

CHAPTER V :

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

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5.1 INTRODUCTION

Thus end the first explorations in getting to know about the inner, hitherto little or vaguely known, psychological life pervading in the Faculties/Institutions/Departments of the Maharaja Sayajirao University of Baroda, the thinking and interaction patterns and perceptions of its teachers and identify^{ing} some of the relationships and influences that build up the climate on the University Campus, and give a distinctive personality to the University in general and to its Faculties, Institutions and Departments in particular. Such an attempt becomes meaningful in teeth of the present criticism voiced in the press and by teachers in the colleges and universities that administrators from principals, heads and Deans upward to the highest authorities in the University governance oligarchy are more interested in retaining their position and sticking to their office rather than trying to understand the working of the minds of teachers and doing what they can to improve the psychological atmosphere on the Faculty and University campuses. It is this atmosphere - environment and climate that contribute to the peace on the campus and effectiveness of teaching

learning and higher activities like research in universities. The University Grants Commission in India has done precious much in expanding and improving physical facilities and also providing better salary scales and working conditions for university teachers. But it is no better or more lucrative salary scale that gives job satisfaction to teachers, boosts up their esprit and internally motivates them to put forward the best effort they are capable of in teaching, training and research. What they need is warm, congenial and open climate which can inject dynamism in them, improve and increase their sense of commitment to their institution in general and to their students in particular. Institutional climate - particularly its orientation towards openness has been becoming crucial and critical from the point of happiness of the university community, campus peace and quietness and even effectiveness of the university teaching and learning. The present study has sought to examine some of the factors influencing institutional climate on the campus of the M.S. University of Baroda - not only that but has endeavoured to get at the picture with its corners and contours in different dimensions of institutional climate, dimensions of student

control ideology, dogmatism or belief-disbelief systems of the university teachers and the personality facts of some of the Departmental heads. All these are directed to understand the inner life or the personality of the M.S. University of Baroda in perspective of its Faculties/Institutions and Departments. The study also seeks to shed some significant side lights on the administrative dimensions in their operational effects affecting the University - the institutional climate.

5.2 A BRIEF OVERVIEW

At the outset it may be underscored that the present study constitutes the first attempt to delineate and evaluate the institutional climate of the Faculties, Institutions and sampled Departments of the M.S. University of Baroda - a unitary, teaching and partially residential university. It was established in 1949, but in the course of the next 27 years it has seen unprecedented expansion far in excess of its material and even human resources. The University has been struggling hard to reduce the ever mounting huge deficits in its budgets, maintain the quality of its

academic programme and seek new directions in the matter of innovative courses, and reform in examinations and teaching. The academic, administrative and financial struggle in which it has been involved, particularly since 1967, poses to its administrators gigantic challenges. How far such pressures and growing needs have been affecting its inner psychological life and climate needed to be studied. Therefore, not only the present study is pertinent but is opportune also.

The report of the study is presented under five chapters.

Chapter I presents at the outset a brief introductory picture of the Maharaja Sayajirao University. This is intended to provide a background perspective so far as the M.S. University of Baroda is concerned. This introductory presentation includes also a brief orientation of the administrative structure at the Faculty/Institution level. It was felt necessary to provide such a presentation as institutional administrative structure in a unitary, teaching and residential university is different from its corresponding

structure in an affiliating university. It also presents theoretical foundations or basis setting forth the ideology or delineating the conceptual framework of institutional climate, student control ideology, dogmatism, personality factors and students' acts of indiscipline.

The ideological discussion is organized around definitions, differential conceptualisation^{and} findings of studies done in the same or similar areas. The ideologies of institutional climate, student control ideology, dogmatism and students' acts of indiscipline as they are conceived in the present study are dealt with in some greater details, because they are expected to serve as theoretical frames of references for the dependent and independent or criterion variables used in the study.

Chapter II is devoted to the description and discussion of the research plan or the design of the study. It states and elucidates the research problem,^{and} defines the important terms used in the study or in the presentation of the research report.

The rationale of the study is critically examined and an attempt is made to put forward enough justifications for undertaking a study of this nature. An attempt is particularly made to expand the gamut of dimensions of the instrument to map and evaluate institutional climate to justify the inclusion of four more dimensions depicting administrative behaviour as additional facets of the Institutional Climate Description Questionnaire (the ICDQ).

The research plan defines the scope and limitations of the study. It shows how the present study makes an attempt to study institutional climate in perspective of variables mostly not covered in the researches on climate reported so far. This includes not only some new biographical characteristics of the respondent university teachers but new variables like dogmatism, student control ideology and even rarely studied personality factors. The focus in the study is an understanding^{of} the possible relationship existing between institutional climate, control ideology, teachers' belief and dis-belief systems and students' acts of indiscipline which burst out on the campuses of some of the

Faculties and institutions of the University or in the university administration as a direct target.

The limitations of the study are also specifically indicated. They pertain more to the construction and refinement of the research instruments.

Seven specific objectives have been formulated to provide a base and direction to the analysis and interpretation of the data.

The main approach used to treat the data is the formulation of the hypotheses. Sixteen such hypotheses have been formulated. The sample to be used for data collection is fully dealt with in the chapter in the form of appropriate tables. The treatment of the sample reveals that data will be collected from all the Faculties of the University (viz., Arts, Science, Education and Psychology, Commerce, Engineering and Technology, Home Science, Fine Arts, Social Work, Law and Medicine (all the ten Faculties) and five University Institutions - Oriental Institute, College of Indian Music, Dance and Dramatics, Sanskrit Mahavidyalaya, Polytechnic and Padra College. Of these institutions

258 or 28.9 per cent of the total university teachers (not below the categories of lecturers) have been randomly sampled to serve as respondents to the five tools and the Bio-data sheet. The sample is also made stratified. Of the total sampled teachers around 82 per cent are male and the remaining 18 per cent are females. As regards the stratum of professional rank, the sample contains 15 per cent professors, 28.5 per cent Readers and the remaining Lecturers. In the University, too, there are around 77^{per cent}/_{per cent} teachers of the lecturer category.

The other stratum selected was urban, semi-urban and rural upbringing. The sample contains nearly 80 per cent teachers with a background of urban upbringing, 13 per cent with a semi-urban upbringing and 7 per cent with rural upbringing.

Length of experience was also one of the characteristics that was taken into consideration, though it did not form the actual basis of stratification. Nearly fifty per cent of the sampled teachers reported that they had 11 to 15 or more than 15 years of teaching experience.

As regards the SES levels of teachers, 30 belonged to low SES group, 98 low middle, 76 middle, 37 high middle and 17 to high SES categories. Thus out of the total sampled 258 teachers, 204 belonged to middle or below the middle SES group and around 29.3 per cent belonged to high middle or high SES group.

As regards the age-group of the sampled teachers around 31.4 per cent belonged to the age-group of 36-42 years, and nearly 40 per cent to the age-group of 22-35 years.

Most of the sampled teachers - 200 or 77.5 per cent out of the total 258 had no previous leadership experience during their studenthood. Eight out of every 10 sampled teachers had no exposure to experiences in foreign countries or universities.

It would, thus, be seen that the sample was adequate in size and varied in stratifications.

Chapter III deals with the description and discussion of the five research instruments used for data collection for the present study. This chapter examines in depth how the

three new research instruments, viz., (1) the Institutional Climate Description Questionnaire (the ICDQ), the Student Control Ideology (the SCI), ^{and} the Students' Acts of Indiscipline (the SAI) are constructed and how their validity and reliability were established on the sample of the teachers of the M.S. University of Baroda. The investigator has sought to apply the three standards set forth by Halpin for construction of a battery of tests. The investigator has attempted to meet these three standards by resorting to the method of Factor analysis by the Principal-Axis Method and by Varimax Rotation Solution. She has also used two more research instruments ^{that were} and constructed and standardized. abroad, one on Dogmatism by Milton Rokeach and the other 16 P.E. (Form E) by Cattell. But she has taken care to try out these tools on her data and verified them in respect of their validity and reliability.

She has also applied the technique of Multiple Correlation and Regression Equation to indicate the strength of the relationship between one dependent variable - institutional climate and two or more independent variables -

the SCI, the dogmatism, the SAI etc. taken together. The Regression Equation is deemed to be helpful in predicting the value of criterion variables for climate scores.

The statistical techniques and procedures used were varied and sophisticated. However, they were appropriate to the nature of the hypothesis that was to be tested and in the service of which these techniques and procedures were used. Statistics like standard scores, t-tests, chi-squares, analysis of variance, the Scheffe's Test, factor analysis through the Principal-Axis Method and Varimax Rotation Solutions were used. The inter-correlation matrix and multiple correlation and regression equation procedures were also deployed in order to give a depth and width to the examination and interpretation of the data yielded by the five research instruments and the bio-graphical sheet.

This, in short, is the broad framework of the research plan used in the present investigation.

In the next chapter, a close look will be given in examining how and to what extent ^{and} where the research objectives have been achieved.

Chapter IV constitutes the heart of the study. It is devoted to the analysis and interpretation of the data yielded by the five research instruments and one bio-data sheet for the respondents deployed by the investigator in her study. She has organized the analysis of her data and interpretation around the testing of the 16 hypotheses. The hypotheses are of varied nature and scope. They relate to identification of institutional climate of Faculties/Institutions, Departments, examination of factors that cause variations in the climate typology, comparison of mean scores of different dimensions of the ICDQ under Open climate and Closed climate and testing of their significance, the comparison of climates of Departments belonging to different academic disciplines, ^{and} examination of the significance of differences in mean perceptions of Deans, Heads, teachers, professors, lecturers on different dimensions of the ICDQ. The hypotheses also include in their gamut the examination of the significance of relationship between institutional climate, and Students' Acts of Indiscipline, Student Control Ideology, Dogmatism of university teachers and personality factors of some selected heads of University Departments.

The interrelationship among the students' Acts of Indiscipline, belief and disbelief systems of the teachers and Students Control Ideology also came under a critical probe. Some hypotheses were also devoted to determine the extent to which some of the biographical characteristics of the respondent university teachers had actually influenced their perceptions of the climate of the institutions to which they belong. Thus, the focal points in this main chapter were principally four viz.,

- (1) Identification of climate categories of different Faculties/Institutions and the departments of the University.
- (2) The factors causing variations in climate.
- (3) The possible influences that appear to affect the perceptions of teachers about the climate of their own institutions.
- (4) Evaluation of the possible effect of Control Ideology and belief systems of University teachers on their perceptions of climate on one hand and the extent to which they operate as determinants or causative factors of Students' Acts of Indiscipline that have become one of

the most disturbing and ugliest aspects of university campus life in the recent years.

One of the underlying assumptions in the study has been that what is happening in university institutions and to the university administration is in no small measure due to the organic sickness being manifested by the university institutions. The wrong directions in which the university teachers tend to develop their control ideology and build up their belief and disbelief systems as well as their attitude cause student unrest. If university campuses have not been quite ^e and peaceful in recent days, the reasons should be sought in directions like institutional climate, Student Control Ideology and dogmatic thinking of teachers and administrators. Unfortunately these directions and dimensions have remained so far unexplored. The present study should therefore be regarded as the first small step into a neglected domain of administrative research.

Chapter V is the concluding chapter. Its focal points are mainly three: viz., (1) a brief overview of the study, (2) evaluation of the achievement of the specific objectives of the study and (3) suggestions to improve institutional climate of the Faculties/Institutions and Departments in particular and of the University Campus in general.

5.3 ACHIEVEMENT OF THE RESEARCH OBJECTIVES

It may be recalled that in section VI of Chapter II some general and a number of specific objectives were formulated for the study. It is now time to find out to what extent the investigator has succeeded in achieving these objectives, through the data yielded by her research instruments and the statistical procedures adopted by her to analyse the data and classify them for the ease of their interpretation.

It was stated in the section referred to earlier that the primary concerned of the study was to identify the Institutional climate of the Faculties of the University and of some of its selected institutions and departments.

This objective is treated in depth in section II of the Chapter IV under the Hypothesis I. Here the investigator has not only identified but evaluated the climate of all the ten Faculties of the university including the Faculty of Medicine, which operates as a Government College, but a unit of the university.

Among the Institutions the investigator has sampled the major institutions, like college of Indian Music, Dance and Dramatics, the Baroda Sanskrit Mahavidyalaya, The Polytechnic, Shri M.K.Amin Arts and College of Commerce and Science located in the Padra Campus of ^{the} university and the Oriental Institute which is basically research institute.

Over the period of time, the university has expanded remarkably on its academic programmes of teaching and training as well as of Research. This has led to unprecedented increase on the number of university departments. The investigator has selected 57 of them, keeping the criterion that they represent the major academic disciplines. The identification of the climate of the departments is treated with sufficient details in section 4.4. In doing this the investigator has thought it desirable to distribute the sampled 57 university departments into five major academic divisions, vizt, (1) Humanities (2) Social Sciences (3) Pure Sciences, (4) Applied Sciences and (5) Fine Arts. The discussion is in the form of testing the Hypothesis III.

Another major purpose of the study was to examine the possible relationship prevailing among the institutional

climate with Student Control Ideology, teachers' Dogmatism and Students' Acts of Indiscipline, in the Faculties/Institutions or Departments or on the university campus as a whole. This objective forms the theme of the Hypothesis XIII presented in Section 4.14 of Chapter IV.

It would thus be seen that the two major objectives formulated by the investigator for her study have been fully realised in Sections indicated above.

Besides these two general objectives, as many as seven specific objectives were framed to give a kind of specification, variety and depth to the treatment of the research data.

The first of these specific objectives pertained to the identification of institutional climate of Faculties, sampled institutions and departments on a climate continuum. As stated earlier, this objective was dealt with at length and in depth in Section 4.2.

The second objective sought to inquire into the possible factors or influences that create different climate typology. This second objective formed the focal point of discussion

in Section 4.3 under the Hypothesis II. The discussion on this objective has been extended in Section 4.4 also under the Hypothesis III.

The third objective was centered on examination of climate categories of the major departments representing the major academic disciplines of the university. The treatment of this objective will be found in Tables 5.12, 4.13 and 4.14 and the discussions that were pivoted on them in the form of elucidation and comments offered on those tables.

The objective four pertained to the impact of some selected biographical characteristics of the university teachers on the influence they exercise in creating faculty-/institution-wise or departmentwise climate. An attempt was made to achieve this objective to formulate the Hypothesis XVI and ^{to} examined it critically under Section 4.17.

The fifth objective was directed to determine whether the estimates of climate by Faculty Deans/Heads of Institutions and Heads of the Departments, Professors,

lecturers etc. differ significantly or not. This objective provided a base for the analysis of the data and interpretation thereof presented in Section 4.5. Tables 4.15, 4.16 and 4.17 are specifically focused to organise data in a manner that would facilitate the treatment of this objective and the evaluation of its achievement ultimately.

The last two objectives relate to the two new variables incorporated in the present study. They are Student Control Ideology and Teachers' Dogmatism. The objective on Student Control Ideology was treated in relation to institutional climate in Section 4.10 and was examined in the light of its bearing on Students' Acts of Indiscipline in Section 4.14 under the Hypothesis XIII.

The last objective which seeks to relate teachers' Dogmatism to the Openness of the climate is the theme of the discussion presented in Section 4.12 in Chapter IV under Hypothesis XI.

In brief, it will be seen that the investigator has taken all possible care to gear the formulation of the

Hypotheses as well as the procedures for testing them to two general objectives and the seven specific objectives which constitute the crux of the present study. It is endless to emphasise here that it is these objectives that basically guided the architecturing of the research design, the construction or selection of the research instruments and statistical procedures adopted for analysing, classifying and interpreting the data provided to her by the sampled respondents.

5.4 MAJOR FINDINGS

The major findings can briefly be stated as under :

- (1) Variations were found in the Faculty climate. The percentage of the Open climate Faculties (46.6 per cent) and that of Intermediate climate Faculties (40 per cent) are more than that of Closed climate Faculties (13.4 per cent).
- (2) A corresponding variation was also found in the climate categories at departmental level. However, the departments studied were equally distributed among Open, Intermediate and Closed climate categories.
- (3) The mean scores of (a) two negative dimensions of teachers' behaviour "Disengagement" and "Hindrance" are higher in Closed climate Departments than they are in Open climate Departments.
(b) The mean scores of the two positive dimensions of teachers' behaviour namely "Intimacy" and "Esprit" are higher in Open climate Departments than those in Closed climate Departments.
- (4) Marked variations were found on the mean scores of the twelve dimensions of ICDQ in case of Open and Closed climate categories.

- (5) Certain Departments stand higher in more productive and desirable dimensions like "Esprit", "Intimacy", "Thrust", "Consideration", "Communication", "Human Relations" and "Freedom and Democratization" and other Departments stand lower on them.
- (6) (a) The perceptions of the Faculty Deans and of the teachers differ significantly on all the twelve dimensions of the ICDQ at .05 level.
- (b) The perceptions of the professors and the lecturers were found significantly (.01 level) different on dimensions "Disengagement", "Hindrane", "Intimacy", "Aloofness" and "Thrust", whereas on the dimension "Communication" it is significant at .05 level.
- (c) The mean perceptions of the Heads of the Departments and Lecturers were found significantly different on the twelve dimensions of ICDQ.
- (7) The mean score on Students' Acts of Indiscipline in Open climate Faculties is lower (70.50) than the corresponding mean score in Closed (81.82) climate Faculties. That means the more Openness of the climate the less are the students' Acts of Indiscipline.

- (8) Significant differences were found in mean scores of major Departments (5) on SAI mean score.
- (9) (a) Positive significant relationships were found on the two negative dimensions of teacher behaviour i.e. "Disengagement" and "Hindrance" with the scores of the teachers on SAI.
- (b) Negative significant relationships were found on the positive dimension of teacher behaviour i.e. "Esprit" with the scores of the teachers on SAI.
- (c) Significant relationship was found on the negative dimension of Principal's behaviour i.e. "Aloofness" with SAI.
- (d) All the four dimensions of Administrative behaviour, namely "Communication", "Human Relations", "Freedom and Democratization" and "Organizational Structure" exhibit negative significant relationship with the scores of the teachers on SAI.
- (10) The coefficients of correlations of the SCI with all the four dimensions of Administrative Behaviour of the ICDQ were found negatively significant.
- (11) In Open climate Faculties, the teachers manifest Humanistic attitudes whereas in Closed climate

Faculties the teachers manifest Custodial attitude when considered against the four dimensions of the administrative behaviour of the ICDQ.

- (12) The mean score of the SCI for University lecturers in Open climate Faculties was lower than the mean score of the SCI for university teachers in Closed climate Faculties.
- (13) The difference in mean teacher perceptions on control ideology is significant at .05 level between teachers of Humanities and Pure Sciences, Humanities and Fine Arts and .01 level between the teachers of Social Sciences and Applied Sciences, Social Sciences and Fine Arts.
- (14) (a) The Heads of the Departments of the Open climate category are warm, out going and good natured while those of the Closed category are aloof, precise and rigid, when personality factor A is taken into consideration.
- (b) In case of Factor B, the Departmental Heads of the Open Category are bright, cultured and quick in grasping ideas while the Departmental Heads of the Closed category are dull, of low capacity for the higher terms of knowledge and somewhat boorish.

(c) The mean scores in factor G indicate that the Departmental Heads of the Open category are conscientious, planning-oriented, energetic and responsible while the Departmental Heads of the Closed category are casual, unsteady and irresolute.

(d) The Factor H shows the departmental Heads of the Open category are experimenting, intellectually matured and more tolerant of inconvenience while the departmental Heads of the Closed category are conservative, cautious, and traditional.

- (15) In case of Open climate category lower Dogmatism mean score for teachers was found while higher dogmatic mean score was found in Closed climate category.
- (16) The four dimensions of ICDQ, namely "Esprit", "Thrust", "Communication" and "Organizational Structure" exhibit negative significant relationship with the dogmatic scores of the teachers.
- (17) Correlations between dogmatism score and negative dimensions of ICDQ, namely "Hindrance" and "Aloofness" are not significant.
- (18) The "Communication" and "Consideration" are negatively related to the Dogmatism score while scores of "Disengagement" and "Intimacy" were found low.

- (19) The Dogmatism of the teachers and their Student Control Ideology as measured by SCI are positively significant at .01 level.
- (20) SCI is significantly related to Dogmatism, Dogmatism is significantly related to SAI and SCI is significantly related to SAI. It means all these three variables are interrelated.
- (21) Students' Acts of Indiscipline have significant relationship in the Open and Closed climates. On the other hand, Student Control Ideology and Dogmatism have no influence in determining the variation in the Institutional climate.
- (22) Students' Control Ideology, Dogmatism and Students' Acts of Indiscipline have sufficient influence in determining the variations in the departmental climate.
- (23) There is no real relationship between Student Control Ideology of teachers and Students' Acts of Indiscipline of University Departments.
- (24) Teachers of the Departments have more Custodial Ideology while Heads of the Departments have more Humanistic Ideology.

- (25) (a) Sex of the teachers influences the climate.
- (b) There does exist relationship between perceptions of the professors and readers on the one hand, and lecturers on the other hand in respect of their perception of the Institutional climate.
- (c) The urban-rural upbringing of the responding university teachers appears to be an influencing factor in their estimate of their Institutional Climate.
- (d) There does exist significant relationship between exposure of university teachers to experiences in foreign countries and their perception of their institutional climate.
- (e) Insignificant relationship was found between the leadership with the climate of the institution.

5.5 IMPROVEMENT OF INSTITUTIONAL CLIMATE :

SUGGESTED DIRECTIONS AND DIMENSIONS

From the summary of the major findings presented in the previous section, the emergent picture about the institutional climate of the Faculties of the M.S.University of Baroda does not appear to be gloomy and frustrating. More Faculties - 46.6 per cent manifest Open Climate, 40 per cent Intermediate Climate and only 13.4 per cent Closed Climate. This picture is certainly rosier than what emerged from a recent study of the affiliated colleges of the Gujarat University. She found more Faculties of the Gujarat University revealing either Intermediate or Closed climate categories, rather than the Open climate categories. The reasons for this variation may lie in the fact that whereas the M.S.University of Baroda is a unitary (city), teaching and residential University, the Gujarat University is a regional university covering a large part of the Gujarat State. Further, in the M.S.University, there are no affiliated colleges, but constituent Departments or colleges which are under more direct influence of the University and conditions of work, procedures of recruitment of staff are common. The University Syndicate has

full control of direction over all the institutions of the University. This has resulted in maintaining common standards of conditions of work, teacher recruitment, teaching and examinations.

Whether a unitary type of University constitution is more conducive to creation of Open Climate or not has to be further examined by studying institutional climate in other unitary, teaching and residential universities in the country like Aligarh Muslim University, Banaras Hindu University, Vishwabharati University, Osmania University, Hyderabad, Annamalai University, Jawaharlal Nehru University, New Delhi, and such other universities. The Hypothesis needs to be tested by further studies whether unitary, teaching and residential universities have their institutions revealing more Open Climate and the large bulk of affiliating Indian universities tend to manifest more of Intermediate and Closed climate categories.

Here, one point needs to be underscored - the Closed climate institutions of higher learning are not necessarily something to be looked down or despised. Closed climate institutions are at the worst be considered sick organizations.

They are to be helped to get their sickness cured. If we note the difference between how group members - teachers operate in Open Climate Faculties/Institutions and Departments and Closed Climate Faculties and Departments, one will know where and how the remedies are to be directed and applied. In Open Climate institutions, the actions of the teachers emerge freely and without constraint. Therefore, one essential step that should be taken - and the effectiveness of which depends much upon the Faculty Dean or Head of the Institution and of Departments to encourage freedom and decentralization. If teachers are made to function under constraint and undue pressure or directives, one obvious consequence is that the teacher behaviour will cease to be genuine or authentic. They will speak what they really do not mean and their behaviour would be merely outward or artificial. Teachers would care more for what the Dean or the Head likes or does not like and mould their speech and action patterns accordingly. An outsider would not fail to notice the air or ring of artificiality, pretence and a consciousness to please the authority by toeing their line of action or using a speech which is pleasing or flattering to them.

Further, if closed climate Institutions or Departments are to be helped to move towards openness of institutional climate, a judicious balance should be maintained by the leader between behaviour which is oriented towards organizational control and behaviour which satisfies social needs and a further balance between the initiation of leadership acts by the Dean/Head or the Principal between the initiation of leadership acts and emergence of such acts from the group.

The question that naturally arises is : Can an institution be helped to change or modify its institutional climate? The answer seems to be difficult ~~at~~ this stage. Further research or experimentation is needed to provide a valid answer to this question. But considering the manner in which different dimensions of climate operate and cumulatively contribute to the totality of effect culminating in climate one can make some positive observations on this issue.

Firstly, climate can be improved if (a) the negative teacher and leader behaviours can be reduced or modified in the intensity of their warping effects on climate;

(b) the positive teacher and leader behaviour can be strengthened; and (c) the administrative institutional behaviours can be changed or positively reoriented.

(a) Negative Teacher Behaviours : They are disengagement and hindrance. One effective step in the direction of improving institutional behaviour is to reduce both these negative teacher behaviours. This raises a basic issue. When and how do teachers develop disengagement?

Disengagement is generated among teachers when the faculty morale touches a low level. When an institution fails to operate well in terms of meeting social needs of teachers and when the leadership at the level of Faculty/Institution or Department fails to pull together the staff, and when his own actions, attitude and policy are such that the staff gets divided, and conflicts and bickerings among individual members get generated. Teachers, particularly sensitive and conscious teachers lose their heart in the work assigned to them and they go through the cycle of work either mechanically or monotonously and feel disengaged. In one of the Faculties of the University, which

manifested highly closed climate, the investigator found that the leaderships at the Faculty level and Departmental level were responsible for generating among a sizeable number of staff members disengagement. She found several influences working at the back of this attitude of disengagement on the part of teachers :

- (1) The leadership was arrogant and authoritarian;
- (2) Quite a number of staff members felt that they were being treated as dumb driven cattle; they were at most times being directed and dictated; they had little real or genuine involvement; quite often some of them complained that in staff meetings, talking was monopolised by the Department Head; some teachers were singled out for praise and appreciation while the majority had hardly any opportunity or chance to air their views and even when they could express their opinion, it was simply brushed aside as if it carried no point or was not worth for recording or further probe.
- (3) Favouritism, patronage to some and rejection of others created among the staff an attitude of least concern or of minimum interest.

- (4) The investigator also found that disengagement was caused not only at the level of a Department, but the attitude and treatment given to some staff members by the institutional Head were responsible for shattering their morale and lowering their esprit. Loose talk on the part of the institutional head during the tea-break in the teachers' common room irritated not a few teachers.
- (5) When gossips are spread, irresponsible remarks or comments made by senior and responsible members, rumours are spread, character ^{ssa} assassination made, anonymous letters are written, it is natural that sensitive teachers begin to develop an attitude of disengagement. When staff morale begins to degenerate, a process of disintegration among the staff begins which moulds an attitude of disengagement among teachers.

The investigator found in one Department over emphasis on task-accomplishment by the head resulting into an attitude of apathy among the staff members. They were afraid of their Departmental head, and appeared to do

whatever they were directed to do. But their heart was not in the work they did. They appeared to be engaged in the assigned task, but actually they were mechanically going through the motion - they did not appear to be in "gear" with respect to the assignments given to them.

In another Department, the disengagement of the teachers could be seen from the manner in which they opposed certain decisions or actions of the head of their Department. They either did not sign the papers circulated among them or held them back with them.

On another occasion, a number of staff members abstained themselves from a function organized by the Head of the Institution.

'Too many committee meetings' was the cause of disengagement found in another Department. When the manners, speeches and actions of the Head of the Institution become annoying or embarrassing to a few or more staff members, the resultant resentment becomes a cause of teachers' disengagement.

Hindrance : This denotes teacher behaviour which has negative or restrictive effects on creating institutional climate. In school, hindrance is the result of the principal's behaviour. In a teaching university, hindrance may be felt not only by teachers but even by Heads of Departments constituting a Faculty or an Institution. The source of this type of hindrance may be the University Administration Office which operates as per the resolutions of the University Syndicate or the notings by Vice-Chancellor or Pro-Vice-Chancellor done on university files pertaining to causes referred to the University Office by Faculties. Hindrance to teachers may be caused by certain attitudes or actions of the Head of the Department.

During her visits to various Faculties or Departments, the Investigator came to know how teachers or even Heads of Departments felt that they were being hindered in their work. At the teacher level, in some Faculties, hindrance was both from the Dean and from the Head of the Department. This happened mostly ^{to} Faculties/Departments in Closed or Intermediate type of climate category. In Faculties/Departments possessing Open Climate, she hardly came across

such cases. On the contrary, there she found teachers engaged in their work happily and they seem^{ed} to be enjoying their work. Hardly, they had anything to say against the Head of their Department or their Dean.

In one Department, the Investigator was surprised when she was told by some teachers that they ^{could} not meet her or even accept her questionnaire for registering their responses on them prior to their discussing the questionnaire with their Head and they could cooperate with her only if they were permitted by their Head. This, they persisted in emphasizing, even when they were told that hers (the investigator's work) was academic - the research type and it was not her intention to evaluate any individual or organization but to get a general feel of the climate in the University which, in fact, is the cumulative result of the influences of the climate at the Faculty or at the Departmental level. Her surprise was all the more when she found that the individuals and Departments from where such resistance came had on their staff a number of foreign trained teachers.

She could get to know about the nature of hindrances that teachers in some Faculties/Departments felt.

(1) Teachers were required to take permission of the Department Head even if they wanted to go to the University Library for referring to some books or journals. In the case of the station campus of the University, the University Library is situated at a walking distance of 3 to 4 minutes from most of the Departments in the Faculties of Arts, Science, Education and Psychology, Commerce and Fine Arts.

(2) The Deans of some Faculties were found to be in the habit of holding back teachers' papers or Departmental papers which were submitted to the Dean's Office for onward transmission to the University Office. In the M.S.University, all correspondence in a Faculty/Institution with the University has to pass through the Head/Dean with his endorsement. When papers remain in the office of the Institution for a long time, without being attended to, sometimes teachers and Departments suffer either inconvenience or embarrassments. When such papers are regarding some academic or administrative proposals or even appointments, the loss to the Department is great. In one

Institution, the investigator was told that some of its sanctioned posts lapsed because, the office of the Institution delayed in sending the proposal to the University, and in the University also, sometimes work gets so much piled up owing to the shortage of staff or the clerk dealing with certain subjects or the head of the administration is ill-disposed or is on long leave.

The factor analysis of the OCDQ of Halpin and the ICDQ of the present investigator shows that hindrance has high loading on Esprit, average loading on Organizational Structure and negative loading on Social needs satisfaction. In creating openness of climate, both group - maintenance and task accomplishment play an important role. From this point, hindrance undermines morale or esprit and accentuates unduly organizational control.

One must realise that, hindrance is bound to occur in any organization, so long as organizations are run by individuals and are governed by rules and regulations. One cannot escape from hindrance. It has to be taken as a natural fact of life. But it should not be allowed to assume such a proportion that it disturbs teachers or even

Deans and Heads of Departments mentally or it frustrates them. The threat to climate arises when individuals - teachers, heads and Deans get frustrated.

There should be some common platform or a forum where teachers, Departmental heads and Deans can sit together with a will to understand the view points of one another and difficulties - the hindrances that pinch each. It is possible that even on the issue of the causation of hindrance, each party - teachers, Department Heads and Deans have something to say. In the University there is a provision for a monthly meeting of Deans with ^{the} Vice-Chancellor, Pro-Vice-Chancellor and the Registrar's Office. At this meeting many points of difficulties experienced by Deans could be put forward and discussed.

In every Department, a convention should be established that every fortnight or so, there is a staff meeting. The staff meeting can be a forum for institutional planning and also for voicing forth needs and difficulties felt by individual teachers. The only necessary condition that should be satisfied is that such staff meetings should be the avenues of free expressions and be not like a conducted

meeting. The atmosphere at staff meetings should be so created and such conventions and traditions should be set-up that teachers quietly - without unnecessary noise or shouting express and exchange their views in good faith and in healthy spirit of comradeship.

Similarly, in every Faculty/Institution, the heads of Departments should periodically meet and ~~throw~~ ^{discuss} out the common problems discuss the Faculty need or departmental need and should have such free exchange of views calmly, that even Departments should not be allowed to carry a feeling that their work is being unduly hindered,

These are some of the mechanisms to be deployed in reducing the feelings of hindrance being felt by teachers, Department Heads and Deans. Such measures might help in reducing the effects or negative effects on creation of Closed or Intermediate Climate or preventing Open Climate to be built up.

Esprit : It is a dimension of positive teacher behaviour. This is a very important condition which efforts should be made to foster. On Halpin's (1966: 225) own admission, esprit tends to correlate with both authenticity and Openness. He observes (p.226) that "esprit" may be an index to authenticity as perceived by the participants." Halpin (p.163) goes to the length of observing that "if we were to analyse the data for second order factors, we would find that all the sub-tests (of the OCDQ) could be explained in terms of one general factor - "Esprit".

Esprit connotes something more highly specific than what normally has been construed as morale. As, esprit reflects the interaction between the group and the leader, one effective strategy to improve the climate of a Faculty/Institution/Department is to ensure conditions which tend genuineness to the relationship between the group and its leader. This indeed is a difficult task. It is difficult to change the personality traits that determine perceptions of leaders - Deans and Heads and influence their action patterns. One strategy is to involve Deans and Heads of Departments in inservice training programme, which should

be so devised that participation in them leave some effect on their perceptions, value systems, control ideology and dogmatism. The esprit of teachers goes down miserably when leadership manifests high dogmatism, custodial ideology and little concern for group maintenance.

If Deans and Heads of Departments play such a decisive role in building up and maintaining esprit of the group - teachers, it is time that the University Syndicate reviews its procedures for the appointments of Deans and Heads of the Departments. The present practice is that the appointment of the Dean of a Faculty or the Head of a University Institution is done by the University Syndicate from among the Heads of the Departments constituting the Faculty/Institution. Generally, selection is made on the basis of seniority among the Heads of Departments. But this principle is not always followed. Sometimes, university teachers are left guessing how a person is appointed as a Dean. It is difficult to know what factors or influences work in the appointment of Deans of Faculties or Heads of Institutions. The recently adopted principle of appointment of Deans by rotation is good. But there are cases when this principle

has not worked ^{out} in actual practice. When so much is at stake in the appointment of a right type of person to lead a Faculty or an Institution, it is desirable that utmost care is taken in making a judicious selection. The process of selection is always complex and difficult. Instead of adopting the approach of ad-hoc decision, the Syndicate should gather all possible data about the persons whom it feels appropriate for appointment to such an exalted and prestigious position. The data should be collected mostly through informal contact with senior and junior teachers of the Faculty/Institution. The data should throw light particularly on the candidate's

- (a) personality factors,
- (b) dogmatism,
- (c) his control ideology - whether it is humanistic or custodial,
- (d) his leader behaviour, particularly his ability in initiating structure - moving the organization towards desirable goals,
- (e) skills in human engineering,
- (f) his attitude or habit of hindering or facilitating teachers' work,

- (g) his skills of ability to maintain and boost up the esprit of the teachers and preserve the cohesion among the staff,
- (h) his communication style, his known habit, attitude and faith in getting a feedback from the students and the colleagues ~~may~~ modify his behaviour,
- (i) his philosophy about meeting the psychological needs of the person^{nel} of the organization.

These procedures may appear lengthy and cumbersome.

But they are likely to provide clues in right direction to select ^{the} effective leader for a Faculty or an Institution.

The present practice of appointment of Heads from Professors and Readers needs also to be reviewed. Professors and Readers can provide academic direction. But academic competence is not always the ^rperogative and privilege of a professor or a Reader. Along with academic competence and professional insight what is necessary for the Head of a Department is to be able to provide democratic leadership and ensure group maintenance. The investigator found that in some Departments, when Heads possessed skills of human engineering besides academic competence, both the

task achievement and esprit were found to be high. But when the Head behaved as a bureaucrat and autocrat, esprit was found to be at a low ebb.

Thus, in the improvement of institutional climate at Faculty/Institution/Department level, the adoption of more searching procedures to select leadership appears to be a much needed reform at the Faculty and Department level.

Intimacy : Like Esprit, Intimacy is also a dimension of positive behaviour of teachers. Sociologists would say that 'a man being primarily a social animal' - his social and psychological needs need to be satisfied as much as his economic and other needs contributing to his general welfare. Unfortunately, our educational institutions and ~~their~~ administrative machinery have grown over a period of time under the impact of the influence of bureaucratic British ideology and attitudes. This has relegated, till researchers in industrial field brought it to the fore the crucial need of doing something by every organization to meet the social and psychological needs of its personnel. Industrial research has

unequivocally shown beyond doubt that the satisfaction of personal and ^{of the} social needs of a worker contributes to the growth and production. Thus, in administration of education a new focus has emerged and which underscores the need for making adequate provision for recreation, personal welfare and social needs satisfaction of teachers and other educational personnel. As stated earlier, as our colleges and universities grew largely in the wake of British influences and traditions, an important factor like Intimacy has remained either neglected or little cared for. However, teachers in schools and colleges appear to manifest Intimacy because it is in the Indian culture. Unlike citizens of some western countries, Indians are by nature more friendly, social and informal. Unless, the personality factors determined ones behaviour differently, a teacher likes to mix with his colleagues and be friendly with him/her. Thus, viable climate gets built up in an educational institution on social counts, it can be attributed to the sociological culture of the Indian society.

But, one cannot rest merely on something i.e. handed down to us as a part of our social culture. Faculties/

Institutions and Departments should plan for amenities like staff common-room, cafetarian, organization of periodical cultural needs and also of picnics and excursions, so that staff members come closer to one-another and derive the inner satisfaction which springs naturally from social contacts and intimate friendships. In order to build up an open climate in an institution it becomes a direct charge on the leadership to explore all possibilities and seized all opportunities to bring individual staff member together, cutting across the artificial barriers created by seniority or professional standing. Teachers should be in a position to meet other teachers as a friend would meet another friend. Such a thing cannot be manipulated. It has been to the spontaneous and such occurrences should be natural. The task of the leadership is merely to set the stage; create an environment and let individual colleagues play the social role as he/she likes. Sometimes barriers do ariseⁱⁿ developing an atmosphere of Intimacy in an institution. Here, the leader should be cautious to see that he himself is not consciously or unconsciously the cause of such barriers. If we can locate or identify influences or factors that keep some staff members aloof

and isolate, it feels the leader to take initiative and interest to see that personal angularities are rounded out and everybody is able to meet freely and fearlessly as individuals meet in the social role.

The university administrators should be also vigilant and see that more Intimacy is developed through group programmes, devices like staff meetings, staff excursions, and organisation like Faculty club and university teachers' association. The recent trend in the University Grants Commission to encourage universities to increase residential accommodations for teachers on the university campus and provide funds for canteens and other sport activities, is in conformity with the findings of social and industrial research that much more than anything else, the conditions in which workers live and work are more productive and they turn out to be the more crucial inputs than anything else.

Aloofness : It is one of the two leader behaviour dimensions which are responsible for creating closedness of climate. On the campus of the M.D. University of Baroda, aloofness does not seem to be so prominent a characteristic - excepting in few cases where aloofness on the part of leaders appears more due to their personality traits. The Multiple R and the Regression Equation for the climate scores in Gandhi's study (1977: 329) showed that climate scores had significant relationships with certain personality factors among which are included Factor A (denoting reservedness), Factor L (denoting suspiciousness), Factor M (denoting concentricity), ^{and} Factor N (denoting sophistication). The Multiple R and Regression Equation also showed a significant relationship with both student control ideology and dogmatism level. Thus, it is possible that aloofness which characterizes the behaviour of some of the Heads of Departments may be due to their personality factor.

The investigator also came across cases of aloofness on the part of some Department heads, which was generated by the position of power and prestige that is held by them in the Faculty. When one occupies the chair of the Head of

a Department, he or she is likely to feel very important and distinct from others. Of course, such a feeling when entertained by the Heads of Departments is unfortunate and it is not in consonance with the spirit of academic scholarship, and seniority of experience. But with some, it does develop as one of the human weaknesses.

The practice of having periodically regular staff meetings, as observed earlier, helps in reducing such aloofness which is an outgrowth not of personality but of a consciousness of a superior position and wielder of authority and decision-making. The more opportunities are created in a Faculty or a Department for social meetings, professional conferences and even for recreative cultural evenings, the leaders will be thrown into situations where they will have to rub their shoulders with those of their colleagues, and therefore, the intensity of leader aloofness will get automatically reduced. One of the unfortunate characteristics which institutions of higher education in the country have has been fast developing. It is too much academic mindedness, being less sensitive to meeting social needs, and making provision for sports, games and

recreation for the staff and students. A college or a Department is, no doubt, a temple of learning and can be legitimately expected to concentrate on pursuit of excellence. But the old proverb, viz., all work and no play makes one dull is true of institutions of higher learning and leader-teachers' interaction patterns and relationships.

Production Emphasis : As observed earlier, in schools, colleges and universities, the premium seems to be placed on results or production. Institutions are evaluated on the criterion of their production and output. This makes many Department heads making heavy demands on their staff for task accomplishment, long hours of work, leaving little time for rest or recreation. Production is no doubt important. In developing countries, there is nothing strange if production is greatly emphasised. But when a good thing is also pursued in an out of proportion way, the results are not as good as expected. Production Emphasis should be mixed up with considerations and understanding of the needs of human organisms for rest and recreation. Stark bossism is never successful. Outwardly, it may appear to be yielding good results in terms of output or achievement, But inwardly,

the workers - the staff members boil within themselves and there are more negative inward reactions which rob the output of much of its quality. The staff becomes dissatisfied - the fire of dissatisfaction may not be apparent, it may be latent, but its sparks are there, and it may burst out at any time, harming the institutional climate of the Faculty/Institution, Department and even of university in no mistake-able terms.

Excessive production is indicative of custodial ideology and even high dogmatism. The present study, and the study by Kirit Gandhi have unequivocally shown that custodial ideology and high dogmatism tend to

A desirable situation, though difficult indeed, is ~~one~~ in which the Dean of a Faculty^{or} the Head of an Institution and/or the Head of a Department ~~is~~ able to achieve an appropriate integration of their personality and the role ~~they~~ ~~is~~ expected to play as the Dean or as the Head of the Institution or as the Head of the Department over which ~~they~~ presides. One point needs to be underscored that their colleagues in the organization must view their behaviour as genuine. They should develop the personal flexibility to be

genuine whether they emphasize production. But they should be cautious enough not to develop high dogmatism and adopt a custodial control ideology. Instead, if they are able to develop or adopt humanistic control ideology and concentrate more on motivating their colleagues and be vigilant to provide them satisfactory conditions of work which can bring for them job satisfaction, they will not have to emphasize production; nor do they need to monitor teachers' activities closely, because if teachers are satisfied lot and have intrinsic motivation, they, themselves, will work hard, without anybody to goad them to put in hard and long hours of sustained work. As Halpin (1966: 175) observes, "they (teachers) will produce easily and freely".

Thrust : This constitutes a positive dimension of leader behaviour which needs to be strengthened, if Faculties/ Institutions and Departments of the University are to be helped to move towards openness of institutional climate. This should be regarded as an essential quality in leadership in educational institutions at all levels. This behaviour can be harnessed and deepened if provision can be made for inservice training of those who occupy position of leadership

in educational institutions. They must be exposed to such training experiences through panel discussions, role playing, discussion on case studies, screening of educational films, and analysing of real situations so that the participating leaders can develop insight in initiating structure and the strategy to "move" the organization. Discussion on how to develop and tap intrinsic motivation among workers - teachers will also help in developing the quality of "thrust" among the leaders. The training experiences for developing "thrust" among the leaders should underscore at least the following:

- (a) They make attempts to motivate their teachers for hard and intelligent work by motivating them. One effective way to motivate teachers is through setting example personally of hard, planned and conscious work. When colleagues see their own Head working hard, honestly and conscientiously, they - at least a sizeable number of them feel an urge to work in a similar spirit.
- (b) It does not become necessary for the leader to resort to close supervision work of his colleagues.
- (c) The staff appreciates the leader's attitude more because he does not indulge in custodial control ideology,

he never seems to be unduly highly dogmatic and he does not ask them to give of themselves any more than he willingly gives of himself.

- (d) One cannot say that the behaviour of the leader is not task-oriented. He is interested in task-accomplishment, but he achieves this goal through motivating teachers and through setting example of personal hard work. On account of this, his stark task-oriented behaviour even is not viewed unfavourably - nay is viewed favourably and with understanding by his colleagues.
- (e) Studies by Patel (1973), Sharma (1973), Kothai Pillai (1973), Neela Shelat (1975) and recently by Pramila Dekhtawala (1977) and Anjani Mehta (1977) have shown that thrust contributes towards boosting up staff morale which is an essential step to change closedness of climate to Intermediate Climate category and Intermediate Climate category to the Open Climate category.

Consideration : Like "Thrust" this leader behaviour is also positive dimension contributing to the creation of institutional climate in the desired direction. It is suggestive of the fulfilment of one of the major goals of

an organization, viz., satisfaction of the psychological needs of the personnel. When leadership is found to be considerate to all those who work under it but for the achievement of the organizational goal, there develops an intrinsic feeling among staff members of job satisfaction and happiness among the organizational workers. This behaviour actually plays such a large role in contributing to the effectiveness of leadership behaviour and in the success of their achievement of their organizational goal that both sociologists and psychologists have regarded consideration as indispensable to achieving group maintenance and realising group cohesion. It is an excellent ally of morale. As stated earlier, several studies have revealed a close relationship existing between high morale and openness of climate, in any programme, which aims at the improvement of institutional climate, consideration should be given its due place.

Here, one would like to strike a note of caution. Consideration should be genuine and not phony in order that it becomes really effective. Climate tends to be Open when organizational personnel get internally motivated. Only if

and when this fact is recognised, the leader really becomes genuinely considerate in the little kind acts that he ~~and~~ does for the staff. Mere courteous words or absscuce or hollowness of ~~the~~ sincerity and honesty in his speech and acts, worsens the climate instead of improving it. It is difficult to persuade leaders or trainers ~~them~~ to be considerate to their colleagues. This quality comes from within and is often a product of one's upbringing. However, in the inservice programmes which need to be organised periodically for leaders of Faculties/Institutions and Departments of the University, effective devices should be adopted to make the participants realise and appreciate what consideration can achieve for them individually for the students and for their institution.

Studies on leadership stress like those of Halpin and others, however, ^{stress} the need for a judicious combination of initiative structure - thrust and consideration in order that leadership becomes effective and institutional climate open and rewards. In this, administrators have a great ~~strike~~. In the succeeding paragraph, an attempt will, therefore, be made, how administrative behaviours in

*Faculties/Institutions and Departments on one hand and the University Administration in general can be reoriented that they all contribute in the totality of their effect to the improvement of the institutional climate or the climate on the University campus.

Like teachers' and principals' positive and negative behaviours, certain general institutional administrative behaviours influence climate. This was shown by the present study as well as the studies by Gandhi (1977) and Mehta (1977).

Organizational Structure

Structural hierarchy is a fact of educational institutions at the stage of higher education. This has been, as observed earlier, a legacy or educational heritage of British system of educational administration during the Colonial days. The ideology of seniority, position and rank have such powerful impact on operational academic and even administrative life in Faculties/Institutions/Departments that they continue to affect both institutional climate and staff morale.

The organizational structure in the University is based on an hierarchical order. This has become an inbuilt system. One does not know how this can be changed or modified, unless the very Constitution of the University as it is architected in the University Act of 1949 and the Statutes, Ordinances and Resolutions passed by the University Syndicate and Senate are reviewed from time to time. This is going to prove a difficult task even if the University Act is modified on the lines of the recommendations of the Dongerkey Committee appointed by the Government of Gujarat in 1970.

The organizational Structure can be made more non-graded or decentralised by the administrators and teachers themselves at the levels of Faculty/Institution and Department by their own democratic behaviour and functioning. This would necessitate that teachers and leaders are helped to develop more of humanistic ideology and less of custodial control ideology and they are helped in perceiving the harmful effects of pursuing high dogmatism. The Baroda University Teachers' Association (the BUTA) should also take up an action programme of reform which provides equality of educational opportunities to all categories of

university teachers irrespective of their professional ranks and seniority.

The investigator was told that whenever opportunities for visiting some foreign countries for observation, training, participation in training programmes come, these opportunities are seized away by the Deans or Department Heads, and juniors have to be mere onlookers. This educational injustice done to lecturers and juniors on the basis of organizational hierarchy can be redressed by the University Syndicate. But lecturers carry a feeling that they have little access to the University Syndicate and before they can represent their case, the Deans/Department Heads reach the University authorities - the Vice-Chancellor, the Pro-Vice-Chancellor and the influential members of the University Syndicate. The investigator was also told that it is easier for the Dean and Heads of Departments to get invitations from foreign universities and other organizations because they are better known to the outside world because of their rank and position and they are in more viable position in manipulating such invitations for exchange of visit or for participation in international

seminars and conferences. The Syndicate should be vigilant to see that foreign visit is not monopolised by a few high ups in the Faculty or in the Department and the benefits go to most of the teachers irrespective of indiscrimination of organizational position or professional rank.

Open Climate in an institution cannot be built if the juniors among the staff smite under feelings of denials of opportunities and of inequality of opportunities for educational and professional growth. Some of them even told the investigator that even in simple matters like getting University approval of research projects and sanction of research grants they have to be at the mercy of the recommendations or the attitude taken by the Faculty Dean/Institutional Head or Department Head.

The University Administration, through its Syndicate, Post Graduate Council for Research and other Boards like (Publication Board) and Committees should place an extent to spread benefits of University Grants to more staff members and particularly to the junior staff members without letting the barriers of organizational structure come in the way.

It may be recalled that in Table 4.9 the t-value of 11.58 denoting the significance of differences between Open and Closed climate University institutions was significant at .05 level. This shows that Organizational Structure is a factor that differentiates an Open Climate Faculty/Institution and Department, and, therefore, efforts must be made through institutional planning and inservice programme for academic and administrative leaders at the Faculty level to reduce the adverse effects of Organizational Structure.

Communication: Sargent (1967:10) in his study concluded that "Communication" is significantly related to personality characteristics of principals. This would mean that to what extent "Communication" can play its part in improving the climate of a Faculty/Institution or a Department would depend upon the personality trait of its leadership. If this is the case, change in leader behaviour in "Communication" has to be attempted through some other device if institutional climate in the University is to be improved.

Gandhi (1977) also found scores on humanistic pupil control ideology correlated significantly with "Communication"

which was indicative of "Open Climate". This would mean that if University teachers are helped to develop humanistic control ideology, their communication behaviour will naturally be better and if this happens, improvement in the climate will get sustenance from this.

Gandhi's study also revealed a negative correlation of .78 with dogmatism of teachers. Thus, if teachers become less dogmatic, they naturally would be improving their communication style and characteristics and this, too, will contribute to the improvement of climate towards openness. This is corroborated by a finding of the present study which shows that the mean score on the dimension of "Communication" gets on decreasing when one moves from an Open Climate Department to an Intermediate Climate type and gets still smaller when one moves still further from Intermediate Climate Department to the Closed Climate Department.

Communication - lack of it or inadequate communication on the part of students is also responsible for student unrest. "Quite often administrators are sluggish in their communication and do not hold frank and free

dialogue with students. This creates misunderstandings between students and administrators, and this, at times, ignites the spark of unrest.

Students' Councils in Faculties and Students' Union should be used as a source of communication and feedback to and from teachers. In the same way, the University Administration should establish ties of communication with teachers in Faculties and even with the Baroda University Teachers' Association - the BUTA.

What is necessary is to improve the channels of communication among the university teachers, between teachers and Faculty administrators including Heads of Department. Such free and open ties of communication, the investigator found in some Departments whereas she did find a few Departments, when teachers preferred to keep away from their Heads, the link of communication seemed to be weak and some of them even gave her an impression that "it is not worth to talk to him/her because he would hardly get a patient and open hearted hearing". Climate cannot improve when such a feeling operates among teachers. This study showed that mean scores on "Communication" were higher and

significant in Departments of Pure Sciences and Applied Sciences and Humanities. The pure Sciences Departments had higher mean score on "Communication" even than that of "Humanities". It was surprising to find that Departments of "Humanities" had higher mean scores than even Departments of Fine Arts, inasmuch as the latter can flourish only on the basis of free, frequent and constant exchange of views and dialogues.

Communication reduces one's dogmatism, makes one - or at least is expected to make one more humanistic in his or her student control ideology. Thus, it constitutes an important first step in improving climate on the University Campus, and it might even help in reducing the rigours of student unrest.

The trouble is that even educated persons like University teachers and university administrators spend little time and take little care in improving their skills and style of communication.

Those who wield authority cannot afford to be gloomy and irritable. They have to be cheerful and should feel happy in their communication. They may not turn out to be

talkative. But they should welcome opportunities to communicate and they do it with a pleasant face and gracefully. More friends are won and more opponents are won over by grace, smile, hearty and frank and fearless communication. This is bound to affect climate in the positive manner, and climate cannot but improve.

Communication must be a three-way process. There is abundant scope of communication from the top level persons to subordinates. This is the characteristic behaviour of all organizations. The men in authority enjoy passing on orders, directions, advice, admonition etc. to their subordinates. This hardly improves climate. What is needed for the improvement of climate is to increase opportunities to subordinates to communicate to the top officials and they should feel free and fearless not only to state their problems and difficulties but to react ^{to} some of the decision-making in which the superiors are involved by the way of giving them a feed-back. Improvement of climate gets a serious set back because the rank and file among the teachers have little opportunities to give their feed-back. A climate for feedback can be built up more genuinely and effectively if the University Administration - the Vice-

Chancellor, the Pro-Vice-Chancellor and the Registrar, take a lead in this. They are a busy lot. But they should have at least half day in a week reserved to let teachers come to them and talk to them.

Freedom and Democratization : The National Education Commission (1964-66) had rightly observed that a University cannot flourish on any other condition but autonomy. Desai (1970:403) rightly observes that "It is only in a free academic atmosphere that the finest and the most fruitful interaction between university teachers and students can take place." Such a free, frank and fearless interaction is a requisite condition for improving institutional climate in a Faculty/Institution and Department.

The investigator during her visits to Faculties/Institutions and Departments for data collection was thrilled to find that such a tradition of freedom and democratisation existing in some Departments. She never felt that teachers were under any pressure or shadow of fear when they discussed some of her items of the ICDQ and the SCI tool. They did argue, but this they did as academicians who had their own points of view, perceptions and experiences. Not only they

welcomed the dialogue with the investigator but gave fullest possible cooperation in understanding her research objectives and focal points in her research instruments.

They should appear to be persons having humanistic student control ideology, and open minded. The investigator found real pleasure in meeting and talking with them and spending time in the Faculty/Institution or the Department. She found in her study higher mean score on this dimension in Departments belonging to Pure Sciences (53.17, with a S.D. of 6.53) and Humanities (52.96, with a S.D. of 10.75) and lowest in Departments belonging to Fine Arts (mean 46.81 with a SD of 5.58).

The study presents a revealing finding. The Deans' mean perception on this dimension is higher than the corresponding mean perception of teachers; even Professors' mean perception scores were higher than those of lecturers, and of Heads of Departments higher than those of their subordinates. This tends to suggest that those who are in authority or are senior and high up in professional rank and status tend to perceive that there is freedom and democratisation in their institutions to a greater extent; but

the feelings of teachers - those who are below in the ladder of hierarchy are altogether different. It is this perception gap between leaders and teachers that come in the way of the former feeling - a need to improve their behaviour on this score and the latter remain unsatisfied which adversely affects the institutional climate of Faculties/Institutions and Departments.

It is difficult to teach leaders to be democratic and believers in granting freedom to teachers to operate in the best way their talents and enthusiasm would permit them.

Sir Eric Asby (1958:196) has succinctly described how juniors in university departments enjoy little freedom and participation in decision-making. If such a thing is allowed to persist, the improvement of institutional climate would be a challenging task.

"The principle of upward flow is vital to the efficient administration of a university and for the survival of autonomy and self-government. Not all professors consult their lecturers before decisions are taken as scrupulously as they themselves expect to be consulted by the lay governors in

similar circumstances. As Faculty boards become larger, there is a temptation for an oligarchy of senior professors to take over the responsibilities of government on behalf of their more junior colleagues. That way danger lies - for any weakening of the principle of self-government within the academic body makes it harder to preserve self-government within the University as a whole and correspondingly harder to maintain the autonomy of the university in the democratic state".

The Education Commission (1966: para 43.9) had suggested that the Departments of a University should be made its main operational units. The Commission expresses a categorical point of view that wider administrative and financial powers should be delegated to them. The Commission also suggested that each Department should have a committee of Management. The investigator feels that such a committee should not be restricted to the discussion of only administrative matters. Academic matters should also come within its purview. Seniors as well as junior-most staff members should have representation on this committee. The Head and other members should work towards creating such an

atmosphere that all seniors and juniors participate fully and frankly in the discussions at these meetings of the Department. The Head should see, as a Chairman of this Committee, that discussion is not monopolised by Professors, Readers and other Senior members. Juniors should be encouraged to react. The proceedings of all these meetings should be recorded and circulated among all the members of the Department.

What is urgently needed for the improvement of the institutional climate is to remove from the minds of lecturers and junior teachers the feeling that they are no good and they count for nothing in the Department. Care should also be taken to see that they do not feel all the time that like good soldiers, they have not to "reason why" but "to do or die".

It is unfortunate that teachers - the junior ones enjoy little freedom and have scant participation in decision-making in large-sized Departments. Therefore, the University Grants Commission and the University, too, on its behalf should try to see that a Department does not get unduly big. Bigger Departments may be economically more

viable but they become instrumental in restricting the freedom of University teachers and tend to accentuate centralization and oligarchy of a few seniors and the powerful among the Juniors,

Human Relations : Neela Shelat (1977:104) in her factor analysis of the OCDQ eight sub-tests through varimax Rotated Solution found Varimax Factor III dominated by such variables that she is led to name the factor as "Human Relations". The per cent common variance covered by this factor was 15.43. Thus, the dimension of "human relations" plays an important part in improving institutional climate.

In every Faculty/Institution or Department, since the role of leadership is determined by who the Dean/Head is as a person and how competent his leadership behaviour is, the traditions set in the institution over a period of time inadvertently play a big role. What is essential for maintenance of openness of climate or improvement of the climate if it is of the closed category, is that conditions are so created through leadership behaviours or through built in institutional traditions that all personnel-teachers

as well as clerks and peons find their personal satisfactions mainly in their individual work and in the achievements of the group with which they work. This throws a great responsibility on the Faculty Dean/Institutional and Department heads, because of the position accorded to them. They must make all possible efforts to understand each member of the Faculty individually, his nature, temperament, his academic strengths and weaknesses, his needs and problems and guide, direct and encourage everyone at every opportunity, and the institution should do everything possible to promote conditions favourable to individual achievement to the limit of their ability. A condition necessary for the improvement of the institutional climate is that the Dean or the Institution as well as the Department Head work for and through with others." Hughes (1957: 174) has rightly observed that "success lies not in organization, or in power, but upon the practice of those ethical concepts which form the basis of all satisfactory human relationships."

Human relations permeate the atmosphere of a Faculty/Institution or a Department when one finds that leadership therein is vested in a person who has a personal philosophy

of staff-minded leadership. The cultivation of leadership competence includes this quality of personal care and consideration for staff members, students and others. It is true that by their position they are in complete charge of the Faculty/Institution or the Department. It is this consciousness that they hold power and authority given to them under University Ordinances or Regulations that make them unwilling to adopt an approach of understanding, sympathy and consideration towards staff members and students. Too much consciousness on the part of one that he holds a position of authority, in fact, spoils his otherwise good personal qualities. The investigator was told in some institutions that their Head was quite a nice man before he got the position. He was affable, pleasant and a nice person to work with. But with the position of authority accorded to him by the University, a gradual change has taken place. He shows now lesser interest and enthusiasm in cooperative administrative work. He is either unwilling to share authority or makes merely a show of inviting staff participation in actual operative procedures, including decision-making. He first makes decisions himself, and then skilfully manoeuvres that they are accepted by the staff

as if through democratic procedures of discussion. But, there are occasions, when he makes no pretence to hide his dictatorial bearing or his strategy of forcing his decisions on the staff in the name of staff deliberations.

Four conditions should mark a human relation approach, if institutional climate is to be helped to move towards openness. Shuster and Wetzler (1958:13) observe:

1. Staff participation and concurrence on decisions.
2. Recognition of the problems and feelings of the staff as they participate.
3. Attainment of social climate.
4. Stress on cooperative methods in problem solving.

In university institutions - for the matter of fact in any organization - one primary task of the leadership is to motivate his or her staff to move in a desired direction. To get staff members do things and put in the best efforts they are potentially capable of, the leadership at all levels should realise that human relations, friendliness, sympathetic and cheerful bearing and recognition of and respect for the individuality of each of the

institutional personnel would go a long way in bringing greater efficiency and personal satisfactions. They must revise their traditional thinking, if they have such, that chartering everything in the Faculty/Institution/Department and directing staff personnel at every step leaving them no initiative and decision-making are processes that harm the human relations the most, though no one would openly say anything against such a leader behaviour. What, they should try to do, instead, is to view their role in a different light or perspective, that is, as one of an organizer of those natural situations which provide motivation in such a way that all the staff members do not feel that they are unduly being closely supervised, or bossed over and that they do not feel that they are being told or ordered as to what to do and how.

Conclusion

Improvement of institutional climate in some of the Faculties/Institutions and Departments is the need of the day. But it is a challenging task, because Deans or Heads of Institutions and Departments are not appointed on the basis of their leadership competencies and human engineering.

Most of the universities in the country adopt the most easy approach, giving this position on the basis of seniority and academic rank.

But institutional climate is such a crucial facet of institutions of higher learning that if standards of higher education are to be improved and if university campuses are to be made more peaceful and happy centres of learning and socio-physical and recreational activities, something must be done to expose leaderships at institutional level to such experiences, through inservice education, that they become aware of the factors and influences that help or hinder in improving institutional climate. A time is not yet ripe when some programme can be thought of and actually administered which may be basis to preparation of leadership in university institutions. If a training programme for a Faculty/Dean Institution Head and Department Head cannot be thought of at this stage, because university teachers have become averse to their being subjected to "training", However, it is possible for the University Syndicate to do some fresh thinking on the question of selecting the Dean, for a Faculty or the Head for a

University Institution/Department, it must start the process of scouting the potential leader in advance. The following observations of Shuter^S and Wetzler (1958:12) make some sense even in the context of colleges and university Faculties/Institutions or post-graduate schools or Departments :

"The person to work as a prospective leader should be selected as much for his potentialities as a leader as for any other single factor. His preparatory experiences should include the cultivation of leadership competences and no person should receive an appointment to a position of leadership without demonstrated leadership accomplishments. These leadership ~~requirements~~ for educational administration constitute a furthering of the professionalization of the leader."

In the M.S.University of Baroda, in the Centre of Advanced Study in Education, there is a Unit on Higher Education. One of the activities of this Unit is to organize staff seminars for developing professional understanding among the new or inexperienced staff members of different

Faculties/Institutions. This Unit, at some stage, should also consider development of a preliminary orientation programme which may be a basic preparation for leadership at least at the level of Department if not at the level of Faculty/Institution. It will take a long time for university administrators to concede that dignatories like Faculty Dean or Head of the University Institution need some basic academic exposures by way of preliminary preparation to Faculty/Institutional leadership. This is rather sad, because even industrial and business organizations have recognised, not only that, they actually provide for periodical inservice training for their top level executives. One wonders why what industrial and business organizations can do for their executives, universities even cannot think of doing similar thing for Faculty Deans/Institution Heads and Department Heads which hold the key to the creation of Open Climate in university institutions. The basic programme of preparation of inservice education for such leaders should be in the form of case studies, situation analysis and discussion, self-evaluation of their leadership role and acts from the following angles.

- (1) Whether they knowingly or unknowingly create disengagement among the Faculty teachers!
- (2) to what extent their behaviour or actions can serve as hindrances or they can be perceived as impediments by the Faculty/Department staff?
- (3) How is the Faculty staff morale maintained or demolished?
- (4) To what extent are Faculty staff members able to satisfy their social needs like intimacy, meeting one another informally, have fun and get recreation?
- (5) What personal approach is made by the leaders?
- (6) To what extent do group thinking and group planning form the core of the emerging pattern of internal administration in the institution?
- (7) What is being done by leaders to ensure staff participation and secure their concurrence on decision-making done in the Faculty meeting or departmental meeting?
- (8) What is being done, what further can be done to make junior teachers also feel that they, too, can contribute to the achievement of the Faculty/Institution or the Department to which they belong?

- (9) What opportunities do the staff members have to provide feedback on what is done or planned to be done in the institution?
- (10) How can communication be made to flow (a) from top to the bottom level, (b) from the bottom level to the top level and (c) on the horizontal level among the staff members in a free and frank manner.
- (11) What efforts are made, or can be made to motivate teachers, to feel more free to express themselves in innovative ways of thinking and doing and powers and decision-making are decentralised and made a group process.
- (12) Lastly, how can human relation courses which will develop in the leader - administrator an understanding of his role vis-a-vis his colleagues and an understanding of his role in the society be provided in capsule forms to leaders at the Faculty/Institution/Department levels.

The University administration should also consider whether internship programmes for Department heads can work. In such programmes, the potential candidates for leadership position will have opportunities to practise leadership

skills under controlled conditions and they will be provided experiences to further the development of new skills.

Of course, the organization and administration of such a programme of inservice education in leadership skills that could help in improving institutional climate towards openness will be expensive, but there is reason to believe that concerted efforts by the University Grants Commission and cooperative efforts by the University and its various Faculties/Institutions and Departments will result in creating both awareness and some positive attitude to reduce (1) disengagement among university teachers; (2) to lessen hindrance by Deans and Heads, (3) improve social climate in university institutions, (4) help in greater group maintenance and group cohesion, and improvement of staff morale; (5) reorient teachers' and leaders' student control ideology towards humanistic pattern; (6) reduce the degree of dogmatism on them; (7) develop new insights in enriching their communication skills and human relations and (8) will perceive the need to develop in the institution an atmosphere of greater academic freedom, given an accent to

democratic decentralisation and lean to a lesser degree on status leadership, organizational hierarchy and see more need to encourage teachers' feedback.

These are some of the directions and dimensions of improvement of institutional climate in the University.

5.6 STUDENTS' ACTS OF INDISCIPLINE

Earlier Gajjar (1974:301) in his doctoral study relating to Student Personnel Services in the M.S.University of Baroda revealed that among the many reasons for the student unrest on the campus of the University is that "there is not enough to engage the attention of the students and keep them busy in gainful activities. Gajjar particularly underscored the fact that "in the Faculties and in the University as a whole, there is very little that really interest students and satisfy their emotional and social needs. Gajjar went to the length of concluding that "the life on the University campus is drab living and dreary. The living conditions of the students are far from being satisfactory". He also underpinned the fact that "there is very little outlet for their self expression and

creativity." This description is indicative of custodial pupil control ideology and closed mindedness on the part of university teachers, Deans, institutional heads and Department Heads of Closed Climate. If these variables are improved upon, and if the prevailing authoritarian bureaucratic atmosphere and reduction of rampant centralization are reduced, Gajjar concluded that outbursts of student unrest and violence will be less in degree and frequency.

The present study supports Gajjar's conclusion on three scores, viz., (1) the climate should be free and congenial to student expression and participation, (2) there should be less of authoritarianism and (3) and more humanistic ideology and low dogmatism.

Thus, one great advantage that may accrue from improving the institutional climate and control ideology and dogmatism of university teachers, Deans, Heads of Institutions and Heads of Departments is that students would be able to develop greater awareness of the facilities of student personnel services that exist at present on the University campus and there would be greater student-teacher contact. Communication would flow more freely and more frequently.

Not only that, teachers and leaders as well as administrators would develop a sensitivity to getting a feedback from students.

Much of the students' acts of indiscipline on the campus of the University arise from five sources. Firstly, the administration tends to be bureaucratic and centralised; secondly, there appears so much of dogmatism and closed mindedness among teachers, teacher administrators and university administrators that students tend to feel that they do not count in the University and they are not being properly heard or attended to. This may be either an outcome of a feeling of disengagement prevailing among University teachers and administrators. University officials are not hesitant to admit that they have to work under the custodial ideology of their superiors so that they themselves cannot take any quick decisions which sometimes situations demand. When quick decisions are not taken either at the Faculty level or at the University level, students get restless, and unscrupulous leaders among them exploit situation and incite them to violence. Thirdly, the staff morale among teachers as well as among the University Administrative staff has been perceptibly going down,

because little efforts are made - there is little appreciation of the need of group maintenance and group cohesion.

Fourthly, the Faculty office is sometimes not properly directed, and supervised. The clerks become more custodial, dogmatic, authoritarian and bureaucratic than university teachers and even Department Heads. This is because, the Faculty Deans or Institutional Heads remain so much preoccupied with their academic work with the result that they lean heavily on the advice and notings of the office staff. This worsens the situation, because the students' points of views - their needs and problems do not emerge in true and right perspective.

Fifthly, in a number of cases the personality traits of Faculty Deans/Institution Heads or Department Heads are responsible for the clash with students.

The Investigator saw in some Faculties, Deans or Department Heads themselves tactfully handled students' agitations and prevented student unrest. They used more of open mindedness, free flow of communication, devices of recognition of students' individuality, showing unreserved willingness to sit with them across the table and thrash-

out solutions to the problems felt by students. In other cases, the stubbornness of leadership at the Faculty level or at the Department level aggravated the situation. In this, the Faculty Office was allowed to play its explosive role. Rules and regulations are there to facilitate the functioning of Faculties and Departments as well as the University. They should not be used as weapons to harass or embarrass the students.

Here, openness of institutional climate goes a long way. The present study shows that the Faculty climate is a factor related to students' acts of indiscipline. In Faculties/Institutions, possessing Open Climate, the mean score on Student Acts of Indiscipline (SAI) was 70.50 whereas it was as high as 81.82 in institutions manifesting Closed Climate category.

The study similarly shows that pupil control ideology is also a viable factor in causing student acts of indiscipline in some Departments. For instance, the mean scores on student control ideology was found to be higher in Departments connected with Humanities, and Social Sciences, particularly Departments of Economics and Political Science.

These were the Departments which witness frequent and heavy outburst of student violence during the Navnirman Movement of January, 1975. Against this the mean scores of Departments of Pure and Applied Sciences on Control Ideology were lower. Comparatively speaking, Students' Acts of Indiscipline were fewer in these Departments. The investigator does not want to suggest that high Custodial Pupil Control Ideology was the soul or the most prominent factor in causing students' riots. In fact, student unrest is such a complex process and product that it is difficult to point out a single factor or factors responsible for its outburst. In spite of this the present study points to a crucial fact, which though known, has not been examined in sufficient depth. This fact is that student control ideology reinforced by high dogmatism on the part of Faculty teachers and administrators operating at both the Faculty and University level, plays not an insignificant part in exploding and disturbing the quietness of campuses of Faculties in particular and university in general.

More studies on effect of variables like custodial Pupil Control Ideology, Dogmatism and Personality factors of administrators are necessary to get at the root of some

of the imperceptible forces operating behind student activism or student rioting.

As observed earlier, closer contact of teachers and students help in creating a climate of mutual trust and confidence. But the success of such measures also depends, as Gandhi (1977) has shown in his recent doctoral study that personality factors of teachers and principals operate very powerfully in building up perceptions of teachers' and principals' above different dimensions of organizational climate. The investigator was told that the bulk of the acts of indiscipline that burst out on the campus of the M.S. University of Baroda between 1973 and 1975 centred around matters relating to setting up difficult question papers, taking recourse to strict supervision in the examination hall and Evaluation of students answer-books strictly or carelessly. It would therefore be interesting to make a personality study of all those paper setters, supervisors, examiners and even administrators of the examinations programmes to find out to what extent their personality traits were responsible in influencing their control ideology, beliefs and disbeliefs systems and eccentricity in evaluating students' answerbooks, losing the necessary poise and

and balance. If students' unrest is a human problem involving the student-community, it is no less a human problem involving university teachers to work as paper-setters, supervisors, examiners and administrators of examinations. Even when these personality factors are studied in such a perceptive, it would be seen that the thread of institutional climate runs through the culture and sub-culture created on the campus of Faculties and university in general. In brief, this section can be concluded with an observation that in diagnosing problems of students' unrest, studies focused on institutional climate, student control ideology, dogmatism and personality factors of the personnel, who are better involved, or who have some concern or connection with students' unrest would prove more enlightening.

5.7 CONCLUSION

Thus ends the first climate study ever undertaken on unitary, teaching and partially residential university, like the Maharaja Sayajirao University of Baroda. The study assumed significance particularly on five counts. Firstly, it constitutes the first attempt made in India to construct a tool to describe and evaluate institutional climate of

different Faculties/Institutions and Departments of the University. Deviating from the Halpin-Croft model, it has added four more dimensions designated as administrative behaviour dimensions. Such a measure is calculated to give greater insight into the institutional behaviour with administrative overtones like organizational hierarchy, communication, Freedom and Democratization and Human Relations. Secondly, the study has succeeded in devising new procedures for identification of institutional climate at three levels on climate continuum. Thirdly, climate of different Faculties/Institutions and Departments of the M.S.University, Baroda has been studied as it is perceived by its teachers under a variety of stratified impact-oriented influences. Among these some of the variables figure for the first time in the study. They include the variables of professional rank of teachers, their exposure to influences in foreign countries and personality factors of the Heads of Departments. Fourthly, this study examines the climate formulation in the institutions of the universities on a broader canvas of correlates, such as student control ideology, Dogmatism and student unrest. Lastly, the study finds a place among those numerous attempts made to fathom

deeply the undercurrents that cause disturbances and destructions on the university campus. Perhaps for the first time, a study which is focused on institutional climate, tries to relate influencing factors like openness of institutional climate, teachers' and leaders' custodial or humanistic student control ideology and their belief and disbelief systems with different kinds of student acts of indiscipline that have become almost recurring phenomena on the campus of the university from 1971 onwards. Thus the study supports the prevailing thinking on students unrest that it has more sociological and psychological moorings than many social, political and educational teachers (including university administrators) are prepared to admit.

It is hoped that such studies would open up avenues of further research to understand what is happening 'out there' in the staff common-room, class-rooms, cafeteria, Library and laboratories and even on the play grounds of the Faculties and Institutions of the University.

The suggestions made for the improvement of the institutional climate in the university are based not only

on the statistical findings yielded by the testing of various Hypotheses but they reflect the perceptions and thinking of some of the senior university teachers, who have been working in the university for the last decade or two.