

RELATIONSHIP BETWEEN PERCEIVED CLIMATE OF UNIVERSITIES AND JOB PERFORMANCE OF ACADEMICS

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ABSTRACT

The study examines the influence of organisational participants perception of work environment on job performance in a sample of university academics. The paper presents that the perception of organisational climate has a significant effect on job performance of some academics while it is not so for some others. It reveals that perception of climate to be positively related to job performance of many senior academics and that higher the qualification and experience, the greater the impact of perceived organisational climate on performance pertaining to research and publications. The climate dimensions of conflict avoidance, performance standards, clarity of structure, reward orientation, and individual responsibility are significantly related to the said performance criteria. It further reveals that there is no relationship between teaching performance and perceived organisational climate for any category of lecturers. It also presents that the relationship between the two concepts is negative for many academics who have relatively less experience and qualifications and that it is insignificant for many junior academics.

INTRODUCTION

The study of organisational climate, organisational participant's perception of their work environment, has been a long-standing interest among organisational researchers. This interest has been especially inspired by the documented effects of organisational climate on employee attitudes, behavior and performance (e.g. Likert, 1967). This study attempts to examine the relationship between perceived university climate and job performance of academics in a Sri Lankan context. A brief review of the research literature related to the concepts under study is discussed below.

Organisational Climate

The term “Organisational Climate” has gained acceptance as the label for describing the perceived social milieu in which individual – organisational expectations are met. (Hellreigel & Slocum 1974; Litwin & Stringer 1968; Morey & Luthans 1985). It has been simply understood as organisational participants’ perception of their work environment. It explains how desirable the work environment is. For example, whether an employee perceives a warm and supportive work environment or a cold and hostile work environment. It may refer to the environment within a department, a division or branch of an entire organization is located. Like the air in a room, it surrounds and affects everything that happens in an organisation.

Numerous definitions have been used by various researchers and practitioners to explain the climate concept. (Kolb, 1939; Forehand & Gilmer, 1964; Litwin & Stinger 1968; Campbell et al, 1970; Pritchard & Karasick, 1973; Lawler, 1973; Steers, 1977; Mill, 1985; Davis, 1985; Luthans, 1992). For example, Litwin and Stringer (1968) defined climate as a set of measurable properties of the work environment perceived by the people in it, and these properties are assumed to influence motivation and behaviour while Pritchard and Karasick (1973) viewed climate as a relatively enduring quality of an organisation’s internal environment which result from the behaviour and policies of its members, is perceived by its members and act as a source of pressure for directing activities. Keith Davis (1985) defined organisational climate as the human environment within which an organisation’s employees do their work. In sum, Organisational climate can be defined as organisational employee’ perception of human, social and other organisational characteristics of work environment.

Climate Dimension

Different organisations with different practices and processes may have different climates. One of the problems with the climate concept, therefore, is the specification of appropriate climate dimensions. Several studies have tried to identify specific climate factors. For examples, Litwin and Stringer (1968) developed eight climate dimensions which they referred to as climate instruments that include warmth, risk-taking, role structure, support standards, conflict, rewards and, responsibility.

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Campbell, Dunnette, Lawler, and Weick (1970) in a review of four studies identified four dimensions that seemed to be common to those studies: individual autonomy, structure, reward & consideration, and warmth & support while Machinsky (1976) found six dimensions which he referred to as interpersonal milieu, standards, general affective tone toward management, organisation structure and procedures, responsibility, and organisational identification. Similarly, Payne and Pheysey (1971), Pritchard and Karasick (1973), and Joyce and Slocum (1984) yielded two, eleven, and six dimensions respectively.

The above evidences indicate that there is considerable diversity in the number and type of dimensions used to measure the climate concept. However, the Litwin and Stringer's organisational climate instrument has received significant attention in terms of its reliability and validity (Hellreigel & Slocum, 1974). Indeed, the typologies created by others (e.g. Friedlander & Margulies, 1969) still reflect the conceptualisation proposed by Litwin and Stringer (Waters, Roach & Batils, 1974). As a way to overcome potential psychometric problems the use of Litwin and Stringer's dimensions as a global measure of climate has been promoted in recent studies (Day & Bediam, 1991).

In this study nine climate dimensions, of which eight developed by Litwin and Stringer, are used to measure organisational climate. Organisational identification dimension, a factor identified by Machinsky 1976, Lawler 1974, Prichard and Karasick 1973 is also used in this study because it has been commonly used to measure the climate of organisations where professional or skilled employees are employed.

Performance

Performance refers to a person's accomplishment on tasks that comprise one's job and is the end result of the application of effort (Porter & Lawler 1968). Porter and Lawler have identified three types of performance measures: Objective and verifiable indices, ratings of individuals by some one other than that person whose performance is being evaluated, and self ratings. Although the last method is partly subjective and difficult to validate, Porter and Lawler believed it could still serve as a useful measure for the researcher interested in relationship between performance and other variables. In this study the performance concept was measured by using self-rating measure.

Climate-Performance Relationships

In a sense, Organisational climate can be explained in relation to work behavior. For example, Hammer and Dennis (1978) viewed organisational climate as a set of properties of the work environment that is assumed to be a major force in influencing the behavior of employees on the job. This idea indicates that climate tends to mediate between task requirements and the needs of the individual. Climate can affect the motivation of organisational members; changes in certain climate properties could have immediate and profound effects on the motivated performance of all employees (Litwin Stringer 1973).

In addition, considerable research evidence indicates that there exists a significant relationship between organisational climate and job performance. Friedlander and Greenberg (1971) demonstrated that workers who perceived their climate as supportive had higher performance than those who perceived otherwise. Prichard and Karasick (1973) examined the effects of organisational climate on job performance and satisfaction. However, they found organisational climate to be more highly related to employees' job satisfaction than to their job performance. Lawler et al., (1974) in a study of 117 research and development organisations also found perceived climate to be significantly related to measures of organisational performance and to job satisfaction. In another study of 462 employees of a large manufacturing company Poon and Ainnddin (1991) found that organisational climate to have an influence on perceived performance.

Objectives of the Study

On the basis of the above evidences the present study proposes the following objectives.

1. To measure the climate of selected universities as perceived by academics.
2. To measure the performance of academics on the basis of self-rating.
3. To examine whether there is a relationship between perceived climate of universities and performance of academics. In this respect the researcher propose to examine the following relationship.

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“Favourable perception of university’s climate by individual academics is positively related to individual performance of academics” (H1).

Application to Sri Lankan Universities

The researcher chooses to study the relationship between perceived climate of universities and performance of academics. There are two major reasons for selecting Sri Lankan universities for the study. The first is the view that university academics’ contribution to the country’s development by means of research and publications is said to be substandard. One might argue that the climate of universities could be one of the reasons for substandard performance of academics.

The second is the theoretical possibility that acceptance of a favourable work climate may be a factor encouraging the employees to turn in a peak performance. It has been observed that this strategy is especially appropriate for under-achieving employees who have skills to do their job (Robert C. Mill 1988). Some other researchers also have justified this by selecting organisations in which skilled employees were available. (e.g. Pritchard and Karasick (1973), and Lawler et al, (1974). However, no evidence could be found in the literature that climate-performance relationship has already been examined in relation to university academics.

METHOD

Sample

The study was conducted in two Sri Lankan universities; the University of Colombo and the University of Sri Jayewardenepura covering six faculties and twenty one academic departments. Data were collected from 101 academic staff members ranging from junior lecturers to senior professors, selected by adopting stratified sampling technique. Both the interview method (26%) and questionnaire distribution method (74%) were used to collect primary data. In addition, official records regarding performance of academic staff of the two universities were reviewed. Sample characteristics include: 74 per cent of the sampled population were male; 55 per cent from the Sri Jayewardenepura University and 45 per cent from the Colombo University, 31 per cent of the sample were in Science faculties, 34 per cent each were Management and Arts faculties.

Several categories of lecturers with different levels of qualification were represented by the sample; 8 per cent of the respondents were professors, 48 per cent and 45 per cent of respondents were senior lecturers and junior lecturers respectively. There were 21 PhD holders, 42 masters degree holders, 9 postgraduate diploma holders, and 28 first degree holders.

Climate Measures

Organisational climate was measured using 31 statements relating to 9 climate dimensions, out of which 8 dimensions were first developed by Litwin and Stringer's (1968). The Litwin and Stringer's Organisational climate instrument has received significant attention in terms of its reliability and validity (Hellreigel & Slocum, 1974). In recent studies it has been promoted to use as a global climate measure (Day & Bodian, 1991) and as a way to overcome potential psychometric problems (Luthans, Sommer, and Bae, 1997). The other dimension used in this study was "Organisational Identification" which was identified by the respondents of the pilot survey as an appropriate measure of climate of universities. This is one of the factors identified by Machinsky (1976), Lawler (1974), and Prichard and Karasick (1975) to measure the climate of organisations in which professional and skilled employees had served. Accordingly, following are the variable used in this study to measure the climate of universities.

Variable	Indicator
Organisational Identification (OI)	Feeling of pride and loyalty towards the university and faculty.
Individual Responsibility (IR)	The feeling that the individual judgment and discretion are encouraged on the job.
Performance Standards (PS)	The feeling about performance standards and generally accepted norms of achieving performance standards.

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Reward Orientation (RO)	The perception that rewards are based on performance.
Conflict Avoidance (CA)	The feeling of avoiding open argument and disagreement to maintain good relationship.
Clarity of structure (CS)	The perception that job description and policies are clearly defined and appropriate.
Risk Taking (RT)	The perception that the university or faculty takes chances on academics member's ideas and accepts different opinions.
Warmth (W)	The feeling of warmth in the relationship among academics members.
Support (S)	The feeling that academics members are supported by a relaxed, friendly and people oriented work atmosphere.

The statements relating to these indicators were scored on a 5-point scale ranging from strongly agree to strong disagree.

Performance Measures

Job performance in this study refers to a person's accomplishment on tasks that comprise his or her job and is the end result of application of effort. Performance criteria are selected by considering task, duties and responsibilities of lecturers and also criteria used by the University Grants Commission (UGC) to effect promotions and increments of lecturers. Accordingly, the following performance criteria are used in this study.

Variable	Indicator
Teaching	The number of hours spent on conducting lectures and adherence to expectation and standards of teaching relating to different categories of lecturers.
Research output	The number of research carried out and the extent of evaluation made.
Publications - Publishing research papers and articles.	The number of research papers and articles written and published and the extent of evaluation.
-Book writing and/or translation	The number of books written and/or translated.
Other Activities	The number of hours allocated for administrative work, research supervision, subject – related workshops, and student counseling.

A 5-point scale ranging from 1 (low) to 5 (high) was used to measure each response. Scores for the five performance items were summed and averaged to obtain the overall performance score.

ANALYSIS

Since the present study mainly concerns about examining the relationship between perceived climate and job performance the original sample was planned to be divided into resulting groups according to scores on perception of climate and job performance.

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Perception of climate was considered favourable, moderately favourable, and unfavourable while job performance was indicated to be good, satisfactory, and poor. The mean value of teaching performance represents the number of teaching hours per week scaled as follows.

Mean value	1	2	3	4	5
Number of hours per week	3	6	9	12	15 or more

With regard to research performance each respondent was assigned a half mark for one research article published at university level and five marks for five research articles published at international level. The category of book writing and translation was measured by allocating two marks for a written book and one mark for a translated book. The performance of other activities was evaluated by taking number of hours into account.

The mean value of response for each concept and variable of organisational climate and performance were interpreted as follows.

Concept	Mean Value Range	Interpretation
Climate	1.0-2.9 (49%)	Unfavourable climate
	3.0-3.5 (64%)	Moderately favourable climate
	3.6-5.0 (100%)	Favourable climate
Performance	1.0-2.4 (49%)	Poor performance
	2.5-3.5 (70%)	Satisfactory performance
	3.6-5.0 (100%)	Good performance

Although there were nine possibilities of forming resulting groups (See Figure-1 also), the initial analysis of the study indicated only four resulting groups. These resulting groups were separately considered for testing the proposed relationship (H1). And further analyses were made on two success groups for which H1 was accepted.

Means, standards deviations, and percentages relating to the concepts and variables were obtained and further analysis and hypotheses testing were made by using Spearman's Rank Correlation (r) and Student's t-Test (t).

RESULTS

The results of the study presents under scores on perception of climate, scores on job performance of academics, relationship between perceived climate and job performance, resulting groups of respondents and lecturer category, and correlation between climate scores and performance scores of Success group-A and Success group-B.

Table-1: Perception of University Climate by Academics

Climate Dimensions	USJ				UCO			
	Mean				Mean			
		Science	Mgt	Arts		Science	Mgt	Arts
O1	3.2	3.2	3.1	3.5	3.7	3.9	3.3	4.0
IR	2.7	2.8	2.8	2.6	3.1	3.1	3.6	2.8
PS	2.8	3.1	2.7	2.8	2.5	2.7	2.7	2.3
CS	2.4	2.5	2.3	2.4	3.0	2.8	3.5	2.8
RO	2.0	2.2	1.9	2.0	2.8	3.0	3.0	2.6
CA	2.6	2.7	2.5	2.7	2.7	2.8	2.9	2.5
RT	3.0	3.2	3.2	2.6	3.6	3.4	4.0	3.4
W	2.4	2.2	2.4	2.8	3.3	3.1	3.7	3.2
S	2.3	2.5	2.3	2.1	2.9	3.1	3.1	2.5
	2.6	2.7	2.6	2.6	3.1	3.1	3.3	2.9
No	56	12	30	14	45	19	04	22

(Source- Survey Data, Mean Value Range 1-5)

No= Number of Respondents

USJ= University of Sri Jaywardenepura UCO= University of Colombo

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Table- 1 presents the mean value of each of climate dimension. It can be seen that perceived climate of the Sri Jayewardenepura University by academics is unfavourable while that of University of Colombo is moderately favourable.

It can also be seen that many climate dimensions were perceived unfavourable by the academics of Sri Jayewardenepura University. Further, the climate dimension of Organisational Identification, Individual Responsibility and Warmth were perceived favourably by the academics of University of Colombo.

Table - 2: Performance of Academics

Performance Category	USJ				UCO			
	Mean				Mean			
		Science	Mgt	Arts		Science	Mgt	Arts
Teaching	3.7	3.6	4.0	3.6	3.5	3.4	3.9	3.3
Research	2.0	2.8	0.9	2.2	1.9	2.6	1.5	1.5
Publication	1.2	1.3	0.4	1.8	0.9	1.1	0.9	0.7
Others Activities	2.4	2.1	1.7	3.5	2.6	2.7	3.3	1.8
Overall Mean	2.3	2.4	1.8	2.8	2.2	2.4	2.4	1.8

(Source- Survey Data Mean Value range 1-5)

USJ= University of Sri Jayewardenepura

UCO= University of Colombo

As seen from Table-2, it is interesting to note that teaching performance of academics of Science, Management, and Art faculties of the University of Sri Jayewardenepura is good. Teaching performance is satisfactory in Science and Art faculties of the University of Colombo while it is good in the Management faculty of the same University. The performance of research and publication is poor in all surveyed faculties of both universities. It is also seen that publication is the poorest performance criterion in both universities.

Figure-1: Perceived Climate – Performance Matrix

		CLIMATE		
P E R F O R M A N C E		Unfavourable	Moderately Favourable	Favourable
	Poor	N = 46 (D)	N = 24 (C)	
	Satisfactory			N = 25 (B)
	Good			N = 6 (A)

(Source- Survey Data)

N= Number of Respondents

A, B, C, D, = Resulting Groups

The relationship between perception of university climate and job performance of academics can be found in relation to four Resulting Groups of respondents (RGR). See Figure-1 also.

Resulting Group	Relationship
A	Those who perceived favorable climate and have good performance.
B	Those who perceived a favorable climate and have satisfactory.

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- C Those who perceived moderately favourable climate and have poor performance.
- D Those who perceived an unfavorable climate and have poor performance.

Table – 3: Relationship Between Perceived Climate and Performance of Academics.

RGR	No. of Respondents	Correlation	t. Test Statistics	Statistical significant	Result
A	6	0.7858	2.54	Significant	H1 Accepted
B	25	0.241	1.19	Significant	H1 Accepted
C	24	-0.462	1.19	Significant	H1 Rejected
D	46	0.028	2.44	Not Significant	H1 Rejected

(Source- Survey Data) RGR = Resulting Group of Respondents

The information given in Table -3 indicates that organisational climate influences the job performance of some academics while it is not so far some others. The interesting finding is that the academics who perceived moderately favorable climate have poor performance. This could possibly be due to a negative correlation between perceived climate and job performance.

It also shows that perception of university climate by academics does not directly translate into individual performance of some (46%) academics. These result indicates two imperatives.

1. It is important to identify the category (Grade/Rank) of lecturers for whom both positive and negative relationship exist between perceived climate and job performance.

Table - 4: Resulting Groups and Category of Lecturer

Resulting Groups	Category of Lecturer			
	Professor	Senior Lecturer	Junior Lecturer	Total
A	3	3	-	6
B	3	21	1	25
C	-	9	15	24
D	2	15	29	46
	8	48	45	101

(Source- Survey Data)

As seen from Table-3 and Table-4, it is clear that favorable perception of faculties' or universities' climate by individual academics has more positive impact on job performance of professors and senior lecturers than that of junior lecturers. Majority of lecturers for whom a negative relationship exists between perceived climate and job performance are junior lecturers. There is also another group of academics whose perception of climate does not directly translate into job performance. Majority of these academics are junior lecturers.

Further analysis of data relating to Resulting group A and Resulting group B for which a positive relationship between perceived climate and job performance exists is shown in Table- 5. In this table teaching performance is not shown because it was equally good for all categories of lecturers disregarding the variation in perception of organisational climate (See Appendix – 1).

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Table – 5 : Respondents’ Characteristics and Resulting Group Performance

Respondents’ Characteristic	Sample Total			Success Group Total		
	Lecturers	Research	Published Text Books	Lecturers	Research	Published Text Books
Gender						
Male	74	78	08	27	50	07
Female	27	21	04	04	07	02
Total	101	99	12	31	57	09
Age						
Below 30 yr	25	05	--	02	02	--
30-50 yr	68	85	07	23	49	05
Over 51	08	09	05	06	06	04
	101	99	12	31	57	09
Qualification						
First Degree	35	10	--	01	--	--
Master	41	30	06	10	07	02
Ph. D	25	59	06	20	50	07
	101	99	12	31	57	09
Experience						
1-6 years	48	20	--	01	01	--
7-15 years	23	25	03	12	14	02
Over 15	30	54	09	18	42	07
	101	99	12	31	57	09

(Source- Survey Data)

From the data shown in Table-5 it can be seen that there is general tendency for increasing performance pertaining to research and publication with the higher qualification and experience. There seem to be no significant difference between climate-performance relationships in relation gender of respondents.

2. It is also important to identify what climate dimensions have a greater impact on job performance of academics of Success Group- A, and Success Group- B.

Table- 6 shows the relationship between each climate dimension and overall performance of academics.

Table - 6 : Correlation Between Climate Scores and Performance Scores of Success Group –A and Success Group –B

Climate Dimension	Overall Performance
Organisational Identification	.11
Individual Responsibility	.30*
Performance Standards	.58**
Clarity of Structure	.32*
Reward Orientation	.31*
Warmth	.21*
Conflict Avoidance	.74**
Support	-.19*
Risk Taking	.21

(Source- Survey Data)

* P < .05, ** P < .01

It can be seen from Table -5 that the climate dimension of conflict avoidance, performance standards, clarity of structure, reward orientation, and individual responsibility were significantly related to job performance of academics.

In general, the above correlation results indicate that perception of climate have an effect on job performance of professors and senior lecturers. The result also indicates that performance standards and conflict avoidance relate more highly to job performance of academics.

DISCUSSION

This study was designed to measure climate of universities and performance of academics and to examine the relationship between perceived climate and job performance of academics. The results indicate that overall perception of climate of the University of Sri Jayewardenepura is not favourable. This result is greatly influenced by unfavourable perception of reward orientation, performance standards, conflict avoidance, warmth and support. It also indicates that climate of the University of Colombo is perceived moderately favourable. This average perception is greatly influenced by favourable perception of organisational identification and risk taking as well as moderately favourable perception of individual responsibility, warmth, and clarity of structure.

The study also indicates that lectures' performance pertaining to research and publications is substandard while teaching performance is either good or satisfactory in both universities. These findings are consistent with UGC statistics on performance of academics and also represent the views of various Heads of academic departments, Deans of some faculties that research output and publications are still at a low ebb in their respective faculties.

The result of correlation analysis indicates that organisational climate influences the job performance of some academics while it is not so for some others. From the correlation analysis of Table – 3, it can be seen that a clear positive relationship exists between perception of organisational climate and job performance of thirty one percent (31%) of academics (Success group A+ Success group B). From Table-4, it is seen that favorable perception of university or faculty climate by individual academics has had a positive influence on Job performance of professors and senior lecturers. This finding is supported by previous research findings also. For example, Roebert C.Mill (1988) concluded that the acceptance of favorable work climate may be the key to encouraging under-achieving employees who have skills to do their jobs. Friedlander and Greenberg (1971) found that employees who perceived their climate as supportive had higher performance. Lawler and Kirk (1974) also found that perceived climate to be significantly related to measures of organizational performance of employees who have skills to do their jobs.

From Table-5, it can be seen that higher the qualification and experience (skilled employees) the greater the impact of perceived organisational climate on performance pertaining to research and publications.

It is also important to identify what climate dimensions have a greater impact on job performance of academics for whom a positive relationship exists between perceived climate and job performance. Table -5 shows the correlation between each climate dimension and overall job performance. Of the ten (10) correlation coefficients, five (5) were statistically significant ($p < .05$). Accordingly, it can be seen that climate dimension of Individual responsibility, Performance standards, Clarity of structure, Reward orientation and Conflict avoidance were significantly related to job performance of academics ($p < .05$). From the Table-5, it shows that there is a strong relationship between climate dimensions of performance standards, clarity of structure, and job performance of academics ($p < .01$). This result indicates that if the academics of universities maintain good interpersonal relations and avoid open disagreements and are set exacting standards of performance, senior academics who have gained skills to do their jobs tend to increase their job performance. Support for these finding are mixed in the research literature. For example, Friedlander and Greenberg (1971) found perceived climate to be related to employee performance. Poon and Ainuddin (1991) found climate dimension of clarity of structure was related to job performance. However, Hellriegel and Slocum (1974) reviewed a number of studies, which have examined the climate-performance relationship and concluded that no consistent relationship has been demonstrated. This conclusion is also supported by the findings of this study. For example, Table-3 shows that there is a significant negative relationship between perceived climate and job performance of twenty four percent (24%) academics members. Majority (62 per cent) of these academic members are junior lectures who are generally considered to have less experience in performing their responsibilities. This could possibly be due to fact that they perceive a favourable climate and lack skills to engage in research and publication work.

A possible explanation can be made regarding other (38 per cent) senior academics for whom there exists a significant negative correlation between perceived climate and job performance. That is there seems to be some senior academics who have gained experience in under-developed research cultures prevailing in some faculties and have relatively less experience particularly in carrying out research and publication work.

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This explanation can also be supported by the information collected from the researchers' observations and in informal talk to academic members. That is there are some academics members whose perception of university climate is favourable because they are confirmed lectures and there is no threat for survival in the system. Taking this perception for granted or due to some other factors they may not engage in carrying out research and publication work, which ultimately result in poor overall performance. In addition, there is also a positive aspect of the negative relationship between perceived climate and performance. That is when climate is perceived unfavourable some lectures increase their performance relating to research and publication. This may be due to the fact that they have such personality characteristics as internal locus of control, achievement motivation etc. However, further research is needed in order to explore this aspect of perception of climate.

Table-3 it also suggests that perception of university climate by academics does not translate directly into job performance of about forty six percent (46%) of academics. Majority of these academics are junior lecturers. This relationship is also proved by above mentioned mixed research findings in the research literature. A lot of other factors, such as lack of skills, insufficient physical facilities, financial and language difficulties, lack of time due to administrative and other work, inflexible administrative procedures and red-tape, which may have an effect on job performance of academics can be considered for explaining the above relationship.

CONCLUSION

The main objective of this research was to examine the relationship between perceived climate of universities and job performance of academics. The results of this study are not too different from findings of other researchers who studied the same topic in different organisations. The findings from this study indicate that perception of climate of universities by academics is not favourable and job performance of academics, except teaching performance, is substandard. The correlation analysis results indicates that perception of climate of universities by academics influences the job performance of some academics while it is not so for some others.

Further analysis reveals that the perception of organisational climate to be more highly related to job performance of senior academics than that of junior academic members.

The correlation analysis between climate dimensions and performance scores indicate that an organisational climate characterized by acceptable performance standards, individual judgment and discretion are encouraged, well defined jobs and policies, performance-based reward systems, and maintenance of good relationship between and among academics by reducing and avoiding disagreement will likely to have a positive impact on job performance particularly of senior academic members. Therefore, measures to initiate such a climate may be justified. It can also be concluded that favourable perception of climate of universities is negatively correlated with job performance of academics who have relatively less experience in performing their responsibilities. In addition, it reveals that the perception of climate does not directly translate into job performance of some other group of academics majority of whom are junior lecturers. The research issue of identifying individual differences of academics and relating them to the perception of climate and performance remains unexplained.

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*Relationship Between Perceived Climate of Universities
And Job Performance of Academics*

Appendix-1

Performance of the Faculties of Each University

Category	Science		Arts		Mgt.	
	USJ	CBO	USJ	CBO	USJ	CBO
Teaching	73	67	71	65	79	78
Research	57	52	44	29	17	30
Publication	26	21	35	14	07	17
Others	41	53	69	36	34	66
Average	49	48	54	36	34	48

(Source- Survey Data)

Performance of Each University According to the Category of Lecturers

Category	Prof & SL		JL	
	USJ	CBO	USJ	CBO
	%	%	%	%
Teaching	78	78	72	60
Research	40	38	26	20
Publication	23	24	09	04
Others	52	54	26	26
Average	49	48	33	28

(Source- Survey Data)

Climate According to the Category of Lecturers

Category of Lecturers	USJ		CBO		Total	
	%	Mean	%	Mean	%	Mean
Prof & Sr. Lecturers	43	2.72	53	3.13	48	2.90
Jr. Lecturers	38	2.55	50	3.01	43	2.75

(Source- Survey Data)