## CHAPTER-VII

**SUMMARY OF THE STUDY**

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7.1 SUMMARY OF THE STUDY

Human resource is the most precious creation of the almighty in the earth. With the unique and gifted power of thinking and reasoning human being enriches this beautiful globe with continuous reconstruction of experiences. Since the creation of this earth it goes through an assortment of changes and in this regard the intellect of human being demands a very significant role. The unique quality of intellect human being contributes to the process of being and becoming. Basically human life has two aspects, one is biological and another is sociological. The biological aspect is maintained by food and reproduction and the sociological aspect is maintained by systematic reconstruction of experiences, which is known as education process. The sociological aspect is transmitted and preserved by education. It is the process on which the foothold of human civilisation depends. To bring development for balanced and happy existence planned, long term training and continuous reconstruction of experiences and behaviour modification is a prerequisite. Every moment human experience changed its nature due to the changing nature of time and environment. Experience is always renewed or reconstructed or reorganised and this process of change and development can be termed as education. According to John Dewey “The process of living through continuous reconstruction of experiences is education”. It is through education, through which a society transmits its heritage, recreates its culture, strengthens its economy and conserves its values. Development of human resources through education and training is capable of bringing positive returns to the individual and community resources. Efficiency and working capacity can be increased by means of education and training. Education must reach the frontiers of mankind and spread out of horizons of eternity. It must encompass all aspects of the human life and all dimensions of the world. Whatever broadens mental
horizon, deepens insight, refines reactions and stimulates thoughts and feeling educates a human being. According to George R. Giger “Education is nothing less than the changes made in the human beings by the experience”. Education is the basic to all advancement and excellence that are dreamed of by the civilisation. To build up a strong and balanced survival process in this ever-changing world for existence and continuous reconstruction of this process acquisition of knowledge, skill and well equipped strategy is a necessitate factor for human civilisation. As the time changes the concept of education also changes. The concept of education is like a diamond which appears to be of a different colour when considered from different aspects. The concept of education can be compared to a vast ocean which is a collection of innumerable materials of different nature. The process of education touches every point of human life, directs thoughts, feelings and activities at every moment of human life and planning is an accepted instrument for accelerated development and a basic feature of actual development (Lange, C.F., 1967). As we are moving towards a transitory educational system, scaling its change is a tedious task. For making this tedious important task effectively possible systematic sorting process becomes inevitable. This systematic sorting out of activities for achieving desired goal in the field of education is known as educational planning. To workout a balanced and effective educational planning both theoretical and practical exploration of different approaches are necessary (Prakash & Chowdhury, 1996). Educational planning is decision making in education for future action in order to realise predetermined objectives with the optimum use of limited resources. This implies three important elements. They are --
a) Predetermined Objectives: Desired end result or targets are fixed by certain authority or organisation for bringing about the desired changes in the quality and quantity of education.

b) Optimum use of resources: To achieve objectives we require resources which are limited. They are time, talent, commitment, financial and material resources etc.

c) Decision making: Educational plans need to be prepared for each level at which decisions should be taken by an authority or an agency or an institution.

As a pre-requisite for realising expected end results planning process in the field of education adopted different approaches according to the need and necessity of the institutions.

A fundamental and radical departure from the traditional practice has been suggested to adopt micro level approach in planning for educational institutions. To plan at the institutional level is an effective approach for modern educational planning due to several advantages. Institutional level planning makes it possible to involve teachers, parents, responsible social members and even students in the planning process. Institutional level planning of educational institutions provides adequate scope for initiative, creativity, freedom and experimentation by the teachers as well as by the head of the institutions.

The Education Commission, 1964-66 (1966) recommended that institutional plans can enable every educational institution to do a great deal more through better planning and harder work, to improve the quality of education it provides. Institutional planning can be best explained in the words of M.B.Buch (1964). "An institutional planning is a programme of development and improvement prepared by an educational institution on the basis of its felt needs and its available resources and likely to be
available with a view to improve the formal educational institutional programme and practices constitutes a plan for an institution”.

On the basis of the felt research needs in this area, the topic for the study has been sorted out for the state of Assam. Being an educational worker at collegiate level of Assam, the investigator intended to select the area of collegiate education for the study. Moreover personal experience in relation to the collegiate education motivates the investigator to select this area of study. Institutional planning can provide ample opportunities for introducing and implementing innovative ideas to the principals and teachers in their given field under the allotted and recommended guideline of the university.

Under the influence of these factors and for fulfilling the research needs in the context of Assam the investigator selected the problem for research study entitled “A Study On Institutional Planning in the Colleges of Assam and Its impact on Student’s Academic Achievement with Special Reference To The Affiliated Colleges under Gauhati University”.

7.2 VARIABLES UNDERTAKEN IN THE STUDY

Objectives of this research study were accomplished with the help of two types of variables taken into consideration. In this study the investigator has considered the following variables:

Independent variables: (i) Institutional planning,

(ii) Organisational Commitment.

Dependent variables: Academic achievement.
7.3 **OBJECTIVES OF THE STUDY**

The present study was conducted with the following objectives:

1) To conduct a status survey of Institutional Planning in colleges of Assam.

2) To compare Institutional planning of colleges situated in rural and urban areas.

3) To examine the relationship between Principal's commitment and the institutional planning conceived by the principals in both the rural and urban colleges.

4) To compare academic achievement of students in context of colleges having effective and lesser effective institutional planning.

5) To examine the relationship between organisational commitment level of principals and academic achievements of students.

6) To examine the relationship between institutional planning of colleges and academic achievements of students.

7) To prepare a paradigm of action on the basis of suggestions given by the college principals for:

   (a) Overcoming barriers in Institutional Planning and

   (b) Having better Institutional Planning.

7.4 **HYPOTHESES**

The objectives undertaken for the present study will be tested by the hypothesis given below:

**Objective No.1:** To conduct a status survey of Institutional Planning in colleges of Assam.

Objectives No.1 is fact finding in nature and therefore, requires hardly any hypothesis. Hence, other hypothesis have been marked in the similar number as per the concerned objectives.

**Objective No.2:** To compare Institutional planning of colleges situated in rural and urban areas.
**HO_2:** There exist no significant differences in institutional planning between the colleges situated in rural and urban areas.

**Objective No.3:** To examine the relationship between Principal’s commitment and the institutional planning conceived by the principals in both the rural and urban colleges.

**HO_3:** There exist a positive relationship between the Principal’s commitment and the institutional planning of the college.

**Objective No.4:** To compare academic achievement of students in the context of colleges having effective and lesser effective institutional planning.

**HO_4:** Academic achievement of the students in colleges having effective institutional planning are better than the academic achievements of the students having less effective institutional planning.

**Objective No.5:** To examine the relationship between organisational commitment level of Principals and academic achievements of students.

**HO_5:** There exists a significant relationship between the commitment level of principals and academic achievement of the students.

**Objective No.6:** To examine the relationship between institutional planning of colleges and academic achievements of students.

**HO_6:** Academic achievements of the students having effective institutional planning are better than the academic achievement of the students having less effective institutional planning.

**Objective No.7:** To prepare a paradigm of action on the basis of suggestions given by the college principals for:

(a) Overcoming barriers in Institutional Planning and

(b) Having a better Institutional Planning.
7.5 METHODOLOGY

Methodology of educational research refers to the plan and procedure of the study, which highlights the design of the study or the blue print of the entire study. A research design is a working document that may be the outcome of courses in research methodology and discussions between the student and the guide. All researches, in fact involve the elements of observation, description and analysis of what happens under certain circumstances. For the present study descriptive survey research has been used for accomplishing the objectives.

7.5.1. Population and Sample

The population of the present study comprises of all the 84 (Eighty Four) permanently affiliated degree arts colleges under Gauhati University till 2007-2008 (as enlisted by the Gauhati University Administrative Office). From the entire population of colleges 75% colleges has been selected as Sample College through simple random method. Attempts have been made to collect data from 75% (63) colleges. Out of them the investigator received full response from 50 colleges. Hence finally these 50 colleges have been selected as sample for this study.

<table>
<thead>
<tr>
<th>Total no. of colleges</th>
<th>84</th>
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<tr>
<td>No. of selected colleges</td>
<td>63</td>
</tr>
<tr>
<td>No. of sample colleges</td>
<td>50</td>
</tr>
<tr>
<td>No. of colleges situated in rural area</td>
<td>33</td>
</tr>
<tr>
<td>No. of colleges situated in urban area</td>
<td>17</td>
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7.5.2 Tools Used

The investigator selected the following tools to study the effect of independent variables on dependant variable. These are-
(1) Self Developed Institutional planning Questionnaire

(2) Standardised Organisational Commitment Scale.

(3) Opinionnaire.

- Official Documents: Secondary data were collected from the official documents.

7.6 ANALYSIS OF THE DATA

To make a status survey of the existing institutional planning structure of the colleges of Assam and to find out the correlation in between the institutional planning structure and organisational commitment of the principal, institutional planning and academic performance or achievement of the students the collected data have been analysed by computing Mean, Standard Deviation, ‘t’ value. The percentile point has been calculated to find out the effective and lesser effective colleges in relation to the institutional planning score of the colleges and Pearson Product Method of correlation has been used to find out the correlation among the variables.

7.7 FINDINGS OF THE STUDY

The findings related to different objectives taken into consideration.

7.7.1 Findings related to Institutional planning status of the colleges of Assam.

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 has been 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 the differences in the socio-economic background of the colleges situated in the rural and urban areas of the state of Assam, the basic structure 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 affiliation criteria, 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.

7.7.2. Findings related to the comparison regarding the Institutional planning structure of colleges situated in rural and urban areas of Assam.

In the present study, colleges situated in rural and urban areas 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 areas of Assam. The values on which the objective has been accomplished with the respective Mean and SD for:

(i) Urban colleges: N=17, M=19, SD=3.16
(ii) Rural colleges: 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 the result showed that there exist no significant difference between the
institutional planning status of colleges situated in rural and urban areas of Assam and hence the hypothesis is accepted.

7.7.3. **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 examine the relationship between principal’s organisational commitment level and the institutional planning conceived by the principals in both the rural and urban colleges. The finding 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:

(i) **Urban colleges:**

\[N=17, \text{ M of (OC) = 90.19; M of IP =19}, \text{ ‘r’ value= 0.394 and ‘t’-value=1.662, ‘t’}=1.662 \text{ is less than the table value (0.468 at 0.05 level and 0.590 at 0.01 level). So it is not significant and the result showed that there exists no correlation between the institutional planning status of colleges situated in urban area of Assam and principal’s commitment level. (OC= Organisational Commitment: IP= Institutional Planning).}\]

(ii) **Rural colleges:**

\[N=33, \text{ M of OC= 89.19, M of IP =19.85, ‘r’ value= 0.225 and ‘t’-value= 0.394, ‘t’}=0.394 \text{ is less than the table value (2.042 at 0.05 level and 2.750 at 0.01 level). So it is not significant and the result showed that there exists no correlation between the institutional planning status of colleges situated in rural area of Assam and principal’s commitment level and hence the hypothesis is accepted.}\]
7.7.4. 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 objective 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 > pso : Lesser effective IP= IP score <pso ) and then values are calculated in relation to the academic achievement of:

(i) Effective Institutional planning: N=38, M=62.75.
(ii) Lesser effective Institutional planning: N=12, M=49.

Calculated values: SD=3.786, SEd=9.274 and ‘t’ value=3.632. ‘t’=3.632 is more than the table value (2.074 at 0.05 level and 2.819 at 0.01 level). 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. Hence the hypothesis is accepted.

7.7.5. 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 objectives is that there exists 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 = 89.49: M of AA = 58.26. (AA=Academic Achievement, OC=Organisational commitment).

\[ r' = 0.346 \text{ and } t' = 2.557, \text{ 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 levels and the result showed that there exists positive correlation between the organisational commitment of principals and academic achievement colleges and hence the hypothesis is accepted.}

7.7.6. Findings related to and Institutional planning and Academic achievement of students.

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 exists positive correlation between the institutional planning and academic achievement of colleges. The values on which the objective has been accomplished are –

N=50, M of AA=58.26, M of IP score=19.56 (IP=Institutional Planning, AA=Academic Achievement) \[ r' = 0.492, \text{ more than the table value (2.021 at 0.05 level) at 0.05 level and less than the table value (2.000 at 0.05 level and 2.660 at 0.01 level). So the result showed that the correlation between the organisational commitment and academic achievement is significant at 0.05 levels and the result showed that there exist positive correlation between the academic achievement of students and institutional planning status of the colleges.\]
The finding from the result shows that the institutional planning structure of a college is an influential factor in relation to the student’s academic performance and hence the hypothesis is accepted.

7.8 **MAJOR FINDINGS**

Major findings of the present study can be summarised in following way:

- Institutional planning status of the colleges of Assam 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. Gauhati University maintained its regulatory control 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).

- Instead of the differences between the socio economic background, there exist no significant difference between in the existing institutional planning structure of colleges situated in rural and urban area of Assam.

- There exists no positive correlation between the organisational commitment level of college principals and the institutional planning structure of colleges as conceived by the principals in their colleges.

- Academic achievement of the students is better in the colleges having effective institutional planning than the academic achievement of the students having lesser effective institutional planning.

- Organisational commitment levels of college principals showed positive influence in relation to the academic achievement of the students. Activities of committed
principals have a positive effect in relation to the institutional performance of the colleges.

- Better institutional planning have a positive impact on the academic achievement of the students.

- The findings of this study revealed that 90% college principals felt the need of systematic administrative training and importance of judicious use of decision making power for bringing desired changes in the collegiate system.

7.9 PROPOSED PARADIGM OF ACTION

A paradigm of action for having better institutional planning for the colleges have been prepared on the basis of the suggestions offered by the principals, teachers, governing body members. The idea for formulating a better institutional planning for the colleges can be materialised on the basis of the following basic assumptions:

**Basic assumptions on the basis of suggestions by the principals, teachers, governing body members for preparing proposed paradigm of action:**

(a) Institutional planning is the description of programmes constructed by an institution. It may be of short or long term or both.

(b) Institutional planning gives importance on the maximum utilisation of available resources which are available with the institution and community.

(c) Institutional planning laid importance on the maximum utilisation of three scarce resources: (1) Time (2) Talent (3) Material resources including money.

(d) The colleges will be in a position, without much difficulty, to prepare and implement their plans under the guidance of the academic councils of the colleges.
For structuring a better institutional planning from the bottom level with a democratic approach and to open the opportunity to the talented, creative members of the college family following structure may be suggested:

![Diagram of suggested structure for planning at institutional level in colleges](image)

Every innovative and committed member of the college family should have the opportunity to involve himself in the planning process.

### 7.10 IMPLICATIONS

The present study aimed to find out the institutional planning status of colleges of Assam and its influence on academic performance of the students with the help of related variables with institutional planning. The present study found to have educational implications 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 areas of Assam. But the result of this 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 this finding of the study will be helpful and motivating for the concerned parties and the committed principals and teachers. Interested and committed teachers and principals can improve their institutional performances through creative and innovative ideas.

The findings of this study revealed that 90% college principals felt the need of systematic administrative training and importance of judicious use of decision making power for bringing desired changes in the collegiate system. They also showed interest in joining such type of training for improving their professional and administrative skill. This finding can bring positive implication for the higher educational authorities, educational planners and principals and the concerned university authorities.

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 a better and improved institutional level planning.

Another implication of the present study is that the committed institutional leader and committed principal can improve academic achievement of the student.

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.

Another positive and encouraging implication of this study is that sustaining leadership encouraged faculty members to make full use of their talents for total
wellbeing and development of the college. A principal can encourage initiative, freedom and creativity of the individual teacher.

Prepared paradigm of action may be helpful for building a better institutional planning which can bring positive implication for the colleges of Assam. This study revealed that 90% college principals felt the need of systematic administrative training and importance of judicious use of decision making power for bringing desired changes in the collegiate system. This finding may bring a positive implication for the planners in the field of education in relation to the improvement of the provision of administrative training for the educational administrator.

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. With this aim in view the findings of the present study demands positive implications in the field of education from the responsible members of our society.

CONCLUSION:

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. Adaptation of new thoughts approaches in relation to the educational planning for the reconstruction of society and development is a need of the hour for making educational environment agreeable to the needs and demands of society.

The planners, principals, teachers, conscious citizens felt the need to find out effective ways and means for proper education and training of the future contributors of our society. In this regard the findings of this study are a contributory addition in this area.