

A Comparative Study of Organizational Climate of Govt. Aided and Self-Finances Institutions

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Education plays a crucial role in the development of a nation. Colleges of higher education are complex organization with their share of responsibility in nation building. The interesting fact about Indian higher education is that some colleges were established and managed by the government while some others were private, not aided by the Government. The East India Company, which came to India in 1600, paid no attention to education till 1813 when British Parliament directed to accept the responsibility of education of Indians and to spend not less than Rs. 100,000 a year for this purpose. But the company had been reluctant to make any attempts in this direction, because the officers of the company suspected that Western education might encourage growth of nationalism among the people of India.

Concept of Organizational/Institutional Climate-

Now the investigator gives a brief account of the concept of Institutional/Organizational Climate. It is presented in the following six sections:

- a. Nature of Organization.
- b. College as Organizations.
- c. Organizational Environment.
- d. Organizational Climate.
- e. Dimensions of Organizational Climate.
- f. Institutional Differences in Organizational Climate.

(a) Nature of Organization-

Different authorities have tried to define an organization in different ways.

Getzels (1958) treats organization as a social system, which involves two classes of phenomenon, one sociological and the other psychological. He says that behaviour in a social system is a function of the interaction of these two classes of factors. As such, an organization may be defined in terms of interaction between these two that the behaviour of people in an organization must be viewed in terms of interaction of several components of the system.

(b) College as Organization-

A college can be easily conceptualized as an organization or social system constructed to attain certain specific goals. College like other organizations can be characterized as unique identity, social position, incumbents of these positions, the rules by which they operate, the forms of interaction they exhibit, their tasks authority structures and needs, decision-making process, etc.

(c) The Organizational Environment-

The concept of environment is considerably important in education also. It is considered a component of the whole environment in which the learner is supposed to be continuously interacting and, in turn, is affected by the various forces impinging upon him. Each learner is supposed to be living in a unique educational environment. The uniqueness of the environment is considered responsible for differences in the academic achievement. Educational environment has been defined as “the conditions, processes and psychological stimuli, which affect the educational achievement of the child”.

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(d) Organizational Climate-

The organizational climate is considered as one of the aspects of the total environment of the organization. Thus a distinction climate, which is that of the 'part' and the 'whole'. Organizational climate constitutes one specific dimension of the total environment.

Katz and Khan (1966) tend to define "climate" of an organization develops its own culture or climate with its own taboos, folkways and mores. This climate, to them, reflects both the norms and the values of the formal system and their reinterpretation in the informal system.

(e) Dimensions of Organizational Climate-

The pioneer work in this field was done by **Halpin and Crofts (1963)**. They defined climate of the school with reference to the behaviours of the teachers and the principals. They identified eight dimensions of the climate - Disengagement, Hindrance, Esprit, Intimacy as reflected in the behaviour of teachers and Aloofness, Production Emphasis, Thrust and Consideration as reflected in the behaviour of the principals. A configuration of these elements defines the climate of the school in their approach. They reduced these eight dimensions to six broad and more comprehensive dimensions or types of climates- open, autonomous, controlled, familiar, paternal and closed.

(f) Institutional Differences in Organizational Climate-

There are no two opinions that the institutions differ among themselves with respect to their organizational climates. Just as differences are found among individuals with respect to their personalities, differences are found to exist among organizations and institutions have clearly demonstrated this fact. Hence, this has been found of great interest how they differ from one another.

Purpose of the Study-

"Analytical work on colleges is gradually emerging as a field of study. Much of the work deals with the mere visualization of what should be and what is. The major part consists of case studies of the administrative-functioning and student unrest in Indian Colleges specificity of these studies provides little scope for generalization. They provide glimpses of specific college cultures.

In this study there are two types of colleges. One is self-financed B.Ed. Colleges and another Government Aided B.Ed. Colleges. The present study compares the campus climate of self-finance and regular teaching colleges of CCS. University.

Statement of the Problem-

The present study may thus be stated as follows: "A comparative study of campus climate of Government aided and self-finance B.Ed. Colleges of C.C.S. University, Meerut.

Terminology Defined-

The study has one technical term 'campus climate'.

Campus Climate-

The term is based on the definition of organizational climate used by A.W. Astin. In the broadest sense the campus climate includes any characteristic of the college's campus that constitutes a potential stimulus for the members of the organization. These characteristics should be capable of changing their sensory input in the academic field.

Self-Finance B.Ed. Colleges-

Self-finance B.Ed. Colleges are those, which are run independently by people. These types of colleges have management and committees and are not helped by Government Aid.

Government Aided B.Ed. Colleges-

Government Aided B.Ed. Colleges are financially supported by Government along with management the vacancies are filled by Government only. All the decisions are made after having consent of Government.

Significance of the Study-

Institutional diversity manifests itself in the uneven distribution of teachers and student talent and other resources among the colleges. The weight attached to the choice of Institution by individual researchers, students and teachers present testimony to this.

The diversity in the quality and culture among institutions of higher education lacks empirical verification due to the dearth of accurate comparative data. This deficiency handicaps the people concerned with such institutional differences in decision-making. This forms heterogeneous groups of administrators, faculty members, students and others. The lack of comparative information's has aroused the interest in the studies of educational culture.

This study is part of the efforts to study colleges as such. This is likely to help those concerned with colleges as such. This is likely to help those concerned with colleges in particular and with higher educational in general, be they teachers, students, researchers, administrators, policy-formulators, guidance workers or educational theorists.

Objectives of the present study-

1. To compare the **Classroom Climate** of Self-finance B.Ed. Colleges with Government Aided B.Ed. Colleges.
2. To compare the **Departmental/Faculty Climate** of Self-finance B.Ed. Colleges with Government Aided B.Ed. Colleges.
3. To compare the **Administrative Climate** of Self-finance B.Ed. Colleges with Government Aided B.Ed. Colleges.
4. To compare the **Campus Climate** determinants of Self-finance B.Ed. Colleges with Government Aided B.Ed. Colleges.

Hypotheses of the Study-

1. The Self-finance B.Ed. Colleges and Government Aided B.Ed., Colleges are similar on **Classroom Climate**.
2. The Self-finance B.Ed. Colleges and Government Aided B.Ed. Colleges are similar on **Departmental Climate**.
3. The Self-finance B.Ed. Colleges and Government Aided B.Ed. Colleges are similar on **Administrative Climate**.

Design of the study-

Research is a purposive activity aimed at realizing certain objectives. These objectives are difficult to achieve without formulating any plan. The research design provides this blue print.

Methodology of the Study-

The present study was based on the normative survey method. It includes presentation of facts or current conditions concerning the nature of a group of persons, number of objects, or class of events and involves the procedure of induction, analysis, classification, enumeration of measurement.

Population of the study-

For the purpose of this study all the Self-finance B.Ed. and Government Aided B.Ed. Colleges of C.C.S. University were considered at Meerut City only.

Sample of the Study-

Keeping in view the limitation, it was decided by the researcher included six B.Ed. Colleges of CCS. University, Meerut. Government aided B.Ed. colleges being only three in number, respectively, Meerut College Meerut, N.A.S. College Meerut, K.V. College Meerut and Kishan Institute of Teacher Education, Ambrish Sharma College of Education and Technology, Sanskar Vidya Bharti College of Education, Meerut.

Tool Used-

Only one tool was used to measure the Campus Climate of colleges and its determinants as well, named as the 'Questionnaire on the Academic Climate of the college and its Determinants'.

Analysis and interpretation-

The Present research work was carried out to study the College Campus climate of Self-finance B.Ed, and Government Aided B.Ed. Colleges of CCS. University. The researcher has framed certain hypothesis to be verified with the help of data collected during the study.

Table 4.1

A comparison of the **Classroom Climate** of the Self-finance B.Ed. and Government Aided B.Ed. College

Classroom Climate Dimensions		Self-Finance B.Ed.CollegesN=109		Govt. Aided B.Ed. Colleges N=339		't' Value	Level of Sign
		Mean	S.D.	Mean	S.D.		
1.1	MethodsofTeaching	3.35	1.22	3.27	1.22	.60	
1.2	Teacher'sMotivation	3.23	1.45	3.02	1.45	1.33	
1.3	StudentsMotivation	3.31	1.34	3.18	1.57	0.84	
1.4	Evaluation	3.04	1.63	2.19	1.73	4.70	.01
1.5	Cooperation of Unions inTeaching	2.88	1.50	3.10	1.31	1.37	
1.6	StudentTeacherRelations	3.46	0.88	3.38	1.36	0.73	

Discussion:

Comparisons were made between the two types of colleges on each dimensions of the Classroom Climate. To test the hypothesis of difference 't' test was applied to the data. The difference between the two types of colleges is not significant for most of the dimensions of the Classroom Climate. Hence the Null Hypothesis is accepted. In the case of evaluation difference is significant at .01 level. The null hypothesis is therefore rejected.

Table 4.2

A comparison of the **Departmental Climate** of the Self-finance B.Ed. and Government Aided B.Ed. College

Departmental Climate Dimensions		Self-Finance B.Ed.CollegesN=109		Govt. Aided B.Ed. Colleges N=339		't' Value	Level of Sign
		Mean	S.D.	Mean	S.D.		
2.1	Relation among teachers	3.39	1.04	3.23	1.33	.131	
2.2	Leader's behaviour	3.00	1.41	2.95	1.36	0.33	
2.3	Politicization of teachers	3.23	1.71	3.21	1.95	0.01	
2.4	Commitment of Department	3.33	1.24	2.18	1.45	1.07	
2.5	Academic Discussion	3.22	1.23	1.66	1.62	00	
2.6	Professional talk						
	a- Inter college talk	3.42	0.85	3.08	1.23	3.24	0.01
	b- Inter department talk	2.83	1.17	2.61	0.77	0.77	

Discussion:

Comparison was made between the two type of colleges on each dimensions of the Departmental Climate. To test the hypothesis of difference 't' test was applied to the data.

Hence the Null hypothesis is accepted only in the case of professional talks (Inter college talks) the difference is significant at .01 level. The null hypothesis of difference is, therefore rejected.

Table 4.3

A comparison of the **Administrative Climate** of the Self-finance B.Ed. and Government Aided B.Ed. Colleges

Administrative Climate		Self-Finance B.Ed.CollegesN=109		Govt. Aided B.Ed. Colleges N=339		't' Value	Level of Sign
		Mean	S.D.	Mean	S.D.		
3.1	Clerkism	3.17	1.64	3.15	1.63	0.11	
3.2	Interference in academic matters	3.41	1.28	3.44	1.39	0.21	
3.3	Rule abiding	3.36	1.13	3.04	1.54	2.32	0.05
3.4	Agitation	2.75	1.36	2.33	1.52	2.71	0.01
3.5	Interrelation between						
	a-Teacher & Administration	3.63	1.03	3.32	0.67	2.95	0.01
	b- Students & Administration	3.41	1.15	3.03	0.89	3.17	0.01

Discussion:

Comparison was made between the two types of colleges on each dimensions of the Administrative Climate. To test the hypothesis of difference't' test was applied to the data. Table 4.3 shows that the difference between the two types of colleges is not significant for two dimensions of the Administrative Climate. The null hypothesis of difference is, therefore rejected.

Table 4.4

A comparison of the **Classroom Climate Determinants** of the Self- finance B.Ed. and Government Aided B.Ed. College

	Colleges Campus Climate Departments	t-value	Significant
1.	Classroom Climate Determinants	0.00	Nil
2.	Teacher's Appointments	0.61	Nil
3.	Academic Discussion	0.63	Nil
4.	Admissions	1.71	Nil

Discussion:

Comparison was made between the two types of colleges on each dimension of the Classroom Climate Determinants. To test the hypothesis of difference't' test was applied to the data. Table 4.6 shows that the difference between the two types of colleges is not significant for all the dimensions of the Classroom Climate Determinants (Teachers Appointments, Academic Discussionsand Admissions). Hence the Null hypothesis is therefore accepted.

Conclusion and suggestions-

One of the main purposes of carrying out an investigation is to draw conclusions. Conclusions are essential for a study, which tell about the outcomes. They are derived from analysis and interpretation of collected data.This chapter starts with the answers to the hypothesis that were framed in connection with this investigation.

Hypothesis tested-

Hypothesis (1) states that: the Self-finance B.Ed. and Government Aided B.Ed. Colleges are

similar on Classroom Climate.

Findings & Conclusions:

It can be concluded that the Self-finance B.Ed. and Govt. Aided B.Ed. Colleges are alike on the classroom Climate.

1.1.The self-finance B.Ed, and Govt. aided B.Ed. Colleges are alike on the classroom Climate.

1.2.These two types of Colleges are alike on Method of teaching, Teachers' motivation, Student's motivation, Cooperation of unions in teaching, and Student teacher relations.

1.3.These two types of colleges differ significantly on Evaluation.

Hypothesis (2) states that: the Self-finance B.Ed. and Government Aided B.Ed. Colleges are similar on **Departmental Climate**.

Findings &Conclusions:

It can be concluded that

1.2.The self-finance B.Ed. and Govt. Aided B.Ed. colleges are alike on the Departmental climate.

1.2.1These two types of colleges are similar on Relations among teachers, Leader behaviour, Politicization of teachers, Commitment to department, Academic discussions and interdepartmental talks (Professional talks).

1.2.2These two types of colleges differ significantly on inter colleges talks (professional talks).

Hypothesis (3) states that: the Self-finance B.Ed. and Government Aided B.Ed. Colleges are similar on **Administrative Climate**.

Findings & Conclusions:

It can be concluded that

1.3.1These two types of colleges are alike on Clerkism and Interference in academic affairs.

1.3.2These two types of colleges differ significantly on Rule abiding, Agitations, Interrelations between Teachers and administrators and between Students and administrators.

Implication of the Study:

A large number of the Campus Climate features are affected by students and teachers. These were method of teaching, teachers motivation, student's motivation, evaluation student-teacher relations, commitment to developing an insight into the importance of their roles (1) Students and teachers may try to accept responsibility with a view to improving the scene (2) teachers must be well prepared for classroom teaching (3) They might try to adopt a democratic model of teaching by encouraging students participation.

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