CHAPTER-8

SUMMARY, CONCLUSIONS AND SUGGESTIONS

There are two major problems in management of colleges: (i) scarcity of funds and (ii) allocation of funds between different activities of colleges. Recent studies (Tilak, 1996; Shariff and Ghosh, 2000; Choudhury and Mahajan, 2004; Patel, 2004; Yadav, 2004) indicated that the resources allocated to educational sector are not enough to fulfill the needs of educational institutions. Therefore, to ensure the sustainability of system of higher education, mobilization of resources from non-government sources became very important. Possibilities of additional resource mobilization were explored by the various committees from time to time to reduce the burden on the government exchequer. Most of the reform measures recommended in higher education sphere focus around two major propositions i.e. mobilizing resources from non-governmental sources and improving management of institutions. The former category of reform measures focuses on finding suitable non-government resources for funding and the later category concentrates upon improving efficiency in resource use and better management of educational institutions. Possibilities of former category are relatively less as the prevalent notion of fees hikes has some adverse effects also. Hence, the efficient management of educational institutions remains the only way to achieve the objectives of the colleges.

Efficient management is vital in achieving the basic objectives of educational institutions i.e. students satisfaction which includes the fulfillment of needs of students. Management improves the effectiveness in delivering the needs, wants and expectations of students which in turn helps in achieving the student satisfaction. Therefore, the role of management is very crucial. But the various challenges come in the way of effectiveness of management. Educational institutions are accountable to provide quality education at low prices even in the circumstances of financial crunch. So, accomplishment of basic goal of providing academic education alone exhausts the major chunk of funds of most of the colleges that is the major reason behind the failure of colleges in achieving their overall objectives. As the entire education industry begins to experience the competitive turbulence the small tuition-dependent and market-sensitive institutions increasingly face new challenges that can threaten their very survival (White, 2007). Therefore, university
and college managements have sought to improve the management and efficacy of resource use in their institutions (Lindsay, 1982). Optimal resource use become even more important when additional financial resources are not being allocated to the education sector. Arinaitwe (1997, pp.1) also stated that era of competition, rising costs and a demand for quality, accountability, flexibility and efficiency challenged colleges to improve their managements. Therefore, it is worth examining the management of colleges in respect of the achievement of their objectives for which they are established.

For the purpose of the present study, an organization which is running educational institutions has been selected i.e. Shiromani Gurdwara Parbandhak Committee (SGPC). The inquiry of management of colleges prompted following specific objectives:

1. To study the financial health of Shiromani Gurdwara Parbandhak Committee (SGPC) run colleges;
2. To analyze how the SGPC colleges are fulfilling the objectives for which they were established?
   a) To evaluate the management of colleges for their role in providing services as educational institutions from the viewpoints of students, teachers and principals.
   b) To assess management of colleges for their services of promoting religiousness among students of colleges by exploring the views of students, teachers and principals.
   c) To compare the views of students, teachers and principals regarding management of colleges for educational and religiousness promoting services and trace out if there are any significant differences in their views.
3. To provide suggestions on the basis of conclusions of the study.

8.1 DATABASE AND METHODOLOGY

Commensurate with the objectives of the study, both primary and secondary sources of data have been used. The study covers all the 16 colleges run by SGPC in the state of Punjab.

The time period chosen for the secondary data is of ten years i.e. 1998-99 to 2007-08. Secondary data has been used to achieve first objective of the study. The main
source of secondary data has been financial budgets of SGPC colleges from the years 1998 to 2010.

Primary data has been used to achieve the second objective. To examine the general management of colleges, perceptions of students, teachers and principals have been explored. For the purpose, different questionnaires have been developed for students, teachers and principals. A questionnaire containing 35 items have been administered to the students. The 352 filled questionnaires have been returned back out of which 17 questionnaires have incomplete responses. Thus, effective sample size for students’ questionnaires is 335. The teachers’ questionnaire has been divided into two parts. First part comprising of 41 items that deal with college management from viewpoint of faculty. Second part relates to management of colleges from students’ standpoint and it constituted 26 items which are same as those asked to students in students’ questionnaire. 235 teachers have been approached to get the questionnaires filled. Only 91 teachers have responded to their respective questionnaires out of which three questionnaires have some incomplete responses. So, 88 usable questionnaires of teachers have been used for analysis. Principals have also been administered a separate questionnaire comprising 67 items which are same as that of teachers’ questionnaire along with some additional questions. Information from the principals has also been collected by using interview schedule. Fifteen principals agreed to respond to their questionnaires. One questionnaire is lost in postal delivery. So, effective sample size of principals’ questionnaire is 14.

Besides, for studying the perceptions of students, teachers and principals regarding management of religiousness in the colleges, another questionnaire has been developed. The questionnaire has been responded by 320 students, 88 teachers and 14 principals.

The respondents have been asked to rate the management attributes using a five point Likert scale ranging from “strongly agree” (1) to “strongly disagree” (5). The questionnaires also contain some other ranking type questions, dichotomous questions, open ended questions and demographics of respondents. A general chart has also been drafted to obtain some necessary information from offices of colleges.
To evaluate the financial health of the colleges various techniques like compound annual growth rate, coefficient of variation, mean, standard deviation and percentages have been used. Graphs also helped a lot to depict better the positions of finances and differences of income and expenditures.

The initial questionnaire of students relating to general management of colleges and management of religiousness in the colleges have been refined with the help of corrected item to total correlations and Cronbach’s alpha. Factor analysis has been used to identify the factors affecting perceptions of students relating to general management of colleges and management of religiousness in the colleges. The regression analysis has been employed to study the relationship of the factors affecting general management of the colleges with the satisfaction of the students. It has also been used to examine the relationship of factor ‘impact on religiousness of the students’ with the other extracted factors influencing management of religiousness in the colleges. Chi-square analysis has been used to examine the association between the perceptions scores and personal characteristics of students.

The perceptions of teachers and principals regarding different management attributes have been interpreted with the help of weighted average scores and percentages. Spearman’s rank correlation has been worked to identify the significant correlation between different objectives of the colleges.

The comparisons of the views of students, teachers and principals have been executed with the help of Mann Whitney U test, Kruskal Wallis Test and Dunn’s Multi Comparison Test.

8.2 CONCLUSION OF THE STUDY

The major findings of the study are as follows:

8.2.1 Financial Health of the Colleges

1 Total income of majority of the colleges has been increasing significantly except few whose growth of income is insignificant. Amount of ‘fees and funds’ and its contribution to total income has increased in most of the colleges. Grant-in-aid has not changed its pattern significantly for majority of colleges. It is decreased significantly in two colleges. None of the college is found with increased percentage share of Grant-in-aid as a contribution to total income. Instead it is
found with negative growth in some colleges. SGPC grant in not increasing significantly except in two colleges. Share of SGPC grant in financing total income has not been found with any significant trend except few colleges where it is found decreased significantly. Other income of all the colleges has been increasing except few colleges.

2 Majority of colleges are found to have significant increase in expenditure except two colleges. Salaries of almost all colleges are increasing excluding few colleges. Most of the colleges have shown increasing outlay on administrative and other expenditure.

3 Three colleges have been found with major deficit consecutively for the last five or six years of the study. However, one college out of these has successfully matched its income with expenditure in the last year of the study. Expenditures of two colleges have increased than their income in last two years of the study. One college is found in critical financial situation and it has obtained loans for three out of four years of its study.

8.2.2 General Management of Colleges

4 The study of factors influencing the college management exhibited that placement is the most important factor followed by infrastructure, extracurricular activities, education, student development, educational material and college environment. Factor mean scores depicted that placement is rated as poorest in comparison to the other factors affecting management of colleges. Mean scores of factors also showed that educational material and college environment are given second and third poorest rating by the students. Alternatively, students have shown higher satisfaction for education in the colleges followed by other factors namely extracurricular activities, infrastructure and student development in the colleges.

5 Results of regression analysis showed that among seven factors extracted by the factor analysis, four factors namely college environment, placement, extracurricular activities and education have significant effect on satisfaction of students towards college management.

6 It has been found from the chi-square analysis that gender and education level of the students have significant association with perception scores. The results also
indicated that female respondents are relatively more satisfied than the male respondents. And, satisfaction level of masters degree students is relatively high than the students of bachelors degree. However, analysis has not depicted any association of age and course stream with the perception scores of the students. Values of contingency coefficient depicted that association of education level and gender with perception scores is not very strong.

According to students, selection criterion of colleges is not based on selecting students of particular region or religion. Rather admission of students is based on first come first-served in some colleges. Entrance test/merit of the pass-out class is also the criterion followed by some colleges.

It has been found that students of five colleges have regarded their fees as very satisfactory; students of another five colleges have stated fees as reasonable. Whereas, college fees is perceived as high by students of two colleges and mixed views of high and reasonable fees is found in the remaining colleges.

Study of the teachers’ perceptions revealed that their responses regarding teaching environment, infrastructure, education of students and faculty motivation are lying somewhere between agreed to neutral. Teachers are found dissatisfied from research environment for teachers and placement of students in the colleges. However, teachers are highly satisfied with the extracurricular activities in the colleges. Perception scores of teachers showed that number of satisfied teachers is far above the dissatisfied ones. The perception scores also indicated that female teachers are more satisfied than the male teachers. Satisfaction level of unmarried teachers is relatively low. The teachers with qualification level of M.Phil are relatively dissatisfied than the teachers of other qualifications like masters degree and Ph.D.

Analysis of principals’ views reflected medium level of satisfaction with infrastructure, faculty motivation, teaching environment and education of students. Whereas, satisfaction level of principals is found neutral regarding research environment and placement of students in the colleges and; high satisfaction of principals is noticed from extracurricular activities.
Rating of students, teachers and principals for infrastructure of colleges showed that all the three groups have shown their satisfaction level ranging from agreed to neutral. However, satisfaction level of teachers is relatively low than that of students and principals.

Rating of college management by students, teachers and principals depicted average satisfaction level of all these groups of respondents. The satisfaction level of students and teachers is almost same whereas principals are relatively more satisfied.

As far as views of students, teachers and principals regarding proportion of financing of different areas/activities of the colleges are concerned, they primarily stressed to increase financing of the construction and improvement of building and availability of essential equipment in libraries and laboratories. Teachers also wanted the improvement or construction of the auditoriums, seminar rooms, staff rooms and recreation centers in the colleges.

As regards to efforts of the colleges concerning optimal utilization of resources, principals are found more positive than teachers.

Study also revealed the suggestions of students, teachers and principals regarding improvement of colleges. They suggested for introducing new vocational courses, add-on courses and career guidance lectures for better placements. Students’ suggestions primarily focused on improvement of transportation and canteen facilities. Teachers’ suggestions are mainly related to recruitment on meritorious basis, availability of audio/visual techniques for teaching and, receipt of salary in due time. Suggestions of principals are mainly related to development and construction of buildings and, need for permanent faculty in the colleges.

Principals have given highest priority to the goal of encouraging academic excellence in the colleges. Goals of promoting occupational skills and sports and extracurricular activities are given equal importance. Whereas, promoting religious skills is given least priority by the principals. Analysis of Spearman’s rank correlation showed that the correlations between the different goals of the colleges are found statistically insignificant except a negative correlation between
goals of ‘promoting occupational and vocational skills’ and ‘sports and extracurricular activities’.

Responses of principals stated that major problems of the colleges are absenteeism, apathy and cutting classes by the students. Problems of late coming of students and lack of acceptance of academic challenge by the students are also problematic to some extent.

Interview schedule of principals answered many issues and aspects of management. In answer to a question related to kind of amendments needed in the colleges, principals responded that they desire to introduce new vocational courses and add-on courses in the colleges to improve the academic and other fields of colleges. Their answers for amendments in the field of education are mainly related to improvement in infrastructure, libraries and laboratories. They also like to provide trainings, academic oriented refresher courses and research activities in the colleges. As regards to the present emphasis of principals on development of colleges, a group of principals is concerned about infrastructure development while other group of principals is primarily emphasizing on academics and discipline of students. When the principals are asked to rate their colleges for academics and other activities vis-à-vis other colleges in the area, all of them rated their colleges as good. In response to query related to difficulties faced by them after joining the college as principal, they stated the presence of problems of indiscipline and absenteeism of students; unpunctuality, conflicts, provident fund disputes, salary backlog of teachers in the colleges. Principals stated the amount of financial aid provided by SGPC as very small to run the colleges efficiently. But they are found satisfied with the cooperative and supportive attitude of management committee.

As regards to feedback of the management of various activities and student development in the colleges, it is taken mainly from teachers, non-teaching faculty, class representatives and direct conversation with the students. All the principals responded positively about the reasonability of college fees in comparison to local area colleges. In response to the question related to optimal utilization of resources, principals responded that infrastructure of some colleges
is used for collegiate schools and summer classes also. Free land of few colleges is also used for agricultural purposes and tree plantation etc. to earn extra income. In response to the query related to future plans for development of colleges, almost all the principals have responded to introduce new vocational courses. Principals of some colleges are planning to provide placement cells, advance learning techniques and congenial environment for study. Other group of principals is found with main focus on infrastructure development.

8.2.3 Management of Religiousness in the Colleges

The identification of factors affecting the perceptions of students towards religiosity management in the colleges brought out six major factors namely doctrine of Sikh principals, impact on religiousness of students, religious propagation by the colleges, promotion of Punjabi language, religious endeavor of the teachers, and follow up of Sikh principles by the colleges. Mean scores of the factors concerning religious management in colleges depicted that religious endeavor of teachers, impact on religiousness of the students and religious propagation by the colleges have been ranked as poor factors. On the other hand, best perceived factors are doctrine of Sikh principles, promotion of Punjabi language and follow up of Sikh principles by the colleges.

Regression analysis has been applied on six factors identified with the help of factor analysis by taking one factor out of these as dependent variable namely ‘impact on religiousness of students’. It has been found that three factors namely religious propagation by the colleges, religious endeavor of teachers and doctrine of Sikh principles have significant effect on the students for becoming religious.

The analysis of association of general profile of students with the perception scores showed that gender and age have significant association with the perception scores whereas course stream and education level are not exhibiting significant association with the perception scores. The results also stated that female students are more satisfied than the male students and students relating to age group of below 18 years are relatively dissatisfied than the other age groups.
Results of contingency coefficient indicated that there is a moderate level of association between gender and age with perception scores.

Exploration of teachers’ perceptions revealed that teachers are quite satisfied with the doctrine of Sikh principles, follow of Sikh principles by the colleges and promotion of Punjabi language. Although the ratings of the teachers for remaining aspects do not much incline to disagree but relatively low satisfaction level is found for other constructs of management of religiousness in colleges like developing religious skills, religious environment and religious propagation by the colleges. When the perception scores of teachers have been compared with the demographic profile of the teachers the results revealed that female teachers are more satisfied than male teachers and unmarried teachers are relatively more satisfied than the married ones. It has also been found that younger teachers and full time teachers are more satisfied than older teachers and part time teachers respectively. The study manifested that teachers’ satisfaction is found low with respect to higher level of their education.

Analysis of perceptions of principals reflected that higher satisfaction of principals is found for the factors namely doctrine of Sikh principles, follow up of Sikh principles by the colleges and promotion of Punjabi language. They are found relatively less satisfied from developing religious skills, religious propagation and religious environment of the colleges.

The findings of the study also stated that main reason of students for joining the SGPC colleges is availability of the subjects of their choice in the colleges, followed by other reasons like college reputation, closeness of college from home, availability of free/affordable education, religious education and the fact that Sikh community runs the college. Whereas, teachers’ reasons for joining the colleges are respectively college reputation, availability of their subjects in college, provision of religious education, better salary/perks, benevolent act of college of free/affordable education to students, closeness from home and, the fact that Sikh community runs the college.

The reasons of principals for joining the colleges are more or less same as that of teachers. The main reasons of principals’ for joining the colleges are
college reputation, availability of their subjects in college, provision of religious education in college, benevolent act of college of free/affordable education to students, Sikh community runs the college, better salary/perks and closeness from home respectively. It has also been observed that very few respondents from all the categories of students, teachers and principals responded positively for presence of relatives in teaching/management of college as a reason for joining the SGPC colleges.

Responses of students, teachers and principals depicts the effect of fashion, media and western culture as main reasons responsible for decreasing religiousness of youth. Lack of religious propagation, fewer knowledge of religion, less familiarity with the history and value of religion and, carelessness of families are also responsible to children for not becoming religious.

Suggestions by students, teachers and principals regarding improvement of religious services in the colleges have also been asked. They suggested that religious lectures should be arranged in the colleges. Religiousness of students could also be improved by religious competitions, seminars, guest lectures, pilgrimages and engagement of students in benevolent services. Enriching the libraries with religious books, exhibition of books and distribution of free literature could also improve religiousness of students. They also suggested that principals should become role models for students to guide the students for religiousness.

**8.2.4 Comparison of Views of Students, Teachers and Principals**

As regards the management of colleges for their services as educational institutes, perceptions of teachers and principals are found significantly different for many statements of the college management factors namely teaching environment, research environment and faculty motivation. Results of Mann Whitney U test showed that significant difference in perceptions of teachers and principals are found for six out of twenty seven items related to teaching environment and research environment. These items includes accessibility of comprehensive strategy for developing and learning material, reporting teachers about new updates of library, advantageous use of formal/informal groups,
sufficiency of office room facilities, availability of uninterrupted internet facility, advantage of lecture of outstanding dignitaries called for seminars. Whereas, significant differences in views of teachers and principals have been found for around half of the statements related to faculty motivation. These items include adequate amount spent on staff development, consideration of teachers’ suggestion by the management authorities, encouragement of new ideas of teachers, involvement of teachers in decision making, adequacy of channels available to express grievances of teachers and redress of the same, recognition of the teachers’ contribution and, sufficiency of promotion avenues in the college. Hence, study showed a wide gap between the perceptions of teachers and principals especially for the faculty motivation in the colleges.

It has been found with the help of Kruskal Wallis test that views of students, teachers and principals are found dissimilar for nearly half of the statements related to management of colleges. These statements are related to availability of facilities of projectors, multimedia to deliver the lecture; availability of essential equipment in laboratories; ratio between number of students and equipment in laboratories; security and discipline; regularity of career counseling sessions; earlier placement of students of job oriented courses; easy admissions of college students in higher education courses; college encouragement for participation in extracurricular activities; availability of fully-equipped lecture halls; well maintained staff rooms, committee rooms and study rooms; and sufficiency of recreation facilities in the colleges. Students are relatively more dissatisfied than the teachers and principals for all the statements except statements associated with infrastructure of colleges. Further, infrastructure relating statements are more positively perceived by principals than the teachers.

Thereafter, application of Dunn’s multi comparison test in set of pairs of respondents stated that significant difference of perceptions of students and principals are found for the statements related to availability of facilities of audio/visual techniques, availability of essential equipment in the laboratories, ratio between number of students and equipment in laboratories, security and discipline, easy admissions of pass-out students and, encouragement of colleges
for participation in extra-curricular activities. On the other hand, views of students and teachers have been found to vary significantly for availability of facilities of audio/visual aids, security and discipline, availability of fully equipped lecture halls, well maintained staff rooms, committee rooms and common rooms. As far as furnishing of lecture halls and ratio between number of students and equipments in laboratories are concerned, opinions of teachers are also substantially different from principals.

Results of Kruskal Wallis test revealed that opinions of students, teachers and principals regarding management of religiosity are significantly different for five items. These items are concerned with efforts of colleges for protecting earth from environmental pollution; sufficiency of fee concession and free education given to the deserving children; and frequencies of baptism ceremonies and adequate arrangements of pilgrimages by the colleges. It has also been found that satisfaction level of students and principals is lowest and highest respectively.

However, application of Dunn’s multi comparison test to check the significance of difference between three sets of pairs of respondents stated that considerable difference in views of students and principals have been found for the statements like efforts of colleges for protecting earth from environmental pollution and sufficiency of fee concession to the deserving students. And, significant different views of teachers and principals are found for adequacy of arrangement of pilgrimages by the colleges.

### 8.3 Suggestions

1. Accepted principles of accounting and a uniform pattern to the extent possible should be followed in preparing the budgets of the colleges. The revenue and capital income and expenditure of the colleges should be disclosed separately. So that performance of recurring and nonrecurring activities of the colleges could be judged effectively and conveniently. Colleges should check the relation between revenue and capital items. Clear distinction should be made between the grants for capital and revenue expenditure. Expenditure of capital nature should be met through capital grants only. This principle is not followed in many SGPC
Summary, Conclusions and Suggestions

colleges. Therefore, colleges must ensure the capital expenditure out of capital grants or allowable income only.

2. Budgets should include details of all the income and expenditures of the colleges except very few items like income and expenditure of UGC plan of five year as these are accountable under separate head. But the report of the UGC five year plan income and expenditure should also be explained separately in the budgets. So that overall activities of the colleges could be judged easily by viewing the budgets. Here it is pertinent to mention that many colleges do not show the details of accounts of students’ scholarships given by government etc. Some colleges also have not shown the receipt of government grant on the income side and corresponding salaries on the expenditure side in some years.

3. The colleges with continuous deficit are showing an adverse financial health. If proper efforts of finding or introducing the sources of revenue generation are not found soon to cover the expenditure then these colleges will become trouble for SGPC.

4. Expenditure on the library and laboratories should be increased to the highest possible extent and this expenditure should be increased in absolute terms. Mean scores of educational material showed that it is ranked as second poorest factor in the colleges by the students. Students are not found much acceded to the library collection, laboratory equipments and ratio of students and equipment in the laboratories. The expenditures on the libraries and laboratories should be disclosed in detail in the budgets as this is the important factor having significant correlation with the satisfaction of the students.

5. Colleges should try to engage themselves actively in the campus placement activities because placement factor is the most important factor considered by the students for their perceptions regarding management of colleges. Moreover, placement has been found as second most important factor influencing the satisfaction of the students with the colleges. Whereas, students has rated placement factor as poorest. Students have shown their dissatisfaction for campus placement, easy placements of students of job-oriented courses, participation of students in
placement activities and regular arrangements for career counseling sessions in the colleges.

6. College environment and student development in the colleges are ranked as second and third poorest factors respectively in the colleges by the students. Whereas, these are important factors determining the perceptions of students regarding management of colleges and significantly correlated with the satisfaction level of students. College environment is also found as most important factor affecting the satisfaction level of students. Therefore, effective steps need to be taken at the earliest by the colleges to improve the ‘college environment’ and ‘student development’ in the colleges.

7. The study suggests that colleges should adopt effective measures to improve the facilities required by teachers in the colleges so that satisfaction level of teachers can be improved. It is imperative to get the full utilization of the efficiency of faculty for the improvement of the institution. The satisfied employees of the colleges symbolize the goodwill of colleges which is helpful in fetching future enrollments and better quality of students.

8. Study reflects that the workload of teachers is high and teaching work suffers because of the ‘other work’ assigned to teachers. As such it is suggested that teachers should be given sufficient time to focus on teaching and workload of teachers should not be very high.

9. The staff which is politically connected should not be given undue favors, selection and promotion of teachers should be based on meritorious abilities and extraneous factors (other than merit) should not be involved.

10. Research environment should be improved in the colleges. The Faculty motivation should be increased in the colleges. This is pertinent to say here that satisfaction of teachers for these statements is low in sampled colleges therefore management authorities should give special emphasis on these aspects.

11. The colleges should start new vocational courses which will help in improving the fees receipts of the colleges. That way financial condition of the colleges could be improved. Optimum utilization of the resources of the colleges should be made. The
utilization of classrooms could be increased by introducing evening classes and part time courses.

12. The income of the colleges could also be improved by lending a small portion of property of colleges to banks, post offices and book sellers etc. In large colleges contracts of canteen could be given to two contractors. It will help in improving the quality of canteen services by introducing competition. The free land of the colleges could also be used for agricultural purposes, tree plantation etc.

13. The colleges should prepare five and ten year planning charts and propagandas of college developments. Similarly colleges should also meticulously design short term plans. These plans should be thoroughly discussed with the SGPC to gain the financial support. There are some schemes where the college/ college management committee has to spend half of the expenditure in the development activities to fetch the remaining half of the grant from University Grants Commission (matching grants). Therefore, advanced planning of the colleges would help in obtaining more grants from national agencies.

14. The future planning of the colleges could also be conveyed in the annual functions day of the colleges to obtain the maximum donations from donors. Because some donors like to donate in the organization by knowing the activity where their donations would be spend. Need of the colleges would also motivate the donors to donate.

15. Since ‘religious endeavor of teachers’ is positively related with the religiousness of the students, colleges should appoint the skillful and well trained teachers to motivate the students for religiousness. This is in view of the fact that ‘religious endeavor of teachers’ has been rated as poorest by the students in regards to satisfaction with the religious management in the colleges. Therefore, management authorities should take effective steps to improve the endeavor of teachers.

16. Religious propagation by the colleges is most important factor which has significant effect on students for becoming religious. But, students have rated this factor as third poorest factor in relation to their satisfaction from religiosity management in the colleges. Another factor named ‘impact on religiousness of colleges’ is also rated as second poorest factor by the students. So, there is a need on the part of
colleges to provide special attention on these factors to increase religiousness of the students.

17. The ‘Gap’ of the perceptions of students, teachers and principals relating to different aspects of general college management and management of religiousness in the colleges suggest a greater dialogue between these to elucidate the views. There is a need for students, teachers and principals to be made aware and understand the positions of one another.

8.4 Scope for Further Research

The topic of ‘management of colleges’ is a broad Study. Several limitations of the research work can be considered as productive opportunities for future research also. The framework of this study could be used as basis for further research in other type of colleges with a larger sample. Future research is suggested in the following fields:

1. The study could be extended to the other SGPC colleges which are run in other states of India like Haryana and Mumbai. The study can also be extended to other colleges with similar institutional characteristics.

2. Cross comparisons in colleges can also be made to identify the higher and lower ranked colleges. Further, the relation between primary and secondary data can also be examined.

3. Audited data can be used for the purposes of results.

4. Effectiveness of management of colleges could also be recognized from other outputs of the colleges like number of graduates per year, passing rate and quality of results of students.

5. Study is based on the perceptions of students, teachers and principals but perceptions of non-teaching staff is not asked to give their opinions and assess the management at their levels. Therefore, views of non teaching staff can also be taken to assess the management of the colleges.

6. Longitudinal research may be executed upon in some future time to investigate if the perceptions of students, teachers and principals vary with the time element.