Change will not come if we wait for
Some other person or
Some other time
We are the ones
We’ve been waiting for
We are the CHANGE that we seek.

Barack Obama
Chapter – 5

Findings, Suggestions and Recommendations
CHAPTER 5 – FINDINGS, SUGGESTIONS AND RECOMMENDATIONS

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5.1 CONTRIBUTION TO THE SUBJECT AND BODY OF KNOWLEDGE:

In this study the researcher's aim is to relook at the concept of academic administration from a personal perception perspective. In most of the studies more attention is given to institutes performance based on teacher's evaluation, student feedback, curriculum so it's more about the Christine approach. Academic administrators being the key responsible position in the institute focus have been on their personal skill sets, traits and by and large institutes financial performance.

The very thought process that goes in this study is more about the multifaceted role of academic administrator and transition from teaching to administration.

The hypotheses were validated based on the responses collected from survey the contributions expected from this study are varied and enormous.

5.2 DATA ANALYSIS- HYPOTHESES TESTING:

Hypothesis $H_{1A0}$: Management training has no significant influence on Academic performance.

Hypothesis $H_{1A1}$: Management training has significant influence on Academic performance.

Hypothesis $H_{1B0}$: Management training has no significant influence on Administrative performance.
Hypothesis $H_{1A}$: Management training has significant influence on Administrative performance.

The general findings and statistical analyses show that both p-values are less than 0.05, so both tests agree in rejecting null hypotheses at 0.05 levels. Hence Hypotheses $H_{1A}$ and $H_{1B}$ are accepted.

Hypothesis $H_{2A}$: Management training has no significant influence on Competitive advantage.

Hypothesis $H_{2A}$: Management training has significant influence on Competitive advantage.

The general findings and statistical analyses show that there is positive relationship between management training and competitive advantage. Here null hypothesis is rejected and alternate hypothesis is accepted. Hence Hypothesis $H_{2A}$ is accepted.

Hypothesis $H_{2B}$: Management training has no significant influence on Innovation.

Hypothesis $H_{2B}$: Management training has significant influence on Innovation.

The general findings and statistical analyses show that there is positive relationship between management training and innovation. Here null hypothesis is rejected and alternate hypothesis is accepted. Hence Hypothesis $H_{2B}$ is accepted.

Hypothesis $H_{2C}$: Management training has no significant influence on Organizational performance.
Hypothesis $H_{2Ca}$: Management training has significant influence on Organizational performance.

The general findings and statistical analyses show that there is positive relationship between management training and organizational performance. Here null hypothesis is rejected and alternate hypothesis is accepted. Hence Hypothesis $H_{2C}$ is accepted.

Hypothesis $H_{3Ao}$: Academic performance has no significant influence on Competitive advantage.

Hypothesis $H_{3Aa}$: Academic performance has significant influence on Competitive advantage.

The general findings and statistical analyses show that the academic performance shows a negative variance and it is only 2 percent which is negligible. Here the null hypothesis is accepted and alternate hypothesis is rejected. It is so inferred that academic performance has no significant influence on competitive advantage. Hence Hypothesis $H_{3A}$ is rejected.

Hypothesis $H_{3Bo}$: Academic performance has no significant influence on Innovation.

Hypothesis $H_{3Ba}$: Academic performance has significant influence on Innovation.

The general findings and statistical analyses show that there is positive relationship between academic performance and innovation. Here null hypothesis is rejected and alternate hypothesis is accepted. Hence Hypothesis $H_{3B}$ is accepted.

Hypothesis $H_{3Co}$: Academic performance has no significant influence on Organizational performance.
Hypothesis $H_{3C}$: Academic performance has significant influence on Organizational performance.

*The general findings and statistical analyses show that there is positive relationship between academic performance and organizational performance. Here null hypothesis is rejected and alternate hypothesis is accepted. Hence Hypothesis $H_{3C}$ is accepted.*

Hypothesis $H_{4Aa}$: Administrative performance has no significant influence on Competitive advantage.

Hypothesis $H_{4Ab}$: Administrative performance has significant influence on Competitive advantage.

*The general findings and statistical analyses show that it is estimated that the predictors of administrative performance being significantly influential on competitive advantage. Here null hypothesis is rejected and alternate hypothesis is accepted. Hence Hypothesis $H_{4A}$ is accepted.*

Hypothesis $H_{4B}$: Administrative performance has no significant influence on Innovation.

Hypothesis $H_{4Ba}$: Administrative performance has significant influence on Innovation.

*The general findings and statistical analyses show there is positive relationship between administrative performance and innovation. Administrative performance has positive but non-significant influence on innovation. Here null hypothesis is accepted and alternate hypothesis is rejected. It is so inferred that administrative performance has no significant influence on innovation. Hence Hypothesis $H_{4B}$ is rejected.*
Hypothesis $H_{4C0}$: Administrative performance has no significant influence on Organizational performance.

Hypothesis $H_{4Ca}$: Administrative performance has significant influence on Organizational performance.

There is positive relationship between administrative performance and organizational performance. Administrative performance has positive but non-significant influence on organizational performance. Here null hypothesis is accepted and alternate hypothesis is rejected. It is so inferred that administrative performance has no significant influence on organizational performance. Hence Hypothesis $H_{4C0}$ is rejected.

Hypothesis $H_{50}$: Academic performance has no significant moderating influence between management training and competitive advantage.

Hypothesis $H_{5a}$: Academic performance has a significant moderating influence between management training and competitive advantage.

There is positive relationship between management training and competitive advantage in presence of moderator variable academic performance. Here null hypothesis is rejected and alternate hypothesis is accepted. Hence Hypothesis $H_{5a}$ is accepted.

Hypothesis $H_{60}$: Academic performance has no significant moderating influence between management training and innovation.

Hypothesis $H_{6a}$: Academic performance has a significant moderating influence between management training and innovation.

There is positive relationship between management training and innovation in presence of moderator variable academic performance. Here null
Hypothesis $H_7$: Academic performance has no significant moderating influence between management training and organizational performance.

Hypothesis $H_7a$: Academic performance has a significant moderating influence between management training and organizational performance.

Though there is positive relationship between management training and organizational performance in presence of moderator variable academic performance. This being non-significant here null hypothesis is accepted and alternate hypothesis is rejected. Hence Hypothesis $H_7a$ is rejected.

Hypothesis $H_8$: Administrative performance has no significant moderating influence between management training and competitive advantage.

Hypothesis $H_8a$: Administrative performance has a significant moderating influence between management training and competitive advantage.

There is positive relationship between management training and competitive advantage in presence of moderator variable administrative performance. Here null hypothesis is rejected and alternate hypothesis is accepted. Hence Hypothesis $H_8a$ is accepted.

Hypothesis $H_9$: Administrative performance has no significant moderating influence between management training and innovation.

Hypothesis $H_9a$: Administrative performance has a significant moderating influence between management training and innovation.

There is positive relationship between management training and innovation in presence of moderator variable administrative performance. Here null
Hypothesis $H_{ioo}$: Administrative performance has no significant moderating influence between management training and organizational performance.

Hypothesis $H_{ioa}$: Administrative performance has a significant moderating influence between management training and organizational performance.

Though there is a positive relationship between management training and organizational performance in presence of moderator variable administrative performance. The management training shows a variance of 17.8 percent on organizational performance in presence of moderator variable administrative performance. This being non-significant here we fail to reject null hypothesis, so alternate hypothesis is rejected. Hence Hypothesis $H_{ioa}$ is rejected.

5.3 FINDINGS:

5.3.1 Findings From The Literature Review:

✓ Higher education institutes lack in providing adequate support for the training to the academic administrators for the challenges faced by them. Specially academic administrators position is typically a transition from teaching profession to managerial position.

✓ Higher education institutes are struggling for higher competent academic administrators, though there is no dearth of talent in the field in India.

✓ Managerial capabilities of academic administrators are either not monitored or evaluated based on their performance.

✓ Academic administrators are responsible for their team, teaching and non-teaching staff of the institute, their role is more like a shepherd who has the responsibility of keeping the flock together and also to take care of the followers.

✓ The technological changes and uncertainty in the global markets adds complexity to the situations in academic administration.
In the global initiative for sustainable and equitable growth it is often quoted that efforts should be taken to harness managers in all fields, this applied to the field of education as well.

There is an issue often raised about the performance evaluation of academic administrators. In the present system of performance appraisal the evaluation is based on outcomes. Outcomes be it financial or otherwise have many contributors and making the academic administrator solely responsible may not be reasonable always.

Higher education institutions like other organizations are required to develop vision / mission statements. This essential for long term sustainability and growth. The paradigm shift in the role of academic administrator is pursuing the strategies and long term goals of the organization.

There is also trend observed in the developed countries of exclusive certification course for academic administrators, which is offered to experienced professors who are to take up administrative position in the HEIs. It is further noted by some of the HEIS that such training makes the smooth transition from teaching position to administrative position.

Higher education is one of the key fundamentals to any country’s growth; it must be led by appropriate and trained people. Many countries around the globe, especially the developed countries have already started taking initiatives towards performance mapping and training of academic administrators. To follow the global clues its high time for Indian higher education take step forward towards bringing professionalization in the field of higher education.

5.3.2 Findings from the Data Analysis:

It is observed that the percentage of male (61%) academic administrators is significantly more than that of their female (39%)
counterparts. This shows men are having more inclination in taking up administrative positions.

- It is observed from the data that 55 percent of respondents are in the age group of 51-60 however there is significant percentage of administrators who are in the age group of 41-50, this shows a shift towards relatively younger leaderships in higher education.

- The education qualification wise analysis revealed that majority that is 68 percent of respondents have their doctorate (Ph.D.) and 32 percent are post graduate. There may be a possibility that some out of the post graduate are pursuing their doctoral research, as this is one of the prerequisite to take up Professor or Principal such positions.

- The study revealed that 51 percent of respondents are having 5-10 years of experience in the current position as academic administrator, 34 percent have less than five years of experience in the current position as academic administrator. Only 15 percent of respondents have above 10 years of experience in the current position as academic administrator.

- There are 45 percent respondents who are in the income group of rupees one lakh and plus, there are 30 percent who are in the income bracket of rupees 71000 – 100000 and 25 percent in the income group of rupees 50000-70000. The salaries largely as per sixth pay commission are being implemented.

- The need for management training was most demanded by respondents in the age group of 41-50 with experience of less than 5 years in the current position.

- It is observed that for academic performance shows more moderating influence than administrative performance between competitive advantage and management.

- It is observed that academic and administrative performance show almost same moderating influence between innovation and management training.
It is observed that academic and administrative performance show negligible moderating influence between organizational performance and management training.

It is observed that administrative performance shows more significant moderating influence between management training and innovation as compared to competitive advantage and organizational performance.

It is also observed that the management training shows strong direct influence as against moderating influence in innovation.

Competitive advantage is believed to have more (48%) influence of management training as compared to moderating influence (24%) of administrative performance.

5.4 SCOPE AND LIMITATIONS OF THE STUDY:

5.4.1 Scope:
The scope of the study covers the geographical area of the state of Maharashtra. In the domain of higher education, non-agricultural institutes under the Department of Higher Education, Government of Maharashtra, from Arts, commerce, science, education and law form part of the study. The head of the departments, Principals, vice principals and senior professors from institutes affiliated to state universities were respondents to the survey. The scope of the study involves sending soft copies of the questionnaire by e-mail, Google form, hard copies through various postal systems or personal contacts and one on one discussion with eminent personalities from the field of education.

5.4.2 Limitations:
Some of the limitations faced by the researcher are as stated below:

1. Due to the constraint of time and reach the study was restricted to the institutes of higher education located at the only district places of Maharashtra.
2. The personal interviews and the personal data collection were limited to only some of the cities (Pune, Dhule, Nagpur, Aurangabad, Mumbai, Solapur, Ahmadnagar, Nanded and Amravati) from the state of Maharashtra.

3. Selection of independent and dependent variables was done after meta-analysis of literature. Selection of more vital and having high logical correlation with academic administration and managerial capabilities is taken for this study. More variables can be included to make it more comprehensive list.

4. The scope of study is limited to the managerial capabilities and training requirement as perceived important by the academic administrators of Higher Education Institutes.

5.5 SUGGESTIONS:

- Since Management training has influence on both academic as well as administrative performance, it is recommended that institutes of higher education may go for planning strategic implementation of the same.
- As a starting point, institutes of higher education must design a methodology to define capabilities.
- The recruitment, performance appraisals and trainings must be linked to capabilities and performance of the academic administrator. Organizational performance to be considered as 360 degree performance and not only financial performance.
- Management training must be selected as a result of clearly defined goals and strategic plans, and must be planned and managed with the same passion and thoroughness as like other organization. The commitment of leadership for training and development at all levels are required to sustain managerial practices and to overcome the obstacles to changes.
5.6 AREAS OF FUTURE STUDY AND RESEARCH:

The question that bothers today, is higher education over regulated and less governed? Industry witnessed failure due to bad governance, to name a few multinationals which collapsed as effect of bad governance are ENRON, Compaq Tyco, ICL... these names represent various sectors of industry, which in the era of globalization is applicable to the higher education sector also. It was once quoted by Bill Gates “I can only guarantee creation of Microsoft based on the current trend, but not what will happen after 18 months.” In such a state of uncertainty there is need for constant updation of knowledge by the use of various training modules for academic administrators to remain abreast with current trends.

As mentioned earlier due to limitation of time and resources the researcher has covered only higher education sectors, the study can be extended to technical and vocational education also. Some of the other areas where the future study and research can be carried out are as follows:

Coverage of different geographical areas, as the researcher is based in Maharashtra the study is restricted to this state, but the study further may be extrapolated to other states of India. The higher education sector being highly regulated from centre one could expect similar findings.

Similarly the study can be extended for the private, deemed, international, open universities as the governance and regulation change between these types of universities and state universities.

Like this study is limited to higher education, further studies can be carried out for vocational and technical education as well.

In this study the thrust is on independent and dependent variables individually, however the study in future can be taken up for interrelationship between these variables.
5.7 CONCLUSION:

The broad objectives of the study have been achieved by the researcher. The hypotheses put forward then are tested and statistically validated. The broad conclusions drawn based on the statistical analysis by the researcher are as noted below:

Higher education sector and issues relating to its governance no more can be treated traditionally; it needs to be dealt professionally. With globalization the world is flattened keeping this in mind the concept of administering the higher education needs to be more with global perspective than local perspectives.

If the fate of higher education institutes is to be shouldered by its academic administrators then their grooming in the chair cannot be overlooked.

A two way communication, at all levels in the hierarchy of institution with administration is vital for effective strategy implementation. Healthy academic culture helps in facilitating the assertion of benefits of strategy of desired level positive attitude but administration and freedom to functionaries in executing the assignments facilitates the transformation of mind sets from 'all gains and no pains' to 'some gains and some pains'. In the concluding remarks it can be said that investment in faculty and staff training lead to improvements in service quality; better service quality leads to higher stakeholder satisfaction; higher the stakeholder satisfaction, higher will be the stakeholder loyalty; and higher stakeholder loyalty leads to positive word of mouths, increased grants/ revenues and surpluses that can then be cultivated into the system for further growth and development.