CHAPTER II :

THE RESEARCH DESIGN

2.1 INTRODUCTION

The previous introductory chapter was devoted to
the discussion of the conceptual framework of the present
study. It was intended to serve as a theoretical frame of
reference for ideas reflected in the institutional climate
intended to be studied of the institutions of the Maharaja
Sayajirao University of Baroda and of the factors that
possibly influence the institutional climate. The primary
concern in the study being to examine the extent to which
the leadership behaviour patterns of the heads of depart-
ments and Faculties, the dogmatism or belief - dis-belief
systems of the university teachers and their student
control ideology affect institutional climate and are
instrumental for students' acts of indiscipline which had
frequent outbursts on the university campus during 1975-76.
It is these facts of possible determinants of institutional
climate of departments and Faculties and of the university
students' acts of indiscipline that have provided focal
points to the present study. The research design of the
study is briefly described and discussed below in this
perspective.

2.2 THE PROBLEM

The problem of the study is worded as under :

"Institutional Climate of the Institutions as the
        Function of Pupil Control Ideology and Students'
        Acts of Indiscipline".

The institutional climate to be studied is that of the Departments and Faculties of the Maharaja Sayajirao University of Baroda (briefly referred to as the M.S. University of Baroda). It is a teaching and unitary university. In fact, it is the only university of the unitary and teaching type perhaps in the Gujarat State - in Western India - the other universities being partly teaching and predominantly affiliating types. When the data for the study were collected in 1975-76, there were in all 57 Departments in the University and 10 Faculties and 6. Institutions.*

It has been conceptualised at length in the previous chapter. It denotes the personality of the Institution or its inner psychological characteristics which are based on

---

* (1) College of Indian Music and Dramatics, (2) Preparatory Unit - Science, (3) Preparatory Unit - Arts and Commerce, (4) The M.K. Arts and Science College and College of Commerce, (5) The Baroda Sanskrit Mahavidyalaya and (6) The Polytechnic.

achievement of either or both functions of an organizational
group maintenance or task-achievements. Further the term
is used in the same sense in which Halpin and Croft used
the term Organizational Climate. Departments and Faculties
and Institutions differ in their institutional climate. This
difference in institutional climate arises from the fact
that leaders and teachers react with one another in different
ways.

Some of the important terms used in the statement of
the problem or later in the discussion will help in clari-
fying the problem.

(1) Institutional Climate :   The term 'Institution' refers
here to "Departments" which constitute organizational or
administrative units of a Faculty or an Institution of the
Maharaja Sayajirao University of Baroda briefly referred to
as the "M.S. University of Baroda". In the University,
under its Act of 1949 ten Faculties - Arts, Science, Educa-
tion and Psychology, Commerce, Medicine, Fine Arts, Social
Work, Home Science, and Engineering & Technology, Law are
constituted as Faculties, whereas some constituent colleges
or institutions such as College of Indian Music, Dance &

Dramatics, the Sanskrit Mahavidyalaya, Preparatory Units
of Science, Arts and Commerce and Polytechnics are named
as institutions. The head of a Faculty is called a "Dean"
whereas that of an institution is called as "head" or
"principal" and in the case of Oriental Institute even a
director. In the present study only those institutions are
taken into consideration that enrol students and have their
own independent academic staff.

The term "institutional climate" is used in the same
sense in which Halpin and Croft have used the term
"organizational climate". It denotes the inner psycho-
social life of an institution. The University Act lays down
powers and functions of the University. These powers and
functions the university accomplishes through its educa-
tional institutions and bodies and committees. In this sense,
all the educational organizations - Departments, Faculties,
Institutions have their own specified role and goals to
achieve. The Nomenthetic or sociological dimensions of
educational institutions of the University or of any organi-
zation imply that they should have an internal structure to
facilitate goal achievement. This internal structure is
often hierarchical, wherein the leaders or those few who

who are high up in the hierarchy exercise decisive
influence and generate among the personnel congenial or
otherwise chain of reactions. It is these reactions that
weave the web of the texture of the inner psychological
life of the institution which generates institutional
climate. If the psychological needs of the personnel-teachers
working in a Department/Faculty or an Institution are
satisfied there is greater job satisfaction and cohesion
leading to group maintenance. If psychological needs of
institutional personnel are flouted or ignored and there is
over emphasis on task accomplishment the inner life of the
institution is disturbed and to that extent its institu-
tional climate is also vitiated. Thus institutional climate
of an institution is indicative of either group maintenance
or task accomplishment or of both in harmonious blending
with the result that the staff members have inner psycho-
logical satisfaction and they feel motivated internally to
work towards accomplishment of the tasks set for them or
their institutions.

Thus, institutional climate is a complex. texture woven
out of the intertwining threads of interactions of the head
or the leader with the staff members and staff members among

themselves. The institutional climate is vitiated if teachers feel disengaged in the task assigned to them, if they feel hindered instead of being facilitated in the tasks set to them, if their morale is shattered to pieces and if they have little intimacy or social needs satisfaction. The deterioration in the institutional climate is accelerated if the group leader (i.e. the head of the Department/Faculty or Institution)manifests behaviours of aloofness, if he places over emphasis on results or production, if he manifests poor thrust and indulges in stark bossism and lacks human relations and considerations.

Pupil Control Ideology

Willower and Jones (1967) have found that of the many factors that influenced institutional climate pupil control was a dominant motif. Subsequent researches by Willower Eidell and Hoy (1967) and by Kirit Gandhi (1977),Anjani Mehta (1977) have underscored the saliency of pupil control orientation in the organizational climate of schools or colleges, though Halpin and Croft, the pioneers among researchers in the domain of organizational climate of schools did not include control orientation as an aspect of

organizational climate of educational institutions.

In the present study, following Gilbert and Levinson (1957) pupil control ideology has been conceptualised on a continuum ranging from "Custodialism" at one extreme to "humanism" at the other. The rigidly traditional Department or Faculty/institution is understood in this research to serve as a prototype for the custodial orientation. The

The Humanistic Control Ideology :

It presents a picture of contrast to custodial pupil control ideology. The following is the description - implications of those Departments that propound or manifest the humanistic pupil control ideology.

The connotations of this ideology can be further elucidated as under :

> "The model of humanistic orientation is the fact
> that an institution is conceived as an edu-
> cational community in which members learn
> through interaction and experiences. Students'
> learning and behaviour are viewed in psychological
> and sociological terms rather than in moralistic

terms. Learning is looked upon as an
engagement in worthwhile activity rather
than the passive absorption of facts. The
withdrawn student is seen as a problem
equal to that of the overactive, troublesome
one. The humamistic teacher is optimistic
that through close personal relationship
and respect, students will be self-disci-
plining rather than disciplined if
humanistic orientation leads a teacher to
desire a democratic classroom climate with
its attendant flexibility in status and
rules, open channels of a two-way communi-
cation, and increased student-determination,
and participation. Teachers and pupils alike
are willing to act upon their own volition
to accept responsibility for their actions".

Appleberry and Hoy (1969: 75) observe that "a humanis-
tic orientation is used in the socio-psychological sense
suggested by Fromm (1946); that is, it indicates an
orientation which stresses the importance of the indivi-
duality of each student and the creation of an atmosphere
to meet the wide range of student needs. A humanistic
pupil control ideology thus is marked by an accepting
trustful view of students, and confidence in students to be

self-disciplining and responsible. Its distinguishing features are : (a) stress on the maintenance of order (b) impersonality, (c) one-way downward communication, (d) distrust of students and (e) a punitive, moralistic orientation towards the control of students.

In Department where custodial pupil control ideology dominates the leader's and teacher's behaviour, students are likely to be stereotyped in terms of their appearance, behaviour and even parental social status. They are perceived as irresponsible and undisciplined persons who are to be controlled through uncompromising strict rules and through placing on them a lot of external pressure; where this ideology is emphasised or followed, teachers do not attempt to understand student behaviour, but instead view them in suspicious and moralistic terms. They doubt the basic goodness of students. They read too much in sometimes justifiable demands or criticisms of students. Leaders not infrequently resort to "divide and rule policy" to keep students under their thumb. They have their own favourites among students who are used to boost up their image among the student community and sometimes either to spy over them or to get feedback which may not be always healthy or

constructive. If students misbehave or raise their voice
in honest protest to put forward their genuine difficulties
or problems, the leader-teachers construe such acts as a
personal affront. Where custodial pupil control ideology
is the rule, relationships with students are maintained an
as impersonal basis as possible. Pessimism, watchful mis-
trust colour the custodial pupil control ideology. In brief,
in this control ideology, little attempt is made consciously
to respect individuality of students and meet their welfare
needs. The Department or the Faculty is not conceived as
a democratic society in miniature. But it turns out to be
more or less an autocratic organization with rigidly main-
tained demarcations between the status of teachers and
students. Naturally, the term denotes little close personal
contact between teachers and students and administrators
and students. Power is concentrated in those who are high
up in hierarchical position - in the hands of seniors -
professors and readers. Communication often has a single
tract - it flows from above to those who are below in rank
or status.

Dogmatism :   The dictionary meaning of the term is to
"adhering rigidly to a tenct". However, the term refers to
the basic characteristics of one's belief system; they desi-
gnate the extent to which a person's belief system is open
or closed. The term also denotes one's open mindedness and
closed mindedness. Rokeach (1960) describes the open minded
individual as one who receives stimulus without distortion,
evaluates and analyses it objectively, and then responds to
the information on the basis of its intrinsic merit, un-
impeded by irrelevant factors in the situation arising from
within the person or from external factors. Conversely, the
closed minded individual is one who distorts stimulus, and
acts upon it on the basis of many irrelevant factors. He has
difficulty in differentiating persons or from external
factors and their source. The term "dogmatism" in the
present study is used on the basis of irrational inner
forces. Rokeach has used the term "dogmatism" to the general
degree of closed mindedness. It should be underscored here
that Rokeach's concept or meaning of dogmatism, which is
used in the present study is purported to measure the struc-
ture of belief systems rather than their contents. There are
three points of emphasis in the definition of the term, viz.,

(a) there is relatively closed cognative organization of beliefs and disbeliefs about reality; (b) there is 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.

Open-mindedness : In 1960, Rokeach attempted two definitions of open mindedness. The first definition makes a distinction between the dogmatics and the non-dogmatics among all the three dimensions of organization-of belief - disbelief dimension, central-peripheral dimension and time perspective dimension. In another definition, he refers open mindedness to (i) a relatively low frequency of disbelief systems, (ii) inter-communication of parts among belief and dis-belief systems, and (iii) little discrepancy in the degree of differentiation between belief and dis-belief systems.

Closed mindedness : In contrast, closed mindedness refers to (i) a high frequency of rejection of disbelief systems, isolation of parts within belief and disbelief systems and (iii) greater discrepancy between the belief and disbelief systems and (iv) relatively low differentiation within dis-belief systems.

Students' Acts of Indiscipline :   The term refers to students'
acts of $\underset{\wedge}{\text{trouble}}$ and turmoil on the campus of the University. In
violence and nature they range from destructive acts of
disturbance to mild acts of teasing women, students or even
harassing them through verbal remarks and causing them
embarassments and insults. The acts of indiscipline are
directed towards university or Faculty administrators, fellow
students, teachers, and secretarial staff.Indiscipline
manifests in the failure of students to keep their minds
cool and temper controlled. Sometimes the students' reactions
constituting their acts of indiscipline are born out of poor
inter-actions and a lack of dialogue between them and
teachers, and administrators. They are also sometimes caused
by growing, distance between students and teachers and
administrators, their pupil control ideology and dogmatism
and even personality factors and stiff attitudes of teachers
and administrators.They take forms of outbursts of emotiona-
lity, shouting of slogans, taking out processions, going on
strikes, gharoeing of administrators and use of uncourteous
and even abusive language. Lack of mutual understanding,
unwillingness to enter into open and frank dialogue and
refusal to give and take, compromise and adjust, give rise

to students' acts of indiscipline and rhetorics of cold war. The small group of third graders who want to steal lime - light and emerge as leaders take up students' cause rightly or wrongly. Some of them are bold, dynamic, possessing leadership qualities and have abilities of organizing morchas, demonstrations and have guts to be harsh and ruthless. They exploit a maximum way the feelings enter- tained by some sections of the students' community of injustice and injury imaginative or real, done to them. It is this small group which sparkles of outbursts of student unrest while the majority of academically minded students are mere silent spectators or join the strife unwittingly.

Personality Factors :   The term 'Personality' has become a term in common usage. In common language, the term denotes effective and impressive look or bearing. Cattell (1950) observes that 'personality' is that which permits a pre- diction of what a person will do in a given situation. Personality is also conceived by some psychologists as an individual's characteristic pattern of adjustment. Allport's (1937) classic definition of personality is :"Personality is the dynamic organization within the individual of those

psychophysical systems that determine his unique adjustments to his environments.

It can be seen from the above definition that most psychologists would accept that personality consists of an individual's characteristics and distinctive ways of behaving.

The distinctive ways of behaving have been labelled by Cattell (1950) through his trait theory.

By analysis a very large number of trait ratings and measurements have emerged. Analysing them by the Factor Analytic Method, Cattell (1957) came out with a picture of 16 relatively independent personality characteristics such as aloofness, brightness, maturity, submissiveness, glumness, conscientiousness, timidity, sensitivity, trustfulness, eccentricity, simplicity, insecurity, conservatism, dependency, uncontrollability, and stability.

Faculty : The term refers to the academic organizations denoting academic disciplinary institutions. There are ten Faculties constituted under the University Act of 1949. They are in order of the act of constitution, Arts, Science, Education and Psychology, Commerce, Medicine, Technology and

Engineering, Fine Arts, Home Science, Social Work, and Law. The head of the Faculty is called the 'Dean'. He is appointed by the University Syndicate for two terms of two years each.

Department :   A Department is a smaller academic unit of the Faculty. A Faculty may have a number of departments ranging from one to more. The head of the Department is appointed by the University Syndicate out of those teachers in the particular academic discipline which is represented by the Department who are permanent and full-time teachers and who are either professors or Readers. The Faculties of Arts, Science and Technology have the highest number of Departments. The appointment of the head of the Department is more or less permanent unless the Syndicate has reasons to change him either through retirement or resignation or on grounds of inefficiency or misconduct.

Institution :   The M.S. University has some colleges or institutions designated as "Institutions".The head of the Institution is differently designated. For instance, the head of the Sanskrit Mahavidyalaya (which enrols students) is called the 'Principal', whereas the heads of the Preparatory Units of Science, Arts and Commerce are called merely

7 "heads". The Oriental Institute is a research organization
and its head is called "Director". The headship of institu-
tion is also appointed by the Syndicate. The principle of
rotation is generally not followed in the case of the appoint-
ments of heads of 'Institutions'. The heads of Faculties and
of Institutions are ex-officio members of the University
Court. The head of General Education Centre is called
"Coordinator".

Major Departments : The 57 Departments of the University
are classified on the basis of the academic discipline to
which they belong.Departments of Languages, such as English,
Gujarati, Hindi, Sanskrit, Persian, German etc. are designated
as Humanities; the Departments of Archaeology, Economics,
Agro-Economics, Sociology, Politics, Sociology,etc. are
called Social Sciences Departments; those belonging to pure
sciences include Departments of Psychics, Mathematics,
Chemistry, Botany, etc., the Applied Science Departments
include Geology, Fine Arts include Departments of Indian
Music, Dance & Dramatics, and Sculpture.

Climate Categories : Halpin and Croft have mapped out six
climate categories, viz., Open, Autonomous, Controlled

Familiar, Parental and Closed. They are all on climate
continuum, with Open Climate representing one extreme and
the closed Climate representing the other extreme end. In
the present study only three categories are computed. These
three climate categories are Open, Intermediate and Closed.
Halpin (1966: 173) himself has observed that the first two,
i.e. Open and Autonomous are relatively Open Climate, the
third and Fourth Climate category - The Controlled, and Familiar-
are intermediatory types, inasmuch as each of them stresses
only one of the two major organizational requirements (group
maintenance or task accomplishment)and the fifth and the
sixth categories - the Paternal and the Closed Climate, both
of which are closed, that is to say in which neither of the
two major organizational requirements - group maintenance or
task accomplishments is fulfilled.

Professional Status :   University teachers are classified
into four hierarchical ranks :

(1)   professors,one-third of whom are given the highest scale
       of senior professors, the readers, and the Lecturers.
       There are other categories of university teachers in
       terms of their professional ranks such as Assistant

Lecturers, Teaching Assistants, Senior/Junior instruc-
tors. Of the total 909 teachers in the University in
1975, 60 were professors, 126 Readers, 581 Lecturers,
77 teaching assistants. and assistant lecturers, and 65
Honorary, part-time,research and other teachers.

2.3 THE RATIONALE OF THE STUDY

Indian higher education has been under tremendous
pressure. Its problems are many and varied. Unscrupulous
expansion, the inadequate grant-in-aid and free structure,
the recruitment of low quality staff, irregular payment of
salary to staff, inadequate laboratory and library facilities,
the growing trend of trade unionism among teachers, un-
satisfactory conditions of work and deteriorating teacher
morale and job satisfaction, politicalisation of university
and Faculty administration are some of the factors that are
responsible for vitiating college and university psychological
and sociological climate. In the course of the last decade or
so, the deteriorating institutional climate of colleges
and universities has been engaging the attention of admini-
strators and the society. Unfortunately, most of the research

effort expended has been largely in the field of secondary schools and teachers' colleges. Higher education seems to have attracted little attention of researchers working in the field of climate studies.

The present study not only seeks to fill this gap, but has developed some new tools appropriate to the Indian conditions. They include the tool ICDQ, (Baroda Form III) which is meant for a unitary teaching university(like M.S.University of Baroda), and the PCI (Baroda Form II for institutions of higher learning and the students Acts of Indiscipline). With these tools, it becomes easier to get an insight into the inner life or the personality of the Faculties/Institutions/ Departments of the University. Therefore, the present study can be considered as a further step to understand the hitherto little known and understood dimensions of the M.S.University of Baroda.

Its foremost rationale is that this is the first study to be undertaken in India to identify the institutional climate of Faculties/Institutions and Departments of a Unitary, teaching and residential university. As observed earlier,

most of the Indian studies on climate attempted so far
belonged either to secondary schools or colleges of education,
barring a few exceptions, . ., Mehra (1968), Sharma (1973),
Shah (1975) and Patel (1976) have raised the question whether
the OCDQ tool and procedures for identifying climate types
developed by Halpin and Croft are appropriate to Indian condi-
tions. It was, therefore, necessary to develop the tool on
climate more suited to Indian conditions and develop proce-
dures for identifying climate categories which are simple
and at the same time scientific enough to produce valid and
dependable results. This is exactly what the present study
attempts to do.

· Further Indian critics have commented on the inadequacy
of only eight dimensions forming the structure of the climate
measurement tool. They had suggested that dimensions like
communication, freedom and decentralisation, human relations,
organizational hierarchy should have a place in the struc-
ture of the OCDQ.

2.4 THE SCOPE AND LIMITATIONS OF THE STUDY

The scope of the present study is considerably expanded, as it seeks to study institutional climate of the Faculties/Institutions/Major Departments of the University on a wider canvass which covers not only new biographical factors like professional rank or status of university teachers but even a variable like exposure to experiences foreign countries as student, teachers, an observer or just a visitor and previous experience of working as student leader in their days of studenthood. Climate is also studied in perspective of new factors such as student control ideology - custodial and humanistic control orientation of teachers and leaders, the Open mindedness and Closed mindedness - their dogmatism, personality factors and students' acts of indiscipline. It tries to formulate and examine some hypotheses which seek to establish relationship among institutional climate, student control ideology, dogmatism, personality factors and students' acts of indiscipline. The principal inquiry is pivoted on the question, to what extent factors like institutional climate, custodial and humanistic ideology of Faculty deans/Institution heads and Department heads,

their open and closed mindedness or dogmatism and personality factor of Department heads are instrumental in influencing students' acts of indiscipline. The results could at least serve a useful purpose - that of creating an awareness in Deans/Heads as to how their action patterns tend to build up institutional climate in the Faculty/Department and how their custodial ideology and dogmatism sow the seeds of students' acts of indiscipline or student unrest. The study is likely to provide a different angle to university and Faculty administrators at factors that create student unrest on their campuses.

The limitations of the study are as under :

(1) The four administrative dimensions of the ICDQ were empirically arrived at and they did not emerge as the results of the Factor Analytic method as was the case in Halpin-Croft's Study on "Organizational Climate of Schools."

(2) The individual items of the ICDQ, SCI and SAC were not subjected to Factor analysis.

(3) The tools ICDQ could have been validated against the OCDQ of Halpin and Croft of the OCDQ-HE by Borrevick

and the SCI could have been similarly validated against the PCI of Willower, Eidell and Hoy (1967). But this could not be done because both time and cooperation of teachers and heads of Departments constituted a real problem.

(4) The study is limited only to a teaching, unitary, and a residential university where the institutions belong to the university and all teachers are university employees. In the matter of physical and human resources, a unitary teaching and residential university in India differs significantly from an affiliating and partly teaching university.

(5) The Multiple Regression predicting the climate scores is not included in the method of analysis and interpretation followed in the study. This was not done because, the emphasis in the study has been more on testing the hypothesis rather than prediction.

(6) Wherever the technique of correlation has been used, the partial correlation has been avoided. As such a procedure is deemed to be time consuming and is cumbersome.

Such are some of the limitations of the present study.

2.5 ASSUMPTIONS

The study is based on the following

1. A fairly accurate picture of the institutional climate of a Faculty/Institution/Department can be obtained on the basis of the interaction patterns of teachers with other teachers, of the principal with his colleagues and of some general administrative behaviours.

2. Institutional climate can be identified and classified on a climate continuum.

3. The Open and Closed climate categories constitute the extreme ends of climate continuum.

4. In intermediate type of institutional climate any one of the two of the organization goals - group maintenance or task-accomplishment is achieved; both the goals are achieved to a larger extent in Open Climate and none of them is achieved in Closed Climate institutions.

5. Institutional climate can be measured and evaluated.

6. Not only some biographiccal characteristics of teachers who perceive the institutional climate of their institutions, but other factors like their student control

ideology, their belief and dis-belief systems and
personality factors of teachers or the leaders affect
institutional climate.

7. It is possible that student acts of indiscipline or
student·unrest have their roots in the type of student
control ideology that teachers and leaders adopt, their
dogmatism and some of their biographical characteristics.

8. It may be possible to influence institutional climate.

2.6   OBJECTIVES OF THE STUDY

As mentioned earlier, the primary concerns of the
present study are : (1) to identify the institutional climate
of various Faculties/Institutions and major Departments of
M.S.University of Baroda, (2) to examine the possible
relationship prevailing among the institutional climate with
pupil control ideology, university teachers' dogmatism
orientation and students' acts of indiscipline or student
unrest on the campus of the university. In order to collect
necessary data on these, it would be necessary to select or
refine· tools to measure institutional climate, teachers'
pupil control ideology, their dogmatism or belief system and

students' acts of indiscipline. These would constitute the general purposes of the present study.

The specific objectives will be as under :

(1) To identify institutional climate of each of the sampled Faculty/Institution and Major Department of the M.S. University, on a climate continuum, with Open Climate at one end, Closed Climate at the other end and the Intermediate Climate on the middle portion of the continuum.

(2) To examine different dimensions of the ICDQ to determine the extent to which they contribute to create a specific climate type of (a) Department and (b) a Faculty/Institution.

(3) To examine the climate of Faculties/Institutions comprising disciplines of Humanity studies, social Sciences, Pure Sciences, Applied Sciences and Fine Arts, and to determine the extent to which they differ among themselves in their institutional climate.

(4) To measure to what extent some biographical characteristics of the university teachers viz., sex, professional, status, rural-urban upbringing, exposure to

foreign experiences etc. influence the Faculty/Institute climate.

(5) To inquire whether there is any significant difference between teachers' and principals' perceptions of Open and Closed climates.

(6) To examine to what extent student control ideology entertained by university teachers of a department/ faculty/institute contributes to its institutional climate.

(7) To determine extent to which the belief systems (dogmatism) of teachers in Open climate faculties/ Institutions differ.

2.7 THE HYPOTHESES

The following hypotheses are formulated which form the base of the present study :

(1) Institutional Climate of various Faculties/Institutions of the M.S.University of Baroda would show marked variations.

(2) Faculties/Institutions with Open climate will have higher mean scores than those with Closed climate on

sub-tests "Esprit", "Intimacy", "Thrust", "Considera-
tion", "Communication" and "Human Relations" and on the
rest of the sub-tests lower mean scores. Faculties with
Closed Climate will have higher mean scores on "Dis-
engagement", "Hindrance", "Aloofness", Production
Emphasis", and "Organizational Structure" but lower
mean scores on the remaining sub-tests".

(3) The various Departments of the University will differ
among themselves in terms of their three climate cate-
gories, not only that but the same trend of climate
variation will continue to be manifested even when they
are further classified into major divisions on the basis
of their academic discipline'.

(4) There are no real differences between the mean percep-
tions of (a) Faculty Deans and Faculty Teachers, (b)
between those of professors and lecturers on different
dimensions of institutional climate as measured by the
ICDQ (Baroda Form III)".

(5) (a) Faculty Climate is a factor related to students'
acts of Indiscipline'.

(b) There are significant differences in the Pupils'
acts of indiscipline in relation to various departments
as shown in the t-values given in the Table 4.23.

(6) Students' acts of indiscipline would relate significantly to the ICDQ (Baroda form III) dimensions of "Disengagement", "Hindrance", "Esprit" and "Aloofness".

(7) Students' acts of indiscipline would relate significantly to the four administrative dimensions of the ICDQ (Baroda Form III) "Communication, Organizational Structure, Freedom and Democratization and Human Relations".

(8) Teachers' Student Control Ideology would relate significantly with the four administrative dimensions of the ICDQ (Baroda Form III).

(9) There would be significant relationship between the institutional climate of (a) different faculties/ Institutions and (b) different Departments and the typology of the student Control Ideology of their teachers.

(10) The personality factors of departmental heads of the Open, the Intermediate and Closed types of departments will differ."

(11) There are no true differences in mean scores on the belief systems of university teachers belonging to Faculties/Institutions manifesting different climate categories as measured by the Dogmatism Scale".

(12) The more dogmatic the university teacher, the greater is his propensity towards custodial orientation in student control ideology.

(13) There exists a significant difference in attitude towards the Pupil Control Ideology, Dogmatism and Students' Acts of Indiscipline by different climate.

(14) There is no significant relationship between student control ideology of Heads of University Departments and students' acts of indiscipline as measured by the SAC.

(15) There is no significant difference between the pupil control ideology of the heads and teachers of University Departments.

(16) Biographical characteristics of University Teachers of (a) sex, (b) professional status or rank, (c) urban-rural upbringing, (d) exposures to foreign experiences and (e) previous experience of working as student-leaders during their studenthood are independent of their perception of the institutional climate of the Faculty/Institution to which they belong.

2.8 THE NATURE OF THE DATA USED IN THE STUDY

The six types of data are used in the present study. Firstly, those yielded by the personal data sheet; secondly, those obtained by the administration of the tools, mentioned in the subsequent section and described and discussed at length in Chapter III; thirdly, the ones that were culled out from the University Annual Administration Reports and other documents like "List of Establishments," "Handbook of the University," fourthly, some data were the results of the observation and interviews with some of the University teachers and administrators; fifthly, part of the data came also from events on the university campus reported in Gujarati dailies like the "Lok Satta", "Sandesh", "Gujarat Samarchar", and English dailies like "The Times of India" and "the Indian Express" and the "Sunday Standard". Lastly the data which formed the findings of the previous researches on climate and related fields were used either to substantiate or demarcate the findings or the focal points of the present study. Some of these data were descriptive and proved to be insightful in understanding the inner life of the University which was otherwise little known to its teachers, students and even administrators. These data were either fed into the

observations, explanations, or comments presented while

testing some of the Hypotheses which have formed the crux and

critical points in the study. Some data are presented using

codes, as it was not found proper to relate the data specifi-

cally to some particular Faculty/Institution or the Department.

The investigator wanted to maintain the unanimity of the

Faculties/Institutions and Departments. It was deemed nece-

ssary to do so because it was neither the intention of the

investigator nor the purpose of the study to judge or evaluate

the climate, control ideology, dogmatism, etc. of teachers

and leaders of any particular Faculty/Institution or Depart-

ment. Her interest was in the understanding of the operational

aspects of the University in a general way so far they provide

a clue to the understanding of some crucial psychological

and sociological aspects of the inner life on the university

campus that go to build up its institutional climate and to form

the habits, values and belief systems of the University

teachers which could be used in understanding the university

community of teachers and students in the context of the

impact of some of the behaviours of university administrators.

This in brief, is the picture of the nature of the data

intended to be collected and used in the present investigation.

2.9 THE RESEARCH INSTRUMENTS

A reference was made in the previous section to the research tools to be used in collection of data. The main research instruments will be the following :

(a) The Institutional Climate Descriptive Questionnaire - the ICDQ (Baroda Form III)

(b) The Student Control Ideology Form (the SCI, Baroda Version) developed by the investigator.

(c) The Dogmatism Scale (Form E) by Milton Rokeach.

(d) The 16 P.F. Personality Questionnaire (Form C) by Cattell

(e) Students' Acts of Indiscipline (the SAI - Baroda Version) developed by the investigator.

Out of the above five instruments the researcher herself has constructed the Tool No.(a), (b) and (e).

2.10 THE SAMPLE

The research tools referred to in the previous section, were intended to collect data for the study.For this purpose,

the investigator has selected all the 10 Faculties and 5 Institutions of the M.S.University of Baroda for the sample of the present study. Again in these 10 faculties and 5 institutions, there are 57 Departments* that operated in the University in 1975. Out of this total number of teachers, only 25 or 28.9 per cent of university teachers were selected for the sample of the study. The sample of the respondents (university teachers) was drawn from different faculties of the M.S.University of Baroda and also from the professional ranks of Professors, Readers and Lecturers.

According to the Twenty-Sixth Annual Report of the University (p.196), there were in all 909 University teachers belonging to 5 different categories, viz., Professors 60, Readers, 126, Lecturers, 581, Teaching Assistants, Assistant Lecturers, Senior/Junior instructors 77 and Honorary Part--Time, Researchers and others, 65. For the purpose of the sample, the investigator selected the first three categories of University teachers - the Professors, the Readers and the Lecturers who form the main and the bulk of the University teachers who totalled 767 teachers.

---

* This list of Departments is given in Appendix

The Table 2.1 gives the Faculty/Institution-wise
distributions of the university teachers.

Table 2.1 : Faculty-wise and Institution-wise Distribution
of the Sample of Respondents.

Faculty/Institution	Universe	Sample	Percentage
1. Arts	98	45	46.9
2. Science	191	47	24.6
3. Education & Psychology	33	18	54.5
4. Commerce	39	13	33.3
5. Engineering & Technology	187	47	25.0
6. Home Science	46	16	34.9
7. Fine Arts	28	7	25.0
8. Social Work	12	4	33.3
9. Law	6	3	50.0
10. Medical College	80	20	25.0
11. College of Indian Music, Dance and Dramatics	24	9	34.9
12. Sanskrit Mahavidyalaya	11	5	45.4
13. Polytechnic	58	15	25.9
14. Padra College	27	7	25.1
15. Oriental Institute	7	2	28.5
Total	767	258	28.9

Thus, it would be seen that the selected sample is
representative of all the 10 faculties and 5 institutions of

the M.ᴰ.University, and that its size of 258 or 28.9 per cent
is viable enough for such a perception study.

The sample is also proportionately stratified.

The sample is further subjected to analysis to demonstra-
te one aspect of its reppesentatives.

Table 2.2 : The Break-up of the Sampled Respondent Teachers
According to their Sex and Different Faculties.

Faculty/Institution	Male	Female	Total
1. Arts	39	6	45
2. Science	42	5	47
3. Education & Psychology	12	6	18
4. Commerce	5	8	13
5. Engineering & Technology	45	2	47
6. Home Science	4	12	16
7. Fine Arts	5	2	7
8. Social Work	4	–	4
9. Law	3	–	3
10. Medical College	19	1	20
11. College of Indian Music, Dance and Dramatics	8	1	9
12. Sanskrit Mahavidyalaya	4	1	5
13. Polytechnic	15	–	15
14. Padra College	7	–	7
15. Oriental Institute	2	–	2
Total	214	44	258

The Table 2.2 shows that, out of the total 258 or 28.9 per cent of the sampled university teachers, 214 or around 82 per cent are of 'Male' and 44 or around 18 per cent are 'women teachers'. The number of male respondents is found four times the number of female teachers. In the University, the proportion of women teachers is round about 18 per cent.

The sample includes, as stated earlier, the three categories of university teachers, viz., Professors, Readers and Lecturers. The following table 2.3 gives this information faculty-wise. break up of the sample according to the professional status of the university teachers.

Table 2.3 : The Break-up of the Sampled Respondent Teachers According to Their Status and Different Faculty.

Faculty/Institution	Profes-sors	Readers	Lectu-rers	Total
1. Arts	1	11	33	45
2. Science	–	2	45	47
3. Education & Psychology	1	6	11	18
4. Commerce	2	4	7	13
5. Engineering & Technology	–	–	47	47
6. Home Science	–	4	12	16
7. Fine Arts	–	–	7	7
8. Social Work	–	–	4	4
9. Law	–	–	3	3
10. Medical College	1	5	14	20
11. College of Indian Music, Dance & Dramatics	1	–	8	9
12. Sanskrit Mahavidyalaya	2	–	3	5
13. Polytechnic	1	1	13	15
14. Padra College	–	1	6	7
15. Oriental Institute	–	2	–	2
Total	9	36	213	258

The Table 2.3 shows that out of the total 258 sampled teachers, 9 or 3.4 per cent are professors; 36 or 14.00 per-cent are readers and 213 or 82.6 per cent belong to the category of lecturers' group. It could be seen that the major number of respondents are lecturers. In the University also, lecturers constitute around 77 per cent of the total university teachers of the categories of professors, readers and lecturers.

The sample includes three types of upbringing of the university teachers viz., City, Town and Village. These data are given in the Table 2.4.

From the Table 2.4, it can be seen that out of the total sampled 258 teachers, 206 or nearly79.8 per cent are from city areas, 33 or around 13.1 per cent are from town area and 19 or around 7.00 per cent are from village area. The majority number of teachers belonged to city area.

The sample includes two types of respondents, one who had leadership experience in one way or the other during their student days, and the other who did not have such experience. Teachers with leadership experience in their studenthood

Table 2.4 : The Break-up of the Sampled Respondents Teachers
According to their Upbringing and Different Faculty.

Faculty/Institution	City	Town	Village	Total
1. Arts	27	11	7	45
2. Science	44	3	–	47
3. Education & Psychology	11	1	6	18
4. Commerce	7	3	3	13
5. Engineering & Technology	45	2	–	47
6. Home Science	15	1	–	16
7. Fine Arts	6	1	–	7
8. Social Work	2	1	1	4
9. Law	–	3	–	3
10. Medical College	18	1	1	20
11. College of Indian Music, Dance and Dramatics	7	2	–	9
12. Sanskrit Mahavidyalaya	2	2	1	5
13. Polytechnic	15	–	–	15
14. Padra College	7	–	–	7
15. Oriental Institute	–	2	–	2
Total	206	33	19	258

accounted for nearly 22.4 per cent of the sample.(Leadership

or non-leadership of the university teachers)

These data are presented in the Table 2.5.

Table 2.5 : The Break-up of the Sampled Respondent Teachers
According to their Leadership and Non-Leadership
of Different Faculties.

Faculty/Institution	Leader-ship	Non-leader-ship	Total
1. Arts	7	38	45
2. Science	5	42	47
3. Education & Psychology	8	10	18
4. Commerce	3	10	13
5. Engineering & Technology	1	46	47
6. Home Science	12	4	16
7. Fine Arts	2	5	7
8. Social Work	1	3	4
9. Law	–	3	3
10. Medical College	8	12	20
11. College of Indian Music, Dance and Dramatics	7	2	9
12. Sanskrit Mahavidyalaya	–	5	5
13. Polytechnic	3	12	15
14. Padra College	1	6	7
15. Oriental Institute	–	2	2
Total	58	200	258

From the above table, it indicates that the total number of sampled teachers, 200 or around 77.5 per cent had no leadership and experience in their studenthood. Thus, only a small number of the sampled teachers exhibits previous leadership experience in their youth.

It was also decided to examine whether the exposure to foreign countries has any influence on the perceptions of the university teachers about the climate, etc. of their institution. The following Table 2.6 indicates the frequency of university teachers according to the nature of their visit to foreign countries.

Table 2.6 : The Break-up of the Sampled Respondent Teachers According to their Exposure to Foreign Countries and Different Faculties.

Faculty/Institution	Just-a-visit	Studied in Foreign Univ.	Visit to a Foreign Univ.	No-Visit	Total
1. Arts	2	10	4	29	45
2. Science	3	3	1	40	47
3. Education & Psychology	–	2	4	12	18
4. Commerce	3	2	5	3	13
5. Engineering & Technology	1	–	–	46	47
6. Home Science	–	1	–	15	16
7. Fine Arts	–	–	1	6	7
8. Social Work	–	2	–	2	4
9. Law	–	–	–	3	3
10. Medical College	1	1	2	16	20
11. College of Indian Music, Dance & Dramatics	1	–	–	8	9
12. Sanskrit Mahavidyalaya	2	–	–	3	5
13. Polytechnic	–	2	–	13	15
14. Padra college	–	–	1	6	7
15. Oriental Institute	–	–	–	2	2
Total	13	23	18	204	258

From the above table, out of the total sampled 258
university teachers, it is seen that most of the sampled
faculty teachers had on their staff, that is as many as
204 or nearly 79 per cent of teachers had no exposure to
foreign countries. Only a small numberof 18 teachers visited
the foreign countries. Their percentage is around 6.9. Eighteen
of them paid 'just-a-vist' to foreign countries and only 23
or 8.8 per cent who had their studies in foreign countries
and 13 or 5.0 per cent had just a visit to a foreign countries.

The socio-economic data regarding the sampled teachers
are given in the Annexure. In the low SES economic group
around 12 per cent teachers are covered, in the middle low
SES group, around 38 per cent of teachers fall, the middle
group contains about 20 per cent, the high middle group
contains around 14 per cent and the high group - nearly 7
percent.

The study is a perception study. The subjects whose
perceptions are used, are the university teachers of the
sampled 10 faculties and 5 institutions. The total number of
the respondent teachers are 258 i.e. 28.9 per cent of the total
population of professors, readers and lecturers. The above

Tables 2.2 to 2.6 indicate the biographical characteristic
data of about these sampled 258 respondents. The data pivot
around variables of (a) sex (b) status (c) upbringing and (d)
leadership (e) exposure to a foreign country. A few facts of
the sample may be underscored. The number of male teachers is
approximately four times the number of female teachers
selected for the present study.Again, the major number of
respondents are lecturers, and majority number of teachers
i.e. 187 belongs to city areas, only a small number of teachers
exhibits leadership and most of the faculties do not
seem to have their staff members having exposure to experiences
in foreign countries. Again, the percentage of the sample of
university teachers for this study is 28.9 per cent which is
fairly deemed to be adequate for a study of this nature.
Thus the researcher has endeavoured to make her sample
representative, stratified, proportionate and multidimensional.

2.11 STATISTICAL PROCEDURES

The following statistical procedures will be followed
in the analysis and the interpretation of data./For identifica-
tion of the institutional climate types, the method of

normative and ipsative standardization using a mean of 50 and SD of 10 will be used.

(2) Stanine scores will be used to identify the three types of climate viz., Open, Intermediate and Closed.

(3) The ICDQ (Baroda Form III) will be constructed by finding out item - total correlations (dimension-wise) - computing the Product Moment Coefficient of Correlation.

(4) SCI form will be developed by using an item analysis technique.

(5) The SAI form will also be developed by using an item analysis procedure.

(6) The mean personality scores will be calculated for each of the sixteen personality factors according to climate categories of the Faculties and the t-test (significance of the difference between means) will be used to isolate significantly different pairs of means associated with each personality factor.

(7) Mean and SD will be calculated for each climate category of the Faculty/Institution and the t-test will be applied to find out the significance of the difference between the means.

(8) Mean, SD and t-test will be used for the 12 dimensions
of the ICDQ with a view to examining their behaviour
under different climate categories.

(9) Mean SCI scores will be calculated for each climate cate-
gory of the Faculties/Institutions and the t-test
(significance of the difference between means) will be
used to identify pairs of means that are significantly
different.

(10) Mean Dogmatism scores will be calculated for each climate
category of the Faculties/Institutions and the t-test
(significance of the difference between the means) will
be applied to identify the pairs of the means that are
significantly different.

(11) Mean and SD scores for the SAI will be computed for the
three types of climate and the t-test will also be applied
to test the significance of the difference among them.

(12) Mean SCI scores will be calculated for each type of
Faculties/Institutions and the one-way analysis of varia-
nce and Scheffe' tests will be used to identify the pairs
of means that are significantly different.

(13) Mean Dogmatism scores will be calculated for each type
of Faculties/Institutions and the one-way analysis of
variance and Scheffe' tests will be used to identify the
pairs of the means that are signiticantly different.

(14) Mean SAI scores will be calculated for each type of
Faculties/Institutions and the one-way analysis of
variance and Scheffe' tests will be used to identify
the pairs of the means that are significantly different.

(15) Investigation of the relationship between certain biogra-
phic characteristics of the university teachers and the
following variables :
1. Students Acts of Indiscipline,
2. Student Control Ideology, and
3. Belief system of teachers
will be tested by applying t-test.

(16) Factor analysis in the case of the ICDQ will be done by
the Principal-Axis method.

(17) Varimax rotation for the 12 dimensions of the ICDQ will
be done.

In short, the above statistics will be applied for the
analysis and interpretation of the data yielded by the five
research tools.

2.12 CONCLUSION

Such is broadly the research plan of the present
study. It is largely a perception study. The pivot of the
study is its 16 hypotheses and the testing of each of them
through the application of appropriate statistical procedures.
The study has, in fact, two major focal points, viz.,
construction of some new tools such as the ICDQ (Baroda Form
III), the SCI (Baroda Form II) and the SAI. The sample used
to collect relevant data for testing each of the 16 hypotheses
is fairly large, representative, stratified and comprehensive.
The tools used in the study are checked up, as will be shown
in the next chapter, for their validity and reliability. Two
additional features characterize the Research Plan. They are :
the use of the Factor Analytic Method through the applica-
tion of the Factor Rotation Solution and the use of the
Multiple correlation and Regression. The study is comprehensi-
vely planned as institutional climate of University institu-
tions is conceived to be studied in a broader perspective and
on a larger canvass which has. overtones of student Control
Ideology, Dogmatism, Personality Factors, Students' acts of
indiscipline besides some biographical characteristics being

attempted for the first time in the study of university climate such as, urban-rural upbringing, professional rank, previous leadership action and exposures to experiences in foreign countries.

It is hoped that such a study will be one of the steps to understand the inner or psychological life that build up climate on our University campuses.