### CHAPTER VI

**MAJOR FINDINGS, IMPLICATIONS AND SUGGESTIONS**

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Major findings</td>
<td>123</td>
</tr>
<tr>
<td>6.2 Implications of the findings</td>
<td>131</td>
</tr>
<tr>
<td>6.3 Limitations of the study and suggestions for future research</td>
<td>137</td>
</tr>
</tbody>
</table>
6.1 MAJOR FINDINGS

After making an analysis and interpretation of the data, the following findings have been drawn from the present study. The findings of the present study divided into the following heads:

1. Institutional planning status of the colleges of Assam as it exists.
2. Differences between in the existing institutional planning structure of colleges situated in rural and urban area of Assam.
3. Organisational commitment level of college principals in relation to institutional planning structure of colleges.
4. Academic achievement of the college students in relation to the effective institutional planning and lesser effective institutional planning.
5. Organisational commitment levels of college principals in relation to the academic achievement of the students.
6. Academic achievement and institutional planning.
7. Problems faced by the college principals and teachers within the college environment.
8. Suggestions from the college principals, teachers, and governing body members for overcoming barriers for having better institutional planning.

6.1.1 Findings related to institutional planning status of the colleges of Assam as it exists

In the present study one of the objectives no.1 was to make a status survey of institutional planning in colleges of Assam. This objective is fact finding in nature. Hence no hypothesis is formulated for this objective. From the interpreted data, it has been observed that every college affiliated under Gauhati University are rendering
educational service at collegiate level in Arts Stream Degree level possess more or less, same level of institutional planning status.

Instead of these difference on the various dimensions of the colleges situated in the rural and urban areas of the state of Assam, the basic foundation of institutional planning status of the colleges under the jurisdiction of Gauhati University are more or less same due to the same administrative and regulatory control, supervisory set up and controlling measures of the affiliating University authority. Gauhati University laid and implement its regulatory control for maintaining institutional and administrative standard through the ‘Ordinance on permission and affiliation of Degree Colleges to this Gauhati University, 1997’ (Framed under Section 23 (e) of the Gauhati University Act, 1947, as amended up to date and approved by the Executive Council vide Resolution No, 97/12/137) and with the help of regular college inspection. College inspection standard maintained by the affiliating university (Gauhati University) for maintaining educational and administrative structure are also another strong factor of having more or less same institutional planning structure of the colleges, whether the college is in rural or urban locality. Moreover our planning process resembles an inverted pyramid because so much of it is being done at the top. Because of the developmental grants given by the University Grants Commission, there are some attempts at planning process—although often ad hoc and perfunctory—in the universities. But there is hardly any planning at any other level. There are no plans for individual educational institutions reported by Naik, J.P., in a discussion paper, published by Asian Institute of Educational Planning.
6.1.2 Findings related to the differences between in the existing institutional planning structure of colleges situated in rural and urban area of Assam.

In the present study colleges situated in rural and urban area of Assam have been studied in relation to the institutional planning structure of the colleges as conceived by the college principals. The findings showed that there exist no significant differences between the institutional planning structure of colleges situated in rural and urban area of Assam.

The values on which the objective has been accomplished with the respective Mean and SD for:

1) Urban colleges are: N=17, M=19, SD=3.16.
2) For rural colleges are : N=33, M=19.85, SD=2.96.

The mean difference between the IP score (Institutional Planning score) of rural and urban colleges is (‘t’= 0.9187). This value is less than the table value (2.021 at 0.05 level and 2.704 at 0.01 level). So it may be inferred that there are no significant differences between the institutional planning status of colleges situated in rural and urban area of Assam.

6.1.3 Findings related to organisational commitment level of college principals in relation to institutional planning structure of colleges.

In the present study one of the objectives was to - to examine the relationship between principal’s organisational commitment level and the institutional planning conceived by the principal in both the rural and urban colleges. The finding of the objective is that there exists no correlation between the institutional planning status of colleges situated in urban area of Assam and principal’s commitment level. The values on which the objective has been accomplished with for urban colleges N=17,
M of Organisational Commitment (OC) = 90.19, M of Institutional Planning (IP)=19, \( r' \) value= 0.394, \( t' \) ratio=1.662.

From the calculation it can be observed that the calculated \( t' \) value (1.662) is less than the table value (0.468 at 0.05 level and 0.590 at 0.01 level). So it is not significant and the result shows that there exists no correlation between the institutional planning status of colleges situated in urban area of Assam and principal’s commitment level.

The values on which the objective has been accomplished with for rural colleges are with N=33, M of Organisational Commitment (OC) = 89.19, M of Institutional Planning (IP) = 19.85 , \( r' \) value= 0.225, \( t' \) ratio= 0.394.

From the calculation it can be inferred that the calculated \( t' \) value (0.394) is less than the table value (2.042 at 0.05 level and 2.750 at 0.01 level). So it is not significant and the result shows that there exists no correlation between the institutional planning status of colleges situated in rural area of Assam and principal’s commitment level. Therefore finding for this objective can be summarized that there exists no correlation between the institutional planning status of colleges situated in urban area of Assam.

6.1.4 Findings related to academic achievement of the college students in relation to the effective institutional planning and lesser effective institutional planning

In the present study another objectives was to examine the relationship between academic achievement of the college students in relation to the effective institutional planning and lesser effective institutional planning.

Colleges having effective and lesser effective institutional planning have been divided according to the adopted criteria (Effective IP=IP score> p50 : Lesser effective
IP= IP score <pاسم ) and then value are calculated with in relation to academic achievement of Effective Institutional planning (N=38, M= 62.75); Academic achievement of lesser effective Institutional planning N=12, M =49, SD=3.786, SEd=9.274, ‘t’ ratio=3.632.

From the calculation it has been observed that the calculated t-ratio (‘t’=3.632) is more than the table value (2.074 at 0.05 level and 2.819 at 0.01 level). So it is significant and the result showed that there exist significant differences between the academic achievement of effective and lesser effective colleges. Academic achievement of the colleges having effective institutional planning is better than the colleges having lesser effective institutional planning.

6.1.5 Findings related to organisational commitment levels of college principals in relation to the academic achievement of the students

In the present study one of the objectives was to examine the relationship between organisational commitment levels of college principals and academic achievement of the students.

The finding of the objective can be summarised that there exists there exist positive correlation between the organisational commitment and academic achievement college. The values on which the objective has been accomplished are:

N=50: M of OC (Organisational Commitment) = 89.49, M of (Academic Achievement) =58.26, ‘r’ value= 0.346, ‘t’ ratio=2.557.

From the calculation it is observed that the calculated’ value (‘t’ ratio=2.557) is more than the table value (2.021 at 0.05 level) at 0.05 level and less than the table value (2.704 at 0.01 level at 0.01 level). So the correlation between the organisational commitment and academic achievement is significant at 0.05 level and the result
showed that there exist positive correlation between the organisational commitment of principals and academic achievement colleges.

6.1.6 **Findings related to academic achievement and institutional planning**

In the present study one of the objectives was to examine the relationship between institutional planning of colleges and academic achievements of students.

The finding of the objective is that there exist positive correlation between the institutional planning and academic achievement colleges. The values on which the objective has been accomplished are N=50: M of (Academic Achievement) =58.26, M of IP score (Institutional Planning score)=19.56, ‘r’ value= 0.492, ‘t’ ratio =2.367.

From the calculation it has been observed that the calculated ‘t’ value (‘t’=2.557) is more than the table value (2.021 at 0.05 level) at 0.05 level and less than the table value (2.000 at 0.05 level and 2.660 at 0.01 level). So the result showed that the correlation between the organisational commitment and academic achievement is significant at 0.05 levels and the result showed that there exist positive correlation between the academic achievement of students and institutional planning status of the colleges.

The finding from the result showed that the institutional planning structure of a college is an influential factor in relation to the student’s academic performance.

6.1.7 **Problems faced by the college principals and teachers within the college environment**

In the present study attempts has been made to find out the problems faced by the college principals and teachers as they felt in their practical field through self developed questionnaire. Following are the problems faced by the principals and teachers in the:
a) Lack of opportunities of involving in the planning process for the colleges.

b) Dissatisfaction of temporary teachers.

c) Shortage of fund especially for library development.

d) Divergent nature of the felt need and problems of the colleges.

e) Lack of proper and clear cut instructions from the affiliating universities to discover ways and means to enjoy the freedom by the principals and to provide freedom to the teaching staff for applying their innovative and creative ideas in relation to institutional planning.

f) Political disturbances at local level.

gh) Inactive governing bodies.

h) Non-committed teachers.

i) Educational background of the students.

j) Difficulties in classroom managements due to shortage of classrooms.

k) Shortage of fund especially for library development.

l) Unruly students, student politics.

m) Shortage of fund especially for library development.

n) Conflicts among teachers.

o) Lack of proper audio-visual facilities, problems related with the physical facilities of the college.

p) Lack of community involvement, Indifferent attitude of the guardians towards the education of their students.

q) Lack of academic interest among the students.

r) Low motivation level towards academic activities among the teachers.

s) Lack of proper facilities for co-curricular activities.
t) Problem of wastage and retention among the college students which affect the 
student achievement.

u) Influence private tuition leads to the absenteeism among the students.

v) Unequal ratio of the students and teachers.

6.1.8 Suggestions from the college principals, teachers, and governing body 
members for overcoming barriers for having better institutional planning.

Suggestions are sought from the college principals, teachers, governing body 
members through self developed questionnaire, opinionnaire and through informal 
discussion from the college principals and teachers for overcoming the barriers in the 
way of planning at institutional level by using the available resources and to utilise the 
resources according to the felt need of the institution for achieving institutional goal at 
maximum level. On the basis of the suggestions received, the investigator prepared a 
paradigm of action to find out means for having a better institutional planning 
structure for the colleges of Assam. The suggestions gained from the concerned 
persons are:

1. To take an integrative approach by the planners to design and develop 
programs and policies that addresses both the academic and non-academic 
factors that relate to college retention and performance.

2. Provision should be made to work out the planning process in such a way so 
that every individual institution can avail the opportunities to plan at 
institutional level according to the need and availability of resources.

3. Micro level planning system should be introduced for overall development of 
the college activities.

4. Special administrative training for college principals is a necessity.
5. Freedom from political interference in educational institutions must be guaranteed.

6. Sanctioning of posts for smooth running of colleges and to remove dissatisfaction and conflicts from mind sets of teachers and also to bring a balanced ratio between teachers and students for healthy academic atmosphere.

7. Counseling facilities for the students in the colleges should be provided for removing the student related problems.

8. Emphasis should be given on internal assessment throughout the academic session for maintaining academic discipline among the students.

9. Involvement of teachers and the staff in decision making processes of the colleges may bring a congenial atmosphere in and within the college family.

10. Proper implementation of the conception of extension activities for higher education should be enhanced by the colleges for increasing community involvement aspect.

11. Special schemes for resource mobilisation should be prepared by the colleges on the basis of availability of resources for their proper utilisation for the college development process.

6.2 IMPLICATIONS OF THE FINDINGS

Etymologically, the word 'Research' has been derived from the French word 'recherche' which means 'to seek again'. Research is a systematic attempt for seeking answers to meaningful questions about events, processes or phenomena through the application of the scientific method. In other words research is a forma, logical, methodical and rigorous process aimed at discovering new knowledge and solving
problems. Research is being used progressively more for making decision, policies and programmes in the field of education.

Education is a social science with interdisciplinary application and is concerned with many factors in the society. So when the question of implication comes to the field of educational research, it is required to analyse the whole educational system prevailing in that society taking concerned about the aims, objectives, resources as well as existing social context. Moreover it cannot be concluded that a particular research finding can be directly applicable to the prevailing system of educational set up. Due to the complexity and varied nature of social sciences it is not easy to proceed directly from theory to practice and vice-versa. Therefore most of the social science research findings have indirect implication.

The present study aimed to find out the influence of institutional planning status of colleges of Assam and its impact on academic performance of the students with the help of related factors with the institutional planning. The educational process takes place in the classroom and hence the core of any educational plan should be the plans prepared by each educational institution. It is only these plans that can adequately deal with the basic educational issues such as individual attention to students, improvement of curricula, adoption of modern methods of teaching and evaluation, intensive utilization of available facilities, or establishing close contacts with the local community through programmes of mutual service and support. These tend to be neglected in state and national level plans. The existing process of planning from above is that it does not involve the willing and enthusiastic participation of important groups – inspecting officers, teachers, parents and students. A good
educational plan is that it must be known to all inspecting officers, concerned persons, teachers and wherever necessary, to parents and students also. In our educational system very little freedom is allowed to the classroom teacher or to the individual institution and it is to some authoritarian in character.

New thoughts can enter social life only when the educational system of that society is dynamic. A dynamic education system is capable of adapting to time and situations that makes progress possible. In this context the Education Commission (1964-66) suggested for adopting new thoughts, approaches in relation to the educational planning for the reconstruction of society and development, which can make educational environment of the country agreeable to the needs and demands of society. Thus for the reconstruction of society and for bringing qualitative and quantitative development in educational scenario, the educational institutions has to be reorganized and developed. Every educational institution has its own individual personality, so effective development is possible only through the institutional level planning for fulfilling its need and expectations. Thus importance has been laid on the task oriented planning in modern educational scenario of our country.

The education structure ladder in our country constituted four stages – the primary, the middle, the high school and the university. The present study has been taken up on university education. By university education is meant not only the education imparted directly by the universities, but also includes that education which is imparted in colleges connected to affiliated with universities. The university is an autonomous body, which manages its affairs according to the law viz. act, statues, ordinances framed or approved by the Government. The types of universities that exist in India are: 1) Central Universities, 2) State Universities and 3) Institutions
Deemed to be Universities. The Central and State Universities can be classified in three categories according to their organization:

(1) Affiliating University, (2) Unitary University, (3) Federal University. The area of the present study has been taken from the affiliating University. Affiliating University provides recognition to the colleges located in its jurisdiction. It controls them, fixes its syllabus and organizes examinations. In the state of Assam Gauhati University is an affiliating university, which was established in the year 1948 with a dream that this university will lead the whole educational scenario of the state, which can compete with the global knowledge society in relation to the changing world scenario. Gauhati University is the dream child of the people of Assam and the soul of the higher educational structure of the state.

However the present study found to have some educational implication for the principals, teachers, students, society and the responsible concerned person who are directly and indirectly associated and interested with the collegiate level education in specific and with the educational environment in general. It is a general belief that there exist vast differences in the planning structure of colleges at institutional level in rural and in urban area. But the result of the present study revealed that no significant differences exist in between the institutional planning structure of colleges situated in rural and urban areas of the state. So the findings of the study will be helpful and motivating for the concerned parties and the committed principals and teachers.

Another finding revealed that there exist no correlations between the institutional planning status of colleges situated in rural area of Assam and principal’s commitment level. The findings of this study revealed that for structuring effective institutional planning educational administrator and principals need systematic skill
and knowledge. Due to this reason 90% college principals felt the need of systematic administrative training and showed interest in joining such type of training for improving their professional and administrative skill. Principals felt the importance of training on judicious use of decision making power for bringing desired changes in the collegiate system. The UNESCO, UGC, NUEPA (1986) also recommended for making provision for administrative training for the institutional heads. So this finding will be helpful for the higher educational authorities, educational planners and principals and the concerned university authorities. For improving commitment level training programme for teachers and administrator should be arranged as suggested by National Commission on Teacher-II, 1983-85.

Another implication of this study is related with the educational planners, principals and the members of the society associated with the collegiate education that academic achievement can be improved through the improvement of institutional level planning. Effective institutional planning helps in the use of scarce resources of education. Time, talent and material resources are three scarce resources in education. The explosion of knowledge has made it necessary to learn a great deal in a short time, India has to catch up quickly with the industrially advanced countries. Intensive efforts have to be made to discover and develop talent among students especially at the secondary and university stages; and programmes have to be prepared to attract and retain an adequate share of the best talent available to the teaching profession. Money is the third scarce resource in all situations and this is specially so in the developing countries like India and realistic educational planning should take these scarcities also into account (J.P. Naik). The colleges having poor institutional
planning will get encouragement and motivation for improving their institutional planning structure of their colleges.

Another implication of the present study is that the committed institutional leader and committed principal can improve academic achievement of the student. College activities reflect the dynamism of the principals (Lawrence & Brain 2003).

One of the findings of the study revealed that academic achievement can be positively upgraded with the help of committed mindset. If a college principal is committed for the organisation then he can improve the performance of the institution by using his leadership quality. Encouraging and sustaining leadership encouraged faculty members to make full use of their talents for total wellbeing and development of the college (Crawford, 2001). As an institutional leader, commitment attitude can be satisfied by applying the innovativeness in an effective way though institutional level planning. It is only these plans that can adequately deal with such basic educational issues as individual attention to students, improvement of curricula, adoption of modern methods of teaching and evaluation, intensive utilization of available facilities, or establishing close contacts with the local community through programmes of mutual service and support of the staff. He can encourage initiative, freedom and creativity of the individual teacher. The principal initiated new ways of doing things (Louis & Miles, 1990).

Another implication of the present study can be mentioned on the basis of experience gained by the investigator that principals, teachers and staff of the colleges situated in the rural areas of the state that they face more problems in planning at institutional level than the principals of urban colleges. Principals of rural colleges face more challenges than the urban colleges. (Karmakar.2008).
Prepared paradigm of action may be helpful for building a better institutional planning which can bring positive implication for the colleges of Assam.

Collegiate level of education is associated with the process of imparting training to the most effective work force and most valuable resources of our country. The future developments of our country are to a great extent depends upon this group. So this area demands utmost care and importance from all concerned. With this aim in view the findings of the present study demands positive implications from the responsible members of our society.

6.3 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

Accumulation of new knowledge through research study is a never ending process. Due to the divergent nature of social sciences no research study can be regarded as complete in itself. Research studies are conducted with certain variables in some certain situations within a limited time period. In this study inferences are made on the basis of the data collected through perceptions and self report responses made by the subjects. But this method has some limitations. Subject’s self report responses are determined by his phenomenal field. However it would be wise not to take it for granted. Since it is obvious that such responses may also be influenced by (a) subject’s interest to select what he wishes to reveal to the experiment (b) subject’s intent to say that he has attitudes or perceptions which he does not have, (c) Subject’s response habit and biasness, (d) inertia for cooperating for academic investigation, (e) a host of situational factors which may not only induce variations in (a), (b), (c) and (d) but may exert other external influences on the responses obtained. In the present study utmost care has been taken to establish proper rapport between the subjects and investigation.
The present study has been undertaken with the following limitations and on the basis of the limitations suggestions are made for the further study in this area.

(1) The present study was concerned only with the degree colleges affiliated under Gauhati University of Assam till 2007-08 in Arts stream. But collegiate level education includes the other streams such as commerce, science, technical etc. Hence extensive study can be done including all the streams of collegiate level of education to make authentic and factual findings on the collegiate education of Assam.

(2) The other types of universities are excluded from this present study. Hence research studies may be done including all types of universities exist and engaged in rendering educational services in the field of collegiate education in Assam for gaining real finding on the colleges of Assam.

(3) The present study selected only the area of institutional planning on the academic achievement of Assam. There are many other factors such methods of instruction, syllabus, examination, and social factors etc. which exert impact on the academic achievement of the students. Research studies can be done for deriving findings to get complete picture on this area.

(4) The limitations of any work stem from its method of data collection, the present study falls under the cross sectional growth....

(5) The present study has been done on the basis of the data collected from the principal’s perceptions. Systematic studies can be done by collecting data from the student’s perceptions in relation to the girl students, boy students.

(6) This study has been done by considering organisational commitment level of principals in relation to the institutional planning. In the process of moulding
institutional planning status the other factors like finance, resource mobilisation process, academic, cultural background of the area of the college can be taken under consideration for research study.

(7) This study considered only the impact of institutional planning on student's academic achievement, research studies can be made on the moral value formation of adolescent students of college students.

(8) Present study considered the impact of institutional planning on student's academic achievement, research studies can be made on the impact of insurgency, social disturbance, political disturbance, terror campaign in the state of Assam.

(9) This study is limited as it includes only the existing institutional planning status and academic achievement of the college students. Studies can be made on the impact of teaching-learning environment and existing physical facilities on academic achievement in relation to institutional planning mechanism at college level education in view of bringing radical change in collegiate level of education of Assam.

(10) Present study is limited only the principals perception on institutional planning. Research studies can be done on involvement of teachers in educational planning at college level can be undertaken for removing the difficulties and barriers in the field of institutional planning of the state of Assam.

Note: The suggestions made by the principals, teachers, governing body members and findings of related literature have been used for preparing a paradigm of action for having a better institutional planning structure.

The area of educational research is a vast field which needs constant systematic effort and importance from every concerned person of the society.