

## **Organizational Climate and Employees' Productivity: An Evidence of Selected Federal Universities in North Central Nigeria**

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### **ABSTRACT**

Tertiary institutions in Nigeria especially in the North Central Region are increasing in number and the competition among them is also becoming stiffer and universities may not be paying enough attention organizational climate which in turn affects productivity of employees negatively. The study was aimed at examining the effects of organizational Climate on the productivity of employees of selected tertiary institutions in North Central, Nigeria. The study selected are University of Ilorin, Kwara State, University of Abuja, FCT, FUT Minna, Niger State and Federal University, Lokoja, Kogi State. Also, the study employed the primary means of data gathering using questionnaire and a sample of 314 was taken out of a population of 3184 with the aid of Krejcie and Morgan's Table of Sample. Hence, this study revealed that organizational climate does affect employees' motivation and productivity through team work, reward, autonomy, training and development provided by the organization. Additionally, this study concludes that employees' motivation and productivity are significant determinants of effective organizational climate. Lastly, this study recommends that organization should pay attention to issues surrounding its environment in order to attain improved employees' motivation and productivity at large.

**Keywords:** Employees, Motivation, Productivity, Nigeria, Universities, Organization, Climate

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## 1. INTRODUCTION

There has been increasing attention on the relationship between management and employees of both business and academics since the 1930s. Attitudes of the employees towards their organisation as a result of their work environment are important issues in organisational behavior literature. Organisation climate differs from country to country and industry to industry. However, worldwide organisational climate remains an important factor impacting performance seen from the relationship between organisational climate and predictive variables such as satisfaction, commitment and involvement. Concepts such as job satisfaction need for achievement, affiliation and power, overall organisational effectiveness and performance, and organisational commitment are also found to be the consequences of perceived organisational climate (Berberoglu, 2018).

Since the changes in the business environment has brought about higher global competition, devaluation and technological advancement which have triggered many changes making many organisations to struggle for survival (Castro & Martins, 2010). Organisations in the ever-changing environment are faced with more challenges than before, irrespective of the type or size. The need to embrace the rising changes in the employment market place has made organisations to strive for committed employees. Every organisation wants to efficiently implement business strategies, achieve their goals, gain competitive advantage and optimize the use of human capital. This is because organisations' have recognised that human resource is one of the most important assets it can boast of in the workplace since they are run and steered by people whose primary aim is to achieve set goals and objectives (Bekele, 2014). The organizational climate reflects a person's perception of the organisation to which he belongs and by implication affects the job satisfaction. Work climate relates to performance, employees attitude, job involvement and satisfaction of the employees. Social, organisational and physical climates serve as the driving force for jobs and duties; also, they noticeably affect the attitude, performance and work productivity of the employees.

Therefore, the performance of the academic staff in Nigerian institution becomes imperative as churning out high quality manpower is a prerequisite for the development of any country, as this pool of manpower is where every sector draws its human resources from. In order for higher education to develop the above capacities, it must ensure that their staff is well motivated for them to be committed to the quality needed for socio- economic and political development. The essence of human resources development in the university is to see that the staffs are adequately and continuously educated, trained and retrained and also upgraded to meet new challenges of the overall organisation and society at large (Ogbodo, 2012). In addition, noted that the success and development of every educational system in any organisation depends on the quality of its human and material resources.

It has been identified that tertiary institutions in Nigeria are increasing in number and the competition among them is also becoming stiffer and universities may not be paying enough attention to this scenario. This has given rise to constant movement of lecturers from one university to another. Poor organisational climate lowers performance as employees are alienated which stifles their creativity and innovations. Also, with the growing student population, movement of senior academics that are expected to train the younger ones and increased workload of academic staff with inadequate supportive infrastructure leads to a growing problem of how to plan the work schedule of academics (including making provision for disruptions) to enable them cope and also get the desired outputs without compromising quality. This study therefore, was aimed at analyzing the effect of organizational climate on work related attitude, it will be directed to know how far organizational climate tends to affect employee's motivation and productivity in an organization.

### 1.1 Research Hypotheses

**H<sub>01</sub>:** Organizational climate has no significant effect on employees' motivation

**H<sub>02</sub>:** Organizational climate does not have any significant impact on employees' productivity

## 2. LITERATURE REVIEW

### 2.1 Organisational Climate

The concept of organisational climate can be traced back to the early 1900 with work of Lewin and Stringer (1939). Early researches suggested that the social climate or atmosphere created in a workplace had significant consequences- employees' perceptions of the work context purportedly influenced the extent to which people were satisfied and perform up to their potential, which in turn, was predicted to influence organisational productivity (Katz& Kahn, 2004). Organisational Climate as a concept is related to employees' perception and has been attracting many researchers (Arabaci, 2010, McGregor, 2000 & Likert, 1997).

Climate has been described as an experientially based description of the work environment and, more specifically, employees' perceptions of the formal and informal policies, practices and procedures in their organisation (Schneider, 2008). It was also described by Veyrat(2016) as a set of measurable properties of the perceived work environment, directly or indirectly, created by individuals who live and work in this environment and that influence the motivation and behavior of these people. Organisational Climate is a fundamental construct in work and organisational setting, as it provides an appropriate context for studying organisational behavior, allowing the exploration of individual and group behaviors. This has resulted in organisational climate been a direct or indirect subject of many behavior projects and emerging as constructs with many behavior consequences. The behavioural subjects gained momentum with the work of Litwin and Stringer (1968) who conceptualized organisational climate in relation to influence on motivation and behavior.

Organisational climate as explained by Castro and Martins (2010) as a relatively enduring quality of an organization's internal environment, distinguishable from other organisations, which results from the behavior and policies of members of the organisation, especially top management, which is perceived by the members, serves as a basis for interpreting situations and acts as a source of pressure for directing activity. Organisational climate has also been defined as the shared perceptions and the meaning attached to the policies, practices, and procedures employees experience and the behaviors they observe getting rewarded and that are supported and expected (Ostroff. 2003; Schneider & Reichers 1983; &Schneider& Tyler 2011).

### 2.2 Motivation

Motivation may be viewed as those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed (Kreitner&Kinicki, 2006). Hence when employees are motivated, they perform their duties with full honour and dedication, they become fully loyal (Asim, 2013). The effectiveness of skilled employees can be limited if they are not motivated to perform their jobs and that the form and structure of an organisation can affect employee motivational levels in several ways which are linked to performance e.g. organisations can implement merit pay or incentive compensation systems that provide rewards to employees for meeting specific goals. Likewise protection of employees from arbitrary treatment, perhaps via a formal grievance procedure, may also motivate them to work harder because they expect their effort to be fairly rewarded (Otuko, Chege & Douglas 2013) Motivation is conceived as those factors that impel one to put in his best towards the growth and success of the organisation. Incentives that workers receive from their boss make most of them more productive and loyal to the organisation. Such incentives include pay, commendation, praise, recognition and some other material incentives such as money etc.

### 2.3 Employee Productivity

Productivity is a performance measure encompassing both efficiency and effectiveness. It is important, therefore, to know who the productive workers are. High performing, effective organisations have a culture that encourages employee involvement. Productivity is the relationship between production of an output to the resources used in accomplishing the assigned task. It is measured as a ratio of output per unit of input over time and a measure of efficiency and is time.

Employees who are more willing to get involved in decision-making, goal setting or problem-solving activities, subsequently are higher performing (Hellriegel, Slocum & Woodman, 1998). This encourages a more modern style of participatory management that raises employee productivity and satisfaction, and even lowers workers' compensation rates. (Madison, Wisconsin, 2000). According to Miller and Monge (1986), job satisfaction increases productivity through bringing high quality motivation and increasing working capabilities at time of implementation. There is evidence that all-encompassing participation has a more substantial effect on workers satisfaction than participation in specific decisions.

## **2.4 Theoretical Clarification**

### **2.4.1 Herzberg's Two Factor Theory**

Herzberg in 1967 proposed a unique concept for understanding job satisfaction in employees. He was one of the first researchers to depart from the need theories of motivation and examine the levels of satisfaction or dissatisfaction of people at work (Nelson & Quick, 2009). The premise for his dimensional theory stemmed from a two-component perspective whereby the work environment would influence one of the two components. Herzberg's unique proposition stated that satisfaction and dissatisfaction are two separate components. They were not the opposite ends of a satisfaction continuum.

Therefore, the opposite of satisfaction is not dissatisfaction; rather, the opposite of satisfaction is no satisfaction (Harash, 2010). Similarly, the opposite of dissatisfaction is no dissatisfaction (Harash, 2010). The two components are consequently referred to as motivation factors (satisfaction) and hygiene factors (dissatisfaction). Motivation factors were those aspects of the work environment that lead to psychological growth and promoted satisfaction. Hygiene factors were aspects of the work environment that created dissatisfaction or psychological pain or discomfort. It is important to note that motivation factors led to personal growth and contribution to the work environment; however, the absence of these factors does not lead to dissatisfaction (Nelson & Quick, 2009).

## **2.5 Empirical Clarification**

A desk review aimed at studying the relationship between organisational climates and employee performance was carried out by Jegajothi (2015). The researcher identified that there is positive relationship between organisational climate and employee performance and the organisational climate which motivates and increase the organisation effectiveness. Also, that workplacebehaviour, worker productivity, work commitment, job level, job status, promotion, employee training and employee rewards etc. have the positive relationship with motivation and performance of employees. The study showed that the work commitment helps the employee to work on a regular basis and good decision making.

Raza (2010) studied the impact of organisational climate on teacher's performance in public and private sector colleges in Punjab. He used two types of questionnaire, where 350 questionnaires were administered to teachers and 70 to college principals. The data were analyzed by applying statistical tools such as mean, standard deviation and coefficient of correlation. They found that with majority of public college principals, an open climate has positive correlation to teacher's performance; whereas closed climates were found to have negative correlation to the teacher's performance. Therefore, this researcher is of the opinion that when the climate is open, it fosters teamwork which enables academics relates better among themselves and improve their psyche and work behavior.

Hence, it was recommended that, the teachers may be given chances to discuss their academic problems in-groups, seminars, and conferences. The management style of principals may be improved through in-service training, seminars, workshops and departmental meetings and supervision. Performance of teachers can be increased by promoting open, as well as controlled, climates and avoiding closed climate.

Trondillo (2016) sought to develop a construct to assess organisational climate and explore the characteristics of the respondents' profile in relation to organisational climate. Data was gathered utilizing a structured online survey from selected 162 online Face book users. Exploratory factor analysis was done to develop a construct for perceived organisational climate and ordinal logistic regression was carried out to explore the profile's characteristics in relation to the response in the scale used. Organisational climate varies in between age groups and number of hours spent on social media. It was found that the odds of perceiving organisational climate is higher in 20 year olds and below among the different age group and respondents with average of 12 to 16 hours of social media use among the groups observed. Also the researcher believes that spending more hours on the social media especially during work hours will decrease focus towards work that can influence perception towards organisational climate. Hence it was recommended that future researchers should expand the study to accommodate constructs validated by an authority as well as the sampling selection to different industries.

Komenić, Bazdan, and Agušaj (2016) carried out a study on organisational climate and employee's turnover intention in Dubrovnik Hotels with aim of finding out its organisational climate (OC) and how it correlates to employees' intention to leave the organisation. The study through survey method targeted the front-liners and employees in non-managerial job positions in three, four- and five-star hotels. Using correlation analysis, they measured different elements of OC, in terms of performance of their organisation and their perceived importance. The results indicated that the organisational climate in these hotels is best described as rule-oriented. The employees reported having the highest level of satisfaction with role clarity in their company, and were least satisfied with career development.

While role clarity was the most important factor for the organisation and career development as least important, this is arguably troubling in the industry that struggles with employee retention. Results further showed that 'Training and Job-Socialization' is neglected in hotels, though high importance is allotted to training by hotel personnel, making this the area in need of immediate improvement. The absence of appropriate training could be seen as one of the factors influencing the difference in rating of companies' performance by permanent, seasonal and co-op workers, while the latter providing lower ratings for performance of companies regarding role clarity and commitment and morale.

Joseph (2015) studied "The effect of employees' motivation on organisational performance" by carrying out a desk review aimed at ascertaining whether a motivated worker can yield better energy for the growth of the organisation. After examining many related theories, the study recommended the provision of work atmosphere that is supportive of high productivity. This includes both extrinsic and intrinsic issues, especially the adoption of participative management technique.

### **3. METHODOLOGY**

The study was a cross sectional using a case study which enabled it gain an in-depth and a better understanding of the variables under study. Population of the study comprises of five selected Federal universities from the North central zone in Nigeria which are University of Ilorin, Kwara State, University of Abuja, FCT, FUT Minna, Niger State and Federal University, Lokoja, Kogi State the population of the study is 3184(Three thousand One Hundred and Eighty Four) and the sample size is 340, this was determined by Krecjie and Morgan (1970) table. Instrument used in collection of data comprises of both interview and questionnaire. This study also employed the use of multiple regression in analyzing the collected data using Statistical Package for Social Science (SPSS).

#### 4. DATA ANALYSIS

##### 4.1 Test for Hypothesis One

**Table 1: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.308	4	5.077	18.277	.000 <sup>b</sup>
	Residual	86.393	311	.278		
	Total	106.701	315			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Team Work, Reward, Autonomy, Training and Development

**Source:** Author's Fieldwork Computation, 2019

Also, the result of regression as contained Model Summary, shows that the R Square gave a large value of 19.0 per cent. This means that the model (which includes team work, reward, autonomy, training and development) explained about 19.0 per cent of the variance in perceived motivation. The Durbin-Watson Statistic gives 2.057 coefficients which indicate that there is absence of serial correlation in the error terms of the model as such ruling out problems associated with spurious regressions.

**Table 2: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.436 <sup>a</sup>	.190	.180	.527	2.057

a. Predictors: (Constant), Team Work, Reward, Autonomy, Training and Development

b. Dependent Variable: Motivation

**Source:** Author's Fieldwork Computation, 2019

Specifically, the result of regression as contained the Model Summary above, there was positive relationship between perceived training and development and perceived motivation such that a unit increase in perceived training and development scores caused about .317 unit increase in perceived motivation scores which was statistically significant at 1 per cent with the aid of the p value (0.000). Also, there was positive relationship between perceived autonomy and perceived motivation such that a unit rise in perceived autonomy scores induced about .024 unit increase in perceived motivation scores which was statistically significant at 1 per cent going by the p value (0.040).

More importantly, there was positive relationship between perceived reward and perceived motivation such that a unit rise in perceived reward scores induced about .282 unit rise in perceived motivation scores which was statistically significant at 1 per cent going by the p value (0.000). Furthermore, there was positive relationship between perceived team work and perceived motivation such that a unit rise in perceived team work scores induced about .013 unit rise in perceived motivation scores which was statistically significant at 1 per cent going by the p value (0.005).

**Table 3: Regression Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.636	.294		5.559	.000
1 Training and Development	.317	.059	.311	5.326	.000
Autonomy	.024	.039	.033	3.613	.040
Reward	.282	.064	.238	4.405	.000
Team Work	.013	.051	.014	3.247	.005

a. Dependent Variable: Motivation

Source: Author's Fieldwork Computation, 2019

#### 4.2 Test for Hypothesis Two

Standard multiple regression was used to explore the effect of team work, reward, autonomy, training and development on commitment. The result of regression as contained in Table 4.15: ANOVA, shows that the F-test was 9.438, significant at 1 percent [ $p < .000$ ]. This showed that model was well specified.

**Table 4: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.912	4	2.728	9.438	.000 <sup>b</sup>
	Residual	89.888	311	.289		
	Total	100.800	315			

a. Dependent Variable: Commitment

b. Predictors: (Constant), Team Work, Reward, Autonomy, Training and Development

Source: Author's Fieldwork Computation, 2019

Also, the result of the regression as contained Table 4.16: Model summary, shows that the R Square gave a value of 10.8 percent. This means that the model (which includes team work, reward, autonomy, training and development) explained about 10.8 percent of the variance in perceived commitment. The Durbin-Watson Statistic gives 1.636 coefficients which indicate that there is absence of serial correlation in the error terms of the model as such ruling out problems associated with spurious regressions.

**Table 5: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.329 <sup>a</sup>	.108	.097	.538	1.636

Source: Author's Fieldwork Computation, 2019

Specifically, the result of regression as contained in Table 4.17, there was positive relationship between perceived training and development and perceived commitment such that a unit increase in perceived training and development scores caused about .037 unit increase in perceived commitment scores which was statistically significant at 1 per cent with the aid of the p value (0.041). It thus infers that, the better the training and development, the higher the variation in commitment. Also, there was positive relationship between perceived autonomy and perceived commitments such that a unit rise in perceived autonomy scores induced about .130-unit increase in perceived commitment scores which was statistically significant at 1 per cent going by the p value (0.001). It therefore, implies that all things being equal, the higher the autonomy, the higher the variation in commitment.

More importantly, there was positive relationship between perceived reward and perceived commitment such that a unit rise in perceived reward scores induced about .293 unit rise in perceived commitment scores which was statistically significant at 1 per cent going by the p value (0.000). Furthermore, there was positive relationship between perceived team work and perceived commitment such that a unit rise in perceived team workscores induced about .100 unit increase in perceived commitment scores which was statistically significant at 1 per cent going by the p value (0.004).

**Table 6: Regression Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.366	.300		7.880	.000
1 Training and Development	.037	.061	.037	3.612	.041
Autonomy	.130	.040	.184	3.274	.001
Reward	.293	.065	.254	4.491	.000
Team Work	.100	.052	.113	3.930	.004

a. Dependent Variable: Commitment

Source: Author's Fieldwork Computation, 2019

Standard multiple regression was used to explore the effect of team work, reward, autonomy, training and development on motivation. The result of regression as contained in Table 4.18: ANOVA, shows that the F-test was 18.277, significant at 1 percent [ $p < .000$ ]. This showed that model was well specified.

## 5. CONCLUSION

The study concludes that motivation is a significant determinant of academic staff attitude in selected North Central Zone Federal Universities in Nigeria, it was found to be a strong predictor of discharge of duty. The hypothesis tested revealed that reward, teamwork, autonomy emerged as variables which had significant effects on motivation. The study reveals however that, it is not surprising that there were strong significant associations between reward (financial and non-financial) and motivation as it is an innate behaviour. Although this study observed positive relationships between climate and academics attitude to work, the qualitative analysis revealed areas of concern like: salary cut, and enormous work load, especially administrative task which has a direct consequence on motivation and employee's attitude as a whole. This study goes in line with the study of Joseph (2015) studied were he was able to find out that employee's motivation affects the performance of the organization.

The study also concludes the joint effect of training and development, autonomy, reward and team work on productivity of staff in North Central University, Nigeria. Reward was the organisational climate variable with the highest effect, and positive relationship with staff productivity. Although productivity is often thought to be based on salary and promotions, as popularly assumed, thematically other variables such as work life balance, promotion, on the job training, students and scholarly contributions to body of knowledge are also termed as productivity amongst academics. While the incessant increase in the number of students with non-proportional increase in the number of academics, poor training selection processes are impediments to productivity, this finding goes in line with the findings of Raza (2010) where he studied the impact of organisational climate on teacher's performance in public and private sector colleges in Punjab.

## 6. RECOMMENDATIONS

Based on the findings from the research, the following recommendations are made:

- (i) Universities should encourage setting up of research clusters and groups. As it is widely known that great team work is motivating, when employees are amongst people with like minds, it boosts their morale. This is because with collaborations, lecturers will be encouraged and motivated to empower the students with adequate knowledge borne out of their researches, hence reproducing themselves. Also, awards and recognitions for outstanding researchers/researches are essential tools needed as this act of recognition will not only motivate the recipients but encourage other researchers in wanting to perform better.
- (ii) Creating organisational climate in which employees are productive is crucial to improved services for organisation. One major yardstick academics use in measuring their productivity level according to this research is promotion. Promotion criteria and processes should be transparent and lack all forms of biasness for all. Also, convenience on the job, infrastructural facilities, and internet facilities, ambience in the office, training and developments fosters productivity. Thus, organisations are therefore encouraged to provide these basic facilities that will enhance proficiency and make workers more committed towards goal achievement which is the hallmark of every organisation.

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