

CHAPTER III

PLAN AND PROCEDURE

Introduction

In India, higher education is being imparted mainly by two agencies - Universities and Affiliated Colleges. These colleges are back-bone of higher education because the total enrolment in these colleges is 88 percent of that in all institution of higher education (Mansukhani, 1972). Some of these colleges are functioning properly while others are showing poor performance. This important and complex business cannot run automatically. It has to be administered on right lines. There is an urgent need for organizing a proper administrative machinery which looks into hundreds of details incidental to the running of such a system efficiently.

Educational administration is concerned with management of material and human relationship. The problems of administration arise when there is an imbalance. The problems of affiliated colleges, therefore, are due to the very characteristics and set-up of the university administration because teaching is done in the colleges and examinations are conducted by the universities. The majority of private colleges are managed by private educational societies and these colleges have their own peculiarities and problems. Teachers also play an important role in the administration of the colleges. The success depends on, also, the effective participation of the teachers in educational administration.

Demand for participation in decision making process is getting momentum from student leaders. They want their representation in every committee and day to day college administration. It is now felt that adequate provision for student welfare services do not only improve student discipline but also lead to better academic performance.

Rationale of the Study

In order to meet student explosion there is a mushroom growth of affiliated colleges. A majority of these

institutions are under private management and many of them are unable to provide all facilities which are required for smooth functioning of colleges.

The present condition in affiliated colleges are quite unsatisfactory. There is lack of accommodation in classrooms, libraries are over crowded, the food in the hostels is very poor and general atmosphere of the college is not conducive to any serious study. These factors increase the frustration and alienation of a large part of student population. There is hardly any dialogue between the teachers in the university, and teachers in affiliated colleges. In most of the colleges teachers work in fear and resentment of the principal. Any criticism of particular action of principal is taken as a personal reflection on him. (Gautam, 1972).

The ever changing policy of Government creates many administrative problems. The State Education Department exercises much control over affiliated colleges in terms of finances. The Managing Bodies of private colleges are mostly working on favouritism of caste, creed and religion. Neither they have educational outlook nor show much interest in education because most of them are educationally less qualified and financially poor. The result is that the

colleges do not get proper encouragement from such managing bodies to discharge the jobs which are before them. (Mansukhani, 1972)

The principal is the assigned leader of the college. The leadership role of the principals need to be redefined, so as to bring them with the time. The leadership behaviour denotes two leadership dimensions- 'Initiating Structure' and 'Consideration' as described by Halpin. The first refers to the skills demonstrated by a leader in 'establishing well defined patterns of organization, channels of communication and ways of getting the jobs done'. The second delineates the relationship of the leader between himself and member of his group organization. The first leader dimension denotes 'task-orientation' of a leader and the second 'people orientation'. The consideration type of behaviour reflects friendship, mutual trust, respect and warmth in the relationship between himself and the members of the group. In the light of these new forces leadership behaviour of the college principal should be studied carefully. A few studies have been undertaken with behavioural approach for the study of leadership patterns of the principals but there is no such study from Uttar Pradesh. The present study can

throw significant light on leadership behaviour of the principals in the colleges of U.P. and Gujarat.

✓ Organizational climate in educational setting is the result of behaviour of individual teachers, their interaction with other teachers and with the principal. The climate is the resultant accumulated effect of the ways in which the principal interacts with teachers and teachers interact among themselves. This is called 'inner feeling' of the college also. It has a great impact on administrative functioning of the college.\\

A few studies have been done at college level in Gujarat but the researcher could not find any study at college level in U.P. determining the climate of the colleges and showing their relationship with problems. The present study can highlight the organizational climates prevailing in the colleges of U.P. and Gujarat.

Moreover, very little work has been done on administration of affiliated colleges. The present study is, therefore, undertaken to study the administration of affiliated colleges and its problems with particular reference to the leadership role of the principals and college organizational climate. This area of research needs

more attention because it has not been explored thoroughly.

It is hoped that the findings may be helpful for colleges, universities and state governments to overcome the shortcomings in collegiate administration.

Statement of the Problem

The problem of present study is stated as under:

A Study of the Administrative Problems of
Affiliated Colleges.

Objectives of the Study

The over-all purpose of the present investigation is to find out, how collegiate administration is run and what problems come in the way of efficient running of the administration. In this perspective, its specific objectives are as under;

- (i) To study the college plant and physical facilities provided in the colleges under study and problems arising out from them.
- (ii) To study the administrative problems with respect to -

- (a) Management Board of the College
 - (b) Affiliating University
 - (c) State Government
 - (d) Teachers
 - (e) Students, and
 - (f) Non-Teaching Staff
- (iii) To determine leadership behaviour patterns of the principals of the colleges.
- (iv) To determine the organizational climate prevalent in the colleges.
- (v) To find out the relationship of the administrative problems with -
- (a) Leadership pattern of the principals
 - (b) Organizational climate of the colleges
 - (c) Size of the colleges (Big and Small)
 - (d) Nature of the colleges (Boys and Girls)
 - (e) Type of the college management.
 - (f) Location of the colleges (Rural & Urban)

The pattern of analysis will also be decided by the exigencies of these objectives.

Definition of the Terms Used in the Study

Some important terms figure in organization of the material and formulation of the objectives of the study. They are defined here in order that their connotations become definite and clear.

(i) Administrative Problems

✓ Administration is defined (Good, 1959) as, "All those techniques and procedures employed in operating the educational organization in accordance with established policies". While defining the term problems, he further says that "any significant and challenging situation real or artificial the solution of which requires reflective thinking is termed as problems." Here, the term administrative problems includes the problems regarding the Executive Body, State Government, Affiliating University Physical Facilities provided in the college, staff recruitment, interpersonal relationship among employees, students admission, student union and examinations. Besides these campus discipline, grant-in-aid policy, have also been taken into account.

(ii) Affiliated Colleges

Affiliated colleges are those institutions of higher education usually offering a curriculum in liberal Arts,

Science, Commerce, Education and Law. The teaching is done in colleges and students are prepared for final examination. The colleges depend upon a university, under whose jurisdiction they come, for their curriculum and examination. This term, also, refers to institutions which are not directly supervised and controlled by a university.

(iii) Organizational Climate

Here, the term 'organizational climate' refers to the climate prevailing in a particular college during a period of condition. It refers to a general flow of behaviour and feeling within a group of lecturers in a college. ✓ Halpin (1966) in collaboration with Don Croft collected evidences which showed that four behaviours of teachers and four behaviours of principals were specially responsible for creating a climate. For teachers, these behaviours are: 'disengagement', 'hindrance', 'esprit' and 'intimacy'; and four behaviours of principals are: 'aloofness', 'production emphasis', 'thrust', and 'consideration'.

In the context of the present investigation, the definition of these terms are accepted as given by Halpin.

However, to reiterate different terms, the disengagement indicates indifferent attitude of the members of staff, they behave as if they have nothing to do with the goals of the institutions. The teachers seem to be out of gear.

'Hindrance' gives the feeling of obstructions and nuisance from the principal to the teachers. 'Esprit' refers to morale resulting from working well with other associates in the institution. 'Intimacy' refers to the enjoyment of friendly relations with co-workers. 'Aloofness' refers to the principal who tries to be away from the staff and who emphasize to observe rules and regulations from the teachers regardless of their individual needs. 'Production-emphasis' indicates the directive behaviour of principal, who is strict supervisor, 'Thrust' is the drive which the principal demonstrates in 'moving' the college; he becomes a model for others. 'Consideration' refers to the inclination to treat teachers according to human relations principles. These are the various constituents of climate. The combination of these constituents in various proportion frames the climate in the college. The climate of the college is identified with the identification of combinations of these eight dimensions. The climate types are: 1.Open, 2.Autonomous, 3.Controlled, 4.Familiar, 5.Paternal and 6.Closed.

Open Climate: Halpin (1966) regarded 'open climate' as good climate. It is epitomised by the behaviour of teachers who work well together. They enjoy friendly relations without having high degree of 'intimacy'. They are very well motivated to work hard by the principal, who himself work hard. Depending on circumstances, the principal criticises or helps the teachers. He allows his leadership to emerge from teachers. He always comes out to satisfy the social needs of teachers.

Closed Climate: Quite contrary to 'open' climate college, in the 'closed' college there is low degree of satisfaction in both human relationships and production. Principal is less effective in looking out for teachers' welfare and in directing their activities. Here, the college is high in 'disengagement', 'hindrance', 'aloofness' and 'production-emphasis'; average in 'intimacy', low in 'esprit', 'thrust' and 'consideration'.

Autonomous: In the colleges where 'autonomous' climate prevails, the principal is away from the staff though they have high 'intimacy', 'esprit', 'Consideration' and 'thrust' are on average level. But the 'disengagement', 'hindrance', and 'production-emphasis' are at low level.

The special feature of this type of climate is that teachers enjoy autonomy in decision making.

Controlled: In the 'controlled' college, there is high 'esprit', 'hindrance', 'production-emphasis', and 'aloofness'; the ~~college~~ stands average in 'thrust', low in 'intimacy' and 'consideration'. Here, the college presses for achievement at the expense of the satisfaction of social needs.

Familiar: In the college, where 'familiar' climate prevails, there is happy family environment. The principal in this college has friendly relations with the staff as opposed to a drive towards a goal achievement. The college, is high in 'disengagement', 'intimacy' and 'consideration'; average in 'esprit' and 'thrust'; low in 'hindrance' and 'aloofness'.

Paternal: 'Paternal' climate college is high in 'disengagement' and 'production-emphasis'; average in 'consideration' and 'thrust'; low in 'hindrance', 'intimacy', 'esprit' and 'aloofness'. This college is marked by the principals in effective attempts to control the teachers while satisfying their social needs.}}

(iv) Leadership Behaviour

Here, in this study, 'leadership behaviour' refers to the behaviour of a college principal. It is expected that principal will be a leader rather than an administrator in narrowest sense of the term. i.e., he will be an innovator with regard to the goals of the college and will not merely concern himself with keeping the college running. As with leaders in all situations, the principal has been envisaged as seeking to perform two basic functions, viz., (1) he must be task oriented, i.e., he must establish and seek to fulfil certain goals, and (2) he must be 'person-oriented', i.e., he must try to meet the personal needs of his staff members. In the terminology of Getzels and Guba (1957), he must try to maintain the balance between the 'idiographic' and 'nomothetic' dimensions of the college. In the terminology of Hemphill and Coons (1957) he must strike a balance between dimensions of 'initiating structure' and 'consideration'.

Initiating Structure: According to Halpin (1966), 'initiating structure' refers to the formal relationship which the principal has with his staff. The principal who gets high score on this dimension makes his attitude clear to the staff.

criticises poor work, maintains definite standards of performance, persuade staff members to follow standard rules and regulations.

Consideration: According to Halpin (1966), this term refers to the informal relationship which the principal has with his staff. The principal who scores high on this dimension does personal favours for his staff members, finds time to listen them, puts their suggestions into operations, gets their approval on important matters before going ahead.

Scope and Delimitation of the Study

The scope of study is extended to the affiliated colleges of Gujarat and Uttar Pradesh, situated in different locations having different sizes and status of resources. The respondents of the study are all principals and selected male and female teachers working as regular staff members in sampled colleges.

There are various factors (Academic, Administrative and Financial) which influence the collegiate administration. The organizational climate, leadership behaviour of the principals, are also responsible for the smooth operation

of the colleges. In the case of an educational institution, a social organization, external cultural elements as well as socio-economic factors influence the organizational atmosphere and behaviour. It is not possible to include all these factors in a single study. The present study is limited to the administrative problems of the affiliated colleges of two states only. It is also limited in the sense that perception of principals and teachers have been considered, principal's personality characters have not been taken into account. The perception of management members, non-teaching staff and parents have not been considered. The students' perception about the problems have been taken through interviews. Thus, the delimitations of the study are :

- (i) The study is limited to the affiliated colleges of two states i.e. Gujarat and Uttar Pradesh.
- (ii) Only private affiliated colleges which are run by educational societies, trust boards and religious organizations are taken into consideration. Government colleges have not been included.

- (iii) The study is confined to affiliated colleges of Arts, Science and Commerce only. Professional colleges (Technology, Medicine, Law and Education) are excluded.

Methodology and Procedure

The descriptive survey method of research is used in the study. The procedure of the study covers following heads :

- (a) The Sample
- (b) The Research Tools
- (c) Data Collection
- (d) Analysis and Interpretation.

The Sample

Population of the Study: The affiliated colleges of Gujarat and U.P. constitute the population of the study. The colleges in Gujarat as well as in U.P. are governed by state University Acts. All the affiliating ~~xx~~ universities in a State follow the rules and regulations as mentioned in University Acts. It is considered that the nature of problems faced by the affiliated colleges in a university would be more or less of same nature as affiliated colleges

of other universities throughout one particular State. Hence, by taking into consideration of time and availability of resources, the affiliated colleges of one university each from Gujarat and U.P. have been taken for the study.

Sample: A stratified random sample of affiliated colleges is drawn to study their administrative problems. The stratification of the colleges is based on their Location, Type of Management, Nature and Size. The word 'location' refers to rural and urban settings of the colleges; 'types of management' refers to such colleges which are administered by religious organizations and non-religious organizations. All the colleges under religious organizations are termed as 'denominational' colleges and the remaining colleges are termed as 'private' colleges. The nature of the colleges includes girls and co-educational colleges. The size refers to big and small colleges based on students strength. The colleges who have the students' strength less than 300, are considered as small colleges and the colleges who have students' strength more than 300 are designated as big.

Thus, a total of 40 colleges are selected for this

study. There are 20 colleges from Gujarat University, Ahmedabad and 20 colleges from Gorakhpur University, Gorakhpur. A break-up of sample pertaining to variables is presented in the following tables.

Table 3.1: Sampled Colleges According to Their Location

Location	Gujarat	Uttar Pradesh	Total
Rural	10	11	21
Urban	10	9	19
Total	20	20	40

Table 3.2: Sampled Colleges According to Their Management

Types of Management	Gujarat	Uttar Pradesh	Total
Private Colleges	19	18	37
Denominational Colleges	1	2	3
Total	20	20	40

Table 3.3: Sampled Colleges According to Their Nature

Nature of the College	Gujarat	Uttar Pradesh	Total
Co-educational	18	18	36
Girls	2	2	4
Total	20	20	40

Table 3.4: Sampled Colleges According to Their Size

Size of College	Gujarat	Uttar Pradesh	Total
Small Colleges	6	7	13
Big Colleges	14	13	27
Total	20	20	40

The above tables show that sample has a representation of all variables taken for study.

The Research Tools

To achieve the objectives of the present study, following five tools are used :

- (i) College Data Sheet,
- (ii) Check-List for Administrative Problems,
- (iii) The Leadership Behaviour Description Questionnaire (LBDQ),
- (iv) The Organizational Climate Description Questionnaire (OCDQ), and
- (v) Interview Schedule.

(i) College Data Sheet

This questionnaire was prepared by the investigator for the collection of basic information related to the college. This questionnaire contains 23 items on the following different aspects of a college :

<u>Different Aspects</u>	<u>No.of Items</u>
1 Establishment of College	3
2 Managing Board	9
3 College Building and Furniture	3
4 Hostel	1
5 Sanitary Provisions	1
6 Games and Sports	2
7 Library	1
8 Student Welfare Services	1
9 Staff Residence	2
Total :	<u>23</u>

The questions pertaining to above mentioned aspects are close - end questions. They have been analysed descriptively. (Appendix-A).

(ii) Check-List For Administrative Problems

To find out the administrative problems of colleges, one check list of problems was prepared by the investigator. This tool was developed in two stages :

Stage I: The initial form of the check-list was prepared with the help of interviews with college principals, teachers and also going through different literature, surveys and studies conducted in the area. On the basis of an exhaustive list of possible administrative problems was prepared. About 47 questions were asked regarding following six areas :

<u>Areas</u>	<u>No. of Items</u>
1 Managing Board	8
2 Affiliating University	5
3 State Government	4
4 Teaching Staff	10
5 Students	15
6 Non-teaching Staff	5
Total :	<u>47</u>

This questionnaire was mailed to 80 principals of different affiliated colleges of Gujarat and Uttar Pradesh for try-out. The investigator received 40 questionnaires duly filled in by the principals. The responses were very encouraging and remarks regarding the problems were very useful in the preparation of a revised check-list. The questionnaire was analysed by marking frequencies. The items which scored less responses were deleted in the final form of the check-list.

Stage-II: In final form of the check-list six major areas of problems were taken and to cover these areas 33 questions were framed and the following major areas were included in the check-list.

<u>Areas</u>	<u>No. of Items</u>
1 Managing Board	3
2 Affiliating University	2
3 State Government	5
4 Teaching Staff	8
5 Students	13
6 Non-teaching staff	2
Total:	<u>33</u>

The items 24, 25, 26, are related to management board. They seek information regarding intra-management problems, their expectations from college employees and problems created by them.

The items 32 and 33 seek the information regarding problems created by the university and problems in getting affiliation from the affiliating university.

Regarding State government, 5 questions are there. The items 27 and 28 deals with financial problems, item 29 deals with government policy, item 30 and 31 seek the information regarding salary grants and some legal tangles.

The items 3, 4, 5, 19, 20, 21, 22 and 23 are related to the problems of teaching staff. The items 3, 4 and 5 seek information regarding their residential problems, the items 19 and 20 pertain to the problems created by the teachers, the items 21, 22 and 23 are related with staff recruitment and interpersonal relationship among them.

There are 13 items related to students' problems which they face as well as create also. The items 1 and 2 are related with enrolment growth of students, the items 6 and 7 seek information regarding hostel problems, the items 10,

11, 12 and 13 deal with campus discipline, and student union problems, the items 14 and 15 are related with examination problems, the items 16, 17 and 18 are related with the problems of co-curricular activities, co-education and students' freeship.

The items 8 and 9 seek the information about the problems created by the non-teaching staff. (Appendix-B)

The respondents are asked to put tick mark (✓) against relevant categories e.g., 'Always', 'Some times' and 'Never', given against each item. The scoring is done by assigning numerical values 2, 1 and 0 to 'Always', 'Sometimes' and 'Never' respectively.

To establish reliability and validity of the check-list expert opinion was sought. Among the experts there were 7 principals from different colleges of Gujarat, 8 principals from U.P., 2 retired principals and 10 specialists working in the area of higher education and in the Departments of Education. The questions were modified in content as well as in language. Thus, the reliability and content validity were established.

(iii) Leadership Behaviour Description Questionnaire (LBDQ)

This tool was constructed by Hemphil and later on it was adapted by Halpin and Winer. The investigator has adapted and used, in the investigation, the version of the tool prepared by Halpin and Winer. There are two dimensions of Leadership Behaviour- (i) 'Initiation' and (ii) 'consideration'. These are the structures of the measurements of the description of how leaders behave. A combination of these two dimensions determines the leadership behaviour pattern. The tool facilitates to define Leadership Behaviour dimensions operationally. It has 15 items in each dimensions. All 30 items of the tool are scored on a four point scale - 'Always', 'some times', 'rarely', and 'never', the numerical values 4, 3, 2 and 1 are given to these four adverbs respectively, for positive items and for negative items, in the tool, the numerical values are reversed. The numerical range of scores on each variable is from 0 to 60, Leaders receiving high scores on both dimensions are considered to be most effective.

The principal leadership behaviour is derived from teachers perceptions of their principals. The two dimensions of the LBDQ are translated as emphasising 'group maintenance' and 'goal achievement'. These behaviour patterns of various

leaders on both the dimensions are expected to differ, some may be high on both the dimensions, some high on one and low on the other, and some low on both. The following symbols are used to denote this fact.

HH -High Initiating Structure and High Consideration

LH -Low Initiating Structure and High Consideration

LL -Low Initiating Structure and Low Consideration

HL -High Initiating Structure and Low Consideration

The interpretation is based on following scheme.

		Consideration		
		Below Mean	Above Mean	
Initiating Structure	Above Mean	HL S ⁺ C ⁻ (N Principals)	HH S ⁺ C ⁺ (N Principals)	Mean of Initiating Structure
	Below Mean	LL S ⁻ C ⁻ (N Principals)	LH S ⁻ C ⁺ (N Principals)	
		Mean of Consideration Score		

Regarding reliability and validity of the tool, it can be said that the LBDQ can be readily adapted and

used with a few modifications here and there without changing purpose and functions of the items. As such this tool does not need any validation. Halpin (1966) has very clearly clarified this position. He said, "The LBDQ can be adapted readily to different group requirements without altering the meaning of the items. For example, with Air Force personnel the term 'crew' is used; in educational administration 'staff' is substituted for 'crew'. Similarly, for industrial and other situations. Minor changes in wording can be made in each item, according to the nature of the groups with which the questionnaire is used. Again, the leader behaviour dimensions of 'Initiating Structure' and 'Consideration' are not to be conceived as traits of leadership. They simply describe the behaviour of a leader as he operates in a given situation. Nothing, in the research completed to date with LBDQ, contradicts this position." From these observations, it is quite clear that there is no need of revalidating this tool. The investigator has adapted and used this tool with a few necessary minor alterations here and there.

(iv) Organizational Climate Description Questionnaire (OCDQ)

Originally, this tool was developed by Halpin and used by many researers in Indian settings. The investigator

made necessary verbal changes, to suit the administrative setting for colleges in India. The adaption is limited to these verbal changes only.

The OCDQ contains 64 Likert type items to be responded on a four point scale. The pattern of responses is as follows.

1. Rarely occurs
2. Some times occurs
3. Often occurs
4. Very frequently occurs.

✓ The OCDQ is composed of eight sub-tests. They are also called 'dimensions' by Halpin. The first four of these dimensions deal with the teachers behaviour and the last four deal with the principals behaviour. Keeping in view the total environment in the college and behaviour of staff members with one another, the questionnaire is responded to by teachers as they perceive each category of behaviour. The respondent teachers have to be from the college organization which is to be studied for determining its organizational climate. The scale or categories mentioned above can be scored for each item by simply assigning to the respective category any four successive integers, i.e. 1, 2, 3, 4 or 5, 6, 7, 8. The

items to be scored negatively are given reverse scores as 4, 3, 2, 1. To find out raw scores for each person, the scores of items for each sub-test are added and divided by the number of items in the corresponding sub-test. This scoring is applied in each sub-test and every statement is rated on four point scale. The first four sub-tests or dimensions, refer to the behaviour of teachers in the college. These four dimensions are: (1) Disengagement, (2) Hindrance, (3) Esprit and (4) Intimacy. The next four dimensions are: (5) Aloofness, (6) Production Emphasis, (7) Thrust and (8) Consideration. The later group describes the behaviour of the principal in the college. Combination of all these eight dimensions give the type of the climate in the college. This combination gives any of the six of the climate types, (1) Open, (2) Autonomous, (3) Controlled, (4) Familiar, (5) Paternal and (6) Closed Climate.

However, on the lines of Owens (1970) these climate types are briefly described in the form of the following table 3.5.

To construct the college climate profile, the scores of all teacher respondents under sub-test are added

Table 3.5: Climate Types

A.Open Climate	B.Controlled Climate	C.Autonomous Climate	D.Familiar Climate	E.Paternal Climate	F.Closed Climate
1.High Esprit	1.High Esprit	1.High Esprit	1.High Disengagement	1.High Production Emphasis	1.High Disengagement
2.Low Disengagement	2.Low Disengagement	2.High Intimacy	2.Low Hindrance	2.High Disengagement	2.High Hindrance
3.Low Hindrance	3.High Production Emphasis	3.Low Disengagement	3.High Intimacy	3.Low Hindrance	3.Average Intimacy
4.Average Aloofness	4.Low Consideration	4.Low Hindrance	4.Average Esprit	4.Low Intimacy	4.Low Esprit
5.Average Intimacy	5.High Thrust	5.High Aloofness	5.High Consideration	5.Low Esprit	5.Low Thrust
6.High Consideration	6.Average Aloofness	6.Low Production Emphasis	6.Low Aloofness	6.Average Thrust	6.High Aloofness
7.Low Production Emphasis	7.High Hindrance	7.Average Consideration	7.Low Production Emphasis	7.Low Aloofness	7.High Production Emphasis
8.Average Thrust	8.Low Intimacy	8.Average Thrust	9.Average Thrust	8.High Consideration	8.Low Consideration

and averaged. These raw scores on the eight sub-tests of the OCDQ are then converted into standardised scores, normative as well as ipsatively. These doubly standardized scores give a profile of the climate of a particular college. For both the standardized procedures a standard score system, based upon a mean of 50 and a standard deviation of 10, is used.

The college wise profile is compared with the prototype profile, which have been calculated by Halpin and Croft (1966). The similarity scores are calculated by computing the absolute differences between each sub-test score in a college profile and the corresponding score in the first prototype profile and then in second one and so on. Thus, the score of each college is compared with those of each of the six prototype profiles. For every college, the sum of the absolute differences between the profile scores are computed. A low sum indicates high similarity between the two profiles, whereas a large sum shows the dissimilarity between two profiles. On the basis of the lowest difference score, the climate type for each individual college is decided.

For ready references the prototype profile computed

by Halpin (1966) for the six organizational climate ranked in respect with openness to closedness are given in the following Table 3.6.

Table 3.6: Halpin's Prototype Profile

Climates	Dis-engage-ment	Hindr-ance	Espr-it	Inti-macy	Aloo-fness	Proe. Emp.	Thru-st	Consi-dera-tion
Open	43	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familiar	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	51	44

Regarding validity of the tool it can be said that the investigator has adapted this tool with minor changes in wordings as to suit the colleges. No other alteration is made except verbal. So, validity remains the same as it was in original tool.

(v) Interview Schedule

One Semi-Structured Interview Schedule is prepared by the investigator to interview the students. The questions

pertain to the problems which the students face and which they create in colleges also.

Data Collection

The data were collected by using five tools as mentioned earlier. The principal and about 10 percent teachers of each sampled college were asked to respond the questionnaires. The principals were requested to respond three questionnaires except LBDQ and the teachers were asked to respond all four questionnaires. Thus, 400 teachers and 40 principals of sampled colleges were asked to respond the questionnaires.

To substantiate the data the investigator interviewed 20 college principals and teachers with the help of unstructured interview schedule. The semi-structured interview schedule was used for students. Five students including union leaders and hostel residents were taken for this purpose. Thus, 100 students were selected for interview from 20 sampled colleges. The students were very enthusiastic to reveal their grievances and gave full cooperation.

The investigator went personally in different colleges and requested the teachers for their cooperation. In a few colleges the responses from staff were very encouraging, they cooperated with the investigator to a great extent. In some colleges, mostly from urban areas, the teachers were reluctant to respond the questionnaires. One of the staff members remarked that "We are slaves and have no right to express our perceptions regarding college or college principals". From girls colleges, also, the investigator faced problems in getting the data.

Analysis and Interpretation

This is described in relation to the research tools used in the study. The data, thus, collected are divided into four categories :

- (i) College Basic Data,
- (ii) Administrative Problems,
- (iii) Leadership Behaviour, and
- (iv) Organizational Climate.

(i) College Basic Data

As described earlier, this questionnaire consists of 23 questions related with different aspects of college administration. Some questions are analysed descriptively and some questions quantitatively using percentages which are convenient in interpretations.

(ii) Administrative Problems

The check-list includes six major areas of college administration. About 33 questions are given in the check-list and respondents are asked to check the problem, whatever they feel in their colleges, at three adverbs - 'Always', 'some times', and 'Never'. The check-list is analysed in two ways, firstly, problem wise and secondly, college wise.

With respect to problem wise analysis the numerical values 2, 1 and 0 are given to the categories- 'Always', 'Some times' and 'Never' respectively. The total scores of each problem are computed and shown in the tables. They are given ranks to facilitate the interpretation.

In analysing the data yielded by check-list according to college wise, the numerical values 2, 1, and 0

are assigned to three adverbs- 'Always', 'Some times' and 'Never' respectively. The total scores of problems are calculated and mean scores are ~~found~~ out. This mean scores of problems are meant to indicate whether college is more problematic or less problematic.

(iii) The Leadership Behaviour

To determine the leadership behaviour of the principals of sampled colleges, the scores are worked on two specific dimensions of LBDQ, i.e., the 'Initiating Structure' and 'Consideration'. There are 15 items for each of these two dimensions. The total scores are based on the summation of the item scores obtained for each individual separately for 'Initiating Structure' and 'Consideration' components of leadership behaviour. Institutions are labelled as 'High' or 'Low' on the basis of their mean score position above or below the grand mean of the respective dimensions. Thus, four different patterns of leadership viz., HH, HL, LH, and LL are obtained by combining the levels of 'Initiating Structure' and 'Consideration' dimensions. The interpretation has been done according to the quadrant scheme given by the Halpin which has been discussed previously.

(iv) The Organizational Climate

The obtained raw scores of OCDQ are converted into standard scores, first 'normatively' and then 'ipsatively'. Both standardizations are made with respect to the mean standard deviation of the profile scores for each college. A standard score system based upon a mean of 50 and standard deviation of 10 is taken as suggested by Halpin (1966). The formula used is as under :

$$\frac{X_1 - M_1}{\sigma_1} = \frac{X_2 - M_2}{\sigma_2}$$

Where, X_1 = Standard score to be obtained

X_2 = Given score

M_1 = 50

M_2 = Mean of given score

σ_1 = 10

σ_2 = SD of given score

These standardized scores indicate two things; first, a score above 50 on a particular sub-test indicates that the given college scored above the mean of the sample on that sub-test and second, that the score on that sub-test

is above the mean of other sub-test scores of the college.

Each college profile is compared in turn with each of the six prototype profiles (Table 3.6) given by Halpin.

The sum of the absolute differences between profile scores are computed and lowest similarity score indicates defined climate of the college.
