

**STUDENT PERSONALITY
AND
PERCEPTIONS OF INNER AND
OUTER ACADEMIC ENVIRONMENT**

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SANSMRITI MISHRA

UNDER THE SUPERVISION OF
PROF. SUSHILA SINGHAL

ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI - 110067
INDIA
1998



JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI - 110 067

ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES
SCHOOL OF SOCIAL SCIENCES

CERTIFICATE

Certified that the dissertation entitled "**STUDENT PERSONALITY AND PERCEPTIONS OF INNER AND OUTER ACADEMIC ENVIRONMENT**" submitted by Sanskriti Mishra is in partial fulfilment of the requirements for the award of "**MASTER OF PHILOSOPHY**" of this university. This dissertation has not been submitted for any other degree of this university or any other university and is her own work.

We recommend that this dissertation may be placed before the examiners for evaluation.

Khanana 12.5.98
Prof. (Mrs.) Karuna Chanana
Chairperson

Sushila Singh
Prof. (Mrs) Sushila Singhal
Supervisor

**DEDICATED TO
MUN**

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ABSTRACT

This study examines differences between university and college, male and female, reserved and unreserved category students on personality, attitudes interests and inner and outer academic environment and if these are interrelated. A total of 185 first year undergraduates from one university and one college were tested through three self administered questionnaires to measure extroversion, neuroticism inner and outer academic environment, and a questionnaire on attitude toward life goals, vocational choices, and freedom to criticize authority. Personal informations has been obtained about their institution (university/college), gender, social category (unreserved/reserved) and socio-economic status.

The 't' test analysis revealed that perceived freedom to criticize authority, and conditions conducive to teaching and learning, university administration, method of examinations, teacher-student relationships, basic facilities, special facilities, union role dimensions in inner academic environment were in favour of university students, whereas college students scored higher on corruption, communication factors and religious superstitions in their outer academic environment. Male students favoured institutional (university/college) administration, basic facilities and special facilities in their inner academic environment and law and order conditions, communication factors and civic amenities in their outer academic environment; whereas female students scored

higher on casteism among students' in their inner academic environment and religious superstitions in their outer academic environment. Reserved category students favoured method of examination in their inner academic environment in comparison to unreserved category students.

Correlation analysis indicated, that extroversion correlated to special facilities, union's role and use of alcohol and drug's in the inner academic environment; and to corruption, modern technology and upkeep of environment in the outer academic environment. Neuroticism correlated to institutional administration, method of examinations, special facilities, students' consideration and boys attitude toward girls in the inner academic environment; and to political environment, economic conditions, attachment to others and upkeep of environment in the outer academic environment, life goals to unions role, casteism among students and boy's attitude toward girls in the inner academic environment and to attachment to others and civic amenities in the outer academic environment. Vocational choices correlated to conditions conducive to teaching and learning, method of examinations, teacher-student relationships, basic facilities and special facilities in the inner academic environment; and to corruption, modern technology, attachment to others, communication factors, upkeep of environment, civic amenities and religious superstitions in the outer academic environment. Freedom to criticize authority correlated to casteism among students in the inner academic environment and to political environment, corruption, law and order situations, modern technology, attachment to others

and civic amenities in the outer academic environment. Socio-economic status correlated to institution administration, teacher-student relationship, basic facilities, special facilities, unions' role, student consideration and boys attitude toward girls in the inner academic environment; and to corruption, law and order situation, attachment to others, communication factors in the outer academic environment. The outer academic environment correlated to inner academic environment. Differences in students preferred choices of life goals and vocational choices are found, and the rank order correlations between the groups are high.

CHAPTER I

INTRODUCTION

According to Stern's Need-Press model the perceptions of environment are known to be related to individuals' needs and expectations. Individuals have characteristic needs whose strengths and inter-relationships define their personality, whereas the environment has the corresponding potentials and constraints, such as demands, sanctions and expectations which give to a social system or to an organization, its particular climate. Organisations such as colleges or universities are embedded in a societal context, having many dimensions such as social, economic, religious etc. When students enroll in an institution they presumably enter a new climate or environment presenting an assortment of expectations and activities, pressures and rewards, and facilities and people to which they must make adoptive responses. These characteristic demands and features as perceived by the students are called the environmental press. In Stern's model, environmental press are viewed as counterparts of personality and needs and one's performance in the environment is seen as a function of congruence between need and press. The environmental press can affect students because of the inherent forces of development and constraint pervading higher educational institutions. Similarly students have different constellations of personality traits, which makes a difference in their perceptions of a particular environment. Personality reflects the characteristic pattern of inter-relationships between the individual's cognitive-emotional or cognitive-motivational systems and the major environmental contexts in which they function.

PERSONALITY

Individuals differ from each other on almost every human characteristic inclusive of personality traits. Child (1968) defined personality as more or less stable internal factors that make one person's behaviour consistent over time and different from the behaviour of other people and recurrently manifest in comparable situations. Historically, personality research and theory have been directed by four major models, traits, situationism, psychodynamics and interactionism (Endler and Magnusson, 1976, Endler 1983; Endler and Parker, 1991).

The trait model emphasized that the stable and latent dispositions or traits are the prime determinants of behaviour. Beginning in the 1920s academic psychologists studied personality traits as a means of improving the prognostic ability of existing intelligence tests, rather than using those techniques for personality measurement. Much of the early work involved attempts to determine what traits were most important for activities, such as success in college, school or in a particular occupation. Multi-trait theories are designed to locate the constellation of traits that make up the structure of personality and to devise appropriate measures of each of these traits. This approach assumes that people share the same personality structure, although they differ from each other because each is characterised by some particular combination of traits/scores. Hence the multi-trait approach captures both the underlying similarity between human beings and the surface differences. The situational theory involves instrumental responses, insight into arousal situation and outcomes, operating at the higher level of integration. The psycho-dynamic

approach suggests that the distinction between using personality as a dependent or independent variable may not be appropriate (Raush, 1977), especially if changes overtime must be taken into account in order to understand the interaction processes. It suggests that any comparison using personality as a dependent variable alone may lead to false results. So a researcher should be open to use any of the two options. The interactional approach implies reciprocal causation 'Not only do events affect the behaviour of organism, but the organism is also an active agent influencing environmental events'. This approach indicates that personality can be responsible for certain changes in the environment.

In research on personality the objective is to identify, organise and understand the fundamental unit of analysis. Personality research has followed the course of factor analysis to identify the basic concepts to describe personality. The factor analysis researches in the domain of personality have achieved some success, in reducing the vast number of adjectives that describe persons to a few basic concepts. According to many researchers major human personality differences appear to be captured by about five broad factors (Goldberg, 1990; Brigg. 1992), sometimes referred to as Big Five or the five factor model. The five factors are typically referred to as Surgency (or extroversion), Agreeableness, Conscientiousness, Emotional stability (Vs Neuroticism) and Intellect culture (Goldberg, 1993).

Eysenck (1953) talked about the extroversion and neuroticism dimensions of personality. Eysenck's application of factor analysis to personality data led him to propose that personality includes three factors : extroversion-introversion,

neuroticism-stability. Eysenck was influenced in his research by Kretschmer's theory of the psychoses (Kretschmer, 1948) in which normal and abnormal persons could be arranged along a dimension or continuum of psychosis to schizophrenics and manic depressive with normal people at mid-point. Eysenck was also influenced by Jung's theory of personality (Jung, 1923), that people tend either toward extroversion, directing their energies outwards or to introversion, directing their energies towards their inner mental state. Jung argued that neurotics, liable to hysterical symptoms, were extrovert whereas neurotics liable to anxiety, were introvert. Eysenck defined a typical extrovert as sociable, liking parties, having many friends, needing to talk to people and not liking reading or studying by oneself. So a typical high scorer on extroversion is a sociable person who thrives on human company and seeks out exciting activities. The typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than one who is reserved and distant except to intimate friends. Eysenck suggested that the traits of introversion-extroversion have roots in constitutional factors and are related to responsiveness of the nervous system. Neuroticism is defined as indicative of emotional liability and overactivity having difficulties in returning to normal state after emotional experiences. So the high scorer on neuroticism is characterised by a variety of somatic and interpersonal difficulties reflecting tension and anxiety, whereas the low scorer, the normal person does not have these difficulties.

Eysenck's model of personality having two dimensions extroversion and neuroticism will be used in this research.

PERSONAL ATTITUDES AND INTERESTS :

Madison (1969) in his famous study 'Personality Development in College' talked about the forces and constraints which influence students' responses to normal growth processes in college. These developmental constraints are of two broad types : environmental constraints which are development inhibiting features of the environment, and reintegrative constraints which are response tendencies showing growth. Students have different attitudes reflected in life goals, vocational interests and preferences.

a) Life Goals

Students come to college with certain life goals and the institution confers on them the qualifications to be well settled in life. These life goals are the consciously accessible and personally meaningful objectives people pursue in their daily life. Life goals indicate what individuals are striving for in their long life situations and what they try to attain or avoid in various life domains. These goals materialize superordinate striving and link them to everyday activities, and life tasks which comprise coherent patterns of projects and concerns individuals are working on as they go through certain life periods or negative major life traditions (Cantor and Kihlstrom, 1997).

The life goals are expected to provide in their life some purpose, structure and warning. Individuals identify themselves with the goals they set to pursue over life (Cross and Markush, 1991). They develop strategies and contrived plans of action to attain personal goals and try to translate these into effortful goal directed actions if situational affordances allow them to do so (Cantor, 1994).

Studies have shown that students pursue different achievement goals depending on their individual needs and competencies or on the demand of the situation. The salience of goal can in turn influence students' choice of achievement tasks, definition and attribution for academic success.

b) **Vocational Choices**

It is observed that there are individual differences in the interests and preferences of persons for vocations. Vocational choice involves choice of occupation and of career. An occupation is a collection of tasks performed for monetary gain/benefits in some organized way. A career is the growth path of occupations engaged in by an individual during ones lifetime. So while entering into the higher educational institutions, students desire to have certain vocations of their interest.

Measures of vocational interests typically have not been grounded in theory or concept. They have been developed by assembling group of items, in some instances general activity, in other work setting derived activities, and in other occupational titles and constructing scales based on various procedures. The first procedure results in occupational (or empirical criterion) scales. These scales are based on the empirically determined relationship between the interests (response patterns) as expressed on the interest inventory and those of individuals who have entered a college major. The reliance on empirical criterion groups and internal criteria to form scales for interest measure continue to be high even now and the disjunction between general theories of psychology and research on interest measures remains.

The historical influence of trait and factor views from the study of individual differences and personality theories are bound by the idea of matching the person and the job. But there is little direct concern with the relationship between personal and environment characteristics. Roe (1956) suggested a classification system that incorporated both levels (based on the educational and responsibility requirements of jobs) and groups (similar to factors derived from analysis of interest measures). The eight groups she proposed are : service, business, contact, organization, technology, outdoor, science, general culture and arts and entertainment. Holland (1976) proposed a typology of personality and occupations, social, enterprising, conventional, realistic, intellectual, and artistic.

The research on sex fairness of vocational interest measures has resulted in the guidelines for assessment of sex Bias and Sex Fairness in Career Interest Inventories (Diamond 1975, Tittle and Zytkowski 1978). The Guidelines range from a recommendation to use the same form of an interest inventory for men and women to technical consideration of using same sex or combined scales and norms.

c) **Freedom to Criticize Authority**

Academic freedom is generally understood as the right to pursue the truth unhindered. This applies both to institutions of higher education and to members of the academic staff within the institutions. The interpretation of and limitations on academic freedom differ considerably among countries however, depending upon the nature of the polity and the relationship of the university within that system. Although there is a general agreement in the university system about

what academic freedom means, there are no widely accepted grounds for the justification of individual academic freedom and no common account of the way in which claims of violation may be assessed (Pincoff, 1972). Among the competing theories of justification of individual freedom, a consequentialist view holds that, because of the instrumental value of the work of the university, the university must be free to pursue its functions and therefore academic freedom should be allowed to each academics. While the nonconsequentialist view is that academics have a moral right to academic freedom (Pincoff, 1972).

The academic freedom of students is defined to include equal, nondiscriminatory access to all programmes, courses and facilities of the institution; educational freedom of student publications freedom of association in student organizations, both intramural and extramural, provided they are open to all students without discrimination; freedom of inquiry and expression (authority related matters). Students pass from adolescent to adult stage in the college, they become aware of their rights and duties, they learn to criticize authority. This student characteristic along with their life goals and vocational choices will be explored in relation to perceptions of academic environment.

ACADEMIC ENVIRONMENT

The routine work environment of an institution is characterized as organization climate. It is the average perception of individuals, a set of organizational properties which may influence the behaviour of individuals in organization. School and college climate are closely associated with the motivation, aspirations and eventually job proficiency. Thus when one goes to

college, one acknowledges how schools differ from one another in their 'feel'. Each have their own climate.

Cornel (1955) defined the concept of organizational climate as "a delicate blending of interpretation by persons in the organization of their jobs or roles in relationship to others in the organization." Argyris (1957) stated three types of variables, such as formal organizational variables, like policies, practices; personality variables, like needs, abilities, self concept, and informal variables that have arisen out of the participants' struggle to adopt to the formal organization. These variables are not discrete but are mixed beyond classification. He referred to this fourth level as a living complexity and defined it as "the climate of the organization."

Halpin and Craft (1963) emphasized the complexity of organizations by analogy with personality. He argued that what personality is to the individual, climate is to the organization.

Katz and Kahn (1966) explained climate as the resultant of a number of factors which are reflected in the total culture of an organization, both the norm and values of the formal system and reinterpretation of the informal system. It also reflects the history of the internal and external struggles, the types of people an organization attracts, its work processes and physical layout, the modes of communication and the exercise of authority within the system. Just as a society has cultural heritage, social organisations possess distinctive patterns of collective factors and beliefs passed along to new groups.

James and Jones (1974) made for a distinction between the constructs of organizational climate and psychological climate. In their opinion organizational

climate represented for the most part a tautological concept, duplicating other situational characteristics generally referred to as structure, context and process. It refers to organizational attributes, main effects, or stimuli, while psychological climate refers to individual attributes, namely the intervening psychological process, whereby the individual translates the interaction between perceived organizational attributes and individual characteristics into a set of expectancies, attitudes and behaviour etc. (James & Jones, 1974).

Howe and Gavin (1974) argued that psychological climate becomes organizational climate when there is a significant consensus on climate perceptions among organization members, and defined organizational climate as the psychological feel at the work place. Organizational climate includes both molar and molecular construct. As a molar construct it gives emphasis on values, norms of organization, its determinants, state and consequences that may provide interesting clues for the process of institutionalization. At the molecular level, the unit of analysis is an individual rather than the organization. Particularly at the molecular level emphasis is given mainly (for example in a educational organizations) to how students perceive the setting, lecturers or how teachers perceive the setting, students, how they feel etc. Gavin and Howe (1975) talked about the sets of variables involved in the concept of organizational climate, such as, internal environment, personal and outcome variables. Internal environment variables include the size context, process and structure of an organization, which are external to the individuals. Personal variables include individuals' needs, attitudes, aptitude etc. and outcome variables, such as performance, productivity levels and job satisfaction. Gavin and Howe thus

emphasized that organizational climate is an outcome of the personal and environmental variables.

Approaches to Study Organizational Climate

Basically three approaches are followed in the study of organizational climate : i.e. structural, process and contextual approach.

a) Structural Approach

Structure of a particular organization plays an important role in determining the way members perceive other co-workers, their seniors, the whole environment. It also determines the way members feel about the organization. Thus structural approach to study organization climate mainly emphasizes on how organizational climate changes according to different types of structures including hierarchy of arrangements of positions and how authority is exercised.

Organizational structure is a variegated phenomena. It is defined from different angles by psychologists. Weber (1947) defined it in terms of bureaucratic form of organization, such as formal communication, hierarchy of authority, division of labour, such as specialization of functions. Some even defined it as alternative modes of departmentalization, routines and performance programmes and durable and formal mechanism for reducing decision making uncertainty, for facilitating the performance of diverse activities in the organization, and for integrating and co-ordinating those activities. Often organizational structure also includes hierarchy of authority, centralized or decentralized authority and its consequences, authoritarian or democratic structure.

b) Process Approach

Process approach to organizational climate emphasizes how different processes like communication, decision making, resolution, leadership etc., determine the psychological feel of the members. An organizational process is a sequence of steps by which some initial inputs or starting conditions are set. Socialization is also an organizational process by which members acquire the norms and values of the organization. Through the structuring process, the organization develops roles, procedure and programmes, the process of adoption and institution building and acquires a distinctive identity and social legitimacy. Thus process are vital ingredients of organizational climate, which influence the environment as well as co-workers.

c) Context Approach

Organizational climate cannot be separated from the context in which an organization operates. It includes culture, task and control environment, operating external environment, organizational type, organizational technology etc.

University/College Environment :

Tertiary education which follows the 12 years of primary and secondary schooling, is popularly referred to as 'Higher Education'. A great deal of thought, time and money have been invested in the system of higher education with the objective to have a good career, to hone one's intellectual faculties and to acquire a specific area of competence, to ask questions fearlessly and to seek answers with persistence, learning to work for a collective good and to achieve desired personal goals, in the context of university/college climate.

The scientific study of the administrative structure and processes, of education system are the new focus of the research in education. These mainly focus on the studies that range from individual schools to large education system and deal with such derived disciplines as organizational theory, education, law, economics of educational planning and the politics of education.

University/Colleges are often considered as formal organisations in the way that they behave in some ways similar to other social organisations. They have certain goals, rules, and hierarchy of authority, reward system, forms of compliance, coordination, activities and communication patterns. Academic institutions are sustained by their central office, most obviously through the provision of finance, staffing, plant and equipment, but also through the provision of rules and procedures. University/college environment indicates that these are more than books, buildings, students, professors and that three years spent at one college may be distinctively different from three years spent at another college. There also seems to be difference between environments of a single class. How much the difference exists, how one goes about measuring or characterizing various university/college environments, and what different impact they have on students are questions now confronting educators. This particular type of interest in the college environment appears to stem consciously or unconsciously, from several prior and concurrent development. There has been a renewed awareness of the great diversities of abilities, background and aspiration found among college students, with the consequent feeling that such differences in student bodies may explain the differences in the atmosphere among colleges (Darley, 1962, McConnell and Heist, 1959).

The first systematic and objective measuring instrument for characterizing college environment, the College Characteric Index or CCI (Pace and Stern, 1958) was stimulated by Murray's need press theory. Stern (1960) analysed a set of factors which characterize students perceptions of environment in general, using CCI. Another instrument the Environmental Assessment Technique or EAT (Astin and Holland, 1961) assumes that the college environment is the product of its size, the average intelligence of students and personal characteristics of the students. The College and University Environment scales or CUES developed by Pace (1964) consists of half of the items of the CCI items and the scoring and interpretation of CUES follow the rationale of public opinion polling. Another approach based on the assumption that students make the college, is the typology of students cultures described by Trow (1960) and used by Educational Testing Service in its College Student questionnaire (Peterson, 1965). In the EAT questionnaire the student is asked to indicate which subculture description (Vocational, collegiate, academic and non conformist) comes closest to reflecting his values and interests. The institutional atmosphere can then be characterized by the proposition of the students identifying themselves with each of these value patterns.

Although these techniques to measure the college environment proved beneficial from the students perspective, but each of these failed to account the principal dimensions along which higher educational institutions differ. For instance institutional characteristics like financial resources allocated to university/college, faculty, library facilities, research facilities, ethnicity, teacher - student relationships, unions role, administration and operating external

environment which determine the total climate, should also be considered. This study attempts to investigate the extent to which students show institutional (university/college), gender and social category related differences in their personality, life goals, vocational choices, freedom to criticize authority and perceptions of academic environment, and if these are interrelated.

CHAPTER II

REVIEW OF LITERATURE

Students differ from each other on human ability dimensions. Within a single grade classroom for example, students may differ in ability, motivation, learning styles, gender, social category, socio economic status, personality, attitudes and interest.

PERSONALITY, ATTITUDES & INTEREST VARIABLES

Personality researches have focussed mainly on three major models: traits, situationism, and interactionism and these are reviewed here.

Allport (1937) conceptualized traits as tendencies or predispositions to respond in a particular fashion that were not linked to specific stimuli, but were general and enduring tendencies. Cattell (1946) suggested that the information gained in the study of particular traits could be used to build systematic theories of human nature. Whereas Guilford (1959) characterized traits as attributes which function as a predispositional basis for response-response consistencies of behaviour in a variety of different situations.

Trait theories have tended to focus on specific constructs usually associated with a particular scale. Eysenck's Extroversion-Introversion and Neuroticism - stability scale first developed in late 1940's is an example of a trait test designed to measure a limited set of constructs. Researchers using Eysenck Personality Inventory found extroversion to correlate with internal locus of control (Furnham, 1989a), purpose of life (Pearson and Sheffield, 1989), 'affect

intensity' (Williams, 1989a) 'depression' (Williams, 1989b), alexithymia (Parker and others 1989) with 'self-monitoring' (Furnham, 1989b).

Recently, several researchers (Buss and Finn, 1987, Angleitner, Ostendorf and John, 1990) have focussed attention on the establishment of a taxonomy of core traits around which personality research should focus. Researchers have suggested that natural language for describing personality can be summarized in terms of five basic dimensions (Goldberg, 1990, 1993). The conclusion derives from the basic assumption that those individual differences that are most significant in the daily transaction of persons with each other become encoded into their language.

By the mid 1960s, the hegemony of the trait approach in the personality area began to be challenged by situationism. Emphasizing on external environmental factors, most proponents of situationism have given individual differences an important role. Bandura (1986) and Wright and Mischel (1987), although still concerned primarily with studying the effects of external factors on shaping behaviour have incorporated personal factors in their models. Although claiming to study the individual in context, this approach lacks a "social and historical understanding of the objects" and the situations that enter into their formulations.

Levin (1935) argued that the study of psychological phenomena, person and situation variables are mutually inter dependent and not independent. Similarly Murray's (1938) approach to personality, was advocating the interaction of person and situational factors. The major research goals of interactional approach to personality were the description, classification, and

systematic analysis of both situations and person variables and the interaction of these variables, (Endler, 1983, Endler and Magnusson, 1976). They proposed that human behaviour is a function of a continuous multidirectional process of person-by-situation interactions, cognitive, motivational and emotional factors have important determining roles of behaviour regarding the person side : and the perception of psychological meaning that the situation has for person, is an essential determining factor of behaviour.

Personal Attitudes As Life Goals :

The purpose of higher education includes more than merely the aggregated goals of individual institutions. The influence of universities and colleges upon societal values, economic development, social mobility, and equity and on students has not been much studied.

There are studies regarding purposes and goals of higher education. Two studies of faculty and administrative perception of forty seven specific goals at eighty institutions suggest that most of these goals are considered to be important (Gross and Grambach, 1968, 1974). Even though research has proposed ways of structuring higher educational goals (Lenning and others, 1977), and processes for linking institutional goals to specific outcomes, the difficulty of obtaining agreement on definitions and measurement remains.

The ambiguity that results from the simultaneous embracing of large numbers of diverse goals is one of the characteristic of academic institutions that define them as organized anarchies (Cohen and March, 1974). Concern that diversification of student body had not been accompanied by new academic programmes and approaches adequate to meet their needs led to numerous

studies and recommendations concerning the development of higher education. Newman's report (1974) argued a need for new types of colleges, new missions, and new patterns of college-going to meet the needs of new students.

Regarding the individual life goals (Dweck and Elliot, 1983) identified that student engagement in achievement activities is motivated by a complex set of goals.

b) Vocational Choices.

There are some studies showing the relationship between vocational choices and other personal variables. Holland (1962) found that the vocational choices are consistent with the individuals major personal orientation. Bhardwaj (1978) made a pioneering attempt to identify vocational interests of college students and its relation to their personality. Jain (1984) in a normative study made a developmental analysis of interests of school students as related to certain demographic (age, rural-urban, SES, streams of education) and personality variables.

Sharma (1986) reported that family and peer group influenced vocational interests of adolescent students studying in different types of school.

c) Freedom to criticize Authority :

On University and college campuses students' academic freedom can be understood in terms of students' activism, which refers to political activities of students. Generally, major students' criticisms are motivated by major stimuli from the society, their academic administration, and departmental problems. According to Beale (1936); Fisher, Schimmel and Kelly (1981) academic freedom has been applied not only to higher education but also elementary and

secondary schools. The intellectual development of a culture and equal accessibility of new knowledge for all the students depend on it.

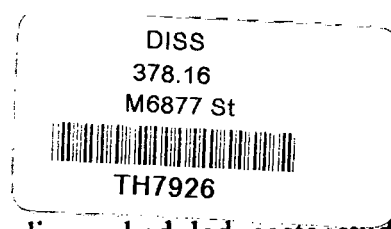
The ideal of academic freedom is more of a moral percept than a legal principle. It antedates general freedom of speech by hundreds of years, and it is developed separately (Machlupt, 1955).

Sharma (1971) analysed students characteristics such as extroversion and socio-economic status, rural background (Reddy, 1974) and found these related with student activism. Reddy (1974) observed a positive relationship between alienation and activism among university students. While Sinha (1975) found that in determining student activism, isolation normlessness and morality played important roles. Saxena (1979) found that hostility was related less to students personality trait of self-disclosure, and more anxiety. Tuli (1985) investigated students perceptions of unrest with respect to sex, class, subject and scholar.

Person and Demographic Variables

There are very few researches reporting on the relationship between person and demographic variables, life goals, vocational choices and freedom to criticize authority.

On the basis of a comparative study between scheduled caste and high caste children, significant differences were noted in personality characteristics but not in I.Q. The scheduled caste children appeared to suffer from a crisis of personality orientation (Gupta, 1979). Kulshereshta (1983) concluded that in case of scheduled caste children, value conflicts often came in the way of educational progress beside curriculum and interaction problems. Dube and Sachdeva (1983) in their study on scheduled caste students, reported that



although there are difficulties in understanding scheduled caste students, their characteristics and educational problems, but a significant number of them relate to status studies.

Lal (1985) analysed the adjustment problems of scheduled caste students with reference to certain personality variables.

Fatami (1986) corroborated earlier findings and stated that racial background, sex, religious background and caste status influenced achievement related motivation favouring the non tribals, girls, caste Hindus and forward caste groups. Area of residence and SES were found to be important determinants of achievement related motivation. Paul (1986) factor analysed value orientations and observed group differences in values among urban/rural boys and girls, and with level of schooling. The study was based on analysis of independent and interactive effects. Religious, moral and social values of rural/urban higher secondary students were studied by Zaman (1986). Rural children were significantly at a higher level than the urban sample in terms of these values.

INTERNAL AND EXTERNAL ACADEMIC ENVIRONMENT

The studies on college environment have been guided by the question how do people behave in their environment? And what characteristics does the environment have? Becker and others (1961) identified through extended participant observation that student cultures illustrate a set of perspectives and responses to common environment pressures. Astin (1962a) from the factor analysis of data identified five factors of environment which he called affluence,

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size, masculinity, homogeneity of offering and technical emphasis. Becker (1963) in a study of general undergraduate life reported that freshmen had very lazy perceptions. As they moved through the freshmen year they define college as a place in which one demonstrated becoming a mature adult, by being successful in making friends and participating in campus activities. He further revealed that much of the behaviour is a response to collectively perceived environment or institutional demands.

Richards and others (1965) identified a set of factors - cultural affluence, technological specialization, size, age, transfer emphasis and business orientation etc., in college environment. In a study Astin (1965b) reported that there were systematic differences in classroom environments among various fields of study.

Thus despite similarities in the college environment, it has been found that university, college environment differ greatly. These differences in college environments are at least as great as the differences between students bodies, and it can be argued that what happens to students in college would depend on the particular character of their academic environment. The influence of outer academic environment on inner academic environment is obvious as the local boards of education continue to act under authority delegated to them by state statutes, and within policies, regulation and guidelines by state educational officials and other sources of authority greatly affecting their decision making, responsibility for curriculum and other educational matters.

The literature on academic administration has tended to concentrate on university and colleges as closed rather than open system (Keeton, 1971). Pfeffer and Salancik (1978) argued that there has not been enough emphasis on

the ecology of organizational climate, under the open system approach, the basic question becomes how much of variance in organisational activities can be associated with external environment and how much with the organisation itself.

Different approaches to study organizational climate have proved useful to understand the nature of organizational climate.

There are some studies that focus on the structural approach to organizational climate. P.Singh (1979) revealed that democratic style is practiced more frequently at the top and lower management levels, which leads to good organizational climate than at the middle management level. Boyd (1979), noted that the final responsibility for curriculum in local public schools district still resides with the local boards of education and their staff, but they exercise their powers related to curriculum, policy making and development within structure of authority and governance that have noticeably shifted.

Mishra (1982) indicated that apart from organizational hierarchy the way it is operated may have significant impact on the behaviour and the perception's of the members. Padaki (1984) probed 289 technicians in textile mills and found that the way, job characteristics are perceived varied greatly by departments. In a study at FORE (1984) of the 375 senior, middle and junior level managers from a variety of organizations, it has been reported how people at different hierarchy levels differ in the perceived importance of factors contributing to ineffective management. Thus the ways members of the organisation perceive others and perceive the factors important differ according to the hierarchical structure and organizational climate varies. But structure alone is not sufficient for studying organizational climate as the processes that go on in an organisation are also important.

The elements of the holistic approach to the organization and administration of universities and colleges, time, issues, level and participants have to be matched with a process orientation. The more common functions of the administrative processes are planning, organizing, directing, staffing, coordinating, reviewing and budgeting. Baldrige, Curtis, Ecker and Riley (1978) discussed that one of the basic ambiguities that emerge from the literature of the 60s and 70s is the question of the extent to which universities and colleges are similar to or different from other organisations.

Communication between the members within the organisation is a major indicator of organizational climate. Lesser the communicative gap, better is the organisational climate. Prasad's (1978) study supported this factor. Baldrige, Curtis, Ecker and Riley (1978) revealed that external interest groups (political groups) are important to understand the decision making process. Whereas Hassan (1980) studied a part of the decision process in a government department in order to identify the problems and bottlenecks in the mode of functioning. His study supported the factors that when the decision is taken by consultation and suggestion of others, then the climate is considerably favourable and good. But when decisions are taken only by high official's than it is unfavourable.

Mortimer and Tierney (1979) in a study of educational organisations noted that as the country is undergoing some fundamental demographic changes there is likely to be substantial impact on institutions of higher education. Saiyadain and Monappa (1977) stated that the socialisation of organizational members provides them a distinctive set of values and aspirations which in turn lead to the development of favourable or unfavourable climate. Thus the values

of members affect the perception's of each other. Pfeffer and Salancik (1978) stated that apart from culture, the task environment often reflects the climate.

Murlia (1978) showed that if the decision making, communications and coordination structure of the task environment are participative, decentralized and organic it leads to favorable climate. The organizational type (public or private) also influences perceptions of organizational climate dimensions (Sharma, 1983b; Padaki, 1980).

RELATIONSHIP BETWEEN PERSONAL AND ENVIRONMENTAL VARIABLES

An examinations of traits, situationism, and interactionism, perspectives showed that personality is no longer viewed as residing exclusively within the individual. Instead personality is viewed as the product of a process involving the conversion of the individual actor's behaviour into socially significant acts by the observer and the self observer (Hampson, 1984). In this sense personality could be located within the person, but between or among persons. It has been argued that precise environmental measures eg. cultural and dynamic factors might lead to better prediction of personal characteristics. The aim of research into organizational climate is to enable organizers to asses, predict and control, as organisational climate influences organizational effectiveness through impacting motivation, personality, attitudes, interest. In the field of education, studies have been conducted to determine whether organizational climate is related to student achievement, which is presumably one of the goal of the educational organisations.

Personality and Educational Environment

There are only few studies that indicate that students change during the college years, not only with respect to knowledge and skills, but also with respect to personality and aspirations. At the same time incoming undergraduates at different colleges vary greatly with respect to these attributes so that the output remains a function of the initial input. Wallace (1963), in a study of freshmen at a liberal arts college, showed that the importance which students attached to getting high grades declined in the freshman year, primarily, owing to the powerful normative influence of fraternity, sorority and affiliation. Whereas students who had a positive orientation to the faculty sustained or raised their evaluation of getting high grades.

Gamson (1964) noted that the conditions vary from institution to institution subject to their very nature and functions and often the differences among fields emerge from their conceptions and expectations of students, their educational objectives, their norms regarding student faculty relations and the conceived effect on student. This implies that environmental press can also vary. Pace (1964) found that students' attainment of various objectives as the criterion measures, was somewhat more frequently consistent with congruent environmental press than with personality characteristics. When the characteristics of students and of subcultures were congruent with objectives, their combined association with attainment was substantially greater. He also found that the press of the total environment rather than the press of particular climate subcultures was more strongly associated with attainment of relevant objectives. Nichols (1965) reported that during college years, students generally

become more aware of their shortcomings and that their motives and interests become more specific. Kirck (1965) found substantial differences in the environmental press of different departments and corresponding differences in the characteristics of students enrolled in the departments.

The study by sharma (1968) and Andrews (1964), showed that organizational climate is related to pupil achievement. The more open the climate of the school, the higher is the achievement index. Astin (1968) reported that students achievement is affected by institutional characteristics other than traditional measures of quality. Chickering and others (1968) suggested congruence between personality and type of college.

Kumar (1972) has examined the impact of the six types of social climate in school on students behaviour in terms of personal adjustment, value orientations, attitude towards certain educational objects and scholastic achievement. Multivariable analysis revealed differences in climate groups. Open climate was found to be the most effective for personal social adjustment followed by closed, paternal, autonomous, controlled and familiar type, but it was not related to other variables eg. scholastic performance, and attitude towards school.

Teacher as an environmental influence has been considered in the context of leadership studies (Singh 1972). Teachers influence pupils through teaching. The influence is also related to cohesiveness of the group. The acceptance of teachers' authority is linked with pupils personal characteristics. In an extensive research on person-environment fit, French (1974) indicated that ideal actual climate comparisons may be a fruitful way of understanding human behaviour in

the social system. James and Jones (1974) considered organizational climates largely a tautology and believed that much work yet needs to be done in determining the conceptual boundaries, variables and dimensions relevant to organizational climates. They found that for those who had more favourable perceptions of the reward system, there was manifested a negative correlations between expectancies and performance, while for those who favoured the reward system less, they had a positive but non significant correlation.

A correlational study reported by Sharma (1975) noted climate as a goal concept related to teacher satisfaction, principal's effectiveness and a higher level of pupil achievement. Astin (1977) noted that students' personal characteristics and college environment significantly affect academic achievement at college. Some researchers have studied relation of personality, psychomotor, affective and cognitive skills, attitudes of the students, their problems and needs etc. Graff, Crombag and Chang (1977) explored that students in different learning environment differ considerably in their motivation for studies and intellectual activity. Pascarella and Terenzinid (1979 a) in a study of 763 freshmen indicated significant positive relationship between student faculty, informal interactions and faculty concern for teaching and student development with college persistence.

In a study of school climate and institutional stress Kakkar (1982) identified that students in a praise dominant environment and those living in a predominantly reproof ridden atmosphere (through teacher), showed significant differences in academic achievement, intelligence, personality, self-concept and academic self-concept.

Gupta (1984) found that students maturity and students morale have a positive relationship with students achievement. Deshpande (1985) investigated the relationship between personality of the heads of institutions and organization climate. She revealed that aloofness is negatively and significantly related to neuroticism and schools with different organizational climate and do not have principals significantly varying on extroversion or neuroticism.

Entwistle, Kozeki and Tait (1989) revealed that there is need to concentrate on factors like parent-child relationships, pupil personality characteristics (such as emotionality, confidence, extroversion, teacher pupil relation etc.) to predict student's perceptions of school and teachers.

Bhargava (1986) analysed the development of values in a concrete and formal operational period and found it related to home and educational environment.

Burnstein, Dangelmayer and Schulthesis (1996) reported that individual differences in personal goal attributes not only account for concurrent differences in subjective well being but also predicted the development of change in people's well being over time. By using a longitudinal design he found that the perceptions of goal attainability indicated that environment opportunities were related to personal goals, and control over goal relevant outcomes, and were predictive of changes in subjective well-being among the participants committed to personal goals.

Vocational Choices and Educational Environment

Astin's (1965) study on the effects of various college characteristics on career choices indicated that the stability of realistic and enterprising type

vocational choices is associated with congruency of students' vocational choices and the corresponding college environment.

Osipow, Ashby and Walls (1966) reported person- environment congruence in vocational choices. Holland (1968) suggested that a student could increase the likelihood of maintaining his present vocational choices, if he could attend a college in which his choice would be congruent with the most popular fields in that environment.

Deshpande (1985) conducted a case study on the usefulness of the course content for students in a degree college and found relationship between the job oriented and reconstituted courses.

Freedom to Criticize Authority and Educational Environment

Student's criticism or activism in the school or college has been studied by different researchers as a multidimensional problem, and the researchers have assigned for it reasons, such as bleak prospects of employment, campus issues, residential and other facilities, poor administration etc. Sayeed (1973) discussed students agitation over the period of 1948-1970. The analysis indicated a rising trend of agitations and strikes during the two decades and showed that the union leadership indulged more in destructive activities rather than in the advancement of academic interests of the students. Srivastava (1974) has empirically demonstrated that campus violence is a self-generating process stemming from a series of constant causes. Pandey (1974) viewed the problem of student unrest as a reflection of intergenerational conflict or a creation of campus issues.

Parker (1974) has presented an overview of the frequency as well as various issues related to student activism in India on the basis of content

analysis of the reports published in seven Indian newspapers. Shah (1975) related the organization in schools to perceptions of students, teachers and principals regarding student unrest. Sinha (1975) discussed student's agitation in three phases, viz the nationalist phase, the preindependence period and the later changes which have shown students to take an interest in some societal issues. Ross and others (1977) discussed the quantitative data concerning general trends manifested in student unrest in India during 1971-72, and in USA during 1960-69. Students protest in India were related to the campus and were localized (93.8%), whereas in the United States (63.4%), the unrest was related to campus, national and international issues predominantly. Indian student protests were more violent and were more distinctly between students and the administration or authorities.

Manaral (1985) studied factors related to student indiscipline in the universities and concluded that the most potent factors influencing student indiscipline were political, social and home environment.

Demographic and Educational Environment Variables

There have been some studies on the relationship between college/university environment and demographic variables of gender, social class and socio-economic status. Smith (1969) reported that college aspirations are directly affected by sex, intelligence, socio-economic status and neighbourhood context. Shelat (1974) observed that the mean motivation level of boys and girls does not vary as a function of climate. But when sex and climate were used in a factorial design, an interaction was observed. The open autonomous climate contributes to motivation of boys significantly, more than in girls. Controlled

and familiar type climate contributes more to girl's motivation, while paternal type climate has similar effect both on boys and girl's motivation.

Griffin and Alexander's (1978) analysis of school and college graduates indicated that institutional differences and student characteristics have significant impact on educational outcome and occupational attainment. Pande (1980) concluded that the scheduled caste students who are regular perceived the school climate as positive, and converse was true in the case of irregular students. The educational climate is also influenced by discrimination in assessment. A significant positive relationship between motivation towards school and the school climate is noted. Static variables relating to school size, location, type etc did not have any relation with pupils academic motivation. Desai (1979) developed a maintenance renewal model and examined the problems of school management and change in terms of aims, awareness, approaches, systems, feedback, appraisal, checks and balance etc.

Phelan (1979) analysed the student faculty interactions and found that the SES and degree of involvement in academic work are positively related to scholarly scientific careers for both men and women. Munroe (1981) reported that the effects of socio-economic status, ethnicity and sex on persistence in higher education are mainly indirect, transmitted through intervening variables. Pande and Tripathi (1982) concluded that the integrated educational setting itself generated problems for the education of scheduled caste children. Climate supportiveness has been studied in terms of perceived teacher expectations, perceived peer group acceptance and home environment which is different than the organizational climate studies.

Shah (1982) reported that the three fourths of the scheduled caste students at the school and two-third at the college level perceived the teacher's attitude conducive, helpful, and sympathetic in comparison to general category students. Pande and Tripathi (1982) noticed that the educational climate is influenced by discrimination in perceived psychological climate. Prahallada (1982) noticed that differences in moral judgment were attributed to sex, level of education and age. Moral values were positively related to socio-economic status and personality adjustment. Rohekemper (1985) identified that students perception varied due to individual differences. He stated that students perceptions of their teacher's were related to grade level, sex and student level of classroom adjustment.

Jules and Kutnic (1990) in a study of the educational system in Trinidad and Tobago identified some systematic variables (school attended, type of school, school size, single sex or coeducation school, class, size etc.) and some personal variables (sex of student, occupation of father and mother, religion, etc. as related to academic achievement and success. Lirgg (1994) in his study stated that the educational climate was viewed similarly by girls and boys. Galbo (1994) indicated the existence of strong connections between students academic achievement and relationship with parents, peers and teachers.

Jules and Kutnic (1997) studied students perceptions of good teacher from the gender perspective. Content items identified by the pupils were logically grouped into physical and personal characteristics of the teacher, quality of relationship between the teacher and pupil, control of behaviour by the teacher, descriptions of teaching process and educational and other outcomes obtained by pupils due to teacher efforts. Results indicated that the female pupils identified

more good teacher attributes at all age levels than males. There was commonality between the sexes concepts regarding interpersonal relationships and inclusiveness in the good teacher's teaching practices. Fleming and Morning (1998) examined the SAT correlates to shed light on the adjustment of minority students in academic difficulty enrolled in Project Preserve. The results suggested that lack of positive interactions with teachers plays a role in academic difficulty encountered by otherwise able minority students.

The above review showed that the available researches on personality and educational environment focused mainly on students intelligence, motivation and achievement to support the view that environment influences personality. There are hardly any researches that examined the relationship between students extroversion, neuroticism and their perceptions of internal and external academic environment of higher education in India. These two personality factors along with agreeableness, conscientiousness and intelligence appear to be responsible for human personality differences. The intelligence dimension of personality has been given much attention in the educational field. This study proposes to examine personality dimensions (extroversion, neuroticism) of students and link it to internal and external environment of higher education. Further students' attitudes, interests (life goals, vocational choices and freedom to criticize authority) are included which have been neglected in earlier studies. The higher educational environment varies according to the control (private-public), university or college, student's strength, single sex or coeducation etc. Thus institution, gender, social category and socio-economic status related differences have also been investigated.

CHAPTER III

METHODOLOGY

STATEMENT OF THE PROBLEM :-

Student personality, attitudes and interests are related to their perceptions of inner and outer university/college environment.

The review of researches showed that personality has been used frequently as a dependent variable in exploring the effect of organizational climate as an independent variable, but very few studies are found to show that personality as an independent variable is related to the perceptions of organizational climate. In this study an effort has been made to identify differences in students' personality and their perceptions of inner and outer environment by university/college, male/female, unreserved/reserved category and the relationship among these and with socio economic status.

The underlying **assumptions** may be stated as below -

1. Extrovert and stability attributes make students differently engaged in college level activities, in social interactions with teachers and other students than the introvert and neurotic students, who are not much involved with college activities and do not have many friends. Academic institutions represent an opportunity to acquire security and social status. The students enroll themselves in university/college to achieve healthy personality development and appropriate employment. History of universities/colleges indicate that students give periodical expression to their dissatisfaction with the educational institutions. The students who will be more involved with college's political, economic, law and order related matters may also be conscious about their rights and duties.

Further, university teaching departments have more facilities such as better library, best professors and communication facilities in comparison to colleges. Therefore the first assumption of the study is that university students may differ from college students on extroversion, neuroticism, life goals, vocational choices, freedom to criticize authority and on perceptions of inner and outer academic environment.

2. At adolescent and adult stages, females have reduced family support for education, less career orientation in comparison to their male counterparts. Therefore the second assumption of the study is that female students may differ from males on extroversion, neuroticism, life goals, vocational choices, freedom to criticize authority and on the perceptions of inner and outer academic environment.

3. Scheduled castes, scheduled tribes and other backward caste students (reserved category) are still in minority in university/college in comparison to general category students (unreserved category). They do not get many opportunities of social interaction and do not take much interest in extra curricular activities. So it can be assumed that these students may differ from each other on extroversion, neuroticism, life goals, vocational choices, freedom to criticize authority and on the perceptions of inner and outer academic environment.

4. Different groups have different life goals to achieve so do students. Therefore it may be assumed that there would be differences in preferred choices of life goals between university and college, male and female, unreserved and reserved category students.

5. Students choice to enroll themselves for certain courses reflects their specific job orientation. Therefore it may be assumed that there would be differences in preferred vocational choices between university and college, male and female, unreserved and reserved category students.

6. As different attributes of personality, life goals, vocational choices, freedom to criticize authority are interrelated, it is assumed that these may also relate to their perceptions of environment, but differently for university and college, male and female, unreserved and reserved category students.

GENERAL OBJECTIVE :

To analyse the relationship of student's personality dimensions, attitudes and interest variables with perceptions of internal and external college/university environment.

SPECIFIC OBJECTIVES :

1. To find out the group differences (institutional, gender, social category related) on personality, attitudes and interests variables and the perceptions of inner academic and outer academic environment.

2. To identify the direction and extent of relationships among students' personality dimensions, attitudes and interest with perceptions of inner and outer academic environment for different institutions, gender and social category.

3. To analyse the institution, gender, and social category related differences in students' preferred life goals and vocational choices.

On the basis of these objectives the following **HYPOTHESES** are formulated.

1. Students will vary significantly on extroversion - neuroticism personality dimensions, attitude toward life goals, vocational choices, freedom to criticize authority and on perceptions of inner and outer academic environment by their institution type, gender and social category.
2. There would be significant positive correlations of extroversion with perceptions of inner and outer academic environment, and significant negative correlations of neuroticism with perceptions of inner and outer academic environment.
3. There would be significant positive correlations of students life goals, vocational choices and socio-economic status with perceptions of inner and outer academic environment, and negative correlations of freedom to criticize authority with perceptions of inner and outer academic environment.
4. The outer academic environment will relate positively to inner academic environment.
5. Students preferred choices of life goals and vocational choices will vary between university and college, male and female, unreserved and reserved category.

SAMPLE

The present study was conducted as a part of a 3 year longitudinal study to understand the pattern of changes in students' personality, attitudes, interests and their perceptions of inner and outer academic environment. In this study a comparison has been made between a sample from the university and one from college on students' personality dimensions, attitudes, interests and perceptions of

academic environment, because there are some differences underlying these institutions administrative and study environment (conditions of teaching, method of examinations, facilities, unions role etc.)

University Sample : -

The university sample came from Jawaharlal Nehru University, a central university which came into existence in 1969. It is endeavouring to emulate the principles for which Jawaharlal Nehru worked during his life time, i.e. national integration, social justice, secularism, democratic way of life, international understanding, and scientific approach to the problems of society.

To fulfill these ideals the university is fostering the composite culture of India and establishing such schools and centres for the study of languages, arts, culture of India as well as literature and social cultural life of foreign countries, with a view to inculcate in the students a world perspective and an international understanding of social and cultural problems.

The basic academic units of the university are not a single discipline departments but multidisciplinary school of studies. Each school is made up of a number of centres which organise the academic programme within the broad framework of the school. There are eight schools of inter-disciplinary research and teaching besides one specialized Centre for Biotechnology.

The School of Languages is different from other language institutions in the country. It has facilities for teaching and research (Ph.D. level) in most of the major foreign languages as well as in Indian languages, Philosophy, English and Linguistics. It has a five year integrated M.A. as well as a three years (Honours) B.A. programme. Bachelor's Degree programme in foreign

languages aims at developing proficiency in spoken as well as written languages. Teaching methods make liberal use of audio-visual techniques, language laboratory, films etc. There are eight centres (nine languages) leading to the award of Bachelor's degree (Hons.) in foreign languages.

Most of the students in the university live in hostels and belong to different parts of India, participating in the different cultural activities organized by their schools, hostels as well as regional students groups.

There is a very prominent role of students' union in student's academic life in JNU. Along with the student union in power there are other non recognized student groups which organise different public meetings to discuss academic and non academic matters, the protest against university authority, for more facilities and on variety of social, political problems. Most of the students (girls and boys) participate actively and are very aware about their rights and duties. The university has the strength of near about 3600 student. Student unions organise protest such as classes boycott, hunger strikes etc. to fulfill their demands. Apart from strikes, the percentage of students attending classes is good.

The sample included 135 first year undergraduate students from School of Languages, all those available in the classes/hostels. There were 99 male and 36 female students. The social category ratio was 97 for unreserved students and 22 for reserved students. Out of 135, 16 students did not like to state their social category.

College sample :

An affiliated college of another central university has been chosen as a control. In this college both undergraduate and post graduate courses are available. The college has the facility of morning as well as evening shift for classes.

Bachelor's Degree courses are available in the faculty of arts, science and commerce (B.A. pass and B.A. Hons.). Most of the students of college are domicile of Delhi and there is no hostel facility available. Students' participation in the college cultural activities and in college politics is low and regulated mainly by boys. Strikes rate against college administration is high. There is very low percentage of students attending classes regularly. The number of students included from this college is 50. These students were chosen randomly to fill the questionnaires. There were 25 male and 25 female students selected for the study. The students social category ratio was 46 for unreserved and 4 for reserved category students.

Therefore the total sample size was 185 students, from university (135), college (50) . The overall gender composition was 124 males and 61 females. Similarly the social category number was 143 for unreserved category and 26 for reserved category.

VARIABLES

Classifying variables :-

1. Institution :

A university and an undergraduate college.

2. **Gender :**

Male and female students.

3. **Social category :**

Unreserved category students (general), and reserved category students.

Measured variables :

1. **Socio-Economic Status :**

It was formed on the basis of father's occupation, mother's occupation, and parents monthly income. Fathers' occupation was further categorized as government, service or business. Mother's occupation was categorized as serving or housewife. Parents' monthly income was categorized as between 5,000 to 10,000, 10,000 to 15,000 or above 15,000.

2. **Personality Dimensions :**

Extroversion and neuroticism personality types based on 24 questions each, from Eysenck's Maudsley Personality Inventory.

3. **Preferred Life Goals :**

There were 5 life goals chosen on the basis of student's responses to open ended questions. Students had to answer their first and second preferences for life goals. The categorized life goals were love and affection, personal identity, economic stability, social service and parent service.

4. **Preferred Vocational Choices :**

Similar to life goals, there were four vocational choices categorized on the basis of student responses to open ended questions. Students answered for their first and second preferred vocational choices. The categorized four vocational choices were media, academics, business and administrative services.

5. Freedom to Criticize Authority :

This variable is formed on student's perceptions of freedom to criticize authority on four institution related variables namely, hostel administration, centre/department administration, school/faculty administration and university/college administration.

6. Internal and External College Environment :

The college environment is defined to include two layers, the inner and the outer. The inner environment is the totality of the present organizational state. It includes factors of context, function, physical environment, process, structure, technology as they actually exist. Outer environment includes both the past and present effects, what the organisation and the person are at a point in time. It is composed of such factors as the economic, political, social and technological situations. External environment is supposed to impose on the internal organisational environment and thus the members personal characteristics. So the inner layer is constituted by realities inside the college, while the outer layer consists of what is happening in our society outside the college/university.

In a recent study by Singh and Sinha (1997), 11 pairs of outer and 11 pairs of inner college environment have been identified symbolising the improved or deteriorating conditions which lead to changes in college environment. The 11 pairs of outer environment are political, economic, law and order, corruption, modern technology (e.g. T.V., V.C.R., Telephones etc.), attachment to others, communication factors, upkeep of environment, medical

facilities, civic amenities (e.g. roads, drinking water, electricity) & religious superstitions.

The 11 pairs of inner environment are - conditions conducive to teaching and learning, college administration, method of examinations, teacher-student relationships, basic facilities in college (e.g. drinking water, fans, light, toilets etc.), special facilities (e.g. extra curricular activities, library, sports, cultural activities, debates etc.), students' consideration for each other, unions role, casteism among students, use of alcohol and drugs and boys attitude toward girls.

These 22 dimensions of inner and outer college environment are used to find out the differences in students' perceptions.

TOOLS

Three Self-administered questionnaires were used as tools for the present study.

(1) Eysenck Maudsley Personality Inventory.

The inventory consists of two scales, a short scale and long scale. Short scale includes 12 items, while the long scale includes 48 items. The long scale includes all the 12 items of short scale for assessing extroversion - introversion and stability-neuroticism dimensions of personality. Responses provide for 3 alternatives yes, neutral and no. These responses are coded as 2,1,0. Participants total score on extroversion and neuroticism short scale may range from 0 to 48 each. Similarly participants total score may range from 0 to 96 for long scale. The total scores for extroversion and neuroticism are then converted into the

standard score given in the manual. There is negative coding for some questions for calculating extroversion dimension of personality.

(2) Inner and Outer College Environment Questionnaire

This questionnaire was developed by Singh and Sinha (1997). This questionnaire consists of two scales, outer environment scale and inner college environment scale. 11 aspects of outer and inner college environment each are assessed on 5 point scale. The scale for outer college environment varies from very much improved to very much deteriorated, and each variable on this scale has to be responded on two parts a (in the past) and b (in the future). Similarly the responses on inner college environment scale vary from very good to very bad. Participants total score may vary from (33 to 165). Similarly participants score for outer college environment scale separately may vary from (22 to 110) and for inner college environment it may vary from (11 to 55).

(iii) Questionnaire for Priority Rankings of Life Goals, Vocational Choices and Rate of Freedom to Criticize Authority.

This questionnaire consists of three parts. Ranking of life goals scale and vocational choices scale includes three items each. One question in each scale is open ended. Students have to answer according to their first two preferences for their life goals and vocational choices. While other two questions in these scale have to be responded on four alternatives. The freedom to criticize authority scale consists of four questions, which are to be responded on four alternatives. Student's response preferences for life goals, vocational choices and freedom to criticize authority scales may vary from 25% to 100% each on close ended questions.

Procedure of Administration of the Questionnaires :

After necessary translation (Hindi to English by back translation method) of Inner and Outer College Environment Scale and modifications in Life Goals, Vocational Choices and Freedom to Criticize Authority scale, the administration of instruments was worked out. Basically these are self administered questionnaires given to the students but students were explained if there was some specific term used in the questionnaires and they did not understand it. The students were requested to return the questionnaires after completion either inside the classrooms or outside the classrooms in their free time. A copy of the questionnaires is included in Appendix-I.

Statistical Analysis :

1. 't' test is used to analyse differences on extroversion, neuroticism, life goals, vocational choices, freedom to criticize authority and perceptions of different outer and inner academic environment variables by institution type, gender and social category.
2. Correlation analysis has been employed to ascertain relationship among extroversion, neuroticism, life goals, vocational choices, freedom to criticize authority and perceptions of different outer and inner academic environment variables for institution types and gender.
3. The percentages are calculated to ascertain the students' preferences for life goals and vocational choices by institution types, gender and social category. Rank order correlations are also computed.

CHAPTER IV

RESULTS

This chapter includes the outcome of following analysis on the data.

- (1) The analysis of the group differences (t-test analysis) on personality, attitudes, interest and inner and outer academic environment variables by
 - (i) Institution
 - (ii) Gender
 - (iii) Social category
- (2) Correlation analysis for
 - (i) University and college separately on personality dimensions, attitudes, interest and inner and outer academic environment variables.
 - (ii) Male and female students separately on personality, attitudes and interest dimensions and inner and outer academic environment variables.
- (3) Percentages and rank order correlations on first and second preferences on life goals for
 - (i) University and college students.
 - (ii) Male and female students.
 - (iii) Unreserved and reserved category students.
- (4) Percentage and rank order correlations on first and second preferences on vocational choices for

- (i) University and college students.
- (ii) Male and female students.
- (iii) Unreserved and reserved category students.

The results of 't' test analysis on personality dimensions for university and college students have been shown in table 1.

Table - 1 : Means, SD's and 't' values on Different Dimensions of Personality for University and College Students.

Variables	University Students N=135		College Students N=50		t Value
	Mean	SD	Mean	SD	
Extroversion	52.86	8.50	50.14	9.50	1.87
Neuroticism	53.31	8.23	55.64	8.12	1.72
Life Goals	4.72	1.56	4.69	1.69	.12
Vocational Choice	5.15	1.63	5.03	1.58	.48
Freedom to criticize Authority	9.22	3.99	7.88	3.54	2.08*

* P<.05,

** P<.01,

There were no institution related significant differences between the groups on extroversion, neuroticism, dimensions of personality, life goals and vocational choices although university students scored little higher on extroversion dimension, life goals and vocational choices. On neuroticism, college students scored higher than the university students.

The mean scores on freedom to criticize authority for university and college students were 9.22 and 7.88 respectively. The obtained 't' value was significant at 5 percent level ($t = 2.08, p < .05$). This indicated that the university students felt more free to criticize authority than the college student.

The results of 't' test analysis on different dimensions of personality for males and females have been shown in table 2.

Table 2 : Means, SDS and "t" values on Different Dimension of Personality for Male and Female Students.

Variables	Male Students		Female Students		t value
	N = 124		N = 61		
	M	SD	M	SD	
Extroversion	52.41	9.14	51.56	8.23	0.61
Neuroticism	53.24	8.35	55.37	7.90	1.66
Life Goals	4.75	1.53	4.63	1.71	0.37
Vocational choice	5.09	1.59	5.17	1.66	0.08
Freedom to criticize Authority	8.97	4.05	8.63	3.63	0.56

* $P < .05,$

** $P < .01,$

There were no significant differences between the groups on extroversion, neuroticism, life goals, vocational choices and freedom to criticize authority. Although males scored higher on extroversion dimension, life goals, vocational choices and freedom to criticize authority than females, while female students scored higher on neuroticism dimension.

The results of 't' test analysis on different dimensions of personality for unreserved and reserved category students have been shown in table 3.

Table 3 : Means SD's and 't' values on Different Dimensions of Personality for Unreserved and Reserved Category Students.

Variables	Unreserved Category		Reserved Category		t value
	N = 143		N = 61		
	M	SD	M	SD	
Extroversion	51.72	9.26	52.31	7.35	.31
Neuroticism	53.93	8.14	54.62	7.83	.40
Life Goals	4.76	1.66	4.39	1.10	1.10
Vocational choice	5.11	1.63	5.0	1.77	0.30
Freedom to criticize Authority	8.72	3.78	9.77	4.44	1.28

* P<.05,

** P<.01,

There was no significant difference between the groups on extroversion, neuroticism dimensions, life goals, vocational choices and freedom to criticize authority. The unreserved category students scored higher on life goals and vocational choices. While the reserved category students scored higher on extroversion, ^{neuroticism} and freedom to criticize authority.

The results of 't' test analysis on different dimensions of outer academic environment for university and college Student have been shown in table 4.

Table 4 : Means, SD's and 't' values on Different Dimensions of Outer Academic Environment for University and College Students.

Variables	University Students		College Students		t value
	For N =135		For N=		
	Mean	SD	Mean	SD	
Political Environment	5.46	2.24	5.70	2.42	0.67
Economic Conditions	6.93	1.77	6.80	1.68	.44
Corruption	6.06	1.84	6.87	1.87	2.62**
Law and order	6.21	2.38	6.07	2.42	0.37
Modern Technology	8.70	1.3	8.47	1.55	1.04
Attachment to Others	7.00	1.83	7.41	1.42	1.07
Communication Factors	8.04	1.07	8.00	1.06	.21
Upkeep of Environment	5.73	2.29	6.57	1.79	2.33**
Medical Care	7.89	1.27	7.80	1.72	.38
Civic Amenities	6.93	1.60	7.49	1.33	1.88
Religious superstitions	5.93	1.87	6.65	1.64	2.39**

* P<.05,

** P<.01,

There were no significant differences between the groups on perceptions of political environment, economic conditions, law and order conditions, modern technology, attachment to others, communication factors, medical care and civic amenities etc, outer academic environment variables.

The mean scores on corruption for the university and college students were $M = 6.06$ and 6.87 respectively. The obtained t value was significant at 1 percent level ($t = 2.62, P < .01$). This indicated that the college students perceived higher corruption in their outer academic environment than the university students.

The mean scores on upkeep of environment were $M = 5.73$ and 6.57 respectively for the university and college students. The obtained t value was significant at 1 percent level ($t = 2.33, P < .01$). Again the college students perceived more improvements in the upkeep of their outer environment than the college students.

The mean scores on religious superstitions for college students were higher than the university students $M = 5.93$ and 6.65 respectively. The obtained t value was significant at 1 percent level ($t = 2.39, P < .01$). This indicated that the college students were more superstitious than the university students.

The mean differences on casteism among students, use of alcohol and drugs and boys attitudes towards girls were not significant which indicates equal possibility of these in the two environments.

The results of 't' test analysis on different dimensions of inner academic environment for university and college students have been shown in table 5.

Table 5 : Means, SD's and 't' values on Different Dimensions of Inner Academic Environment for University and College Students.

Variables	University Students For N =135		College Students For N=50		t value
	Mean	SD	Mean	SD	
Conditions Conduive to teaching and learning	3.77	.98	3.20	1.07	3.39**
College/University Administration	3.55	.92	2.83	1.12	4.48**
Method of Examination	3.95	1.02	3.50	.87	2.78**
Teacher Students Relationship	4.08	0.92	3.59	.86	2.96**
Basic Facility	3.93	1.01	2.83	1.07	6.55**
Special Facility	3.90	1.09	2.60	1.18	7.07**
Union Role	3.42	1.04	2.73	1.15	3.93**
Student Consideration For Each Other	3.72	.79	3.43	.71	2.35**
Casteism Among Students	2.85	1.09	3.18	1.09	1.87
Use of Alcohol and Drugs	2.26	1.05	2.26	1.26	0.72
Boys Attitude toward Girls	3.75	.96	3.55	0.98	1.26

* P<.05,

** P<.01,

The mean scores on conditions conducive to teaching and learning for university and college students were $M=3.77$ and 3.20 respectively, and the t value significant at 1 percent level ($t = 3.39, P < .01$), on academic administration $M=3.55$ and 2.83 respectively, and the t value significant at 1 percent level ($t=4.48, P < .01$), on method of examination $M=3.95$ and 3.50 respectively, and t value significant at 1 percent level ($t=2.78, P < .01$), on teacher-student relationship $M=4.03$ and 3.59 respectively, and the t value significant at 1 percent level ($t=2.96, P < .01$), on basic facilities $M=3.93$ and 2.83 respectively, and the t value significant at 1 percent level ($t=6.55, P < .01$), on special facilities $M=3.90$ and 2.60 respectively, and the t value significant at 1 percent level ($t=7.07, P < .01$), on unions' role $M=3.42$ and 2.73 respectively, and ' t ' value significant at 1 percent level ($t=3.93, P < .01$) and on students consideration for each other $M=3.72$ and 3.43 respectively, and the t values was significant at 1 percent level ($t=2.35, p < .01$).

All ' t ' values were significant in favour of university students thereby indicating that the university students had significantly more positive perceptions of their institution's inner environment than the college students.

The results of 't' test analysis on different dimensions of outer academic environment for male and female students have been shown in table 6.

Table 6 : Means, SD's and 't' values on Different Dimensions of Outer Academic Environment for Male and Female Students.

Variables	Male Students For N =124		Female Students For N=61		t value
	Mean	SD	Mean	SD	
Political Environment	5.75	2.3	5.07	2.19	1.91
Economic Conditions	7.06	1.74	6.56	1.73	1.84
Corruption	6.26	1.84	6.31	1.95	1.8
Law and order	6.59	2.34	5.35	2.26	3.47**
Modern Technology	8.67	1.37	8.58	1.40	.41
Attachment to Others	7.05	1.82	7.45	1.51	1.47
Communication Factors	8.27	0.79	7.68	1.40	3.29**
Upkeep of Environment	5.89	2.25	6.09	2.08	.51
Medical Care	7.88	1.31	7.86	1.58	.08
Civic Amenities	7.25	1.36	6.68	1.81	2.40**
Religious superstitions	5.93	1.92	6.51	1.58	2.05*

* P<.05,

** P<.01,

There were no significant differences between the groups on perceptions of political environment, economic conditions, corruption, modern technology, attachment to others, upkeep of environment, medical care etc. outer environment variables indicate similarity of experiences.

The mean scores on law and order conditions for male and female students were $M_s=6.59$ and 5.35 respectively and the 't' value significant at 1 percent level ($t=3.40$, $P < .01$), on communication factors $M_s=8.27$ and 7.68 respectively and the 't' value significant at 1 percent level ($t=3.29$, $P < .01$), on civic amenities $M_s=7.25$ and 6.68 respectively and the 't' value significant at 1 percent level ($t=2.40$ $P < .01$).

The 't' values indicated that males perceived in their outer environment better law and order, communication factors and civic amenities than the female students.

The mean score on religious superstitious for male and female students were 5.93 and 6.51 respectively and the 't' value was significant at 5 percent level ($t = 2.05$, $P < .05$). This indicates that the females perceived religion to be higher in the outer academic environment.

Analysis of table -7 (Kindly refer page no. 58, for table-7)

There were no significant differences between the groups on conditions conducive to teaching and learning, method of examination, teacher-student relationship, unions role, students consideration for each other, use of alcohol and drugs, boys attitude toward girls etc, in their inner academic environment. Both found the lacking of these facilities in all institutions.

The mean scores on institution (university/college) administration were 3.47 and 3.40 respectively for male and female students, and the obtained 't' value significant at 5 percent level ($t=2.34, P<.05$), on basic facilities Ms.=3.76 and 3.37 respectively, and the obtained 't' value significant at 5 percent level ($t=2.27, P<.05$), on special facilities Ms. 3.74 and 3.17 respectively, and the 't' value significant at 1 percent level ($t = 2.99, P<.01$).

The 't' values indicated that male students had more positive perceptions of their university/college administration, basic facilities and special facilities than the female students.

The mean scores on casteism among students were Ms.=2.83 and 3.17 respectively, and the 't' value was significant at 5 percent level ($t = 2.20, P<.05$). This indicates that the female students favoured casteism in the inner academic environment of their institution.

The results of 't' test analysis on different dimensions of inner academic environment for male and female students have been shown in table 7.

Table - 7 : Means, SD's and 't' values on Different Dimensions of Inner Academic Environment for Male and Female Students.

Variables	Male Students N=124		Female Students N=61		t value
	M	SD	M	SD	
	Conditions Conducive to teaching and learning	3.40	.99	3.45	
College/University Administration	3.47	1.0	3.40	1.03	2.34**
Method of Examination	3.88	.99	3.73	1.01	1.02
Teacher Students Relationship	3.92	.96	3.87	.85	.35
Basic Facility	3.76	1.12	3.37	1.15	2.27*
Special Facility	3.74	1.24	3.17	1.20	2.99**
Union Role	3.27	1.07	3.15	1.21	.68
Student Consideration For Each Other	3.66	.82	3.66	.70	.38
Casteism Among Students	2.83	1.08	3.17	1.10	2.20*
Use of Alcohol and Drugs	2.25	1.04	2.17	1.25	.45
Boys Attitude towards Girls	3.76	1.00	3.55	.89	1.45

* P<.05,

** P<.01,

The results of 't' test analysis on different dimensions of outer academic environment for unreserved and reserved category students have been shown in table 8.

Table - 8 : Means, SD's and 't' values on Different Dimensions of Outer Academic Environment for Unreserved and Reserved Category Students.

Variables	N=143		N=26		t value
	Unreserved Mean	Category S.D.	Reserved M.	Category S.D.	
Political Environment	5.43	2.26	5.77	2.52	.70
Economic Conditions	6.56	1.77	6.77	1.80	.22
Corruption	6.36	1.91	5.93	1.68	1.09
Law and order	5.95	2.42	6.20	2.27	.49
Modern Technology	8.63	1.44	8.62	1.07	.02
Attachment to Others	7.13	1.71	7.43	1.66	.82
Communication Factors	8.04	1.13	8.0	.90	.15
Upkeep of Environment	5.96	2.17	5.97	1.69	.01
Medical Care	7.84	1.48	7.89	1.08	.15
Civic Amenities	7.06	1.58	7.0	1.24	.17
Religious superstitions	6.28	1.82	5.89	1.56	1.04

* P<.05,

** P<.01,

There were no significant category related (reserved and unreserved) difference on perceptions of political environment, economic conditions, law and order, corruption, modern technology, attachment to others, communication factors, unkeep of environment, medical care, civic amenities and religious superstitions etc, outer academic environment variables. They found the

external environment similar to all elements.

The results of 't' test analysis on different dimensions of inner academic environment variables for unreserved and reserved students have been shown in table 9.

Table 9 : Means, SD's and 't' values on Different Dimesions of Inner Academic Environment for Unreserved and Reserved Category Students.

Variables	Unreserved Students N=143		Reserved Students N=26		t Value
	M	SD	M	SD	
	Conditions Conduasive to teaching and learning	3.57	1.05	3.81	
College/University Administration	3.34	1.0	3.54	.95	.96
Method of Examination	3.75	.99	4.16	.84	1.98*
Teacher-Students Relationship	3.90	.91	3.97	.96	.34
Basic Facility	3.59	1.10	3.77	1.22	.79
Special Facility	3.44	1.25	3.77	1.25	.26
Union Role	3.19	1.17	3.27	.92	.36
Student Consideration For Each Other	3.66	.76	3.54	.77	.74
Casteism Among Students	2.30	1.12	2.81	.81	.81
Use of Alcohol and Drugs	2.20	1.08	2.27	1.12	.32
Boys Attitude towards Girls	3.71	.96	3.66	.80	.26

* P<.05,

** P<.01,

There were no significant differences between the groups on perceptions of conditions conducive to teaching and learning, university/college administration, teacher - student relationship, basic facilities, special facilities, unions role, students consideration for each other, casteism among students, use of alcohol and drugs and boys attitude towards girls etc, in their inner academic environment. They all found it equally poor.

The mean scores on method of examination were $M_s = 3.75$ and 4.16 respectively for unreserved and reserved category students and the t value was significant at 5 percent level ($t = 1.98, P < .05$). The reserved category students perceived the method of examination more positively, than the unreserved category students.

The results of correlation analysis between inner and outer academic environment dimensions for university students are shown in table 10.

TABLE 10 : Coefficients of Correlation between different Dimensions of Inner and Outer Academic Environment for University Students (N=135).

Variable	Teaching and Learning	University Admn.	Method of Exam.	Teachers Students Relationship	Basic Facilities	Special Facilities	Unions Role	Students Consideration	Casteism Among Students	Use of Alcohol & Drugs	Boys Attitude Towards girl
Political Environment	.02	.15	.07	.14	-.03	-.05	.01	.27**	.23**	.06	.04
Economic Conditions	-.07	-.07	.01	-.06	-.12	.10	.03	.13	.14	-.10	.15
Corruption	-.01	.17*	-.10	.21**	-.05	-.03	-.07	.18*	.18*	-.12	-.06
Law and Order Situation	.09	.15	.10	.15	.17*	.16*	.03	.05	.04	-.03	.10
Modern Technology	.01	.06	-.05	-.04	-.15	-.06	-.09	.02	.08	-.06	.09
Attachment to Others	-.03	.04	.17*	.09	-.01	.03	.07	.16*	.04	-.13	.08
Communication Factors	-.15	.09	.04	-.07	-.10	.13	-.01	.04	-.08	-.05	.11
Upkeep of Environment	-.05	.02	.05	.05	.05	.08	.07	.22**	.04	-.10	.11
Medical Care	.06	.08	.19*	.17*	.12	.14	-.04	.02	.09	.05	.23**
Civic Amenities	.06	.08	.14	.14	.05	.14	-.03	.15	.18*	.09	.15
Religious Superstition	.01	.20*	-.11	.02	-.12	-.01	-.02	.08	.05	.08	.02

* P<.05

** P<.01

The number of significant correlations were few indicating that the perceptions of inner and outer academic environment are guided by different expectations.

University administration correlated positively to corruption ($r=.17$, $P<0.5$) and religious superstitions ($r=.20$, $P<.05$). The administrators and other members of organization could perform well if their basic and specific necessities were met and there is less societal corruption and some religious values existed at work place.

Method of examinations correlated positively and significantly with attachment to others ($r=.17$, $P<.05$) and medical care ($r=.19$, $P<.05$). The internal and continuous system of examination includes seminar discussions and practicals (audio - visual techniques of teaching, language laboratory etc.) which brings students close to each other and good medical care is needed to cope with stress of examinations.

Teacher-Students relationships correlated positively and significantly to corruption ($r=.21$, $P<.01$) and medical care ($r=.17$, $P<.05$). Societal corruption does spread to smaller organizations and affect its members' relation negatively. With better health students may spend more time to teachers to solve their study problems.

Basic facilities and special facilities were correlated to law and order situations positively and significantly ($r=.17$, $P<.05$) and ($r=.16$, $P<.05$) respectively. Social law and order related to maintainance and the improvement of basic and special facilities in institutions for example water, electricity etc.

Students consideration was positively correlated to political environment ($r=.27$, $P<.01$), corruption ($r=.18$, $P<.05$), attachment to others ($r=.16$, $P<.05$), upkeep of environment ($r=.22$, $P<.01$). The political environment (Whether democratic or authoritative) of a country often defined the relationship among various members in the institution. The awareness about harmful effects

of pollution and health and collective feeling to improve it brings students on a common platform and strengthen relation with others as they have to work together. Whereas corruption increases distance between people in society and effects relations in institutional members adversely.

Casteism among students correlated significantly and positively with political environment ($r=.23$, $P<.01$), corruption ($r=.18$, $P<.05$), and civic amenities ($r=.18$, $P<.05$). Politics remains characterised by casteism and permeates into organisations. This casteism increases negation in thinking, corruption, and students will be less attracted toward these if they have good facilities to fulfil their basic necessities (water, electricity etc).

A positive and significant correlation obtained between boys attitude towards girls and medical care ($r=.23$, $P<.01$). Good medical care and healthy attitude toward girls are needed positive.

There were some correlations which were substantial but not significant, as the positive correlations of political environment with university administration and teacher student relationships; of economic conditions with casteism among students and boys attitude toward girls; of law and order conditions with university administration and teacher-student relationship; of modern technology with basic facilities; of communication factors with conditions conducive to teaching and learning; of medical care with special facilities; of civic amenities with method of examination' and teacher-student relationships; and of special facilities with consideration for each other and boys attitude toward girls.

The correlation between many dimensions of inner and outer academic environment were not significant. Nearly 35% were positive and 15% were

negative but not significant.

The results of correlation analysis between different dimensions of personality and outer academic environment for university students are shown in table 11.

TABLE 11 : Coefficients of correlation between different Dimensions of Personality Dimensions and Outer Academic Environment for University Students (N=135).

Variables	Extroversion	Neuroticism	Life Goals	Vocational choices	Freedom to Criticize authority	Socio-Economic Status
Political Environment	.13	-.17**	.08	.03	.16*	-.03
Economic Conditions	.03	-.12	.01	.01	-.12	.03
Corruption	-.25**	.01	.01	-.17*	.01	.16*
Law and Order Situation	-.08	.01	-.05	.01	-.13	.18*
Modern Technology	-.17*	-.09	-.04	.18*	.18*	.04
Attachment to Others	.08	-.01	-.06	-.29**	.17*	-.17*
Communication Factors	.15	-.03	-.06	.18*	.05	-.18*
Upkeep of Environment	.13	.18*	.06	-.14	-.09	-.03
Medical Care	.07	.03	.03	.04	-.03	-.02
Civic Amenities	-.09	.05	.31**	.12	-.11	.12
Religious Superstition	-.06	.02	-.11	.27**	-.06	.01

* P<.05

** P<.01

The number of significant correlations were few, indicating that the personality dimensions and perceptions of outer academic environment are not related as expected.

Extroversion correlated negatively and significantly with corruption ($r = -.25$, $P < .01$) and modern technology ($r = -.17$, $P < .05$). Extrovert characteristics make students more talkative, having interest in politics economy etc. They are more aware of the negative effects of corruption and modern technology on society.

Neuroticism correlated negatively and significantly with political environment ($r = -.17$, $P < .01$), and positively and significantly with upkeep of environment ($r = .18$, $P < .05$), indicating that students are anxious about deterioration in the political environment but positive about saving the environment conditions.

A positive and significant correlation obtained between students life goals and civic amenities ($r = .31$, $P < .01$). Students had clean life goals such as economic stability, social service etc (feeling for security about basic necessities in their life as well as for society at large). To fulfil their life goals they need supportive civic amenities.

University students vocational choices correlated significantly and negatively to corruption ($r = -.17$, $P < .05$), and attachment to others ($r = -.29$, $P < .01$) and positively to modern technology ($r = .18$, $P < .05$), communication factors ($r = .18$, $P < .05$), and religious superstitions ($r = .27$, $P < .01$). Students have to face high competition and due to corrupt officers and administrators fail to get admission or vocation of choice despite hard work, students have to devote more time that restricts relations to others. Jobs that use computers, internet, science and technology require different professional courses etc.

These attract the younger generation to find a career in these which are also communicative to get information about job vacancies and better educational institutions.

Freedom to criticize authority correlated significantly and positively to political environment ($r=.16$, $P<.05$), modern technology ($r=.18$, $P<.05$) and attachment to others ($r=.17$, $P<.05$). Perceived freedom to criticize authority reflects students feeling free to raise issues at organizational level that will be helpful to resolve various issues. Modern technology rests on the assumption of openness in thoughts, and criticism for more progress, and others support in society (public opinion) strengthen this attitude.

Socio economic status correlated significantly and positively to corruption ($r=.16$, $P<.05$) and law and order situations ($r=.18$, $P<.05$), and negatively to attachment to others ($r=-.17$, $P<.05$) and communication factors ($r=-.18$, $P<.05$). People from higher middle class do not face openly embarrassing conditions (as bribery), relations with administrators and hurdles to cope with their daily necessities. They are able to cope with law and order easily (when necessary) in comparison to people from low socio-economic status, who do not want to interact with many, have less purchasing power and communication factors inadequate.

Some correlations which were substantial but not significant, such as the positive correlations of extroversion with political environment, communication factors and upkeep of environment; and the negative correlations of vocational choices with upkeep of environment; of freedom to criticize authority with law and order conditions.

The correlations between several dimensions of personality and outer academic environment were not significant. Nearly 25% were positive and 25% were negative but not significant.

The results of correlation analysis between different dimensions of personality and inner academic environment for university students are shown in table 12.

TABLE 12 : Coefficients of correlation between different Dimensions of Personality and Inner Academic Environment for University Students (N=135).

Variables	Extroversion	Neuroticism	Life Goals	Vocational choices	Freedom to Criticize authority	Socio-Economic Status
Teaching and Learning	-.05	-.11	-.02	.14	-.03	.05
University Administration	-.06	-.18*	.08	.05	.15	.22**
Method of Examination	.08	-.14	.06	.02	.09	.06
Teacher Students Relationship	-.02	-.03	.07	-.06	.02	.23**
Basic Facilities	.08	-.08	.10	-.03	.09	.18*
Special Facilities	.15	-.20*	.02	-.04	.06	.17*
Union Role	.10	-.11	.20*	-.06	.08	.01
Students Consideration	.06	-.25**	-.02	-.14	-.08	.23**
Casteism Among Students	.08	.01	.20*	.02	.17*	.06
Use of Alcohol and Drugs	.03	-.10	-.01	-.06	.07	.10
Boys Attitude Towards girls	.11	-.23**	.20*	.01	-.08	.33**

* P<.05

** P<.01

The number of significant correlations were very few indicating that the personality dimensions and perceptions of inner academic environment are not much related.

Neuroticism correlated significantly and negatively to university administration ($r=-.18$, $P<.05$), special facilities ($r=-.20$, $P<.05$), students consideration ($r=-.25$, $P<.01$) and boys attitude toward girls ($r=-.23$, $P<.01$). Neuroticism make people less engaged in atmosphere around them, anxious and depressive. This makes them less interested in information about administrative problems, bureaucratic procedures etc, to complete their work. Special facilities such as library, cultural activities, debate etc, can be enjoyed by participative mood and not with alienation in personality. These traits make them perceive negativism in boys attitude toward girls.

Life goals correlated significantly and positively to unions role ($r=.20$, $P<.05$) boys attitude towards girls ($r=.20$, $P<.05$) and casteism among students ($r=.20$, $P<.05$). The goals of personal identity, social service etc can be met by participation in union, and union's active functioning against evils of society such as casteism. It can bring equality and a respective attitude towards other castes and females for their progress.

The correlation between freedom to criticize authority and casteism was significant and positive ($r=.17$, $P<.05$), indicating students awareness and overt expression against casteism.

Socio-economic status correlated significantly and positively to university administration ($r=.22$, $P<.01$), teacher student relationship ($r=.23$, $P<.01$), basic facilities ($r=.18$, $P<.05$), special facilities ($r=.17$, $P<.05$), students consideration ($r=.23$, $P<.01$) and boys attitude toward girls ($r=.33$, $P<.01$). At home better economic condition (working mother etc.), educated parents, a less deprived atmosphere, availability of resources make students cope with daily life hassles, adapt to the surrounding environment and become confident of interacting with teachers. Their socialization, motivation and feeling of security make them more involved in extra curricular activities and in developing understanding with friends.

There were some correlations which were substantial but not significant. A little more than 20% of correlation were sizeable enough to point out the direction of relationship, such as the positive correlations of extroversion with special facilities, of vocational choices with teacher-student relationships, of freedom to criticize authority with university administration; and the negative correlations of neuroticism with method of examinations; of vocational choices with students consideration.

The correlations between other inner academic environment dimensions and personality, attitudes, interest variables were not significant.

The correlation analysis between different dimensions of inner and outer academic environment for college students are shown in table 13.

TABLE 13 : Coefficients of Correlation between Dimensions of Outer and Inner Academic Environment for College Students (N=50).

Variable	Teaching and Learning	University Admn.	Method of Exam.	Teachers Students Relationship	Basic Facilities	Special Facilities	Unions Role	Students Consideration	Casteism Among Students	Use of Alcohol & Drugs	Boys Attitude Towards girl
Political Environment	.24	.12	.17	.05	-.01	.39**	.33*	.13	.03	.06	.10
Economic Conditions	.11	-.18	.17	.08	-.04	-.05	.18	.14	.07	.03	.08
Corruption	.40**	.08	.40**	.29*	.28*	.27*	.22	-.05	.08	-.15	.01
Law and Order Situation	.19	.05	.22	-.07	.14	.24	.18	.03	-.05	.03	.20
Modern Technology	.21	.04	.12	.26	-.05	.10	.16	.11	.24	.01	.12
Attachment to Others	.05	-.19	-.06	.06	-.08	.04	-.05	.04	.14	-.06	.04
Communication Factors	.30*	.20	.16	.12	.06	-.05	.43**	.03	.18	-.08	.21
Upkeep of Environment	.12	.13	.34*	.27*	.18	.26	.07	.17	-.05	-.18	.20
Medical Care	.40**	.22	.17	.31*	.12	-.11	.11	.06	.29*	.10	.07
Civic Amenities	0	.01	.11	.28*	.17	-.16	.05	.04	.20	.05	.10
Religious Superstition	.20	.09	.31*	.14	.11	.21	.06	-.17	-.03	-.14	.21

* P<.05

** P<.01

The number of significant correlations were few indicating that the perceptions of outer and inner academic environment were guided by different expectations.

Conditions conducive to teaching and learning related positively and significantly to corruption ($r=.40$, $P<.01$), communication factors ($r=.30$, $P<.05$) and medical care ($r=.40$, $P<.01$). Reduction in corruption can facilitate people to work hard and develop positive attitude toward work place, increase of audio-visual techniques, e-mail, internet and health facilities can help student in learning.

Method of examinations correlated significantly and positively to corruption ($r=.40$, $P<.01$), and upkeep of environment ($r=.34$, $P<.05$). Objective method of examination cannot be influenced by corruption and in a healthy environment different methods of examination can be tried and used.

Teacher-student relationships correlated significantly and positively to corruption ($r=.29$, $P<.05$), upkeep of environment ($r=.27$, $P<.05$), medical care ($r=.31$, $P<.05$) and civic amenities ($r=.28$, $P<.05$) indicating that if teacher and students are good, they can face daily hurdles of corruption, pollution, water, electrical facilities etc. easily.

Basic facilities in college correlated with corruption significantly and positively ($r=.28$, $P<.05$). Less corruption in society, can improve the organizations conditions.

The special facilities correlated significantly and positively to political environment ($r=.39$, $P<.01$) and corruption ($r=.27$, $P<.05$) . Political stability is needed for improvement in the facilities in the institutions. Reduced societal corruption will relate to the institutional management positively, and special specialities can be improved.

Unions role correlated positively and significantly to political environment ($r=.33$, $P<.05$) and communication factors ($r=.43$, $P<.01$), indicating political parties have an influence on student union ideologies.

The correlation between casteism among students and medical care was positive and significant ($r=.29$, $P<.05$) indicating that improvement in medical facilities may increase positivism in students attitude about their friends from different castes.

There were some correlations which were substantial but not significant. Such as positive correlation of conditions conducive so teaching and learning with political environment', of teacher-student relationships with modern technology', of special facilities with law and order and upkeep of environment; of casteism among students with law and order situation. The correlations between other dimensions of outer and inner environment were not significant. Nearly 50% were positive and 10% were negative but not significant.

The results of correlation analysis between different dimensions of personality and outer academic environment for college students are shown in table 14.

TABLE 14 : Coefficients of correlation between different Dimensions of Personality and Outer Academic Environment for College Students (N=50).

Variables	Extroversion	Neuroticism	Life Goals	Vocational choices	Freedom to Criticize authority	Socio-Economic Status
Political Environment	.04	.06	.24	-.10	.02	-.13
Economic Conditions	.02	-.20	-.01	.11	.15	-.19
Corruption	.16	-.17	-.06	-.16	.04	-.01
Law and Order Situation	-.05	-.11	-.03	-.01	-.15	-.04
Modern Technology	.09	-.14	-.36**	-.15	-.08	.02
Attachment to Others	.10	.02	.21	-.26	.03	.23
Communication Factors	-.11	-.06	.05	.08	.15	0.0
Upkeep of Environment	.25	-.02	.17	-.18	-.02	-.01
Medical Care	.09	.02	.26	-.12	.01	.17
Civic Amenities	-.03	.13	-.21	.21	.12	.19
Religious Superstition	-.03	-.15	-.05	-.24	.11	-.05

* P<.05

** P<.01

The only significant and negative correlation was between life goals and modern technology ($r = -.36$ $P < .01$). The modern technology does not improve overall life goals as it can make people less emotionally dependent on each other because of the other sources of recreation being available for entertainment. It can also bring rapid changes making one's personal identity less positive.

There were some correlations which were substantial but not significant, such as positive correlations of extroversion with the upkeep of environment, of socio-economic status with attachment to others; of life goals with political environment and with medical care, and negative correlation of vocational choices with attachment to others and religious superstitions.

The correlation between other dimensions of personality and outer academic environment were not significant. Nearly 30% were positive and 30% were negative but not significant.

The results of correlation analysis between personality, attitudes, interest and inner academic environment dimensions for college students are shown in table 15.

TABLE 15 : Coefficients of correlation between different Dimensions of Personality and Inner Academic Environment for College Students (N=50).

Variables	Extroversion	Neuroticism	Life Goals	Vocational choices	Freedom to Criticize authority	Socio-Economic Status
Teaching and Learning	.02	.13	.17	-.32*	-.10	.08
University Administration	.01	.04	-.26	-.22	-.16	-.13
Method of Examination	.11	-.15	-.04	-.28*	-.14	.16
Teacher Student Relationships	.09	-.02	.02	-.30*	.01	.07
Basic Facilities	.10	.02	.06	-.27*	.02	-.02
Special Facilities	.10	-.04	-.03	-.40**	-.20	-.30*
Union Role	-.06	-.18	.06	-.17	-.10	-.20
Students Consideration	.18	.29*	-.25	-.12	.21	.10
Casteism Among Students	.13	.07	-.08	.07	.03	.29*
Use of Alcohol and Drugs	.13	.10	-.18	.11	-.06	-.02
Boys Attitude Towards girls	.06	.08	-.05	.13	-.25	.12

* P<.05

** P<.01

The correlation between neuroticism and students consideration was positive and significant ($r=.29$, $P<.05$). Emotionally less stable people toward others reduce their loneliness and have positive consideration for each other.

Vocational choices correlated significantly and negatively to conditions conducive and learning ($r=-.32$, $P<.05$), method of examinations ($r=-.28$, $P<.05$), teacher-student relationships ($r=-.30$, $P<.05$), basic facilities ($r=-.27$, $P<.05$) and special facilities ($r=-.40$, $P<.01$). Method of examinations, attachment to a academic institution, particular course or teachers can restrict students overall development of personality. More basic and special facilities can reduce students tension towards career orientation.

Socio-economic status of students correlated significantly and negatively to special facilities ($r=-.30$, $P<.05$) and positively to casteism among students ($r=.29$, $P<.05$). With a motivating and literate atmosphere in home and economic support, students can derive benefit from their academic institutions, and take interest in extra curricular activities.

There were some correlations which were substantial but not significant, such as correlation of life goals with college administration and students consideration for each other; and of freedom to criticize authority with boys attitude toward girls.

The correlations between other personality, attitudes, interest and inner academic dimensions were not significant. Nearly 30% were negative and 25% were positive.

The results of correlation analysis between different dimensions of outer and inner academic environment for male students are shown in table 16.

TABLE 16 : Coefficients of Correlation between different Dimensions of Inner and Outer Academic Environment for Male Students (N=124).

Variable	Teaching and Learning	University Admn.	Method of Exam.	Teachers Students Relationship	Basic Facilities	Special Facilities	Unions Role	Students Consideration	Casteism Among Students	Use of Alcohol & Drugs	Boys Attitude Towards girls
Political Environment	.02	.13	.15	.18*	-.09	.03	.27**	.26**	.04	.07	.03
Economic Conditions	-.15	-.06	.11	-.01	-.01	.13	.22*	.15	.11	.05	.07
Corruption	.04	.12	.23**	.21*	-.11	-.11	.05	.02	.07	.10	-.01
Law and Order Situation	.05	.10	.15	.19*	.24**	.11	.03	.02	.09	.07	.10
Modern Technology	.008	.07	.05	.02	-.15	.03	.04	.08	-.06	-.07	.17*
Attachment to Others	.05	.01	.20*	.12	.02	.06	.15	.07	.13	-.03	.12
Communication Factors	-.20*	.14	.02	-.05	-.09	.04	.14	-.11	.09	-.05	.03
Upkeep of Environment	.07	.02	.10	.14	.08	.008	.22*	.06	.11	-.05	.15
Medical Care	.09	.14	.25**	.16	.12	.15	.09	.08	.03	.06	.26**
Civic Amenities	-.12	.03	.10	.14	.06	-.02	.21*	.13	.06	.08	.08
Religious Superstition	.04	.06	-.12	-.02	-.22*	-.06	-.10	-.14	.02	.03	-.04

* P<.05

** P<.01

The correlation between male students perceptions of conditions conducive to teaching and learning and communication factors was negative and significant ($r = -.20$, $P < .05$). The communication factors are not found facilitative of teaching and learning conditions by male student.

The correlations of method of examinations to corruption ($r = .23$, $P < .01$), attachment to others ($r = .20$, $P < .05$) and medical care ($r = .25$, $P < .05$) were positive and significant. Reduced corruption can increase the objective of method of examinations such as seminars, discussions and presentations etc. Teacher-student relationship correlated to political environment ($r = .18$, $P < .05$), corruption ($r = .21$, $P < .05$) and law and order situations ($r = .19$, $P < .05$) positively and significantly. If there would be political stability, less corruption and better law and order maintained in society, teacher-students will feel relaxed and can utilise their time in discussions to each other.

Basic facilities correlated significantly to law and order situations ($r = .24$, $P < .01$) and negatively to religious superstitions ($r = -.22$, $P < .05$). If the societal law and order conditions improve, the institutions can ensure basic facilities and will not blame the traditional religious values.

Unions role correlated significantly and positively to political environment ($r = .27$, $P < .01$), economic conditions ($r = .22$, $P < .05$), upkeep of environment ($r = .22$, $P < .05$) and civic amenities ($r = .21$, $P < .05$). Students unions are growing for future political leadership. Development in societal politics, economy, healthy atmosphere and proper civic amenities give unions strength and better ideologies.

The correlation between students consideration for each other and political environment was positive and significant ($r=.26$, $P<.01$) . In politics, people of a particular party tend to support each other, and work as a whole. The male students perceived such unity as a motivating factor in consideration for each other.

The correlations between boys attitude towards girls to modern technology ($r=.17$, $P<.05$) and to medical care ($r=.26$, $P<.01$) were positive and significant indicating that fast life style due to modern technology and health care and females equal participation in it leads males to perceive them positively.

There were some correlations which were substantial yet not significant such as positive correlations of method of examinations with political environment and with law and order situations; of teacher-students relationships with medical care; of special facilities with medical care; of unions role with attachment to each other; of students considerations with economic conditions; of boys attitude towards girls with upkeep of environment, and negative correlation of conditions conducive to teaching and learning with economic conditions and basic facilities with modern technology.

The correlations between other dimensions of inner and outer environment were not significant. Nearly 35% positive and 25% negative but not significant.

The results of correlation analysis between personality, attitudes, interest and outer academic environment for male students are shown in table 17.

TABLE 17 : Coefficients of correlation between different Dimensions of Personality and Outer Academic Environment for Male Students (N=124).

Variables	Extroversion	Neuroticism	Life Goals	Vocational choices	Freedom to Criticize authority	Socio-Economic Status
Political Environment	-.05	-.14	.04	.05	.16	-.02
Economic Conditions	.07	-.20*	-.09	.11	.02	-.07
Corruption	-.12	-.04	-.01	-.09	.10	.25**
Law and Order Situation	-.05	.05	-.10	.10	-.13	.14
Modern Technology	-.03	-.12	-.10	.17*	.13	.11
Attachment to Others	.16	-.11	-.05	-.28**	.19*	-.07
Communication Factors	.13	-.07	-.08	.11	-.07	.04
Upkeep of Environment	.23**	.13	.05	-.18*	.02	.01
Medical Care	.15	-.04	.02	.01	.08	.01
Civic Amenities	-.06	.10	.06	.18*	-.09	.05
Religious Superstition	-.05	-.03	.02	.23**	-.06	-.01

* P<.05

** P<.01

The correlation between extroversion and perceptions of upkeep of environment was positive and significant ($r=.23$, $P<.01$). Extrovert males are generally outgoing talkative and informate. These attributes help them to know the current developments. They may perceive positivity in the upkeep of environment.

The correlation between neuroticism and perception of economic conditions was negative and significant ($r=-.20$, $P<.05$). High score on neuroticism dimension make people emotional, more affective with others problems and negativity in thoughts. As the economic conditions of society are not good and the difference between rich and poors is widening they may perceive it negatively.

Vocational choices correlated positively and significantly to modern technology ($r=.17$, $P<.05$), civic amenities ($r=.18$, $P<.05$) and religious superstitions ($r=.23$, $P<.01$) and negatively and significantly to attachment to others ($r=-.28$, $P<.01$) and upkeep of environment ($r=-.18$, $P<.05$). Interesting job options, better life style and favourable luck can help in students vocational choices. Students have to devote more time and energy to their studies and this tends to reduce their attachment to others.

The correlation between male students perceived freedom to criticize authority and attachment to others ($r=.19$, $P<.05$) was positive and significant.

With more contacts in society and information about one's rights and duties may give students more strength to criticize authority in their institutions.

The correlation between socio-economic-status and corruption was positive and significant ($r=.25$, $P<.01$). Students belonging to high socio-economic-status have educated and occupational well succeeded parents. Male students of such families take more interest in political, economic development of society. They are more informed directly or indirectly about various institutions of society.

There were some correlations which were substantial yet not significant, such as positive correlations of extroversion with attachment to others and with medical care; of freedom to criticise authority with political environment.

The correlation between other dimensions of personality, attitudes, and interest dimensions were not significant Nearly 30% positive and 30% negative; but not significant.

The results of correlation analysis between personality, attitudes, interest, and inner academic environment dimensions for male students are shown in table 18.

TABLE 18 : Coefficients of Correlation between different Dimensions of Personality and Inner Academic Environment for Male Students (N=124).

Variables	Extroversion	Neuroticism	Life Goals	Vocational choices	Freedom to Criticize authority	Socio-Economic Status
Teaching and Learning	.04	-.16	.21*	-.03	-.06	.12
University/college Administration	.01	-.20*	.08	.01	.14	.18*
Method of Examination	.16	-.18*	.06	-.10	.10	.05
Teacher Students Relationship	.09	-.03	.06	-.14	.07	.25**
Basic Facilities	.12	-.12	+.10	-.10	.08	.19*
Special Facilities	.18*	-.23**	-.06	-.08	.09	.04
Union Role	.19*	-.16	.05	-.03	.07	.06
Students Consideration	.07	-.16	-.09	-.11	-.07	.20*
Casteism Among Students	.14	.04	.16	.01	-.16	.16
Use of Alcohol and Drugs	-.03	-.02	.01	.09	.07	.07
Boys Attitude Towards girls	.10	-.22*	.14	-.09	-.07	.25**

* P<.05

** P<.01

Extroversion correlated significantly and positively to special facilities in academic institution ^{administration} ($r=.18, P<.05$) and unions role ($r=.19, P<.05$). Extrovert traits make people outgoing, participate in sports, cultural activities and union's work.

Neuroticism correlated significantly and negatively to institution administration ($r=-.20, P<.05$), method of examination ($r=-.18, P<.05$) and special facilities ($r=-.23, P<.01$). Less involvement with surrounding atmosphere, anxiety and tension increases negativity in neurotic personalities.

Life goals correlated with conditions conducive to teaching and learning ($r=.21, P<.05$) significantly and positively, indicating that if teachers would teach good values and student will learn them these may facilitate life goals such as social service, love and affection, parent service etc:

Socio-economic-status correlated positively and significantly to institution administration ($r=.18, P<.05$), teacher-students relationship ($r=.25, P<.01$), basic facilities ($r=.19, P<.05$), students consideration ($r=.20, P<.05$) and boys attitude toward girls ($r=.25, P<.01$). Male students better economic conditions, educated parents and motivating atmosphere at home, make them more interactive and confident while discussing their problem with teachers, in extra curricular activities, to help others and attitudinal positivity about girls freedom and progress.

There were some correlations which were substantial but not significant such as the positive correlation of extroversion with method of examinations, of life goals with casteism among students; of socio economic status with casteism among students and negative correlations of neuroticism with conditions conducive to teaching and learning, unions role and students consideration; of freedom to criticize authority with casteism among students.

The results of correlation analysis between inner and outer academic environment dimensions for female students are shown in the table 19.

TABLE 19 : Coefficients of Correlation between different Dimensions of Outer and Inner Academic Environment for Female Students (N=61).

Variable	Teaching and Learning	University Admn.	Method of Exam.	Teachers Students Relationship	Basic Facilities	Special Facilities	Unions Role	Students Consideration	Casteism Among Students	Use of Alcohol & Drugs	Boys Attitude Towards girls
Political Environment	.12	.04	-.10	-.11	-.01	.21	.23	.02	.06	.01	.07
Economic Conditions	.19	-.21	-.11	-.18	-.26*	-.14	.001	.12	-.05	-.26*	.11
Corruption	.13	.02	.08	.12	.08	-.21	.27*	.26*	.13	-.10	.07
Law and Order Situation	.18	.05	.05	-.16	-.12	.17	.16	.06	-.04	-.18	.12
Modern Technology	.22	.06	-.06	.20	.07	.02	.15	.14	.14	.02	-.04
Attachment to Others	.06	-.12	-.09	-.08	-.17	-.10	-.03	-.08	.04	-.29*	-.04
Communication Factors	.11	.03	.11	-.01	-.10	.02	.15	.01	.08	-.09	.18
Upkeep of Environment	-.01	-.06	.01	-.16	-.17	.12	-.07	-.04	-.06	.27*	.03
Medical Care	.24	.13	.07	.31*	.12	-.09	.01	.10	.13	-.09	.03
Civic Amenities	.12	-.10	.07	.14	-.20	-.12	-.12	.11	.11	-.27	.16
Religious Superstition	-.01	.32**	.16	.07	.15	.12	.30*	.28*	.13	.09	.32**

* P<.05

** P<.01

The correlation between university/college administration and religious superstitions was positive and significant ($r=.32$, $P<.01$). Those believing in religious values of honesty, hard work and discipline etc, would relate it with their work positively as perceived by females.

The correlation ($r=.31$, $P<.05$) between teacher-student relationships and medical care was positive and significant indicating that healthy people can concentrate more on their studies and other activities to be successful while interacting with others.

Basic facilities was correlated significantly and negatively to economic conditions ($r=-.26$, $P<.05$) indicating societal, economic and religious issues affect academic institutions conditions and their members congnitions.

Unions role correlated positively and significantly to corruption ($r=.27$, $P<.05$), and religious superstitions ($r=.30$, $P<.05$). Reduction in societal corruption, religious values of humanity will incorporate students union to work more actively against societal evils and institutional drawbacks.

Students' consideration correlated significantly and positively to corruption ($r=.26$, $P<.05$) and religious superstitions ($r=.28$, $P<.05$). If there is less corruption in society and students are believers in god they will be more helpful and altruistic.

Use of alcohol and drugs correlated negatively and significantly to institutional administration ($r=-.27$, $P<.05$), economic conditions ($r=-.26$,

$P < .05$), attachment to others ($r = -.29$, $P < .05$) and upkeep of environment ($r = -.27$, $P < .05$). Improvements in administrative, economic and pollution conditions make student feel healthy, less anxious and depress that which will reduce use of alcohol and drugs and facilitate relationship with others.

The correlation between boys attitude toward girls and religious superstitions ($r = .32$, $P < .01$) was positive and significant. Faith in religion and spiritualism can work to develop good attitude of boys toward girls.

There were some correlations which were substantial but not significant, such as positive correlation of condition conducive to teaching and learning with medical care, and of unions role with political environment.

The correlations between other inner and outer academic environment dimensions were not significant. Nearly 30% were positive and 30% were negative but not significant.

The results of correlation analysis between personality, attitudes, interest and different outer academic environment dimensions for female students are shown in table 20.

TABLE 20 : Coefficients of correlation between different Dimensions of Personality and Outer Academic Environment for Female Students (N = 61).

Variables	Extroversion	Neuroticism	Life Goals	Vocational choices	Freedom to Criticize authority	Socio-Economic Status
Political Environment	-.19	.05	-.13	-.13	-.01	-.16
Economic Conditions	-.09	.03	.16	-.10	-.22	.06
Corruption	-.25*	.02	-.02	.33**	-.26*	-.09
Law and Order Situation	-.17	-.10	.11	-.17	-.19	.06
Modern Technology	-.17	-.08	.10	-.08	.09	-.17
Attachment to Others	-.15	-.34**	-.29*	-.30*	.15	-.15
Communication Factors	-.01	.08	.11	.22	-.09	.24
Upkeep of Environment	-.12	.22	.08	-.11	-.15	-.03
Medical Care	-.05	.11	.16	-.10	-.06	.04
Civic Amenities	-.18	.13	.17	.07	-.36**	.23
Religious Superstition	-.11	-.02	-.12	-.08	-.12	.09

* p<.05

** p<.01

The correlation between extroversion and corruption was negative and significant ($r=-.25$, $P<.05$). Extrovert people do not hesitate to talk openly about issues such as corruption because of their outgoing tendencies and more informations.

There was a negative and significant correlation between neuroticism and attachment to others ($r=-.34$, $P<.01$). Females are more emotional in a tough situation or depression. Others' may support them in difficult situations.

The correlation between life goals and attachment to others was negative and significant ($r=-.29$, $P<.05$) showed that to know others, care about them, helping them in tough situations is helpful for people who have life goals like social service, personal identity, love and affection etc.

Female vocational choices correlated positively and significantly to corruption ($r=.33$, $P<.01$), and negatively and significantly to attachment to others ($r=-.30$, $P<.05$). Females increasing interest in prestigious jobs can be fulfilled if there is less corruption in society. If they devote more time and energy in studies it reduces attachment to others.

Freedom to criticize authority correlated negatively to corruption ($r=-.26$, $P<.05$) and civic amenities ($r=-.36$, $P<.01$). Societal evils such as corruption stimulate aggression, dissatisfaction (water, electricity) and criticism in students.

There were some substantial correlations which although not significant, such as positive correlation of socio-economic status with communication factors and civic amenities.

The correlations between other personality and outer academic environment dimensions were not significant. Nearly 30% were positive and 30% were negative but not significant.

The results of correlation analysis between personality, attitudes, interest and different inner academic dimensions for female students are shown in table 21.

TABLE 21 : Coefficients of Correlation between different Dimensions of Personality and Inner Academic Environment for Female Students (N = 61).

Variables	Extroversion	Neuroticism	Life Goals	Vocational choices	Freedom to Criticize authority	Socio-Economic Status
Teaching and Learning	-.06	.14	.18	.02	.08	-.06
University Administration	-.02	.02	-.05	.14	.01	.06
Method of Examination	-.01	-.09	-.01	-.16	.01	-.02
Teacher Students Relationship	-.09	-.19	.04	-.17	-.01	-.12
Basic Facilities	.14	-.05	-.04	-.12	.24	-.02
Special Facilities	.16	-.07	.04	.06	-.04	-.26*
Union Role	.14	.15	.04	.10	-.08	-.19
Students Consideration	.21	-.10	.09	-.17	.11	-.11
Casteism Among Students	.07	-.02	.11	.12	+.03	.04
Use of Alcohol and Drugs	.25*	-.08	.07	.06	-.02	.07
Boys Attitude Towards girls	.09	.05	.16	.10	-.21	.31*

* P<.05

** P<.01

The correlation between extroversion and use of alcohol and drugs was positive and significant, ($r=.25$, $P<.01$) indicating that extrovert people have more curiosity to know about things and may try alcohol, drugs etc.

The correlation of socio-economic status with special facilities in institutions ($r=-.26$, $P<.05$), was negative significant and with boys attitude toward girls ($r=.31$, $P<.05$) positive and significant. Students from high socio-economic status have many other options for entertainment apart from extra curricular activities, library etc, and females need to be respected and supported by their male counterparts.

There was only one correlation between freedom to criticise authority and basic facilities which was substantial yet not significant.

The correlations between other personality, attitudes, interest and inner academic dimensions were not significant. Nearly 40% were positive and 40% negative but not significant.

The results of 't' test analysis on first and second preferences in life goals of university and college students are shown in table 22.

Table - 22 : Percentage for First and Second Preferences on Life Goals for University and College Students.

Life goals	University Students N = 135		College Students N = 50	
	I Pre	II Pre	I Pre	II Pre
Love and affection	11.86	11.11	14	14
Personal Identity	17.72	9.63	28	18
Economic Stability	25.19	13.33	12	8
Social Services	8.15	8.39	4	0
Parent Service	0.74	0.74	0	4

The highest percent of university students attached first preference to economic stability (25.19%) as a life goal followed by personal identity

(17.72%), love and affection (11.86%), social service (8.15%), and parental service (0.74%). Highest percentage of university students attached even second preference to economic stability followed by love and affection (11.11 %), personal identity (9.63%), social service (8.39%) and parental service (0.74%).

A large percentage of college students (28%) attached first preference to personal identity, followed by love and affection (14%), economic stability (12%) and social service (4%). The highest percentage of them gave second preference also to personal identity (18%), than love and affection (14%), economic stability (8%), and parent service (4%).

Economic stability thus emerged to be the most preferred life goal for university students and personal identity for college students. The rank order correlations between first and second preferences of university and college students were $r = .88$ each, between the first preference of two groups $r = .64$, and between the second preference of two groups $r = .40$.

The results of analysis of first and second preferences given to life goals by male and female are shown in table 23.

Table 23 : Percentages of First and Second Preferences on Life Goals for Male and Female Students.

Life Goals	Male Students N = 124		Female Students N = 61	
	I Pre	II Pre	I Pre	II Pre
Love and affection	12.73	13.64	13.33	13.33
Personal Identity	23.64	11.82	20.0	20.02
Economic Stability	37.27	12.72	13.33	20.03
Social Services	4.55	7.27	10.00	5.0
Parent Service	0	1.82	1.67	3.33

The highest percentage of male students attached first preference to economic stability (37.27%), followed by personal identity (23.64%), love and

affection (12.73), and social service (4.55%). The highest percentage gave second preference to love and affection (13.64%), followed by economic stability (12.72%), personal identity (11.82%), social service (7.27%), and parent service (1.82%).

Most of the female students attached first preference to personal identity (20%) as a life goal, followed by love and affection and economic stability (13.33% each), social service (10%), and parent service (1.67%). The highest percentage gave second preference to economic stability (20.03%), followed by personal identity (20.02%), love and affection (13.33%), social service (5.0%) and parent service (3.33%)

The rank order correlations were - between first preference of males and females $r = .91$, between second preferences of two groups $r = .91$ between first and second preferences of males $r = .77$ and between the second preferences of two group $r = .91$.

The males and females showed very similar choice of life goals.

The results of analysis of first and second preference of life goals of unreserved and reserved category students are shown in table 24.

Table 24 : Percentages of First and Second Preference on Life Goals for Reserved and Unreserved Social Category Students.

Life Goals	Unreserved Students N = 143		Reserved Students N = 26	
	I Pre	II Pre	I Pre	II Pre
	Love and affection	15.75	14.17	19.05
Personal Identity	26.77	16.54	19.05	9.52
Economic Stability	28.31	17.32	19.05	4.76
Social Services	9.45	7.87	9.52	9.52
Parent Service	.79	2.36	0	4.76

The highest percentage of unreserved category students attached first preference to economic stability (28.31%) as a life goal followed by personal identity (26.77%), love and affection (15.75%), social service (9.45%) and parent service (.79%). The highest percentage gave second preference to economic stability (17.32%), followed by personal identity (16.54%), love and affection (14.17%), social service (7.87%), and parent service (2.36%).

The highest percentage of reserved category students attached first preference to love and affection, personal identity and economic stability (19.05% each), followed by social service (9.52%). The highest percentage gave second preference to love and affection (23.81%), followed by personal identify and social service (9.52% each), and economic stability and parent service (4.76% each).

The rank order correlations were - between unreserved and reserved students first preference $r = .88$, between second preferences of two groups also $r = .88$, between first and second preference of unreserved students $r = 1.00$, and between first and second preferences of reserved students $r = .84$.

The results of analysis of first and second preference of vocational choices of university and college students are shown in table 25.

Table 25 : Percentages for First and Second Preferences of Vocational Choices of University and College Students

Vocational Choices	University Students N = 135		College Students N = 50	
	I Pre	II Pre	I Pre	II Pre
Media	17.04	10.37	20	18
Academic	9.63	9.63	10	4
Business	13.33	13.56	34	2
Administrative	25.93	18.52	8	16

The highest percentage of university students attached first preference to administrative services (25.93%) as a vocational choice followed by media (17.04%), business (13.33%) and social service (9.63%). The highest percentage attached even their second preference to administrative services (18.52%), followed by business (13.56%), media (10.37%) and academics (9.63%).

College students highest percentage was business (34%) as a vocational choice followed by media (20%), academics (10%), and administrative services (8%). The highest percentage gave second preference to Media (18%) followed by administrative (16%), academic services (4%) and business (2%).

The rank order correlations were - between university and college students first preferences $r = .72$, between second preferences of two groups $r = .70$, between first and second preferences of university students $r = .86$, and between first and second preferences of college students $r = .99$.

The first and second preferences of two groups were highly similar.

The results of analysis of first and second preferences on vocational choices of male and female students are shown in table 26.

Table 26 : Percentages of First and Second Preferences for Vocational Choices for Male and Female Students.

Vocational Choices	Male Students N = 124		Female Students N = 61	
	I Pre	II Pre	I Pre	II Pre
Media	16.16	13.64	11.67	11.67
Academic	10.09	8.18	11.67	10.00
Business	20.91	18.18	20.00	23.33
Administrative	35.48	20.00	20.67	11.67

The highest percentage of male students attached first preference to administrative services (35.48%), as a first preferred vocational choice, followed by business (20.91%), media (16.36%) and academic services (10.91%). The highest percentage attached second preference to administrative (20.0%), followed by business (18.18%), media (13.64%) and academic (8.18%).

The highest percentage of female students attached first preference to business (21.0%) as a first preferred vocational choice followed by administrative (20.67%) and media and academic services (11.4%). The highest percent attached second preference to business (23.33%) followed by media and administrative (11.67% each) and academics (10.0%).

The rank order correlations were - between first preferences of male and female students $r = .72$, between second preferences of two groups $r = .70$, between first and second preferences of males $r = .88$, and between first and second preferences of females $r = .68$.

The choices of males and females had common features with some differences.

The results of analysis of first and second preferences on vocational choices of unreserved and reserved category students are shown in table 27.

Table 27 : Percentage of First and Second Preferences for Vocational Choices for Reserved and Unreserved Category Students.

Vocational Choices	Unreserved Students N = 143		Reserved Students N = 26	
	I Pre	II Pre	I Pre	II Pre
Media	18.11	22.05	23.81	4.76
Academic	11.02	3.66	23.81	4.76
Business	25.20	22.83	9.52	9.52
Administrative	29.92	12.60	19.05	33.33

The highest percentage of unreserved category students attached first preference to administrative service (29.92%) as a vocational choice followed by business (25.20%), media (18.11%), and academic services (11.02%). The highest percentage attached second preference to business (22.83%), followed by media (22.05%), administrative (12.60%) and academic services (3.66%).

The highest percentage of reserved category students attached first preference to media and academic (23.81% each) as a vocational choice followed by administrative (19.05%), and business (9.52%). The highest percentage attached second preference to administrative (33.33%) followed by business (9.54%) and media and academic services (4.76%) each.

The rank order correlation were - between first preference of unreserved and reserved category students $r = .84$, between second preferences of the two groups $r = .65$, between first and second preferences of unreserved students $r = .69$, between first and second preferences of reserved students $r = .68$.

CHAPTER V

DISCUSSION

The first hypothesis tested the differences between university and college; male and female; unreserved and reserved category students, on personality dimensions, attitudes, interest variables and perceptions of inner and outer academic environment.

The findings of 't' test analysis indicated that university students were not significantly different on extroversion, neuroticism, life goals and vocational choices from college students. University students scored higher on extroversion, life goals and vocational choices; whereas college students did so on neuroticism. The perceived freedom to criticize authority was significantly higher for university than college students. These findings indicated university students' personal characteristics as more outgoing, talkative, having clarity in life goals, vocational choices and overt expression of demands, knowledge about academic authority in comparison to the college students. On the academic environment variables college students perceived less corruption, better upkeep of environment and religious superstitions, than the university students. These students are perhaps differentially exposed to these factors, and faced such situations in society and college. Environmental pollution is a major issue to them. College youth have to travel for their college daily and found that this problem needs control. They may find God's blessing and prayer helpful to get rid of daily life hassles. University students found helpful in their inner environment better conditions conducive to teaching and learning, university administration, method of examination, teacher-student relationships, basic

facilities, special facilities, union's role, and students consideration for each other. These results are in line with the findings of Newcomb, Brown, Kulic, Reimer and Revelle (1970) that the residential college students are significantly more satisfied with faculty, other students and administration, because of the amount of time spent in interacting with them. As most of the university students in the study lived in hostels, in comparison to college students they were more free with faculty, centre and other students. The success ratio of university students is high in different academic and competitive exams; the scope for higher studies and research is very high under the guidance of excellent professors; students have facilities (hostel, easy access to the library, better meals, health facilities, less fees etc) in comparison to other universities and colleges.

The results of 't' test analysis by gender indicated no significant differences on personality, attitudes and interest, dimensions yet the mean scores were in favour of male students on extroversion, life goals and freedom to criticize authority. The female students scored higher on neuroticism and vocational choices. Strength of male students in urban higher educational institutions is only slightly more than female students. They make friends easily, and they become more talkative, outgoing, social and expressive. They are conscious about their future goals, as they can share more at an equal level of interaction. At this point in life males get influenced by achievement oriented activities, a sense of personal identity increases in them, they want to win hearts of people around them, such as parents, teachers, friends etc. Also consciousness about economic stability, fame, being loved by others may

increase their personal goal consciousness. As discussed by Dweck and Elliot (1983), the life goals revealed that students pursue different achievement goals depending on their individual needs and competencies or on the demand of situation. The salience of different goals can in turn, influence students' choices of achievement tasks, definitions and attribution for academic success. The males may be more clear about their life goals to be achieved. Aggressive expression of thought is a known feature of male youth. With more active participation, to get their rights in academic environment they can show their dissatisfaction in the form of strikes, protests etc. Through larger participation in academic and political activities they get more information about university grants, funds, administrative procedures, departmental rules etc.

The female students high scores on neuroticism indicated their internal locus of control, emotionality in nature, self-centeredness etc. Females' less involvement in their institutions, high dropout rates, less encouragement from parents, relatives and limited peer group limits their activities. Sometimes pressures like work at home, uneducated parents, less supportive atmosphere and high competition for a better career develops neurotic traits in them. The females do show clear career orientation and attitude for economic stability and a sense of identity.

The male students scored higher on law and order conditions, communication factors, civic amenities in outer academic environment and institutional administration, basic facilities, special facilities in the inner academic environment variables. They are aware of law and order related matters, new modes of information processing e.g. computers, speed post,

e-mail and supply of basic necessities such as solar energy, hydal power generator, high capacity pumps etc. These students positive perceptions of their institutional administration can be due to relatively more effective working system, participation in cultural and other activities of their interest e.g. sports, debate, dance, music, theatre etc.

Female students scored higher on religious superstitions and casteism among students in comparison to their male counterparts. Societal as well as traditional religious values are more prominently accepted by females in general. New modes of thinking and scientific development may be less influencing them in comparison to belief in supernatural power. A hidden expression of casteism is still present in society, despiteequality of opportunities and humanitarian attitude toward people from lower socio-economic status. Similar to Smith's (1969) view that sex has a strong influence on the academic aspirations, this study also showed differences.

The findings of 't' test analysis on social category revealed no significant differences on personality, attitudes and interest dimensions, yet the reserved category students scored higher on extroversion, neuroticism and freedom to criticize authority. Due to different status and central government support to scheduled caste, scheduled tribes and other backward caste students in different prestigious posts, competitive exams, university entrance and financial support through different schemes, these students are getting more involved in forming exclusive social groups. Unity within their groups have strengthened them to fight against being unwanted. They now feel more mature in talking about them. They still have anxiety, depression, self-centerdress, more emotionality in

nature due to their low prestige and hidden neglect in society. The unreserved category students scored higher on life goals and vocational choices. The unreserved category students, while entering college face new situations and people. Interaction with more mature students, experienced teachers and new groups of friends influence their ideologies. These students are more clear about their life goals and prioritize those according to their needs, such as love and affection (need for belonging), social service (need for social approval), personal identity (need for achievement) etc. On internal and external environment variables, the reserved category students scored higher on method of examination. These students are satisfied with their examination systems as they can score well. The results support Bansal's (1973) view that in comparison to adolescents, at college level scheduled caste students appear to be more enduring nurturant and achievement oriented but suffer from abasement. The findings revealed no significant difference on the dimensions of internal and external environment yet unreserved category students scored higher on law and order situations and religious superstition in external environment; and students consideration and boys attitude toward girls in internal environment. With easy access to legal support these students perceived law and order situation as improved. Due to high competition and less opportunities the unreserved category students find religious superstition increasing. Most of them come from middle class having educated parents, who are encouraging them to have friendship with good students, and develop positive attitude towards girls. They may have more time and energy to help others and get help from other friends in their studies etc. Reserved category students on the other hand scored higher on

political environment, economic conditions, modern technology, communication factors in external environment and conditions conducive to teaching and learning, institutional administration, teacher-student relationships, basic facilities, special facilities, union's role, casteism among them, use of alcohol and drugs in internal academic environment. The supportive political environment, financial support from government, rapid expansion of modern technology and communication networks may be responsible for their positive attitudes.

The second hypothesis was not found supported as extroversion scores of university students were found negatively related with corruption and modern technology in external environment. They were outgoing, talkative and informed and thus conscious of corruption at different organizational and societal levels. The hypothesis was proved correct in case of relation between university students' neuroticism and political environment as these were negatively correlated. While in case of upkeep of environment it was rejected as these were correlated positively, which was not expected. The hypothesis was supported for internal academic environment variables: university administration, special facilities, students consideration and boys attitude toward girls related negatively with neuroticism. The neurotic people may feel negative about developments, as due to their depressive tendencies may perceive conflicts in different political parties as negative for social development. They may be nature lovers who have informations about continuous efforts to save environment such as pollution control certificate for vehicles, establishment of industries outside the residential area and motivating slogans etc. These

students somatic pains and interpersonal difficulties make them less interested in making new friends, supporting others and being supported by others. In the competitive atmosphere (study, sports, cultural activities) these student do not like to participate and they commonly admit of a reluctance to do so as it seems foolish in front of peers. The college student's neuroticism related positively with their consideration in external academic environment shows their high need for interpersonal relations.

The hypothesis proved true for male students as their extroversion scores correlated positively with upkeep of environment in external environment, and with special facilitiesⁱⁿ internal academic environment. The extrovert males may get involved with such movements, as save environment, which focus on pollution, depletion of ozone layer, greenhouse effect, earth's increasing temperature, which causes diseases like allergies, asthma, cancer, physical and mental abnormalities in new borns etc. The special facilities provided in the institutions vary according to grants and interests of students. Sometimes like university students' unions get closely involved in developing relation with staff and other students. This offers a social base as well as reduce participation in recreational facilities, sometimes creating a competition with basic units or with the institution as a whole. Those who take an active part in students' union become members of a reward system not dependent on staff evaluations.

The female students extroversion score correlated negatively to corruption in outer academic environment and to use of alcohol and drugs positively in internal academic environment which was expected, as extrovert students are more informed about societal, bureaucratic and administrative work procedure,

where corruption operates, and about students in campus and their habits. The male students neuroticism correlated negatively with economic conditions in outer academic environment and institutional administration, method of examinations and special facilities negatively in inner academic environment which was as hypothesised as these students have more dissatisfaction with administration and working procedures and extra curricular activities. Female students neuroticism correlated with attachment to others positively in internal academic environment which was unexpected. The reason may be that to reduce their emotional instability they do share problems with relatives and others.

The university students life goals were positively related to civic amenities in external and unions role, casteism among students and boys attitude toward girls in internal academic environment. This indicated clarity about life goals that increases their sense of self-confidence, maturity and understanding. They treat others positively and try to fulfill their life goals of love and affection, social service, personal identity etc, while working together against social evils at the organizational level with the help of unions. This was true for college students as their life goals correlated negatively with modern technology, indicating the unfulfilment of their goals, such as economic stability, due to lack of improved technological conditions. The male students life goals are found correlated positively with conditions conducive to teaching and learning in external environment, as expected. The fulfilment of life goals and motivating atmosphere for study worked together. The context in which students learn and the pattern of their relationship within the basic units of programmes can have a direct effect on their efficiency as learners. Students can internalize institutional

as well as values of their significant others (teachers, friends) to improve their life goals. The female students' life goals and attachment to others correlated negatively, which was unexpected. They may have life goals (e.g. economic stability) which demands hard work and time that discourages attachment to others.

The university students vocational choices correlated negatively with corruption and attachment to others; and positively with modern technology, communication factors and religious superstitions. These students may have perceived that if corruption has to be controlled and an increaseⁱⁿ communication factors achieved, they should have more positive attitude to work, increased job opportunities and better economic facilities. Their good luck and prayer to god may help to become well settled in life. The college students vocational choices correlated negatively with conditions conducive to teaching and learning, method of examinations, teacher student relationships, basic facilities and special facilities in college, which was unexpected. The milieu in which students work tend to be one of competition rather than cooperation (e.g. to score high in exams, not to help friends on assignment). They hesitate to ask teachers for clarification of points they have failed to understand. The facilities provided may be less helpful in the vocations of their choice. For example, administrative services require not only command on subject but also general information. The male students vocational choices correlated positively with modern technology, civic amenities and religious superstitions, but negatively with attachment to others and upkeep of environment. The female students' vocational choices correlated positively with corruption and negatively with attachment to others.

The attainment of vocational choices depends on the hard work and efforts made.

The freedom to criticize authority correlated with political environment, modern technology and attachment to others in society positively, and with casteism among students in institution negatively, in case of university students, which proved the hypothesis to be false. These students may have felt that improved political environment, modern technology attachment to others and casteism in students are helpful for them to get knowledge about different aspects of human life. They also support others in their demands as it may be helpful to pressurize the institutional authority. The male students perceived freedom to criticize authority correlated with attachment to others in society positively, which was unexpected. They may have found it as a strengthening feature of their demands. The female students perceived freedom to criticize authority correlated with corruption and civic amenities in society negatively as hypothesized. If the protests against corruption and insufficient civic amenities will increase, these, conditions may improve in society.

The socio-economic status of university students correlated positively to corruption, law and order situation in society and university administration, teacher-student relationships, special facilities and boys attitude toward girls as expected, and negatively to attachment to others and communication factors in society. Less corruption and better law and order conditions for students from high socio-economic status may be useful as they have power and strength. These students better socialization give, the motivating atmosphere at home, which makes them feel less hesitant to discuss with teachers and girl friends and

members of administration. They can show their abilities as they have few economic pressures and more facilities to learn new things; whereas good relations in society and less communication facilities can be perceived as harmful and time consuming, as then they have to devote more time and energy to maintain their status.

The college students socio-economic status correlated negatively with special facilities and positively to casteism among students. These students perceived library, sports, cultural facilities as fewer than required by the strength of students, and because of more education and understanding parents, they may perceive other students' religion and values as good. The female students socio-economic status correlated positively with corruption in society and institutional administration, teacher-students relations, basic facilities, students' consideration and boys attitude toward girls as expected. This was same as perceived by university students. The female students socio-economic-status correlated negatively to special facilities, which was unexpected and was similar to college students.

The outer environment of an institution related its inner environment, but the degree of correlation between different external and internal environment variables differ thus supporting the fourth hypothesis partially. The results were in line with Sinha and Singh (1997). They identified that the outer environment affects the socio-personal efficacy of students. The most important variable was corruption for university, college, male and female students which correlated with most of the academic environment variables. Upkeep of environment, law and order situations, civic amenities were also related to academic environment

variables. There were many differences but many similarities in the pattern of relationships for different groups of students, as they have similar expectations.

The hypothesis of variations in students life goals and vocational choices was supported. University students first preferences for life goals were economic stability, personal identity, love and affection and parent service sequentially. Whereas for college students the order was slightly different, personal identity, love and affection, economic conditions and social service sequentially. This indicated these students had different social needs and values. University students perceived economic stability important for a meaningful life whereas for college students need of social approval was satisfied by personal identity. University and college students second preferences were highly similar to their first preferences.

The male students first preferences for life goals were same as of university students, first preferences whereas for female students the order was personal identity, love and affection and economic stability (both), social service and parents service sequentially. The male and females differed in their needs and values because of their socialization. Male students attached high values to material aspects of life; whereas opposite was true in case of the female students. The male students second preferences were different.

The unreserved category students Ist and IInd preferences for life goals were same as of university and male students, whereas for reserved category students the order was different, love and affection, personal identity and economic stability, and social service sequentially. The unreserved category students gave higher attention to their materialistic future, whereas reserved

category students gave equal weightage to materialistic, emotional and moral values in their job preferences. These students second preferences were quite similar to their first preference. Thus there are strong concerns expected in favour of some basic choices.

The university students preferred priorities for vocational choices were (administrative, media, business and academics) different than college students (business, media, academic and administrative). The university students desired competition, social prestige and power to influence others in job whereas college students to more relational.

The male students Ist priorities for vocational choices were same as university students IInd priorities (administrative, business, media and academics), whereas female students priorities were media and academics (both), administrative and business sequentially. These differences in priorities showed male and female students attitudinal differences about job. Where male students are motivated by power and facilities female students for adventurous and prestigious jobs. These students IInd choices were similar to there Ist choices with little variations.

The unreserved category students Ist priorities were same as male students Ist priorities and reserved category students priorities to female students. The unreserved category students identified themselves with achievement related to social influence and political power whereas reserved category students look for peaceful jobs. These students IInd priorities were also different from each other. The rank order correlations between university and college, male and female, unreserved and reserved category student Ist and IInd priorities for life goals and vocational choices were high indicating similarities in their life goals and vocational choices.

CHAPTER VI

SUMMARY, FINDINGS AND CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Summary :

The present study examined differences in personality, attitudes and interest variables and perceptions of academic environment between university and college students, male and female students, and unreserved and reserved category students.

The main objectives of the research were :

1. To find out whether there are any differences in the personality, attitudes and interests and the perceptions of academic environment between university and college, male and female students, unreserved and reserved category students.
2. To identify the direction and extent of relationships on personality dimensions, attitudes, interest variables with inner and outer academic environment separately, for institutions, gender, and social category groups.

The **hypotheses** for the study were:

1. Students will vary significantly on extroversion, neuroticism, life goals, vocational choices, and freedom to criticize authority, and perceptions of inner and outer academic environment by their institution type, gender, and social category.
2. There would be significant positive correlations of extroversion with perceptions of inner and outer academic environment, and significant

negative correlations of neuroticism with perceptions of inner and outer academic environment.

3. There would be significant positive correlations of students life goals, vocational choices and socio economic status with perceptions of inner and outer academic environment.
4. The outer academic environment will relate positively to inner academic environment.

A total of 185 first year undergraduate students were selected for the study from one central university (135), and one affiliated college (50) of another central university. This included 124 male and 61 females and 143 unreserved and 26 reserved category subjects.

The following exploratory variables are used.

1. Extroversion and Neuroticism personality dimensions.
2. Life Goals
3. Vocational Choices.
4. Freedom to criticize authority.
5. Inner and Outer Academic Environment variables.
6. Informations on -
 - a) Institution (b) Gender (c) Social Category (d) Socio-Economic status.

Three self administered questionnaires to measure personality, attitudes and interests and perceptions of inner and outer academic environments have been used namely Maudsley Personality Inventory (Eysenck, 1952), The Questionnaire on Attitude toward Life goals, Vocational choices and, Freedom to Critize Authority and The Outer and Inner Academic Environment, Questionnaire (Singh and Sinha, 1997). A personal information sheet was also used.

The three self-administered questionnaires were given to the students in their classrooms in their free time after necessary translation. The academic environment scale has been translated from Hindi to English by back translation method. Data have been subjected to the 't' test, correlation analysis and percentages.

Findings and Conclusions :

1. Analysis of data using 't' test revealed that the university students felt relatively more free to criticize authority and they were more satisfied with their internal academic environment, in comparison to the college students, particularly on the conditions conducive to teaching and learning, institutional administration, method of examinations, teacher -students relationships, basic facilities and students consideration for each other; whereas the college students perceived their outer academic environment more positively particularly the dimensions of corruption and religious superstitions.

The male students perceived most of the outer academic environment variable (law and order situations, communication factors and civic amenities) and the inner academic environment variables institutional administration, basic facilities and special facilities more positively, whereas female students perceived religious superstition in society, and casteism among students in the academic environment more positively than the male students.

The reserved category students perceived method of examinations in inner academic environment more positively in comparison to the unreserved category students.

2. Analysis of data using correlations indicated that extroversion dimension of personality related to corruption negatively; to modern technology and upkeep of environment positively in outer academic environment; and to special facilities, unions role and use of alcohol and drugs positively in inner academic environment. Neuroticism dimension of personality was related to political environment and economic conditions negatively to attachment to others in outer academic dimensions; and to institutional administration, basic facilities, students consideration, method of examinations and boys attitude toward girls in inner academic dimensions positively. Students life goals related to civic amenities positively; to modern technology and attachment to others negatively in the outer academic environment; and to conditions conducive to teaching and learning, casteism among students, union's role and boys attitude to toward girls positively in the inner academic dimension. Students vocational choices related to corruption, attachment to others and upkeep of environment negatively; to modern technology, communications factors, civic amenities and religious superstitions positively in the outer academic environment and to conditions conducive to teaching and learning, teacher-student relationships, basic facilities and special facilities negatively in the inner academic environment. Student socio-economic status related to corruption and law and order situations positively; to attachment to others and communication factors negatively in outer academic environment, and to institutional administration, teacher-student relationships, basic facilities, students consideration, casteism among students and boys attitude toward girls positively; to special facilities negatively in the inner academic environment.

3. The outer academic environment variables were related to most of the inner academic environment variables positively, except few exceptions.

4. The variations as well as similarities between students Ist and IInd preferences for life goals and vocational choices were noted. In general university students preferred life goals of economic stability, personal identity, love and affection, social service and parent service; whereas for college students economic stability was after love and affection. For male students the order was same as university students' preferences, whereas for female students it was same as college students preferences. For unreserved category students the order was same as male students and for reserved category it was love and affective personal identity, economic stability, social service and parent service.

The university students preferred vocational choices were administrative, media, business and academics; whereas for the college students administrative was after media. For the male students the order was business, administration, media and academic; whereas for female students the order was administrative, media, academic and business. For unreserved category the order was same as the male students. For reserved category the order was same as female students choices.

Implications :

These findings are helpful in understanding the personality profiles, attitudes, interest patterns and relation of these to academic environment in college and university students. Along with institution gender, social category and SES related differences can be helpful to organizational administrators in

understanding, what educational programme can cater to the needs of individual students. Student's extroversion, neuroticism, their life goals, vocational choices, perceived freedom to criticize authority and their perceptions of internal and external academic environment are related in meaningful ways, as personality, attitudes and interests are viewed as the product of the processes involving the conversion of the individual actor's behaviour into socially significant acts by the observer and the self-observer.

In terms of the theory and practice in the field of organizational environment, the theory offers fragmented views. Practice is rarely subjected to strict evaluation, since the accountability of a curriculum is never questioned and a little consideration is given to the allocation of resources or to the widespread implementation. Organizational climate can be improved through a variety of group techniques, by sensitizing students through unstructured interactions. Motivation climate can be improved through survey feedback and several reinforcement techniques. Process consultation can help in conflict management and enhancing student's achievement and academic institution effectiveness.

Limitations :

Like other studies in the applied social sciences, the present study has some methodological constraints. Limited time and resources prevented the researcher from peeping indepth in the aspects of academic environment and examine it in relation to personality profiles, attitudes and interests of the undergraduate students on one to one basis. Qualitative data could not be collected. Feelings or thoughts regarding the institutional perception could not be studied in greater depth.

Suggestions :

- (1) Higher education in India needs organisational changes. Such changes should also be accompanied by changes in attitudes. The perceptions of university and college students of their academic climate their attitude towards life goals and vocational interests are not given much research attention. Thus more research should be developed in this area in order to gain better insight.
- (2) Secondly, as far as the college/university curriculum is concerned, it is important that education should be related to the students' life, environment and interests. Functional skills should be given and used with academic skills in a meaningful manner in the community.
- (3) Educational climate should be improved by understanding different organizational development strategies and assessing their impact.

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APPENDIX - I

6. **Special Facilities in College (e.g. extra-curriculum activities, Library, Sports, Cultural activities, debates etc.)**
(i) Very Good (ii) Good (iii) Moderate (iv) Bad (v) Very Bad
7. **Unions role**
(i) Very Good (ii) Good (iii) Moderate (iv) Bad (v) Very Bad
8. **Students Consideration For Each Other**
(i) Very Good (ii) Good (iii) Moderate (iv) Bad (v) Very Bad
9. **Casteism Among Students**
(i) Very Good (ii) Good (iii) Moderate (iv) Bad (v) Very Bad
10. **Use of Alcohol and Drugs**
(i) Very Good (ii) Good (iii) Moderate (iv) Bad (v) Very Bad
11. **Boys Attitude Towards Girls**
(i) Very Good (ii) Good (iii) Moderate (iv) Bad (v) Very Bad

QUESTIONNAIRE FOR IDENTIFICATION OF LIFE GOALS, VOCATIONAL CHOICES AND FREEDOM TO CRITICIZE AUTHORITY

All of us have some life goals, such as development of personal identity, economic stability, love and affection in life social service etc. Similarly we also have some vocational choices such as teacher-ship, administrator, businessmen etc. Given below are some questions regarding these. Please answer it.

- Q. 1. What are your life goals. (List only 2 Life Goals)
i) _____ ii) _____
For remaining questions (except Q: 4). Please tick mark (✓) the most appropriate answer.
- Q. 2. To what extent will your present course help you in achieving your life goals. - (i) 25% (ii) 50% (iii) 75% (iv) 100%
- Q. 3. How much time you devote for achieving your goals - (i) 25% (ii) 50% (iii) 75% (iv) 100%
- Q. 4. What are your vocation choices (List only 2 vocations of your interest)
i) _____ ii) _____
- Q. 5. To what extent will your present course help you in acquiring a job. - (i) 25% (ii) 50% (iii) 75% (iv) 100%
- Q. 6. How seriously are you working to get a job of your interest. - (i) 25% (ii) 50% (iii) 75% (iv) 100%

I feel that I am free to criticise.

- Q. 7. University Administration. - (i) 25% (ii) 50% (iii) 75% (iv) 100%
- Q. 8. Hostel Administration. - (i) 25% (ii) 50% (iii) 75% (iv) 100%
- Q. 9. School Administration. - (i) 25% (ii) 50% (iii) 75% (iv) 100%
- Q. 10. Centre/Department Administration. - (i) 25% (ii) 50% (iii) 75% (iv) 100%