

# A MAP OF GUJARAT STATE



SHADED IS THE JURISDICTION OF GUJARAT UNIVERSITY,  
AHMEDABAD FROM WHICH THE SAMPLE IS SELECTED.

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### 1.1 Introduction

The present investigation marks a new development in the area of organizational climate studies that began in India in 1968. Between 1968 and 1976, around a dozen studies have emerged on measurement and evaluation of organizational climate. In this regard, studies by Mehra (1968), Sharma (1968, 1971, 1972a, 1972b, 1972c, 1972d, 1972e, 1973), Sharma, Rai and Buch (1971), Patel (1973), Pillai (1973), Shelat (1975), Pandya (1975) and Darji (1975) deserve a reference because they constitute the bulk of research exercises done in this new dimension of educational administration. But the fact is that they all pertained to secondary schools. The field of climate of institutions of higher education, as one can see from a recent publication on 'Survey of Research in Education' ( M.S. University of Baroda, 1974 ), seems to have remained the unexplored. If climate studies, as is shown by research, help in understanding the inner forces and influences in secondary schools and if they yield precious data to base the improvement or reconstruction of secondary schools through devices like institutional planning ( or 'grass root planning' as some say ), climate studies of colleges and university departments likewise can provide useful

clues to diagnosing what ails them and what remedies can work in their case. The principal, the staff, the students, the classrooms, the laboratories, the library, the playground and even the college programme present a picture of an institution of higher learning which is only outward and apparent. This picture may be polished and even awe-inspiring. But it does not tell us the inside story of what its inner life in reality is and how this life, as reflected in the interaction patterns between the principal and the teachers, between teachers and teachers, between the teachers and the students, between the staff and the management that go on at different points of time in the institution, <sup>operates</sup> Climate studies in India, Western countries and Asian countries have unequivocally shown that these interaction processes and patterns leave pervading and lasting impact on improvement or deterioration of staff morale, staff motivation, staff effectiveness, quality of teaching - learning in classrooms, incentives felt by the staff for undertaking experiments and educational innovations and even on college achievement index.

The present investigator herself is a principal of a college. She has experience of working as a lecturer, a senior staff member and a principal in some colleges for

a period extending over a decade or so. A number of useful leads concerning the way of life of educational institutions were provided by previous researches cited above. The dailies - the newspapers in the regional language almost every week publish stories which suggest that the inner psychological, social, administrative and financial life of colleges in Gujarat State is not healthy if not actually sick. With insecurity of job created by the introduction of the new 10 + 2 pattern at the secondary school level and with the publication of recommendation of the Sen Committee on revised pay scales for college teachers, morale among teachers and management have become suspect. As no research efforts so far have been reported on climate studies of colleges in India - in Gujarat State, that could reveal the inner life of the colleges, the investigator was motivated to undertake the present study. She has chosen to restrict her research efforts only to affiliated colleges that is, to non-university departments of Gujarat University, which is one of the six universities in Gujarat State, and which is also one of the two oldest universities in the State.

In this initial chapter, she would present the conceptual framework of institutional climate ( the word she has preferred to 'organizational climate' as used in the studies referred to earlier ). She would discuss

the concept of climate threadbare, as the present study would draw ideas, constructs, construct-constellations, typology from this initial exposition. The present conceptual framework is, thus, intended to be used as a theoretical frame of reference.

### 1.2. The Concept of Climate

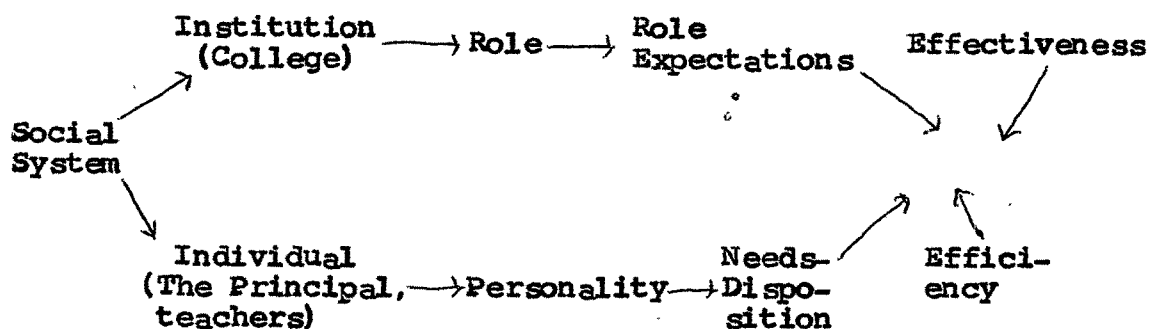
Halpin (1966:131) observes, "anyone who visits more than a few schools notes quickly how schools differ from each other in their 'feel'. What Halpin remarks about schools is also true about colleges. In one college, the teachers and the principal seem to be well adjusted among themselves and with the college managing committee; they seem to be zestful, well motivated and happy and participating in their programme with confidence and with a sense of commitment and responsibility. This zest, pleasure and dedication seem to be transmitted to the students who feel happy with their institution, with their teachers and with their learning, training and research tasks. They feel assured of receiving the best possible help from their institution. In the second college, the spiteful and scheming principal is the cause of groupism rampant in the college and the brooding discontent among the teachers is palpable. In the third college, the principal appears outgoing, warm-hearted, easy-going, participating, good

natured, soft-hearted, kind and ready to cooperate and teachers enjoy best friendly relations and high morale. In another college, teachers are boiling within themselves as their principal seems to be a sadist and permits little opportunities to teachers to satisfy their social and psychological needs. He is typically egoist, e.g. impersonal, cool, aloof and pressurising teachers for hard work. In still another college, the principal tries to boost up his image of power and influence, and thereby hide his incompetence and inner wickedness, by indulging in false talks, distorting facts, holding out unbased promises to staff members and patronising incompetent teachers. Another college may be marked by neither joy, nor despair, but by hollow ritual. In some colleges, the behaviour manifested by the principal and staff members is authentic and real; in other colleges, it may be unauthentic and false or made up. Thus, as one moves on from one college to other college, one does not fail to notice some distinct 'feel' in each college. One discovers that each college seems to have a personality of its own. It is this personality of colleges that is construed here as college or institutional climate.

It would be interesting to fathom the process of how institutional personality gets built up. In this connection,

a brief reference to the model by Getzels and Guba (1957) would be helpful. The model pictures an educational institution, be it a school or a college, as a socio-psychological system.

#### NOMOTHEITIC ( Sociological ) DIMENSION



#### IDEOGRAPHIC ( Psychological ) DIMENSION

A brief explanation of the above model will better clarify the concept of institutional climate.

The State and the Society have set up colleges to achieve certain goals. The Nomothetic dimension implies that a college will need to have an internal structure to facilitate this goal achievement. In this structuring process, specific roles have got to be assigned to the college principal, individual teachers and even to clerical or administrative staff. Thus, the role of 'college principal', or the role of 'teachers' or the role of



'clerks' each carries with it certain role expectations held by management as per the directives of the University to which a college is affiliated or of which it is a constituent part. These role expectations are also influenced by the State Education Department, professional organizations of college principals and of teachers, association of college managements and even by student union of the college. Obviously, these role expectations clash and conflict with one another. In some cases, the conflict is more pronounced and becomes a frequent and decisive phenomenon; in other cases, it occurs only sometimes, and the conflict may be dormant and may not vitiate the climate perceptibly. This conflict adds some overtones to the college personality which is conceptualised as climate.

The model presented above has not only a sociological dimension as reflected in role expectations, but it has also a psychological dimension. Evidently, the purpose of this dimension is not the attainment of college goals or college task accomplishments. Rather it underscores non-college goals which can be in the satisfaction of personality needs of individuals placed in the college structure to play the role of a principal, or the roles of teachers or the roles of clerks. The

principal, teachers and clerks have all their distinct personality and they each need satisfaction of their particular personality needs. Sargent ( 1967:3 ) illustrates this point as follows :

'A principal, for example, may have a strong need for dominance. If this need can be satisfied by actions that also fulfil the expectations others have of his role as a principal, then these actions are efficient in meeting his needs and effective in meeting the needs of the institution. Again, a teacher may have a need for independence. Typically, his behaviour will be directed towards the satisfaction of both organizational and personal goals.'

When such a thing happens the college will develop one type of personality, when the fulfilment happens to be partial, another type of personality develops and when satisfaction process of personality needs of the principal, teachers and clerks come into clash and remain unfulfilled, an altogether different personality gets developed for the institution. In other words, college or institutional climate is created by the way in which the role expectations of the principal, teachers and clerks of a college are fulfilled and the extent to which and the manner in which their psychological needs get satisfied. In other words, institutional climate is a concept which embraces the milieu of personalities of principal, teachers and administrative staff, interacting within the sociological

and psychological framework of a college or any other educational institution.

The present study is based on this concept of institutional climate.

In this study, the term 'institutional climate' is used in preference to 'organizational climate'. The main reason is that the term 'organizational climate' is too general a term and its scope is wide and varied. It can be used for any organization, may be business, industrial, hospital, military, transport or examination board. In India, the term 'organization' is hardly used to denote educational institutions. The term 'institutional' is comparatively more specific and it suits better to denote 'institutions' of higher education. So, the investigator has chosen it.

### 1.3. Climate Concept Not Unidimensional

The discussion given in the preceding section may give one an idea that the concept of institutional climate is global and uni-dimensional. Halpin and Croft (1963) who spearheaded the movement of measurement and evaluation of organizational climate have, through factor analysis, demonstrated that the concept of climate is not uni-dimensional but multi-dimensional. As uni-dimensional

An uni-dimensional concept does not, and cannot, usefully summarise the essence of the variations that occur in organizational climates. The researches on organizational climate of schools by Halpin and Croft (1963), Sharma (1973), Gandhi (1977) and others have yielded, above all, one unequivocal finding : organizational climate is not uni-dimensional in structure. Whatever is described by the term, 'organizational climate' is multifaceted. Halpin (1966:142) himself observes :

'Any attempt to describe this 'something' as if it had but a single face does violence to the phenomena that we seek to understand. This direct, frontal attack upon the domain of organizational climate resembles, in its primitiveness and its meager sophistication, some of the earlier attempts to measure human personality.'

The present investigator had occasions to discuss the fact of multi-dimensional concept of institutional climate with some college principals, college teachers and senior teacher educators. These persons came out with different and elaborate lists of adjectives or what they called factors influencing institutional climate. It was true that these adjectives served to describe a host of possible aspects of organizational climates. It was emphasised that community, parents, management, principal, teachers, students and even school supervisors and school inspectors, not to talk of local politicians and social

workers, affect and build up an institution's climate. In research, there are two difficulties in accepting such unsophisticated way of tackling the domain of institutional climate. One difficulty arises from the unbridled thinking which may generate many possible aspects on ad hoc basis which may lack an organizing principle. These adjectives or aspects may be only on an arbitrary basis or may be armchair speculations and not strict theoretical formulation of aspects of climate. The second difficulty is to choose from this host of adjectives the number of aspects that could be managed in research and still be good enough to map out meaningfully the domain of institutional climate. Since the aspects of the organizational climate thus chosen for study are derived speculatively, their number is limited only to the investigator's verbal facility and his imagination.'

Thus, three points need to be underscored in the conceptualisation of climate used in the present study. Firstly, it uses a multi-dimensional concept. Secondly, it is limited through the sophistication of factor and basis deployed earlier by Halpin and Croft (1963), Samrong Pengnu (1976), Kirit Gandhi (1977) and Seema Sahastrabuddhe (1977). It should be mentioned here that

the dimensions used in the present one are those which are the results of factor analysis of basic items of the climate tool developed at the Department of Educational Administration, M.S. University of Baroda in 1974-75 and subsequently adapted by Samrong Pengnu in 1975, Kirit Gandhi in 1977 and Seema Sahastrabuddhe in 1977. Therefore, the limitation of aspects of institutional climate done in the present study is not done <sup>at all</sup> speculatively and arbitrarily.

The concept of institutional climate further includes the concept of climate continuum. This continuum conceptualisation has three major advantages. One is that it restricts the climate variations to a narrow horizontal channel; the second is that it limits climate typology and the third is that the mapping of the domain of climate is continuous and well linked up. Halpin uses the analogy of mercury in thermometer to drive home the concept of single narrow continuum of climate. As mercury in a thermometer is physically restricted to a narrow vertical column, climate continuum limits climate variations to a short row, with Open Climate at one end and the Closed Climate at the other end.

#### 1.4 Aspects of Organizational Climate

Research on climate has helped in mapping out the domain of organizational climate. There are two ways in which this process of mapping has gone ahead. Factoring of items devised to measure organizational climate has yielded dimensions-factors. The research of Halpin and Croft has yielded eight dimensions, which they have divided into two groups; group behaviour and leader behaviour. The following observations by Halpin (1966:133) throw light on the process and characteristics of the dimensions of organizational climate found by Halpin and Croft :

'We analysed the climate of 71 elementary schools chosen from six different regions of the United States. The analysis was based upon the description of these schools given by 1,151 respondents. The 64 items in the OCDQ<sup>2</sup> were assigned to eight subtests which we had delineated by factor-analytic methods. Four of these subtests pertain to characteristics of the principal as a leader, the other four to characteristics of the group.'

The eight sub-tests identified by Halpin and Croft through factor analysis at item level are :

##### Characteristics of the Group ( Teachers )

1. Disengagement
2. Hindrance
3. Esprit
4. Intimacy

### Behaviour of the Leader

5. Aloofness
6. Production Emphasis
7. Thrust
8. Consideration

The above are aspects of internal factor structures of climate. The particular names given to the above dimensions are not those that are more commonly used in everyday language. But this is not peculiar to climate studies. Studies on human personality, likewise, have used terms which are not drawn more directly from the language of common sense. All these terms, for whatever reasons they are coined in this way, will be operationally defined later in order to bring out the concept each of them carries. Halpin (1966:139) himself has well taken care of this point. " Each concept contains a further meaning which we later infuse into it on the basis of linkages that we make between stark empirical findings and our theoretical knowledge about the nature of organizational and human personality. "

Sharma (1973) in his study of organizational climate of secondary schools of Rajasthan also used the 64 items of Halpin and Croft. He, however, had to modify some of the items - statements in the light of difference in



educational setting, functional conditions and relationships and constraints. He, then factor analysed them on the basis of the 1915 respondents of 95 schools who participated in his study. In Indian situation, he found some variations in the sub-test level factors of the climate. To quote Sharma's (p.193) own words : ' In cases of four factors, namely, 'Disengagement', 'Esprit', 'Intimacy' and 'Production Emphasis' the factor structure was found to be identical ( with that of Halpin and Croft). But in the case of the remaining four factors, the items in the OCDQ that comprised the four factors ('Hindrance', 'Alienation', 'Thrust' and 'Consideration' ) or such sub-tests in the original study by Halpin and Croft did not, in the present study, show the same pattern.' Sharma's further probe led to new nomenclature for the remaining four original factors of the OCDQ, viz. 'Alienation' for Halpin-Croft's 'Aloofness', 'Psycho-Physical Hindrance' for 'Hindrance', 'Control' for 'Hindrance' and 'Aloofness' combination and 'Humanised Thrust' for 'Thrust'.

Sharma's exercises at factor analysis at item levels mark an advance, at least for Indian educational conditions, over Halpin-Croft Conceptualisation.

A further advance at conceptualisation of climate at the sub-test level was done at the Department of Educational Administration, M.S. University of Baroda where three sets of items were used for identifying factors at the item level. One set of data consisted of responses on climate items of secondary school teachers from Thailand, another set of data consisted of respondents from secondary school teachers of Gujarat State on climate items-but more appropriately modified to suit Gujarat Secondary Schools- and the third set of climate items, suited to educational conditions on the campus of the M.S. University of Baroda had responses from university teachers. In each of the three sets of items, individual items grouped together around 12 factors, each having with individual item a co-efficient of correlation of .5 or higher. This 12 factor solution, too, has three sets, each containing four factors. This may be construed as marking a further advance in climate concept at item constellation level. The 12 factors, along with their group structure, are as under :

Group Characteristics

1. Disengagement
2. Hindrance
3. Intimacy
4. Esprit

### Leader Behaviour

5. Aloofness
6. Production Emphasis
7. Thrust
8. Consideration

### Institutional Behaviour

9. Organizational Structure
10. Communication
11. Human Relations
12. Decentralized democratization - Freedom

In the present study, the climate conceptualised at the item level follows the above model. This micro conceptualisation has the following focal points.

- (1) Climate reflects different phenomena in terms of interaction among various participants, teachers, principal as a teacher and instructional leader and an administrator. It is a relatively enduring quality of the internal environment of an institution that is experienced by its members, influences their behaviours, and can be described in terms of values of a particular set of attributes.
- (2) The interaction is an ongoing process, taking place in both formal and informal situations at various hierarchical levels and the feelings generated by the interactions give to the institution a psychological feel.

- (3) In the psychological feel that, thus, comes to be created, there seems to be taking place a delicate blending of interpretations or perceptions of their job or role in relationship to others and their interpretation of the roles of others in the institution as Cornell, (1955) would say.
- (4) Climate is the resulting complex web of the process involving a confusion of simultaneously existing multi-level and mutually interacting variables.
- (5) Some high up and a large many low down in the hierarchy cause variations in role perceptions and role performance and leave in the mind of the participants lasting peculiar effects which are consistent with their personality factors, ideology, belief systems, age, teaching experience etc.
- (6) The policy decisions, the input-output ratio, the resources, the attitudes, the decision-making process and its communication style and method, rules of conduct and discipline, the freedom and democratic decentralisation, followed by the college management and the principal as an administrator leave their indelible impression on the institutional behaviour and climate.
- (7) The interaction of environmental and institutional variables and personal variables of group members and the leader play a significant role in building up institutional climate.

In the above infra-structure of 12 factors, 'Esprit' or morale is one of the group factors. It occupies such a prominent place in the infra-structure that Andrew (1965) defined climate as nothing but 'a somewhat blurred esprit score.' Even Halpin (1966:170) at one stage of his climate research, is reported to have assumed 'esprit' to be a single representative or key dimension for organizational climate. He observed, 'As we trace the loadings on Esprit through the six climates, we note that these loadings become increasingly smaller as we move from the more Open to the more Closed climate. We, therefore, have chosen to regard Esprit as the key sub-test for describing a school's Organizational Climate. We infer that high Esprit reflects an 'effective' balance between task-accomplishment and social needs satisfaction.' However, as Halpin and Croft processed their data further, they found that 'the teachers' perception of openness does not necessarily coincide with our evaluation (as research investigator) of openness, we discovered later that the pattern of profile-factor loadings provides a better index of openness than do the scores of the single sub-test of Esprit.'

Thus, the 12 factor infra-structure of climate as set forth earlier better maps the conceptual domain of institutional climate.

It would be worthwhile to present briefly the concept of all these twelve dimensions or intra structure factors in operational terms. It would be particularly necessary to do so, as the nomenclature used for them is not, in all cases, chosen from the everyday language of common use.

1. Disengagement : It refers to teachers' behaviour of not being one with their institution. They do not feel any sense of identification with the objectives, programmes, methods and processes and also with policy of the institution of which they are the faculty members. Their attitude is one of disinterestedness, detachment and not being with the college. They manifest a tendency of being a spectator or an on-looker to whatever good or disturbing things that go on in the college and they wash their hands off anything that happens therein. They show no interest in taking credit for achievements or blame for failures of their institution.

2. Hindrance : The agent here is either the college managing body or the college principal or both and the sufferers are the teachers. This dimension refers to the feelings teachers carry with them that their work is being hindered in one way or the other by the principal as the academic leader or as the college administrator. They feel hindrance when they are loaded with such work which they, legitimately or otherwise, feel coming in the way of their

performing the role assigned to them by the University, government and the society. This denotes a conflict of perception of their own role by college teachers and the perception of the authorities of what teachers can be asked to do.

3. Esprit : It refers to teacher morale which rests on job satisfaction that they can get from performing the role assigned to them by the college authorities and the work conditions provided to them.

4. Intimacy : It refers to friendly, social relations that teachers enjoy in a college. The dimension describes social need satisfaction which has nothing to do with tasks teachers are ordinarily called upon to perform in their colleges within and without college hours.

Leader Behaviour :

5. Aloofness : This behaviour occurs when the college principal assumes an air of pride and becomes formal, reserved and impersonal. He keeps himself away from teachers and avoids meeting them in informal, face-to-face-situations. He puts forward rules and regulations to justify his actions when he hears criticism of his behaviour and actions. He uses his aloofness to look

important. He defends himself for displaying no emotion or warmth by saying that an administrator does not have emotions - he has to see through the job being done.

6. Production Emphasis : This term is coined specifically for measurement and evaluation of organizational climate by Halpin and Croft. A college principal manifesting this behaviour is work-oriented - he talks <sup>more</sup> of work, duties and results than anything else. His primary concern seems to be that the university results of his college every year are good, this should bring credit and prestige to his college and that he should be regarded as efficient. He makes every possible effort to keep the staff busy - up and doing. He would willingly allow them little respite or rest. He becomes almost a watch dog of their assigned role. Close supervision, control and explicit direction are principal's characteristic behaviours to achieve task-accomplishments. A behaviour characterized by production emphasis is authoritarian and directive. The principal plays, as Halpin (1966:151) says ' the role of a straw boss. '

7. Thrust : This term, too, is specifically coined by Halpin and Croft. The term literally means 'to push or drive with force.' The term, however, is used here in a positive sense. It refers to the behaviour of the college principal by evident effort to try to move his organization -



to make the college a busy hive of activities on the part of teachers, students and administrative staff. But this he does not do by force or pressurising as it happens in production emphasis characterised behaviour. He even makes no attempt to supervise the staff closely and use his authority to impel them to work. What he does is different. He trusts and respects teachers and attempts to motivate them to put forth the best efforts they are capable of through motivating them, through encouraging them, through recognizing merits and appreciating them and above all through setting the example possibly of hard, sincere and efficient work. Halpin (1966:151) observes, 'Apparently, because he does not ask teachers to give of themselves any more than he willingly gives of himself, his behaviour, though starkly task-oriented, is nonetheless, viewed favourably by the teachers.'

8. Consideration : This is also the behaviour of a College principal as the leader. He treats the staff in human terms and not as machines to be driven. He shows to them sympathy and consideration that they deserve as members of the college community. The principal does not pose himself as a boss but as a comrade and when a teacher is in need, he does not hesitate to help him in the best

possible manner. He tries to do for his colleagues  
' a little something extra in human terms.'

#### Institutional Behaviour :

9. Organizational Structure : Here, much more than the teachers or the college principals, the infra - structure of the institution comes into prominence. The traditions, conventions and the established style of the institution influence what goes on in the college. The hierarchy, the status, the junior-senior standing of teachers, the values and importance being attached to the senior and long experienced teachers, the authority and power wielded by status position - these are encompassed in behavioural denotations of this dimension. These are to be found in almost all colleges, but there may be differences in degree and emphasis.

10. Communication : In a way, this institutional behaviour is related to all the four dimensions of leader behaviour. If the behaviour of a principal is characterised by aloofness, his communication with teachers becomes limited and the institution, too, appears to be a place where communication gets a little 'go'. When the college principal's behaviour is characterised by a high degree of production emphasis, the decision-making gets centralised.

and in the institution, communication becomes largely <sup>a</sup> one channel affair - it flows from the authority, the senior, the administrative office to teachers. There is little sensitivity in the institution to feedback from teachers or students. When 'thrust' characterises the behaviour of the college principal, the institution is humming with communication at top and bottom levels as the interaction process becomes an on-going phenomenon. Involvement of teachers in decision making, sensitivity to feed-back from them, rapport between the principal and teachers, between teachers and clerks and among the teachers characterise the institutional behaviour. A different picture of the institutional behaviour emerges when aloofness, production emphasis and the thrust are all low.

11. Human Relations : It refers to the behaviours of all in the institution - the management, the principal, the teachers, the clerks - to treat one another, the pupils and the visitors with warmth, courtesy and respect. There is underlying recognition that college is a social system where all those who are associated with or come in contact with the college are to be treated as distinctive individuals and they are to be treated with courtesy and warmth due to members of a social group. Human relation does not survive when the attitude is characterised by

feelings such as 'who bothers?', 'who has time?', 'what have we to do with him or them?', Aloofness, bureaucracy, an over-riding sense of status, lack of sensitivity, and other negative fellow-feelings are antithesis to human relations. Further, this behaviour denotes that the institution is concerned with the welfare of its work-groups and seeks to satisfy their psychological and social needs to the extent that is possible within the limits set by its resources.

12. Decentralized Democratization-Freedom : This refers to the atmosphere in the institution wherein teachers, principal and even clerks enjoy intellectual freedom and internal autonomy to pursue excellence, try out new ideas, and have opportunity to participate in group decision-making. All workers in the college are regarded as members of the college democracy. The different roles assigned to each member are performed with a free and willing mind, without fear and pressure, impelled by inner motivation. Such an institutional behaviour is satisfying to the college staff, socially and personally.

The above description of each of the 12 dimensions of institutional climate presents their concepts to a large extent in operational terms. With this exercise done, it would be more meaningful to probe further the conceptual

framework of institutional climate at the level of constellation of the dimensions. It needs to be emphasised here that the 12 dimensions of the college climate are relatively independent and each can measure a relatively different type of institutional behaviour. The dimensions can be used as indexes of the climate of an educational institution, a school or a college.

#### 1.5. General Factors ( More common concept constellations ):

As the main focus in the present study is to measure and evaluate institutional climate at college level, it is deemed necessary to pursue the discussion on conceptual framework of climate further and see whether the tapping of enough common behaviour is permitted, which can describe the conceptual operational behaviour in terms of a few, more 'general' factors. To arrive at general factors, researchers generally adopt the technique of factorial solution. Halpin (1963), Sharma (1973), Jayagopal and Nagrajan (1974), Samrong Pengnu (1976) and Kirit Gandhi (1977) have attempted factor analysis at the sub-tests or dimensions level. They yield general factors which throw significant light on constellations of the constructs of institutional climate on a common or general basis. An attempt is made below to review the results of the exercises in factorial rotational solution for their total sample indulged in by the above researchers.

(a) Halpin's Rotational Solution : Halpin first made two-factor varimax rotation solution for a total sample of 1151 respondents. He found two factors, on first of which the dimensions ' Intimacy ' and ' Consideration ' loaded highly and on the second, the dimensions 'Disengagement' and 'Aloofness' loaded highly. He called Factor I as 'Social Needs' because 'Intimacy' as well as 'Consideration' describe social-needs oriented behaviour. He called Factor II as 'Social Control' because 'Disengagement' and 'Aloofness' both depict behaviour which is as Halpin (1966:156) argues, 'primarily task-oriented and which, therefore, is related to 'Social Control'.

The two-factor varimax rotational solution which Halpin used revealed that all the eight sub-tests, to at least, some degree, were found to be saturated with either Social Control or Social Need behaviour or both. Thus, in a crude way, happens in a social organization. The two factor solution, thus, helps in understanding the factor structure of climate, but Halpin found that this solution accounted for only 50 percent of the common variance. Therefore, he computed the three-factor varimax rotational solution based on the responses of 1151 sampled teachers. This solution yielded three factors which were labelled by Halpin as Factor I ( Social Needs ), Factor II ( Esprit )

and Factor III ( Social Control ). His specific findings in the second factor analysis are worth noting because they contribute further to the concept of climate. They are listed below.

- (1) 'Intimacy' and 'Considerations' dimensions had high loading on Factor I. The Factor seems to measure individual Social Needs as is seen from the analysis of the content of the items of these two sub-tests.
- (2) 'Esprit' and 'Thrust' yielded high positive loadings and 'Disengagement' and 'Hindrance' high negative loadings on the Factor II. This factor has been found to measure the behaviour of the group qua group.
- (3) 'Aloofness' and 'Production Emphasis' secured the highest loading on Factor III. These two sub-tests describe the leader or principal's behaviour. It, therefore, is a measure of principal behaviour. So, Halpin found three higher order factors, viz., Social Needs, Esprit and Social Control.

Halpin (1966:162-3) has found his factor solution of climate at sub-test level parallel to three factors identified by Schutz (1958:149) in the FARO tests.

'The factor which we have identified as Social Needs corresponds to Schutz's 'Affection'. Social Control is similar to 'Control' factor which Schutz has described. However, there is an important difference between the OCDQ factor of Esprit and Schutz's factor of 'Inclusion'. Esprit reflects the interaction between the group and the leader, whereas 'Inclusion' seems to describe primarily a measure of interaction within the group.'

Sharma (1973), too, has done factor analysis at the eight sub-test level. He has used, unlike Halpin, four factor solution. The solution was rotated with varimax procedures and the factor loadings were computed. The four general factors that Sharma identified are : (1) Job Satisfaction, (2) Esprit, (3) Social Needs and (4) Organizational Control. It was found that the dimension 'Production Emphasis' loaded high on Factor I, 'Intimacy' and 'Esprit' on Factor II, 'Humanized Thrust' and 'Psycho-Physical Hindrance' on Factor III and 'Disengagement', 'Alienation', and 'Controls' on Factor IV. Two points need to be noted in the case of Sharma's factor analysis at sub-test level. Firstly he has identified a factor which he calls 'Job Satisfaction' which is not in Halpin's factorial structure and the factor which Halpin calls 'Social Control' is designated by Sharma as 'Organizational Structure'. Sharma's arguments (p.218) to justify the stance he has taken needs to be examined. He observes :

'A high score on 'Production Emphasis' indicated job-oriented behaviour, though not necessarily negative in character. Because job-satisfaction emanates from accomplishment of a task, at times it may not bring about social satisfaction to the individual.'

The present investigator finds it difficult to agree to Sharma's reasoning. Her reasons are mainly two : Firstly, 'Production Emphasis' is a principal's dimension. It is unlikely in Indian conditions, especially at college level



that a principal who is task-oriented, who resorts to close supervision, who plays the role of a 'Straw boss', whose communication tends to go only in one direction and who is the least sensitive to feedback from the stuff is likely to produce job satisfaction in teachers either individual or as a staff as a whole. Secondly, as this dimension is conceptualised by Halpin and also in the present study, it appears to belong more reasonably to Halpin's Factor III (Social Control). One may, however, be inclined to accept Shama's nomenclature of 'Organizational Control' in place of Halpin's nomenclature of 'Social Control', as in a State like Gujarat, a large number of schools and colleges, being private, are more under the organizational control of the Management Committees.

In Shama's Four Factor Rotational Solution, it was found that 'Production Emphasis' loaded highly but negatively on Factor I, 'Esprit' and 'Intimacy' on Factor II, 'Psycho-Physical Hindrance' positively and 'Humanized Thrust', negatively on Factor III, and 'Disengagement' (negatively), 'Alienation' (positively) and 'Controls' (negatively) on Factor IV.

Jayagopal and Nagarjan (1974) used orthogonal factor matrix based on a small sample of 61 secondary school teachers from 18 schools of two districts of Tamil Nadu.

Their analysis yielded 20 factors which accounted for 80 percent of total variance. The first 9 factors which revealed high values greater than 2 accounted for about 12 percent of the total variance and the remaining 11 factors accounted for 38 percent of the total variance. The high loadings on these factors revealed the following variables :

- Factor I : It indicates an association with the individual teacher's perception of other teachers within the institutional setting.
- Factor II : Few variables indicative of leadership dimension.
- Factor III : Interpersonal atmosphere existing within the institution.
- Factor IV : Authoritarianism
- Factor V : Intimacy and Control
- Factor VI : Leader Involvement
- Factor VII : Supportive nature of the Faculty Members
- Factor VIII : Teacher Involvement
- Factor IX : Business-like principal behaviour

The other factors are not listed because their nomenclatures are not clearly defined or determined. In this study more important, perhaps, is the second order analysis which yielded a 5 factor solution accounting for 65 percent of the total variance. To quote from the research report :

'The Factor I clearly indicated the level of cooperation prevailing in the particular setting. Factor II clearly indicates the 'Hindrane' dimension. Factor III pertains to 'Leader Authoritarianism'. Factor IV covers 'Leader Interaction' and Factor V indicates 'Aloofness'.

In fine, it would be observed that this research yielded 20 first order factors and 5 second order factors.

Samrong Pengnu (1976), a doctoral student of the Department of Educational Administration, M.S. University of Baroda, used the 12 factor structure developed at the Department to measure and evaluate institutional climate. He used a sample of 1000 teachers drawn from 60 secondary schools of the Central Zone of Thailand. Through the Original Principal Component Factor Matrix method, he extracted five general factors which covered 77.97 percent of the total variance. In Samrong Pengnu's analysis, Factor I had high loadings on dimensions 'thrust' and 'Consideration'. He did not name his factors, but on the basis of higher loadings of dimensions, he could have named the principal factors. For instance Factor I could have been named as 'Leader behaviour'. Factor II loaded high on 'Intimacy' and 'Social Relations'. This factor could have been named as 'Social Needs'. Factor III had higher loading on 'Communication' (positive) and negatively on 'Freedom-Democratisation' and 'Disengagement' which could have been labelled as

'Administrative Behaviour', Factor IV had high loading on 'Esprit'. This factor could have been named 'Esprit'. Factor V was characterised by a very high loading on 'Production Emphasis'. This factor could have been named as 'Control' or 'Social Control' as Halpin would have called it.

Samrong Pengnu had also computed factorial solution of 12 climate dimensions - 10 morale dimensions and 2 leader behaviour dimensions - using the same 1000 respondents from 60 Thai Secondary Schools. He worked out Varimax rotated factor solution. In this analysis, he found eight varimax factors each having dominant loadings of one or two of the total 24 dimensions. The following shows the infra factorial structure in the context of all the dimensions of the climate, morale and leader behaviour put together :

Table :1.1: Varimax Rotation Factor Solution in Samrong Pengnu's Study

Varimax Factor	Dimension Dominant Loadings
I	Consideration and Rapport between Teachers and Principal
II	Intimacy and Human Relations
III	Community Support
IV	Satisfaction with Teaching
V	Teacher Status
VI	Esprit
VII	Production Emphasis
VIII	Teacher Load
-----	

Here, too, it could be seen leader behaviour, social needs, esprit and control emerging as general factors.

The latest study that gives a further lead to general factors of climate is by Kirit Gandhi (1977). He extracted four general factors covering a variance of 71.59 percent.

The four extracted factors with their percentage variance are :

- (1) Administration Orientation (36.99 percent variance),
- (2) Psychological Needs (13.70 percent variance),
- (3) Task Fulfilment (11.90 percent variance), and
- (4) Morale or Esprit (9.00 percent variance).

The eleven rotated factor solution of 12 dimensions of climate, 16 Personality Factors, Pupil Control Ideology and Dogmatism yielded dominant loadings on the following dimensions:

Table :1.2: Varimax Rotated Factor Solution

Varimax Factor	Dimension Dominant Loadings
I	Intimacy and Esprit
II	Personality Factor : Self Sufficient
III	Thrust and Consideration
IV	Personality Factor : Dominant and Sophisticated
V	Production Emphasis
VI	Personality Factor : Tough and Confident
VII	Personality Factor : Silent and Conventional
VIII	Organizational Structure
IX	Personality Factor : Experimentation
X	Dogmatism

The review of factor analytic studies of eight sub-tests and twelve sub-tests of the climate description questionnaire shows that principally three or four general factors of climate emerge, viz., Administration Orientation, Social Needs, Esprit and Organizational or Social Control. They constitute the four main constellations of dimensions of organizational or institutional climate.

#### 1.6 Climate Prototypic Differentiable Clusters

Halpin and Croft used the rotated three factor solution to which they subjected the responses of 1151 teachers on the 64 items of their research instrument 'The OCDQ' to see whether the school-profiles grouped into differentiable clusters. They used the factor loadings to help them to achieve the end. They succeeded in delineating six sets of prototypic school profiles. Halpin (1966:170) observes that the proto types can be viewed as description of six different Organizational Climates. Halpin and Croft named and ranked these six climates in order from Open to Closed on the climate continuum.

Open	Autono- mous	Controlled	Familiar	Paternal	Closed
:	:	:	:	:	:

As one can regard minds as 'open' or 'closed', so institutional climates can also be viewed 'Open' or 'Closed'. Using Lewin's (1935) terms, Halpin described the Open Climate of an educational institution as marked by 'functional

flexibility' and the Closed Climate as distinguished by 'functional rigidity'.

It will, thus, be seen that Open and Closed Climates are at opposite ends of the spectrum of institutional climate which are described by Halpin (1966:174-181) in terms of various combinations of the sub-tests. The Table 1.3 presents the vignettes of the six organizational climates as described by Halpin in terms of high or low scores on the eight dimensions.

The profile in Table 1.3 is given to indicate how the climate constellations are based on different characteristics of the eight sub-tests.

The investigator would quote the following from the descriptions given by Halpin of climate types (pp.62-66) in order to clarify his concept of Open Climate and Closed Climate, since in the present study the investigator's concern would be with these two extremes of climate and with the one that can be described as Intermediate Climate.

#### "The Dimensions of Organizational Climate

##### A. Dimensions of Teacher Behavior

1. Disengagement refers to the teacher's tendency to be 'not with it.' This characterizes a faculty which is merely 'going through the motions.' It is a group which is 'not in gear.'

2. Hindrance refers to the teacher's feeling that <sup>him</sup> the principal burdens with routine duties, committee demands, and other requirements which interfere with his primary responsibility to teach. Teachers perceive the principal as hindering rather than facilitating their work.
3. Esprit is morale. The teachers feel that their social needs are being satisfied, and they are, at the same time, enjoying a sense of accomplishment in their teaching.
4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-need satisfaction which is not necessarily associated with task-accomplishment.

#### B. Dimensions of Principal Behaviour

5. Aloofness refers to behaviour of a principal which is formal and impersonal. Such an individual 'goes by the book' and prefers to be guided by rules and policies rather than to work face-to-face with teachers.



6. Production Emphasis is the behaviour of the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a 'straw boss.' His communication tends to go in one direction only and he is insensitive to feedback from his faculty.
7. Thrust refers to behaviour of the principal which is typically an effort to 'move the organization.' Such behaviour is not marked by close supervision. The principal motivates by setting a personal example of industry. He asks of teachers only that which he willingly does himself.
8. Consideration is that behaviour of the principal which is characterized by an inclination to treat teachers 'humanly', to try to do a little something extra for them in human terms. Such behaviour is apart from rules and stated policies.

An Open Climate school is typically :

...a situation in which members enjoy high Esprit.

The teachers work well together without griping...On the whole, the group members enjoy friendly relations with each other...The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organization 'moving'. Furthermore, the teachers are proud to be associated with their school.

The principal in an Open Climate school achieves an appropriate integration between his own personality and the role he is required to play as principal. In this respect his behaviour can be viewed as 'genuine'... He has integrity in that he is 'all of a piece' and therefore can function well... whether he be required to control and direct the activities of others or be required to show compassion in satisfying the social needs of individual teachers... He is not aloof... and does not have to emphasize production; nor does he need to monitor the teachers' activities closely... He has the ability to let appropriate leadership acts emerge from the teachers. Withal, he is in

full control of the situation and he clearly provides leadership for the staff.

### Closed Climate

A Closed Climate institution is typically :

....a situation in which group members obtain little satisfaction in respect to either task-achievement or social needs... Teachers do not work well together, consequently, group achievement is minimal... Esprit is at a nadir... The salient bright spot that appears to keep teachers in the school is that they do obtain some satisfaction from their friendly relations with other teachers.

The principal in a closed Climate school is ineffective in directing the activities of the teachers, and at the same time, he is not inclined to look out for their personal welfare... He is not 'genuine' in his actions... He sets up rules and regulations about how things should be done, and these rules are usually arbitrary... His cry of 'let's work harder' actually means, 'you work harder'.. He does not motivate the teachers by setting a good example himself... He does not provide adequate leadership.

Table :1.3: Six Organizational Climate Vignettes across Eight Sub-Tests of  
OCDQ

Climate Types	Group Behaviour			Dimensions			Leader Behaviour		
	Dis-engage-ment (1)	Hind-rance (2)	Esprit (3)	Inti-macy (4)	Alcoof-ness (5)	Produ Emp. (6)	Thrust (7)	Const. (8)	
1. Open	low	low	high	high	No	No	high	high	high
2. Autonomous	low	low	high	high	high	low	average	average	average
3. Controlled	low	high	high	low	somewhat	high	average	average	low
4. Familiar	high	low	one sided	high	low	low	apparent	high	high
5. Paternal	high	low	low	low	low	high	average	seductive	seductive
6. Closed	high	high	low	average	high	high	little	low	low

Sargent (1967) has briefly and succinctly conceptualised the concept of Openness of climate and has shown how the score on Openness can be calculated. He advances a view that the scores on sub-tests or dimensions also permit a measure of Openness of an institution's climate. He observes (p.5):

'This is done by subtracting the average Disengagement score of a faculty from the sum of its average Esprit and Dimension Scores. The higher the resulting score, the more Open is the high school climate.'

Sargent (p.6) also reached the conclusion that it would be unlikely that a particular educational institution would be completely closed or completely open. He felt that it was a matter of degree with each institution revealing a tendency towards one extreme or the other. He, therefore, prefers to speak of institutional climates as relatively Open or relatively Closed institutions.

#### 1.7. Summary of the Concept of Institutional Climate

With the help of the foregoing discussion, one is in a position to concretise the concept of institutional climate. Institutional climate in an educational setting may be defined as the result of behaviour of individual teachers, their interaction with other teachers and with the principal and the interaction of a group of teachers with other teachers and the principal. The group of teachers

have functional and hierarchical ties like senior-junior, principal-supervisor, professor-lecturers, post-graduate teachers-non-post-graduate teacher etc. The pattern of functioning of the principal who is above all teachers operating in the college hierarchy, affects the functional and behavioral patterns of teachers. The impact is transmitted through perceptions and information shared by teachers. Variables like age, academic and professional qualifications, teaching experience, inservice training of teachers ( in the case of both the principal and teachers ) and material inputs like college plant, instructional materials, audio-visual aids, reference materials, and physical facilities like fans, coolers, lighting arrangements etc. influence very much the institutional climate. These variables have their impact on the climate as they are reflected in the interaction process that goes on in the college and the relationships that accrue within the college community.

Individual differences among the members of a college community also reveal some teachers who carry the work load with a smile and enthusiasm and are ready to experiment with new ideas to bring about improvement in the college educational programmes, whereas there are others who simply go through the motion of teaching without much

life or enthusiasm, interested only in the salary they receive. This may suggest that morale of the teachers is high in the former case and low in the latter case. But for the achievement of the goals for which a college exists, the co-operative and co-ordinated activities of the teachers in the college system are very important as the people who are the limbs of the institution must coordinate their efforts to make possible an outcome which the isolated individual would be unable to achieve alone.

The degree of co-ordination and co-operation among the members of an institution differs from one institution to another.

The conceptual model of human personality of an institution can be further elaborated and illustrated. As there are individual differences in several aspects or elements of personality, so are <sup>they</sup> in educational institutions. In some institutions the management is the dictator; the teachers have no voice, no freedom, no individuality; they are afraid to open their mouths; they are controlled and exploited to the nose; in the name of progressivism, even students and their parents are exploited; the atmosphere is of the smothering type. There are some institutions where teachers and the principal work as a happy team. The emphasis is not on status leadership but on leadership based on knowledge, ability, skill, insight, and dynamism;

an atmosphere of comradeship prevails; human relationship pervades; teachers and the principal work in harmony and with dedication. In another college, an atmosphere of suspicion pervades; the principal is not happy with some or all of his staff members and the latter are also not happy with the principal; the scheming, plotting and resorting to malpractices are going on almost everyday, there is no respect, no fellow feeling; the institution functions more as a commercial proposition. And this goes on. Many colleges wear a different internal and external look.

Their physical and mental health are different. The cycle of interactions within the institution community and with the outside society goes on in a different way. The institutions stand out differently in many aspects. They differ in the financial resources, instructional facilities, educational philosophy, the value system, the nature and quality of leadership, the infra-relationship, the staff morale, the fellow feeling and team spirit and the operating motivational factors within the institution community. They also differ in the attitude of the teachers, the students and parents to one another as well as to education - the teaching - learning process and the practices. The discipline, the built-in traditions, and other aspects of institution-functioning also vary and differ. It is these factors and



forces that build up 'Institutional Personality' - the institution entity. It is on such basis that different institutions can be labelled differently and could be identified and classified differently. The term 'Institutional Climate' has this major connotation of different institutional personality.

But the climate of an institution is not built up by the fact that they have different conditions operating in different institutions. The climate actually is built up when these different conditions begin to interact within and without.

A college or an educational institution represents a social system in which teachers and the principal are assigned definite roles and as such the institutional climate of a college or educational institution is the product of relationship engendered through the interaction taking place within the psychological and sociological frame work of the institution, between the principal and the teachers and of teachers among themselves. The four general factors that seem to be operating in building up institutional climate are : Administrative Behaviour, Social and Psychological Needs, Esprit and Organizational climate. The six constellation on a continuum with Open Climate at one extreme and the Closed Climate at the other extreme is typological structure of institutional climate.

With these observations which sum up the concept of institutional climate, we can now examine the concept of two other correlates of climate, teacher morale and 'Student Control Ideology.'

#### 1.8. The Concept of Teacher Morale and Its Components

In the last seven sections, discussion veered round the clarification and discussion of the concept of institutional climate as well as its factors and dimensions. The treatment was somewhat elaborate as institutional climate of affiliated colleges is the major theme of the present study. But this dependent variable is intended to be examined in the context of two major independent variables, viz., teacher morale and student control ideology. In the present section the ideology of morale in general and teacher morale in particular as well as the components of teacher morale will be selected for study and brief examination.

In the conceptualisation of the institutional climate, the present investigator had discussed 'esprit' as one of the dimensions of climate. The term 'esprit' was used in the sense of morale. A plethora of attempts has been made to define and measure morale. Haire (1954) comments that a number of independent measurements of morale in

different situations and with different instruments is legion. This is true. In spite of all this material on morale, which still is growing, psychologists have observed (vide Halpin, 1966:33), 'it is difficult to say what is meant by morale, what its springs are in the human organization of a factory, or what its results are.' Despite this, there is no question that 'morale' is a real phenomenon. It is an important variable. Gulon (1952) describes morale as 'the extent to which an individual's needs are satisfied and the extent to which the individual perceives that the satisfaction stems from the total job satisfaction.'

Halpin (1966:33-4) underscores two points about morale. He observes, 'whatever it is, it is not a unidimensional concept - it has more than a single component, and each component can be defined best only in respect of the operation by which it is measured.' There are two further implications of attempts to measure and evaluate morale, on the basis of its components. If one component of morale yields a high score on morale, there is no guarantee that there would be similar high score on another or other components of morale. Halpin (p.34) further observes - and this needs to be underscored because it is apt to be lost sight of - that 'an increase in morale may or may not be accompanied by an increase in productivity, and even where both rise together it is extremely difficult to establish

N.B.

a causal relationship.' It is possible that higher productivity increases morale or it is the improved morale that makes higher productivity possible.

The answer provided by some of the Indian researches such as those by Pillai (1973), Shelat (1975), Darji (1975), Franklin (1975), Pandya (1975), Choksi (1976), Tikmani (1977), Dekhtawala (1977) and recently by Gupta (1977) have shown that high morale was accompanied by higher achievement index. This motivated the present investigator to examine as to what extent morale plays a part in making or marring institutional climate of the affiliated colleges of the Gujarat University which she intends to study. In this study, the investigator has broadly followed the following conceptualisation of morale made by Wicks and Begs (1971:151)- morale is not a single dimension but it consists of many components; it is an individual attribute although the organization - the institution does play a significant role; it is a function of the specific job satisfaction and not generalised trait in the individual, and it is defined in terms of human needs and the environmental sources of satisfaction of these needs. It may be stated here that conceptualisation of morale set forth by Morse (1953), Blum (1956), Guba (1956) and Insko (1967) are similar to the above exposition.

In the present study one is concerned with 'morale' not in a general way but 'college teacher morale' in a particular way. The conceptual framework of teacher morale used in the study is presented in the following way and the format.

The teaching team is a human group in an institutional setting and as a human group its characteristics, its cohesiveness or its disruptive forces and its ability to sustain the members play a crucial role in sustaining the institutions and in maximising its potential outputs. The difference and variedness among and within the institutions open up the vista of reactions to a group situation. Schools and colleges being parts of a social system, teacher and principal, each, <sup>as</sup> has seen earlier, his or her assigned role. In administrative context the membership of a teacher to his institution - college becomes a kind of a contract. As a result the teacher attempts to fulfil the institutional needs in terms of services to be rendered and loyalty to be shown and in turn fulfills the goals and purposes of the institution. Human beings have both extrinsic and intrinsic needs. The institutional role and treatment enable an individual in the institution to satisfy his extrinsic needs but that is not enough. An individual, in whatsoever organization or institution he may be working, has also his intrinsic needs, like psychological needs of recognition,

which  
love, security, adventure, etc. are satisfying to him which  
motivate him internally and which create in him a feeling  
of belongingness, for which there is no written contract.  
While institutions take note of written contracts about  
service conditions and other related matters, they seem to  
ignore the unwritten contract. This becomes the vulnerable  
side of educational institutions. It is this side of the  
institution, especially in educational institutions that  
needs to be given special attention.

The actual interaction between the teachers and the  
educational institutions can best be thought of as the  
working out of a psychological contract through what  
Lewinson has called the process of 'reciprocation' (Atkinson,  
1973). It is like this : The school or college organization  
does certain things to and for the teachers and refrains  
from doing other things for them. It pays him for his  
services but may not always be regularly. (There are  
instances of colleges where monthly salaries of teachers are  
not paid to them for three or four months at a time as the  
private managements which run these colleges have no funds).  
It gives him status, and job security ( but that too is not  
in all colleges) and does not ask him, in most cases, to do  
things too far removed from his job description. This results  
in situations when, the teachers fail to reciprocate by  
working hard, doing an indifferent job and frequently

indulging in criticizing the college in public or otherwise hurting its image. The college expects the teacher to obey its authority, the teacher expects the organization to be fair and just in dealing with him. But both the expectations may or may not be realised. The institution enforces its expectations through the use of whatever power and authority it commands. The teacher enforces his expectations through attempts to influence the institution or by withholding his participation and involvement, as when teachers as a group go on strike and become alienated and apathetic. Both parties to the contract are guided by the assumptions concerning what is fair and equitable. This process of reciprocation maintains a healthy climate in an institution.

But, of late, as observed earlier, the nature of this psychological contract between institutions and their members has undergone a number of changes. Amitai Etzioni (Schein, 1965) distinguishes three types of involvement of the members of an institution as follows :

A Figure showing Three Types of Organizations

<u>Involvement</u>	<u>Coercive</u>	<u>Utilitarian</u>	<u>Normative</u>
Alienative	*		
Calculative		*	*
Morale			*
-----			

(1) Alienative which means that a person is not psychologically involved but is concerned to remain as a member.

(2) Calculative which means that a person is involved to the extent of doing a 'fair day's work for a fair day's pay.'

(3) Morale which means that a person intrinsically values the mission of the organization and his job within it, and performs it primarily because he values it.

In other words, the involvement is in terms of reward and the kind of authority used. If an organization like a college expects its employees or teachers to like their work and to be morally involved, it may be expecting workers, or teachers to give more than it gives them. Or, if a normative organization like a university or a college wishes to maintain a morale involvement of its faculty, it must use a reward and authority system in time with such involvement. If a University or a college withholds status and privileges such as academic freedom and expects its faculty to obey its arbitrary authority, it will be violating its psychological contract, resulting either in a redefinition of the contract, that is to say, the faculty may redefine its role and change the nature of its involvement from morale to calculative, which would mean putting in minimum class and office hours based on the amount of pay received; or in an alienation of the faculty, that is,



they may do the required amount of teaching and research, but without concern for quality and without enthusiasm.

The type of involvement on the part of the teachers would indicate a level of satisfaction or dissatisfaction in an institution. This would affect the morale of the teachers.

In such context, morale becomes a group concept. That does not mean that it is also applied to individuals. It is a relative concept rather than absolute. It is not deemed necessary to deal at length with the concept of morale interpreted differently by different writers.

It has been already clarified earlier that morale is not a uni-dimensional concept and different researchers have identified different components or dimensions of morale - teacher morale. A few of them are reviewed below.

Blum (1949) has identified four components of morale. They are : (i) group solidarity, (ii) group goal, (iii) observable progress towards goal and (iv) individuals' participation in reaching the goal.

Keith Davis (1962) has indicated some twelve morale factors. They are : (i) turn-over or stability of staff, (ii) productivity or out-put in terms of in-put, (iii) wastage

and stagnation, (iv) quality records, (v) absenteeism and tardiness, (vi) reports of counselling and similar services, (vii) grievances, (viii) exit interviews, (ix) accident reports, (x) medical records, (xi) suggestions in teachers' confidential evaluation reports (xii) training records.

Anderson (1963) after analyzing various definitions of morale and the findings of the studies in the area of morale, has given a summary of factors affecting morale. According to him, good morale has to be cultivated in schools as well as in other groups enterprises. The key person in building it in a school is the principal. He must do everything within reason to provide the best climate possible for good teacher morale. The identifying factors are : (i) agreement on purpose, (ii) co-operative determination of policy, (iii) utilization of talents, and sense of accomplishment, (iv) confidence in and respect for administration, (v) good relationship within the faculty (vi) community relations, (vii) physical health, (viii) economic security, (ix) positive student-teacher relationship, (x) personal problems of teachers.

Likert's (1967) system of organizational variables also provides directions and dimensions to ensure morale. This system is presented on the next page.

<u>Organizational Variables</u>	<u>that require</u>
1. Leadership processes	1. High confidence and trust
2. Motivational sources	2. Economic rewards based on compensation system developed through genuine participation
3. Communication processes	3. Free and valid flow of information at all levels.
4. Interaction influence processes	4. High degree of mutual confidence and trust.
5. Decision-making	5. Wide involvement and well integrated through liking processes.
6. Control processes	6. Wide responsibility for review and control at all levels.

The above mentioned Likert's System IV, although devised for business and industrial organizations is rightly applicable to the educational institutions like colleges in the context of morale maintenance or boosting. The teachers need to have high trust and confidence in the principal and the principal in the teachers. Although intrinsic rewards do induce a motivating power in the teachers, the economic reward also compensates for immediate genuine participation. The interpersonal competence also needs to be increased between the teachers and the principal for better understanding. More trust, concern for feeling, internal commitment, and more openness would make the communication more free and easy, thus effecting

the efficiency of work positively.

Wick and Begg (1971) in the study on 'Evaluation for Decision-Making in Schools', point out, while discussing the importance of decision-making, the factors affecting staff morale, staff attitude and staff relationships. These factors are (i) work environment and morale, (ii) teacher characteristics and morale, (iii) decision-making, expectations and morale, (iv) curriculum development and morale, (v) student-teacher relationship and morale, (vi) salary and morale, (vii) performance and morale.

The factors, affecting morale, described by Unruh (1971) are : (i) social climate, (ii) economic factor, (iii) intellectual factor, (iv) poor leadership, (v) working conditions.

Pillai (1973) has emphasized the general factors affecting teacher morale viz. (i) supportive relations, (ii) pay and benefits, (iii) work-load and (iv) facilities and equipment.

Patel (1974) has identified seven general factors or constituents of teacher morale. They are : (i) integration between school principal and staff, (ii) harmony among the staff, (iii) satisfaction with allotment of subjects for teaching (iv) satisfaction with pay (v) satisfaction with work-load (vi) involvement of teachers (vii) general relationships operation in the school's organizational structure

between principal and teachers and among teachers themselves.

Shelat (1975), identified teacher morale and the related variables thus: (i) teacher morale and size of the school, (ii) teacher morale and school effectiveness (iii) teacher morale and leader behaviour.

Bentley and Rampel (1963) developed Purdue Teacher Opinionnaire to measure teacher morale. They have based their concept of teacher morale on ten factors viz. (i) teacher rapport with the principal, (ii) satisfaction with teaching, (iii) rapport among teachers (iv) teacher salary, (v) teacher load, (vi) curricular issues, (vii) teacher status (viii) community support of education, (ix) school facilities and services, and (x) community services.

Some of the constituents of morale, in school situation, identified by Bhikhu Patel (1977) are : (i) teacher rapport with the principal, (ii) rapport among the teachers, (iii) teachers' satisfaction with the assignment in teaching (iv) teachers' feeling of economic security, (v) their conditions of work within the school or the school system, (vi) their teaching load, (vii) their involvement in the deliberations of school programme, its needs and problems that take place in its committees, (viii) recognition and appreciation of the merits of their work in the school (ix) their confidence in and respect for their administrators

(i.e. principal, school committee etc.), (x) the relations of the school with the local community and (xi) positive teacher student relations.

Shelat (1975) used 'School Survey' by Robert Coughlon in her study. The components of the questionnaire included the following :

1. General Administration

- (a) Administrative Practices
- (b) Professional work-load
- (c) Non-professional workload
- (d) Materials and equipment
- (e) Buildings and other material facilities

2. Educational Programme

- (a) Educational Effectiveness
- (b) Evaluation of Students
- (c) Specialized Services

3. Inter-Personal Relations

- (a) School Community
- (b) Principal - Teacher
- (c) Colleague Relations

4. Career Fulfilment

- (a) Voice in educational programme
- (b) Performance and development
- (c) Financial Incentives.

The latest Indian research on teacher morale has come from Dekhtawala (1977). She has principally focused her research explorations on five focal points of teacher morale. The five components and the broad break-up of each of them are given below. The tool has been standardized based on 100 teachers from five secondary schools.

### Components of Teacher Morale Inventory

#### 1. Individual Characteristics

- (1) Confidence
- (2) Zeal
- (3) Cheerfulness
- (4) Hope

#### 2. Behavioural Characteristics

- (1) Discipline
- (2) Extra Effort
- (3) Good Personal Adjustment
- (4) Rationality
- (5) Efficiency
- (6) Willingness

#### 3. Group Spirit

- (1) Pride in Group
- (2) Cohesiveness
- (3) Climate
- (4) Feelings about Institutional Roles
- (5) Individual Ambition towards Accomplishment of Goals
- (6) Leadership Behaviour

#### 4. Attitude Towards the Job

- (1) To stick to Job
- (2) (a) Job Satisfaction
  - (b) Satisfaction with Salary
- (3) Attitude Towards Environment
- (4) Work-Load
- (5) Curriculum

#### 5. Community Involvement

- (1) Community Support
- (2) Community Pressure.

The constituent factors of morale, discussed so far and enumerated so far, are perceived and emphasized by different psychologists and investigators who construct tools to measure morale in a different way. The present investigator has identified the following factors or dimensions.

The present study has also the variable of college teacher morale as a major correlate of institutional climate of the affiliated colleges of the Gujarat University. The College Teacher Morale<sup>Opinionaire</sup> (the CTMO: Baroda Form ), developed by the investigator is based on the following eight dimensions :



1. Teacher Welfare
2. Security
3. Conditions of Work
4. Interpersonal Relations
5. Job Satisfaction
6. Administration
7. Need Satisfaction
8. Cohesion

The conceptual framework of each of these eight dimensions ( components ) of the CTMOs briefly described below. This would, later, serve as a frame of reference or provide a background perspective.

1. Teacher Welfare : This term refers to concern shown by college management to provide housing quarters, within the college, facilities for rest and recreation and provide sick leave and other kinds of leave in hours of need. There is scope for teachers for their professional growth in the college, as teachers are deputed to Summer Institutes, Seminars and Conferences at College expense. Teachers wish that their sons and daughters should get free education at least in the college in which they serve. If permanent teachers get disabled, they are given financial help by the management. The administrators believe in 'taking' or 'receiving' rather than <sup>in</sup> 'giving' or 'sharing'. The management is in no mood to meet staff and students'

demand for canteen at subsidised rates. There are only few facilities available for staff either indoors or outdoors in the compound for relaxing or refreshing themselves through games. The college management is not in a position to advance loans to needy teachers as they themselves feel the pinch of limited funds.

2. Security : This term refers to security of job, regularity of the payment of monthly salaries and the honesty of payment to the staff. The members of the staff are not afraid of retrenchment or being fired off. They enjoy permanent tenure. In case of conflict with the management on tenable grounds, teachers have facilities to place their case before a tribunal. The management carefully examines all details and weighs them properly on merits when allegations of character or malpractices are made against any teacher. Teachers have no fear of victimisation.

3. Conditions of Work : Much of the job satisfaction that teachers derive emanate from the conditions under which they are required to work and the subjects of their specialisation and liking they are assigned to teach. They should have at least a cabin where they can have privacy and peace to work. The timings of work should be regular and should not change frequently at the whim of the principal or on flimsy grounds set forth by students. The college should have a staff club to provide a platform and a forum for teachers to air their

academic views. Not only the number of classrooms and seminar rooms should be there in sufficient number, but there should be a staff common room where they can meet their colleagues in informal situations, crack jokes and relax for a while. In case of unforeseen needs, teachers should not have any tension in getting casual leave sanctioned by the principal. The convention should be that no application for casual leave can be refused.

When college building is located far away from normal areas of residence, teachers have to either paddle cycle for a long distance or travel by bus. With cities and towns getting over populated, to find a seat in a public transport but becomes a problem for teachers. This makes things worse for aged teachers who get exhausted in going to and from college.

In many colleges, teachers do not get facilities to get their articles, research papers, correspondence with journals typed. This discourages them from pursuing academic work. If the principal has facilities to get his paper typed in the college, the same facilities should be available to lecturers. Therefore, an essential aspect of work conditions in a college is that typing and duplicating services should be easily available to all teachers without discrimination.

It is wrongly believed that college teachers need no audio-visual aids; what they need is a piece of chalk and a black-board. The college should build up good resources of instructional materials and teaching aids.

Buildings or classrooms alone do not make congenial conditions of work. (Even sometimes teachers do not have a room to sit and a cupboard to place his or her books and other instructional materials. Teachers, at some places, are required to sit in the gang-way or a lobby.). It is the responsibility of the college head to see that the college environment is neat, lively and pleasant.

College teachers should have a participating role in academic planning and decision-making. It is such involvement of teachers in college work that makes conditions of work psychologically, where it is not physically, satisfying. Much of job satisfaction emanates from such a democratic process.

College classes are getting larger. The staff-student ratio is increasing particularly in Arts and Commerce Colleges. It is rather too much to expect junior and inexperienced teachers to teach large classes.

4. Interpersonal Relations : A college, like all other educational institutions, is a social system, and college teachers and principal constitute work group. They should operate as social group. Teachers and the principal are colleagues engaged in a common task for achieving a common goal. They should, therefore, function as colleagues and comrades. There should be interpersonal relations. The principal is the head of the academic family - the college parivar. He should be benevolent and considerate to the staff. His concern should be to stimulate fellow-feeling among the staff. There should be bond of love, sympathy, consideration and humanness in their relationships. Mutual trust and respect should characterise their inter and intra dealings. The interpersonal relations among staff should be such that families of staff members visit one another freely and without reservation, in natural course. In hours of need, teachers stand by their colleagues. Teachers open out their heart to their colleagues. The college staff should have many joint picnics and parties. The best friends of college teachers are their own colleagues. The inter-personal relationship among the staff should lead to the establishment of such a rapport between the principal and the staff and among the staff that each member feels free to express his views even if they are contrary to the known views of the principal, senior

colleagues or any older colleague.

5. Job Satisfaction : It is stipulated that job satisfaction stems not from doing a job in any way but doing it in the best possible manner. This would need internal autonomy for teachers, and freedom of speech, and experimentation. If a teacher really derives job satisfaction from his work in the college, he would say that if he had to plan his career once again, he would choose college teaching. This would be the acid test for his job satisfaction. With some teachers, a challenging college curriculum is a source of job satisfaction, whereas it may not be so in case of other teachers. It is not more pay that brings job satisfaction to teachers, but congenial conditions of work and better human relations become a source of internal happiness. Such teachers would say unhesitatingly that they would not like to change their college even if they get elsewhere a better position or even a higher salary.

6. Administration : The teacher morale goes up or falls down depending upon how it is administered. Centralisation of authority and strict supervision and control lower down teacher morale. Whether staff members openly say or not, they desire their participation in college decision-making process. They feel frustrated when the administration places

teachers always at the receiving end, the communication flows from the top and there is little awareness or concern on the part of the college principal or college management to get a feedback from teachers to their policy decisions or policy implementations.

Hierarchical organizational structure in colleges is morale-breaking. Senior teachers, no doubt, are important because they are experienced and are tried out hands, but junior teachers go with a feeling <sup>that</sup> they do not count in the college. It should be recognised by administration that even junior most teachers can contribute new ideas. Conventions should be built up by administration that excepting crucial policy matters, most of the decision-making should be done with consultation of senior and junior teachers. In this respect, regular staff meetings provide the best forum of expression, discussion and consultation. Whereas teachers may not criticise the college administrative policy in words that go contrary to the expected decorum from them, they should have an opportunity to understand 'how' and 'why' of policy-decisions taken. This is a democratic process.

Colleges can have open administrative climate or closed administrative climate. The former is a better morale

booster.

Senior teachers must associate junior teachers with them in their work to the extent that is feasible. This would create a feeling among all teachers that they enjoy college work. More and more staff members would feel motivated to make their contributions to college work and programmes. Administration should miss no opportunity in curriculum redevelopment, or development of action programmes to improve college teaching and learning.

The administrator should recognise merits and facilitate the work of talented teachers by protecting them from avoidable administrative interferences or hurdles.

No teacher should have grounds to say that his principal's attitude as an administrator irritates him. Administration should strive more to facilitate teachers' work rather than relish in controlling it.

7. Need Satisfaction : This term refers to the satisfaction of both social needs and psychological needs. For instance, holding of staff seminars as a regular pattern of academic life of the institution to discuss issues and questions including curriculum, tests and evaluation and standards of student performance provide to the staff intellectual need satisfaction. The very fact that staff



and the principal meet together across the same table to have an intellectual dialogue is satisfying to most, if not to all members.

Teachers are found to make observations that they enjoy going to the class instead of sitting in the staff common room because, on their own confession, teaching gives them intellectual and emotional satisfaction. Some teachers make no secret of the fact that they feel emotional catharsis after they have done their bit of teaching in the college classes. They welcome students coming to them to discuss their academic and personal problems. They enjoy this first hand personal contact. Teachers feel relaxed and happy when they find that the college atmosphere is cosy and warm. They welcome staff members going together on picnics and parties. This satisfies them socially and emotionally. The bonds of intimacy among the staff become stronger and the distance of the teachers from the principal becomes less.

Staff-teachers need recreation, moments of relaxation, occasions of informality and opportunities for free mixing and having some fun. They like cultural evenings. They like songs, dances and dramas. They welcome opportunities to work together, to play out together and to execute

things together with students. They celebrate events of felicitations and rejoicing together in company.

Some derive satisfaction from the fact that to teach in a college is socially prestigious. They desire to be called 'professors' and enjoy their being addressed so even though they may be mere tutors or lecturers.

It is not always that the teachers and principals have the same views. They may have contrasting views. Often they meet to get their view-points clarified. Some of them even quarrel to justify their views. There may or may not be rancour or bitterness. A healthy clash of minds is always satisfying.

The four basic needs of individuals - recognition, security, affection and adventure are satisfied and even when they are not fully satisfied, honest efforts are made by leadership to satisfy them. This maintains and raises teacher morale.

8. Cohesion : The component refers to purposeful unity or agreement among the college principal and the staff members. The college becomes a team. The better Indian word is that it becomes a 'parivar' ( family ). The members of the college organization operate as members of the same family. They manifest harmony, concord, and symphony.

Teachers enjoy working in task-groups or team. They manifest group processes of deliberations and discussions. There is mutual help and cooperation. Recognition and respect of members' individuality become the pattern of college life.

Teachers take tea together during the recess. Fellow feeling characterises, by and large, their behaviour. The principal serves as a cementing force. When he adopts the policy of 'divide and rule', cohesion weakens and cliques and groupism begin to raise their ugly heads. When this happens, the staff morale starts deteriorating.

Such is broadly the conceptual framework of the eight dimensions of the 'College Teacher Morale Opinionnaire' (Baroda Form) which the investigator intends to develop for her present study.

#### 1.9 Concept of Student Control Ideology

Like teacher morale, student control ideology is another major correlate of the institutional climate of affiliated colleges of the Gujarat University intended to be studied. It is, therefore, necessary to examine its conceptual framework and its components also.

A reference to the NOMOTHETIC and IDEOGRAPHIC model given on page <sup>7</sup> is invited. The NOMOTHETIC dimension of the model refers to the sociological dimension. It underscores

the fact that educational institutions constitute a part of the social system. There are social expectations about schools and colleges. The society expects that its educational institutions not only impart knowledge, skills, healthy interests, attitudes, etc. to the students who enter their portals but also mould their character. Developing traditional societies which are making a slow but steady march towards modernisation expect their youth to be bearers of seeds of social change, contributors of national wealth, and also expects them to serve as a bulwork of defence to preserve its political democracy and democracy as a way of life ; and in multi-lingual and multi-religious societies like the Indian society, this role expectation of the society from educational institutions and administrators, principals and teachers who run these educational institutions enjoins upon them to control students so that they can be academically prepared, trained and morally developed in the desired directions. There is one aspect of institutional culture which is salient enough to be marked out easily - it concerns about student control. In India, the seventies have seen students in a new shape, new dimensions, new mood, new actions. Many university campuses, including the campus of Gujarat University, witnessed some of the ugliest and most destructive outbursts of student violence. Students emerged as a veritable pressure group. There are many

causes - they are not pertinent here. But student control became a major headache and a challenge for university authorities, college principals, college teachers, college student unions, State police, State transport services and the communities at large. Student control assumed an out of proportion magnitude in both structural and normative aspects of college and university culture. These are mentioned just to underpin the saliency of student control as an aspect of college and university culture.

In a way, the ability to control students is conceived by college administrators and even the community as an added qualification for college teachers. Some college teachers are respected by their principal and even by their colleagues for their tact, skill, dynamism and ability to control students. They, on that score, get better status in the college.

The burden of what has been observed so far about student control is that it constitutes a thread running through the fabric of the college culture. But the texture and the colour of this fabric are not the same in all colleges, with all teachers. There are variations. The study of variations has resulted in the specification of what is called by Willower et al. (1967) ' a control typology '. As institutional climate and college teacher morale have their distinctive

typology, Student control has also its distinctive typology. Here, the research work of Gilbert and Levinson (1957) has proved to be particularly useful. These pioneers studied the control ideology of mental hospital staff members concerning patients. Though it is not intended to perceive any relationship between a public mental hospital and an educational institution, the conceptualisation of control ideology made by Gilbert and Levinson is useful in the sense that it has put the concept of control ideology on a control continuum ranging from 'custodialism' at one extreme to 'humanism' at the other. Willower (1967:5) cautions against taking a rigid view of control typology by clarifying that 'the ideological extremes are 'ideal types' in the sense in which Max Weber used the term; that is, they are pure types not necessarily found in such form in 'experience'.

Credit goes to Donald Willower and his two other colleagues - Teroy Eidell and Wayne Hoy for adapting the control ideology and its specifications for educational institutions. They have developed prototypes of 'custodial' and 'humanistic' orientations towards student control. Not only that but they also developed an operational measure of pupil control ideology. They named their measuring instrument as 'Pupil Control Ideology' ( the PCI Form). The present investigator will use the same PCI tool with a few verbal

changes to suit the colleges in Gujarat University which she intends to study as the second correlate of institutional climate.

The prototypes of Custodial Control Ideology and Humanistic Control Ideology are described below in the very words of Willower and others (1967:5-6).

Concept of Custodial Ideology : The rigidly traditional school serves as a model for the custodial orientation. This kind of organization provides a highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behaviour, and parents' social status. They are perceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Teachers do not attempt to understand student behaviour, but, instead, view it in moralistic terms. Misbehaviour is taken as a personal affront. Relationships with students are maintained on as impersonal a basis as possible. Pessimism and watchful mistrust imbue the custodial viewpoint. Teachers holding a custodial orientation conceive of the school as an autocratic organization with rigidly maintained distinctions between the status of teachers and that of pupils. Both power and communication flow downward, and students are expected to accept the decisions of teachers without question. Teachers and students alike feel responsible for their actions only to the

extent that orders are carried out to the latter.

The model of the humanistic orientation is the school conceived of as an educational community in which members learn through interaction and experience. Students' learning and behaviour is viewed in psychological and sociological terms rather than moralistic terms. Learning is looked upon as an engagement in worthwhile activity rather than the passive absorption of facts. The withdrawn student is seen as a problem equal to that of the overactive, troublesome one. The humanistic teacher is optimistic that, through close personal relationships with pupils and the positive aspects of friendship and respect, students will be self-disciplining rather than disciplined. A humanistic orientation leads teachers to desire a democratic classroom climate with its attendant flexibility in status and rules, open channels of two-way communication, and increased student self-determination. Teachers and pupils alike are willing to act upon their own volition and to accept responsibility for their actions.

It would, thus, be seen that the concepts of custodialism and humanism provide a way of thinking about college principals' and college teachers' orientations towards student control. The tool that will be deployed here to study control ideology of college teachers of the Gujarat



University will be in terms of behaviour. Such an exercise would provide us one important clue, viz., to what extent institutional climate typology bears relationship with control ideological typology.

#### 1.10 Conclusion

In this initial introductory chapter, the investigator has endeavoured to examine in depth the ideology and conceptual framework and focal points of institutional climate of colleges as a dependable variable and of college teacher morale and student control orientations as independent variables. The concepts set forth and the components or dimensions of climate, morale and student control ideology are intended to provide a clue to the way of thinking about ideological orientations used in the study. The research instruments would largely draw upon these thinking and reasonings. They would provide a theoretical framework on which would hang and get cemented the building materials through deployment of necessary techniques and processes. How the research is proposed to be structured and built up will be examined in the next chapter. In the subsequent chapter, the process of building up the data collection instruments, their administration and actual data collection, processing and interpretations

will be presented. A separate chapter on review of related research is not contemplated but their approaches and findings will be integrated in interpreting data and working out the implications of the results. This is calculated to result in a better understanding of the sociological, psychological and administrative internal and intra life of the colleges in Gujarat University. It will constitute a departure from the established practice in research reporting.

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