

SECTION 1

INTRODUCTION

1.1 An Understanding of Organizational Culture

Organizational Culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations. This system of shared meaning is actually a set of key characteristics that the organization values (Robbins and Sanghi, 2007).

Organizational culture is a descriptive term which is concerned with how employees perceive the characteristics of an organization's culture, not with whether or not they like them. This appraisal of the organization on its characteristics gives a composite picture of the organization's culture. This picture in turn becomes the basis for feelings of shared understanding that members have about the organization, how things are done in it, and the way members are supposed to behave (Robbins and Sanghi, 2007).

When culture is defined as a system of shared meaning, it can be expected that individuals with different backgrounds or at different levels in the organization will tend to describe the organization's culture in similar terms (Robbins and Sanghi, 2007).

1.2 The importance of studying Organizational Culture

People are affected by the culture in which they live. Similarly, an individual working for any organization with a firmly established culture will be taught the values, beliefs, and expected behaviours of that organization. There is at least some sound evidence that variations in cultural values may have a significant impact on employee turnover and possibly employees' job performance. Hence the study of organizational culture is important for the understanding and practice of organizational behavior (Luthans, 1998).

SECTION 2

METHODOLOGY

2.1 OBJECTIVES AND SCOPE

2.1.1 Primary Objective

To assess the organizational culture at Sarva Shiksha Abhiyaan – State Project Office, Tamil Nadu, and the employees’ attitudes towards the organization.

2.1.2 Scope

The respondents for this study are Block Resource Teacher Educators (BRTes) from thirty districts of Tamil Nadu state – Chennai, Coimbatore, Cuddalore, Dharmapuri, Dindigul, Erode, Kanchipuram, Kanyakumari, Karur, Krishnagiri, Madurai, Nagapattinam, Namakkal, Nilgiris, Perambalur, Pudukkottai, Ramnad, Salem, Sivagangai, Thanjavur, Theni, Thiruvallur, Thoothukudi, Tirunelveli, Tiruvannamalai, Tiruvarur, Tiruchirappalli, Vellore, Villupuram, and Virudhunagar.

2.1.3 Objectives

- To obtain the employees’ (BRTes’) perceptions about various aspects of the organization’s culture
- To assess various attitudes of the employees towards their jobs and towards the organization

2.2 VARIABLES AND THEIR MEASUREMENT

The variables studied include organizational characteristics / processes (such as freedom to work, communication, training given, etc.); individual attitudes / perceptions regarding the work; and employee attitudes towards the organization.

2.2.1 Instruments

A questionnaire was developed for the purpose of the study. This had two parts. The first part captured demographic details for the record. The second part of the questionnaire had fifty questions capturing employees' responses to the various variables of interest.

The second part of the questionnaire used five-point Likert scales. When a Likert scale is used, the item is presented as a declarative sentence, followed by response items that indicate varying degrees of agreement with or endorsement of the statement. Likert scaling is widely used in instruments measuring opinions, beliefs, and attitudes (DeVellis, 1991).

Validity of the instruments

Validity refers to accuracy. A valid measure is one that yields "correct" estimates of what is being assessed (Muchinsky, 2000).

Content validity is inferred from the manner in which a scale is constructed. This is assessed by experts in the field. A similar type of validity is face validity, which is concerned with the appearance of the test items. Test takers make estimates of face validity (Muchinsky, 2000).

Both academics and senior officers of the SSA helped as experts to establish content validity, while a group consisting of two BRTes from each of the thirty districts was used to help refine the instrument and establish its face validity.

2.2.2 Sampling

The questionnaires were distributed to 1177 BRTes across thirty districts of Tamil Nadu. They were administered personally by some of the BRTes from the respective districts who had earlier been briefed on the questionnaire by the researcher. The nature of sampling was purposive.

2.3 ASSESSMENT OF ORGANIZATION CULTURE AND EMPLOYEE ATTITUDES

Most of the statements in the second part of the questionnaire were analysed using a simple percentage analysis as follows: Responses falling in either the ‘strongly agree’ or ‘agree’ categories, were considered as positive responses; responses falling under ‘neutral’ were considered neutral; and responses falling under either ‘disagree’ or ‘strongly disagree’ were considered as negative responses to the statement under consideration.

2.4 EMPLOYEES’ SUGGESTIONS TO IMPROVE THE ORGANIZATION

The last item in the questionnaire was a question soliciting suggestions from the respondents to improve the organization still further. This was analysed using the method of content analysis as described by Cummings and Worley (2007).

SECTION 3

RESULTS AND DISCUSSION

An analysis of the data collected from 1177 BRTEs from thirty districts of Tamil Nadu resulted in the findings presented below.

The various statements given in the questionnaire are listed, followed by the percentage of positive, negative, and neutral responses to each.

Please note:

- For each statement, the number of non-missing responses out of a total of 1177 is given as ‘valid responses’; the percentages given are calculated for these valid responses only.
- For some of the statements, a small percentage of the ‘valid’ responses might not fall in the prescribed scale of 1 to 5. These percentages have not been explicitly mentioned as they are negligible.

Statements and percentage summaries of responses:

1. In the recent past, there have been some improvements in the organization.

Valid responses: 1156

- 92.5 % of the respondents agree or strongly agree that there have been some improvements in the organization in the recent past
- 1.3 % disagree or strongly disagree with this
- 6.2 % are neutral or undecided

From the above findings it can be seen that most of the BRTE’s agree with the management’s assertion that there have been some improvements in the organization in the recent past.

2. If you agree with the above statement, please indicate the extent to which you agree that the following improvements have taken place:

2a. People have more freedom in their work.

Valid responses: 1069

- 73 % of the respondents agree or strongly agree that they have more freedom in their work
- 8.3 % disagree or strongly disagree
- 18.1 % are neutral or undecided on the above issue

2b. The organization has become more receptive to feedback.

Valid responses: 1069

- 82.1 % of the respondents agree or strongly agree that the organization has become more receptive to feedback
- 3.4 % disagree or strongly disagree
- 14.2 % are neutral or undecided on the above issue

2c. There is more open communication within the organization.

Valid responses: 1069

- 86.4 % of the respondents agree or strongly agree that there is more open communication within the organization
- 3.5 % disagree or strongly disagree
- 9.8 % are neutral or undecided on the above issue

2d. New methodologies of work have been introduced in the organization.

Valid responses: 1069

- 95.6 % of the respondents agree or strongly agree that new methodologies of work have been introduced in the organization
- 1.1 % disagree or strongly disagree
- 3 % are neutral or undecided on the above issue

2e. Roles and jobs are now quite clear.

Valid responses: 1069

- 86.1 % of the respondents agree or strongly agree that roles and jobs are now quite clear
- 3.1 % disagree or strongly disagree
- 10.3 % are neutral or undecided on the above issue

2f. The organization has become less bureaucratic and more flexible.

Valid responses: 1069

- 76.2 % of the respondents agree or strongly agree that the organization has become less bureaucratic and more flexible
- 8.9 % disagree or strongly disagree
- 14.4 % are neutral or undecided on the above issue

2g. The organization is providing adequate and appropriate training.

Valid responses: 1069

- 90.7 % of the respondents agree or strongly agree that the organization is providing adequate and appropriate training
- 2.3 % disagree or strongly disagree
- 6.5 % are neutral or undecided on the above issue

2h. The work environment is pleasant.

Valid responses: 1069

- 70.7 % of the respondents agree or strongly agree that the work environment is pleasant
- 7.3 % disagree or strongly disagree
- 21 % are neutral or undecided on the above issue

Each of the specific aspects of improvement such as more freedom at work, higher receptivity to feedback, more open communication, introduction of new methodologies of work, greater clarity of roles and jobs, less bureaucracy and more flexibility in the organization, adequacy and

appropriateness of training, and pleasantness of the work environment, has also received a high percentage of endorsement.

3. In the recent past, your attitude towards your work and / or the organization has become more positive.

Valid responses: 1177

- 87.8 % of the respondents agree or strongly agree that in the recent past, their attitude towards their work and / or the organization has become more positive
- 2.8 % of the respondents disagree or strongly disagree with this statement
- 7.4 % are neutral or undecided about this issue

A large majority of the respondents agree that their attitude towards their work and / or the organization has become more positive.

4. If you agree with statement 3, indicate the extent to which you agree that the following factors are responsible for the improvement in your attitude

Please note: Responses to statements 4a to 4e have only been considered if response to statement 3 is either 'agree' or 'strongly agree'.

4a. The work has become more interesting.

Valid responses: 1033

- 83.6 % of the respondents (who have admitted a positive change in attitude) agree or strongly agree that the change in their attitude is because the work has become more interesting

4b. You are now receiving appreciation for your work

Valid responses: 1033

- 73.5 % agree or strongly agree that this positive change in attitude is because they are now receiving appreciation for their work

4c. You now have the knowledge and / or the skills to do your job properly.

Valid responses: 1033

- 94.9 % agree or strongly agree that this positive change in attitude is because they now have the knowledge and / or the skills to do their job properly

4d. Your job / role is now clearer than before.

Valid responses: 1033

- 93.2 % agree or strongly agree that this positive change in attitude is because their job / role is now clearer than before

4e. You feel you are spending your time more usefully than before.

Valid responses: 1033

- 89.9 % agree or strongly agree that this positive change in attitude is because they feel they are spending their time more usefully than before

Responses to queries on the possible reasons for improvement in positive attitude, revealed that a large majority of the respondents agreed that this was because the work had become more interesting, they were now receiving appreciation for their work, they now had the knowledge and / or the skills to do their jobs properly, their jobs / roles were now clearer than before, and they felt they were spending their time more usefully than before.

5. If you do not agree with statement 3, indicate the extent to which you agree that the following factors are responsible for the lack of improvement in your attitude

Please note: Responses to statements 5a to 5e have only been considered if response to statement 3 is either 'disagree' or 'strongly disagree'.

5a. You do not find your work interesting.

Valid responses: 33

- 51.5 % agree or strongly agree that the lack of improvement in their attitude is because they do not find their work interesting

5b. You do not receive any appreciation for your work.

Valid responses: 33

- 66.7 % agree or strongly agree that the lack of improvement in their attitude is because they do not receive any appreciation for their work

5c. You do not have the knowledge and / or the skills to do your job properly.

Valid responses: 33

- 36.3 % agree or strongly agree that the lack of improvement in their attitude is because they do not have the knowledge and / or the skills to do their job properly

5d. Your job / role is not clear.

Valid responses: 33

- 45.5 % agree or strongly agree that the lack of improvement in their attitude is because their job or role is not clear

5e. You feel you are spending much of your time in useless or meaningless activities.

Valid responses: 33

- 42.4 % agree or strongly agree that the lack of improvement in their attitude is because they feel that they are spending much of their time in useless or meaningless activities

Of the small percentage (2.8 %) of the respondents who did **not** agree that their attitude towards their work and / or the organization had become more positive, around half of them agreed that this was because they did not find their work interesting, two-thirds of them agreed that they did not receive any appreciation for their work, around one-third felt that they did not have the knowledge and / or the skills to do their jobs properly, less than half agreed that their job / role was not clear, and again that they were spending much of their time in useless or meaningless activities.

6. How would you describe your organization's culture – competitive or collaborative?

Valid responses: 1177

- 71.8 % of the respondents describe the organization's culture as collaborative
- 19.5 % describe it as competitive

Almost one-third of the respondents described the organization's culture as collaborative.

7. You feel comfortable working here.

Valid responses: 1177

- 75.3 % of the respondents agree or strongly agree that they feel comfortable working here
- 8.3 % disagree or strongly disagree with the statement
- 15.7 % are neutral or undecided

8. You are proud of working for this organization.

Valid responses: 1177

- 82.8 % agree or strongly agree
- 4.7 % disagree or strongly disagree
- 12.1 % are neutral or undecided

9. You feel that this is your organization.

Valid responses: 1177

- 90.2 % agree or strongly agree
- 2.4 % disagree or strongly disagree
- 6.9 % are neutral or undecided

More than three-fourths of the respondents agreed that they felt comfortable working in the organization, and that they were proud of working for the organization, while above 90 % of them felt that this organization was **theirs**, meaning they felt a sense of belonging to the organization.

10. You are happy with your own leadership abilities.

Valid responses: 1177

- 84.6 % agree or strongly agree
- 3.1 % disagree or strongly disagree
- 12.1 % are neutral or undecided

11. You are happy with the leadership in your organization at the block level.

Valid responses: 1177

- 80 % agree or strongly agree
- 4.3 % disagree or strongly disagree
- 15.4 % are neutral or undecided

12. You are happy with the leadership in your organization at the district level.

Valid responses: 1177

- 70.4 % agree or strongly agree
- 6.3 % disagree or strongly disagree
- 22.6 % are neutral or undecided

13. You are happy with the leadership in your organization at the state level.

Valid responses: 1177

- 67.3 % agree or strongly agree
- 6.4 % disagree or strongly disagree
- 25.7 % are neutral or undecided

On queries about their happiness with organizational leadership – their own leadership abilities, leadership at the block level, at the district level, and at the state level, it can be seen that for every level of leadership, there is a high percentage of positive responses.

However, the percentage of positive responses decreases as follows: the maximum satisfaction is with their own leadership abilities, followed by their satisfaction with leadership at the block, district, and state levels in that order. This decrease in percentage of satisfaction with increase in

organizational levels could be because of lack of familiarity with the leadership at higher levels: they are probably most familiar with their block level leadership, and then only with the district level leadership, followed by the leadership at the state level.

14. You trust the management of your organization at the block level.

Valid responses: 1177

- 84.6 % agree or strongly agree
- 3.7 % disagree or strongly disagree
- 11.1 % are neutral or undecided

15. You trust the management of your organization at the district level.

Valid responses: 1177

- 80.5 % agree or strongly agree
- 2.8 % disagree or strongly disagree
- 15.9 % are neutral or undecided

16. You trust the management of your organization at the state level.

Valid responses: 1177

- 79.4 % agree or strongly agree
- 2.9 % disagree or strongly disagree
- 17 % are neutral or undecided

There is a high level of trust in the management at all levels in the organization – block, district, and state.

17. You can talk freely and openly to your colleagues, about issues or problems in the organization.

Valid responses: 1177

- 83.9 % agree or strongly agree
- 4.6 % disagree or strongly disagree
- 10.6 % are neutral or undecided

18. You can talk freely and openly to your superiors, about issues or problems in the organization.

Valid responses: 1177

- 76.3 % agree or strongly agree
- 7.3 % disagree or strongly disagree
- 16.1 % are neutral or undecided

19. The organization is willing to listen to feedback from employees.

Valid responses: 1177

- 73.9 % agree or strongly agree
- 8 % disagree or strongly disagree
- 17.6 % are neutral or undecided

20. People are allowed to ask questions or clarify doubts (about their roles, the new systems etc.)

Valid responses: 1177

- 83.5 % agree or strongly agree
- 4.7 % disagree or strongly disagree
- 11.1 % are neutral or undecided

A majority of the respondents agree that they can talk freely and openly about issues or problems in the organization to their colleagues as well as their superiors, and they also agree that the

organization is willing to listen to feedback from employees, as well as clarify any doubts that employees might have about their roles, or the new systems.

21. You are allowed to make decisions concerning your work.

Valid responses: 1177

- 76.6 % agree or strongly agree
- 7.8 % disagree or strongly disagree
- 15.2 % are neutral or undecided

22. New ideas from employees are encouraged by management at the block level.

Valid responses: 1177

- 77.9 % agree or strongly agree
- 5.5 % disagree or strongly disagree
- 15.4 % are neutral or undecided

23. New ideas from employees are encouraged by management at the district level.

Valid responses: 1177

- 71.1 % agree or strongly agree
- 5.7 % disagree or strongly disagree
- 22.7 % are neutral or undecided

24. New ideas from employees are encouraged by management at the state level.

Valid responses: 1177

- 68.3 % agree or strongly agree
- 7.2 % disagree or strongly disagree
- 23.8 % are neutral or undecided

25. The organization forgives mistakes and allows people to learn from them.

Valid responses: 1177

- 68.5 % agree or strongly agree
- 7.2 % disagree or strongly disagree
- 23.8 % are neutral or undecided

26. The organization is flexible enough to respond to changes quickly.

Valid responses: 1177

- 74.2 % agree or strongly agree
- 7 % disagree or strongly disagree
- 18.3 % are neutral or undecided

Almost three-fourths of the respondents agree that they are allowed to make decisions regarding their work, new ideas are encouraged by management at all levels of the organization, the organization forgives mistakes and allows people to learn from them, and the organization is flexible enough to respond to changes quickly.

27. You feel stress or pressure to perform.

Valid responses: 1177

- 46.8 % agree or strongly agree
- 28.4 % disagree or strongly disagree
- 24.2 % are neutral or undecided

28. You have a sense of fear or insecurity while working.

Valid responses: 1177

- 37.6 % agree or strongly agree
- 38.4 % disagree or strongly disagree
- 23.1 % are neutral or undecided

On the negative side, almost half of the respondents agree that they feel stress or pressure to perform, while a little more than one-third of them have a sense of fear or insecurity while working.

29. People in the organization are aware of the organization's vision or purpose.

Valid responses: 1177

- 76.4 % agree or strongly agree
- 8 % disagree or strongly disagree
- 14.9 % are neutral or undecided

On the positive side again, more than three-fourths of the respondents agree that people in the organization are aware of the organization's vision or purpose.

30. How would you describe your group of BRT's at the Block level – a set of individuals or a team ?

Valid responses: 1177

- 85 % of the respondents describe their group of BRT's at the Block level as a team
- 11.3 % describe it as a set of individuals

31. If you feel that you are a team of BRT's, indicate the extent to which you agree with the statement that your team is cohesive.

Valid responses: 1001

- 85.9 % of the respondents who feel that they are a team of BRT's, agree or strongly agree with the statement that their team is cohesive
- 2.7 % disagree or strongly disagree
- 6.5 % are neutral or undecided

Eighty-five percent of the respondents feel that their group of BRTE's at the Block level is a team, and again eighty-five percent of these people agree that their team is cohesive.

32. What are your suggestions for improving your organization still further?

The most-often repeated suggestions indicate the most pressing problems / areas for improvement, and are presented below district-wise:

1. Chennai:

- Work allotment should be more organized. Work should be given one at a time.
- Proper planning is required.
- Enough time should be given to complete the work.

2. Coimbatore:

- Sufficient time should be given to finish the work, for data collection, and for training.
- Working hours to be limited, meetings should not be held after office hours, Saturdays should be holidays.

3. Cuddalore:

- Sufficient time should be given for work to be done.
- Superiors should give guidance, support, encouragement, should motivate, and should act promptly on grievances or problems.
- Planning should be improved.
- Teacher – student ratio should be increased.

4. Dharmapuri:

- Sufficient / relevant training should be given to help BRTE's do better on the job
- ALM modules should be supplied in time
- Training should only be given during the holidays (vacation)

5. Dindigul:

- Work-oriented training; training in computer-aided learning; training on computers should be given
- Sufficient time is required to do the work, and to collect data
- Work allotment should be done in a fair manner, taking the individual's talents (capabilities) into consideration
- There should be appreciation for work done
- The role of supervisor is important; he / she should be an experienced person (HM), should be cooperative, and should provide guidance
- BRTE's should not be threatened

6. Erode:

- Sufficient time is required to do work / documentation / updation of files / arrangement for training etc.
- Infrastructure facilities to be improved / provided, including: furniture, borewell, maintenance grant, photocopier, water facilities, resource books and other reference material including some on current affairs
- Appointment of necessary personnel such as office assistant / clerk / accountant / computer operator / typist / watchman etc.
- Compensatory off (leave) to be provided for extra work put in
- BRTE's also need holidays / vacations
- Good performance to be appreciated and rewarded
- Guidance and encouragement to be given by supervisors
- There should not be any threat from the superiors, and BRTE's should be protected from them
- Vacant posts of BRTE's should be filled immediately
- There should be clear guidelines on working hours – either they should be flexible, or should be clearly specified as being restricted to morning or day timings
- Buildings for schools to be provided

7. Kanchipuram:

- There should be a proper system for monitoring the work of BRTE's
- Sufficient time should be given to complete the work
- Training on organization skills, time management, personal development etc. should be given
- SLM / ABL kits should be provided on time
- Clerical / office / accounts assistants should be provided

8. Kanyakumari:

- Sufficient time should be given to complete the work
- Working hours should be reduced, can be restricted to school hours, or only afternoons
- Supply of ABL cards should be sufficient and timely
- BRTE's should be given rewards / recognition / promotions for good performance
- BRTE's should meet often to discuss problems that they encounter at work
- Stress / pressure (that BRTE's experience) should be prevented

9. Karur:

- Training required for BRTE's / teachers
- Sufficient time should be given to complete the work, collect data, etc.
- Relevant information should be given in time
- A separate supervisor is required for the block; he / she should be a role model and should provide guidance
- BRTE's need computer education
- BRTE's should be involved only in academic activities
- Teacher-student ratio to increase

10. Krishnagiri:

- Timely training is required
- Training modules to be given in advance to the teacher educators
- Work allocation to be done properly without any partiality
- Open communication should be there

11. Madurai:

- Encouragement and motivation should be given
- Training required (including on computers)
- Increase FTA
- There should be proper gap between training
- ALM modules and work book should get proper timing

12. Nagapattinam:

- Appreciation should be given
- Adequate BRTE's should be appointed immediately
- Security for things at the office is needed

13. Namakkal:

- Training is required
- Sometimes BRTE's are ill-treated and threatened by the HM's or the teachers.
There should be a proper redressal mechanism for such cases

14. Nilgiris:

- Sufficient time is required to complete the work, to plan the work, to plan for training
- Allotment of work should be fair

15. Perambalur:

- Need encouragement, guidance and suggestions from the supervisor

16. Pudukkottai:

- Language BRTE's required
- More time should be given to prepare for (questions asked by teachers during training)
- Re. training: more days of training, training should be given earlier, appropriate time should be spent on each module
- Training is required for BRTE's and teachers in English language communication as well as other subjects
- Teacher - student ratio should be appropriate (1:30)

17. Ramnad:

- Training required on computers, subjects, administration
- Vacant posts of supervisors and BRTE's should be filled
- School trips can be made more often, and done subject-wise
- Providing vehicles (two-wheelers) for school visits will help

18. Salem:

- Regular meetings should be conducted by the BRTE's in the BRC
- The strain / pressure on the employees, as well as the sense of fear / insecurity that is there should be removed
- BRTE's should be appreciated / recognized for their work
- BRTE's should have freedom to work and think; new ideas should be encouraged

19. Sivagangai:

- Provide laptop for each BRTE

20. Thanjavur:

- Information to do the work should reach in time
- Enough time should be given to complete the work
- More responsibilities should be given to the BRC / BRTE's
- Further ABL training is needed for teachers
- Supervisory post should be filled; more power should be given to supervisors

21. Theni:

- There should be more freedom at work
- More training should be given
- Laptops to be provided to BRTE's
- More BRTE's should be appointed (no. of CRC's also to be increased)
- Immediate action to be taken on grievances

22. Thiruvallur:

- There should be more freedom at work
- More time is required to do the work
- More training is required in upper primary

23. Thoothukudi:

- Sufficient time allotment
- Proper planning should be there
- Motivation for BRTE's is needed

24. Tirunelveli:

- Instructions / information should be given in advance
- Sufficient time needed to do the work
- Roles / work allotment to be clarified to BRTE's and to be done fairly
- Proper guidance is needed
- Computer training should be given to all BRTE's
- TA / FTA should be increased
- Should stop the practice of calling the BRTE's back to the BRC when they are supervising the schools

25. Tiruvannamalai:

- Training schedule should be intimated in advance
- Training should be more efficient, proper and timely
- BRTE's should not have to work under stress and tension
- More freedom is required at work
- BRTE's need encouragement
- FTA / TA to be increased

26. Tiruvarur:

- More training required for BRTE's
- Sufficient time should be given to complete the work
- Grievances should be looked into
- Office / clerical assistants to be appointed

27. Tiruchirappalli:

- FTA to be increased
- Proper instruction should be given before the training

28. Vellore:

- Avoid data collection
- Sufficient time to complete the work; for data collection
- All BRTE's should be treated equally
- There should be frequent review and monitoring
- Training modules should be supplied in advance
- Internet and email facility should be provided at the block office for easy sending of weekly reports

29. Villupuram:

- Increase PTA / FTA / TA / DA
- BRTE's need guidance, support, motivation
- More power to be given to BRTE's in administration; to handle BT's
- More freedom to think and work; to communicate
- Supervisor is needed; he / she should feel comfortable even with new BRTE's; should be honest; should treat BRTE's properly
- Carpet; funds for whitewash / repair; computer required
- Teachers' cooperation / interest / involvement required
- The ABL method should continue to be followed

30. Virudhunagar:

- More training needed (including on computers); but repetition of training should be avoided
- More guidance and encouragement from superiors
- Free bus pass to reach the schools in the block
- TA should be paid on the spot
- Photocopying machine required for BRC
- Teams may be constituted at block level to identify dropouts (children) and to bring them back into the mainstream

Overall, the findings are that the organization has a strong culture which is viewed favourably by the vast majority of the respondents, and most of the respondents have reported a positive change in their attitudes towards their jobs as well as towards the organization. However, there are a few issues as indicated in the employees' suggestions, that might need to be looked into, which would help to further improve the organization's culture and its effectiveness.

SECTION 4

SUMMARY AND CONCLUSIONS

This section summarizes the findings of the study and draws conclusions from them, which lead to recommendations for the management of the SSA – State Project Office, Tamil Nadu. It also mentions the limitations of the study.

4.1 FINDINGS AND CONCLUSIONS

The perceptions of the BRTEs about the organization culture at SSA – State Project Office, Tamil Nadu were assessed. It appears that the organization has a single strong culture, which is perceived favourably by the BRTEs.

The attitudes of the BRTEs towards their jobs as well as towards the organization are also positive.

4.1.1 Organization Culture

As stated earlier, an organization's culture is the shared perception that organizational members have about its characteristics. From the responses it can be seen that there is a high degree of agreement on how the various aspects of the organization are perceived. Perhaps the most important is the agreement that there have been several improvements in the organization in the recent past. The emphasis has been on improved receptivity to feedback, more openness of communication, introduction of new methodologies of work, better clarity of roles and jobs, as well as adequacy and appropriateness of training. To a lesser degree, the respondents also agree that they have more freedom in their work, that the organization has become less bureaucratic and more flexible, and that the work environment is pleasant.

The culture has been described by the organizational members as being collaborative, with the groups of BRTEs at the Block level being perceived as teams which are cohesive. The respondents have also indicated satisfaction with the leadership, as well as trust in the management. In addition, there is considerable awareness about the organization's vision and purpose.

4.1.2 Employee Attitudes towards the Job and the Organization

The respondents' attitudes towards their jobs are positive, with a majority of the respondents agreeing that there has been an improvement in their attitudes in the recent past. Among the reasons for this positive improvement are the following: the work has become more interesting, their jobs / roles are now clearer than before, they now have the knowledge / skills to do their jobs properly, and they feel they are spending their time more usefully than before. To a lesser degree, the fact that they now receive appreciation for their work has also helped to improve their positive attitude.

For the very small minority of people who disagree with the statement that their attitudes have become more positive, the predominant reasons for the lack of improvement in their attitudes have been lack of appreciation for their work and the fact that they do not find their work interesting.

With regard to the organization, a vast majority of the respondents have a strong sense of belonging, and they take pride in working for the organization. Most of them feel comfortable working here.

However, it is to be noted that a sizeable minority of the respondents have indicated that they feel stress or pressure to perform, and that they do experience some fear and insecurity while working.

4.2 RECOMMENDATIONS

Since the organization is perceived to be effective, and since most of the respondents have positive feelings about it, the management should take care to maintain the current way of working, and ensure that it does not regress to the old bureaucratic model.

It might however help to look into the reasons behind some of the employees experiencing stress as well as fear / insecurity. If the triggering factors for these feelings could be identified and dealt with, employee dissatisfaction, poor performance, absenteeism and even attrition, could be prevented.

In addition, on the basis of some of the most-often repeated suggestions from the respondents, the following recommendations are made:

Work should be planned well in advance, taking care that work assignments do not overlap with one another. Information regarding the work should reach in time. Sufficient time should be given for the completion of work. BRTEs also feel the need for more autonomy (freedom) to think and make decisions at work. This will prevent the BRTEs from feeling undue stress, and will also facilitate higher quality of work.

There should be a proper system in place for regular monitoring and review of the work of the BRTEs.

Working hours should be clearly defined and restricted to school hours. Meetings should not be held after office hours, and Saturdays should be made holidays. BRTEs feel the need for holidays and vacations. Compensatory off (leave) can be provided for extra work put in.

The BRTEs feel the need for increasing allowances such as TA, FTA, PTA etc. These reimbursements should be made immediately.

The role of the supervisor is important. Supervisory vacancies should be filled immediately. Most BRTEs appreciate the necessity of this position. However they expect a lot from the incumbent – they feel he / she should be experienced, preferably a HM, and that he / she should provide appropriate guidance, support, and encouragement as well as appreciation for the work done. The supervisor should also be friendly and unbiased, particularly in the allotment of work. The perception that the supervisor is not very comfortable with / confident about new BRTEs needs to be changed.

The focus on training should continue. More days should be allotted for training, and the schedules should be intimated in advance. Training should preferably be held during holidays / vacation. BRTEs feel the need for training on computer skills, as well as on other relevant areas

such as personality development, time management and administration, in addition to work-related training.

Most of the BRTEs don't seem to be comfortable with data collection. Either this responsibility can be taken away from them, or it can be reduced such that their academic duties are proportionately more. If they do have to collect data, they should be given sufficient time to do so. The appointment of clerical assistants / computer operators would help in data entry.

There should be a mechanism for prompt redressal of grievances. BRTEs sometimes feel ill-treated by their supervisors, and even by the HMs. Sometimes they perceive unfairness or partiality in work allotment. They feel a need to be protected from their seniors (supervisors) who sometimes threaten them.

The teacher-to-students ratio should be increased. More teachers should be appointed, and they should be given timely and appropriate (further ABL) training. Teachers should show interest and involvement, and cooperate with the BRTEs. BRTEs should be given more authority to take corrective action during school visits.

There should be some plan of action such as the formation of special teams to identify children who have dropped out from school and bring them back into the mainstream.

Infrastructural facilities and resources need to be improved / provided, including: furniture; borewell; photocopier; grant / fund for maintenance, whitewash and repair; water facilities; laptop for BRTEs; internet / email connection at the BRCs for quick and easy despatch of weekly reports; sufficient (and timely) supply of ABL cards / ALM kits; carpet for use in ABL method; resource books and other reference material (including on current affairs); two-wheelers / bus pass for school visits in remote areas. To ensure safety of the things in the office, a watchman could be appointed. In addition, some districts require buildings for schools.

4.3 LIMITATIONS OF THE STUDY

The study was restricted to BRTEs from thirty districts of Tamil Nadu. This could have given rise to a unique perception of the culture, possibly different from that which might have been obtained if employees at other levels and in other functions of the organization had also been included as respondents.

Since there has been a gap of a few months between data collection and the consolidation of the report, the findings might not accurately reflect the current attitudes and perceptions of the employees, as these could have changed over time.

APPENDIX

Tool for the Assessment of Organization Culture in the SSA State Project Set-up

We assure the respondents of complete confidentiality of the information provided.

To ensure this, we request the respondents **not** to write their names or any other identifying information anywhere on this questionnaire.

Instructions for filling in the questionnaire:

- Please do not leave any question unanswered.
- For statements given in the following format:

1.	In the recent past, there have been some improvements in the organization.	1	2	3	4	5
----	--	---	---	---	---	---

please tick **one** of the boxes as per the five-point scale given below

1	2	3	4	5
Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree

* *Neutral can be taken to mean unable to agree or disagree with the given statement*

- For statements 6 and 30, you may tick **one** of the two options provided.
- For statements 2i, 4f, 5f and 32, you may provide your own inputs as applicable, and then indicate the degree of your agreement with each input by ticking in the appropriate box (1 / 2 / 3 / 4 / 5).
- Please go through the following illustrations / explanations for clarity on the statements:
2f. The organization has become less bureaucratic and more flexible.
(You are not required to sign your attendance at your office at a particular time each day; you have the freedom to report to office even after visiting a school.)

4e. You feel you are spending your time more usefully than before.

(Earlier there were instances of BRTEs being used to run bridger courses.)

6. How would you describe your organization’s culture? Competitive / Collaborative

(Competitive – there is rivalry / jealousy / competition amongst the employees; Collaborative – people are willing to help and cooperate with one another.)

21. You are allowed to make decisions concerning your work

(Such as choosing the school you are going to visit on a particular day.)

31. If you feel that you are a team of BRTEs, indicate the extent to which you agree with the statement that your team is cohesive.

(A cohesive team is one where there is a feeling of oneness, with a common direction.)

Questionnaire – Part A

Please fill in the following details:

District: _____

Age (years): _____

Sex: Male Female

Qualifications: Graduate

 Post-Graduate

 Others please specify: _____

Tenure of service in SSA: Years _____ Months _____

Details of past experience:

Unemployed

As a teacher Years _____ Months _____

Other employment (please state the nature of work):

 Years _____ Months _____

Questionnaire – Part B

1.	In the recent past, there have been some improvements in the organization.	1	2	3	4	5
----	--	---	---	---	---	---

2.	If you agree with statement 1 (rating of 4 or 5 only), please indicate the extent to which you agree that the following improvements have taken place:					
2a.	People have more freedom in their work.	1	2	3	4	5
2b.	The organization has become more receptive to feedback.	1	2	3	4	5
2c.	There is more open communication within the organisation.	1	2	3	4	5
2d.	New methodologies of work have been introduced in the organization.	1	2	3	4	5
2e.	Roles and jobs are now quite clear.	1	2	3	4	5
2f.	The organization has become less bureaucratic and more flexible.	1	2	3	4	5
2g.	The organization is providing adequate and appropriate training.	1	2	3	4	5
2h.	The work environment is pleasant.	1	2	3	4	5
2i.	Others – please specify:	1	2	3	4	5

3.	In the recent past, your attitude towards your work and / or the organization has become more positive.	1	2	3	4	5
----	---	---	---	---	---	---

4.	If you agree with statement 3 (rating of 4 or 5 only), please indicate the extent to which you agree that the following factors are responsible for the improvement in your attitude:					
4a.	The work has become more interesting.	1	2	3	4	5
4b.	You are now receiving appreciation for your work.	1	2	3	4	5
4c.	You now have the knowledge and / or the skills to do your job properly.	1	2	3	4	5
4d.	Your job / role is now clearer than before.	1	2	3	4	5
4e.	You feel you are spending your time more usefully than before.	1	2	3	4	5
4f.	Others – please specify:	1	2	3	4	5

5.	If you do not agree with statement 3 (rating of 1 or 2 only), please indicate the extent to which you agree that the following factors are responsible for the lack of improvement in your attitude:					
5a.	You do not find your work interesting.	1	2	3	4	5
5b.	You do not receive any appreciation for your work.	1	2	3	4	5
5c.	You do not have the knowledge and / or the skills to do your job properly.	1	2	3	4	5
5d.	Your job / role is not clear.	1	2	3	4	5
5e.	You feel you are spending much of your time in useless or meaningless activities.	1	2	3	4	5
5f.	Others – please specify:	1	2	3	4	5

6.	How would you describe your organization's culture? (please tick the appropriate option)	Competitive	Collaborative
----	---	-------------	---------------

7.	You feel comfortable working here.	1	2	3	4	5
8.	You are proud of working for this organization.	1	2	3	4	5
9.	You feel that this is your organization.	1	2	3	4	5
10.	You are happy with your own leadership abilities.	1	2	3	4	5
11.	You are happy with the leadership in your organization at the block level.	1	2	3	4	5
12.	You are happy with the leadership in your organization at the district level.	1	2	3	4	5
13.	You are happy with the leadership in your organization at the state level.	1	2	3	4	5
14.	You trust the management of your organization at the block level.	1	2	3	4	5
15.	You trust the management of your organization at the district level.	1	2	3	4	5
16.	You trust the management of your organization at the state level.	1	2	3	4	5
17.	You can talk freely and openly to your colleagues, about issues or problems in the organization.	1	2	3	4	5
18.	You can talk freely and openly to your superiors, about issues or problems in the organization.	1	2	3	4	5
19.	The organization is willing to listen to feedback from employees.	1	2	3	4	5
20.	People are allowed to ask questions or clarify doubts (about their roles, the new systems etc.).	1	2	3	4	5
21.	You are allowed to make decisions concerning your work.	1	2	3	4	5
22.	New ideas from employees are encouraged by management at the block level.	1	2	3	4	5
23.	New ideas from employees are encouraged by management at the district level.	1	2	3	4	5

24.	New ideas from employees are encouraged by management at the state level.	1	2	3	4	5
25.	The organization forgives mistakes and allows people to learn from them.	1	2	3	4	5
26.	The organization is flexible enough to respond to changes quickly.	1	2	3	4	5
27.	You feel stress or pressure to perform.	1	2	3	4	5
28.	You have a sense of fear or insecurity while working.	1	2	3	4	5
29.	People in the organization are aware of the organization's vision / purpose.	1	2	3	4	5

30.	How would you describe your group of BRTEs at the Block level? (please tick the appropriate option)	A set of individuals			A team	
31.	If you feel that you are a team of BRTEs, indicate the extent to which you agree with the statement that your team is cohesive.	1	2	3	4	5

32.	What are your suggestions for improving your organization still further?
-----	--

REFERENCES

1. **Cummings, T. G. and C. G. Worley** *Organization Development and Change*, Thomson South-Western, Delhi, 2007.
2. **DeVellis, R. F.** *Scale Development – Theory and Applications*, Sage Publications, Newbury Park, 1991.
3. **Luthans, F.** *Organizational Behavior*, Irwin / McGraw-Hill, Massachusetts, 1998.
4. **Muchinsky, P. M.** *Psychology Applied to Work – An Introduction to Industrial and Organizational Psychology*, Wadsworth / Thomson Learning, Belmont, CA, 2000.
5. **Robbins, S. P. and S. Sanghi** *Organizational Behavior*, Pearson Education, New Delhi, 2007.