

CHAPTER IV

ANALYSIS AND INTERPRETATION

Introduction

This chapter is devoted to the description of the analysis and interpretation of the data collected by administering the four research tools, described in the previous chapter. The data were collected from the responses of 400 teachers and 40 principals of sampled colleges from Gujarat and Uttar Pradesh. In most of the cases, data have been collected by the investigator himself by visiting the sampled colleges, meeting the principals and staff members individually and informally,

trying to find out what they feel about college administration, physical facilities provided to them and other dimensions of the problems. To substantiate the data interview was also conducted with principals, teachers and students.

Thus, this chapter is divided in three sections. In Section A, the college setting is discussed. Many problems arise on account of the college setting, e.g. the executive committee formation, college building, physical facilities provided to the students and teachers. In Section B, different administrative problems faced by the colleges related to managing board, affiliating university, state government, teachers, students and non-teaching staff have been discussed. In Section C, the leadership behaviour of the principals of sampled colleges and organizational climate of the colleges have been discussed. Other variables in relation to administrative problems are also discussed.

SECTION-A

THE COLLEGE SETTING

Development of education is always the result of a number of factors and forces interacting with one another leaving in some cases a direct, and in some, indirect

impact on the growth and development of education in a state or a country. This is the case in respect of higher education and particularly in Gujarat and U.P., where higher education has developed, largely as a result of non-state endeavours, that is to say as a result of the private enterprise.

After 1960, many colleges came into existence due to heavy rush for higher education. To meet that explosion in the enrolment of the students, some people started sub-standard colleges. They formed educational trust-boards by including less qualified persons. Such boards were not interested in education and do not cater the needs of higher education. Some of the board members, who do not have educational aptitude are supposed to manage the education. These ill-equipped educational societies do not serve the cause of higher education but create problems for others. To study those problems, it is necessary to find out, how management boards of the colleges are formed, occupations and qualifications of the members, the physical facilities provided, and in the absence of these facilities, what problems emerge out. To study the above mentioned aspects, a questionnaire was developed and was given to respondents. The responses were collected and analysed.

The Establishment of Colleges

It has been said that to meet the student growth in higher education many colleges came into existence after 1960.

Table 4.1: Establishment of Colleges
(Figures in Brackets show Percentages)

Years	Gujarat	U.P.	Total
Before 1960	5 (25)	8 (40)	13 (33)
After 1960	15 (75)	12 (60)	27 (67)
Total	20	20	40

Table 4.1 reveals that 25 percent sampled colleges of Gujarat were established before 1960 but after this year, 75 percent colleges came into existence. In U.P. also, 60 percent colleges were established after 1960. Thus, it is evident from the table that 67 percent colleges of the sample came into existence after 1960.

The location of these colleges were not, also, well planned. This resulted in poor student enrolment.

Table 4.2: Enrolment in Colleges

(Figures in Brackets show Percentages)

Enrolment	Gujarat	U.P.	Total
Below 300	6 (30)	7 (35)	13 (33)
Above 300	14 (70)	13 (65)	27 (67)
Total	20	20	40

Table 4.2 indicates that, in Gujarat, 30 percent colleges have less than 300 students and in U.P., 35 percent colleges have below 300 students. This shows that 33 percent of total sampled colleges have less than 300 students and 67 percent colleges have more than 300 students on their roll. According to Education Commission (1964-66), the colleges having enrolment less than 300 should be closed down because they are uneconomic and cannot furnish good education to the society. Such colleges, always complain for paucity of funds and are not able to provide basic things. In Gujarat, most of the colleges have one faculty. Therefore, in Arts Colleges, student number is less and in Commerce Colleges, which is a popular subject, the student enrolment is high in comparison to other faculties.

Management Boards

The colleges are run by different types of management boards. These colleges under study belong to educational trust boards, educational societies and different religious organization. The following table reveals various types of management boards of the colleges, in Gujarat and U.P.

Table 4.3: Management Boards

(Figures in brackets show percentages)

Types of Management	Gujarat	U.P.	Total
Educational Societies	5 (25)	6 (30)	11 (28)
Trust Boards	14 (7)	12 (60)	26 (65)
Religious Organisations	1 (5)	2 (10)	3 (7)

It is obvious from table 4.3 that maximum number of colleges i.e. 70 percent are run by trust-boards, in Gujarat and 60 percent colleges are run by same type of management board in U.P. Remaining colleges are sponsored by educational societies and religious organizations.

Thus, majority (65 percent) of the colleges are run

by trust-boards of the total sample because accounts of trust-boards are not auditable while account of educational societies are auditable. So, the person opening a college finds more convenient in formation of trust-boards. Most of the members of the trust-boards are family members of the trust-boards or their relatives. This may give them an opportunity for misappropriation of college finances.

The colleges run by religious organizations have special decision powers. They are not much bound to follow university statutes in appointments of teachers and their service conditions. There is no job security, any time the college management can remove a person by giving him a prior notice for termination.

In the response to question five, it was found that all the colleges under study from U.P. are getting government aids. The salary grants as well as development grants are given by the state government. In Gujarat, 85 percent colleges are aided and remaining 15 percent colleges do not take any financial help from state government because they are running in profit. The colleges, which are in profit are mostly, commerce colleges. This indicates that colleges of Gujarat are in better position in financial matters than the colleges of U.P.

In response to question six it was found that the college management boards in Gujarat do not belong totally to any particular caste. During interview, it was found that most of the colleges are opened by big Businessmen or Industrialists and in management board local community persons are more, they influence board's decisions. Sometimes, a political leader associated with the college becomes more influential and he is more considerate towards his community fellows.

On the basis of responses to above question, the college management boards in U.P. are framed on caste or religion basis to which the founder of the college belongs. Mainly, Brahmins, Rajputs, Kayasthas and Vaishyas have taken a lead in opening the colleges and they influence decisions, where they are in majority.

It has been described that colleges are run by different types of managements and different pressure groups working in management boards influencing the decision making policy. Let us examine, further, that how members of management board or executive council of the colleges are selected.

This has been found that three types of membership

exist in majority of the colleges - permanent founder members, president's nominee and elected by the general body of colleges. Regarding the number of members two groups, (1-5) and (6-10) have been made for the convenience in discussion. The following table shows different types of membership for college executive committees.

Table 4.4: Types of Memberships in Executive Committees

Number of Members	TYPES OF MEMBERSHIP					
	Permanent Founder Members		President's Nominees		Elected	
	Guj	U.P.	Guj.	U.P.	Guj.	U.P.
(1-5)	14 (70)	12 (60)	4 (20)	-	-	-
(6-10)	6 (30)	8 (40)	8 (40)	15 (75)	8 (40)	5 (25)

(Figures in brackets show percentages)

The table 4.4 makes it clear that in 75 percent colleges of U.P. members ~~managing board~~ are nominated by the president of the managing board. In Gujarat, also a big number of members are nominated by the president. The colleges where the members of executive committee are elected, are less in number.

Qualifications of Executive Members

Let us examine the qualifications of the members of the managing committees. The hypothesis is that the members of the committees, if they are highly qualified, are able to carry on the college business efficiently. If the committee members are not properly qualified, they may create the problems. The following table indicates the qualifications of presidents, vice-presidents, managers/secretaries of executive committees of the colleges.

Table 4.5(a): Qualifications of Executive Members

Members	<u>Below S.S.C.</u>		<u>B.A. & Above</u>	
	Guj.	U.P.	Guj.	U.P.
President	8 (40)	4 (20)	12 (60)	16 (80)
Vice-President	4 (20)	3 (15)	16 (80)	17 (85)
Manager/Secretaries	5 (25)	3 (15)	15 (75)	17 (85)

(Figures in brackets show percentages).

The table 4.5(a) points out that 40 percent college executive committee presidents of Gujarat have never gone to

college. In other words, they are less educated i.e., below S.S.C. Due to their ignorance of college life, numerous administrative problems may arise. In this respect, the position of colleges in U.P. is some what better because there are only 20 percent presidents of college managing committee, who are below S.S.C level of education.

About vice-presidents and manager/secretaries of college executive committees, the educational qualifications are not satisfactory in both states. Hence, by and a large section of persons cannot understand the problems of higher education in right perspective.

Above discussion was about academic qualifications of some important members of executive committees, who make much influence on decision making. Only qualification does not contribute but the jobs or occupations are also considered as a great contributing factor in administration. A person having less engagement can give more time for college work, but a businessman, who is having paucity of time, cannot devote much time for college work. The following table shows the different occupations of executive committee members of colleges, in Gujarat and U.P.

Table 4.5(b): Occupations of Executive Members

Members	Legal Profession		Business		Service		Farming	
	Guj.	U.P.	Guj.	U.P.	Guj.	U.P.	Guj.	U.P.
President	8 (40)	10 (50)	8 (40)	4 (20)	4 (20)	2 (10)	-	4 (20)
Vice-President	5 (25)	12 (60)	10 (50)	6 (30)	-	1 (5)	5 (25)	1 (5)
Manager/ Secretary	-	3 (15)	5 (25)	2 (10)	12 (60)	14 (70)	3 (15)	1 (5)

(Figures in brackets show percentages).

It is obvious from the table 4.5(b) that the Presidents of 40 percent colleges of Gujarat are advocates and other 40 percent are engaged in their business, remaining 20 percent are in some sort of service. The 50 percent presidents of college executive committees of U.P. are from legal profession and remaining belong to business, farming and service.

When a total view of occupations of executive committee members is taken, it is found that in Gujarat business community dominates. It is natural that they will nominate their own persons. The same is the case with executive committee of colleges in U.P., also. The majority of the presidents of executive committees belong to legal

profession i.e. advocates and they dominate in decision making. They used to nominate their own persons in executive body. Thus, their monopoly remains unchanged. The way in which college executive committee is constituted, is not academically sound because there are 'lay-men' who have say in the administration. That may generate various problems in collegiate administration.

Teacher Representatives in Executive Committee

Apart from the elected and nominated members for executive body, the teacher representatives are also included in that. They are expected to protect the teachers interest and represent their feelings before college executive committee. In Gujarat University, Ahmedabad; the provision for teacher representatives in executive committee of the colleges is absent. According to U.P. State University Act 1973, 25 percent of the total staff of the college should be made member of college executive committee. The following table reveals the procedure for the selection of teacher representatives in the colleges of U.P.

Table 4.6: Selection Procedures of Teacher Representatives for Executive Committees in U.P.

Selection Procedure	Rural Colleges	Urban College	Total
Elected by Staff Members	-	-	-
Nominated by the Principals	9 (45)	7 (35)	16 (80)
Considered by Seniority	2 (10)	2 (10)	4 (20)

(Figures in brackets show percentages).

It is obvious from the table 4.6 that in 80 percent colleges teacher representatives are nominated by the college principals. In non-college, staff members elect their representatives for executive committee.

This selection procedure creates dissatisfaction among teaching staff because principals used to nominate their favourites. This alienates the senior staff members of the colleges. This sort of nomination creates administrative problems.

In response to question thirteen, it was found that the provision of university representatives in college

executive committees is absent, in Gujarat University. This provision exists in U.P. but university nominees seldom attend meetings. Regarding the reasons, for not attending the meetings, it was reported that in 20 percent colleges university nominees are not invited, in other 20 percent colleges they feel neglected, so, they do not come for meetings. In 35 percent colleges, university nominees are 'yes-man' of the management and in remaining 25 percent colleges they do not take interest in meetings.

Analysis shows that university nominees are not involved in decision-making process of the colleges.

When over-all view of executive committee formation is taken, it is found that the representation of various kinds of professions is there. The legal profession is also represented in these bodies. Presidents, Vice-Presidents and Secretaries, belong to this profession. Service class people also get due representation. The farmers form the last category. There are teacher representatives in these executive committees of U.P. But in Gujarat, there is no provision of teacher representatives (Table 4.6). It makes obvious that the teachers, who should have more say in the decision making process, are not properly represented. On

the other hand, 'lay-men' dominate in the decision making process on account of their majority. These 'lay-men' are sometimes not properly qualified (Table 4.5(a)). Many of them are, even, non-matriculate. Such office bearers have no perception of higher education and its administrative problems. Such ill-equipped office bearers to maintain their positions or powers nominate their own people in the executive committees. The result is obvious. In such executive committees, there is domination of one particular group, caste or occupation, and such a domination may lead to administrative problems in the colleges.

Executive Committee Meetings

What ever be the composition of the college executive committee, if they do not meet frequently and discuss the college problems the college cannot run effectively. There are several administrative problems, which require immediate decisions, otherwise situation becomes worst. So, executive committee meetings should be held frequently. The following table reveals the schedule of executive committee meetings of colleges in Gujarat and U.P.

Table 4.7: Frequency of Executive Committee Meetings

Frequency of Meetings	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
Every Month	2 (10)	4 (20)	6 (30)	-	-	-
Within Three Months	-	-	-	3 (15)	2 (10)	5 (25)
Once a Year	-	-	-	-	-	-
According to Necessity	8 (40)	6 (30)	14 (70)	8 (40)	7 (35)	15 (75)

(Figures in brackets show percentages).

It is evident from the Table 4.7 that in Gujarat, 30 percent colleges have regular executive meetings in every month, where as in U.P. this practice is not prevalent. In 70 percent colleges of Gujarat and 75 percent colleges of U.P., the executive committee meetings are held according to their necessity. During interview, it was revealed that in a few colleges executive committee meetings do not take place even, once a year and all the decisions about the college matters, are taken by the college president.

In the absence of regular meetings of the executive committees, there is no involvement of the members in the

decision making process. In the absence of such meetings there is every possibility that the office bearers, like president, may mismanage the college affairs.

The composition of college executive committee and its working have been analysed. Thus, it can be said that the formation of executive body of colleges, including its members qualifications, have a great bearing on collegiate administration. The qualifications of members help in understanding the different dimensions of college problems. The infra-structure of colleges, sometimes, create problems for college administration. But there are other factors also, on account of which, administrative problems are created. The lack of accommodation in college building, library, hostels, sanitary provisions, play grounds and other physical facilities hamper the college administration inspite of efficient members of college executive committee.

The College Building

The college building is the first pre-requisite for the existence of a college. To fulfil the aims and objectives of college, the building accommodation for students and

teachers is necessary. In the absence of proper accommodation, teaching-learning process cannot be effective and may bring numerous problems. The following table indicates the adequacy of building accommodation of colleges in Gujarat and U.P.

Table 4.8: Adequacy of Accommodation Facilities

Accommodation	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
Very Spacious	5 (25)	1 (5)	6 (30)	-	2 (10)	2 (10)
Adequate	5 (25)	7 (35)	12 (60)	3 (15)	5 (25)	8 (40)
Inadequate	-	2 (10)	2 (10)	8 (40)	2 (10)	10 (50)

(Figures in brackets show percentages).

The table points out that in 10 percent colleges of Gujarat building accommodation is inadequate, where as in U.P. 50 percent colleges have inadequate building accommodation. While visiting the colleges, in Gujarat, the investigator found that all colleges of rural areas under survey possess large buildings, which are fairly good in structural design. They are airy and well ventilated and specially built for

the college purposes. In urban areas, a few college buildings are not suitable for college purposes. These are neither airy nor well ventilated. It was found that in one college building four colleges run simultaneously. All the college buildings belong to the educational trust-boards or societies but colleges pay rents.

In U.P., the colleges have their own buildings because this is the condition laid down by the university for permanent affiliation. The buildings, in rural areas, have generally inadequate accommodation with respect to enrolment enhancement.

About the infra-structure of the college building in Gujarat, it is found that class rooms are very spacious and are well equipped with furniture and fans.

In the colleges of U.P., mostly in urban areas, fans are provided in the classrooms. The furniture are also adequate but in rural areas, only a few colleges have fans in class rooms. The inadequate facilities in terms of space, accommodation, for the students, is the source of administrative problems.

The investigator has found that in majority of the sampled colleges from both States, the teachers do not have separate or independent cabins. A separate cabin is provided to the heads of the departments but not to individual teachers. Teachers, generally, sit in general staff room. The lack of facilities in terms of accommodation and furniture may create administrative and academic problems. The following table points out the adequacy of the furniture in the colleges of Gujarat and U.P.

Table 4.9: Adequacy of Furniture

Furniture	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
More than Sufficient	2 (10)	-	2 (10)	-	2 (10)	2 (10)
Adequate	8 (40)	6 (30)	14 (70)	4 (20)	7 (35)	11 (55)
Inadequate	-	4 (20)	4 (20)	7 (35)	-	7 (35)

(Figures in brackets show percentages)

It is evident from the table 4.9 that the college of Gujarat, in majority are well equipped in terms of furniture. Hence, there is less chance for administrative problems on this account. Similarly, 35 percent of colleges from U.P. reported the inadequacy of furniture. Hence, these

colleges may face administrative problems on this account.

The College Library

The library is also an important part of college life. The lack of books, periodicals, magazines in the library and, moreover, the behaviour of library staff create problems for college administration. The following table points out the adequacy of college library with reference to number of students, teachers and courses taught in different colleges of Gujarat and U.P.

Table 4.10: Adequacy of Library Facilities

Library Facilities	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
Very Satisfactory	2 (10)	-	2 (10)	-	-	-
Satisfactory	8 (40)	7 (35)	15 (75)	4 (20)	5 (25)	9 (45)
Not Satisfactory	-	3 (15)	3 (15)	7 (35)	2 (10)	9 (45)
Very Un- satisfactory	-	-	-	-	2 (10)	2 (10)

(Figures in brackets show percentages).

The Table 4.10 indicates that in Gujarat 15 percent colleges have unsatisfactory library facilities, whereas in U.P., 55 percent colleges have unsatisfactory library facilities. These colleges are likely to have more administrative problems.

The investigator, during interview, came to know that college library is under-staffed, in a few colleges. Almost all the colleges have closed-system of library, students are not allowed to enter the library. In some colleges, only one book is issued on one day and if that book is not very useful to the student, it cannot be returned immediately. The investigator found that one library is used by four colleges, which operate in the same building. The library cannot cope up with the demands of the students. The reading rooms are over-crowded and the students do not find accommodation to sit there. These factors cause dissatisfaction among student community. The result is that these conditions lead to disturbances in the colleges.

Sanitary Provisions

These physical facilities are also equally important

to promote the corporate life in the colleges. Along with accommodation in class-rooms and in library reading rooms, the sanitation is also a necessary part of college plant. It has been observed that the old colleges do not have sanitary provisions, like toilets etc., in their buildings. The following table shows the rating of sanitary provisions in the colleges of Gujarat and U.P.

Table 4.11 : Sanitary Provisions

Sanitation in Colleges	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
Very Satisfactory	3 (15)	1 (5)	4 (20)	-	-	-
Satisfactory	5 (25)	4 (20)	9 (45)	2 (10)	2 (10)	4 (20)
Not Satisfactory	2 (10)	5 (25)	7 (35)	7 (35)	7 (35)	14 (70)
Very Un-satisfactory	-	-	-	2 (10)	-	2 (10)

(Figures in brackets show percentages).

It is evident from the table 4.11 that in 35 percent colleges of Gujarat, sanitary provisions are not satisfactory, whereas in U.P., 80 percent colleges do not have satisfactory sanitary provisions. One remarkable fact has come out that,

in Gujarat, rural colleges have better sanitation arrangements than urban colleges. In U.P., this is reversed. In comparison to rural colleges, urban colleges have more sanitary facilities.

The investigator found that in Gujarat sanitary arrangements for teachers and students are well maintained, the girl students have their separate arrangements. They are cleaned regularly. The students from U.P. reported that toilets and urinals in the colleges are seldom cleaned. The illmaintained sanitary arrangements are, hazardous for health. Lack of such basic facilities may create administrative problems.

Play Grounds and Games Provided

To channelise the energies of the students in constructive work, playgrounds are also a medium. Games and sports are considered as essential part for building-up a good citizenship. Almost, all colleges are equipped with playgrounds but these are not adequate in all colleges.

In response to question 16, it is found that the cricket is major game in every college except girls'

colleges in both states. Hockey, Football, Basket ball, Badminton and Table-Tennis are common games, which are found in every college. All types of indoor games are also provided for boys and girls.

The investigator, during visit of colleges in Gujarat, found that the programming for sports and games, in these colleges, are not fully utilised by the students and the intensity of their participation leave much to be desired. It constitutes a weak part of higher education in this state.

During the interview, the students in colleges of U.P., told that proper procedure is not adopted, while selecting different college teams and their captains. The selection creates problems and divide the students among different groups. Such groupism among students remain throughout the year. Some teachers are also involved in the selection of teams. These groupism and dissatisfaction among students are likely to create administrative problems.

Student Welfare Services

The student welfare services are important aspects of college life. The college authorities are supposed to provide welfare services to their students. But student welfare services constitute one of the weakest facets of college life. The services to the student communities, that are offered usually in these colleges, are: hostel, student union, scholarships, sports and games. These services are not enough. They are not merely welfare services but constitute an integral part of higher education. In the absence of these welfare services problems may arise in the colleges. The following table points out various kinds of welfare services, which are provided to the students in the colleges of Gujarat and U.P.

Table 4.12: Types of Student Welfare Services

Types of Services	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
Health Centre	-	2 (10)	2 (10)	-	2 (10)	2 (10)
Scholarships	2 (10)	3 (15)	5 (25)	-	-	-
Loan to Poor Students	-	4 (20)	4 (20)	-	-	-
Book Bank	10 (50)	10 (50)	20 (100)	11 (55)	9 (45)	20 (100)

(Figures in brackets show percentages).

It is obvious from the table that, in 25 percent colleges of Gujarat, scholarships are provided to the students, other than the government scholarships, 20 percent colleges have a provision of granting loans to poor students. In U.P., the colleges do not provide such facilities to the students.

In the absence of health centres, in majority of the colleges, students have to pay more to private doctors. All students are not financially so sound that they can bear the burden. During interview with principals, it was found that in colleges of Gujarat, any club or any big 'Industrialist' sponsors a few scholarships to the students. Due to the lack of such helps, poor students face many problems to continue their studies.

Absence of welfare services, in both the states, cause difficulties and financial hardships to the students. These are not the conditions for congenial administrative set up.

Under physical facilities provision of hostels are an important aspect of a college plant. The absence and presence, both, of hostels in the campus create problems.

The following table reveals the provision of hostel facilities for students.

Table 4.13: Provision of Hostel Facilities

Hostel Facilities	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
Yes	7 (35)	9 (45)	16 (80)	6 (30)	7 (35)	13 (65)
No	3 (15)	1 (5)	4 (20)	5 (25)	2 (10)	7 (35)

(Figures in brackets show percentages).

It is evident from the table 4.13 that hostel facilities in colleges of Gujarat are more, than in colleges of U.P. In some colleges, hostels are situated quite far away from the college campus. The hostel-charges vary from college to college. In the absence of hostel facilities students are likely to face many problems.

Residential Facilities

The college teachers and other employees of the college are also a part of the system. Facilities provided them, certainly, improve their working efficiency. To get

a house of worth living in any locality is a herculian task at present. Moreover, charges are so high that a teacher cannot afford to have a good house. The colleges are supposed to take care of their staff members. If the teachers are residing in college campus, their services can be utilized properly. If the residential facilities are not provided to the college teachers and other staff, the college work suffers and many problems may arise. The following table indicates the provision of residential facilities to the teachers in the colleges of U.P. and Gujarat.

Table 4.14: Provision of Residential Facilities

Residential Facilities	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
To All	-	-	-	-	-	-
To Some	2 (10)	-	2 (10)	-	4 (20)	4 (20)
To None	8 (40)	10 (50)	18 (90)	11 (55)	5 (25)	16 (80)

(Figures in bracket show percentages)

The table 4.14 makes clear that in Gujarat, staff quarters are provided in rural colleges, whereas in U.P. the urban colleges provide staff quarters.

The majority of the colleges do not provide staff residence. The lack of staff quarters create problem for teachers as well as for college administration. They cannot devote much time for college work. The teachers demand for 'House-Rent Allowance' and other facilities create problems for administration.

When residential facilities are necessary for college teachers, sometimes, for improvement of administration, such facilities are also essential for principals. The principal should be in college campus to take the decisions on crucial problems, which arise without any prior notice. In the absence of residential facilities, in college campus, for the principals, college administration may face problems. The following table shows the provision of principals residence in the college campus.

Table 4.15: Provision of Principal's Residence

Provision of Residence	Gujarat			U.P.		
	Rural	Urban	Total	Rural	Urban	Total
Yes	8 (40)	8 (25)	13 (65)	2 (10)	6 (30)	8 (40)
No	2 (10)	5 (25)	7 (35)	9 (45)	3 (15)	12 (60)

(Figures in brackets show percentages).

It is obvious that in Gujarat residential facilities to the principals are given in 65 percent colleges, where as in U.P. only 40 percent colleges give such facilities. It can be said that in majority of the college principals are not provided any residence. This situation, likely, may create administrative problems.

The aforesaid analysis explains the college setting in Gujarat and U.P. The existing condition of buildings, libraries, playgrounds, hostels and sanitary facilities have been elaborated on the basis of available data. These have bearings on the administration of the colleges. Along with that the composition of executive bodies is also explained. These are the decision making bodies and, are important components of the administration. In next section of the analysis, the administrative problems which arise on account of the college settings are analysed.

SECTION-B

ADMINISTRATIVE PROBLEMS

This section deals with the administrative problems related to students, teachers, non-teaching staff, management boards, affiliating universities and state governments etc. The data were collected with the aid of a check-list which describes the numerous administrative problems. The respondents were 400 teachers and 40 principals of sampled colleges. The problems mentioned in check-list were analysed by assigning numerical values 2, 1 and 0 to the responses 'Always', 'some times' and 'Never', respectively. The score of each problem was calculated. The summated scores were assigned ranks to determine the occurrence of the problem in terms of priority in states. The coefficient of correlation was also calculated to find out the relationship between two states. Further, data were substantiated by interviews of students, teachers and principals.

The Students

It has been discussed in the previous section that many colleges came into existence during sixties due to student

enrolment explosion. However, after fulfilling minimum requirements for affiliation to universities such as building, library and finances,

↳ the college management boards do not provide further facilities, which are expected for improvementⁱⁿ quality of education. Social and political awareness among people increased the demand for higher education. So, expansion in students enrolment in institution of higher education became inevitable. The phenomenal growth of students enrolment in the colleges created a number of problems in the campus, which are described as follows.

Student Enrolment

The table 4.16 shows the problems related to student enrolment in the colleges of Gujarat and U.P.

It is obvious from the above table that colleges of both the States experience similar problems due to increase in enrolment. Every year student population is increasing in Arts and commerce and other subjects except science. With respect to students influx in colleges teachers are not appointed. Moreover, college administration is not able to cope-up with increasing liabilities. Hence, inadequate seating

Table 4.16: Problems Related to Students' Enrolment

Problems	G			U			J			A			R			A			T			U.			P.			Total Rank Scores
	Rural			Urban			Total			Rural			Urban			Total			Rural			Urban			Total			
	Scores	Rank	Rank	Scores	Rank	Rank	Scores	Rank	Rank	Scores	Rank	Rank	Scores	Rank	Rank	Scores	Rank	Rank	Scores	Rank	Rank	Scores	Rank	Rank	Scores	Rank	Rank	
a. Inadequate Seating Arrangements	39	1	1	50	1	89	1	75	1	50	1	125	1	1	1	125	1	1	50	1	1	125	1	1	125	1	1	
b. Lack of Library Facilities	22	3	3	36	2.5	58	3	59	2	33	2	92	2	2	2	92	2	2	33	2	2	92	2	2	92	2	2	
c. Lack of Laboratory Facilities	21	4	4	2	4	23	4	28	4	18	4	46	4	4	4	46	4	4	18	4	4	46	4	4	46	4	4	
d. Staff Students Ratio	24	2	2	36	2.5	60	2	39	3	32	3	71	3	3	3	71	3	3	32	3	3	71	3	3	71	3	3	

arrangements became major problem for colleges. Due to high teacher-taught ratio, the colleges face many administrative problems. Other problems in the rural and urban colleges of both the states, like lack of library and laboratory facilities, are also experienced.

It has been observed that in certain disciplines like Science, English and Agriculture, the students enrolment is decreasing. This creates certain problems for collegiate administration. The following table shows the problems which emerges due to decrease in enrolment of students.

It is obvious from the table 4.17 that problems are more or less similar in rural and urban colleges of both states. The response patterns show that the fear of retrenchment among staff members is a major problem. Which means that there is no job security for teachers. During interviews certain cases of retrenchment came in light in the colleges of Gujarat. However, such type of problems are not found in U.P.

Hostel Facilities

As it has been observed that students enrolment is increasing in the colleges. Facilities for education in rural

Table 4.18: Problems due to Lack of Hostel Facilities

Problems	G		U		J		A		R		A		T		U		T		A		R		P		R		A		D		E		S		H	
	Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban	
	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank
a. Late coming and early leaving of college	60	1	52	1	112	1	89	2	76	2	165	2																								
b. Non-participation in co-curricular programmes	51	3	38	2	89	2	114	1	78	1	192	1																								
c. Scheduling of Time Table	53	2	24	3	77	3	72	3	48	3	120	3																								

areas are found less, so the students from rural areas are coming in urban colleges for their higher studies. They stay either with their relatives or in hostels. Hostel is a facility which is required for the students. It facilitates learning, corporate and economical living. Due to rush for hostel accommodation and lack of hostel facilities (table 4.13), every desirous student does not get hostel accommodation. The non-availability of hostel creates problems for students as well as for college administration. The table 4.18 exhibits the different problems arising out due to the lack of hostel facilities in the colleges of Gujarat and U.P.

It is evident from the table 4.18 that due to inadequate facilities for hostels, the students come late and leave the college campus early. This results in non-participation of co-curricular activities and programmes. The respondents of U.P. assigned first rank to this problem. The problem of scheduling the time table according to students convenience, is felt least in both the states. There is difference in ranks of the problems of both states. The reason is that the hostel facilities are more in Gujarat in comparison to U.P. (table 4.13). It means that the problems relating to the hostels in both the states vary.

As the lack of hostel facilities create problems for students, the provision of hostels, sometimes also create problems for college administration.

The table 4.19 indicates various problems which arise out due to provision of hostel facilities. The management of mess is a major problem experienced in the colleges of Gujarat, whereas indiscipline and quarrels among students are the major problems in the colleges of U.P. The coefficient of correlation between Gujarat and U.P. is .44, which is not significant. This shows that problems related to hostel are entirely different in both states.

Problems Created by the Students

There may be variety of problems created by the students. These problems are faced by the administration. In the table 4.20, the problems which are created by the students are tabulated. In the colleges of Gujarat and U.P., use of unfair means in examination is the major problem. Physical assaults on students are found common in both the states. The students of Gujarat do not carry fire arms in college campuses and harassment of teachers

Table 4.20: Problems Created by the Students

Problems	G U R A R A T			U T T A R			P R A D E S H		
	<u>Rural</u>			<u>Urban</u>			<u>Total</u>		
	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores
a. Physical assaults on									
(i) Students	37	2	48	2	85	2	62	2	92
(ii) Teachers	7	9	24	5	31	8	2	8	5
(iii) Principal	10	8	13	8.5	23	9	1	9	3
b. Carrying of unauthorised weapons	24	6	18	6	42	5	53	3	80
c. Slogan writing on walls	35	3	46	3	81	3	36	5	60
d. Intoxication in hostels	17	7	17	7	34	7	19	7	36
e. Stone throwing at flying squads	28	4	32	4	60	4	23	6	38
f. Use of means in exam.	57	1	86	1	143	1	107	1	173
g. Walk out from Exam. Hall	27	5	13	8.5	40	6	37	4	60

$f = .90$ (Significant at .01 level)

Table 4.21: Some Causes of Students Unrest

Problems	G U R A R A T			U T T A R P R A D E S H			Total					
	Rural		Urban	Rural		Urban						
	Scores	Rank		Scores	Rank			Scores	Rank			
a. in the fees	25	6.5	42	2	67	4	20	8	13	8	33	8
b. Dissatisfaction with classroom teaching	26	5	20	6	46	6	10	10	6	10	16	10
c. Illtreatment of students	38	3	35	5	73	3	13	9	8	9	21	9
d. Demand for postponement of examination	48	1	53	1	101	1	28	5	21	4	49	5
e. Political cause	29	4	37	3	66	5	45	2	28	2	73	2
f. Managing board's interference in students politics	13	9	16	7.5	29	8	22	7	14	7	36	7
g. Staff interference	14	8	10	9	24	9	23	6	24	3	47	6
h. Condonation of lecture attendance	25	6.5	16	7.5	41	7	30	4	20	5	50	3.5
i. Demand for student union	46	2	36	4	82	2	56	1	37	1	93	1
j. Reservation of seats for employment	5	10	3	10	8	10	32	3	18	6	50	3.5

$p = .04$ (Not Significant)

and principals are not always found in Gujarat. Keeping of fire arms by the students is a problem for the colleges in U.P. It is obvious from the table that both the states experience more or less same type of problems. The correlation coefficient (ρ) between Gujarat and U.P. is .90, which is significant at .01 level. This shows that there is no variation of problems in both the states.

The table 4.21 shows various factors of student unrest in the colleges of Gujarat and U.P. Demand for postponement of examination is a major problem in Gujarat and demands for student union is a major problem in colleges of U.P. There are various other reasons for student unrest but their ranking differ in both the states. The coefficient of correlation (ρ) is .04, which is not significant at all. This shows that problems are not similar in Gujarat and U.P.

The Student Unions

The student unions are formed in the colleges to promote the corporate life among the students. The unions are run by elected representatives of students. As such, a student union is an excellent medium of students

Table 4.22: Problems Due to Student Union Elections

Problems	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank	Scores Rank	Scores Rank	Scores Rank	Scores Rank	Scores Rank	Scores Rank	Scores Rank			
a. Infights among students	74	1	64	1	138	1	65	1	31	1.5	96	1
b. Involvement of vested interest from community	51	2	38	3	89	3	38	3	21	4	59	4
c. Teachers involvement in election	21	4	10	5	31	5	25	5	13	5	38	5
d. Unnecessary disturbance in colleges	46	3	50	2	96	2	43	2	31	1.5	74	2
e. Involvement of political parties	7	5	26	4	33	4	34	4	28	3	62	3

participation in college life. It turns to be a powerful setting and a tool to initiate students and teachers to have democratic in decision making. But everything is not well with the student unions in the colleges.

The table 4.22 shows variety of problems faced by the rural and urban colleges of both the states but the nature of the problems is almost similar and there is no wide difference in rating also. Infights among students are found, due to union elections, as a major problem in both the states. The union elections result in unnecessary disturbances in college campus. Moreover, this gives an opportunity to political parties to interfere in college affairs through their student wings. In some colleges, teacher take active participation in student union elections. They do not come openly but extend their support remaining behind the scene.

College Discipline

It is fact that campuses of higher education have lost much of their serene and they witness these days frequent outbursts of student agitations and violence. This has been disrupting the academic life. Sometimes, teachers

Table 4.23: Maintenance of Campus Discipline

Problems	G U J A R A T		Total		U T T A R		P R A D E S H		Rank	
	Rural		Urban		Rural		Urban			
	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank		
a. Students union interference	35	1	38	1.5	73	1	47	1	86	1
b. Fear of man handling by the students	19	3	22	3	41	3	41	2.5	72	3
c. Interference of teacher politician	12	4	20	4	32	4	17	4	34	4
d. Groupism in teaching staff	29	2	38	1.5	67	2	41	2.5	72	2

also, along with students become party to incite the agitations.

Table 4.23 reveals the problems of general discipline in the colleges. It is obvious from the table that the problems in both the states are similar in nature. It is found that in the colleges due to interference of student union, it is difficult to maintain general discipline. If any action is taken against any student, the student union leaders pressurise the college authorities to withdraw the action. The groupism in teaching staff, also encourages the students for indiscipline. During interviews with teachers, it was told that the fear of manhandling by the students is one of the factors, which obstructs in maintaining the discipline. The interference by teacher politicians is found minimum in the rural and urban colleges of Gujarat and U.P. The teacher politicians always favour the students for their cheap popularity and formation of their own groups among them.

Examinations

The current examination system violates the fundamental tenets of teaching and testing. It totally flouts the relationship existing among teaching, learning and examinations. It is

Table 4.24: Problems Related to Examinations

Problems	G U J A R A T		U T T A R		P R A D E S H							
	Rural	Urban	Rural	Urban	Rural	Urban						
	Scores	Rank	Scores	Rank	Scores	Rank						
a. Invigilators demand for security	31	2	40	3	71	2	64	2	49	1	113	1
b. Invigilators demand for remuneration	14	4	28	4	42	4	67	1	45	2	112	2
c. Lack of sufficient invigilators	19	3	45	2	64	3	59	4	43	3	102	3
d. Mass copying at the centre	38	1	65	1	103	1	63	3	31	4	94	4

more dictated by social norms rather than educational considerations. It perpetuates the distrust of teachers and students. Thus, day by day the examinations are becoming more problematic and disrupting the college discipline. The table 4.24 shows different problems arising out due to present examination system in the colleges of Gujarat and U.P.

The table 4.24 indicates that in colleges of Gujarat, the mass copying at the centre is a major problem. On account of mass copying by the students the teachers cannot take any effective step. There is always a fear of manhandling by the students. Hence, invigilators demand for their personal security. Such demands are more in the colleges of U.P.

During interviews with teachers the investigator came to know that private students appearing in university examinations pose more problems. The students come in examination hall with fire arms and other weapons. The notorious students copy openly and nobody dares to check them. The students told during interviews that some students are allowed to copy, while others are checked. Among those students, who get facilities for copying are mostly relatives of college executive members or teachers.

Table 4.25: Copying in Examinations

Problems	G U J A R A T			U T T A R			P R A D E S H		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores
Students are related to -									
a. Principal	5	4	22	4	27	4	18	4	24
b. Teachers	8	3	30	2.5	38	3	21	11	32
c. Managing Committee Members	16	2	30	2.5	46	2	20	14	34
d. Nuisance creations students	26	1	55	1	81	1	58	1	108

The student union leaders are, also, among them. The ~~following~~ table shows a clear picture of this problem.

In the colleges of Gujarat and U.P. the problem of copying in examinations by notorious students is a major problem. Sometimes, relatives and wards of college management members get copying facilities, wards of teachers and principals are also allowed to copy. This problem is found both in rural and urban colleges of both states as indicated in the table 4.25.

The investigator during interviews with students found that in some colleges some student union leaders are never checked in examination hall. The day a student is elected for the union post, he is supposed to get the copying facilities. The teachers told during interviews that teachers allow the copying to get higher percentage of pass students, in the colleges of Gujarat, because of fear of retrenchment, (Table 4.17).

Co-curricular Activities

The co-curricular activities are also an equally important part of college life along with academic activities. These activities channelise the energies of students in

constructive works and give scope to develop personality traits. But, at present, this constitutes one of the weakest facets of college life. There are various factors which affect the co-curricular activities in the colleges. The table 4.26 shows the problems which affect the organization of co-curricular activities in the colleges.

The table 4.26 reveals various problems which arise in the organization of co-curricular activities. In both states, problems are more or less the similar. Financial stringency is the major problem felt in organizing cocurricular activities. On account of financial problems, physical facilities are not adequately provided. The second problem is lack of interest among students. It seems that due to lack of hostel facilities, the students leave the college campus early (Table 4.18). So, they are least interested in these activities because of they have to travel a long distance for their boarding. The staff members, also, do not take much interest in these activities because they reside out of campus and do not find much time to engage themselves. The lack of residential facilities for teachers in the college campus (Table 4.14) lead to such problems.

Co-educational Nature of the College

The table 4.27 shows the problems which arise due to the coeducational nature of the colleges. Eve-teasing is found as a major problem in the co-educational colleges of Gujarat and U.P. The students used to pass remarks at girl students in college campus or on the way. These problems arise on account of lack of transportation facilities for girls. There is no provision of transportation facilities for girls both in rural and urban colleges of Gujarat and U.P. Neither college administration, nor state transport provides buses at college timings. The girls from rural areas avoid attending the colleges there and go in cities for education. Moreover, in urban colleges, also, hostel facilities are very inadequate (table 4.14) and female students have to suffer a lot. The involvement of staff members with female students is found very less. It is obvious from the table that the problems are of same nature in both the states.

Student Freeship

The student freeship is an important part of the student welfare services of the colleges. The colleges are

Table 4.27: Problems Due to Co-educational Nature of the College

Problems	G U R A T			U T A R			P R A D E S H		
	Rural Scores	Rural Rank	Urban Scores	Urban Rank	Total Scores	Total Rank	Rural Scores	Rural Rank	Total Scores
a. Eve-teasing	30	1	59	1	89	1	25	2	54
b. Lack of transportation facilities for girls	24	2	30	3	54	3	39	1	88
c. Involvement of staff	8	4	7	4	15	4	7	3	12
d. Truancy among girls	21	3	44	2	65	2	6	4	12
									3.5

required to award freestudentship to 15 percent students of a class. The state government provides freeships to backward caste and schedule caste students. College's own resources are so weak that on their own, they are not able to provide financial aids to a greater number of students. The number of students who need financial help, is increasing rapidly in the colleges. The college administrations come accross so many problems in awarding the freeships to the students.

The table 4.28 reveals the problems related to students freeships. The colleges of Gujarat and U.P. feel same difficulties in awarding freeships to the students. The rigid government rules regarding freeship is a major problem faced by the all types of colleges. The investigator found during the interviews with principals that the state government has fixed a percentage of freeship. If, there are more number of deserving students, the principal cannot help them. The managing board and staff members also recommend the names for freeship. They do not think, the candidate whom they are recommending, is actually deserving or not. The principal finds that the poor students are deprived of such facilities and rich students are given freeship on account of favouritism. This problem is found more in urban colleges in comparison to rural

Table 4.28: Problems Related to Student's Freeship

Problems	G U J A R A T			Total			U T T A R			P R A D E S H		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank
a. Staff members interference	25	2	22	4	47	2	48	2	22	3	70	3
b. Managing Boards influence	10	3	27	2	37	3	61	1	35	2	96	2
c. Rigid government rules	34	1	61	1	95	1	40	3	59	1	99	1
d. Students union interference	7	4	26	3	33	4	29	4	6	4	35	4

colleges. The interference of student union in freeships is found least in the colleges of Gujarat and U.P.

The Teachers and Their Problems

The teachers are one of the important components of college administration. Without their cooperation the college cannot function properly, sometimes, the teachers do not cooperate with the principals and create numerous problems. An attempt has been made to find out the problems created, as well as faced by teachers in the colleges. The table 4.29 shows different problems, which are created by the teachers in the colleges.

It is evident from the table 4.29 that teachers devote less time for academic activities in the colleges of Gujarat and U.P. The same trend is observed in all rural and urban colleges in both the States. During interviews with principals, the investigator found that the majority of the college teachers are involved in some sort of side business and politics. This results in non-involvement of academic activities. Sometimes, the classes are left non-engaged due to the involvement of teachers in non-academic activities. The teachers are also found engaged in malpractices such as favouritism in examinations and instigating students for strikes. During interviews with students the investigator came to know that some staff

Table 4.29: Problems Created by the Teachers

Problems	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Urban	Rural		Urban	Rural		Total			
	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores			
a. Not engaging their classes	22	3	26	4	48	3	29	4	17	4	46	4
b. Showing favouritism in examination	18	5	28	3	46	4	44	2	30	3	74	2
c. Instigating students for strikes	19	4	7	5	26	5	24	5	14	5	38	5
d. Creating groups among students	33	1	37	2	70	2	38	3	32	2	70	3
e. Devoting less time for academic activities	31	2	51	1	82	1	59	1	49	1	108	1

members in Gujarat, do tuitions and they favour particularly, those students during examinations. This practice is found more in science and commerce colleges of Gujarat.

Problems Faced by the Teachers

Table 4.30 shows various causes for non-cooperation of teachers with college administration. The teacher's non-involvement in decision making is a major factor. They are not consulted in important matters of college affairs. This makes them more apathetic towards college administration and they show their resentment by not extending cooperation. Other problems like, the arbitrary decisions taken by the principal and thrown on teachers, are, also, the factors for non-cooperation. Moreover, senior teachers of the college are not consulted even, while taking major decisions about their departments. The investigator, during interviews with teachers, came to know that in a few colleges senior most teachers are not made vice-principals, but a junior teacher has been made vice-principal.

The principals told during interviews that sometimes teachers adopt the path of confrontation with

Table 4.30: Factors Affecting Teachers' Cooperation
with Administration

Factors	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank		Scores	Rank		Scores	Rank				
a. Arbitrary decision are taken by the principal	47	3	64	2	111	2	48	2	29	2	77	2
b. Teachers non-involvement in decision making	55	1	72	1	172	1	49	1	37	1	86	1
c. Delay in execution of decisions	43	4	43	4	86	4	39	3	28	3	67	3
d. Seniors are not given importance	50	2	50	3	100	3	30	4	16	4	46	4
e. Trade Union mentality of teachers	23	5	20	5	43	5	15	5	8	5	23	5

management. They exert pressures on college administration with the help of their associations. The above mentioned problems exist in the rural and urban colleges of both the States.

Staff Appointments

The college staff members are appointed on the guidelines issued by the affiliating universities. There are a few factors which influence the staff appointments. The table 4.31 shows the influencing factors.

Table 4.31 indicates that vested interest of principals and management are the dominating factors in staff appointments. Other factors are caste/community and nepotism, which influence the appointments. In the management boards, 'layman' domination (table 4.5B) is found and they are more considerate to their community fellows. The investigator during interviews with teachers found that if any relative of management or principal is available for that particular post, he will be given first preference. These problems are found in rural and urban colleges of both the States. The elements of favouritism and nepotism lead to many other administrative problems.

Table 4.31: Factors Influencing Staff Appointments

Factors	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank		Scores	Rank		Scores	Rank				
a. Caste/Community consideration	9	4	8	4	17	4	28	3	12	3	40	3
b. Nepotism	11	3	28	3	39	3	16	4	4	4	20	4
c. Vested interest of management/principal	30	2	54	2	84	2	55	1	27	2	82	1.5
d. Merits of the candidate	90	1	104	1	194	1	51	2	31	1	82	1.5

Residential Facilities

The provisions of residential facilities for the college employees increase their working efficiency. The principal and teachers are easily available at some urgency and devote more time for college works. The absence of such facilities cause inconvenience in college affairs. The table 4.32 shows the problems arising due to non-availability of residential facilities for principals and teachers in the college campus.

It is evident from the table 4.32 that problem of residence for principals is found in rural and urban colleges of both the States. The principal is an important person of college administration. He is a link between college management and university. If a person or some communication from university comes in odd hours, it becomes difficult to contact the principal. Moreover, commuting to and from the college take a lot of time. Hence, the principal devotes less time for college developmental works.

The investigator during interviews with principals found that they are over burdened with administrative paper

Table 4.33: Problems Due to Provision of Staff Quarters

Problems	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank		Scores	Rank		Scores	Rank				
a. Allotment	18	2	-	-	18	2	17	1	19	1	36	1
b. Determining the minimum facilities in quarters	16	3	-	-	16	3	9	3	7	3.5	16	3
c. Maintenance and repairs	25	1	-	-	25	1	12	2	12	2	24	2
d. Infights among staff	9	4	-	-	9	4	5	4	7	3.5	12	4

works and run in shortage of time. So that, they require residential facilities in college campus to devote more time for college affairs. Though, in some colleges, residential facilities are provided to the principals but they are not adequate. (Table 4.15).

The staff quarters are, also, necessary for teachers but the provision and non-provision, both create problems for college administration.

Table 4.33 reveals the problems related to the staff quarters in the colleges of Gujarat and U.P. The ranks show that the problems in both the states are of similar nature. Maintenance and repairs of the quarters are the major problems found in both rural and urban colleges. The allotment of quarters to staff members are also an administrative problem for the colleges. Due to lack of quarters, only a few teachers are able to avail this facility. This brings infights among staff members. Sometimes, to provide minimum requirements in the quarters, like water, electricity and other necessities pose problems to college authorities.

The above mentioned problems are generated on account of availability of staff quarters. The non-availability

Table 4.34: Problems Regarding the Non-Provision of Staff Quarters

Problems	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank	Scores Rank	Scores	Rank	Scores Rank	Scores	Rank	Scores Rank			
a. Lectures are not available when urgently required	34	2	15	3	49	2	88	1	66	1	154	1
b. Energy and time lost in commuting to and from the college	18	3	29	2	47	3	86	2	58	2	144	2
c. Chances of coming late and leaving early from college due to the transportation problems	35	1	30	1	65	1	69	3	48	3	117	3

also creates problems for college administration.

The table 4.34 reveals different problems related to non-availability of staff quarters in the college campus. It is found that generally teachers are not available in the college campus after their scheduled work in the colleges. This constitutes as a major problem because teachers reside far away from the college in the absence of staff quarters. This results in loss of time and energy of the teachers and they used to come college late and leave the college early because of transportation problems. They are more taxed in money and time, both. Hence, teachers are unable to concentrate on academic works. A few colleges provide this facility to teachers but that is inadequate (table 4.14). These problems are more or less similar in rural and urban colleges of both the states.

Interpersonal Relationship

The interpersonal relationship is one of the important factors in administration. The cordial relations between staff and principals are very necessary for harmonious functioning of the colleges. The table 4.35 shows various occasions on which the principal shows his helpful-

Table 4.35: Principal's Helpfulness Towards Staff Members

Areas for Help	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank		Scores	Rank		Scores	Rank				
a. Domestic functions	91	1	94	1	185	1	132	1	99	2	231	2
b. Granting leave for higher study	84	2	72	4	156	3	89	4	87	3	176	4
c. Personal Problems	66	3	92	2	158	2	128	2	104	1	232	1
d. Disput among staff members	63	4	80	3	143	4	105	3	79	4	184	3

ness towards staff members and get their confidence.

It is obvious from the table that ranks given to Gujarat and U.P. do not differ much, it is said that problems in both the States are of same nature. The college principal helps teachers in their domestic functions and other personal problems. Principals also extend their cooperation to resolve minor disputes among staff members and for higher studies, long leaves are sanctioned easily with all possible benefits. These are a few aspects, where college principal helps the teachers and make harmonious relations with them.

The investigator, during interviews with teachers in U.P., came to know that in a few colleges principals are not interested to send their staff members for higher studies because they feel that staff members will become more qualified to them. It seems that the academic jealousy is the root cause behind this action.

There are other factors also, which affect interpersonnel relationship adversely, among staff members. The table 4.36 points out various factors which hamper the interpersonnel relationships.

Table 4.36: Factors Affecting Interpersonal Relationship

Factors	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank	Scores Rank	Scores Rank	Scores Rank	Scores Rank	Scores Rank	Scores Rank	Scores Rank			
a. Divide and rule policy of management	36	2	44	3	80	1	34	2	16	4	50	3
b. Individualistic tendency of the teachers	39	1	38	4	77	3	33	3	18	3	51	2
c. Interdepartmental jealousy	25	4	54	1	79	2	29	4	19	2	48	4
d. Caste feeling	14	5	12	5	26	4	12	5	6	5	18	5
e. Groupism/Cliques	26	3	45	2	71	5	35	1	28	1	63	-1

$f = .70$ (Not Significant)

It is obvious from the table that in colleges of Gujarat, the divide and rule policy of management is a major problem, which affects the staff relationship. As, it has been discussed that mostly staff members are their relatives (table 4.31), so, they get more benefits. Moreover, the business men dominate in executive committees (table 4.5B) and they do not run college on academic lines. To maintain their halo of supremacy, they use this tactics and destroy the academic atmosphere in the college campus. The division of staff members results in departmental jealousy. These are also severe problems found in colleges of Gujarat. The groupism and clique formations, among staff members, are major problems in the colleges of U.P. When groupism develops in staff members that minimise their social circle and teachers become 'aloof' from their colleagues. This is called as individualistic tendency of the teachers.

These factors are affecting inter personnel relations in the colleges. Moreover, these factors differ in both States. The coefficient of correlation (ρ) is .70, which is not significant. This confirms the above statement.

Problems Related to Non-Teaching Staff

The non-teaching staff also play a major role in effective functioning of the colleges. They face various types of problems in college and sometimes, they pressurise college administration for their demands which create problems for administration.

The table 4.37 indicates different problems, which are faced by non-teaching staff in the colleges of Gujarat and U.P. The heavy work-load is a major problem found in both the States. The lack of residential facilities and insecurity of jobs are other problems, to which they are exposed. The investigator, during interviews with teachers came to know that a large number of IV class employees are temporary for the last many years. They are not made permanent because when they become undesirable they can be removed easily. Taking advantage of temporary services, they are asked to work in the college as well as at home also.

It is obvious from the table that more or less the nature of the problem regarding non-teaching staff is same in both the States.

Table 4.37: The Problems of Non-Teaching Staff

Problems	G U J A R A T			U T T A R P R A D E S H								
	Rural		Total	Rural		Total						
	Scores	Rank		Scores	Rank							
a. Lack of residential facilities	23	4	10	4	33	4	54	2	38	2	92	2
b. Inadequate salary	33	2	29	3	62	2	36	4	18	4	54	4
c. Insecurity of jobs	29	3	30	2	59	3	50	3	20	3	70	3
d. Heavy work-load	49	1	44	1	93	1	68	1	39	1	107	1

Table 4.38: Problems Created by Non-Teaching Staff

Problems	G U J A R A T			U T T A R			P R A D E S H		
	Rural		Total	Rural		Total	Urban		Total
	Scores	Rank		Scores	Rank		Scores	Rank	
a. Hunger strikes	7	4	4	11	4	5	4	5	4
b. Mass casual leave	30	1	42	3	3	8	3	6	3
c. Non-Cooperation	24	3	23	2	2	26	2	16	2
d. Slackness in work	28	2	44	1	1	45	1	23	1

Table 4.38 reveals different problems which are created by non-teaching staff. The ranks in the table show that the problems are the same in both the states. Slackness in work is a major problem and hunger strikes by non-teaching staff is a minor problem faced by the colleges. It is substantiated by interviews with the principals. The investigator came to know that when non-teaching staff association directs them, only then, they go for strikes or take mass casual leave.

It seems that there are two major problems in the colleges of both the states. Slackness in work and non-cooperation. These are the two basic factors for deterioration in the general administrative functioning of the colleges.

Problems Related to Management Boards

The majority of the institutions of higher education are sponsored by private managements. These private colleges are run by 'Trust Boards', 'Educational Societies' and 'Religious Organizations' (Table 4.3). In the management boards, there is domination of 'layman' in all decision making bodies. The 'layman' is one who is

Table 4.39: Intra-Management Problems

Problems	G U J A R A T			U T F A R			P R A D E S H					
	Rural			Rural			Urban					
	Scores	Rank	Total	Scores	Rank	Total	Scores	Rank	Total			
a. Infights among members	22	3	20	3	42	3	49	1	35	1	84	1
b. Groupism within the members	42	1	28	2	70	1	39	3	29	3	68	3
c. Domination of a particular group in decision making	35	2	34	1	69	2	46	2	32	2	78	2

not a professional and is not aware of educational problems of the colleges. They are supposed to work for effective collegiate administration but sometimes, their attitude towards college personnels hamper the college administration. Table 4.39 shows different problems which are found in management bodies of the colleges.

It is obvious from the table that groupism among executive members is a major problem in Gujarat and the problem of infights among members is given first rank in colleges of U.P. On account of groupism among members, infight is generated and important decisions are delayed. A particular group dominates on decision making of the committee and sometimes mismanages the college affairs. It seems that such problems arise because of majority of members are less qualified and they are not exposed to college education, (table 4.5A). Hence, they are unable to have a broader outlook.

Expectations of Management

The management members consider themselves as employer of the college personnels. So, there are some assumptions in their minds to which college personnels

Table 4.40: Expectations of the Management

Expectations	G U J A R A T			U T T A R P R A D E S H								
	Rural		Total	Rural		Total						
	Scores	Rank	Scores Rank	Scores	Rank	Scores Rank						
a. Flattery from employees	29	1	50	1	79	1	56	1	42	1	98	1
b. Utilisation of college property for personal use	15	4	26	4	41	4	42	4	24	3	66	2
c. No dissent to any management decisions	19	2	32	2	51	2	41	2	21	4	62	3
d. Tagging along with the political ideology of management	18	3	28	3	46	3	34	3	27	2	61	4

are supposed to obey. The table 4.40 shows the various types of expectations of the management members.

Table 4.40 makes clear that flattery from employees is the main expectation of management members of the colleges from both the States. No dissent to any management decisions and tagging along with their political ideology is also a severe problem. The problem of the utilization of college properties for personal use is found least in Gujarat. It seems that they are not interested in utilization of college property because the members are already rich persons (table 4.5B) and mostly belong to business class.

Problems Created by Management

There are other problems, also which are created by the management boards. Table 4.41 shows the different problems which are created by them.

It is pointed out that delay in making policy decisions is a major problem created by the management members. Other problems are, like delay in appointments of teachers, sense of in security of job and forming groups among staff members, created by the management boards.

Table 4.41: Problems Created by Management

Problems	G U J A R A T			U T T A R			P R A D E S H		
	Rural		Urban	Rural		Urban	Rural		Total
	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores Rank
a. Delaying in making policy decisions	60	1	50	1	110	1	52	1	36 1 88 1
b. Delaying in appointment of lecturers	51	2	30	4	81	2	29	4	23 4 52 4
c. Delaying in giving approvals :									
i. Appointment	22	6	15	7.5	37	7	8	8	5 8 13 8
ii. Long Leaves	17	8	15	7.5	32	8	16	6	6 7 22 6
iii. Finances	20	7	18	5	38	6	12	7	7 6 19 7
d. Forming groups among staff members	27	5	16	6	43	5	35	3	25 3 60 3
e. Dictating administrative procedure	28	4	42	2	70	4	28	5	22 5 50 5
f. Causing sense of insecurity of job	31	3	40	3	71	3	38	2	26 2 64 2

$$f = .81 \quad (\text{Significant, at } .05 \text{ level})$$

It is clear that due to groupism among members (table 4.39) the policy decisions are not taken. This makes delay in appointments of teachers. The formation of groups among staff members by management board affects the efficiency and effectiveness of college administration. The coefficient of correlation between Gujarat and U.P. is .81, which is significant at .05 level. This shows that the above mentioned problems do not differ in the colleges of Gujarat and U.P.

Problems Related to the Affiliating Universities

All the colleges are affiliated to a particular university in whose jurisdiction they come. Affiliation is a relationship between college and affiliating university. The colleges depend upon the university for their curriculum and examination. The affiliating university awards degrees to the students. The college management board has to act in academic matters and general administration according to university statutes. There are some problems which university creates and affiliated college face a great set-back from them.

Affiliation of the Colleges

The affiliation is given by the university to the colleges after fulfilling certain minimum requirements. Sometimes, problems arise in process of affiliation. Table 4.42 shows the different problems related to the affiliation of the colleges.

It is evident from the table that in Gujarat, affiliation is granted on yearly basis to new colleges and permanent affiliation is not given easily. This is a major problem for the colleges. The investigator during interviews with principals found that after admissions, the colleges try for affiliation for that session and in some cases they fail to get affiliation. In that condition students appear from other centres for university examination. The problem of favouritism in sanction of affiliation is felt a little and sometimes, the ambiguity of affiliation rules create problems for college authorities. There are many other problems pertaining to affiliation which are felt by rural and urban colleges of Gujarat and U.P. The coefficient of correlation between problems of Gujarat and U.P. is .60, which is not significant. This shows that problems are different in both the States.

Table 4.42: Problems Related to the Affiliation of the Colleges

Problems	G U J A R A T			U T T A R			P R A D E S H		
	Rural		Total	Rural		Total	Urban		Total
	Scores	Rank		Scores	Rank		Scores	Rank	
a. Affiliation is granted on yearly basis	35	1	35	1	38	2	12	6	50
b. Permanent affiliation is not granted smoothly	34	2	32	3	43	1	20	2	63
c. Delay in appointment of screening committee	30	3	34	2	34	3	22	1	56
d. Favouritism in sanction of affiliation	16	6	19	6	31	4	18	3	49
e. Rules for affiliation are not clear	17	5	24	4	17	6	17	4	34
f. Favouritism in appointment of committee members for screening	18	4	20	5	24	5	15	5	39

$p = .60$ (Not Significant)

General Administration

All the affiliated colleges are not located in the vicinity of affiliating university. They are scattered and the correspondence is the only mean for communication. The university office does not pay proper attention to those administrative papers which are sent by the colleges. The table 4.43 shows different problems which are created by the university office.

The table reveals that the problems related to the university administration is similar in both States. The delay in examination results and changing of examination dates frequently are major problems faced by the colleges. During interviews the students told that mark sheets are sent late in the colleges and students feel difficulty for their admissions in other institutions for higher study. The principals told that frequent changes in examination dates, create problems for colleges. They get less time to make preparations for examination and moreover, frequent changes in examination dates disturb the academic life in the colleges. The problem of not sanctioning the panels for new subjects is felt least in the colleges. Other problems, like the delay in appointment of experts and

Table 4.43: Problems Related to the University Administration

Problems	G U J			A R A			T			U T A			R P R			A D E			S H		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
a. Delaying the appointment of experts	52	2	40	5	92	3	71	3	43	1	114	3									
b. Delaying the approval of appointments	42	4	42	3	84	4	61	5	37	4	98	4.5									
c. Not sanctioning the panel for new subjects	34	5	41	4	75	5	62	4	36	5	98	4.5									
d. Changing examination dates	45	3	50	2	95	2	94	1	41	2	135	1									
e. Delaying examination results	63	1	60	1	123	1	93	2	39	3	132	2									

$p = .96$ (Significant, at .01 level)

approval of appointments are also found. The coefficient of correlation between problems of the Gujarat and U.P. is .96, which is significant at .01 level. This shows that the problems in both the states are of similar nature.

Problems Related to UGC

The UGC is an autonomous organization which takes care of the standards of higher education in the country. To maintain the standards in higher education, the UGC gives financial support to the universities and colleges. Every permanent affiliated college is entitled to get grants from UGC and take the benefits of various schemes sponsored by UGC.

Sometimes, the colleges face problems in process of getting financial supports from UGC, which obstruct the college administration. Table 4.44 shows the different problems related to UGC.

Table 4.44 reveals that the problem faced by the colleges are same in Gujarat and U.P. The problem of raising matching grants is a major problem because UGC provides grants on certain projects for which the colleges have to collect matching funds. Other problems are like

Table 4.44: Problems Related to U.G.C.

Problems	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank		Scores	Rank		Scores	Rank				
a. Raising matching grants	36	2	42	2	78	2	63	1	30	2	93	1-
b. Delay in sanction of academic projects	40	1	48	1	88	1	50	2	39	1	89	2
c. Delay of grants for substitute lecturers under FIP	32	3	27	3	59	3	23	3	20	3	43	3

delay in sanction of academic projects and grants for substitute teachers under faculty improvement programme reported. During interviews with the principals it was told that in matching grant system rich colleges get more financial grants. Thus, colleges which have many financial resources are becoming more financially sound and the colleges, which do not have much resources are remain poor. The colleges of Gujarat are financially more sound than the colleges of U.P., so, they do not find much difficulty, like the colleges of U.P., in raising matching funds.

The principals, further told that salary grants for substitute teachers are not received in time. This creates administrative problems for colleges. The teachers revealed during interviews that research projects submitted to the UGC, take a long time for their sanction and by that time the teacher has lost his interest in that research project. These are some of the problems which colleges are facing today.

Problems Related to State Government

The state government is the main agency which influences the collegiate administration through its

Table 4.45: Problems Related to State Government

Problems	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank		Scores	Rank		Scores	Rank				
a. Reservation of seats for students (SC/ST)	29	4	38	4.5	67	4	36	5	30	4	66	5
b. Reservation of posts for lecturership (SC/ST)	28	5	30	.6	58	6	39	4	31	5	70	4
c. Limited admission of students	21	6	38	4.5	59	5	30	6	24	6	54	6
d. Lack of house rent and medical facilities	49	3	50	2.5	99	3	74	2	39	3	113	2
e. Lack of coordination with universities	53	2	60	1	113	1	49	3	44	2	93	3
f. Non sanction of new posts for lecturers	54	1	50	2.5	104	2	84	1	59	1	143	1

$P = .66$ (Not Significant)

education department. The policy decisions are taken by state government, which have direct bearing on functioning of colleges and universities. Moreover, the state government exercises full control over colleges in terms of finances. Sometimes, problems arise due to policy decisions taken by the government. The table 4.45 shows the different problems which arise in the colleges on account of the policies of state government.

It is obvious from the table 4.45 that non-sanctioning of the new posts for teachers in the colleges of U.P. is a major problem and the lack of coordination with universities is found a major problem in Gujarat. Every year student strength is increasing but state government does not sanction the post for new teachers. The investigator found that against 125 students one teacher is provided by the state government education department in Gujarat. The principals told during interviews that this policy of sanctioning new posts for teachers has created a big problem in the colleges.

In one state, however, the problems faced by the rural and urban colleges are the same. But it is evident from the table that problems existing in both states are not same. The coefficient of correlation (ρ) is .66, which

is not significant. This, further, shows that problems in Gujarat and U.P. are different.

Salary Grants

The state government gives salary grants to the colleges in Gujarat but in U.P., salaries are paid directly by the state government through its treasury. Sometimes, problems arise due to procedural delays. The table 4.46 shows different problems related to salary disbursement in the colleges.

It is evident from the table 4.46 that due to the lengthy administrative procedure, salaries are not disbursed in time in the colleges of U.P. In colleges of Gujarat, salary grants from state government are received late. The teachers told during interviews that sometimes, salary is given very late. The problems regarding salary disbursement is quite different in both the states.

The state government also gives financial assistance for the maintenance and development of the colleges. The different types of grants like matching grants, development grants, and deficit grants etc. are provided but it has been observed that colleges are not

Table 4.46: Problems Related to Salary Disbursement

Problems	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank	Scores Rank	Scores	Rank	Scores Rank	Scores	Rank	Scores Rank			
a. Delay in getting grants	72	1	78	1	150	1	68	3	24	3	92	3
b. Lengthy administrative procedure	50	2	48	3	98	2	81	1	50	2	131	1.5
c. Delay in college office routine	42	3	50	2	92	3	74	2	57	1	131	1.5

Table 4.47: Problems Related to the Government Grants

Problems	G U J A R A T			U T T A R			P R A D E S H		
	Rural		Urban	Rural		Urban	Rural		Total
	Scores	Rank	Scores	Rank	Scores	Rank	Scores	Rank	Scores
a. Red tapism	37	4	54	4	91	4	75	1	118
b. Rigid account and audit rules	50	1	60	1	110	1	44	2	70
c. Illdefined rules	38	3	56	2	94	5	38	3	58
d. Frequent changes in rules	39	2	55	3	94	5	37	4	60
e. Clearance of audit objections	35	5	36	5	71	5	36	5	60
									3.5

coming forward to receive these helps. This shows that there are some constraints which discourage the colleges for utilization of these facilities. Table 4.47 shows the different problems related to state government grants.

Table 4.47 reveals that rigid account and audit rules are the major problems for the colleges of Gujarat and red tapism is a major problem in U.P. The clearance of audit objections take much time, moreover, the illdefined rules and frequent changes in that create problems for the colleges. It is clear that in one particular state the rural and urban colleges face the same type of problems but they are different in the colleges of U.P.

Some Legal Tangles

The affiliated colleges and universities are governed by state University Act. Time to time state government amends the Acts, to make the university and college administration more effective. The policy decisions, staff appointment criteria and service conditions are decided by the state government. Sometimes, students or teachers taking advantage of gaps in rules go in

Table 4.48: Problems Due to Legal Tangles

Problems	G U J A R A T			U T T A R			P R A D E S H					
	Rural		Total	Rural		Total	Urban		Total			
	Scores	Rank	Scores Rank	Scores	Rank	Scores Rank	Scores	Rank	Scores Rank			
a. Stay orders by student union	21	1	2	3	23	2	4	2	2	6	2	
b. Writ petitions by staff members	10	2	5	2	15	3	9	1	7	1	16	1
c. Legal orders for admission of students	9	3	16	1	25	1	2	3	1	3	3	3

courts and create a problem for college administration. Table 4.48 shows the problems, which arise due to legal tangles in the colleges of Gujarat and U.P.

It is obvious from the table 4.48 that the problems of writ petitions from staff members are found more in the colleges of U.P. As response pattern shows, this is a major problem. It seems that teachers are more activist in U.P. because of management's favouritism in appointments (table 4.31), lack of interpersonal relationship (table 4.36) and groupism in staff members (table 4.41). These factors create a sense of retaliation among staff.

The problem of legal orders for admissions is a major problem in the colleges of Gujarat. Sometimes, stay orders by student union leaders also create problems for college administration. Thus, it can be said that teachers are more problematic in the colleges of U.P. than students. However, the problems differ in both the states.

SECTION-C

RELATIONSHIP OF ADMINISTRATIVE PROBLEMS WITH VARIABLES

Introduction

This section of analysis and interpretation is devoted to find out Leadership Behaviour of the Principals of sampled colleges, Organizational Climate of the colleges and their relationship with Administrative Problems of the colleges. Other than these, an attempt also has been made to find out relationship of administrative problems with size, nature (co-educational and girls), types of the management and location of the colleges.

To find out relationship with above mentioned variables, the mean score of problems for each college was calculated. For finding significance of difference of means, between two states and variables, t-test was applied.

Leadership Behaviour Patterns of the Principals

A college is an organization in which the endeavours of several components unite in the accomplishment of its

goals. The principal is the assigned leader of the college. The leadership role of the principals need to be redefined, so as to bring them in ~~time~~ with the time. Behaviour of leaders which create significant effects on the followers are worth investigating. How a leader should behave, in order that he becomes really effective, is the main concern of modern college administration. In the present study the leadership behaviour of college principals is studied in the context of certain other personal variables of the principals viz., experience of the principals as a principal.

In this study, as discussed earlier, four patterns of leadership behaviour on the part of the principals are envisaged. They are,

1. The HH pattern, where they are high both in the 'Initiating Structure' and 'Consideration' dimensions of the leadership behaviour.
2. The IH pattern, where they are low in 'Initiating Structure' dimension but high in 'Consideration' dimensions.

3. The LL pattern, where they are low both in the 'Initiating Structure' and 'Consideration' dimensions.
4. The HL patterns where they are high in the 'Initiating Structure' and low in 'Consideration' dimension.

The principals of colleges cannot be expected to belong to the same leadership behaviour category because they come under varying environmental influences and they have different personality make-ups. Their ideology, values, attitudes, perceptions are bound to differ regarding the administration. Therefore, differences in the patterns of leadership behaviour is natural.

The hypothesis deals with the varying patterns of leadership behaviour manifested by the principals of the sampled colleges of Gujarat and U.P. It is worded as under -

"The principals of the affiliated colleges of Gujarat and U.P. manifest a variety of leadership behaviour".

In analysing ~~data~~ data yielded by the administration of the tool LBDQ the quadrant scheme of Halpin is used. It is as under.

Table 4.49(a): The Quadrant Scheme of Principal's Behaviour of Gujarat on 'Initiating Structure' and 'Consideration'

		Consideration			
		Below Mean		Above Mean	
Above Mean	HI	5%		HI	50%
	LC			HC	
		(1) Principal			(10) Principals
			IV	I	
Below Mean	LI		III	II	LI
		25%			20%
	LC				HC
		(5) Principals			(4) Principals
Consideration					
(N = 20)					

The table 4.49(a) indicates the leadership behaviour of the principals of the colleges of Gujarat on 'Initiating Structure' and 'Consideration' dimensions. It can be observed that maximum number i.e. 50 per cent principals of 20 sampled colleges of Gujarat fall in the HH pattern of leadership behaviour. There are 25 percent principals showing the LL pattern of behaviour, 20 percent principals manifest

IH pattern and 5 percent and HL pattern of behaviour. Franklin (1975) studied the Leadership Behaviour of principals of colleges of education in Gujarat and reported that a greater number (40 percent) of principals manifest HH pattern and 31 percent principals manifest LL pattern of leadership behaviour. This supports the findings of this study.

Gupta (1977) observed the Leadership Behaviour of the principals in colleges of education of Punjab and found that 36 percent principals manifest HH pattern and 42 percent manifest LL pattern of leadership behaviour. This indicates that in Punjab a greater number of principals manifest LL pattern in comparison of HH pattern of leadership behaviour, which is opposite of the findings from Gujarat.

The leadership behaviour patterns of the principals of colleges in U.P. have been studied and results are shown in the ~~following~~ table.

The table points out different patterns of principals' behaviour on 'Initiating Structure' and 'Consideration' dimensions of leadership behaviour. It shows that 35 percent principals manifest HH patterns,

15 percent LH pattern, 5 percent HL pattern and 45 percent LL pattern of leadership behaviour. The maximum number of principals manifest LL pattern of behaviour. The mean score of 'Initiating Structure' and 'Consideration', of Principals from U.P., are 46 and 49, respectively. This shows that a large number of principals are below these mean scores.

Table 4.49(b): The Description of Principals Behaviour of U.P. on 'Initiating Structure' and 'Consideration'.

		Consideration	
		Below Mean	Above Mean
Above Mean	HI	5%	HI 35%
	IC	(1) Principal	HC (7) Principals
		IV	I
Below Mean	LI	45%	LI
	LC	(9) Principals	HC 15% (3) Principals

Consideration

(N = 20)

Mean = 49

It is obvious from the table that LL pattern of leadership behaviour is found more in U.P. in comparison to Gujarat, while in Gujarat, HH pattern of leadership is more.

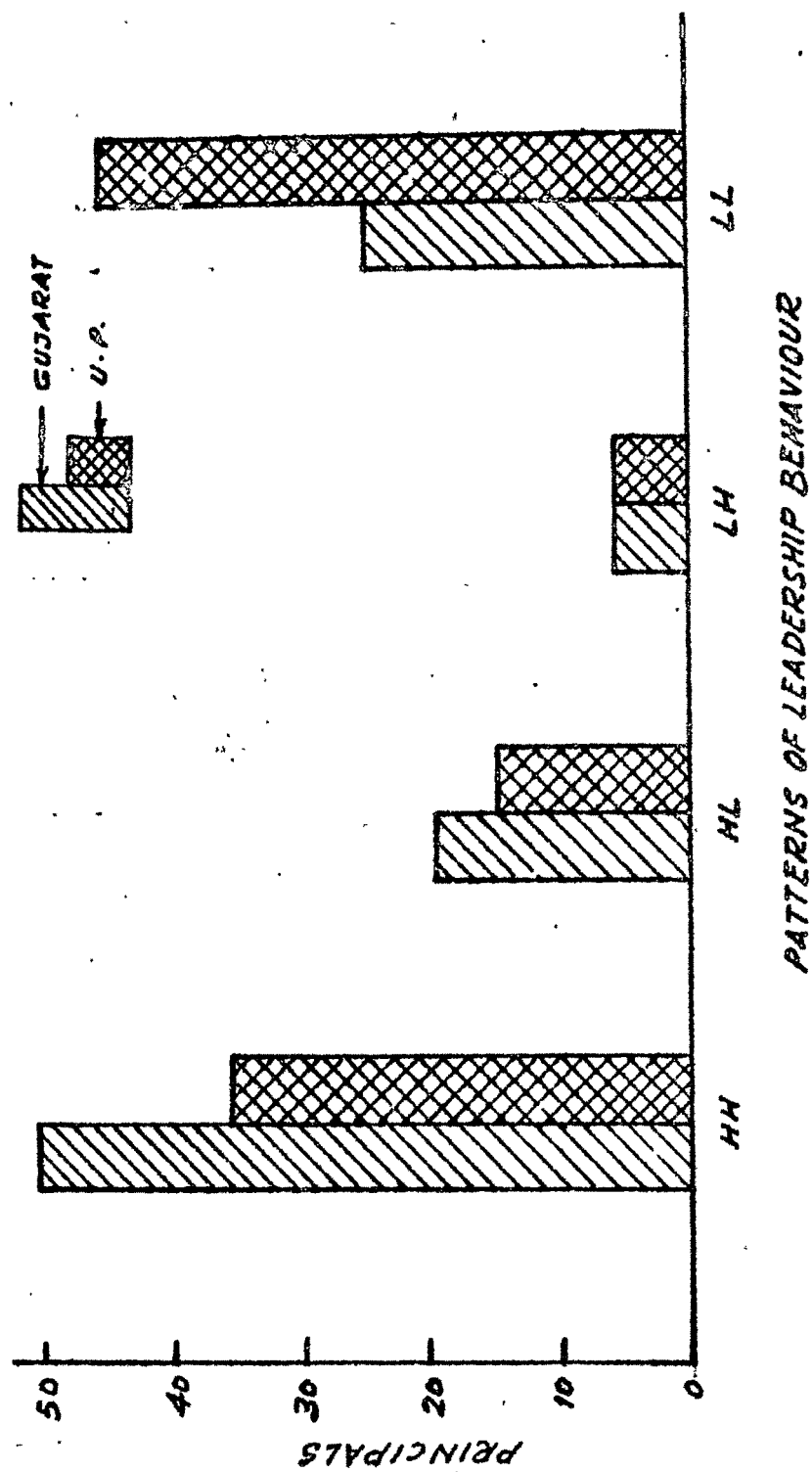


FIG. I PATTERNS OF LEADERSHIP BEHAVIOUR AMONG PRINCIPALS

Table 4.50(a); Distribution of Principals on
Initiating Structure and Consideration

States	Initiating Structure		Consideration	
	High	Low	High	Low
Gujarat	11 (55)	9 (45)	14 (70)	6 (30)
Uttar Pradesh	8 (40)	12 (60)	10 (50)	10 (50)

(Figures in brackets show the percentages).

The table 4.50(a) indicates the distribution of principals on 'Initiating Structure' and 'Consideration' from both the states. In Gujarat, 55 percent principals are above the mean of 'Initiating Structure' and in U.P., 40 percent principals are above the mean. On 'Consideration' dimension, 70 percent principals from Gujarat and 50 percent principals from U.P., are above the mean.

The trend shows that a greater number of principals are above the mean of 'Initiating Structure' and 'Consideration' in Gujarat and the principals from U.P., in greater number, are below the mean of 'Initiating Structure' and 'Consideration'.

Table 4.50(b): Relationship Between Components of Leadership Behaviour and Principal of the Colleges.

Components of LB	GUJARAT			U.P.			t-value	Sig-ni.
	N	M	SD	N	M	SD		
HI	11	50	26.56	8	53	4.47	0.36	NS
LI	9	51	17.00	12	41	3.04	1.74	**
HC	14	49	26.00	10	54	2.70	0.71	NS
LC	6	54	8.58	10	44	2.0	2.81	*

* Significant at 0.01 level.

**Significant at 0.05 level.

NS Not significant.

Table 4.50(b) indicates that the relationship between principals of both the states on 'High Initiating Structure' and 'High Consideration' dimensions is not significant. The relationship between principals of both states on 'Low Initiating Structure' and 'Low consideration' dimension is significant. This shows that principals falling under LL pattern of leadership behaviour from U.P. are more in number than in Gujarat and the difference between these two is significant.

The principals who fall in quadrant I i.e., HH pattern, where both the dimensions are high, said to be effective and principals in quadrant III, i.e. LL pattern where both the dimensions are low, said to be ineffective. The principals falling in quadrant ^III, i.e. LH and IV i.e. HL pattern occupy the middle position. They effective at a time and at a time they fail to be effective. However, they never attain the level of that effectiveness, which is manifested by the principals having the HH pattern of leadership behaviour. ✓ To say in the words of Halpin (1966):

"The leaders described in quadrant I are evaluated as highly effective, whereas in *Quadrant III* ^{to III} ordinarily accompanied by group chaos, are characterised as most ineffective. The leaders in quadrant IV are the martinets and the 'cold fish' so intent upon getting a job done that they forget that they are dealing with human beings, not with cogs in a machine. The individuals described in quadrant II are also ineffective leaders. They may ooze with the milk of human kindness but this contributes little to

effective performance unless their consideration behaviour is accompanied by a necessary minimum of Initiating Structure behaviour." //

The general conclusion from this account is that the leader in any organization to be really effective should maintain balance between 'Initiating Structure' and 'Consideration' because changes in the attitudes of group members towards each other and group characteristics such as harmony, intimacy and procedural clarity are significantly associated with the leadership behaviour style of the leader. The behaviour of the leader is a key factor in maintaining high level of group efficiency, healthy and inspiring climate in the institution in which the group functions.

It is concluded that 'Initiating Structure' and 'Consideration' are the basic dimensions of leadership behaviour. Any behaviour of the leader in the context of organizational goal achievement could be boiled down to any of these two dimensions. Other dimensions, if at all, they are found by other research workers would supplement these two basic dimensions.

The location of the college means the areas where colleges are situated. The colleges may be in big cities or may be in remote areas. It is found that most of the colleges are situated in urban areas or in small towns, catering the educational needs of that area. For study two broad categories have been made of the colleges- one, which are situated in big cities and two, those colleges which are in towns or in remote areas, far from the cities. These two categories of colleges are, hereby, called as urban colleges and rural colleges. ~~(b) (2) - (D)~~.

The table 4.51-A reveals that in Gujarat, 20 percent principals of rural colleges and 80 percent principals of urban rural colleges and manifest HH pattern of leadership behaviour and 50 percent principals of rural colleges show LL pattern of behaviour while 30 percent principals of rural colleges and 10 percent principals of urban colleges manifest LH pattern of behaviour.

Table 4.51(A): Leadership Behaviour Patterns and the Location of the Colleges

Leadership Pattern	Gujarat			Uttar Pradesh		
	Rural	Urban	Total	Rural	Urban	Total
HH (17)	2 (10)	8 (40)	10 (50)	2 (10)	5 (25)	7 (35)
HL (2)	-	1 (5)	1 (5)	1 (5)	-	1 (5)
IH (7)	3 (15)	1 (5)	4 (20)	2 (10)	1 (5)	3 (15)
LL (14)	5 (25)	-	5 (25)	6 (30)	3 (15)	9 (45)

(Figures in brackets show percentages).

In Uttar Pradesh, 18 percent principals of rural colleges and 56 percent principals of urban colleges manifest HH pattern of behaviour. Fifty five percent of rural colleges and 35 percent of urban colleges principals manifest LL pattern of behaviour. Rest of them fall under HL and IH patterns of behaviour.

It is found that 50 percent principals of Gujarat manifest HH pattern of leadership behaviour, while 35 percent principals from U.P. show HH pattern, 25 percent principals of Gujarat and 45 percent principals of U.P. manifest LL pattern of behaviour. In the colleges of U.P., principals

have clustered at two extremes leaving the middle position sufficiently vacant. Fifty six percent urban colleges of U.P. have the principals above the average on 'Initiating Structure' and 90 percent colleges of urban area from Gujarat, have principals above the average on same dimension. The principals of rural colleges (73 percent) from U.P. and 80 percent from Gujarat are below the average on 'Initiating Structure'. This shows that principals of rural colleges in Gujarat are below the average on 'Initiating Structure' in greater number than their counterparts in U.P. Fifty percent principals of rural colleges and 90 percent principals of urban colleges from Gujarat are above the average on 'Consideration' dimension, as 36 percent principals of rural colleges and 67 percent principals of urban colleges from U.P. are above the average on 'Consideration' dimension. Thus, it is evident that principals from Gujarat are more considerate than the principals of U.P.

Table 4.51-B: Location of the College and Initiating Structure

Location of the College	GUJARAT		U.P.		t-value
	Mean	S.D.	Mean	S.D.	
Rural	39	7.27	44	3.91	1.93*
Urban	50	6.43	48	9.02	0.55 NS
Variables@	t-Value (Gujarat)		t-Value (U.P.)		
1:2	3.59*		1.24		NS

@ 1.Rural Colleges, 2.Urban Colleges.

* Significant at 0.01 level.

Table 4.51-C: Location of the College and consideration dimension

Location of The College	GUJARAT		U.P.		t-value	
	Mean	SD	Mean	SD		
Rural	36	8.04	47	5.24	3.67*	
Urban	48	8.50	51	5.61	0.61	NS

Variables@	t-value (Gujarat)				t-value (U.P.)	
1:2	3.25*				1.63	NS

@ 1.Rural Colleges 2.Urban Colleges.

* Significant at 0.01 level.

Table 4.51-B and 4.51-C reveal the relationship between location of the colleges and different dimensions of leadership behaviour of the principals of Gujarat and U.P. Among rural colleges of Gujarat and U.P., a significant relationship is found (t-value 1.93 significant 0.01 level) on 'Initiating Structure'. Among urban colleges of both states no significant relationship exist. When colleges of rural and urban locations are compared within the state, it is found that in Gujarat a significant relationship exist (t-value 3.59 significant at 0.01 level) and in U.P. this relationship is not significant. This shows that principals

of rural and urban colleges of Gujarat on 'Initiating Structure' of leadership behaviour and principals of rural and urban colleges of U.P. have similar behaviour. Further, it can be said that the principals of urban colleges of both Gujarat and U.P. have similar behaviour on 'Initiating Structure' but in rural colleges they differ significantly.

On 'consideration' dimension, the principals of rural colleges of Gujarat have significant difference with principals of rural colleges of U.P. (t-value, 3.67). In urban colleges of both states, no significant relationship is found. When colleges of urban and rural locations are compared within the state, it is found that in Gujarat, a significant relationship exist (t-value, 3.25) and in U.P., no significant relationship exist between rural and urban colleges on 'consideration' dimension. This points that in rural colleges of Gujarat and U.P., the principal's behaviour differ significantly and in urban colleges of both states, no significance is found. Further, it can be said that with Gujarat, the principals of rural and urban colleges differ significantly in their behaviour, while in U.P. they do not differ in their behaviour. It can be concluded that in Gujarat a significant relationship between location of

the colleges and dimension of leadership behaviour of principals exist and in U.P., no significant relationship is found between location of the colleges and dimensions of the leadership behaviour of the principals.

Experience of the Principals and Leadership Patterns

Here, an attempt is made to determine and investigate the relationship between experience of the principals and leadership patterns. The experience of the principals as principal only, has been taken into consideration. These experiences have been categorised under three clusters, e.g. (1-5) years, (6-10) years and (11-15) years. The patterns of leadership behaviour have been calculated according to these three categories of experience.

Table 4.52-A indicates that 35 percent principals are (1-5) years of experience; 47.5 percent principals belong to (6-10) years of experience and 17.5 percent principals are (11-15) years of experience. The majority of the principals belong to (6-10) years of experience. Under (1-5) years of experience, 10 percent principals manifest, separately, HH pattern, LH pattern and LL pattern of

leadership behaviour. In (6-10) years of experience group 30 percent principals manifest HH pattern and 12.5 percent principals manifest LL pattern and under (11-15) years of experience group a greater number (12.5 percent) of principals manifest LL pattern of behaviour. It shows that as experience is increasing the HH pattern of leadership behaviour is also increasing in both the states - Gujarat and U.P. After 10 years of experience, the trend of leadership behaviour is changed.

Table 4.52-A: Experience of the Principals and Leadership Behaviour

Experience	Patterns of Leadership Behaviour				Total Principals
	IH	HL	IH	LL	
1-5 Years	4 (10)	2 (5)	4 (10)	4 (10)	14 (35)
6-10 years	12 (30)	-	2 (5)	5 (12.5)	19 (47.5)
11-15 years	1 (2.5)	-	1 (2.5)	5 (12.5)	7 (17.5)

(Figures in brackets show percentages).

The following table 4.52-B shows the Experience of the principal and 'Initiating Structure'.

Table 4.52(B) Experience of the Principal and
'Initiating Structure'

Experience	GUJARAT			U.P.			t-value	Signi.
	N	M	SD	N	M	SD		
1.(1-5) Years	9	44	7.78	5	45	3.97	.318	NS
2.(6-10) Years	10	42	8.76	9	46	8.33	.765	NS
3.(11-15) Years	1	57	0.00	6	48	7.06	3.12	**
<u>Variables@</u>	<u>t-value (Gujarat)</u>			<u>t-value (U.P.)</u>				
1:2	.526 NS			.301 NS				
1:3	5.08 *			1.22 NS				
2:3	5.43*			0.615 NS				

* Significant at .01 level. ** Significant at .05 level.

@ 1.(1-5) Years of Experience; 2.(6-10) Years of Experience;
3.(11-15) Years of Experience.

Tables 4.52-B and 4.52-C show mean scores on Initiating Structure and Consideration according to the experience of the principals. The principals of (1-5) years and (6-10) years experience groups from Gujarat and U.P. do not have significant relationship on Initiating Structure. The principals of (11-15) years of experience group have a significant relationship.

Table 4.52-C: Experience of Principal and Consideration Dimension

Experience	GUJARAT			UP			t-value	Sig.
	N	M	SD	N	M	SD		
1.(1-5) Years	9	41	6.97	5	46	5.98	1.12	NS
2.(6-10) Years	10	40	10.18	9	48	5.86	2.12	**
3.(11-15) Years	1	65	0.00	6	51	4.87	7.07	*

Variables@	t-value (Gujarat)		t-value (U.P.)		Sig.			
1:2	0.25	NS	0.60		NS			
1:3	10.34*		1.65		NS			
2:3	7.81*		1.25		NS			

* Significant at .01 level. ** Significant at .05 level.

@ 1.(1-5) Years of Experience; 2.(6-10) Years of Experience;
3.(11-15) Years of Experience.

On 'consideration' dimension the principals of (1-5) years of experience group from Gujarat and U.P. do not have significant relationship. The principals of (6-10) years and (11-15) years of experience group, from both states have significant relationship.

Administrative Problems and Patterns
of Leadership Behaviour

The mean score of problems are calculated on 'Initiating Structure' and 'Consideration' dimensions of leadership behaviour. The following table shows the mean score of problems of Gujarat and U.P. on leadership dimensions.

Table 4.53: Pattern of Leadership Behaviour and Mean Score of Administrative Problems

Patterns of LB	Mean Score Of Problems		t-value
	Gujarat	U.P.	
HH	94.50	92.40	.74(NS)
HL	99.10	98.15	.28(NS)
IH	100.20	110.10	.89(NS)
LL	105.60	113.80	.14(NS)

The above table 4.53 reveals that when 'initiating structure' and 'consideration' are high (HH pattern), the mean score of problems of Gujarat is low (94.50) and when these dimensions are low (LL pattern), the mean score of the problem is high (105.60). At high 'initiating structure' and

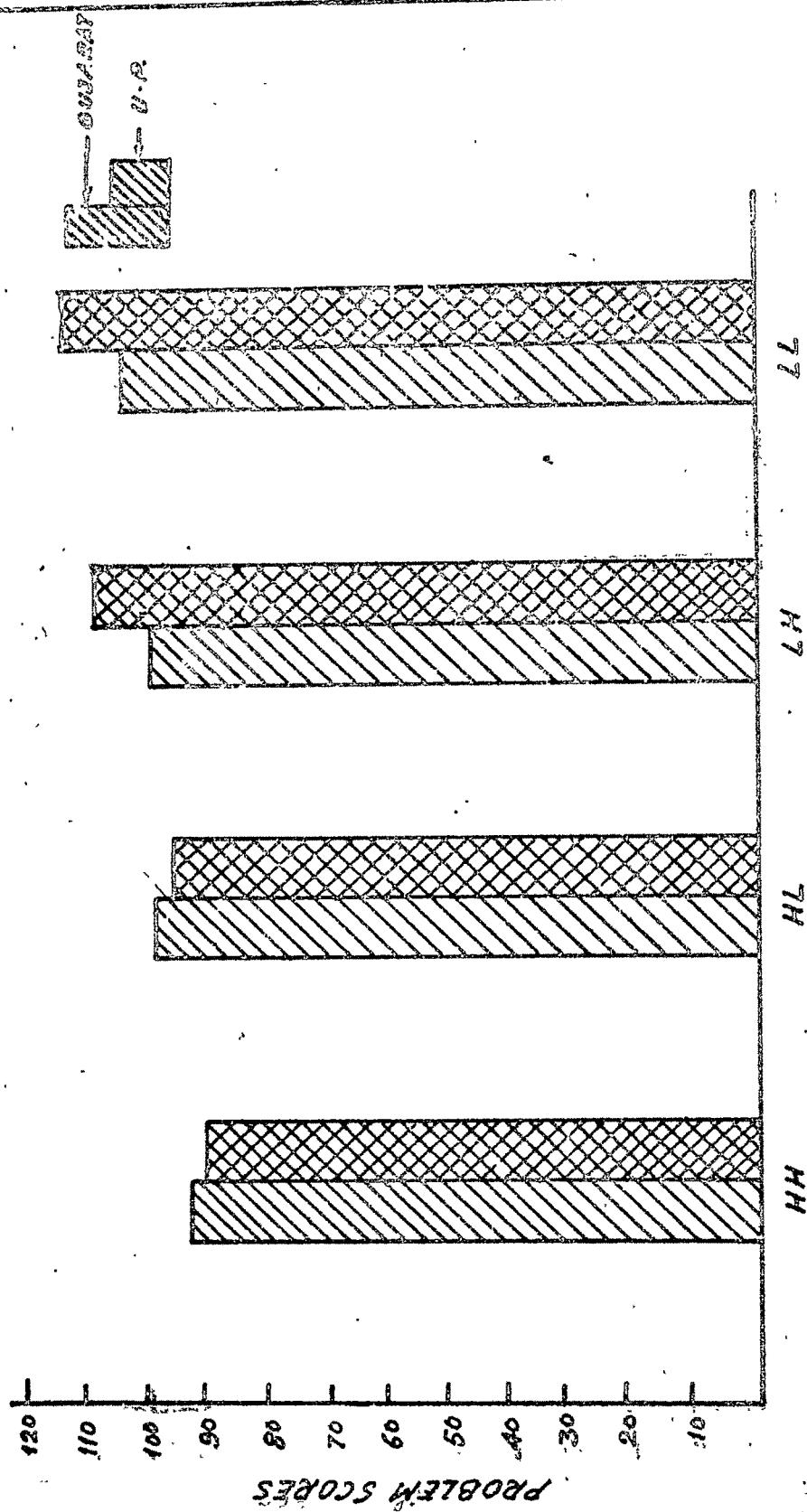


FIG. II PROBLEMS AND PATTERNS OF LEADERSHIP BEHAVIOUR

'consideration' (HH pattern), the mean score of problems in Uttar Pradesh is low (92.40) and when these two dimensions are low (LL pattern), the mean score of the problem is high (113.80). It is evident that at HH pattern of behaviour the problem score is low and at LL pattern of behaviour the mean score of the problem is high, in both the states. This shows that principals, manifesting HH pattern of behaviour, have less problems and principals, manifesting LL pattern of behaviour, have more problems in their respective colleges.}} The mean score of problems differ according to leadership pattern of both states. But the difference between the mean scores of problems of Gujarat and Uttar Pradesh, is not significant. This shows that the problems are similar in the colleges of Gujarat and U.P., under same leadership behaviour patterns.

Organizational Climate of the Colleges

A college is an organization and it possesses all the characteristics which are possessed by any other organization. The college also possesses certain characteristics or factors which constitute its 'environment' or the 'climate'. The climate is the 'feel' of the college, its 'personality' or its 'individuality' or its 'innerlife'.

This climate has a great impact on the output capacity of the college. It affects the teacher of the college and their teaching, the learner of the college and their learning.

Action of the principal, who is at the helm of affairs in the college, gives rise to the reactions of the teachers and other constituents of the college. The principal is the man who leads the college in various spheres and dimensions of the working. His behaviour influences the behaviour of the teachers and taught and vice-versa. He behaves in a variety of ways in various situations. At a times, he proves himself to be good leader; at a time he fails. Inspite of all the qualities of a leader, a principal can fail to be good leader in a college and he can also be an effective leader in another college.

Thus, the behaviour of the leader of the college, affects the organizational climate in the college. Collective behaviour of the college staff, constitutes the climate which in turn shapes the 'inner-life' of the college and this inner life of the college, helps in improving the quality of instruction and ultimately the quality of achievement of the students.

Identification of the Climate

In order to fulfil the objectives, it is necessary to identify the organizational climate of the sampled colleges. It would be determined whether each of the 40 sampled colleges has open, autonomous, controlled, familiar, paternal or closed climate.

Halpin (1966) has developed procedures for identify climate of each college. To put briefly, four steps are involved in the identification of the six organizational climates.

Step I: Construction of College Profiles. This is done by computing each college, a college mean, sub-test scores for each of the eight sub-tests (dimensions). At this stage, the college profiles are expressed in terms of raw scores.

Step II: Conversion of Raw Scores into Standard Scores. The standardization is done twice: first, 'normatively' and second, 'ipsatively'. For both the standardization processes, a standard score system based upon a mean of 50 and a standard deviation of 10 is chosen. It's details are given in Chapter III.

Step III: Computation of six sets of college profiles.

Step IV: Computation for each of the six sets of college profiles - a single prototype profile. The resultant prototypes can be viewed as descriptions of six different organizational climates, viz., open, autonomous, controlled, familiar, paternal, and closed ranked on a continuum.

Thus, all 40 sampled colleges are identified on the climate continuum according to Halpin's procedure.

Table 4.54: Organizational Climate of Colleges

Climate	GUJARAT			UTTAR PRADESH		
	Rural	Urban	Total	Rural	Urban	Total
Open	2 (10)	2 (10)	4 (20)	2 (10)	2 (10)	4 (20)
Autonomous	1 (5)	-	1 (5)	-	1 (5)	1 (5)
Controlled	1 (5)	2 (10)	3 (15)	3 (15)	1 (5)	4 (20)
Familiar	-	4 (20)	4 (20)	-	1 (5)	1 (5)
Paternal	2 (10)	-	2 (10)	1 (5)	3 (15)	4 (20)
Closed	4 (20)	2 (10)	6 (30)	5 (25)	1 (5)	6 (30)

(Figures in brackets show percentages).

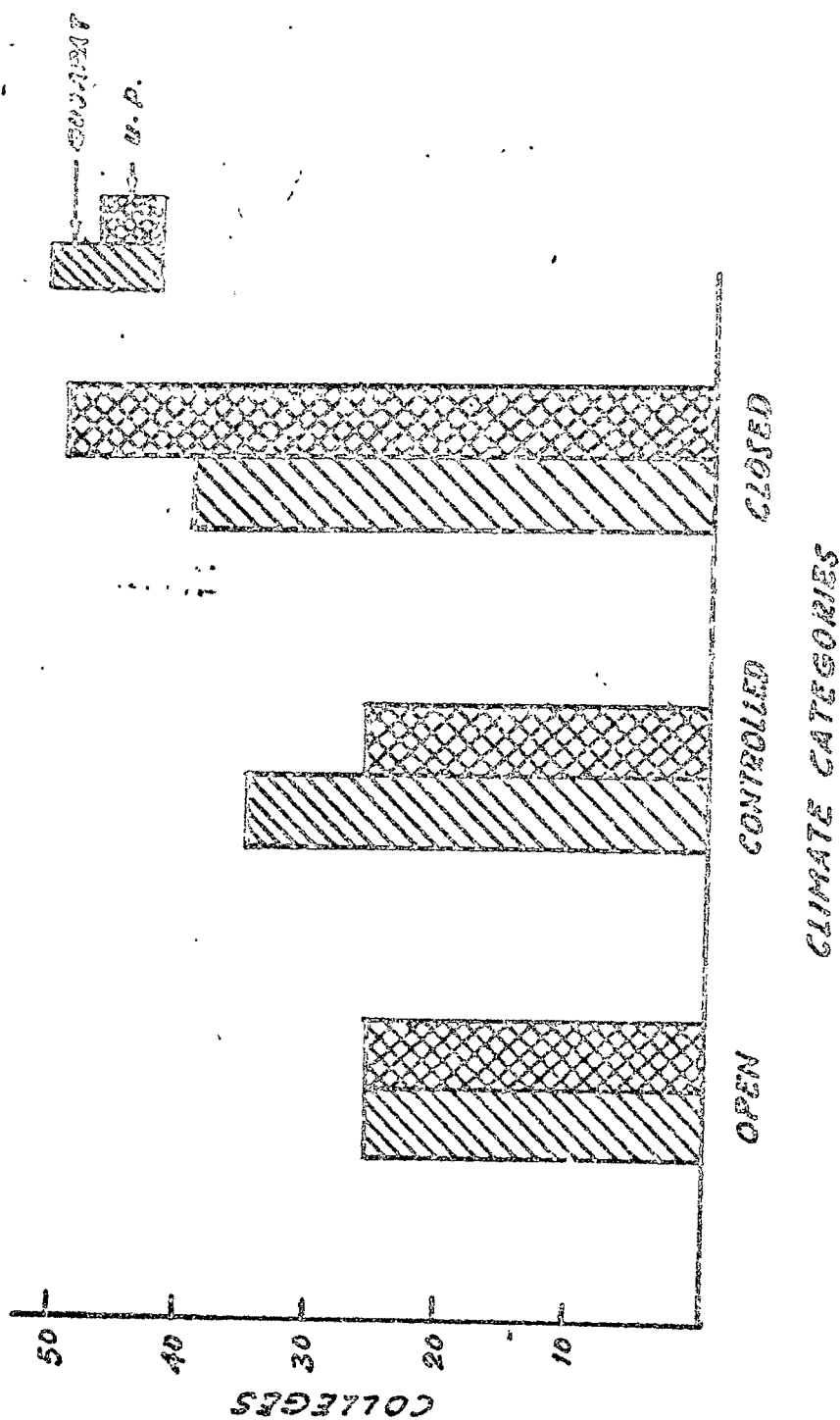


FIG. III COLLEGES ACCORDING TO CLIMATE CATEGORIES

The table 4.54 gives the idea of different climates prevailing in the sampled colleges of Gujarat and Uttar Pradesh. It is evident from the table that 40 percent, of total sampled colleges, fall under open climate and majority (60 percent) of colleges fall under closed climate. Under 'autonomous' and 'controlled' climate 10 percent and 35 percent colleges come, respectively and 25 percent colleges under familiar climate and 35 percent colleges fall in 'paternal' climate of both the states, irrespective of their locations.

When organizational climate of the colleges are seen according to their locations in different states, it makes clear that in Gujarat, 20 percent colleges are under open climate and 30 percent, of sampled colleges from Gujarat, belong to closed type of climate, in which 20 percent colleges are from rural area and 10 percent colleges are from urban area. Ten percent colleges of rural area belong to paternal type of climate, which is very close to 'closed' type of climate, 20 percent colleges of urban area possess 'familiar' type of climate and 15 percent colleges, in which 10 percent urban and 5 percent rural, belong to controlled climate. Only 5 percent rural colleges are under 'autonomous' climate.

In Uttar Pradesh, 20 percent colleges of total sampled colleges belong to open climate in which 10 percent colleges are from each rural and urban areas. The maximum number of colleges, i.e. 30 percent, fall under closed climate in which 25 percent colleges are from rural area and 5 percent are from urban area. Under 'paternal' type of climate 20 percent colleges fall and 20 percent colleges come under 'controlled' climate. Fifteen percent colleges of paternal climate are from urban area and 5 percent are from rural area. In controlled climate, 15 percent colleges belong to rural area and 5 percent to urban area. Five percent urban colleges belong to, separately, autonomous and familiar type of climates.

The analysis shows that percentage of colleges go on increasing from 'open' to 'closed' climate.

A few studies conducted in this area support the findings of this study. Franklin (1975) studied the organizational climate of the colleges of Education from Gujarat and found that 46 percent colleges leaned towards 'closed' climate and 37 percent to 'openness'. Thus, a greater number of colleges are under closed climate. Shah (1975) found 50 percent colleges of Arts, Science and Commerce from

central Gujarat belong to 'closed' climate category and 32 percent belong to 'open' climate. Mehta (1977) reported that 50 percent affiliated colleges of Gujarat University fall under 'closed', climate and 24 percent under open climate. This shows that affiliated colleges of Gujarat University, manifest 'closed' climate to a greater extent than 'open' climate.

Thus, it is obvious that the findings of present study reflects the same trend revealed in earlier studies, conducted in Higher Institutions of Gujarat and other parts of the country.

✓ Organizational Climate and Leadership
Behaviour Patterns

The organizational climate of the colleges have a close relationship with Leadership Behaviour of the principals. As the leader's behaviour changes the climate of the college is, also, bound to change.

The following table 4.55 shows the distribution of leadership behaviour according to the organizational climate.

Table 4.55: Distribution of Leadership Behaviour
According to the Organizational Climate

Climate	No. of Colleges	LEADERSHIP BEHAVIOUR PATTERN			
		HH	HL	IH	LL
Open	8	4 (50)	2 (25)	1 (12.5)	1 (12.5)
Autonomous	2	2 (100)	-	-	-
Controlled	7	1 (14)	1 (14)	2 (28)	3 (44)
Familiar	5	4 (8)	1 (20)	-	-
Paternal	6	3 (50)	-	1 (17)	2 (33)
Closed	12	3 (25)	-	1 (8)	8 (67)
Total	40	17	4	5	14

(Figures in brackets show percentages).

The table indicates the percentage distribution of 40 sampled colleges according to their climate categories and patterns of leadership behaviour of their principals. The principals of 50 percent 'open' climate colleges manifest HH pattern of leadership behaviour and 25 percent principals manifest HL pattern of behaviour and remaining principals manifest IH and LL patterns of leadership

behaviour. In 'autonomous' climate type of colleges, all the principals manifest HH pattern of behaviour and in 'controlled' climate type of colleges, 44 percent principals manifest LL pattern of behaviour and only 14 percent principals manifest HH pattern of behaviour. Rest of the principals fall under HL and LH pattern of behaviour. In 'familiar' type climate colleges, 80 percent principals manifest HH pattern of behaviour and 20 percent principals show HL type of behaviour pattern. The principals of 50 percent 'paternal' climate type of colleges manifest HH pattern of behaviour and 33 percent manifest LL type of leadership behaviour pattern. In 'closed' climate of colleges 25 percent principals manifest HH pattern and 67 percent principals manifest LL pattern of behaviour. This shows that maximum number of principals (67 percent) fall under LL pattern in closed climate of colleges.

✓ ok, 5th / 2nd ? It can be concluded that colleges having 'open' climate tend to have principals manifesting HH pattern of leadership behaviour and colleges having 'closed' climate tend to have the principals manifesting LL pattern of leadership behaviour.

Experience of the Principals and Organizational Climate

✓ The organizational climate of the college is influenced by the leadership behaviour of the principals of that college. The way, in which a principal behaves, affects the teachers, students and other staff personnels of the college. The principals attitude towards staff determines the total 'feel' of the college. The experience of the principal as a administrator determines his attitude towards the particular work and also, the experience has some bearing on his working. Thus, it can be said that the principal's experience has some effects on his way of working.

The table 4.56 indicates the distribution of the principals with respect to their experience as a principal and climate of the college. The experience of the principals, of both states, have been categorised in three groups, i.e., (1-5) years, (6-10) years and (11-15) years. From (1-5) years of experience group, 30 percent principals belong to 'open'

climate category, 21 percent to 'controlled' climate, and 'paternal' climate, separately and remaining principals fall under 'familiar' and 'closed' climates. From (6-10) years of experience group, 21 percent principals fall in 'open' climate category and 33 percent principals under 'closed' climate category, 16 percent principals belong to 'controlled' and remaining principals fall in 'autonomous', 'familiar' and 'paternal' climate categories. From (11-15) years of experience

Table 4.56: Experience of the Principals and Climate of the Colleges

Experience	Open	Autonomous	Controlled	Familiar	Paternal	Closed	Total
(1-5)Years	4 (30)	-	3 (21)	2 (14)	3 (21)	2 (14)	14
(6-10)Years	4 (21)	2 (10)	3 (16)	2 (10)	2 (10)	6 (33)	19
(11-15)Years	-	-	1 (14)	1 (14)	2 (29)	3 (43)	7

(Figures in brackets show percentages).

group maximum, 43 percent, principals come under 'closed' climate, 29 percent under paternal climate and remaining principals come under 'controlled' and 'familiar' climates. In this experience group, no one belongs to 'open' climate. Thus, it is evident from the table that as experience of the

principal is increasing the climate is more and more closed.

Organizational Climate and Administrative Problems

The organizational climate is the outcome of the behaviour of teachers as well as principals, also. Inner life of the college gets disturbed, if the system is not working harmoniously. The principal's and teacher's behaviour filter down to the behaviour of the students. The behaviour of the students and tone of discipline of the students play a significant role in building-up the climate of the colleges.

Table 4.57: Mean Score of the Problems and Organizational Climate of Colleges

Problem Scores	Climate of the Colleges					
	Open	Autonomous	Controlled	Familiar	Paternal	Closed
Gujarat	33.00	38.05	58.00	49.25	50.50	61.00
U.P.	28.00	40.50	51.40	54.00	52.00	56.40
t-value	2.80*	.22	.08	2.32**	.16	.29

* Significant at .01 level, ** Significant at .05 level.

The table 4.57 indicates the mean score of problems of the colleges and organizational climate of the colleges. It is evident from the table that in 'open' climate colleges, the

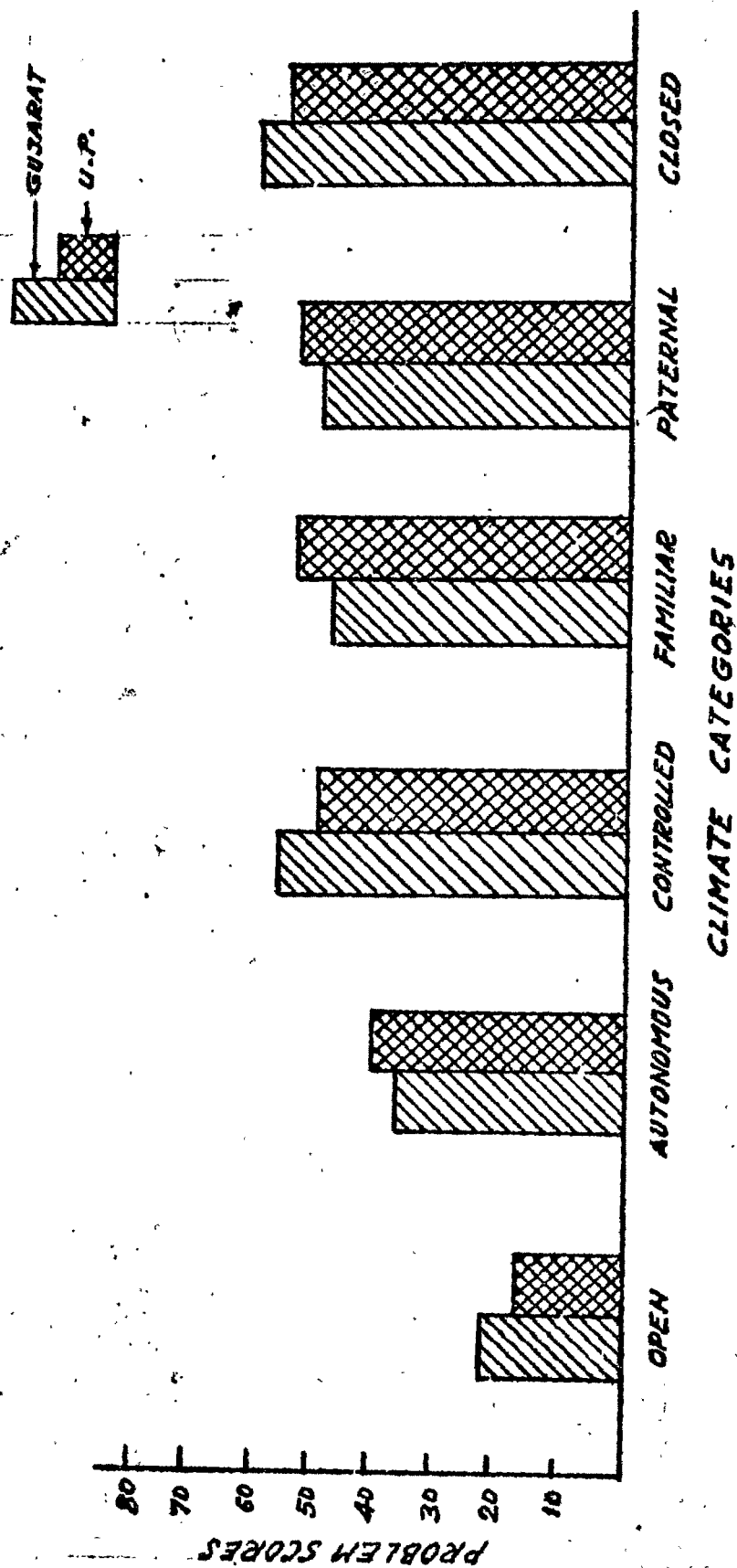


FIG. IV PROBLEMS WITH RESPECT TO ORGANIZATIONAL CLIMATE CATEGORIES

mean score of the problems is low in both states and in 'closed' climate the mean score of problems is high.]]

In Gujarat, the colleges of 'open' climate have 33 mean score of problems and colleges of 'closed' climates have 61 mean score of problems. The colleges of 'autonomous' and 'controlled' climate have 38.05 and 58 mean score of the problem, respectively and colleges of 'familiar' and 'paternal' climate have 49.25 and 50.50 mean score of the problems. This shows that in open climate colleges, mean score of the problem is less (33) and in closed climate colleges, mean score of the problem is highest (61).

In Uttar Pradesh, the colleges of 'open' climate have 28 mean score of the problems and the colleges of 'closed' climate have 56.40 mean score of the problems. The colleges of 'autonomous' and 'controlled' climates have 40.50 and 51.40 mean score of problems and the colleges of 'familiar' and 'paternal' climates have 54 and 52 mean score of problems. Thus, it can be said that in U.P., also, the problems in 'open' climate colleges, is less and in 'closed' climate colleges the problems are more.

It is evident from the table that the differences between mean score of problems of 'open' climate colleges and

'familiar' climate colleges are significant. The mean score of problems in other climate colleges have no significant differences. Thus, it shows that the problems between colleges of Gujarat and U.P. are similar, in autonomous, 'controlled, paternal and closed climates, only they differ in 'open' and 'familiar' climate colleges.

Problems and Other Variables

Size of the Colleges

The sampled colleges have been categorised into two broad categories e.g. big and small colleges on the basis of their student strength. The colleges, having student strength 300 or less than this, are termed as small colleges and the colleges with student strength more than 300 are called as big colleges.

Table 4.58: Size of the Colleges and Mean Score of the Problems

Size of the College	Gujarat		Uttar Pradesh	
	Rural	Urban	Rural	Urban
Big College	52.00	73.60	72.80	37.60
Small college	38.50	43.00	41.90	50.00
t-value	1.30	2.49**	3.00**	0.82

** Significant at .05 level.

The table 4.58 reveals the administrative problems of the colleges with respect to their size. In Gujarat, the big colleges of rural and urban locations have 52 and 73.60 mean score of problems, respectively. The small colleges of rural and urban locations have 38.50 and 43 mean score of problems, respectively. This makes clear that big colleges of urban areas, have more problems than small colleges. The t-value is 2.49 which is significant at .05 level. The big and small colleges of rural areas have no significant difference of mean scores.

In UP, the big colleges of rural and urban areas have 72.80 and 37.60 mean score of problems, respectively. The small colleges of rural and urban locations have 41.90 and 50 mean score of problems respectively. This shows that the big colleges of rural area have more problems than small colleges of rural areas (t-value 3.00 which is significant at .05 level). This makes clear that difference of mean scores of problems between big colleges and small colleges of rural areas is significant.

It is obvious from the table that big colleges of urban areas from Gujarat and big colleges of rural areas from U.P. have more problems and small colleges, whether they

belong to rural or urban areas, have less problems.

Nature of the Colleges

The colleges are categorised broadly in two categories depending upon their nature - co-educational and girls colleges. Mostly, girls colleges are located in urban areas, only, so, these colleges are compared with co-educational colleges of urban areas.

Table 4.59: Nature of the Colleges and Mean Score of the Problems

Nature of the College	<u>Gujarat</u>		<u>U.P.</u>	
	Rural	Urban	Rural	Urban
Co-educational	46.04	52.00	78.50	56.00
Girls	-	34.00	-	18.00
t-value	-	2.18**	-	6.12*

* Significant at .01 level. ** Significant at .05 level.

The table 4.59 shows the nature of the colleges and their mean score of problems. The table indicates that in Gujarat, the co-educational colleges have more (52) mean score of problems, while the girls colleges have 34 mean score of problems. The difference between these two mean scores is significant (t-value 2.18). Thus, it can be said that co-educational colleges of Gujarat have more problems than girls colleges.

In U.P. also, the co-educational colleges of urban area have 56 mean score of problems, while the girls colleges have 18 mean score of problems. The difference between these two mean scores is significant. (t-value 6.12). So, it can be said that co-educational colleges of U.P., have more problems than girls colleges.

It is obvious from the table that co-educational colleges have more problems than girls colleges in both states.

Types of the Management

The institutions of higher education are sponsored by different management bodies like trust-boards, Educational societies, and religious organizations. The colleges run by religious organizations are called as 'denominational' colleges and remaining all colleges are termed as private colleges.

Table 4.60 shows the mean score of administrative problems of private and denominational colleges of Gujarat and U.P. In Gujarat State, the colleges of private management from urban and rural areas have 52 and 46.04 mean score of problems, the colleges sponsored by religious societies have 22 mean score of problems. It shows that urban private colleges

have more problems than denominational colleges of Gujarat. The difference of mean score of problems between them is significant. (t-value 5.85). In Uttar Pradesh, the rural and urban colleges of private management have 78.50 and 51 mean score of problems respectively. The colleges run by religious societies, have 38 mean score of problems. The difference of the mean score of problems between urban private colleges and urban denominational colleges is not significant, so it can be said that in U.P., the private colleges and denominational colleges have similar problems.

Table 4.60: Types of the Management and Mean Score of the Problems

Types of the Management	GUJARAT		UTTAR PRADESH	
	Rural	Urban	Rural	Urban
Private Management	46.04	52.00	78.50	51.00
Denominational	-	22.00	-	38.00
t-value	-	5.85*	-	1.37 (NS)

* Significant at .01 level.

Analysis shows that private colleges have more problems, in Gujarat, than denominational colleges, whereas in U.P., problems are of same nature in both types of colleges.

Location of the Colleges

The sampled colleges have been categorised into two categories - rural and urban according to their locations. The colleges situated in cities are called as urban colleges and other than these colleges, all are included in rural colleges.

Table 4.61: Location of the Colleges and Mean Score of the Problems

Location of The Colleges	GUJARAT		UTTAR PRADESH	
	Mean	t-value	Mean	t-value
Rural	46.04	3.90*	78.50	2.60*
Urban	86.60		64.00	

* Significant at .01 level.

The table points out the mean score of problems of rural and urban colleges of Gujarat and U.P. The rural colleges have 46.04 mean score of problems and urban colleges have 86.60 mean score of problems. The difference between these two mean scores is significant (t-value, 3.90). This shows that problems in rural and urban colleges differ and urban colleges are more problematic than rural colleges.

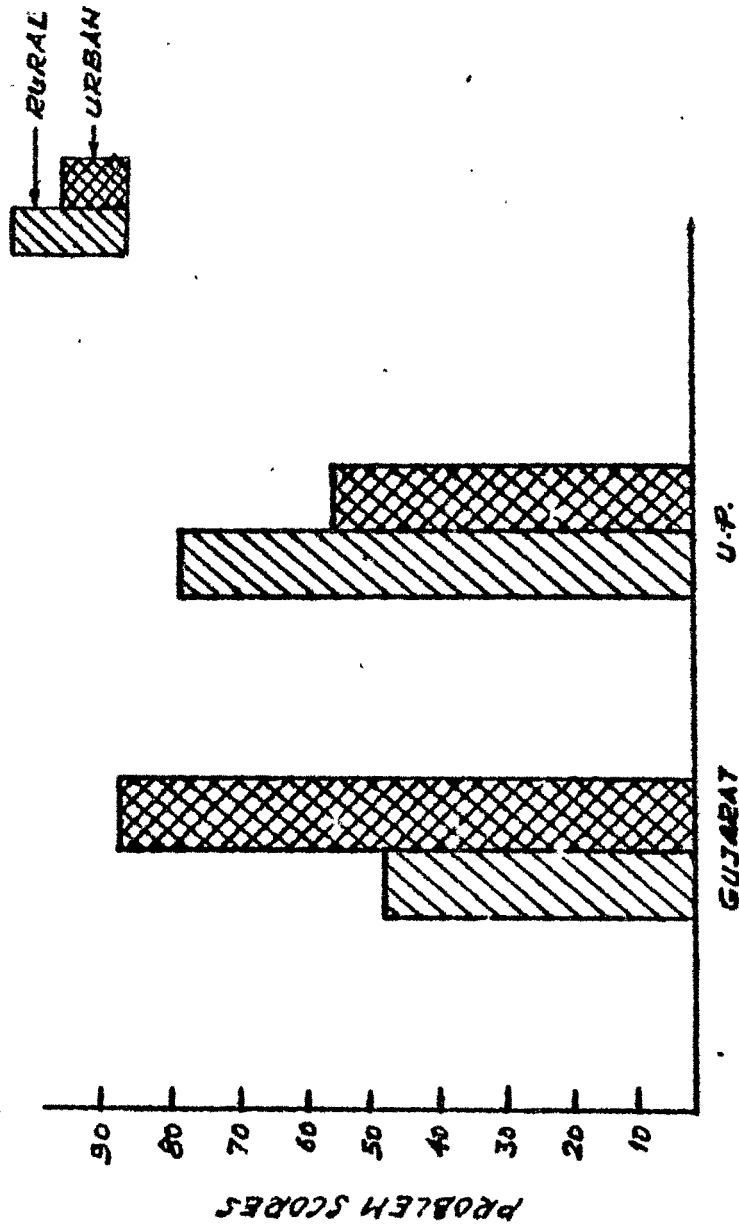


FIG. V PROBLEMS AND LOCATION OF COLLEGES

The urban colleges of U.P. have 64 mean score of problems and rural colleges have 78.50 mean score of problems. The difference between these two is significant (t-value 2.60). Thus, it can be said that the problems in rural and urban colleges differ significantly and rural colleges are more problematic than urban colleges.

The situation in both states is opposite to each other. In Gujarat, the urban colleges, and in U.P., the rural colleges are more problematic.
