CHAPTER I :

CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

The present doctoral study falls in the area of
organizational climate. The movement to describe as well as
evaluate the organizational climate at school level appears
to have some small beginnings in the fifties of the present
century, but it seems to have caught the attention of
educational researchers after Halpin and Croft published
their research in 1963. A number of studies came to be
undertaken on the lines of Halpin and Croft. Sharma (1973)
cites around 120 studies done in the U.S.A. and India on
organizational climate of elementary or secondary schools.
From 1973 to the present date not less than ten studies of
the doctoral level were successfully completed at the
M.S. University of Baroda, but with only one solitary
example (viz. Shah, 1975). These studies were focused on
identifying and evaluating organizational climate of
secondary schools. The two ends of educational ladder in
India - the primary schools and colleges - universities
remained unexplored so far as their organizational climate
was concerned. (However, in the U.S.A. College Satisfaction
Index was developed way back in 1944 by Roy). This prompted
the present researcher to undertake the present venture.

It was envisaged as venture because it could not be guessed to what extent heads and teachers of different academic departments would participate in an undertaking where their own frank and honest perceptions were to be studied to yield a climate index. Most of the studies on organizational climate attempted in India were successfully done at the M.S. University (Faculty of Education & Psychology). This gave the researcher a further impetus to focus her study on the organizational climate of the Faculties (including their academic departments) of the M.S. University of Baroda.

The M.S. University of Baroda is considered to be one of the leading universities among one hundred and odd universities of India. It is a unitary, teaching and partially residential university. Unlike very few universities in India, its medium of instruction and examination is English. It has a cosmopolitan community of teachers and students. It is a fast growing university in physical facilities, personnel, students and teaching, training and research programme. It is the only university in the country to have a Centre of Advanced Study in Education. To the outside world, it has an image of a very advanced and

CHART - 1

CITY CAMPUS OF THE M.S. UNIVERSITY OF BARODA

LEGEND

1. POLYTECHNIC
2. FACULTY OF SOCIAL WORK
3. FACULTY OF HOME SCIENCE
4. FACULTY OF FINE ARTS
5. FACULTY OF COMMERCE
6. FACULTY OF ARTS
7. ORIENTAL INSTITUTION
8. FACULTY OF SCIENCE
9. FACULTY OF EDUCATION & PSYCHOLOGY
10. PREPARATORY UNIT - SCIENCE
11. FACULTY OF LAW
12. FACULTY OF MEDICINE
13. FACULTY OF TECHNOLOGY & ENGINEERING
14. COLLEGE OF INDIAN MUSIC, DANCE AND DRAMATICS
15. SANSKRIT MAHAVIDYALAYA
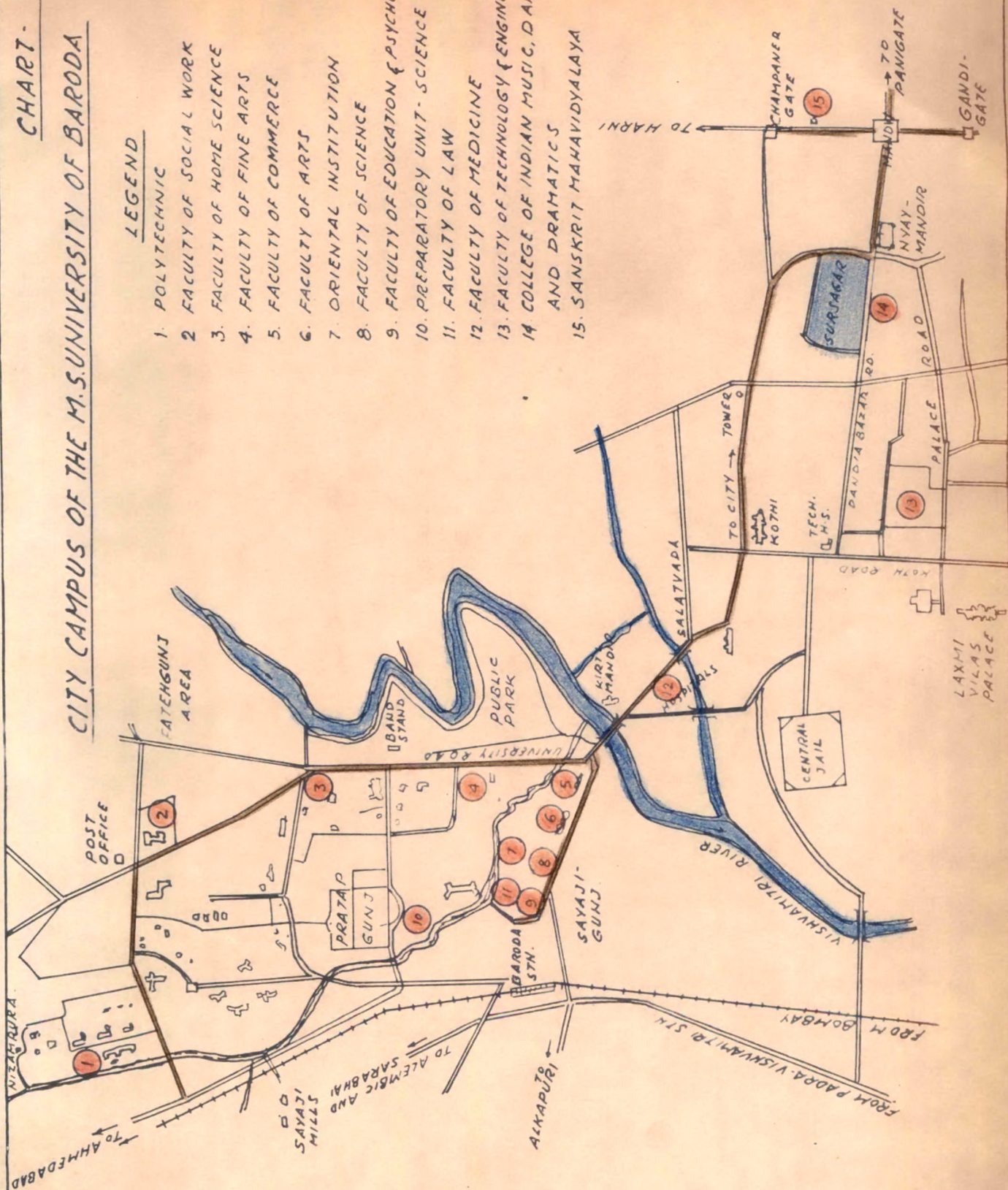
progressive university. It is credited with excellent
traditions and conventions laid down by its first Vice-
Chancellor, Smt. Hansaben Mehta. Such a background of the
University whetted the curiosity of this researcher to map-
out the domain of its organizational climate. Therefore,
the main focus in this research is on identification and
evaluation of organizational climate of its different
institutions and examine it in perspective of three related
variables, viz., Student Control Ideology, Dogmatism and
In-
Students' Acts of discipline. These variables are selected
because ·between 1971 and 1975, the campus of the University
was exposed to some worst acts of student unrest and violence.

1.2   THE BACKGROUND PERSPECTIVE OF
M.S. UNIVERSITY OF BARODA

As the present research relates to institutional
climate in the campus of the Maharaja Sayajirao University
of Baroda, it would help the understanding of problems and
issues that have a bearing on climate, if a brief account
of the University in its relevant details is presented by
way of background perspective. The institutional climate
is conceived as a cumulative resultant effect of the

interaction of the behaviour of university teachers among
themselves, the behaviour of the Deans of the Faculties and
Heads of the Departments with their staff members and the
general administrative practices and attitudes. Therefore,
in this background feature some related background data on
these three aspects will be presented.

The University came into existence during the last
days of the old regime of the Baroda State. It has started
functioning from 30th April 1949 with only 9 institutions,
the oldest of which was the Baroda Arts and Science College
(established way back in 1881) with a total university
enrolment of 2404 (vide- Desai and Pandit, 1968). In the
early stages, the University was characterised by un-
precedented progressiveness, despite the fact that not
much time had elapsed since the country freed its self
from British colonial rule. This was largely due to the
insightful, firm and dynamic leadership of the first
Vice-Chancellor of the University. She paved the way and
actually piloted the architecturing of three unorthodox
Faculties viz., Home Science, Fine Arts and Social Work
which adopted right from their inception the Semester

System and Continuous Sessional Assessment by Faculty
teachers.

In the course of next 26 years, i.e. by 1975, the
the
University has grown tremendously in physical plant, student
enrolment and teachers. Regarding the profile of the Univer-
sity Campus, Desai and Pandit (1968: 19.21) observe :

> "The profile of the University Campus has grown
> so much over the short period of time that
> a person who had studied in any of the
> institutions before the establishment of
> the University.... cannot but fail to be
> struck by the galaxy of the new majestic
> buildings of the institutions and
> departments that have sprung up over past
> 18 years."

In 1974-75, the total enrolment of the university has
gone upto 23,740. From the figures of the growth of enrol-
ment given in the University's Annual Report for 1974-75
(p.2), it appears that the annual percentage of increase
has ranged from 1.1 to 27.9, the average annual increase
for the last 25 years is 5.1 per cent. The year 1974-75
showed an unusual rise (27.9 per cent) in enrolment due to
mass promotion forced upon all the universities of Gujarat,

- including the M.S. University of Baroda as a result of
political agitation launched by students against the
alleged corruptions of the State Ministry.

The University to-day comprises the Faculties of
(1) Arts, (ii) Science, (iii) Education and Psychology,
(iv) Commerce, (v) Medicine, (vi) Technology and Engineering,
(vii) Fine Arts, (viii) Home Science, (ix) Social Work,
and (x) Law, and the University Institutions of (i) Oriental
Institute, (ii) College of Indian Music, Dance and Dramatics,
(iii) Baroda Sanskrit Mahavidyalaya, (iv) Preparatory
Unit-Arts and Commerce, (v) Preparatory Unit-Science, (vi)
M.K. Amin Arts and Science College of Commerce, Padra,
(vii) Polytechnic, (viii) Museum and Picture Gallery, and
(ix) Centre of Continuing/Adult Education and Community
Services.

In terms of student enrolment, the Faculties of
Commerce (17.4 per cent)[*], Arts (14.7 per cent) and Techno-
logy and Engineering (12.7 per cent) are the largest;
Faculties of Science (8.5 per cent) and Law (8.2 per cent)
and Institutions of Preparatory-Arts and Commerce (9.0 per-

---

* These and other percentages are calculated on the basis
of total student enrolment in the University in 1974-75.

cent), Preparatory Unit-Science (5.0 per cent), Polytechnic
(8.6 per cent), M.K.Amin Arts and Science College,Padra
(4.6 per cent), Medicine (3.7 per cent) and Home Science
(3.5 per cent) are of average size and the remaining
Faculties of Education and Psychology (1.8 per cent), Fine
Arts (1.2 per cent), Social Work (0.4 per cent), and College
of Indian Music, Dance and Dramatics (0.4 per cent), and
Sanskrit Mahavidyalaya (0.3 per cent) are the smallest.

The same speedy growth is evident in the number of
university teachers. Desai and Pandit (1968: 51) observe that
in 1952-53, the strength of the University teachers was 238.
Between 1952-53 and 1966-67, increase in percentage was
209.2. In 1974-75 it had further swelled and reached the
figure of 909 (Vide- Annual Report, 1974-75:196). The
Annual Report of the University for the same year reveals a
staff-student ratio of 1:22.9. There has been an upward trend
of growth in staff-student ratio in past five years - it was
1:17.9 in 1970-71, 1:18.1 in 1971-72, 1:18.9 in 1972-73,
1:18.9 in 1973-74 and 1:22.9 in 1974-75.

In 1967, Desai and Pandit (1968:56) reported a sex
ratio of 7(men):1(female) among university teachers. The

latest statistics for sex ratio among the university
teachers are not available.

Desai and Pandit also studied the mean age of teachers
in different institutions of/university... It was found to be
ranging from 36.1 in Faculty of Technology and Engineering
to 43.29 in the Faculty of Education and Psychology. The
mean age of the teachers in the University as a whole was
found to be 36.73 years with a S.D. of 9.21. While talking
with some office-bearers of the Baroda University Teachers
Association (BUTA), the researcher can place the mean age of
the University teachers between 30 years and 32 years.

Of the total 909 University teachers, 6.6 per cent
belong to the rank of professors, 13.9 per cent readers,
63.9 per cent lecturers and the remaining 15.6 per cent
belong to the category of Teaching assistants, part-time
teachers and others. Around 25 per cent of them could get
residential facilities from the University on its own
campus.

The administrative perspective pertaining the Faculties
and Institutions is somewhat as under: Under the University
Act (1949), the Chancellor, Vice-Chancellor, the Pro-Vice-

-Chancellor, each Dean of the ten Faculties of the Univer-
sity, the Heads of University Institutions, the Registrar,etc.
are University Officers. An executive council, called the
Syndicate, consisting of 15 members elected by the Senate
from among its members according to certain proportion
administers the day-to-day administrative and financial
matters of the University. The Vice-Chancellor and the Pro-
-Vice-Chancellor are both administrative and academic heads
of the University Community who largely operate within the
orbit of the Ordinances, and Resolutions of the Syndicate
and Statutes of the Senate. Post-graduate research is
directed, supervised and controlled according to the rules
made by the Council of Post-Graduate Studies and Research.

At the institutional level a Dean in the case of a
Faculty and within it a head in the case of Department
occupy the position of authority. A Faculty, in the case
of the M.S. University of Baroda, may consist of one or more
Departments. (There are in all around 70 teaching Departments in the
University). Faculties of Social Work and Law are uni-
department Faculties, whereas others have three or more
Departments. According to the University Act (Vide- Section 25)

), the Dean of every Faculty is appointed by the
Syndicate from among the Faculty teachers. The qualifying
condition is that he must be (a) the head of a Department in
the Faculty itself and (b) either a Professor or a Reader.
Usually, a professor (who may be the head of a Department is
preferred for the appointment to the office of Deanship.
Till 1975, the appointment of a Dean was almost permanent
till the incumbent retired at the age of 55 (in the case
of former Baroda State employee) or at the age of 60 for
those who entered University service after the establishment
of the University in 1949. The researcher, during the field
visits to different Departments and Faculties was told that
since April 1975, the Deanship has been made rotating among
the Heads of Departments of a Faculty and in the case of
uni-departmental Faculties of Law and Social Work, a teacher
of the Faculty who is not the Head of a Department but who
is a Reader has been appointed by the Syndicate as the Dean of
the Faculty. This breakthrough has created problems of
conflict and tension at least in one of the two Faculties
where the Dean is not the Head of a Department but is
subordinate to the Head of the Department in term of his or
her academic position. The researcher was also apprised of

the fact that in some Faculties, the introduction of the
principle of rotation in the appointment of Deanship has
improved administration, in some it did have no effect -
the previous glorious traditions continued while in some
things became so worse that they are in pieces rather than
a unified, goal oriented organization.

Unfortunately, the University Ordinances do not
define the role and powers of the Dean. This has given rise
to a situation in some Faculties where the Dean has assumed
a role of a ruler and has tried to dictate to the Depart-
ments within his Faculty changes in time-table, distribu-
tion of academic work among the staff-members, etc. The
researcher could see for cherself that this has given rise to
conflict between the Dean and Heads of Department and the
Dean trying to vetoing down the proposals originating from
Departments to the Dean. The Central University Administra-
tion, it appears from the records of the on-going sharp
and acrimonious conflicts between Heads of Departments and
the Deans, has not shown any readiness to assume the role
of the court and decide the conflicting issues.

In the matter of the administration of academic
matters, in most cases, the issues and problems are thrashed-

out initially at the staff meetings. Such staff meetings, which
/the researcher gathered from her field visits, were quite

. frequent in some Departments, whereas they were occasional

in others. Amendments of the existing Ordinances or making

of new Ordinances regarding various courses (syllabuses) are

prepared through joint deliberation of staff at meetings

in some Departments while in others they are prepared by a

few senior teachers; the teachers of the rank of lecturers

are hardly consulted. The Chairman of the Board of studies

in a subject, who is ordinarily the Head of the Department

comprising the subject, forwards the proposed amendments or

the draft of new Ordinances to the University Administration

(Deputy Registrar - Academic) who prepares the agenda of

the Board of Studies in different subjects. Some 7 to 8

teacher representatives and 2 to 4 external experts in

the subject field constitute a Board of Studies in a

subject. The Board of Studies in every subject usually

meets once a year, mostly in September. A Board registers

its decision on every item of the agenda through passing

resolutions. These resolutions subsequently are placed

before a meeting of the Faculty. The members of the Faculty

include members elected by each Board of Studies from

3

among themselves and members of the Senate who are assigned
to the Faculty by the Senate on a motion moved by one of the
members of the University Syndicate at a Senate Meeting.
The minutes of the Faculty meeting are prepared and placed
before the University Syndicate which accepts or refers back
to the Faculty its all or any of the resolutions passed by
its members at the Faculty meeting.

In Faculties like Home Science, Social Work, Fine
Arts and Education and Psychology Faculties, the semester
system and continuous assessment of sessional work and
grade system are introduced. The Faculty of Technology and
Engineering has semester system but not complete internal
assessment. In other Faculties, internal assessment consti-
tutes 30 per cent of the total allotted marks to each
subject in its prescribed syllabus. The use of assignments
is conspicuous in Faculties like Home Science, Social Work,
Fine Arts, Education and Psychology and Technology and
Engineering. But still in half the number of faculties the
British traditions of colonial rule in teaching and examina-
tion continue only with limited changes and renovations.

Such is broadly the background perspective of the

.Maharaja Sayajirao University of Baroda as it functions to-day.

1.3 CONCEPT OF INSTITUTIONAL CLIMATE

After presenting a brief background picture of the University that could help in understanding the factors and forces that build up the organizational climate on the campus of the University, the next pertinent step is to conceptualise the institutional climate and map its domain in terms of dimension and climate categories. As observed earlier, this constitutes a second attempt in Indian situation to describe and evaluate institutional climate at the stage of higher education. The first attempt made by Shah (1975) was an incidental one as the prime concern in Shah's study was to study issues, largely academic and that, too, based mostly on students' perceptions to a large extent than administrative, of affiliated colleges of Gujarat University located in the two districts of Central Gujarat, viz., the Kheda District and the Panchmahals district. In this sense, the present study is the first full dressed study on institutional climate on the campus of a unitary, teaching and partially residential university. It is,

therefore, necessary to build up, initially, a conceptual framework of institutional climate as it is conceived in this study and also conceptualise its correlates - student control ideology, dogmatism (belief-system) and students' indiscipline.

It is not precisely known how the idea of organizational or institutional climate came to be evolved in the field of education. It is on record that Lewin way back in 1947 discussed in his work the ideas relating to openness and closedness of organizations. Halpin in his work "Theory and Research in Administration" (1966: 238) mentions that at a meeting of the CPEA held on the campus of the Ohio State University in spring 1954 he first discussed the idea of a study of organizational climate of schools implying thereby that in 1954, he had conceptualised climate in one form or the other. Thereafter, several researchers had their go at conceptualising climate. They include conceptual explorations by Cornell (1955), Argyris (1957), Gibb (1960), Guba (1960), Rokeach (1960), Astin and Holland (1961), Halpin and Croft (1963), Pace (1963), Feldvebel (1964), Lonsdale (1964), Brown (1965), Andrew (1965), Peterson (1966), Richards et al (1966), Forehand (1968), and Stern (1970). These studies bring

out a spectrum of ideology regarding 'environment',
'personality', 'feel' or climate of educational institu-
tions. Some of the prominent ideologies are briefly
discussed here.

An institution like a college or any other institution
in other fields of public life is an organization. The
concept of institutional climate has to be drawn from
human behaviour of personnel that man and operate the
institutional organization. The administrative processes
and practices adopted in operating the organizations also
leave their imperceptible but undeniable mark.

Barnard (1938) described organization as an impersonal
system of coordinated efforts, which operates on the
principle of goal or purposes as unifying the organization;—
communication, personal willingness of members to work in
the interest of the organization and maintaining the
integrity of purposes and continuity of contribution as
background forces which may be construed as building up
the climate of the organization.

Cornell (1955) conceptualised organizational climate
in terms of the resultant cumulative complex whole of the

influences of the interaction going on among the personnel manning the organization. He particularly stressed the frame of goals, policy, input-output ratio as providing a base for interaction. He stressed the fact that organizational climate owes its origin to this interaction patterns and processes.

Bidwell (1957) does not regard educational institutions as formal organizations, but as a social system or small community, the members of which continuously act and react with one another, among themselves and with the outside social groups. Climate is built up from these social interactions.

Argyris (1958) used the term organizational climate in a discussion of research concerned with the behaviour of role participants in a bank. He explained that a person who conducts research on human behaviour in an organization is faced with the problem of ordering and conceptualizing a confusion of simultaneously existing, multi-level, mutually interacting variables. These variables were described as (1) formal organizational variables such as policies, practices, and job descriptions inducing the members of the organization to behave as it desires in order

that it may achieve its objectives, adapt to its external
environment, and maintain itself internally; (2) personality
variables such as needs, abilities, values, self-concept,
and defences inducing participants to behave in such a
way that they may express their personalities; and (3)
informal variables that have arisen out of the participants
continuing struggle to adapt to the formal organization so
that the latter achieves its objectives while simultane-
ously the individuals obtain at least a minimum amount of
self-expression. Argyris went on to explain that the three
variables are not discrete, but are mixed beyond classi-
fication and form a pattern in which each plays a functional
role feeding back and upon the others to maintain itself
and the pattern. He referred to this fourth level as a
living complexity, and defined it as "the climate of the
organization."

Gibb (1960) seems to have a simple approach to
conceptualise climate. He observes that when a new member
of an institution meets its other members for the first
time, he/she observes and sees things that go on in the
institution, and gets a feeling which one may call it
either the 'atmosphere' or the 'climate' of the institution

which may either be supportive or defensive. "The behaviours that produce what has been called 'supportive climate' are shared problem-solving attitude, feeling of acceptance, and empathy toward other group members. The behaviours that produce what has been called 'defensive climate' are advice giving, censoring, defence, persuasion, controlling, punishing,etc., towards other group members.

According to Guba (1960) organizational climate is the state of the organization which results from the interaction that takes place between organizational members as they fulfil their prescribed roles while satisfying their individual needs. Guba's concept is based on the model proposed by Getzels and Guba (1957) which pictures an organization such as a high school as a socio-psychological system which has nomothetic and idiographic dimensions, both are responsible for differences in organizational climates.

Presthus's (1962) discussion of bureaucratic organization yields three possible patterns of organizational personnel behaviour viz., upward mobile, indifferent and ambivalent. This has implication for conceptualising climate of teaching departments of a college or a Faculty

where the head is bureaucratic, authoritarian and results or work-oriented. If the behaviour of the personnel is upward mobile, a status quo is honoured in regards to goal maintenance through work-programme;innovations have chance to succeed only if the department heads conceive and desire them. The climate in such a case becomes fluctuating. In the case of the indifferent climate, the teachers of the department accept what is given to them and do not bother whether what they are asked to do is good or bad. The department, in this case, tends towards closedness. The role of the ambivalent. is innovating - they play a critical social role, provide the insight, motivation and the dialectic that inspire change. In this case, the climate of the department tends towards openness. This conceptualisation emphasises the group or teachers' behaviour more in building up the climate than the behaviour of the head of the department.

Forehand and Gilmer (1964) describe climate as 'a set of organizational properties which may influence the behaviour of individuals in organizations' and they go on to say, 'behaviour is a function of the interaction between personal character and environmental variables.

Feldvebel (1964) defined organizational climate as patterns of social interaction that characterise an organization.

According to Lonsdale (1964) organizational climate may be defined as the global assessment of the interaction between the task-achievement dimension within the organization, or in other words, of the extent of the task-needs integration. In general usage the term has a psycho-social flavour which reflects more concern with the need satisfaction dimension than with the task-achievement dimension, but the meaning that gives relatively equal attention to both is preferred.

Andrew (1965) defined it as 'merely a somewhat blurred esprit score'.

Alan Brown (1965) conceived it as catechetic patterns giving identity to sub-groups and the inter-personal relations in a living organization. A cathexis can be defined as the degree of affective significance that one object (thing, idea or - as in the present instance - person) bears on another. Organizational cathexes will attract, repel, or isolate the sub-groups and individuals along a

variety of lines. Some organizational cathexes show up along personal lines. Some are along professional lines and some are along hierarchical lines. The peculiar patterning of cathexes in any given organization is what is meant by climate.

For Forehand (1966 Tagiuri and Litwin) the term organizational climate refers to the interaction between environmental and personal variables of the members of a group or groups who operate in an organization.

Tagiuri (1966) subscribed the following definition for-organizational climate :

Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behaviour, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization.

Sargent (1967) says that organizational climate is a concept which embraces the mileu of personalities, principal and teachers interacting within the sociological and psychological framework of an institution such as the public

high school. Climate may be pictured as a personality
sketch of a school. As personality describes an individual,
so climate defines the essence of an institution.

Evans (1968) Taylor and Bowers, interpreted it in terms
of environmental variables and referred to personal varia-
bles as dependent consequence. This led him to assert that
organizational climate is a concrete phenomenon reflecting
a social-psychological reality, shared by people related
to organization, and having its impact on organizational
behaviour. Thus he proposes, "organizational climate is a
multi-dimensional perception of the essential attributes
or character of an organizational system."

Taylor and Bowers (1968) understood and measured
organizational climate on the basis of three essential
premises. First, groups, rather than isolated individuals,
form the basic building blocks of organizations. Second,
those groups are interlinked by their functional and
hierarchical ties. Third, the functioning patterns prevail-
ing outside a given group, primarily those above it, affect
corresponding functional patterns within that focal group.
This impact is transmitted to a group through perceptions

and information sharing, as suggested above. Organizational climate, therefore, denotes a set of accumulated effects of the ways in which other primarily superior, groups actually develop. Chart on the next page presents this view.

As this diagram indicates, Each group may be thought of as a module in a constellation of such modules. Within each group, functioning occurs as a Leadership-Intervening Variable - End Results (L-I-R) sequence, with the End Results for most groups forming inputs (often intangible) for other groups.

For each module, L-I-R sequences of those modules above it in the hierarchy form an organizational climate within which that lower-level module must function.

Sinclair (1970) used "education environment" as synonymous to 'organizational climate'. He stated that the term 'educational environment' refers to the conditions, forces, and external stimuli that foster the development of individual characteristics.

Stern (1970) has provided a new and stimulating approach

to look at institutional climate of colleges. His major
premise is that "setting is as important as the actor and
that both must be analysed together as a single functional
system if the act is to be made intelligible." He, therefore,
sought to describe the college learning setting environment.
He stressed the fact that a college community must be viewed
more than classrooms, professors, libraries and laboratories.
To give sharper focus to college or institutional climate,
he conceptualised the need-press model. According to Stern,
'needs' refer to organizational tendencies which appear to
give unity and direction to a person's behaviour. He further
elaborates the ideology of 'needs' by observing that "on the
one hand needs are functional in character, being identified
with goals or purposes that an interaction serves for the
individual." A need is something inferred from behaviour.
The determination of needs characterizing an individual
can only be made from an examination of the interactions
in which he engages. According to Stern, the concept of
press includes conditions that represent impediments to a
need as well as those that are likely to facilitate. It is
these conditions which establish what is commonly referred
to as the climate. Thus institutional climate emerges from

the environmental press which facilitates or hinders the satisfaction of the psychological needs of teachers working in a college or institution of higher learning. Conditions governing climate are to be found in the structure in the college created or tolerated by its teachers. The component of this structure may be physical as well as social but, insofar as the maintenance of the existing conditions may be accepted to staff members' acceptance of these conditions. Stern also clarifies that in his conceptualisation, needs and press are complementary but not necessarily reciprocal concepts.

Sharma (1971) has defined it in terms of interaction that takes place between organizational members as they fulfil their prescribed roles while satisfying their individual needs.

Wiggins (1972) defined organizational climate as the characteristics of teacher-principal interaction.

Mehra (1973) defined organizational climate as the product of the interaction among three basic components (the formal organization and its role-structure, the individual and his personality dispositions, and the informal group and its norms and culture) of a social organization.

Mehra's concept is based on the contemporary organization theory which views social organization as comprised of a number of interdependent and interrelated parts.

After broadly reviewing the conceptual explorations into the domain of organizational or institutional climate by some researchers, it would be pertinent to set forth the ideology of institutional climate as it is conceived in the present study. The present researcher would like to clarify that in developing the conceptual framework of institutional climate of the institutions of the M.S. University of Baroda, she has used two researches mainly, one the premier one by Halpin and Croft (1963) and the other by Motilal Sharma (1973). The former was in the Western setting and the latter was in Indian setting. She has also used empirical data gathered by the Department of Educational Administration (Faculty of Education and Psychology) of the M.S. University of Baroda and enlarged and enriched the concept of institutional climate. The conceptualisation of climate that will be presented in the next few paragraphs would be mainly based on these three sources.

Halpin and Croft's ideology of climate is based on
three general factors, which Halpin (1966:161) calls
'social needs', 'esprit' and 'social control'; he further
explains that 'Social Needs' is an individual factor,
'Esprit' is a group factor and 'Social Control' is a leader
factor. Halpin and Croft have evolved the concept of
climate from the on-going chain of interactions of indivi-
duals (teachers) qua individuals (teachers), of the group
(staff) qua group (staff), and of the head of the Depart-
ment as the leader within the Department and of the Dean
in the Faculty comprising different Departments. Thus,
even in the conceptualisation of institutional climate
by Halpin and Croft, the interactions - the complex web
of conflicting and/or harmonious patterns of behaviours
constitute the major premise. Thus, institutional climate
grows out of a milieu of social and psychological needs
satisfaction, which has also overtones of social control.
Where these inter-locking patterns of behaviour have
positive orientation, the institutional climate tends to
tilt toward openness and where they have negative orienta-
tion, the climate tends to lean toward closedness.

Halpin (1966:162-63) has tried to compare his three
basic factor orientation of climate with Schutz's (1958)
three factor saturation in organizational behaviour. He
contends that Schutz's FIRO three factors of interpersonal
needs which are termed as <u>Affection,</u> <u>Control</u> and <u>Inclusion</u>
seem to parallel his three factors of organizational
climate referred to earlier. It would be fruitful to examine
how the three factors of Schutz are parallel to the three
factors of organizational climate as conceptualised by
Halpin and Croft, because such a discussion would clarify
the conceptual framework of institutional climate better.
The following excerpt from Halpin (1966: ŀ'162-63) makes
this comparison clear :

> "<u>Affection</u> is defined as behaviour directed toward
> the satisfaction of the interpersonal need for
> affection, and refers to behaviour characteri-
> zed by the following terms: 'like', 'personal'
> and 'friendship' and, contrari-wise, by such
> terms as 'dislike', 'cool', and 'emotionally
> distant'.
>
> <u>Control</u> is defined as behaviour directed toward the
> satisfaction of the interpersonal need for
> control, and refers to behaviour that connotes
> 'dominance', 'authority' and 'rules' and

contrari-wise, that connotes 'rebellion',
'resistance' and 'submission'.

Inclusion is defined as behaviour directed toward
the satisfaction of the interpersonal need for
inclusion, and refers to behaviour that connotes
'belonging...' and 'communication' and 'together-
ness' and contrariwise, to behaviour that is
described as 'isolated', 'lonely', 'ignored' and
'excluded'.

Thus, from Schutz's triology of factors of Affection,
Control and Inclusion, which like Social Needs satisfac-
tion, Esprit and Control factor-triology of Halpin and
Croft gave the base of the interacting behaviours of the
personnel of an institution which gives rise to climate
in their totality of effect. These chains of interaction
continuously go on in every Department - in every Faculty
as educational institutions are social organizations
operating both in formal and informal ways. The patterns
of interactions differ with the leader behaviour and the
group behaviour and the individual teacher behaviour. It
is this difference in the interacting behaviour patterns
that makes one institution different from another. In one
Department, the Head and the staff members are full of

enthusiasm and confidence; they work in harmony and find pleasure in working with each other and with students. The Department appears to be like a happy, well adjusted family. In another Department, the Head may be an auto-cratic, scheming man with dubious character; the staff is divided in factions - there is considerable jealousy, bitterness and suspicion. In the third Department, the Head tries to hide his incompetence by trying to appear democratic, friendly and patronising. Many such differences in the behaviour of the leader, the group and individual teachers may be found. Halpin (1966:131) observes, "as one moves to other schools, one finds that each appears to have a 'personality' of its own." It is this 'persona-lity' which Halpin describes as 'organizational climate'.

Earlier, it was maintained that institutional climate gets built up from the operation of three general factors, Social Needs Satisfaction, Esprit and Social Control. Halpin and Croft have further detailed this conceptuali-sation of organizational climate. Through factor analysis of the items they constructed to map the domain of climate, they found that two dimensions - <u>Intimacy</u> and <u>Consideration</u>

CHART-2
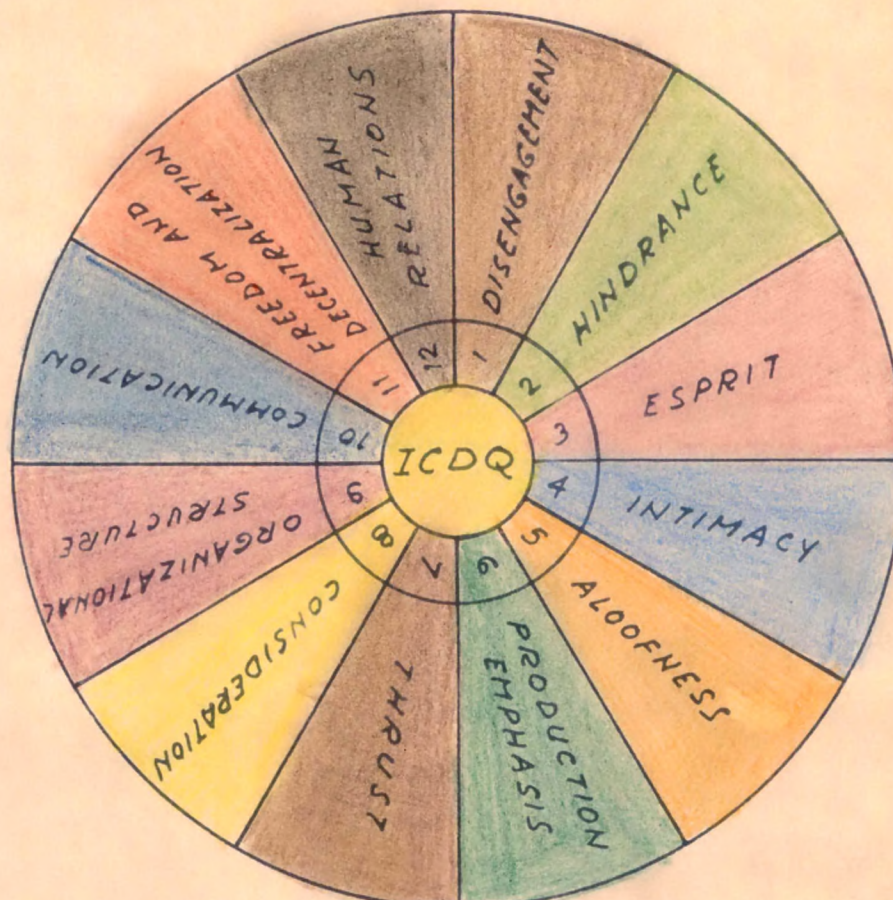
DIMENSIONS OF THE ICDQ

contribute largely to social needs satisfaction ; the
other set of dimensions - Esprit and Thrust - in a positive
way and Disengagement and Hindrance in a negative way -
contribute to Esprit; and Aloofness and Production Emphasis
go to constitute Social Control factor.

Halpin and Croft have, thus, identified eight dimen-
sions - Disengagement, Hindrance, Esprit, Intimacy, Aloof-
ness, Production Emphasis, Thrust and Consideration, the
first four indicating the group or teachers' behaviour and
the last four constituting the leader's or Head's (of
Department or the Faculty) behaviour in the context of
the present study.

The operational concept or behavioural ideology
denoted by each of these eight dimensions or constituents
of institutional climate is described in Halpin's (1966:
150-51) own words:

"Teachers' Behaviour :

> 1. Disengagement refers to the teachers'
> tendency to be 'not with it'. This dimension
> describes a group which is 'going through the
> motions,' a group that is 'not in gear' with
> respect to the task at hand. It corresponds

to the more general concept of <u>anomie</u> as first
described by Durkheim. In short, this subtest
focuses upon the teachers' behaviour in a
task-oriented situation.

2. <u>Hindrance</u> refers to the teachers' feeling
that the principal burdens them with routine
duties, committee demands, and other require-
ments which the teachers construe as unnece-
ssary 'busywork.' The teachers perceive that
the principal is hindering rather than faci-
litating their work.

3. <u>Esprit</u> refers to morale. The teachers feel
that their social needs are being satisfied,
and that they are, at the same time, enjoying
a sense of accomplishment in their job.

4. <u>Intimacy</u> refers to the teachers' enjoyment
of friendly social relations with each other.
This dimension describes a social-needs satis-
faction which is not necessarily associated
with task-accomplishment.

Principal's Behaviour

5. <u>Aloofness</u> refers to behaviour by the princi-
pal which is characterized as formal and imper-
sonal. He 'goes by the book' and prefers to be
guided by rules and policies rather than to
deal with the teachers in an informal, face-to-
face situation. His behavior, in brief, is
universalistic rather than particularistic;

nomothetic rather than idiosyncratic. To
maintain this style, he keeps himself- at
least, 'emotionally' - at a distance from
his staff.

6. Production Emphasis refers to behavior by
the principal which is characterized by close
supervision of the staff. He is highly directive
and plays the role of a 'straw boss'. His com-
munication tends to go in only one direction,
and he is not sensitive to feedback from the
staff.

7. Thrust refers to behavior by the principal
which is characterized by his evident effort
in trying to 'move the organization.' Thrust
behavior is marked not by close supervision, but
by the principal's attempt to motivate the
teachers through the example which he personally
sets. Apparently, because he does not ask the
teachers to give of themselves any more than
he willingly gives of himself, his behavior,
though starkly task-oriented, is nonetheless
viewed favourably by the teachers.

8. Consideration refers to behavior by the
principal which is characterized by an inclina-
tion to treat the teachers 'humanly', to try
to do a little something extra for them in
human terms.".

This is so far as the conceptualisation of organizational climate by Halpin and Croft is concerned.

Motilal Sharma (1973) has developed concept as well as methodology to measure organizational climate in Indian situation. Between 1968 and 1973, Sharma has done either on his own or in collaboration with others nine studies on organizational climate. Some of these researchers will be referred to later in proper context. Here, what needs to be noted is that he has used the conceptual framework and test items on organizational climate developed by Halpin and Croft, and re-factor analysed the items to find out whether the same three general factors and the same eight dimensions of organizational climate hold true in Indian context. He factor analysed the items of Halpin and Croft's OCDQ using them on a sample of secondary school teachers of Rajasthan in 1973. His findings, so far as they throw light on the conceptualisation of organizational climate are mainly three viz., (a) the three general factors of climate that he found in Indian situation are: (1) Esprit, (ii) Social Needs, and (iii) Organizational Control; (b) the eight dimensions emerged from his study through factor analysis are : (i) Disengagement, (ii) Alienation,

(iii) Esprit, (iv) Intimacy, (v) Psycho-Physical Hindrance, (vi) Controls, (vii) Production Emphasis, and (viii) Humanized Thrust, and (c) 'Esprit' and 'Intimacy' load high positively on the general factor 'Esprit'; 'Humanized Thrust', 'Psycho-Physical Hindrance and 'Disengagement' load high on the second general factor viz., 'Social Needs'.(The nature of correlation in the case of the first dimension is positive and in the case of other two dimensions is negatively); and 'Control', 'Alienation' and Production Emphasis' loads the highest on the third general factor, viz., 'Organizational Control' and all the three have negative saturations.

It should be noted here that the eight dimensions identified at item level through factor analysis both by Halpin and Croft in 1963 and Motilal Sharma in 1973 - are relatively independent. However, they have a common linking thread which contributes greatly in weaving the intricate and delicate texture of organizational climate. The new dimensions of climate identified by Motilal Sharma are conceptualised using his own words.

As observed earlier, through factor analysis Motilal Sharma has identified a different set of dimensions, four of which are different. Halpin and Croft's and Motilal Sharma's sets of eight dimensions are presented below :

Halpin and Croft's Eight Dimensions.	Motilal Sharma's Eight Dimensions
1. Disengagement	1. Disengagement
2. Hindrance	2. Psycho-Physical Hindrance
3. Esprit	3. Esprit
4. Intimacy	4. Intimacy
5. Aloofness	5. Alienation
6. Production Emphasis	6. Production Emphasis
7. Thrust	7. Controls
8. Consideration	8. Humanized Thrust

A few observations are pertinent here to understand how Motilal Sharma's conceptualisation of dimensions of climate differs from the original one by Halpin and Croft.

(1) As shown above, he uses 'Alienation' dimension in the place of 'Aloofness'. Alienation refers to the behaviour of the group (teachers), including the leader (the principal), which can be characterized as 'formal' and

'impersonal'. Sharma (1973:199) conceptualises operationally alienation as under :

> "Alienation refers to the behaviour patterns
> among the group (faculty), including the
> leader (the principal), which are characte-
> rized as highly formal and impersonal. It
> reveals the degree to which the principal
> 'goes by the book' and adheres to policies
> rather than dealing with the teachers in an
> informal, face-to-face situation. It also
> indicates the emotional distance between
> the group and the leader, and at the same
> time, among the group members."

(2) Sharma prefers the nomenclature 'Psycho-Physical Hindrance' to 'Hindrance' preferred by Halpin and Croft. In Halpin and Croft's scheme, it is a group behaviour dimension; in Sharma's scheme it is a leader behaviour dimension. Mehta who studied organizational climate of secondary schools of Delhi also treated this behaviour as a leader behaviour. Sharma (1973: 204) conceptualises this dimension in the following way :

> "Psycho-Physical Hindrance refers to the feeling
> among the group members that the principal
> burdens them with routine duties, management
> demands and other administrative requirements

which they construe as unnecessary. At the
same time they perceive the principal as
highly dictatorial in his behaviour, playing,
the role of a 'Straw Boss'."

(3) The 'Controls' dimension of Sharma draws its contents
from the 'Hindrance' and 'Aloofness' dimensions of Halpin
and Croft. It denotes the leader's behaviour. It is
conceptualised by Sharma (1973:205) as under :

> with
> "Controls refers to the degree/which the principal's
> behaviour can be characterized as bureaucratic
> and impersonal in nature; at the same time,
> though task-oriented in behaviour; how far
> does he try to raise the degree of effective-
> ness and efficiency by helping the group work
> towards the common goal by providing adequate
> operational guidance and secretarial services."

(4) As it was found in Mehra's Delhi study (1968), the
'thrust' and 'consideration' dimensions of Halpin and
Croft emerged in Sharma's study as two combined dimensions
to which he gave the nomenclature of 'Humanized Thrust'.
It denotes leader's behaviour. He (1973:209) conceptualises
operationally this newly constituted dimension as under :

> "Humanized Thrust refers to the behaviour of the
> principal which is marked by his attempt to

motivate the teachers through personal
example. He does not ask the teachers
to give of themselves any more than he
is willing to give of himself. The beha-
viour of the principal though unmistakably
task-oriented is at the same time
characterized by an inclination to treat
the teachers humanly and tender heartedly.
He attempts to do something extra for
them in humanistic terms, and consequently,
it is viewed favourably by the teachers."

Sharma's concluding observations are pertinent :
"The results indicate that different kinds of influences
affect the Indian teachers' perceptions of their schools.
These influences result in a realignment of the factor
structure of the OCDQ in the Indian situation. It is
within this realignment in which the teachers work."

When the present investigator decided to examine the
institutional climate of the departments, Faculties and
institutions of the M.S.University of Baroda, the issue
before her was to use either Halpin and Croft's model or
Sharma's model or develop another model. She had a series
of conferences with the staff members of the Department
of Educational Administration to deliberate on this issue.

She particularly had the benefits of discussion with
Professor D.M. Desai, Dr. P.K.Dongre, Dr. Neela Shelat
and with post-graduate students doing their doctoral
researches. She also had the benefit of consultation with
Dr. M.S.Patel, the former UNESCO Expert in Teacher Educa-
tion at the Asian Institute for Teacher Educators (Phili-
ppines) who has been in Baroda after his completion of
the UNESCO assignment, Professor D.B. Desai, Dr. B.K. Passi,
Dr. (Mrs.) Dekhtawala and others of Centre of Advance
Study in Education (Baroda). As a result of these work-
conferences with experts, she decided to use the Halpin
Model of eight dimensions of organizational climate, but
decided to add four more dimensions which she prefers to
designate as "Administrative Process Dimensions". These
new four dimensions are given the following nomenclatures :

(1) Organizational Structure

(2) Communication

(3) Human Relations

(4) Freedom and Democratization

Thus, the present investigator's model of institu-
tional climate has the following twelve dimensions :

(1) Disengagement (staff characteristic)

(2) Hindrance (staff's and the leader's characteristic)

(3) Esprit (staff characteristic)

(4) Intimacy (staff characteristic)

(5) Aloofness (the leader's characteristic)

(6) Consideration (the leader's characteristic)

(7) Production Emphasis (the leader's characteristic)

(8) Thrust (the leader's characteristic)

(9) Organizational Structure (administrative characteristic)

(10) Communication (administrative characteristic)

(11) Human Relations (the leader's and administrative characteristic)

(12) Freedom and Democratization (staff and administrative characteristic)

The first eight dimensions have already been conceptualised earlier. The last four are described in operational terms below :

(9) <u>Organizational Structure</u> refers to ranks and order of
seniority followed in assigning administrative and academic
responsibilities in Departments as well as in Faculties.
Professors have higher status and say in administrative
machinery in a Department and within a Faculty than Readers;
the latter have similar higher status and importance than
lecturers and the same thing happens in the case of
assistant Lecturers, Demonstrators, and so on in relation to
lecturers. Even in appointment of teachers to the position
of Professors and Readers, along with merits seniority is
given effective weightage. Deans are selected, by and large,
from among the senior Heads of Departments. The headship
of a Department goes to the Professor if there is only one
professor on the staff of the Department (in case of two
or three professors, the position goes to the senior most
among them) or to the senior most of the Readers if there
is no professor or if the professor is not in the good
books of the University Administration. A teacher who is a
Senate Fellow or Syndicate member carries more prestige
and importance than other teachers who cannot claim this
distinction. This dimension denotes the authoritarian
image of himself or herself by the Head of the Department
or the Dean of the Faculty. The Dean also gives a feeling

to the teachers of the Faculty that he is ommiscient and
omnipotent. All wisdom is believed to reside in him. The
Head never consults his colleagues and the Dean may not
consult his colleagues - the Heads of Departments in
important decision-making. There is little concern for
getting feedback from below. In the little world of the
Faculty, only the seniors count,the juniors are merely tole-
rated. They are considered to be growing intellectually and
professionally and they need to be guided,advised and even
reprimanded. This dimension stresses task-achievement. It
also denotes the possibility of situations developing in
the institution which may interfere with both task-accompli-
shment and group maintenance.

(10) Communication refers to either Downward or Upward
transmission. It denotes positive or negative orientation.
When communication channel facilitates upward flow -
transmission of ideas, experiences,etc., it improves group
maintenance and esprit; it also improves task achievement
because teachers have participation and involvement. But
when. communication tends to be merely downward - from
the boss to the subordinates in the form of notices,
circulars, advice, reproach, criticism, the teachers'

morale is adversely affected and the group is left dissatisfied and divided. This also eventually results in low or indifferent or mechanical output. To this extent, task-accomplishment leaves much to be desired. Even junior most staff members have many good ideas to offer, but they neither have courage nor opportunity to express them. They become passive and listless. Communication in such a case tends to flow horizontal but that too, happens in case of small congenial groups. Teachers do not develop confidence, unless they are extroverts and by personality make-up they are of pushing and dashing type. They hardly participate in staff meetings. In seminars and workshops, - they have little scope for participation. They, therefore, prefer to be back benchers. They tend to operate by themselves. The office of the Head in reference to the Department and the office of the Dean in reference to the whole Faculty become centres of noise and sound.

(11) <u>Human Relations</u> refers to the behaviour of the administration - the Dean, Head of the Department, the Office Superintendent, the Head Clerk and so on which is characterized by an inclination to respect the individuality of every member of the staff, irrespective of his

professional rank or seniority, and to treat him or her
with courtesy, decorum and a family feeling. Those who
have authority and power try to do a little something
extra for all teachers in human terms. They greet them
genuinely - it is not the artificial smile of an air
hostess. They take care to see that teachers have comfor-
table cabins to sit and work. Not only are their normal
essential needs of welfare taken care of by the Dean, Head
of the Department and the Faculty Office, but also they
are vigilant to see that no avoidable inconveniences
bother the teachers. The Head and the Dean treat the
teachers as members of the institutional family. They give
them opportunities and facilities for social get-to-gather.
The Head or Dean is easily accessible to the teachers. The
latter can meet him in an informal way. The teacher in the
Department/Faculty is recognised as a self-conscious
personality who is not expected to be a blind follower of
rules and regulations. Teachers operate in closely inter-
locking roles which result in greater understanding, more
gratifying experiences and more rewarding relationships for
the staff as well as the institution. Discriminations
against caste, creed, sex, religion region and language
have no place. Rural-urban discriminations also have no

place. Relationship within and without tne institution
is based on understanding, greater good of the institution
and the personnel working in it and service mindedness.
There are comradeship and communities or fellow feeling.
This dimension reflects positive attitude.

(12) <u>Freedom and Democratization</u> refers to the freedom of
thoughts, expressions and actions in academic matters and
research enjoyed by teachers in a Department or a Faculty. The
administration of the institution gives all possible
facilities and opportunities to teachers to break hew
grounds in their approaches to teaching-learning and
research. No one dictates the teacher how to teach, though
unhampered exchange of ideas and sharing of experiences in
teaching, curriculum planning, evaluation, research,etc.
are not ruled out. The teacher is free to develop his own
ideology and view-point in his academic field, and is free
to talk and write about it even if the trend of his thinking
goes contrary to that of the Head of the Department or the
Dean of the Faculty. He should be free to pursue truth as
he perceives or believes it and he should also go about
in his own way in the pursuit of excellence in teaching,
training and research. He is free to voice his disagreement

on academic matters with his seniors and superiors in the
Department or the Faculty. The Faculty administration is
run for the benefits of students and teachers of the
Faculty, and, therefore, both have freedom and opportunity
to contribute suitably. This dimension also implies
decentralisation and democratic recognition of the indivi-
duality of every teachingmember. Intellectual explorations
and adventures, without previous sanction of the authority
have a place here. Teachers can write articles, papers,
books on matters of academic and research interest without
their being required to secure the prior permission of the
administrators. This dimension has positive orientation
and overtones.

Such is the conceptual framework of institutional
climate used in the present research work. The terminology
of 'institutional climate' is, preferred to 'organizational
climate' because it is more appropriate to educational
institutions, all the more so to the institutions of higher
education. The term 'Organizational climate' is universa-
listic whereas the term 'institutional climate' is specific.

So far the exercise at the conceptualisation of
climate was at the general level of meaning of climate

and at the level of the various components or dimensions.
The present study has envisaged, as shown earlier, twelve
dimensions. A Department or a Faculty, being an educational
institution, constitutes a part of a social system in which
various members of the institute act and react to one-
another in a variety of ways. The interaction processes
weave different patterns which are woven and fused toge-
ther to give rise to different types of institutional
climate. Halpin and Croft have mapped out six organizational
climates viz., Open, Autonomous, Controlled, Familiar,
Paternal and Closed. Halpin (1966: 174-81) has described
characteristics of these six climate types. Each type is
created by different loadings of each of the twelve
dimensions. But he himself clarifies (p.277) that the six
climates that he and his colleague have delineated repre-
sent one concrete explication of the Open-Closed Construct.
Sargent (1967:6) accepts the two contrasting climate
styles, the Open and the Closed, but prefers to refer to
climate types as relatively Open or relatively Closed.
He (p.12) prefers to use three category classifications
viz., Relatively Most Open, Intermediate and Relatively
Most Closed'. In the present research the climate category

is also conceptualised as relatively most open, inter-
mediate and relatively most closed. These three constructs
will now be described synthetically, on the basis of high-
-low status of each of the twelve dimensions described
earlier.

(1) The Open Climate

This type of climate is at the positive extreme
of the climate spectrum. It denotes situations in a
Department/Faculty where the members of the staff manifest
strikingly high morale (highest Esprit). The teachers of the
Department/Faculty work like happy and affectionate
members of a family without any personal venom, back-biting
and groupism, and with the fullest possible cooperation
(low Disengagement). The relations are more informal and
personal than formal and impersonal. The Head and the
Dean are able to wield the staff better because they go
by policy rather than prejudices and favouritism
Hindrance. Teachers enjoy friendly social relations;
they confide among themselves their woes and worries, and
do not apparently feel any need for an extremely high
degree of intimacy (high Intimacy). Halpin (1966:175)

observes about teachers' behaviour that they "obtain
considerable job satisfaction, and are sufficiently
motivated to overcome difficulties and frustration. They
possess the incentive to work things out and keep the
organization "moving". Furthermore, the teachers are
proud to be associated with their institution."

The behaviour of the Head of the Department in the
Department and that of the Dean in relation to the Faculty
teachers manifest that their personality and their role
are fully integrated and synchronised. The leader at the
level of the Department or the Faculty behaves with his
colleagues in more informal and impersonal manner. They
do not become the cause of teachers' alienation. They do
not force upon the staff members routine matter to inter-
fere with their teaching, professional preparation and
research work. The physical and psychological hindrances
from their end are the lowest (Aloofness). The
behaviour of the Head of the Department and of the
Dean can be viewed as genuine.It is the least
bureaucratic and the pressuring teachers for task
accomplishment is the minimum. The head within his depart-
ment and the Dean within the Faculty help the staff-

members to work towards the betterment of the Faculty by providing to them operational guidance and secretarial services (Consideration). The Head and the Dean do not do all the work themselves because they create such conditions in the Faculty that appropriate leadership emerges from the staff which apply itself to the work of better teaching training and research. There is no need felt by the leaders to supervise the work of the staff, as they know pretty well that the latter are working on their own with their heart fully in their work. (lowest Production Emphasis). The motivation is internal and is strengthened by the fact that the Head and the Dean set an example of meticulous and hard work by working hard themselves. Depending upon the situation, they do criticise the work of their colleagues and they do so in a constructive way and do not hesitate to go out of their way to help them. The teachers are treated in humanistic terms (Thrust).

The structural hierarchy operates no doubt but it does not act as constraints to the opportunities to the staff to achieve their progress academically and professionally. Administration strives to give a fair deal to

all, irrespective of their rank or length of experience.
(Organizational Structure). The communication pattern and
mode are both from top to the bottom and from the bottom
to the top. The administration looks for feedback from
teachers (including even the junior ones) and students
and revise their decision-making in light of the percep-
tions thus gathered and experiences of the consumers thus
collected. The leaders are frank and they open out their
minds to their colleagues. Not only that, they listen
more than they talk. (highest or effective Communication).
The administration is vigilant for the personal and group
welfare of the staff members and tries to develop pleasant
and fruitful relationship with the University Administra-
tion, the local community, students' guardians and other
agencies with whom they have common professional interest
(high Human Relations). The teachers' individuality
is recognised and respected and the administration
allowed fullest possible autonomy to teachers to develop
their academic and professional thinking. Freedom to
members (teachers) and decentralisation characterize
administration in operation both at the Faculty level and
the Department level (Freedom and Democratization).

(2) Intermediate Climate

This climate type occupies an intermediary
position on the climate continuum. In this type of Depart-
ment/Faculty, teachers' behaviour in characterized by
high Disengagement, high Hindrance, low Intimacy, and
low Esprit.

The behaviour of the Head of the Department and
that of the Dean of the Faculty (leader's behaviour) are
marked by high Aloofness , High Consideration, high
Production Emphasis and Low Thrust.

Administrative operations are characterized by
concern for rank, position and status (high Organizational
Structure), downward but with occasional feedback communi-
cation (low or single tract Communication), average
Freedom and Democratization and average Human Relations.

(3) The Closed Climate

This climate type constitutes the other extreme of
the climate continuum. It depicts situations which are in
sharp contrast to those in Open Climate Departments and
Faculties. There is highest Disengagement. Teachers seem
to be least serious and keen about their work and duties.

They are more interested in pay rise and promotion. They
are inwardly least bothered about whatever happens in the
Department, though outwardly they pretend that they are
most bothered (highest Disengagement). Teachers go to the
Department when they have a class to teach. But once their
period is over, they prefer to go home instead of being
in their cabins so that students can meet them and derive
benefits of their guidance and advice (Hindrance). The
esprit or staff morale is the lowest. The Department/
Faculty is a house divided against itself. Divisive tenden-
cies manifest prominently. There is low job satisfaction
(lowest Esprit). Halpin (1966: 180) observes, "the salient
bright spot that appears to keep the teachers in the school
is that they do obtain satisfaction from their friendly
relations with other teachers (average Intimacy). (The
turnover rate for teachers in this climate may not be
significant because teachers have better pay scales and more
and better facilities in universities, particularly in a
unitary and teaching university like the M.S.University of
Baroda than most of the affiliated colleges and universities).

The Head/Dean seeks to evaluate teachers' behaviour
and their output strictly according to rules. They deal

with their colleagues largely in formal and impersonal
work. The leaders pressurise their colleagues and create
frequent obstacles rather than facilitate their work (highest
(Aloofness). They relish in subjecting the teachers to
over-work and deprive them even of their holidays (highest
Production Emphasis). Control is writ large in their
utterances and work (high Consideration). They are least
concerned with the social needs satisfaction of their
colleagues. The leadership tends to emphasise production -
output and puts a lot of pressure on the staff to achieve
that. They set up rules and regulation and frame tight work-
schedules thinking that more work is better work and better
results. The leadership is out and out task-oriented (highest
Production Emphasis). The Head of the Department and the
Dean of the Faculty make the least efforts to motivate
teachers through personal example. They would do minimum work
but would ask for maximum work from teachers. They ask their
colleagues to give themselves more than they are prepared to
give of themselves. They show no concern to understand and
satisfy the social needs of teachers (lowest Thrust).
Halpin (1966: 181) observes that teachers of Closed Climate

institutions regard their leader's behaviour not genuine
but 'phony'.

Administratively, the Closed Climate Departments/
Faculties are status-oriented and they put maximum pre-
mium on rank and position (highest Organizational Structure).
Their communication is single track, from the top to the
bottom with no avenues open for feedback from the consumers.
Teachers are always at the receiving end (lowest Communi-
cation), Human Relationship is at the lowest level (lowest
Human Relationship). Administration gives little freedom
to teachers to plan out even academic things in their own
way, and authority and decision-making are centralised
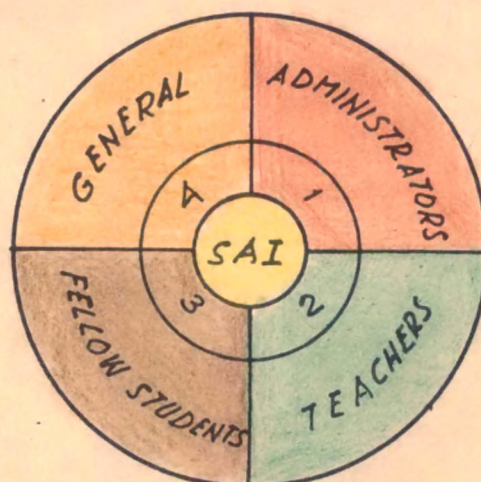(Freedom and Democratization).

This is how the categories of institutional climate
are conceptualised in the present study.

CHART-3
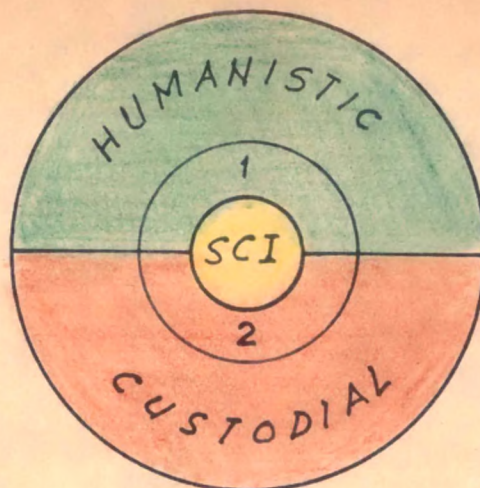
DIMENSIONS OF THE SCI
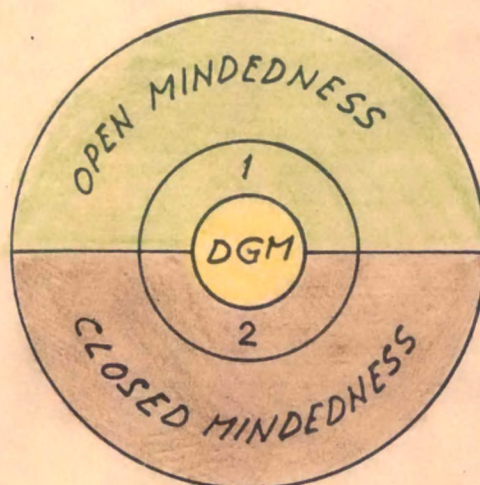
DIMENSIONS OF THE DGM

DIMENSIONS OF THE SAI

1.4 CONCEPT OF STUDENT CONTROL IDEOLOGY

Student control ideology is used in the present
study as one of the three major independent variables, and,
therefore, it is essential that its conceptual framework is
delineated and its domain is mapped. Control has been a
dominant ideology with educational system over centuries.
It has been for long conceived that students can be properly
moulded through subjecting them to rigorous control. The
old theory of formal discipline was meant to endorse the
control function of the school system. The under current of
thought was that freedom was harmful to proper moulding of
children and young men and women. It underscored requirement
for and restraints upon behaviour. Control was conceived as
both within and without. Educational institutions being
social organizations, society wanted the school system and
college system to exercise control over students. The
underlying fear was that without control they will be loose
and licentious, trouble shooters and troublous. There will be
little order and peace to facilitate effective teaching and
learning. Therefore, it was believed that students are to be
controlled in the larger interests of the society and in
their own interests. Most of the treatises written on education

during the colonial rule by the British underscored 'control'
as an essential feature of educational institutions. They
upheld student control as a form of social control, the
process by with social order in the society - and educational
institutions were part of this social order - could be
established and maintained at a reasonable level of peace
and productivity. In the heart of this ideology lay the
conviction that restraint is an ornament of all group life
including institutional life. Control ideology was conceived
and enforced more vigorously at the school level than at
the college level and university level. But after the World
War II this ideology has begun to undergo revolutionary
changes.

The control ideology though it still rules has lost much
of its former vigonry rigour and venom. This happened largely
in open societies. In traditional Asiatic and African
societies, the control ideology still prevails but it is
more marked and crippled in smaller rural habittations
than in towns and more in towns than in cities. This is
because cities, towns. and bigger villages are being
exposed to more socialistic and democratic experiences.

In plain language the concept of control includes the
ideology of norms and standards, expectation of ethical
and disciplined conduct or behaviour from students, and
rules and regulations that deal with content of the students'
behaviour to be controlled. Rewards or punishments, praises
or scolding, sanctions and a penalties are the means used
to exercise control.

Donald Willower and his colleagues (1967) have developed
prototypes of custodial and humanistic orientation toward
student control ideology. Willower (p.4) regards this classi-
fication - the specification of control typology as an
early step in the development of a conceptual framework.

(1) Custodial Ideology : Government institutions and
autocratically ruled Departments serve as a model for this
type of ideology. The institution reflecting this ideology
is headed by a bureaucratic and dictatorial head. It has a
highly controlled setting for teachers and students. Teachers
are stereotyped in their perceptions, attitudes and behaviour,
Not only do they seemingly respect the chair (the status
position of the Head of the Department and the Dean of the
Faculty) but inwardly they fear them or at the best they are

distrustful of them. Willower, Eidell and Hoy (1967:5)
observe that students are stereotyped in terms of their
appearance, behaviour and parents' status. In universities
and colleges such delineation of student behaviour cannot
be considered valid at least in the present times, but
teachers do entertain such expectation from students. Their
own behaviour reveals considerable constraints.

The perception of teachers about students is not posi-
tive and bias free. Students are perceived as irresponsible,
not interested in learning and without decorum or decency.
Wherever and whenever teachers can, they do not hesitate to
try to control students through failing them in tests or
harassing them in one way or the other.

> "Teachers do not attempt to understand student
> behaviour, but, instead, view it in moralistic
> terms. Misbehaviour is taken as a personal
> affront. Relationships with students are main-
> tained on as impersonal basis as possible.
> Pessimism and watchful mistrust imbue custodial
> view point". (Willower, et al : 5)

Where this orientation prevails, teachers are not
close to students and hardly there are occasions for

constructive clash of minds between the Department Head/Dean
and teachers and between teachers and students. There is
over emphasis on task-accomplishments but group maintenance
and morale go begging. Students as well as teachers are
least motivated from within. The output may be high or low,
but as it is under compulsion, it lacks intrinsic worth and
durability. Teachers conceive the Department as more or less
an autocratic organization where they derive little intrin-
sic happiness and job satisfaction. It is possible that some
of them are not happy at the treatment meted out to them by
the leadership in the Department/or Faculty. This leads to
bickerings and conflicts among themselves, which also get
reflected in their treatment of and relationship with the
students.

(2) Humanistic Ideology : A department and/or a Faculty
where this ideology prevails prominently, a picture contrary
to what was seen previously in relation to Control Ideology
obtains. Teachers and students form a happy, well adjusted
and harmonious group. The institution is conceived as a
family where each member cares for and loves others. No attempt
is made by Department Head/Faculty Dean to control and
coerce teachers and students. There is ongoing interaction

among all the members of the Faculty - Dean and Heads of
Department, a Department Head and teachers and teachers and
students. The interaction is in positive direction and proves
to be fruitful to entire Faculty Community. Staff members,
and even leaders, learn from the experiences of one another.
Willowever et al (p.5) observe, "student's learning and
behaviour is viewed in psychological and sociological terms
rather than moralistic terms. Learning is looked upon as an
engagement in worthwhile activity rather than the passive
absorption of facts. The withdrawn student is seen as a
problem equal to that of the overactive, troublesome one."

In institutions where this ideology prevails, teachers
try to understand students and remain close to them. They are
optimistic and take constructive view of the suggestions of
the Department Head or of the Dean and the criticism of the
students. They develop faith in students and their evaluation
of their (teachers') class performance. They are prepared to
discuss test results with any student who desires clarifi-
cation about how he/she is assessed. The humanistic teacher
regards student as a friend and his elder as well wisher
and guide. Not only does he desire that his individuality
is respected in the Faculty, but he himself respects the

individuality of his colleagues and students. He enters into relationship with all members of the Faculty as comrades in the pursuit of common goal - the betterment of the Faculty (which means the greater good of all leaders, teachers and students). While in the class, he builds up and maintains a democratic classroom climate. He cooperates with the Head/ Dean and his colleagues to ensure flexibility in status and rules. This type of institution is characterized by open channels of three-way communication, downward, upward and horizontal (i.e. among teachers and students). Teachers and students have abundant scope of self-determination. No-body shirks responsibility. The departments - the Faculty functionsderiving strength from the free will of teachers and students.

In the present research, the focus is on examining the ideology of university teachers concerning student control.

1.5 THE CONCEPT OF DOGMATISM

The basic conceptual framework of dogmatism is based on the belief systems of teachers with orientation of the openness or closedness of mind. The obvious meaning of dogmatism is 'adhering rigidly to a tenet'. However, Rokeach (1954) has used this term to refer to the belief-disbelief systems. According to this authority, there are three postulates about dogmatism, viz., (a) There operates in the minds of individuals closed organization system of beliefs and disbeliefs about reality, (b) a certain set of beliefs about absolute authority and (c) a framework for the patterns of intolerance and qualified intolerance towards others provided by the set of beliefs. He has postulated three dimensions of belief-disbelief systems, viz., belief-disbelief dimensions central-peripheral dimensions and time-perspective dimensions.

Rokeach has conceptualised 'open-mindedness' as (a) relatively low frequency of rejection of disbelief, (b) inter-communication of parts among belief and disbelief systems and (c) little discrepancy in the degree of differentiation between belief and disbelief systems. Rokeach's conceptualisation of 'closed-mindedness' is obviously and is in contrast to that of 'open-mindedness'. The contrast

is reflected in a high frequency of rejection of disbelief system, isolation of parts within belief and disbelief systems, greater discrepancy between the degree of differentiation between the two systems and relatively low differentiation within disbelief systems.

Rokeach has further elaborated his concept of 'open-mindedness' by observing that an individual whose belief-system is characterized by this dimension has a relatively broad time perspective (that is to say, the present, past and future are approximately represented in his time perspective) whereas an individual whose belief-system is characterized by closed mindedness has a narrow time perspective (that is to say, that either the past or the future is more important than the present).

This was the first conceptualisation of open-closed mindedness by Rokeach. In 1960, he came out with another definition of open-closed mindedness. From this, it appears that he conceives that an open-minded individual will differ from the closed-minded one in his ability to shift the relevant from the irrelevant information he gets and he will, thus, be able to cull out the substantial information from

the confusing mass of information given to him or he

happens to come across. Like the closed-minded individual,

the open-minded does not develop his belief-disbelief

systems under internal or external pressures - he is not

carried away by what he hears or is told. To quote

Rockeach (1960) himself, an open-minded person "can receive,

evaluate and act on relevant information received from the

outside on its own intrinsic merit, unencumbered by irrele-

vant factors in the situation arising from within the person

or from outside."

Gandhi (1976:63) observes in his study that the two

definitions - conceptualisations of open-mindedness and

closed-mindedness of belief system (dogmatism) can be

reconciled :

> "According to the first definition, to the extent
> to which a belief system is closed, there is
> greater tendency for the rejection of all
> disbeliefs, more isolation in beliefs and
> disbeliefs, high discrepancy in the degree of
> differentiation between belief and disbelief
> systems and less differentiation within the
> disbelief system. According to the second
> definition, distinction between open and closed
> belief systems depends upon the ability to

separate substantial information from
information about the source and the ability
to remain free from the influence of
irrelevant factors both internal and exter-
nal. Now, if one does not react to what is
relevant in a situation due to either inner
compulsion or compulsion from an external
authority, one will not be able to make a
logical integration in one's belief-disbelief
systems of information emanating from the
situation."

It appears from Rokeach's discussion of the belief-system
that open-minded individual is characterized by a tendency to
examine the information he gets orally or in writing on the
basis of rational thinking and intrinsic merit. Such a person
also endeavours to obtain fullest possible information
before forming his belief system. He does not, like the
closed-minded person, believe that the world is threatening.
As he has no pressure of a feeling of threat, he is no un-
critical adherent to authorities. He has in view past,
present and future - he has time perspective.

Such is briefly the brief conceptual moorings of
dogmatism as it is visualised in the present study.

1.6 STUDENTS' ACTS OF INDISCIPLINE

One of the role expectations of students is that they.enter into learning situations offered by each Department in each Faculty in an orderly, self-regulatory and disciplined manner. In thoughts, speech and actions they are expected to behave in a way that befit their role of learners. They are to be disciples in the real sense of the word — they should profess to receive instruction from their teachers, observe the code of conduct which the society has envisaged for them and follow the rules and regulations which are laid down for them by the institution and the university controlling the institution. Any violation of the mode of life in association with rules and conventions of the institution constitutes an act of indiscipline.

Acts of indiscipline may take the form of turbulent acts committed unapologetically and on irrelevant and frivolous grounds. Such acts may be directed against some fellow student or group of students, teachers, authorities of the institution, administration of the university, public institutions, public, police and so on. Ugly strikes, noisy demonstrations, destruction of institutional and public property, knifing students, teachers or administrators etc.,

are the instances of turbulent acts of indiscipline. Or, they may take form of shouting of slogans, gheroing administrators or teachers, abusing them, going on relay fast, besmearing walls of the buildings of institutions, with painted writings, hijacking public transport, ticketless travel, teasing and harassing women students. Students' acts of indiscipline may take other forms also.

In the present study students' acts of indiscipline are envisaged in the context of fellow students, teachers, administrators and public and also some miscellaneous acts of indiscipline. These acts may have their origin in thwarting of the psychological needs of students causing among them maladjustment, control ideology of administrators and teachers, alienation of adolescents from their home, bureaucratic attitude of administrators, injustice done to students in admission and examination, activism of some student leaders, instigation by politicians, instigation by some disgrunted teachers, and failure of institution to provide students adequate welfare services and programmes which they can legitimately expect from it (or the university administration) in the case of the present study.

The prime concern in the study is to examine possible relationship of the students' acts of indiscipline with the type of institutional climate of Faculty, the typology of the pupil control ideology propounded by its teachers and their belief-disbelief system (dogmatism).

1.7 CONCLUSION

The researcher has presented conceptual framework of institutional climate, its dimensions and types in some greater details, because it constitutes the major focus of the study. She has also briefly conceptualised student control ideology and its typology, teachers' dogmatism and students' acts of indiscipline somewhat briefly, because her primary concern in the study is to find out whether any relationship exists between the institutional climate of Departments and Faculties of the M.S.University of Baroda and the student control ideology and dogmatism of their teachers and outbursts of acts of indiscipline by their students. In the next chapter, an attempt will be made to present the plan and procedures of the study. The relevant review of research will be presented at appropriate places while describing and discussing the research design.