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## MAJOR FINDINGS AND SUGGESTIONS

## 5.1 Introduction

## 5.2 A Brief Overview

### 5.3 Achievement of Research Objectives

## 5.4 Major Findings

- Findings on Institutional Climate
- Institutional Climate and Some Influencing Variables
- College Teacher Morale
- Student Control Ideology
- Interrelationship among Climate, Morale and Control Ideology

## 5.5 Some Observations and Suggestions

- Regional Consultative University Councils
- Study Team for Closed Climate and Open Climate Colleges
- Improvement of Climate

## 5.6 Improvement of College Teacher Morale

### 5.7 Improvement of Student Control Ideology

## 5.8 The Conclusion

**ANNEXURE**

### Suggested Areas of Further Research

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### 5.1 Introduction

This is the concluding chapter. An attempt will be made in it to take the stock of some aspects of the research plan, pin points<sup>of</sup> the major findings of the study and consider some possible directions and dimensions of changes or improvement to be brought about in conditions that affect the inner life in affiliated colleges. The present research has amply shown how climate, morale and control ideology touch many things that happen these days in colleges, and no educational system can ill afford to overlook them. Magnificent buildings, rich libraries and laboratories, spacious playgrounds and even careful and judicious recruitment of the staff alone do not contribute to the maintenance of college quality at a reasonable level of adequacy, not to talk of keeping it continuously upgraded as Education Commission (1964-66) has enjoined. The inner life - the socio-psychological springs of teacher behaviour, the leader behaviour of patterns and the control ideology espoused by administrators and teachers in colleges give a real and far more determinant mould to the growth and development of colleges. It is these inner springs of influences that create individual differences among

colleges and determine the quality of their inputs. If colleges are to be conceived as systems, it is these parts that occupy a vital position in the system and keep it healthy. They maintain the body pressures at reasonable level, keep the arteries healthy so that the blood circulation is kept going on adequately with the result that institutional cardiac is not damaged and no unnecessary body complications through metabolism are created. Research in the areas of organizational climate and staff morale have been underscoring these aspects which are ordinarily overlooked or ignored by educational planners, university administration and higher education division of State Education Department.

## 5.2 A Brief Overview

The present study constitutes the first exploration in studying climate, teacher morale and control ideology at the stage of higher education in the country. In the initial chapter, the conceptual framework of all the three major variables has been set forth in great details drawing from studies and investigations and research papers published in the areas. The concept of organizational climate has been enlarged so as to include administrative directions of organizational structure, communication,

human relations and democratic decentralization - Freedom. Similarly, in the concept of teacher morale the dimension of 'administration' has been included. These additions constitute meaningful deviations from the earlier studies in these areas. Student control ideology at college stage has found a place for the first time in the present study.

The research design is presented in Chapter II. Its focal points are six : (1) development of new climate and morale tools to suit the educational conditions and constraints in Indian situation, (2) the factor analysis of the tools, (3) selection of a stratified proportionate sample ( college teachers and principals as respondents ) of 122 affiliated colleges belonging to all the academic disciplines, excepting medicine, of the Gujarat University which is the largest university in the Gujarat State, (4) weaving the fabric of the research around twelve hypotheses each one of which is tested carefully deploying appropriate sophisticated statistical techniques, (5) A feedback of the findings of copious research in relevant context in the course of analysis and interpretation of the actual data ; yielded by the three research <sup>instruments</sup> / : a deviation from the common practice in Indian doctoral thesis of having an almost isolated chapter on the review of related research and (6) venturing to make a few pertinent suggestions to improve and strengthen the socio-psychological

inner life - the personality of the colleges.

Two new research instruments - Institutional Climate Description Questionnaire ( the ICDQ - Baroda Form II) and the College Teacher Morale Opinionnaire ( The CTMO - Baroda Form I ) have been developed using the usual procedures of developing refined instruments of measurement. The ICDQ has 12 dimensions, viz. (1) Disengagement, (2) Hindrance, (3) Esprit, (4) Intimacy, (5) Aloofness (6) Production Emphasis (7) Thrust, (8) Consideration (9) Organizational Structure, (10) Human Relations, (11) Communication and (12) Democratic Decentralization-Freedom. The item-dimension coefficients of correlation through Product Moment Correlation Method range from .32 to .85. Its reliability coefficient of correlation through the Test-Retest Method is .717.

The College Teacher Morale Opinionnaire has eight components, viz. (1) Teacher Welfare, (2) Security, (3) Conditions of Work, (4) Inter-personal Relations, (5) Job Satisfaction, (6) Administration, (7) Need Satisfaction and (8) Cohesion. Its item-component coefficients of correlation range from .32 to .78 and its reliability coefficient of correlation through the Test-Retest Method is .873.

The SCI is an adapted version of the original 'Pupil Control Ideology' by Willower et al. Its validity and reliability in college situations prevailing in Gujarat are also tested. The dimension

on the development of the research instruments forms the theme of Chapter III.

The Chapter IV constitutes the cream of the present research. Twelve Hypotheses are formulated. Their theme is as under : (1) identification of the <sup>institutional</sup> climate of the affiliated colleges, (2) climate dimension-wise variations of the Faculties of the University, (3) Variations among mean perceptions of college teachers in different Faculties, (4) Variations of mean perceptions of college teachers and principals on ICDQ dimensions, (5) Institutional climate and some influencing variables (6) morale categories of affiliated colleges, (7) factor-wise analysis of college teacher morale with regard to four group variables, (8) relationship of climate with teacher morale, (9) inter-correlations among climate dimensions and morale factors, (10) student control ideology of college teachers, (11) student control ideology of teachers in three climate category colleges and (12) inter-relations among climate, morale and student control ideology of teachers. Prediction of climate by regression equation was also attempted.

The present chapter is the concluding chapter. Its primary concerns are three : (1) an overview of the previous chapters, (2) summary of the major findings of the present investigation and (3) offering a few suggestions, based on the findings, to

improve institutional climate, college teacher morale and student control ideology in the affiliated colleges of the Gujarat University.

### 5.3 Achievement of Research Objectives

In Chapter II, Section 2.5, eight objectives were formulated for the present research.

The first objective pertained to the development of research instruments to describe and evaluate institutional climate of affiliated colleges and the morale of their teachers. The two newly constructed instruments are the ICDQ ( Baroda Form II ) and the CTMO ( Baroda Form I ), the development of which is described in details in Chapter III. Thus, the objective No. 1 is achieved in that chapter.

The second objective pertained to examinations of variations in institutional climate in the different Faculties of the Gujarat University. The identification of the institutional climate of colleges is dealt with in Sections 4.2. and 4.3.

The third objective pertained to identification of dimensions in which different Faculties of the University differ. The dimension-wise variation in the institutional climate of the Faculties is examined in depth in Section 4.4

The fourth objective reflected an inquiry as to whether the mean perceptions of college principals and college teachers about the different dimensions, that make climate, differ or not. This is tested in Section 4.5 and thus this objective has also been achieved.

The fifth objective centred round the possible influences which some institutional and teacher variables leave on college climate. An inquiry into this forms the theme of Section 4.6.

The sixth objective pertained to college teacher morale, the factors that influence it and the relation it bears with institutional climate. These issues were examined and discussed in depth in Sections 4.7, 4.8, 4.9 and 4.10. This objective, too, has been well achieved.

The seventh objective related to the examination of student control ideology of the affiliated colleges of the Gujarat University. It formed the focal point in the discussion presented in Section 4.11.

The last objective sought to encompass the whole spectrum of the present study by seeking to determine the extent to which the major variables of the study - the institutional climate, the teacher morale and student control ideology of teachers of the affiliated colleges



bore inter-correlation among themselves. This important dimension of the study was examined in sections 4.11, 4.12 and 4.13.

It would, thus, be seen that all the eight objectives set forth in Chapter II, section 2.5 have been realised.

#### 5.4 Major Findings

##### I.

The present study has yielded some interesting and thought-provoking findings which are briefly indicated below :

1. Almost half the number of colleges is found to be manifesting closed climate as against a little less than one-fourth of them showing open climate. This would indicate that a trend towards a greater number of closed climate institutions as shown in earlier researches on school climate in Gujarat is also in evidence at the higher education stage in the Gujarat University.

2. The variations in college climate seem to have been caused by the 'Disengagement' and 'Hindrance' dimensions of college teachers' behaviour. The mean scores on these two dimensions were found to be 62.00 and 60.96 respectively in closed climate colleges which are higher than their corresponding mean scores in the open climate colleges. This would indicate that among the teachers' behaviour

dimensions, the performance of these two dimensions seems to play a more perceptible role in causing closed climate in the affiliated colleges of the Gujarat University.

3. The teachers of the affiliated colleges seem to enjoy social need satisfaction to a greater extent in open climate colleges than in closed climate colleges. This is supported by a higher mean score (53.09) on 'Esprit' and (51.68) on 'Intimacy' in open climate colleges.

4. The two negative dimensions of Principal's behaviour, viz. 'Aloofness' and 'Production Emphasis' were also found to be determinants of climate variations in affiliated colleges of Gujarat University. In closed climate colleges, their respective mean scores of 63.71 and 51.25 were found to be higher than their corresponding mean scores in open climate affiliated colleges of Gujarat University.

5. 'Thrust' and 'Consideration' are positive behaviour dimensions of college principals. Their mean scores (52.17) and (53.71) respectively in open climate colleges were found to be higher than their corresponding scores in colleges manifesting closed climate.

6. The mean perceptions of principals and teachers on eleven of the total twelve dimensions of the college climate (The ICDQ) showed significant differences either at 0.01

or 0.05 level. The only dimension on which the mean perceptions of the two principal categories of college personnel showed no significant difference was the 'Production Emphasis'.

7. The study also showed marked variations in respect of climate in all the faculties of the Gujarat University. The Faculty of Arts showed the maximum degree of (41.9%) closedness of climate in comparison to all other faculties. The two faculties, the Faculty of Commerce (61.1%) and the Colleges of Education (43.4%) have manifested the Intermediate climate to a greater extent than other faculties. The faculties to fall in the open climate categories are the Faculty of Law, (60.00%) and the Faculty of Engineering (100%).

8. Teachers' Behaviour Dimensions : Apart from the variations in respect of climate typology, the colleges of different Faculties manifest noteworthy differences in the case of each of the twelve dimensions of the college climate.

9. Disengagement : On the dimension of 'Disengagement' among the paired Faculties of Arts-Law, Commerce-Law, and Education-Engineering, the 't-values were found to be significant at 0.05 level. With regard to the other pairs of the Faculties of the Gujarat University, the difference in mean scores on this dimension appeared to be only accidental<sup>a</sup> or chance affair.

10. Hindrance ; As regards the dimension 'Hindrance' the t-values were found to be significant at 0.01 level in the case of Faculties of Arts-Law, Science-Law and Science-Engineering and at 0.05 level in the Faculties of Commerce-Engineering. The other pairs of faculties showed differences in their mean scores but they were statistically not significant.
11. Esprit : The teachers of the Faculty of Science seem to have the maximum mean score (53.75) on the dimension 'Esprit'. The mean score of the Faculty of Arts on this dimension is 49.03 and that of the Faculty of Commerce is 48.89. The t-values are significant only in the case of two groups of Faculties viz. Arts-Science and Science-Commerce at 0.05 level. In the case of other Faculties, the mean scores are not only lower but their t-values are also found to be insignificant.
12. Intimacy : The Faculty of Science again showed the highest mean score (54.50) on the dimension of 'Intimacy'. The next best mean of 48.00 was of the Faculty of Law. The t-value on this dimension was only significant at .05 level in the case of the Faculties of Science-Law; in other pairs of the Faculties, the differences in their mean scores were accidental.

13. Taking an overall view of the operative effect of the four dimensions of teacher behaviour in causing variations among the Faculties of the Gujarat University, it could briefly be stated that (a) 'Disengagement' was found to be a perceptible determinant of variations of climate in the Faculties of Arts, Law, Commerce, Education and Engineering; (b) 'Hindrance' was similarly a conspicuous faction in the causation of climate variations in Faculties of Arts, Law, Science, Engineering and Commerce; (c) 'Esprit' seemed to influence a fewer Faculties, viz. Arts, Science and Commerce, and (d) similarly 'Intimacy' was found to be a prominent factor in the Faculty of Science and only in the case of the Faculties of Science-Law, the t-value on this dimension was significant - in all other pairs of Faculties whatever mean differences that were found were only a chance affair.

#### Principal Behaviour Dimensions

14. Aloofness : In the Faculty of Law, 'Aloofness' seemed to be most conspicuous. The differences in mean scores on this dimension were found to be significant only among the pairs of the Faculties of Arts-Law, Science-Law at .05 level. In the case of other pairs of Faculties whatever mean differences were found turned out to be statistically insignificant and only a chance affair.

15. Production Emphasis : It was interesting to find that the mean score on this dimension was quite high in all the Faculties of the University. It ranged from 46.40 in the Faculty of Law to 58.00 in the Faculty of Engineering. In the case of none of the pairs of Faculties, the t-values on this dimension were found to be significant.

16. Thrust : The mean score on this dimension is distinctly higher in the Faculty of Arts (49.13) than in the Faculty of Law (41.93), in the Faculty of Science (54.60) than in Colleges of Education (53.55) and in the Faculty of Science (54.60) than in the Faculty of Law (41.92). However, the differences in mean scores of this dimension were found to be significant at .05 level only between Faculties of Arts and Law, Science and Education and Science and Law.

17. Consideration : This is a social need satisfaction dimension and plays significant role in the building up of institutional climate. The Faculty of Law <sup>has</sup> the lowest mean score on this dimension (41.97) and the Faculty of Engineering, the highest (55.00). The mean score (51.82) of Colleges of Education of the University comes in between the Faculties of Law and Engineering with regard to this dimension. The t-value on this dimension is found to be significant at .01 level in the Faculties of Science-Commerce, and at .05 level in the Faculties of Science-Education and Science-Law.

18. The overall impact of the four dimensions of principals' behaviours seems to be that (a) 'Aloofness' is a determinant of variations in climate among the Faculties of Arts, Science and Law; (b) 'Production Emphasis' does not seem to be significantly contributing to these variations in climate among the different Faculties of the University; and (c) 'Thrust' dimension seems to be influencing climate variations among the Faculties to an appreciable extent and (d) similarly, 'Consideration' is also a factor that seems to be a determinant of climate variations among the Faculties to an appreciable extent. The heads of institutions in Colleges of Education (mean 51.82), in Commerce (mean 50.67), in Science (mean 49.97) and Law (41.92) manifest 'Consideration' in the descending order.

#### Administrative Behaviour

19. Organizational Structure : This dimension seems to be a viable influence causing variations in climate in Faculties of Science, Education and Commerce. Among these three Faculties, the mean score on this dimension was found to be the highest in the Faculty of Science. The t-values on this dimension are significant at .01 level in the case of the pairs of the Faculties of Science-Education and Commerce-Education.

20. Human Relations : Here, the Faculty that scores most is the Faculty of Law with its mean score of 52.10. This mean is higher than the corresponding mean scores on this dimension secured by the heads of colleges in the Faculties of Arts, Science, Commerce and Education. The t-values are significant at .01 level in the pairs of the Faculties of Arts-Law, Science-Law and Commerce-Law and significant at .05 level in the case of the Faculties of Education-Law.

21. Communication : The Faculties of the Gujarat University have their mean scores on this dimension ranging from 44.91 in the Faculty of Science to 62.50 in the Faculty of Law. Surprisingly enough, this dimension, though being such a vital facet of administrative behaviour, has not been able to pass the critical values of the t-test at any level of significance in any of the pairs of the Faculties.

22. Democratic Decentralization-Freedom : This dimension was found to be influencing variations in climate in certain pairs of Faculties such as (a) Arts (48.68), Education (55.09), (b) Arts-Law (53.30), (c) Arts-Engineering (58.00) (d) Commerce (48.03) Education and (e) Commerce-Law (53.30). In the pairs (a) and (d), the t-value is significant at .01 level, and in the pairs (b), (c) and (e) at .05 level. In



the case of other pairs of Faculties, the mean differences, though evident, are merely chance affairs.

23. The study shows slightly deviations<sup>in</sup> results from the earlier findings by Sargent (1967) and Gandhi (1977). Sargent found that the mean perceptions of principals and teachers about the different dimensions of organizational climate differed significantly excepting one dimension, viz. 'Production Emphasis', Gandhi found that the mean perceptions differed significantly on all the 12 dimensions of the organizational climate. In contrast to these two studies, the result of the present study showed that the mean perceptions of college principals and college teachers differed significantly on all but two dimensions which were 'Production Emphasis' and 'Organization<sup>al</sup> Structure'.

#### Institutional Climate and Some Influencing Variables

The institutional climate is basically built up by the interaction patterns of teachers', principals' and administrative behaviour, other factors like size, urban-semi urban location, regional divisions and socio-economic status of their teachers also play the important part.

24. Size : Keeping in mind the size of the colleges, a greater proportion i.e. 47.6 percent of large sized colleges possesses Intermediate climate, 23.8 percent are Open Climate type colleges and 28.6 percent fall in the Closed Climate type

colleges. There is climate variation according to the size. Again, a greater percentage of the small<sup>sized</sup> colleges sized is found in the category of Intermediate climate (49.2 percent). In Closed climate type fall 18.6 percent of small colleges whereas 32.2 percent of the small colleges possess Open climate. That means the greater number of colleges of both the large and small size possess Intermediate climate but in comparison to the Open and Closed climate type colleges, more percentages of large colleges have closed climate as against more percentages of small colleges have Open climate. The t-test was found to be not significant, implying thereby that there is no real difference in mean perceptions of the teachers of the small and large sized colleges about their institutional climate.

As regards the significance of the mean differences of the colleges' principals' and college teachers' perceptions on the twelve dimensions the result indicates that only on two dimensions of the ICDQ, viz. 'Disengagement' and 'Democratic Decentralization-Freedom', the mean difference is significant at .05 level. With regard to other dimensions, the mean differences are only a chance affair. This shows the relationship between college size and the institutional climate is not tenable.

25.     City-Town Location : The institutional climate of colleges varies according to their city-town location. A greater proportion (44.4) percent of the colleges located in the cities fall in the Intermediate climate. But there is marked variation of proportion of the colleges in the closed climate type on the one hand (23.8 percent) and Intermediate and Open climate type colleges on the other hand 44.4 percent and 41.7 percent respectively. It shows that in city areas there are variations within.

As to the percentages of the colleges in towns, 50 percent of them fall in the Intermediate climate types. The other 50 percent colleges are divided between open climate type (22.2 percent) and closed type (27.8 percent). Considering the percentages of the colleges possessing Open climate in both town and city areas, the percentages of the colleges falling in the Open climate in town areas were less (22.8 percent) than those in the city areas (41.7 percent), whereas the percentages of the colleges falling in closed climate in town areas are greater than those in the city areas.

When the analysis is taken at the level of the twelve dimensions of the ICDQ, excepting one dimension viz., Esprit, on other dimensions the differences between city-town variables as revealed by their values on eleven

dimension of the ICDQ were not significant, implying thereby that no real differences exist in mean perceptions of teachers of city colleges and of town colleges about the dimensions of ICDQ.

26. Region-wise : The greater number of colleges of all the three zones i.e. the central, south and north of the Gujarat University area possess the Intermediate climate. The percentage of the college possessing Closed climate is markedly low.

No real and significant relationship seems to exist among the regional location of colleges and their climate typology excepting one difference that when such relationship is further probed dimension-wise, only one dimension of climate viz., 'Esprit' seems to be correlated significantly with the global concept of climate.

27. Socio-Economic Status : No real significance exists between the SES and the climate typology. The chi-square value is not significant.

## II College Teacher Morale

28. Global Morale : The teachers of the colleges affiliated to the Gujarat University belong largely to the 'average' morale category.

29. Zone-wise : In the central zone, a little more than half (52.7 percent) manifest high morale, whereas in the south

zone and north zone higher percentages (55.3 and 56.4 respectively) belong to the average morale category, which is statistically not significant.

30.     Size of the Colleges : The largeness and smallness of the size of the colleges manifesting high, average and low morale categories did not bear any significant relationship.

31.     Location : City-town location of colleges was also found to bear no significant relationship with the three levels morale categories.

32.     Faculties : Variations among the Faculties were found to be significantly related to their high, average and low morale categories. The results of the t-test of mean differences in scores on morale factors showed that only a few factors were significant at either .01 level or .05 level in the case of certain pairs of Faculties, zonal distribution of colleges, their urban-rural character and their size, while a good number of them were found to be insignificant.

#### Relationship with Climate and Morale

33.     The study revealed that institutional climate of colleges is correlated to teacher morale significantly at .01 level. The contingency coefficient of .48 was also found significant with this regard. So far as relationship between three paired climate categories and eight components of

teacher morale was concerned, the relationship was found significant in the case of Open-Intermediate category and Open-Closed category with respect to all the eight dimensions. In case of Intermediate-Closed Climate category relationship was not significant on three morale factors, viz., 'Teacher Welfare', 'Need Satisfaction' and 'Cohesion'. In most of the climate dimensions and morale components positive and significant relationship seems to exist.

### III Student Control Ideology

34. Colleges belonging to different Faculties revealed significant differences between the mean perception scores of their teachers on custodial and humanistic control ideology. As far as the comparisons between different pairs of Faculties is concerned with regard to the custodial and humanistic ideology of their teachers, the study revealed that the pairs of Arts-Science, Arts-Commerce, Arts-Engineering, Science-Education, Commerce-Education and Commerce-Engineering have significant relationship either on the Custodial or Humanistic Ideology of the teachers. Only two pairs of Faculties viz., Arts-Commerce and Commerce-Engineering show significant relationship on both the dimensions of Student Control Ideology.

35. Another finding of the study was that variables like distribution of colleges, their city-town location and their size bear no significant relationship between the

Custodial and Humanistic Ideology of the teachers.

36. Another finding which needs to be noted was that the Mean SCI scores in Open climate colleges were smaller than those in Closed climate colleges.

Interrelationship among Climate, Morale and Control  
Ideology

37. The study supported the hypothesis that a positive and significant intercorrelationship exists among Institutional Climate, Teacher Morale and Student Control Ideology of the teachers of the affiliated Colleges.

Such are the major findings of the present study.

## 5.5 Some Observations and Suggestions

### (1) Regional Consultative University Councils

One of the frustrating findings of the present study is that 48.36 percent - almost half of the sampled affiliated colleges have manifested Closed climate and a little less than one quarter has come out with Open climate. Such a high percentage of Closed climate colleges in a university is disturbing. It should cause concern not only to the University Vice-Chancellor, members of University Executive Council and of the University Court but also to the Management Committees of colleges and to the college principals. It is a shocking pointer to the fact that the socio-psychological inner life of colleges is not what it should be. When one considers the findings of some of the recent researches that climate exercises tremendous influence on achievement status, effectiveness, innovativeness and student-teacher motivation, it becomes crucial for those who shape university policies and control college functioning to see that no unscrupulous acts on their parts, even unsuspectingly, harm college climate. Universities in India are autonomous bodies. So far as their material resources are concerned, they can legitimately look forward for help to University Grants Commission and State Government. But it is upto the University and college



administrators to select and shape, through insightful approaches and procedures, their human resource materials. Here, an affiliating University like the Gujarat University is distinctively at disadvantage. The seat of University administration is in Ahmedabad, and its affiliated colleges are spread over a vast area. There is hardly any live contact. Those who wield the rein of university administration sit in ivory tower and hardly any genuine attempt is made by them to know what really goes on in affiliated colleges, what are the problems and difficulties of colleges and college teachers as well as students. This ivory isolation on the part of university administration is the root cause of many socio-psychological problems that arise in affiliated colleges which vitiate their organizational or institutional climate. The University Act of the Gujarat University provides no mechanism - no liaison machinery which can weld together the University and private colleges. There should be regional contact councils which should meet at least twice a year which could serve as a common platform for forum between university administration and colleges situated in the region. All the members of the University Court that belong to the zone should be represented on the Zonal University Council. This is a decision which the University - its Executive Council and its Court can take. It does not require permission

of the State Government. The only necessary thing is that the University should provide funds for the meetings of such regional councils in the University annual budget.

(2) Study Team for Closed Climate and Open Climate Colleges

The Gujarat University can take another useful step. It can constitute study teams and send each team of observers to a selected number of colleges which are found in the present study as manifesting Open Climate, Intermediate Climate and Closed Climate with the purpose of describing such colleges on the bases of the twelve dimensions of the ICDQ described in this study earlier at length. Such Case Reports of colleges would provide more useful clues and insights in understanding colleges than the present Local Inquiry Committees ( the LIC ) can hope to achieve. Here, the investigator would like to make one important observation. The University should not make the mistake of looking upon a 'Closed Climate College' as bad, but rather a SICK college which needs to be helped as a medical doctor treats and helps a sick patient. As Halpin (1966:137) observes, ' The members of schools with Closed climates are not sinners to be castigated, but victims to be helped... Didactic instruction, pep talks and other methods of exhortation and efficiency experts' procedures do not accomplish the required changes.' This much should be, however, conceded. It should be believed

that a Closed climate is undesirable, that it is crippling for both the college teachers and college students, and closed climate colleges should be tackled as a psycho-therapist views and treats neurotic patients.

### (3) Improvement of Climate

Halpin (1966:137) observes, ' present scientific knowledge about techniques to be used for changing organizational climate is frightfully skimpy'. However, one can hope to achieve hopeful progress in that direction if college teachers can be helped to reduce the degree of their negative behaviour of 'disengagement' and 'hindrance'. Here, the responsibility of college principals is great and it poses challenges of human engineering and administrative acumen. They should not be over zealous and adopt a task-oriented attitude. Putting unduly high pressure on teachers to work harder leads to a situation where they are thrown 'out of a gear'. Every college has its schedule of work and tasks to be accomplished. But if any additional tasks are to be done by teachers, they should be consulted and their willing, unhesitating cooperation should be solicited. The principal should go ahead with additional task-programme only after he/she has teachers ready to go along with him/her. Democratic consultation and their involvement in such decision-making do help often if not always.

When principals forget that they are not presiding over institutions where the goal, as in industrial concerns, is predominantly 'production' or 'output', but there is a community of teachers from whom not only work-tasks are to be accomplished but their social and psychological needs are to be satisfied. In climate formation three general factors, as seen in Chapter III operate, viz. Social Needs, Social Control and Esprit. The two factors which are usually lost sight of by college administrators are : Satisfaction of Social needs of teachers and enjoyment of friendly relations with one another. Unfortunately, affiliated colleges in Gujarat, and elsewhere in India, are so much worried about paucity of funds to run the routine administration of college, that they do not - even cannot-dream of providing for teachers even a staff common room where teachers can take afternoon tea jointly, or play some indoor games, or where some of them can meet friends and have fun or where they can switch on the radio and listen to music or hear news bulletin or cricket commentary.

Thus, 'Esprit' and 'Intimacy' are not given the importance due to them by college administrators. If teachers have modicum of their social needs satisfaction, it is due to their own initiative and seeking. By nature, the Indian

teacher is informal and mixes freely with his colleagues without waiting for any ritual. If some of them are found to be satisfying their social needs and at the same time enjoy the sense of doing their job, it is because outside classrooms, many of them are informal and enjoy contacts. The present investigator saw herself, during her field visits, some teachers sitting in the cabin of their other colleague and having discussions on all matters ranging from local goondaisms to high level politics or sports or cinema films or even recently published books. Such things go on without any attempt made on the part of college principals and sometimes even inspite of their doing so, she was told that some college principals resent such camera 'conferences' or 'seminars' going <sup>on</sup> in the staff cabins of some senior teachers - often such meetings are in the cabins of senior teachers, they suspect that such camera conferences hinder rather than facilitate the college task accomplishment, lead to groupism and often result in criticism or ridicule of their administrative policy decisions. There may be some truth in such fears when principals are dictator typed, teachers do indulge in criticism of their behaviours. But with all these said and done, such informal meetings of teachers provide an outlet to their feelings, they satisfy their social needs and enjoy friendly relations. A principal who is of understanding nature should concede to

the needs of teachers to have friendly social relations which increase their 'esprit' and 'intimacy'.

'Hindrance', too, is a factor which vitiates climate. It is caused by college principals who believe more in calling teachers for committee meetings and burdening them with routine works which are conceived by teachers as unnecessary time-consuming and hindering their own academic work. In a college there should be periodical staff-meeting and the work-programme for a month or so should be thrashed out through discussion. Teachers would then have an opportunity to point out to the principal how some parts of his work-plan are likely to cause hindrance in their schedule of work rather than facilitate them. Staff-meetings should be a good forum for getting feedback from teachers and for involving them in decision-making. Departmental meetings should also be a style of college administration. They can improve college climate and even increase teacher morale provided (a) the principal does not try to dominate discussions and decision-making; (b) college teachers - even junior-most college teachers feel free to express themselves freely and fearlessly; (c) where the atmosphere is one of mutual trust, confidence and respect, and (d) where the concern on the part of the college principal and college teachers is to do the college tasks in a spirit of understanding, cooperation,

recognition of abilities of different teachers and comradeship.

Though the four dimensions of climate discussed above were <sup>of</sup> teachers of group behaviour, they are caused to an appreciable extent by college principals. This would mean that college principals should come out of their ivory cell and try to understand how teachers behave in certain ways. They should do introspection and heart-searching. A time has now come when it should be forgotten that the position of college principals is one of power, prestige and status. Indeed, they have all these, and no one has any quarrel about their possessing this unique position in the college hierarchy. But what is necessary for them to understand is that they are the possible causes of some of their teacher colleagues' behaviours viz. disengagement, hindrance, low esprit and low intimacy. They should be on their guard so that even unwillingly they do not become instrumental in causing negative behaviours of teachers and slackening their positive behaviours.

But there are some other behaviours, which affect adversely college climate and for which they are directly responsible. The present study shows that the two behaviours of principals which have negative overtones and which affect college institutional climate adversely are : 'Aloofness' and 'Production Emphasis'. These behaviours are caused by

college principals because they think themselves superior to their colleagues and they are too much conscious of their status.

There are principals who regard themselves 'little kings' of the kingdom of the college over which they preside. An unfortunate legacy bequeathed to us by British tradition of college administration is that a college principal should keep some distance away from the teachers, otherwise he would not be able to impress his personality and status on them and he would not be able to control them. The British bureaucrats - and Indian bureaucrats also - advocated aloofness, distance, impersonal and formal behaviour for executives. The tradition has been that principals can do well to go by the book and be guided by rules and policies rather than deal with their colleagues in an informal, face-to-face situation. This kind of formal and impersonal behaviour on the part of college principals might be all right in the past under an alien rule when there was more distrust than trust for teachers. India has wedded to the ideals of democracy. This has been superbly demonstrated by March 1977 Parliament elections where people outrightly rejected dictatorship, authoritarianism, undue curb on personal liberty and smothering the voice of individuals. If college climate is to be helped towards openness, the degree of principals' aloofness from their teachers should be perceptibly



reduced if it could not be eliminated altogether.

The second negative behaviour against which the principals could be helped to guard themselves is their tendency to emphasis - production or task accomplishments. A college is also a social institution where role is assigned to both college principal and college teachers - college tasks are definitely to be accomplished. But this should not be done at the cost of consideration like satisfaction of social and psychological needs, satisfaction. A principal can push his or her teachers to some extent, but if he or she over does it, there are two possible outcomes - either revolt or dumb, mechanical compliance of the dictates of the college principal, and teachers would make a show of hard work but their heart may not be in the work they are called upon to do. Supervision-creative supervision is no doubt good, but closed and coercive supervision demoralises teachers, and the quality of their performance miserably goes down. Principals should make honest efforts to curb themselves to be highly directive and in no case play the disgusting role of a 'straw boss'. This is something which no body can teach them. They have to realise this through introspection, getting a feed-back from their co-workers and making determined effort to be democratic and sensitive to what others think and say about them.

Principals should be more concerned about improving their 'thrust' and 'Consideration' behaviour pattern. Thrust constitutes a positive leader behaviour dimension. A principal manifesting 'thrust' behaviour does not need to lay stress on production emphasis and resort to close and coercive supervision and control. He tries to motivate his teachers. He satisfies teachers' psychological needs of recognition, security, love and adventure. He himself works hard, methodically and intelligently, and the staff members follow his example without their being required to be told to do things. The personal example of commitment to duty, sense of responsibility, conscientiousness and honesty of purpose and action he sets, does the trick and teachers catch up with him. Teachers love and respect such a principal because he or she does not ask the teachers to give of themselves any more than he or she willingly gives of himself or herself. Such a principal is task-oriented, but teachers do not perceive him as such - they perceive him as a good worker who deserves to be given a helping hand. He does move his organization and initiates structures, but this is done in such a natural way that no teacher feels bad about it - on the contrary they view his or her leader behaviour acts favourably.

A principal should have, above everything else, consideration for his colleagues. He or she cannot afford to be only

starkly task-oriented. He or she should treat the staff members 'humanly', and whenever needs arise, he or she does not hesitate to do a little something extra for a staff member who is in need or who is in dire circumstances in human terms. The college should not be merely an educational institution - it should be a 'parivar' (a family) where same care, warmth and consideration for all staff members should be shown not only by the principal and on his or her advice the college management board but by staff members themselves. A good college - a good principal and a good body of staff members should be characterised by high consideration.

In the present study, it is also assumed that climate of a college is influenced by institutional factors like organizational structure, communication, human relations and democratic decentralisation and freedom. Something can be done to improve even these aspects of institutional behaviour. Here, the initiative will have to come from the college management board and college principals. What can be done to improve institutional behaviour is given below in the form of some points :

- (1) In India in almost all forms and types of organization, a kind of hierarchy exists. The practice of hierarchical is widely prevalent. This is to be found in

all educational institutions. The system of groups of seniors juniors is likely to continue for a long time, in educational institutions and status and power are likely to be attached to position of rank and seniority. But here also something can be done to retrieve the situation. As the Kothari Education Commission (1964-66) has suggested, there should be consultative council in every college, in every department, where seniors and juniors can sit together and decide issues with which they are confronted through democratic process. As Sir Eric Ashby (1958:196), the former Vice-Chancellor of the Cambridge University from England has observed, 'The principle of upward flow is vital to the efficient administration and for the survival of autonomy and self-government. Not all heads consulted juniors before decisions are taken. There is a temptation for an oligarchy of Principal and senior teachers to take over the responsibility of governance on behalf of their more junior colleagues.'

It is against such tendencies that both university administration and college administration should be cautious. They should make all possible efforts to see that both junior and senior teachers have opportunities to contribute to the growth and development of their college. It is this kind of sensitivity on the part of the college administration that would prevent dissatisfaction and conflicts among the staff that could increase teachers' satisfaction; that would accentuate

their sense of belongingness to their college and thus could improve the college climate.

(2) Communication forms an important facet of the behaviour in any organization or institution. In order that communication is effective and it can contribute to the building of a viable climate in an organization, it is crucial that it takes three forms. Firstly, communication should flow freely and without any reservation from the top to the bottom. In the present case, such accumulation largely prevails. Open channel of contact, verbal as well as written, between the college principal and the college teachers <sup>hardly exists</sup> so that every teacher in the college knows what circulars have been received from the Gujarat University, the State Education department, the University Grant Commission and even directions received from the college management committee. It is this free flow of communication that makes teachers happy. They take pride in being well-informed about the college or any issue of higher education raised by the University, Government or the U.G.C. This is done in many colleges, but the communication is never full and comprehensive. Certain matters are withheld from the knowledge of teachers; when later they come to know about this matter, they express their resentment. When it happens, it tends to vitiate the college climate.

The second channel of communication is from the below to the top. This is very crucial because teachers must have an

opportunity to give their reaction to what is being dictated to them from the top. A thoughtful and wise principal is one who would look forward to opportunities to know from his teachers what they really think about the policies made by the College Management Board and decision he or she has taken from time to time to run the college administration. Therefore, the two-way channel of communication is the essence of building up desirable climate.

The third channel of communication as described is horizontal. This would mean that teachers should have freedom to form their own association where they can air their feelings, views etc. fearlessly and freely to their fellow teachers from a common platform. Institutional climate can draw much sustenance from such horizontal communication.

(3) Another vital dimension of institutional behaviour the contribution of which to building up of institutional climate is very great is 'Human Relations.' The major purpose of human relations is to create bonds of fellow-feeling, to develop a spirit of approaching problems and needs of colleagues with an attitude of understanding and enthusiasm for helping them in their hours of need.

The college administrators should remember that they are dealing with human persons who are to be treated with human concern and consideration. Even today industries have been

increasingly realising that effective personnel management and human relations are keys to more and better production. Industries are concerned with raw materials. Colleges are concerned with living beings, the teachers and students, and therefore it is all the more necessary that human relations are resorted to ungrudgingly in college situations. If students and teachers develop closer bonds of affiliation to the institutions and continue to cherish the memories of days they spent in colleges, it is only because of the pleasant human relations manifested to them by their college principal or by some of their college teachers.

(4) It must be considered that colleges today have more freedom and enjoy more benefits of democratic functioning than was the case in the past under the British regime. Researches have given unquestionable evidences that without conceding to teachers' internal autonomy in academic matters and without decentralising college administration, the present day expectations of the society from colleges are not likely to be realised. This would need a change of outlook and attitude on the part of the college principals. Powers and authority are so tempting commodities that very few principals like to part with them. But own polarisation in the longer run is harmful to teacher morale and institutional effectiveness. This does not mean that the college principals should not make

efforts to enforce the code of conduct and rules of discipline of the institution on the teacher. But even in doing this, the principal should use his or her skill of human engineering, ensure greater involvement of teachers in decision-making and when necessary draw a line upto which decentralisation and freedom could be allowed to operate. A college is a social institution. The society has assigned definite roles to the college principal and college teachers. The community, too, has circulated often its expectations from the college. These facts set a limit to the degree of democratic decentralisation and freedom that could be allowed to the teachers. However, the spirit of college administration should be imbued with an ideology of democratic participation and freedom for teachers.

Such are some of the suggestions which the present investigator would like to make to help colleges to improve their institutional climate.

#### 5.6 Improvement of College Teacher Morale

In the previous sections, most of the suggestions made in regard to different dimensions of college institutional climate, if firmly implemented, would also tend to improve teacher morale.

The introduction of the Sen Committee will go a long way in improving considerably the salary scales of teachers



of the affiliated colleges and bridge the existing pitiable and frustrating gap that exists between the salary that a college teacher gets in a private affiliated college and the one with comparable qualifications gets in a university. Universities and State Government have accepted the recommendations of the Sen Committee. But the State Government is still making vague statements without taking any concrete steps to provide finances to affiliated colleges to implement. This has resulted in state-wide dissatisfaction among the teachers of private colleges. The most disturbing part of the story is that private college managements will not have funds to pay to their teachers according to these increased rates. The State Government's financial position is so vulnerable that it is almost impossible for it to agree to bear the additional load of paying increased salary grades to private colleges according to the Sen Committee Formula.

It appears at present that private college teachers would continue to be under tension so far as the implementation of the new salary grade system of the Sen Committee is concerned. This would continue to affect adversely their morale. At present, the financial position of the bulk of affiliated colleges is miserably bad. Many of them have erected fairly good college buildings out of the donations that they received from charitable rich persons. But they do not have enough financial resources to pay their college teachers their regular monthly pay

even at the present ~~reduced~~ <sup>U.G.C.</sup> rate regularly. There are colleges which are only able to make payment of monthly salaries to their teachers for three or four times during a year. This frequently results into 'chalk-down' strikes, teachers refusing to impart instruction to students in the class unless they get their monthly salaries. This is the miserable result of unplanned policy of State Government to encourage the expansion of colleges. In the course of last decade and a half, a college or more have sprung up in each district. State Governments and universities have allowed them to be established under political pressure. It is these colleges which are now facing financial crisis. And it is this educational short-sightedness on the part of university administration and the administration of State Education Ministry which are responsible for the present rampant dissatisfaction about the payment and improvement of salaries of college teachers. One wonders how the Gujarat University and the Gujarat Government are able to come out of this explosive situation. College managements have begun to close down some of their deficit colleges like Science Colleges. One is afraid that the same fate would be of the colleges of education. The question is : what would happen to the teachers of these colleges ? Where will they go ? What tremendous frustration would be

caused among them ? The morale is breaking, but still situation has not reached to the stage of the melting pot. But such things cannot continue longer. The Gujarat University<sup>Area</sup> Teachers' Association has been cautioning the Gujarat University and the Gujarat Government to take steps to prevent the present deteriorating situation further. So far there are no concrete evidences - there are talks that no teacher will lose his job. But college managements have started giving notices of retrenchment to their teachers and some of the Science Colleges will be closed as announced at present from June 1977. The problem of college teacher morale is going to be a difficult challenge for the Gujarat University and the Gujarat Government.

The vulnerable situation in the case of college teachers' salary in terms of regular monthly payment as well as in terms of pay rise recommended by the Sen Committee has been damaging college teacher morale everywhere in Gujarat. It has led to the insecurity of some sections of the college teacher community. But a further nail has been clamped down into the coffin of job security of college teacher is the contemplated closure of pre-university classes in Arts, Science and Commerce from June 1977 as a consequence of the decision of the Government of Gujarat to transfer the PUC class to the higher secondary schools where it has its rightful place in

the introduction of the 10 + 2 + 3 pattern of school and college education. On the estimate of the Gujarat Government itself as announced by the State Education Minister (All India Radio broadcast, dated 24th March 1977 ) as many as 1500 college teachers will be displaced from their job in colleges. The Government has been repeating its promise to absorb such surplus college teachers in Higher Secondary Schools, but one is not sure whether such a thing would actually happen. The very fact that they will be uprooted from their job in a college ( which carries a higher social and professional prestige) will create in their minds psychological frustration. This is again a sour point for the maintenance of college teacher morale.

There is no denying the fact that precious little is done for teacher welfare in colleges. Administration in many colleges continues to be bureaucratic and even haughty. But college teachers are no longer like 'dumb driven 'cattle'. They have been putting up resistance when administration tends to be repressive. The common danger being faced by college teachers to the security of job has contributed to keeping them together - maintain their cohesion. In some colleges, things have reached such a stage when the college administration finds it difficult to do anything before soliciting their cooperation and keeping them in good mood.

But with all these said and done, the Gujarat University Administration should be sensitive to and be vigilant about what is happening in its affiliated colleges. Only then a hope can be entertained that the climate and morale of affiliated colleges could be improved or at least prevented from further worsening.

#### 5.7 Improvement of Student Control Ideology

It is difficult to say how college teachers' control ideology could be improved. The best <sup>that</sup> can be expected in this direction is by taking measures to improve the institutional climate of colleges and improvement of their morale. Teachers usually get absorbed in the teacher-sub culture prevailing in the college. But if a college has a system of holding periodical seminars, open forum discussions, review of researches in staff meetings, at least younger teachers could be helped to pick up the moorings of humanistic ideology. The process of socialisation of teachers should start right on the job. If teachers have more and deeper contacts with students, they would considerably change in their ideology and attitudes. The experience of the present investigator is that even students - young men and women of colleges exercise their influence in moulding views and attitudes of teachers. Here, teachers with extrovert personality gain more than the introvert teachers. The same happens in the case of younger teachers - they are more amenable to change than the older

teachers.

But here also much would depend upon the leadership of college principals. Those who stand high on Initiative Structure and 'Considerations' ( the two dimensions of Halpin and Winer's 'Leadership Behaviour Description Questionnaire (1963)'), will succeed more in helping their teachers to develop a humanistic oriented ideology. This, indeed, becomes difficult in a traditional and closed society. But there are some progressive colleges where humanistic ideology is pursued. What is needed is to create awareness among college principals and college teachers, through inservice teacher education programme, what humanistic ideology can achieve and where ideology fails and creates problems. Socialisation of college teachers on the job and increasing their awareness and sensitivity to humanistic ideology is all that can be achieved in the present state of storm and stress in college education in Gujarat.

#### 5.8 The Conclusion

If inservice training programme for college principals and college teachers could be organized - and the Gujarat University should move in this direction seeking the financial assistance from the Central University Grants Commission, precious much could be achieved in the improvement of climate, morale and control ideology of affiliated colleges. Such a programme should centre around developing the understanding and

skills of principals and teachers in the following :

1. The socio-psychological need satisfaction of college teachers
2. The thrust behaviours of college principals
3. The behaviours of consideration and human relations on the part of principals and teachers
4. The improvement of institutional communication
5. Adaption of democratic decentralisation and internal academic autonomy for teachers
6. The ways and means to reduce the rigours of organizational hierarchy.
7. Improvement of teacher morale.
8. Inculcating among teachers humanistic control ideology, etc. etc.

#### points

Inservice programme on the above<sup>1</sup> for the college principals and teachers will go a long way in bringing internal transformation of behaviours of college teachers and principals and even institutional behaviour. With all these said, it should be remembered that changing human behaviour is a slow and difficult process. Preaching or direction does not go a long way. The change should come from within. The authorities - the Gujarat University, the Gujarat Government and the College Administration should at the best expose principals and teachers to such learning experience whose effect works imperceptibly touching the inner springs of thoughts and action. If they succeed in providing to them inner motivation, it would not be difficult to achieve some tangible results. Amen !