

THE STUDY OF THE RELATION BETWEEN ORGANIZATIONAL ATMOSPHERE AND ORGANIZATIONAL COMMITMENT AMONG FACULTY MEMBERS IN COLLEGES IN DEHRADUN

Dr. Amar Kumar Mishra

Assistant Professor, IMS Unison University, Dehradun, e-mail: amrs2310@gmail.com

ABSTRACT

The purpose of this research is the study the relation between organizational atmosphere and commitment. It is done by descriptive – scaling method. This research statistical universe includes all faculty members of management and technology in Dehradun, Uttarakhand, India. Sample volume was estimated 111 people and simple random sampling method was used to collect sample. The research data were gathered using two questionnaires organizational atmosphere and commitment. For estimation of the questionnaires' reliability Cronbach Alfa coefficient was used and found to be 0.859 for organizational atmosphere and 0.814 for organizational commitment. For the gathered data analysis, Principal component method, Karl Pearson's correlation coefficient and independent sample t test were used. Result showed that there is a positive and meaningful relation between the dimensions of organizational atmosphere and commitment.

Keywords: Organizational Atmosphere, Organizational Commitment

INTRODUCTION

The last decade has witnessed mushrooming growth of professional institutions in management education. While this has spread management education in every nook and corner of this nation, there is no denial that the quality of education has taken a nadir. Teachers are important pillars of the educational system of any nation. They are considered to be the Nation Builders. Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. To perform such a heavy task they have to be physically, mentally, economically and socially balanced. Only then can they provide an effective teaching and learning process. Recent research in the field of education reflects that though the quality, qualification and competency in teachers are showing upward trends, they are not being able to discharge their duties in a right manner or effectively. While several reasons can be attributed for this anomaly; one major reason is the sharp decline in their sense of belongingness. Job attrition, retrenchment, job hopping has consequently increased in manifold ways. Students as a result, are the most affected individuals. Hence, it is crucial to determine the factor that has influence in teacher's organizational commitment. One factor that might influence teacher's organizational commitment and subsequently job performance is organizational atmosphere. Every member in his work environment hopes to come across suitable organizational atmosphere in order to desirably meet his economic, social and psychological requirement. It is in suitable condition and atmosphere that efficiency increases. Unsuitable atmosphere leads to the decrease in effective communication, mutual understanding and mutual trust. The result is undue stress in the environment and decreased organizational commitment. In recent years, several studies have been done world-wide on Organizational Atmosphere and organizational commitment regarding the contents and structures of these phenomena, their relationships to other phenomena, their necessity for Job Involvement, good / bad organizational performance, etc. However there is a dearth of empirical studies in India on the said subject. The present study, as such, is an attempt to identify the dimensions of organizational atmosphere, measure the various dimensions as perceived by faculty members and to find the impact of various dimensions on organizational commitment.

CONCEPTUAL DEFINITIONS

Organizational Atmosphere: Atmosphere is said to be a group of features that differentiates an organization from other one. Organizational atmosphere reflects the struggles, both internal and external, the type of people and policies who compose the organization, the work processes, means of communication and the exercise of authority within the individual organization. In educational setting, organizational atmosphere is also referred to as the mixture of interpersonal interaction among the stakeholders of the institutions.

Organizational Commitment: Organizational commitment is the concept created by Becker (1960) and may be viewed as an organizational member's psychological attachment to the organization. It is the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.

Conceptual Model



LITERATURE REVIEW

In recent years, effects of organizational atmosphere on teacher's performance have become topic of concerns for researchers and education officers. Research studies (Paisey 1992; Adenike 2011; Raza 2010; Hoy and Miskel 2001; John and Taylor 1999) show that there is a significant influence of the organizational atmosphere on different psycho-social variables of the teacher. According to Thompson (2005), organizational atmosphere can be defined as an approach in which organizational members observe and characterize their surrounding and environment in an attitudinal and value-based manner. In another perspective, Attkinson and Frechette (2009) referred organizational atmosphere as a 'set of attributes specific to a particular organization that may be induced from the organization, deals with its members and its environment'. Lazaridou and Tsolakidis (2011) in their study on organizational atmosphere in Greek schools found organizational atmosphere to be highly correlated with school effectiveness. Halpin (1967) described "teachers' satisfaction with their social and professional needs such as help, support, and work with each other. Allen et al (2001) in their study on school atmosphere found that a school which portrays positive school atmosphere and promotes a culture of collaboration, support and trust is more successful.

Mowdey et al. (2009) found that collaborative structure for working together is built over certain duration of time, not something that comes naturally, but once build lead to benefit over a long period of time. The findings of Adeyemi's (2008) also found out low level of job performance related to equally low level of atmosphere in schools. In terms of the relationship between organizational atmosphere and teachers' job performance, the findings revealed that there was a significant relationship between organizational atmosphere and teachers' job performance. Singh (1985) analyzed the dimensions of atmosphere and found that the dimensions of organizational atmosphere (aloofness, production emphasis, thrust, consideration, disengagement, esprit, intimacy, and hindrance) were significantly correlated with high, average and low performance of school. Akhtar and Pertonee (1967) examined the effectiveness of different types of organizational structure in terms of job adjustment and satisfaction. The findings showed that job adjustment and satisfaction with work were positive in the employee oriented structure and atmosphere. Menon (1971) has found that supervisors feel responsible and committed when they experience satisfaction due to opportunities in the job for learning new things and the challenging nature of work in an atmosphere characterized by a high degree of support from supervisors. This support from supervisors seems to be instrumental in bringing about a sense of responsibility and commitment to work, especially on the part of subordinates who do not look for detailed work instructions. Jayalakshmi Indiresan (1981) has analyzed the relationship between the Organizational Commitment dimensions and the satisfaction of five need areas namely, physical, social, esteem, autonomy and self-actualization. The data were obtained from a sample of 158 teachers from nine different higher technological institutions from all parts of India. Analysis of data has shown that there is a positive and significant correlation between the overall perception of OC and overall need satisfaction.

Based on the above reviews by researchers it can be theoretically proposed that a quite, warm and friendly organizational atmosphere affects organizational commitment which results in job satisfaction, job involvement, better organizational citizenship behavior and subsequently enhanced performance by the members that lead to the overall success of an organization.

OBJECTIVES

Based on the above review of literature; following objectives have been set forth for the proposed study:

- To identify the various dimensions of Organizational atmosphere in private management colleges.
- To measure the degree of various dimensions of Organizational atmosphere as perceived by faculty members in private management colleges.
- To study the impact of various dimension of organizational atmosphere on organizational commitment.

HYPOTHESES

- There will be significant correlation between organizational atmosphere and organizational commitment.
- Males and females will differ in their perception of organizational atmosphere and organizational commitment.

METHOD

Design

The study employed the use of survey design. The independent variables are perceived organizational atmosphere and the dependent variable is organizational commitment.

Subjects

The participants in this study were 111 management faculty members across various private universities in the state of Uttarakhand, India. 60 percent were males and 40 percent were females aged between 28 and 54

RESEARCH INSTRUMENT

The scale for the study was divided into three sections. Section A measures the demographics; section B is a 20-item scale which measures perceived organizational atmosphere score on likert scale with reliability coefficient of 0.786; section C is a 20-item scale which measures organizational commitment score on likert scale with reliability coefficient of 0.786.

STATISTICAL ANALYSES

The various dimensions of atmosphere were identified through Principal Component Analysis of factor analysis; Hypotheses were analyzed with linear regression and independent sample t-test.

FINDINGS & CONCLUSIONS

The twenty variables of Atmosphere have been separately processed for inter-correlation and factor analysis to arrive at the cluster of factors.

KMO for the analysis was found to be 0.857 that suggested adequacy of the sample. Further Bartlett's Test of Sphericity was conducted to test the null hypothesis that the correlation matrix is an identity matrix. For these data, Bartlett test was found to be highly significant ($p < 0.001$), rejecting the null hypothesis and therefore factor analysis was deemed appropriate.

The principal component factor analysis method was applied to the inter-correlation matrix of twenty variables of organizational atmosphere and the results are rotated using Kaizer's (1958) varimax criteria. Five-factor solutions emerged for the total respondents. The results of the eigen value and rotated factor analysis are presented in **Tables 3- Table 5**.

It is observed that variables V8, V4 V7 V15 V3 and V6 are loading high on Factor I. Dimensions V1, V2 V 5 and V18 show high loading on Factor II. V14 V10 V9 and V17 have high loading on Factor III. The V11 V12 and V13 have high loading on Factor III. The V16 V19 and V20 have high loading on Factor III. The variables in questionnaire are given separately in **table 14**.

Thus, by using inter-correlation matrix and factor analysis the twenty dimensions of organizational atmosphere have been grouped into FIVE different factors (F1, F2 ,F3, F4 and F5) for the total respondents and from the contribution of the variables (also called a "loading") we can name these factors (i) esprit, (ii) authority, (iii) fairness, (iv) hindrance and (v) administration.

As the first six variables in the first factor express high degree of pride in the institution, this factor has been named 'esprit'. The next five variables under second factor refer to the quality of leadership in the organization. Accordingly it has been named 'authority'. Third factor is being labeled as 'fairness' as the three items under it are related to treatment obtained by the employees. Items under factor four refer to the ease of getting along and accordingly has been labeled 'hindrance'. Finally the remaining three items pertaining to factor five being related to the procedural formalization in the organization, has been named 'administration.'

The different factors and the variables within a factor with their corresponding loading scores are presented in **Tables 5**.

To test the other hypotheses the assumption of normality was tested for each variable under study (Organizational atmosphere, organizational commitment, Espirit, Authority, Fairness, Hindrance and Administration). Review of the normality test using Shapiro-Wilks test suggested normality was a reasonable assumption. The result is contained in table 6.

Subsequently an attempt was made to study whether atmosphere has any influence on the Organizational commitment. "Pearson's correlation coefficient was computed to assess the relationship between Organizational Commitment and various dimensions of atmosphere. There was a positive correlation between the two variables, $r = .717$, $n = 111$, $p = 0.000$. Organizational Commitment was positively correlated with Organizational Atmosphere score and the degree was significant i.e. overall, there was a significant positive correlation between OC and organizational atmosphere score." Further the r-score was calculated between Organizational Commitment and each dimension of atmosphere and all coefficients were found to be positive except 'administration'.

A simple linear regression was conducted to determine if organizational commitment could be predicted from organizational atmosphere score.

The linear regression established that organizational atmosphere could statistically significantly predict organizational commitment $F(1, 109) = 115.19, p = .000$ and organizational commitment accounted for 51.4% of the explained variability in organizational commitment. Additionally it was found that the unstandardized slope (.848) and standardized slope (.717) are statistically different from 0 ($t=10.7$; $df=109$; $p=.000$); with every one point increase (improvement) in the score of organizational atmosphere; organizational commitment will increase by 0.848 point.

The regression equation was: predicted organizational commitment = $\{-14.433 + 0.848 \times (\text{organizational atmosphere})\}$. Results are contained in **Table 11-13**.

Further attempt was made to study whether the faculty members' perception differs on atmosphere and commitment based on gender. An independent-samples t-test was conducted to compare score of organizational atmosphere for male and female respondents. There was no significant difference in the scores for male ($M=62.78, SD=9.03$) and female ($M=64.52, SD=8.07$); $t(109) = -2.24, p = 0.270$.

Further the independent-samples t-test was conducted (**Table 9-10**) to compare every dimension of organizational atmosphere for male and female respondents. There was no significant difference in the scores on any dimension for male and female except on the last dimension "administration" as given in **table 10** which led the researcher to fail to reject the null hypotheses except the last one. The results accordingly suggest that gender really does not have a significant effect on organizational atmosphere. Both male and female perceive the atmosphere in the same way. However on the formalization dimension, female differ from their male colleagues.

CONCLUSION

Organizational commitment is a multifaceted concept and various researchers have categorized it in various ways. Allen and Meyer (1990) identified three categories 1) the affective commitment 2) continuance commitment and 3) normative commitment.

Affective commitment emphasizes on the 'want' aspect i.e. it refers to the fact that the organization gives identity to its personnel, and gives them feeling of belonging and attachment so that they enjoy continuing their membership of the organization. Continuance commitment emphasizes on the 'need' concept as it refers to the tendency to perform continuance activity on the basis of individual perception of the costs associated with leaving of the organization. Normative commitment has emphasis on 'obligation' aspect as it refers to the fact that people feel that they don't leave the organization because they are obliged and committed to the organization. In other words, these three dimensions refer to the fact that people remain in their organization because people want (affective commitment), people need (continuance commitment) and feel obliged (normative obligation) not to leave and remain the personnel of an organization (Allen and Meyer, 1990; Meyer and Allen, 1991; Meyer and Allen, 1997).

From the findings of the paper it can be concluded that organizational atmosphere has impact on all the three aspects. An amiable atmosphere not only gives identity and pleasant working conditions to the employees, it also makes itself most beneficial working place providing unbiased treatment to all members and let them remain obliged to work with commitment for the organization even in heavy weathers and tough time.

Based on results, it can be implied that there is positive relationship between organizational commitment and organizational citizenship behavior. This is in accordance with the results of studies by Paisey (1992); Adenike (2011); Raza (2010); Hoy and Miskel (2001); John and Taylor (1999), Thompson (2005), Lazaridou and Tsolakidis (2011); Adeyemi's (2008); Singh (1985) and Akhtar and Pertonee (1967).

The findings of the present study have several implications for HRD theory and practice. The theoretical implications emphasize the themes of organizational atmosphere and organizational commitment in an academic environment. Further, practical implications highlight the need to inculcate a healthy organizational

atmosphere for excellence of academic professionals and the factors that could affect organizational commitment. Additionally, most respondents of this study were young and highly educated; the findings reveal that these professionals tend to have low levels of satisfaction in their current organizational atmosphere. These negative levels of satisfaction are associated with a high level of turnover intention. An Organization , thus, that want to stand out has to inculcate, stabilize and rejuvenate organizational atmosphere and it can do it in numerous ways, including building an effective learning organization, sharing vision with their employees, encouraging team learning in organizations, creating cross-functional work teams and peer discussion groups, and promoting knowledge acquisition and sharing.

REFERENCES

- Adeyemi, T.O. (2008). Organisational Atmosphere and Teachers’ Job Performance in Primary Schools in Ondo State, Nigeria: An Analytical Survey. *Asian Journal of Information Technology*, 7(4), 138-145
- Akhtar, O.P. and Pertronji V.K. (2007), Organizational Culture and Managers, *Indian Journal of Industrial Relations*, 8, 387-405.
- Allen, N.J. and Meyer, J.P. (1990). The measurement and antecedents of affective, normative and continuance commitment to the organization, *Journal of Occupational Psychology*, 63, 1-18.
- Attkinson, T. & Frechette, H. (2009). School atmosphere and teachers’ perceptions on atmosphere factors: Research into nine urban high schools. *The Turkish Online Journal of Educational Technology*, 6(3), 70-78.
- Becker, H.S. (1960). Notes on the concept of Commitment. *The American Journal of Sociology*, 66(1), 32-40.
- Halpin, A.W. (1967). Change and organizational atmosphere. *Journal of Educational Administration*, 5(1), 5-25.
- Hoy, W.K. and Miskel, C.G. (2001). *Educational Administration: Theory, Research and Practice*. 6th edition. New York: McGraw-Hill.
- Induresan, J. (1981). Some correlates of perception of Organizational Atmosphere. *Managerial Psychology*, 2 (2), 40-43.
- John, M.C. & Taylor, J.W. (1999). Leadership Style, School Atmosphere, and the Institutional Commitment of Teachers. *International Forum*, 2(1), 25-57.
- Lazaridou, A. & Tsolakidis, I.G. (2011). An exploration of organizational atmosphere in Greek high school. *Journal of College Teaching & Learning*, 7(10), 47-52.
- Menon, A.S. (1971), *Performance effects*, Shri Ram Centre for Industrial Relations and Human Resources. New Delhi, Unpublished Manuscript.
- Meyer, J.P. and Allen, N.J. (1991), A three-component conceptualization of organizational commitment, *Human Resource Management Review*, 1(1), 61-89.
- Mowdey RT, Porter LW, Steers RM, (1982). *Employee organizational linkage: The psychology of Commitment, absenteeism, and turnover*, New York: Academic press, 20-30.
- Paisey, A. (1992). *Organisation and Management in Schools*. 2nd edition. New York: Longman publishing.
- Raza, S.A. & Shah Arid, P.M.A. (2010). Impact of Organizational Atmosphere on Performance Of College Teachers In Punjab. *Journal of College Teaching & Learning*, 7(10), 47-52.
- Singh, S. (1985). *A study of school atmosphere, leadership behavior and moral development of the heads of elementary and secondary schools*. (Doctoral dissertation Unpublished). Punjab University, India
- Thompson, M.D. (2005). Organizational atmosphere perception and job element satisfaction: A multi-frame application in a higher education setting. *E-Journal of Organizational Learning and Leadership*, 4(1), 1-15.

ANNEXURE

Table.1: Reliability Analysis:

Variable	N	Alpha
ATM	20	0.859
OC	20	0.814
PRIDE	6	0.842
AUTHORITY	4	0.837
FAIRNESS	4	0.871
HINDERANCE	3	0.883
ADMIN	3	0.854

Table.2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.857
Bartlett's Test of Sphericity	Approx. Chi-Square	963.510
	df	190
	Sig.	.000

Table.3: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.18	35.93	35.939	7.18	35.939	35.939	3.64	18.216	18.216
2	1.87	9.36	45.303	1.87	9.365	45.303	2.41	12.096	30.311
3	1.26	6.34	51.650	1.26	6.346	51.650	2.33	11.678	41.989
4	1.11	5.56	57.218	1.11	5.569	57.218	2.23	11.172	53.162
5	1.04	5.20	62.422	1.04	5.204	62.422	1.85	9.261	62.422
6	.896	4.47	66.901						
7	.864	4.32	71.222						
8	.814	4.06	75.290						
9	.736	3.68	78.970						
10	.684	3.41	82.390						
11	.591	2.95	85.347						
12	.521	2.60	87.952						
13	.465	2.32	90.278						
14	.428	2.13	92.416						
15	.414	2.07	94.488						
16	.273	1.36	95.854						
17	.270	1.34	97.202						
18	.200	1.00	98.203						
19	.195	.97	99.177						
20	.165	.82	100.000						

Extraction Method: Principal Component Analysis.

Table 4: Rotated Component Matrix

	Component				
	1	2	3	4	5
Q8	.759				
Q4	.728				
Q7	.708				
Q15	.617				
Q3	.578				
Q6	.539				
Q1		.749			
Q2		.652			
Q5		.492			
Q18		-.432			
Q14			.801		
Q10			.641		
Q9			.568		
Q17			.470		
Q12				.864	
Q13				.754	
Q11				-.412	
Q20					.716
Q16					.690
Q19					.533

Table.5: Component Transformation Matrix

Component	1	2	3	4	5
1	.647	.455	-.387	.410	-.240
2	.189	.197	.566	.406	.664
3	.006	.394	.678	-.158	-.600
4	-.201	.728	-.231	-.506	.348
5	.711	-.264	.130	-.622	.145

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

Table 6: Normality Test (Shapiro-Wilks)

Variables	Statistic	df	Sig.
OATMOSPHERE	.992	111	.732
OCOMMITMENT	.949	111	.412
PRIDE	.982	111	.444
AUTHORITY	.977	111	.516
FAIRNESS	.972	111	.319
HINDRANCE	.959	111	.202
ADMIN	.977	111	.250

Table.7: Correlations

		ATM	OC
ATM	Pearson Correlation	1	.717**
	Sig. (2-tailed)		.000
	N	111	111
OC	Pearson Correlation	.717**	1
	Sig. (2-tailed)	.000	
	N	111	111

** Correlation is significant at the 0.01 level (2-tailed)

Table.8: Correlations

		OC	PRIDE	AUTHORITY	FAIRNESS	HINDRANCE	ADMIN
OC	Pearson Correlation	1	.871**	.760**	.771**	.754**	-.228*
	Sig. (2-tailed)		.000	.000	.000	.000	.016
	N	111	111	111	111	111	111
PRIDE	Pearson Correlation	.871**	1	.625**	.468**	.625**	-.431**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	111	111	111	111	111	111
AUTHORITY	Pearson Correlation	.760**	.625**	1	.313**	.547**	-.441**
	Sig. (2-tailed)	.000	.000		.001	.000	.000
	N	111	111	111	111	111	111
FAIRNESS	Pearson Correlation	.771**	.468**	.313**	1	.422**	-.149
	Sig. (2-tailed)	.000	.000	.001		.000	.120
	N	111	111	111	111	111	111
HINDRANCE	Pearson Correlation	.754**	.625**	.547**	.422**	1	-.394**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	111	111	111	111	111	111
ADMIN	Pearson Correlation	-.228*	-.431**	-.441**	-.149	-.394**	1
	Sig. (2-tailed)	.016	.000	.000	.120	.000	
	N	111	111	111	111	111	111

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table.9: Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
ATM	M	65	62.78	9.036	1.121
	F	46	64.52	8.079	1.191
OC	M	65	39.12	10.585	1.313
	F	46	41.54	10.136	1.495
PRIDE	M	65	19.78	4.346	.539
	F	46	21.41	3.992	.589
AUTHORITY	M	65	15.15	3.001	.372
	F	46	15.93	3.363	.496
FAIRNESS	M	65	9.25	2.278	.283
	F	46	9.48	2.483	.366
ADMIN	M	65	8.97	2.136	.265

The Study Of The Relation Between Organizational Atmosphere And Organization Commitment Among Faculty Members In Colleges In Dehradun

HINDRANCE	F	46	10.43	2.051	.302
	M	65	9.63	2.595	.322
	F	46	9.26	2.225	.328

Table.10: Mean Differences between male and female respondents

Variable	F	sig.	t	d.f.	sig(2 tailed)	Mean dff	SE diff	DECISION
ATM	.309	.579	-2.24	109	.270	-3.737	1.667	ACCEPT
OC	.002	.966	-1.20	109	.230	-2.420	2.004	ACCEPT
PRIDE	.267	.606	-2.01	109	.057	-1.628	.810	ACCEPT
AUTHORITY	.314	.577	-1.28	109	.202	-.781	.608	ACCEPT
FAIRNESS	.154	.696	-.50	109	.611	-.232	.456	ACCEPT
ADMIN	.093	.761	-3.6	109	.000	-1.466	.405	REJECT
HINDRANCE	1.431	.234	.78	109	.435	.370	.472	ACCEPT

Table.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.717 ^a	.514	.509	7.302	.945

a. Predictors: (Constant), ATM
b. Dependent Variable: OC

Table.12: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6141.112	1	6141.112	115.190	.000 ^b
	Residual	5811.122	109	53.313		
	Total	11952.234	110			

a. Dependent Variable: OC
b. Predictors: (Constant), ATM

Table.13: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-14.433	5.130		-2.813	.006
	ATM	.848	.079	.717	10.733	.000

a. Dependent Variable: OC

Table 14: Questionnaire Items

The following items have to be checked on a five-point scale of measurement.

5= SA; 4= A; 3= N; 2= D; 1=SD

V1	The head of the institute is respected here because of his competence.
V2	The head of the institute is obeyed here because of his personal qualities.
V3	The institute is enterprising.
V4	The institute has a good reputation.
V5	The faculties in this institute have no voice in the administration and policy.
V6	This is a good institute to work for.
V7	The morale in this institute is high.
V8	the institute is up-to-date
V9	The promotion procedures in this institute are fair.
V10	There is no favouritism in this institute.
V11	The institute treats its employees well.
V12	It is difficult to get on in this institute.
V13	The working conditions in this institute are poor.
V14	The organization of this institute is completely muddled.
V15	The institute turns out a good class of students.
V16	There is too much of red-tapism in this institute.

V17	You have got to have 'pull' with certain people around hereto get fair treatment.
V18	The institute needs fresh people at the top.
V9	There are too much rules and regulations in this institute.
V20	There are too many people in the office in this institute.