to show that there is a rigid and hierarchical structure in the faculty. This situation is also consistent with the nature of the education institution. However 31% of the participants’ selection of “I do not agree” \((X=2,50; S=.13)\) option with respect to the article entitled “When a decision is taken about the employees, their opinions are taken into account” and 29% of their selection of “I agree” \((X=3,55; S=1.48)\) option with respect to the article entitled “Conflicts harms our institution” may be interpreted in such a way that the human factor is not sufficiently taken into consideration. In a study conducted by Shadur and colleagues (1999) it is found out that supporting climate in organization has been meaningful in interpreting communication and organizational loyalty. It is meaningful that 40% of the participants opted for “I agree” option \((X=3,73;S=.12)\) in response to the article "The efficiency of the institution is sometimes damaged due to the lack of organization and planning". Because planning serves as the basis of decision making process which is considered as the heart of management process (Bursaloğlu, 1991, p.82). As being regarded as one of the most significant authorities in management field, Fayol states that management processes start with planning (Bursaloğlu, 2007). The reason for faculty employees to be of that opinion could be based on the following two reasons: 1. different management implementations are being frequently introduced, and this is perceived as lack of planning on the employees’ part. 2. Employees are not informed about the plans and decisions. The second hypothesis seems to validate the view "employees do not involve in decision making" as specified in the preceding paragraph. Employees' participation in planning and decision making processes will increase the prospect of success of management implementations. The organizational climate perception of the participants in terms of marital status, seniority (Çokluk 2001), being superior/employee (Korkut 1993; Bucak, 2008), education status, status, academic employment do not reveal any meaningful differences. While the academic employment variable (academic member, research associate, academic, lecturer, specialist) does not constitute a meaningful difference, in a study conducted by Gürkan (2006), the same variable constituted a meaningful difference in the perception of the organizational climate in a positive way. In his research, Gürkan (2006) took the academic employment variable as academic career. The academic personnel employed at the faculty have a more positive organizational climate perception than the administrative personnel. The determination of positive view differences in academic personnel with respect to the organizational climate dimensions of reward, team work and organizational communication proves that administrative personnel have a more negative climate perception in matters regarding establishment and support of human relations. In an academic climate research conducted by Öge (1996) at Selçuk University it is revealed that more than half of the participants were of the opinion that rewarding was not materialized. In his research, Çağlar (2008) determined that organizational loyalty increased with the proportion of employees’ participation in decision making and their being rewarded whenever they did good job. In a research conducted by Özdemir (2006) it was determined that there was a meaningful and positive relationship between organizational climate and work satisfaction. For this reason, performance of the employees should be evaluated and their positive efforts should be rewarded accordingly. In general the female participants have a more positive organizational climate perception than those of male participants. In the reward and risk taking sizes there is a meaningful view difference in favor of female participants \([t_{78}= 2.581, p<0.05]\). While this result supports the findings of the
researches conducted by Aksu, 1994 and Çamur, 2006, it does not support the research results of Pakdanel (1988); Çokluk (2001); Dönmez (2002); Gürkan (2006); Akyal (2007); Bucak (2008) and Gül (2008). Female participants might have opined more abstaining in risk taking matter. The participants' ages form a meaningful difference in the conflict size of the organizational climate \( F_{(5,74)} = 2.35, p<0.05 \). It is seen that there are meaning view differences between the age group of 46 to 50 and that of other three younger age groups with respect to the organization climate perception. This result is consistent with the result obtained by Gürkan (2006) which stated that with the increase of age the organization climate is perceived more positively.

5. Conclusion and recommendation

The perceptions of the faculty employees towards organization climate are on average level. Academic personnel and female employees have a more positive climate perception than administrative personnel and male employees respectively. In general, the employees are of the opinion that their opinions are not asked in the matter of decision making participation. Administrative personnel, in particular, are having problems in matters regarding communication, rewarding and team work. While aging affects the organizational climate perception of the employees in a positive way, the variables of marital status, seniority, being superior/subordinate, education status, status and academic employment do not affect the organizational climate perceptions of the employees in a meaningful way.

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